IMPACT OF CONTRIBUTIONS OF PARENT-TEACHERS' ASSOCIATIONS ON THE MANAGEMENT OF SECONDARY SCHOOLS IN GASHU'A AND NGURU EDUCATION ZONES IN YOBE STATE, NIGERIA

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ZARIA

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

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JULY, 2018

DECLARATION

I, Audu Malam Ali, declare that the work in this dissertation titled "Impact of Contributions of Parent Teachers' Associations on the Management of Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this dissertation was previously used for the award of Degree in this University or any other Institution. I am responsible for mistakes found in this research work.

_____ _____

Audu Mallam Ali Date
P14EDFC8188

CERTIFICATION

This Dissertation titled IMPACT OF CONTRIBUTIONS OF PARENT TEACHERS' ASSOCIATIONON THE MANAGEMENT OF SECONDARY SCHOOLS IN GASHU'A AND NGURU EDUCATION ZONES IN YOBE STATE, NIGERIA BY AUDU MALLAM ALI, meets the regulations governing the award of a Master Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents, Ali Angungun Mamman Jakusko, my Late Mother Hauwa Mallam Ali, my Daughter Hauwa Abdullahi Ali and the entire family members for their tireless support throughout the period of my life and academic pursuit.

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ABSTRACT

This research titled “Impact of Contributions of Parent-Teachers’ Association on the Management of Secondary Schools in Gashu’a and Nguru Education Zones in Yobe State, Nigeria” was aimed at achieving these objectives among others:determine the impact of the contributions of parent-teachers’ association on the provision of instructional facilities in secondary schools in Gashu’a and Nguru Education Zones in Yobe State, examine the impact of the contribution of parent-teachers’ association on decision making process in secondary schools in Gashu’a and Nguru Education Zones in Yobe State, ascertain the impact of the contribution of parent-teachers’ association on the maintenance of discipline in secondary schools in Gashu’a and Nguru Education Zones in Yobe State,find out the impact of the contribution of parent-teachers’ association on interpersonal relationships in secondary schools in Gashu’a and Nguru Education Zones in Yobe State, Nigeria. Research questions and hypotheses were set according to the stated objectives. A survey research design was adopted to collect data through the use of adopted questionnaire. The reliability of the instrument was ascertained using Pearson Product Moment Correlation (PPMC) at 0.80 reliability index. Simple random sampling technique was adopted in the study.The respondents comprised 250 teachers, 23 principals, 87 parents and 5 Ministry of Education officials, thus giving a total of 365 respondents. The data were analysed and interpreted through the use of Analysis of Variance. Out of the eight hypotheses tested, seven were retainedafter testing the hypotheses at 0.05 level of significant. The result shows that Parent Teachers’ Associationshave contributed a lot in most of the aspects of schools management such as: provision of instructional facilities, decision making process,maintenance of discipline, school-community relations, provision of welfare, health,, games and recreational facilities as well as communication. But on the contrary, little effort was made by parent teachers association in the promotion of interpersonal relationships in secondary schools in Gashu’a and Nguru EducationZones, Yobe State. It is therefore recommended that parent teachers association should try to intensify more efforts in providing the necessary facilities that will enhance teaching and learning in secondary schools in the Gashu’a and Nguru Education Zones. Based on the suggestions made so far, it is advised that a similar research should be carried out but in other Educational Zones in the State. A research on the impact of contributions of parent teachers’ association on the management of primary schools in Yobe State should be conductedon the factors that brought about differences in educational quality between public and private secondary schools in Yobe state should equally be undertaken. The study concluded that if Parent Teachers’ Association would be utilized it will enhance functional communication between the school and the local community and also for the upliftment of academic standard.

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LIST OF ABBERATIONS

AAA: Arkansas Activities Association

ADE: Arkansas Department of Education

ANOVA: Analysis of Variance

FCCE: Federal Craft Certification Examination

FRN: Federal Republic of Nigerian

ICPTAMSSQ: Impact of Contribution of Parent-Teachers Association on the Management of Secondary School Questionnaires

JSCE: Junior Secondary Certificate Examination

JSS: Junior Secondary School

NABTEB: National Business and Technical Examination Board

NCE: Nigerian Certificate in Education

NECO: National Examination Council

NGO's: Non-Governmental Organizations

NPE: National Policy on Education

PPMC: Pearson Product Moment Correlation

PTA: Parent Teachers Association

PTACMSSQ: Parents Teachers Associations Contributions to the Management of Secondary Schools Questionnaires

PTAQAQ: Parents Teachers Associations and Quality Assurance Questionnaires

SIP: Supplemental Improvement Program

SPSS: Statistical Package for Social Sciences

SSSCE: Senior Secondary School Certificate Examination

SSS: Senior Secondary School

UNICEF: United Nation Children Education Fund

USA: United State of America

WASSSE: West African Senior Secondary School Certificate

OPERATIONAL DEFINITION OF TERMS

The following terms are used in the study. They are operationally defined as follows:

Parent-Teachers Association: Parent-Teachers Association is a voluntary association of parents and teachers in a particular school established for its development. This concept of internal grouping arrangement tends to facilitate good school – community relationship. In this perspective, obeying the principles of good school – community relationship, parents are opportuned to understand what exist in school their wards attend and the constraints school experienced in the course of carrying out the administrative and instructional functions.

Management: the act of getting people together to accomplish desired goals. It comprises planning, organizing, Resourcing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Secondary School:is the education children received after the primary education and before the tertiary stage, National Policy on Education,(2004). The broad goal of secondary education is to prepare the individual for useful living within the society and higher education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The act of passing knowledge from one generation to the other is hinged on the role of the Parent-Teacher Association. The Parent-Teacher Associationis more effective in imparting discipline and knowledge to students at the very grass root level. It is therefore a known fact that all parents have the natural inclination to give their children the good things of life they are capable of providing for them. And in the modern age, the major .task is the provision of quality education and good standard of living. In the light of this, parents have developed a very positive interest in what goes on in school. It is this interest of parents in the education of their children and wards in schools that gave birth to the organization or formation called “Parent Teachers Association”.

During the latter years of the 19th century, the Parents Teachers' Association was first organized by a group of women in America. The first meeting called “the national congress of mothers” was actually held in 1877. It was this meeting that stimulated the founding of the national congress with the sole aim of acting in an advisory capacity of the school in America. It now bearing the name Parents Teacher Association (PTA) and the functions, now include particularly in curricular development policy making and setting standards in schools. Abiola(2016) since Parents Teacher Association is concerned with the students’ welfare and all round developments that is why parents are giving a role in the administrative management of secondary school. This means that the Parents Teachers Association is interested in the co-operation of the school system. It is generally expected that all heads of primary and post primary institutions that is headmaster and headmistress and principals especially the newly posted one should be able to organize and participate in teacher association activities single handled to ginger the staff and students. Therefore the home and

the schools must work hand in hand to achieve full educational objectives. Parents are experienced people who are conversant with child psychology and development.

They therefore know the needs of their children at difference stages of development. In view of this, the parent-teacher association are in a better position to give useful advice to teachers when necessary. Individual parents could be invited to school for discussion on their children welfare, Such as personal cleanliness, behaviour and general progress.When parents get home from those visits, they will see their children's work and also other work to compare. The principal with assistant of some staff could point out the child weakness and give suggestions for improvement.

The parents' teacher association is a forum for teachers and parents to meet and discuss issues relating to the welfare of the parents and teachers. The parents' teacher association meets once or twice a year as the case may be to discuss matter affecting the students and teachers and general issues relating to the schools. But it may be necessary to invite parents of students in affected classes to discuss particular things affecting them. They turn out of the parents teacher association on meeting depends on the publicity given among the students.

The students therefore serve as a medium by which information about the parents meeting reaches their parents usually when they attend matters discussed at these meeting are usually at general application to a student and matter affecting the town and discipline of the school.
Parents Teachers Association is a familiar phrase in the present day secondary school educational system in Nigeria. The Parents Teachers Association is a formal establishment in the school system which is made up of parents whose children are currently registered as students in the school, together with teachers in the school. The aim of the PTA is to enhance the collective participation of parents and teachers in the education of children (Garry, 2007). According to Onderil and Makori (2013), PTAs provide a link through which parents and the rest of community assumes a partnership responsibility and in that way participate in the

education of their children. The Federal Republic of Nigeria in its National Policy on Education (FRN, 2004:55) recognised the importance of parents in the school management when it stated that "the local people particularly parents will be encouraged to participate in school management". Across several countries of the world, the PTA plays several roles in schools (Onderi & Makori, 2013). For instance, in the USA, Lin (2010) reports that PTAs are involving parents in classroom decisions, promoting communication, social events and fundraising, and lobbying the state and national legislation on behalf of the students. In Kenya PTAsare involved in monitoring implementation of school programmes, monitoring education services and mobilising additional resources (Republic of Kenya, 2005).

Also in South Africa and other contexts PTAs have been involved in providing personal hygiene facilities such as wash basins and stands and soap in classrooms and toilet rolls in latrines (UNICEF, 2009; Van Wyk. N,(2007). In Ghana, Dunne, Akyeampong and Hamphreys (2007) reported a specific situation where in one school PTAs made an effort to contact parents whose children had missed school for a long time and encouraged them to send their children back to school. In Hong Kong, Chang (1995:4) noted that the PTA: provides a means for the parents and teachers to work together, a channel to articulate their needs, a forum for the exchange of educational views. an urge for the school to make a parent policy, an opportunity for them to participate in the educational process of their children, a means to pool the parents' strength in supporting the school development, a network for the parents to meet and exchange their views on the education of their children..... and many other positive considerations. In general PTA is recognized as an effective means for the enhancement of parental involvement in the educational process.

Perhaps it is for this reason that Okendo (2012)regards PTA as one of the community agency in the education system. According to Obi (2003:186), the PTA is expected to contribute to school management in Nigeria in the following ways:

1. Show intimate interest in and concern for activities for the school as to ensure the Achievement of high moral standards and academic excellence in cooperation with the Board of Governors or the school Committee as the case may be.

2. To promote effective link between the home and the school.

3. To assist the Board of Governors or the school Committee in ensuring cordial relationship between the school and the community.

4. To give moral and financial support to the school.

5. The P.T.A. may make representatives to the government authorities in the interest of the welfare and progress of the school, its student or staff, but shall not otherwise directly interfere with day-to-day administration of the school. Consequently, the P.T.A. is expected to contribute to the management of school plant, fund raising and raising the moral tone of the school among other things. In the management of school plants, the PTA is expected to contribute to the maintenance of school buildings, equipping of libraries with books, provision of office equipment and stationeries, and provision of other range of schools facilities. The PTA should contribute to raising the moral tone of the school by assisting in checking students'indiscipline and participating in developing school rules and regulations.

In Nigeria, in the past, Aderemun (1980) noted that the Parents Teachers Association have participated in providing resources and counselling services to school children through the advices they give to their children, ensuring adequate family environment, visiting schools as resource person to counsel children or even liaising with teachers and school counsellors to curb students' maladaptive behaviour. Obi (2003) stated that the PTA, where they are functional built classroom blocks, provided funds for schools activities, recruited staff for schools, and participated in schools decision-making. These efforts of the PTA members greatly helped in the provision and management of resources in secondary schools.Many factors gave rise to the formation of parents' teacher association in secondary

schools especially in Gashu'a and Nguru Local Government Area in Yobe State. It is likely that there are lacks of school facilities. It could be due to shortage of manpower, which may involve PTA's negotiation.

1.2 Statement of the Problem

The current trend in many secondary schools in Yobe State tends to make one to wonder if the P.T.A. is still making useful contributions to school management. A number of incidents like students going to school as late as 10.am; hanging about in school uniforms during school hours in obscure places; dilapidated structures in the schools; lack of libraries, well equipped laboratories, adequate classroom blocks and essential amenities were some of the problems which attracted the attention of the researcher to carry out this research work.Yahaya (2007) observed that the inadequate provision of learning facilities in most secondary schools in yobe state was as a result of inactive participation of parent teachers' association officials in the state. Umar (2014) recommends that parent teachers' association was not functioning as expected and this severely affected the administration of primary and post pimary institutions in yobe state. Mojum (1998) discovered that parent teachers association should, as a matter of fact, redouble effort in order to ensure that cordial relationships exist between the schools and members of the local community because it was observed that there was problem here and there with the regard to such relationships. Uzoechina & Obidike in Eziuzo and Enueme,(2013), this appears to be that the PTA has not been very useful in thsssse management of school plant and raising the moral tone of the school. Some parents show indifference and disregard to the PTA. They remain weak and poorly linked in the chain, and have not accepted Parents-Teachers Association as an instrument for educational progress. Such parents only pay the P.T.A levy when forced and go on to complain that the school administration extorts money from them. When meetings are conveyed, many teachers and fathers absent themselves, leaving only mothers or their

house helps who might have nothing to contribute to the meeting. The extent to which parents would contribute to school management is doubtful.Many factors gave rise to the formation of parents' teacher association in secondary schools especially in Gashu'a and Nguru Local Government Area in Yobe State. It is likely that there are lacks of school facilities. It could be due to shortage of manpower, which may involve Parent Teacher Association's negotiation.

Again, it may be as a result of inadequate provision of school materials for students. All these problems attract the intervention of the Parent Teacher Association. It is probably whether Parent Teacher Association actually acts to assist school in matters relating for day to day running of schools. Thus, a formal study of this nature on the impact of contributions of Parent Teacher Association in school management is very important.

There is the need for the school and the family to work together to enhance teaching and learning to the benefit of all. Students would learn and perform better, parents would be better equipped if they know ways they can render help, and teachers general attitude would be better if they appreciate what the parents have to do and they themselves are provided with a better working environment. Parent Teacher Association being a child advocacy association is obligated to the education of the child and this gives them the right to speak on behalf of the children and to provide the best amenities to make the education of the child a success. This research therefore studies the impact of the Contributions of Parent Teachers Association on Management on Secondary Schools in Yobe State.

1.3 Objectives of the Study

The study was set to:

1. determine the impact of contribution parent-teachers' association on provision of instructional facilities in secondary schools in Gashu'a and Nguru education zones in Yobe State;

2.examine the impact of contribution of parent-teachers' association on decision making process in secondary schools in Gashu'a and Nguru education zones in Yobe State;

3. ascertain the impact of contribution of parent-teachers' association on maintenance of discipline in secondary schools in Gashu'a and Nguru education zones in Yobe State.

4. find out the impact of contribution of parent-teachers' association on interpersonal relationships in secondary schools in Gashu'a and Nguru education zones in Yobe State.

5. determine the impact of parent-teachers' association on school-communities relationships in secondary schools in Gashu'a and Nguru education zones in Yobe State;

6. assess the impact of contribution of parent-teachers' association on the provision of welfare and health facilities in secondary schools in Gashu'a and Nguru education zones in Yobe State;

.7. examine the impact of contribution of parent-teachers' association on provision games Andrecreational facilities in secondary schools in Gashu'a and Nguru education zones in Yobe State; and

. 8. find out the impact of contribution of parent-teachers' association on communication in secondary schools in Gashu'a and Nguru education zones in Yobe State;

1.4 Research Questions

The following research questions guide the study:

1.What is the impact of the contribution of parent-teachers' association on provision of Instructional facilities in Secondary Schools in Gashu'a and Nguru education zones in Yobe State.

2. What is the impact of the contribution of the parent-teachers' association on decision making process in Secondary Schools in Gashu'a and Nguru education zones in Yobe State.

3. What is the impact of the contribution of parent-teachers' association on Maintenance of

Discipline in Secondary Schools in Gashu'a and Nguru education zones in Yobe State.

4. What is the impact of the contribution of parent-teachers' association on interpersonal relationships in secondary schools in Gashu'a and Nguru education zones in Yobe State.

5. What is the impact of the contribution of the parent-teachers' association on School-Communityrelationships in secondary schools in Gashu'a/Nguru education zones in Yobe State.

6. What is the impact of the contribution of parent-teachers' association on the Provision of Welfare and Health Facilities in Secondary Schools in Gashu'a and Nguru education zones inYobe State.

7. What is the impact of the contribution of parent-teachers' association on provision of games and recreational facilities in secondary schools in Gashu'a and Nguru education zones inYobe State.

8. What is the impact of the contribution of parent-teachers' association on communication in secondary schools in Gashu'a and Nguru education zones in Yobe State.

1.5 Hypotheses

The following hypotheses were formulated to guide the study.

1 .There is no significant difference in the opinions of Teachers, Principals, and Ministry of Education Officials and Parents on the impact of the contributions of Parent-Teachers' Associationon the provision of instructional facilities in secondary schools in Gashu'a and Nguru Education Zones in Yobe State;

2. There is no significant difference in the opinions of respondents on the impact of Contributionsof Parent-Teachers' Association on decision making process in secondary schools in Gashu'aand Nguru Education Zones in Yobe State;

3. There is no significant difference in the opinions of respondents on the impact of the Contributionsof Parent-Teachers' Association on the maintenance of discipline secondary

schools in Gashu'a and Nguru Education Zones in Yobe State;

4. There is no significant difference in the opinions of respondents on the impact of the contributionsof Parent-Teachers' Association on interpersonal relationships secondary schools in Gashu'a and Nguru Education Zones in Yobe State;

5. There is no significant difference in the opinions of respondents' on the impact of contributions of theparent- teachers' association on school-sommunity relationships in Secondary Schoolsin Gashu'a and NguruEducation Zones in Yobe State;

6. There is no significant difference in the opinions of respondents'of the impact of the contributions of Parent-Teachers' Association on the provision of welfare and health facilities in secondary schools in Gashu'a and Nguru Education Zones in Yobe State;

7. There is no significant difference in the opinions of respondents on the impact of contributions of Parent-Teachers' Association on the provision of the Games and Recreational Facilities inSecondary Schools in Gashu'a and Nguru Education Zones in Yobe State;

8. There is no significant difference in the opinions of respondents on impact of contribution of Parent-Teachers' Association on Communication in Secondary Schools in Gashu'a and Nguru Education Zones in Yobe State.

1.6 Basic Assumptions

The study was based on the following assumptions:

1. Parent-Teachers' Association contributes to the instructional facilities in secondary schools in Gashu'a and Nguru Education Zones, Yobe State;
2. The contributions of Parent-Teachers' Association influenced decision making Process in secondary schools in Gashu'a and Nguru Education Zones, Yobe State;
3. Parent-Teachers' Association contributedin maintenance of discipline in secondary schools in Gashu'a and Nguru Education Zones, Yobe State;

4. The contributions of Parent-Teachers' Association improved the interpersonal relationships in secondary schools in Gashu'a and Nguru Education Zones, Yobe State;
5. Parent-Teachers' Associationsinfluence on school-community relationship in secondary schools in Gashu'a and Nguru Education Zones, Yobe State;
6. Parent-Teachers' Association contributedin the provision of welfare and health facilities in secondary schools in Gashu'a and Nguru Education Zones, Yobe State;
7. Parent-Teachers' Association provision games and recreational facilities in secondary schools in Gashu'a and Nguru Education Zones, Yobe State; and
8. Parent-Teachers' Association contributed in communication in secondary schools in Gashu'a and Nguru Education Zones, Yobe State.

1.7 Significance of the Study

The findings of this study will be of significant to;

The stakeholdes such as the Parents-Teachers Associations, (PTA), Old Students' Associations, Non-Governmental Organizations (NGOs), Communities, Philanthropists and other Development Partners to provide adequate instructional materials and facilities for effective teaching and learning processes in secondary schools. Direct beneficiaries which include among others; the school principals, administrators, teachers and parents teachers' associations. It will also enable the stakeholders in education to appreciate the roles of teachers,' principals and the PTA, and how they will complement each other.

This research would be helpful to the officials of the Ministry of Education to see the need to improve and ensure proper functioning of parent-teachers' association in both primary and post primary institutions in the state. These researches also serve as an academic reference for the subsequent researchers in education. This research is equally significant in that, it encourages the members of parent-teachers association to intensify more effort at regular

interval in improving their performance because it is through their action or inaction that the success of the school has to be judged. This research is also useful to parent-teachers' association because it will help them to know the activities of parent teachers associationat the school level.

1.8 Scope of the Study

This study covered all public secondary schools in Gashu'a and Nguru Education Zones in Yobe State, Nigeria. The study focused on impact of contributions of Parent-Teachers' Associationon the management of secondary schools in Gashu'a and Nguru Education Zones respectively in Yobe State Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study focuses on impact of the contributions of Parent-Teachers Association on the management of secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria. By means of an analytic review of conceptual and empirical literature the investigator has been able to generate insights related to the research problems. This chapter is presented under the following sub-headings:

- Conceptual Framework;
- Parents-Teachers Association on Provision of Instruction Facilities in Secondary Schools;
- Parents-Teachers Association on Decision-Making Process in Secondary Schools;
- Parents-Teachers Association on Maintenance of Discipline in Secondary Schools;
- Parents-Teachers Association on Interpersonal Relationships in Secondary Schools;
- Parents-Teachers Association on School-Community Relationships;
- Parents-Teachers Association on the Provision of Welfare and Health Facilities
- Parents-Teachers Association on Provision of Games and Recreational Facilities;
- Parents-Teachers Association on Communication in Secondary Schools;
- Empirical Studies; and
- Summary.

2.2 Conceptual Framework

The conceptual framework of this study is expatiated under the following; concept of secondary schools, meaning of Parents-Teachers Association and meaning of management

2.2.1 Concept of Secondary School

Secondary education is the education children received after the primary education and before the tertiary stage, National Policy of Education,(2004). The broad goal of secondary education is to prepare the individual for useful living within the society and higher education. While in specific terms, secondary education is to provide:

i. all primary school leavers with the opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background;
ii. offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
iii. provide trained manpower in the applied science, technology commerce at sub-professional grades;
iv. develop and promote Nigerian languages, art and culture in the context of worlds cultural heritage;
v. inspire students with a desire for self- improvement and achievement of excellence;
vi. foster national unity with an emphasis on the common ties that unite us in our diversity;
vii. raise a generation of people who can think for others, respect the dignity of labour, appreciate those values specified under our broad national goal and live as good citizens; and
viii. technical knowledge and vocational skills necessary for agricultural, industrial, commercials and economic development of the society.

In other to achieve these stated goals, secondary education is based on six (6) years duration, given in two stages, Junior Secondary School (JSS) and the Senior Secondary School (SSS) stages with each having a three-year duration.

The national policy of education, (2004) stated that, the junior secondary school shall be both pre-vocational and academic as well as tuition free, universal and established to teach basic subjects that would enable pupils to acquire further knowledge and skills. On the other hand, the senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupil's knowledge and out-look. Secondary school education occupies a very unique position in the educational system in Nigeria, because it is that level that determines the academic and professional career of students. According to the Federal Government of Nigeria (2004), in the national policy of education, the broad aims of secondary education within the overall objectives are preparing students for useful living within the society and preparing them for higher education. Precisely, the aim of secondary education is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the pupils, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self-improvement both at school and in later life. It must be stated that only the provision of qualitative education can guarantee the accomplishment of the above-stated goals. The extent to which the secondary school system is able to accomplish its objectives determines its effectiveness.

School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fafunwa, 2004). By implication, the task of a teacher, which includes sustaining education system, do not rest on his or her professional competency alone, but on the entire features of

the school climate. The school is a type of service organization vested with primary function of educating the child and the control is a problem faced by all organizations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations.

Secondary schools are mostly state or federally owned; although in 2001 the federal government began encouraging the return of former church mission schools. The federal government promised to continue paying teacher salaries. Generally, the federal government funds and manages two federal government colleges (secondary schools) in each state. In addition, each state owns and operates secondary schools. In 1996, there were 7,104 secondary schools with 4,448,981 students. The teacher-pupil ratio was approximately 32:1.

Students attend junior secondary school for grades seven through nine. At this point, the majority of students are at least 15-years-old and are no longer required to attend school. In the ninth grade, students take the Junior Secondary Certificate Examination (JSCE) to qualify for the limited number of openings in senior secondary schools. Those who do well on the exam may continue at the same institution or transfer to a different school if they qualify.

The language of instruction for all secondary school grades is English, except for special courses that require another language. Students study 9 to 12 subjects, including a core group that consists of mathematics, English language, a major Nigeria language (Hausa, Igbo, or Yoruba), social studies, creative arts, integrated science, practical agriculture, religious studies (Christianity or Islam), and physical education. Depending on the school, students may select electives from courses such as introduction to technology, home economics, business studies, local crafts, and foreign languages (often Arabic or French).

Many of the subjects taken at the JSS level are offered in SSS, except in more depth. Students are streamed through testing and counselling into one of three areas of concentration: academic (scie0nce or humanities), technical/commercial, or teacher education. The core of required courses for all students includes English language, a Nigerian language, mathematics, science (physics, chemistry, and biology), humanities (literature, history, or geography), and either an agricultural science or a vocational subject. Students also select three more subjects from a wide range of electives depending on each school's resources. The more common electives are Christian or Islamic religion; business subjects such as economics, commerce, and accounting; foreign languages; computer science; fine arts; physical education; food and nutrition; home management; clothing and textile; applied electricity; auto mechanics; technical drawing; woodwork; and metalwork.

In their twelfth year, students take the Senior School Certificate Examination (SSCE). They are required to register for a minimum of seven and a maximum of nine subjects. English and mathematics examinations are mandatory. The government estimated that over 500,000 registered to take the SSCE in May/June 2001.

To receive their Secondary School Certificate (SSC or West African Senior Secondary School Certificate), students are evaluated by a formula that combines continuous assessment in their courses, which counts 30 percent, and by their scores on the SSCE, which counts 70 percent. Those students who want to apply for higher education but who do not score high enough on the SSCE may take the General Certificate Examination (GCE) in the fall of the following year to attempt to qualify for openings.

The SSCE is prepared and administered by the West African Examination Council (WAEC), an organization that has operated school examinations in several West African

countries since 1954. In 1989, the SSCE replaced the West African General Certificate of Education O and A levels.

In 1999, the Nigerian government established the National Examination Council of Nigeria (NECO) to compete with the WAEC. The NECO first try at offering the SSCE, in June and July 2000, was considered a failure. The rivalry between the two testing organizations increased so much that by early 2001 there was much confusion among students over which organization's exam they should take. The issue was not resolved by the spring of 2001, but more students will likely choose WAEC examinations for several years, especially if WAEC follows up on its promise to upgrade its system with modern technology.

Although technical and vocational education is offered at several kinds of institutions, including some academic secondary schools, most technical and vocational students attend specialized secondary schools or colleges. The programs can be short, such as welding programs that take only a few months, to longer programs, such as auto mechanics that lasts three years. Usually, students finishing vocational courses are offered apprenticeships for training in specific crafts. Apprenticeship programs vary from six months to three years of work under close supervision. Some technical schools offer the entire six years of secondary education and prepare students to take the SSCE. The majority, however, take national exams in their specialties, such as the Federal Craft Certification Examination (FCCE) and the National Business and Technical Board Examination (NABTEB).

Another group of students who finish primary school go into teacher training colleges that cover the entire six years of secondary school. Successful students receive the Nigerian Certificate in Education (NCE), qualifying them to teach in grades one through nine and in technical colleges.

In an effort to promote Nigerian patriotism and discourage ethnic rivalry, the federal government established 63 Unity Secondary Schools around the country. These special schools use a quota system to admit students from all the states in the nation. The purpose is to bring together young boys and girls from many different ethnic groups to study and live together in harmony, so that in the future they might serve as good role models for others in the nation.

Secondary school teachers have repeatedly ranked school discipline as one of the most serious hurdle in effective teaching learning process in the classroom. It has also been reported that the students in public schools feel insecure due to lack of effective disciplinary measures and probable for aggression and unpleasant situation. Teachers are often not well prepared to manage classrooms indiscipline. School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Ghazi, Shahzada, Tariq and Khanm 2013). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society.

2.2.2 Meaning of Parents-Teachers Association

Parent-Teachers Association is a voluntary association of parents and teachers in a particular school established for its development. This concept of internal grouping arrangement tends to facilitate good school – community relationship. In this perspective, obeying the principles of good school – community relationship, parents are opportune to understand what exist in school their wards attend and the constraints school experienced in course of carrying out the administrative and instructional functions. In Nigeria, Parent-Teachers Association is backed by law in some states making it compulsory for parents and teachers; while in other states it

is voluntary. Whichever way, parents mandatorily pay levies agreed by the association for their wards attendance in that particular school (Igwe, 1999), Based on this practice, Enaohwo,(2009) note that in public schools it is not well practiced and needs to be discouraged especially where Parent-Teachers Association arrogates themselves powers meant for Board of Governors, usually appointed by the ministry of education to facilitate school governance. This assertion obviously portrays what is tenable in contemporary struggling societies where education is corruptly managed under the disguise of dwindling economy. This postulation provided impeccable background for condemnation of Parent-Teachers Association being an important avenue for school financing.

The reason for the total rejection of Parent-Teachers Association practice becomes inevitable as most principals connive with certain parents without due process to put compulsory levies on every child in the school. Invariably all parents are made to pay imposed levies without objection for the interest of their wards. In other words, there is compulsory compliance to imposed levies for every child attendance. Although, it is scholastic view that Parent-Teachers Association helps in the development of school by meaningfully contributing to building of classrooms, hostels, library and many others activities. On the other hand, it makes parents shoulder responsibilities of the government by providing fund for running public schools after paying their taxes.

In the private school administration lays another unresolved contradicting conception as to the imposition of frequent levies on parents. In pretext to support better academics, proprietors of private schools connive with some parents under the PTA canopy to levy for developing their schools. Levy as defined is financial contribution by parents/cares relating to the costs associated with each student's participation in their education program (Tasmania, 2012).

Tasmania (2012), maintained that levy items are mostly consumables that student uses during school year such as stationery, photocopying and printing paper; or the costs of services such as bus hire and entry fees that are essential to delivery of the education program. They suggested further that levies cannot be used to charge for teacher salaries, or for the cost of relief teachers, either directly or indirectly, and are not a source of general revenue or be raised to supplement areas of school funding such as building maintenance, purchase of equipment or energy costs.

These are the obligations of school owners not parents in case of private institutions. PTA now assumes the role of Board of Governors in public schools, which the proprietor or group of owners and or agents of the private school supposed to constitute their board of governors not parents of the pupils in the governance of the school. In other words, private property financial responsibilities cannot be laid on the parents after paying persistently school fees. To levy parents for development purpose of the school is not a welcomed PTA role in internal administration of private school. PTA levy is an appropriate way to improve public schools' facilities only when need arises.

In this circumstance, Igwe (1999) citing Anderson and Van Dyke (1963) highlighted some functions of PTA as applicable to public school (a) promoting better acquaintances and healthy working relations between teachers and parents (b) serves as effective channel of communication between the school a community (c) advise the school staff, the board of governs or the school committee on pressing education needs of the community as perceived by parents amongst others. The Board of Governors functions include (a) budgeting and preparation of financial statement of the school (b) raising and management of funds, subject to such guidelines as may from time to time be approved by the commissioner for education (c) overseeing to the collection of funds and revenues as applicable (d) authorizing and scrutinizing the disbursement of all funds to mention but a few. In some public school the

two exist, the Board of Governors stands prominently. There are deviations of what the PTA stands on their roles in relations to the concept of private school organizations funding.

Parents Teachers Association (P.T.A.) is a familiar phrase in the present day secondary school educational system in Nigeria. The PTA is a formal establishment in the school system which is made up of parents whose children are currently registered as students in the school, together with teachers in the school. The aim of the PTA is to enhance the collective participation of parents and teachers in the education of children (Garry, 2007).

According to Onderi and Makori (2013), PTAs provide a link through which parents and the rest of community assumes a partnership responsibility and in that way participate in the education of their children. The Federal Republic of Nigeria in its National Policy on Education (FRN, 2004:55) recognized the importance of parents in the school management when it stated that "the local people particularly parents will be encouraged to participate in school management".

Across several countries of the world, the PTA plays several roles in schools (Onderi & Makori, 2013). For instance, in the USA, Lin (2010) reports that PTAs are involving parents in classroom decisions, promoting communication, social events and fundraising, and lobbying the state and national legislation on behalf of the students. In Kenya PTAs are involved in monitoring implementation of school programmers, monitoring education services and mobilizing additional resources (Republic of Kenya,2005). Also in South Africa and other contexts PTAs have been involved in providing personal hygiene facilities such as wash basins and stands and soap in classrooms and toilet rolls in latrines (UNICEF,2009; Van Wyk. N, 2007). In Ghana, Dunne, Akyeampong and Hamphreys (2007) reported a specific situation where in one school PTAs made an effort to contact parents whose children had missed school for a long time and encouraged them to send their children back to school.

In Hong Kong, Chang (1995:4) noted that the PTA: provides a means for the parents and teachers to work together, a channel to articulate their needs, a forum for the exchange of educational views. an urge for the school to make a parent policy, an opportunity for them to participate in the educational process of their children, a means to pool the parents' strength in supporting the school development, a network for the parents to meet and exchange their views on the education of their children and many other positive considerations.

2.2.3 Meaning of Management

Management in simple terms means the act of getting people together to accomplish desired goals. It comprises planning, organizing, Resourcing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Different meanings have according to Nwachukwu (2010) been attributed to the word "Management". Some people see it as referring to a group of people. They think of management team or a group of individuals in an organization. Management is also seen as a process demanding the performance of a specific function. Here, management is a profession. According to the American institute of management, it is used to designate either a group of functions or the personnel who carry them out; to describe either an organization's official hierarchy or the activities of men who compose it: to provide autonomy to either labour or ownership.

The term "management" is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently.While management as the skill that is applied by an individual in an organization also in the presentation of lesson, in such a way that all the learners are actively involved in learning.

According to Yalokwu (2012) “management can be defined as the process of planning, organizing leading and controlling the efforts of organizational members and using all other organizational resources to achieve set goals”. Further still, management involves the achievement of goals set for the organization. This means that managers of any organization a commercial bank, a university, or the Nigerian stock Exchange-try to attain specific ends. These ends are unique to each organization. The set goals, whatever it maybe to the organizations concerned, management is the process by which the goals can be attained. This applies even in situations where planning does not take place. From this perspective, Frenchman, Henri Fayol considers management to consist of five functions; Planning, organizing, Leading, Coordinating, and Controlling.

Historically, difficulties arise in tracing the history of management. But with growing size and complexity of organizations, the split between owners and day-to-day managers gradually become more common. This split led to business management consisting of six separate branches namely:

(1) Human resources management
(2) Operations management or production management
(3) Strategic management
(4) Marketing management
(5) Financial management and
(6) Information technology management that manages information systems.

2.3 Parents-Teachers Association on Instructional Facilities in Secondary Schools

The instructional facilities used by teachers to teach and drive home their subject points at the secondary school levels of our education system is incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners. Instructional materials are materials which assist teachers to make

their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners. Instructional materials include both visuals and audio visuals such as pictures, flashcards, posters, charts, tape recorder, radio, video, television, computers among others. These materials serve as supplement to the normal processes of instruction.

The use of instructional materials gives the learner opportunity to touch, smell or taste objects in the teaching and learning process. Consequently, knowledge passed unto the students at different levels of educational instructions should be well planned and properly allied with relevant instructional materials for clarity and comprehensibility. Hence the significance of this study to the students, teachers, curriculum planners, educational system and the society at large.

To the students, the effective use of instructional materials would enable them to effectively learn and retain what they have learnt and thereby advancing their performance in the subject in question. This is because according to Nwadinigwe (2000), learning is a process through which knowledge, skills, habits, facts, ideas and principles are acquired, retained and utilized; and the only means of achieving this is through the use of instructional materials.

The study would help enhance teachers' teaching effectiveness and productivity. This is in line with assertion of Ekwueme and Igwe (2001) who noted that it is only the teachers who will guarantee effective and adequate usage of instructional materials and thereby facilitate success. Consequently a teacher who makes use of appropriate instructional materials to supplement his teaching will help enhance students' innovative and creative thinking as well as help them become plausibly spontaneous and enthusiastic. supportively asserts that any teacher who takes advantage of these resources and learns to use them correctly will find that they make almost an incalculable contribution to instruction. He

further says that instructional materials are of high value in importing information, clarifying difficult and abstract concepts, stimulating thought, sharpening observation, creating interest and satisfying individual difference.

The study is also significant to the educational system and society at large. This is because when teachers solidify their teaching with instructional materials and the learners learn effectively, the knowledge acquired will reflect in the society positively. Students will be able to understand the functioning of the economy, interpret government's economic policies and activity and perform economically better in the choice of life and work.

Educational resources are the assets which facilitate the attainment of education/objectives and make the processes of teaching and learning smooth and effective at the school level. Olagboye (2004) identifies educational resource to include "people, materials, finance and time" of all these resources, finance or money is of particular importance because it provides the essential purchasing power for the procurement and maintenance of other needed resources and for the sustenance of the entire education enterprise. By educational funding or finance therefore, study then the ways and manner by which money is made available for the development and maintenance of the entire educational system and public secondary school in particular.

In economic terms, resources are always in short supply. For the reason, available educational resources in whatever form need to be very prudently and effectively utilized and/or maintained for optimum returns to the education system. This is what is meant by resource management. In other words, resource management in education could be seen as the prudent utilization and maintenance of the human, material, financial and other available scarce resources for the optimal achievement of self-education goals. Based on the foregoing, this study will be looking at facilities or materials in the education system, is facilities made

available to the public secondary schools in Gashua and Nguru Education Zones of Yobe State, Nigeria and how it should be managed for optimal returns to the system.

2.4Parents-Teachers Association on Decision-Making Process in Secondary Schools

In a school system decisions are made through various methods and participation varies from school to school (Omobude & Igbudu, 2012). According to Olorunsola1 and Abiodun (2011). Decision making has been observed to be the heart of administrative process and leadership in schools. They further explained that, the success or failure of any school is largely dependent upon the groups that make it up and effective utilisation of the intellectual abilities of these group or human resources helps the development of such an organisation or school. Udo and Akpa (2007) cited in Olorunsola1 and Abiodun (2011) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realisation of school goal will be easy, apathy and opposition within the school will be minimised.

It has been observed that teachers are central in the management of schools and their involvement in decision making process is such a sensitive issue in schools that neglect of it by the principals could cause a lot of rift, conflict, misgivings and hindrance to the realisation of the objectives of the school goals (Olorunsola1 & Abiodun (2011) Ndu and Anagbogu (2007) noted that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment.

Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school. Decision-making is the process of identifying and choosing between alternatives based on values and preferences (Omobude,&Igbudu, 2012).Nobert (1996) in Omobude and Igbudu (2012) believes that the control of a system is through the use of

feedback from the environment. He defined a system as a means of appreciating how organisation parts interact with their environment.

Wilkinson (1999) corroborates this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction), in short an everyone-wins scenario.

2.8.1 Process Toward Making Decision

- Establishing objectives first;
- Objectives must be classified and placed in order of importance;
- Alternative actions must be developed;
- The alternative must be evaluated for more possible consequences and the decision actions are taken and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems all over again.

On the whole, the above underscores the need to make decisions guided by established objectives or goals in a rational manner by prioritizing them in order of preference. This is also subject to review from time to time in order to cater for emerging challenges for the overall interest of a given public secondary school. This will bring about positive changes in the school, thereby leading to appreciable development.

2.8.2 Techniques for Decision-Making

In each day, decisions are made and certain techniques are needed in the decision making process. According to Wikipedia (2011) the following techniques, decision-making stages and decision – making steps are needed.

- Pros and cons: listing the advantages and disadvantages of each option, popularized by Plato and Benjamin Franklin
- Simple prioritization: choosing the alternative with the highest probability – weighted utility for each alternative or derivative possibiliarism: acting on choices so as not to preclude alternative understandings of equal probability including active exploration of novel, possibilities and emphasis on the necessity of holding multiple positions at once if there is no available data to privilege one over the others.
- Satisfying: accepting the first option that seems like ti might achieve the desired results.
- Acquiesce to a person in authority or an expert, just following orders.
- Flipism: flipping a coin, cutting a deck of playing cards, and other random or coincidences methods.
- Prayer, tarot cards, astrology, revelation or other forms of derivation.

These techniques place much premium on rational, logical and objective measures in respect of how to make decisions by ensuring that steps are taken which will translate to satisfying school teachers by the principal and management staff.

2.8.3 Decision – Making Stages

There are four stages that should be involved in group decision – making and the four stages are sometime refers as phases. Wikipedia (2011) cited B. Dubrey Fishor (n.d) that the four stages are:

1. Orientation stage – This is when members meet together and get to know each other for the first time.
2. Conflict stage – One – group members become familiar with each other, disputes, little fights and arguments occurs, and eventually group members work it out.
3. Emergence stage – the group begins to clear up vague opinions by talking about them.

4. Reinforcement stage – Members finally make a decision, while justifying themselves that it was the right decision.

2.5Parents-Teachers Association on Maintenance of Discipline in Secondary Schools

The school is a social unit established by members of the society as a formal agency of education in which the young learn about themselves, other people, as well as the language, custom, attitudes and the ways of doing things. (Olagboye, A.A. 2004). In other words, the school is an integral part of the wider society, city, town, village or hamlet. In the same vein, the school as the place where the actual teaching – learning process is carried out is an integral part of the education system.

Members of the wider society, including the Parents-Teachers Association, are governed by the laws of the country, including the education law and school law which apply in particular to the education section and school system. In essence, laws are meant to bring order and discipline to bear on the society at large, the education sector and the school system. Order and discipline are crucial to the existence of society, just as they are to the administration of schools and the school system. This is because order and discipline are a necessary condition for a conducive environment for productive school work. Involved, good discipline enhances the capacity and efficiency of each school to achieve its educational objectives. For these reasons, school authorities in the country usually establish rules and regulations in the manner of the larger society, to guide and control the behavior of their students with a view to setting a high standard of discipline conducive to the education process.

First as the larger society expects all citizens to obey the laws, so also each school expects every one of its standards, on admission, to be sound by and to obey, its rules and regulations.Since such rules and regulation have behind them the force conferred by relevant

school laws and power of the authorities that appointed the school administrators, their infringement by students. Constitute offences which are subject to appropriate preventive, reformative or retroactive punishment. Such punishments are legitimate as long as they are administered within the framework of the school law. Thus, student offences, like crime in the larger society, are clear symptoms of indiscipline capable of subverting the society. This is why those students' offences that translate into serious crime in the larger society are constantly sources of fear and concern to school authorities, parents, the general public and even the government in Gashua and Nguru Education Zones, Yobe State.

"Discipline means the maintenance of the order in the classroom, authoritative control over students and an internalized system for controlling one's own behaviour". The word may also be defined as a branch of knowledge in which people specialize when they are pursuing a course at the university level. In this context, the word discipline refers to an academic discipline. It also refers to a system of rules of conduct or a method of practice that every member of a particular group must follow. "When a person gets disciplined he or she possesses the trait of being well behaved, in this context, the word discipline is related to the words conduct, behaviour and deportment" (Moles Oliven, 1990). It is a vital aspect in the field of personality development.

The term discipline can also be used to refer to the methods of training which a person has acquired in order that he or she becomes stronger or more in control of his or her emotions. "People become disciplined when they are trained by instruction and by putting in many hours of practice to perfect what they do, discipline as a verb refers to the act of punishing somebody for his or her wrongdoings". To identify the most serious problems facing school systems today, the maintenance of discipline is crucial, especially in secondary-level institutions. This study reviews the problem of school discipline which a teacher faces in class and head teachers and principals face in the public and private sector institutions.

The maintenance of discipline has been a function of school ever since it came into existence. Educational literature places discipline in a range of different conceptual frameworks. Halil (2000, p. 31) studied, "It is variously thought of as: the central task of education; the best method of providing moral education; a fundamental requisite of all educational activity; a construct enabling each individual to interact with others".

Ijaz (2004) found that the word "discipline" is derived from Latin root "disciplus" meaning a pupil or disciple. Naturally, the problem of discipline was taken to consist in bringing the conduct of the pupils into conformity with ideas and standards of the master. The teacher's personality was always regarded as noble and beneficent, and the pupils had to develop the virtue of docility and plasticity so that the teacher might impress his personality on them and mould them in his own image. The whole of the pupil's life in the school, all his intellectual, social, moral and physical activities so far as they are carried out in cooperation with others and are directed towards the realization of certain purposes is disciplinary. "A teacher has to organize activities such as planning providing instructions, carrying an orders and discipline, determining pupils' achievements, grading pupil and maintain their classrooms as a social and educational organization" (Abdullahi, 2010, p. 21)

Ijaz (2004, p.23) found "Discipline aims at the removal of bad habits and the substitution of good ones, especially those of order, regularity, and obedience". The discipline as the business of enforcing simple classroom rules that facilitate and minimize disruption". It is important that good discipline be looked upon not as student conformity to arbitrary standards of conduct, but rather as individual responsibility for behaviour". The concept of discipline may be viewed from a narrow and old or from a modern and broader point of view. From the narrow point of view discipline means subjection to authority, obedience to law and order and bringing the child under control. Taylor (1987, p.41) found "From a broader modern point of view, discipline means the training of mind, manners and

attitudes, bringing the lower impulses of the child under control formation of right habits and in fact the development of character".

Discipline from the point of view of an individual is a means of enabling him to bring under control his instinctive urges to reach a position where he willingly and spontaneously identifies himself with a right. Discipline from the point of view of the society is a means of developing a social sense or social conscience in an individual so that he identifies himself with the society and contributes for its betterment to which he belongs. It always is associated with the concept discipline, having the connotations of strict mental, moral and physical training, requiring for its achievement, submission to authority, with proper punishment meted out for disobedience in any form". In schools this is carried to such an extent that discipline itself is often seen as synonymous with control. Wlodkowski (1982, p.23) studied, "In schools, the most widely and practiced interpretation of the word discipline is control". "Control of students by teachers tends to be regarded as the goal of classroom discipline, this emphasis on control is so pervasive that control by teachers is often seen by educators as more important than the learning that goes on the classroom" (Edwards, 1994, p.24). "Discipline is widely regarded by most educators and the public alike as the number one problem in schools" (Wlodkowski, 1982). Taylor (1987, p.15) described "Even though administrators and teachers alike view discipline as their number one problem, newly graduated teachers still feel woefully unprepared for the task awaiting them when they start their first teaching job".

Ijaz (2004) expresses "School discipline has two main objectives, first to ensure the safety of staff members and students and second is to create an environment conducive to learning. School discipline is a form of discipline appropriate to the regulation of children and the maintenance of order in schools". The term refers to students complying with a code of behavior often known as the school rules. "These may, for example, define the expected

standards of clothing, timekeeping, social behavior and work ethics. The goal of school discipline is to create a safe and happy learning environment in the classroom". "In a classroom where a teacher is unable to maintain order and discipline, students may become unmotivated and distressed, and the climate for learning is diminished, leading to underachievement.

Ijaz (2004, p.145) observed the purpose of discipline in school, "The purpose of school discipline is to help the individual to acquire knowledge, habits, interests and ideas which conduce to the well-being of him, his fellows and society as a whole". If this purpose is to be realized the school should be reconstructed on the lines of a democratic society in which memberships implies the right of full and the free individual development and conscious pursuit ends in a cooperative spirit, each member contributing to the common good in accordance with his special gifts. a learning community needs to have order form students to be successful. Order means that students are following the actions necessary for a particular classroom event to be successful; Students are focused on the instructional tasks and are not misbehaving. Establishing and maintaining order is an important part of classroom management. "Classroom order is threatened by misbehaviour. Discipline is the act of responding to misbehaving students in an effort to restore order".

Teacher's ability to manage time, space, resources and student roles and student behaviours to provide a climate that encourages earning. Sometimes teachers and students see things different and the differences in perception between the teacher and the students contribute discipline problems. Mostly the differences have their origins outside the class and this effects their relation with the teacher.

In order to reduce those differences, the teacher should have the qualities of effective and good teacher that the students call, what makes a teacher good is the organization of a

classroom and the techniques involved rely heavily on the teaching style, he looks what should happen in an ideal classroom by attempting to identify good a bad teaching style". A common idea that the better the teacher and the more effective the classroom the higher the quality of teaching and learning process.In order to be effective teachers you must be proactive, facilitative, imaginative classroom managers" (Henson and Eller, 2012).

2.6 Parent-Teachers' Association on Interpersonal Relationship in Secondary Schools

An interpersonal relationship according to Fincham and Beach (2010) is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, and marriage, relations with associates, work, clubs, neighbourhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole. People in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously.

Interpersonal relationships can be described according to two dimensions: Controland Affiliation (Wubbels et al, 2006).Control represents the degree of influence that oneperson applies to the partner inthe interaction, with dominance at one end of the dimension and submissiveness atthe other. Affiliation describes the degree of emotional immediacy, warmth, andsupport in the interaction, and ranges from friendliness to hostility (Gurtman, 2001;Kiesler, 1996). These dimensions are considered to be orthogonal (Sadler &Woody, 2003).

Roorda *et al*,(in Carson, 2000; Kiesler, 1993) state that a central concept in interpersonal theory isthe complementarity principle. Complementarity canbe used to predict people's reactions to the behaviours of their partner in thecommunication. For the Affiliation

dimension complementary behaviours wouldinclude reactions that are similar – friendly behaviour is answered with friendlybehaviour, anger with anger. The opposite would be expected on the Controldimension – dominance might be met with submissiveness or vice-versa. Forexample, a person might be talking (high Control), while the companion respondsby listening (low Control; Dryer & Horowitz, 1997; Sadler & Woody, 2003;Tracey, 1994; 2004; Wubbels *et al*, 2006). Interpersonal relationships are typically defined as enduringconnections between two individuals, uniquely characterized by degrees ofcontinuity, shared history, and interdependent interactions across settings andactivities (Collins & Repinski, 1994; Hinde, 1997). It's a dynamic system that changes continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others.

One of the most influential models of interpersonal relationships development was proposed by psychologist George Levinger in 1983 (in Wikipedia, 2014). This model was formulated to describe hetero sexual, adult romantic relationships, but it has been applied to other kinds of interpersonal relations as well.

2.6.1 Steps/Stages of Interpersonal Relationship

According to George Levinger (in Wikipedia, 2014) the natural development of a relationship follows five stages:

1. *Acquaintance and Acquaintanceship* – Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely. Another example is association.

2. *Buildup* – During this stage, people begin to trust and care about each other. The need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.
3. *Continuation* – This stage follows a mutual commitment to quite a strong and close long-term friendships, romantic relationship, or even marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.
4. *Deterioration* – Not all relationships deteriorate, but those that do tend to show signs of trouble. (Alternately, the participants may find some way to resolve the problems and reestablish trust and belief in others).
5. *Termination* – The final stage marks the end of the relationship, either by breakups, death, or by spatial separation for quite some time and severing all existing ties of friendship.

The principal must be anexpert in human relations. He should be able to enterunderstandingly and sympathetically into the thoughts, theaspirations and the motives of teachers, students and parents. Hemust know how to win the goodwill and respect of others and howto motivate them to put in their best effort for the success of theschool. He must keep the channels of communication open fromthe top to the bottom and vice versa. It is better to anticipate thedemands and requirements before they become vocal throughorganized effort. The principal should have sympathetic attitude.He should not be partial to anyone. His colleagues should get theimpression that they are co-operatively working together.

2.6.2 TypesofInterpersonal Relationship

There are three major types of interpersonal relationship. They are non-verbal, written and oral Interpersonal Relationships.

1. Non-verbal Interpersonal Relationship:

This involves communication that is void of words; such as gestures, actions, facial expressions, body language and other aspects of physical appearance. Effective communicators send, receive and interpreted non-verbal messages, the same way, they would oral or written communication.

2. Written Interpersonal Relationship:

Human interpersonal relationship, especially, in an organizational setting, refers to those messages that are transmitted via writing. Advantages of written communication, E-mail, for instance, is less expensive than long distance phone calls and certainly less than travel expenses, especially when a message needs to be conveyed to a large number of people. It enables efficiency and accuracy. Written communication also allows for reflection.

3. Oral Communication:

A manager would use oral communication for a variety of things, such as meetings, interviews, and performance reviews, presentations trainings, soliciting and providing feedback to subordinates or when communicating progress to upper management.

2.6.3 Classification for Interpersonal Relationship

According Hinder,(2007), interpersonal relationship can be classified according to different spheres of life in which human beings could encounter problems.

These are:

(a) Love or marital relationship

(b) Family or kinship relationship

(c) Workplace relationship

(d) Neighbourhood relationship

(e) Places of worship relationship

All these relationships may be regulated by law, custom or mutual agreement, as they form the basis of social groups and the society as a whole

2.6.4 Challenges toInterpersonal Relationship

The challenges with interpersonal relationships are common to all personality disorders. Experts consider these interpersonal challenges to be the most significant and defining feature that all personality disorders share.

The first challenge to interpersonal relationship is the Antisocial Personality Disorder. People with disorder are often described as quite charming and charismatic but their need for relationship belies a deeper need to dominate others for personal gain, via deception and exploitation. However, some people with Antisocial Personality use intimidation instead of charm and charisma to obtain their advantage. Their reckless disregard of others and lack of remorse and empathy often leads them to hurt other people.

The second is Narcissistic Personality Disorder. People with Narcissistic Personality Disorder are very preoccupied with themselves and their energies are often devoted to shoring up their own fragile sense of self-esteem. They have a strong desire to feel special and to be admired by others. Therefore, they often use others as a sort of prop to bolster their ego - other people are frequently seen as an audience who exist to satisfy their needs. When possible, people with this disorder will associate themselves with people who are famous, wealthy, or powerful. Their wish in assembling such a prestigious audience is that some prestige and glory will reflect back upon them; less important people who cannot reflect glory are not really worth their while.

There are people with Dependent Personality Disorder. They strongly desire to be in relationship with others because they feel they need to be taken care of, and have a hard time making decisions on their own. Since they are extremely afraid of being alone and worry about being left alone to care for themselves, they tend to avoid conflict. They don't dare to disagree with others or stand up for themselves. They fear that by doing so, they might lose

the love and support they so desperately need. This tendency to avoid conflict at all cost places them on the submissive side of the power continuum.

In the submissive-detached quadrant are people with Avoidant Personality Disorder. Persons with this disorder are characterized by intense feelings of inadequacy and a fear of being shamed or ridiculed in social situations. Thus, they have a tendency to avoid social situations. Unlike persons with a Dependent Personality Disorder who have a strong need for relationship, these folks have neither a need for power, nor relationship.

2.7 Parents-Teachers Association on School-Community Relationships in secondary Schools

Schoolpersonnel longhaveunderstoodthatifschools aretofunction well andstudents aretolearneffectively, factorsthatinterfere with students' learningand performancemustbe addressed. Some efforts havebeen madetodoso.Theseinclude reforms designed toenhance school-community relations. Effectiveschool-communityconnections have thepotential toexpand opportunitiesforimproving thequality ofyoungsters' livesand their expectations forapositive futurebyaddressingbarrierstolearning and promotinghealthydevelopment with Parents-Teachers Association in Gashu'a and Nguru Education Zones, Yobe State.

Thelitany ofbarriers tolearning isalltoofamiliar toanyonewhoworks withstudents inschools. Toooften, available resources areinsufficient to the task of providing basic developmental and learning opportunities. Thus, youngsters bring toschoolavarietyofproblems stemming fromrestrictedopportunities associatedwithpoverty difficultanddiversefamily circumstances, poor language skills, inadequatehealthcare and more. Howmanyareaffected? Figuresvary.Harold Hodgkinson (1989),Director oftheCentre forDemographic Policy,estimated that 40°/ ofyoung people areinverybadeducational shapeandatriskoffailing tofulfiltheirpromise.Relatively fewofthesechildren start out with internal factors(psycho- logicaland/orbiological)predisposingthem totrouble. Themajority end

up havingdifficulties because they haveexperienced arange ofexternal barriers thatinterferewiththeirsucceedingatschool(e.g. Violencedrugs Truancy and Examination Malpractice and so on.Tension given tohuman serviceintegration over thepast 20years. Major aimsinclude reducing fragmentation ofeffortand,intheprocess,evolving better waystomeet needsanduseexisting resources.

Orientations toSchool-Community Initiatives

In analyzing school-community with Parents-Teachers Association initiatives, Franklin and Streeter (1995) grouped them asinformal, coordinated,partnerships, collaborations,and integratedservices. Thesecategories areseenasdiffering interms ofthedegree ofsystem change required. Aswould beanticipated, most initial efforts focus on developing informal relationships and beginning to coordinate services. Thefollowing areafewexamples ofdifferent orientationstoconnecting schoolsand communities.

School-Linked Services.

With aview toimproving accesstoand for clients'community agencieshave developedthenotion ofschool-linked services. A nationwide survey of school boardmembers reported by Hardiman, Curcio, and Fortune(1998)indicates widespread presence of school-linked programs andservices in schooldistricts. Forpurposes ofthe survey,school-linked serviceswere defined as"thecoordinated linking of schoolandcommunity resources tosupport theneeds ofschool-aged children andtheirfamilies"(p.37).The research hers conducted that school- linkedservices areusedinvarying degrees toaddress many educational, psychological, health, and socialconcerns, including substanceabuse, job training,teenpregnancy, juvenile probation, childand family welfare, and housing. Not surprisingly, themajority of school's report usingschool- linkedresources aspartoftheir efforts

todeal withsubstance abuse;far fewer report suchinvolvement withrespect tofamilywelfareand housing. Mostofthisactivityreflects collaboration withagencies atlocal and state levels.

Respondents indicate thatthesecollaborations operate under avarietyofarrangements: "legislative mandates, state-level taskforcesandcommissions, formalagreements withother stateagencies, formalandinformal agreements with localgovernment agencies, in kind (nonmonetary) sup- port oflocalgovernment and nongovernment agencies,formal and informalreferral network, and the school administrator's prerogative" (Hardiman etal.,1998,P:38).About halftherespondents notethattheirdis-tracts havenopolicies governing school-linked services.

Insome instances, initiatives forschool-linked services involve enough community agencies thattheyaredescribeas"full-service schools." Communities that have developed"systems ofcare" alsostrivetoencompass school programs and services intheir wrap around efforts.

2.8 Parent-Teacher Association on Provision of Welfare and Health Facilities in Secondary Schools

The lack of clear over-all responsibility for the welfare of teaching and non-teaching staffs in schools has seriously undermined teachers' morale over the years. In fact, this is because Nigeria has a highly decentralized education system due to its federal system of government. As a result, no single tier of government in Nigeria has absolute control over public education. Primary education is on the concurrent legislative list while secondary education is managed and financed by the state government with the exception of 96 federal government colleges.

After a long and arduous journeys of six years at the secondary school level and the university; if a young man finds himself groping about in darkness, he is sure to feel bitterly cut up. Right after basic education every young boy or girl should have a direction in his or

her career so that he or she should know where he or she is going. If the goal is visible and concrete and the proper, on-time motives have been utilized, our children work move enthusiastically and cheerfully because their destination is within sight. Therefore the central figure in the realization of this is the school administrator who is, by virtue of his position responsible for the total administration of the school. On the other hand if they are not sure what they are going to do and why they do and what they do; their heart are seldom in their work in right earnest. David (1996: 297) stated that "welfare as a need or desire that serves to energize behaviour and to direct it towards a goal." According to this definition welfare is a source to move the person to the task. Harmer (1988: 51) writes in his book "English Language Teaching" that motivation or welfare is some kind of internal drive which pushes someone to do some things in order to achieve something. Harmer explains that motivation motivates the person to reach the goal. However, the planning, construction, and use of facilities for school should consider the following health facility planning: validity, utility, accessibility, isolation, departmentalization, safety (hygiene and sanitation), supervision, durability and maintenance, beauty, flexibility, expansibility, economy and acoustics. It could be said that with proper funding and maintenance culture, a facility will last longer, provide a healthier and safer environment, be less costly, and provide a more satisfying experience for user groups.Jones, Jennifer George (2000: 427) defined welfare or otherwise motivation as "psychological forces that determine the direction of a person's behaviour, a person's level of effort, and a person's level of persistence in the face of obstacles".

2.8.1 Importance of Staff Welfare in Schools

The impact of welfare on learning of students in the education is important. Without welfare of staffs, motivation of students' learning is not possible. So in education the role of

motivation/welfare is effective on students learning. Due to motivation, students do any task and achieve the goal. Welfare increase speed of work and a person will do everything to achieve goal. Welfare increases the performance of learning. Welfare is a factor of high or low of the goal and it is the ingredient which boosts the morale of the staffs (Brown, 2001: Teachers motivate the students and achieve their task without motivation this is difficult to achieve. Motivation is helpful for reaching the objective for teachers. Administration improves the performance of teaching staff and non-teaching staff. For examples on the base of performance increase the salary, increase the grade and promotion. Administration can make the school environment healthy. Welfare influence on the teaching process and the teachers use it as a weapon for successful teaching. Welfare of a teacher develops the interest of students in subjects.

Before teaching any topic teacher motivates the students for learning. There is extensive debate about the introduction of performance-related pay for teachers, and the efficacy of financial incentives in motivating teachers. Critics argue that the characteristics of education as a product and teachers as professionals are likely to make financial incentives at best ineffective, and at worst to generate unintended consequences. Most advocates identify the same characteristics as critics, but argue that they mean that financial or material incentive schemes have to be carefully designed rather than meaning schemes will necessarily be ineffective. Advocates believe that carefully and appropriately designed incentive schemes can improve performance in schools (Hannaway, 1996 and Kelley, 1997).These commentators argue that education is characterized by team work, with improvements in pupil attainment dependent on the inputs of a number of teachers. There is no consensus about the factors leading to effective teaching, and how they should be measured (Murnane and Cohen, 1986). They recommend that the nation should consider

education at the upper most in its annual budget. Some commentators argue that teachers are motivated by intrinsic rather than extrinsic reward.

Some scholars have argued that the design of merit award must be such that they are integrated with other aspects of the school environment, including its existing performance management structure. As noted by Storey (2000), performance-related pay is not an "independent variable which, when introduced into a situation, produces a predictable set of effects. Performance pay has to be managed and it forms merely one part of a wider set of factors in a reward system number also argue that financial incentives will motivate teachers only if they are perceived to be fair and if the goals are believed by teachers to be legitimate.

2.9 Parents-Teachers Association on Provision of Games and Recreational Facilities in Secondary Schools

"AcademicCourses"arethosecoursesforwhichclasstimeisscheduled,whichcanbecreditedtom eetthe minimumrequirementsforgraduation,whichistaughtbyateacherrequiredtohaveStatelicensureinth e courseorisotherwisequalifiedunderArkansasstatute,andhasacoursecontentguidewhichhasbeen approvedbytheArkansasDepartmentofEducation(ADE).Anyofthecoursesforwhichconcurrenthig h schoolcreditisearnedmaybefromaninstitutionofhighereducationrecognizedbyADE.Ifastudentpas ses anacademiccourseofferedonablockschedule,thecoursecanbecountedtwicetowardmeetingthe requirementforstudentstopassfour(4)academiccoursespersemesterasrequiredbythispolicy.

"Games and recreational facilities"aredefinedas:anyschoolsponsoredprogramwherestudentsfromoneormore schoolsmeet,work,perform,practiceundersupervisionoutsideofregularclasstime,orarecompetingfo rthe purposeofreceivinganaward,rating,recognition,orcriticism,orqualificationforadditionalcompetitio

n that can be supported by the Parents-Teachers Association in Gashu'a and Nguru Education Zones, Yobe State. Examplesinclude,butarenotlimitedto,inter/interscholasticathletics,cheerleading,band,choral,math, or sciencecompetitions,fieldtrips,andclubactivities.

- "FieldTrips"arewhenindividualstudentsorgroupsofstudentsareinvitedtoprogramsorevents whenthereis nocompetitionandthestudentsarenotinteractingwitheachotherforthepurposeofplanning,qualifying,or arrangingforfutureprogramsorforthepurposeofreceivingrecognition.
- "InterscholasticActivities"meansathleticornon-athletic/academicactivitieswherestudentscompeteona schoolvs.schoolbasis.
- "InterscholasticActivities"meansathleticornon-athletic/academicactivitieswherestudentscompetewith studentsfromwithinthesameschool.
- "SupplementalImprovementProgram(SIP)"isanadditionalinstructionalopportunityforidentifiedstudents outsideoftheirregularclassroomandmeetsthecriteriaoutlinedinthecurrentArkansasActivities Association (AAA)Handbook.

TheParents Teachers Associationbelievesinprovidingopportunitiesforstudentstoparticipateinextracurricularactivitiesthat can helpenrichthestudent'seducationalexperience.Atthesametime,theParents Teachers Associationbelievesthatastudent's participationinrecreational facilities cannotcomeattheexpenseofhis/herclassroomacademic achievement.Interruptionsofinstructionaltimeintheclassroomaretobeminimalandabsencesfromclasto participateinextracurricularactivitiesshallnotexceedoneperweekperextracurricularactivity(tournaments

excepted).Additionally,astudent'sparticipationin,andtheDistrict'soperationof,extracurricularactivit
ies
shallbesubjecttothefollowingpolicy.Allstudentsareeligibleforextracurricularactivitiesunlessspecifi
cally deniedeligibilityonthebasisofcriteriaoutlinedinthispolicy.

2.10Parent-Teachers Association on Communication in Secondary Schools

When the notion of communication is discussed in terms of education, two dimensions can be seen clearly. One is administration, and the other involves teaching and learning. Educational institutions determine social behaviours, cultures, organisational structures, and interpersonal relationships (Habaci, Efraim, Habaci, Fadime, & Sultan, 2013). They further admitted that, school heads have great importance in educational settings. In order to attain school objectives, develop school qualities, maintain school culture, and create a positive environment, mutual communication needs to be increased. A principal should communicate robustly with his/her staff, as well as members of parent-teacher associations, parents, bus drivers, etc. (Habaci, 2013: 270).

No learning can occur without effective communication (Ergin & Birol, 2005: 30). School directors are expected to have a comprehensive knowledge of humanities, impressive communication skills, and leadership personalities (Açıkalın, 1998, as cited in Habaci, 2013; 269). Directors should communicate both horizontally and vertically in organisations and seek to develop their communication with employees. They should also establish information offices to ensure the proper flow of information. This will remove communication barriers and open new channels (Habaci, Efraim, Habaci, Fadime, & Sultan, 2013). It is the responsibility of directors to participate in communication, motivate people, discourage gossip, respect varied views, and make use of different communication tools (Şişman, 2012: 191).

One of the main conditions for attaining success in education is maintaining an effective environment for communication in the organisation (Habaci, Efraim, Habaci, Fadime, & Sultan, 2013). If people listen to each other attentively, communication will be impressive and solution-oriented. The objectives of communication in schools are to maintain school culture and prepare tasks. People in the school must be informed about all the tasks executed.

According to Habaci, Efraim, Habaci, Fadime, and Sultan (2013) communication is a complicated and important process that takes place everywhere, all of the time. They stressed that, teachers make their lessons via oral, written, video, computer, and many other means and students learn through similar tools. Communication is particularly important for directors, who must understand the notion of communication because communication constitutes the main core of interpersonal relationships, organisational processes, and the structures of the school (Hoy, & Miskel, 1998: 341). .

2.10.1 Types of Communication

Communication can be broadly divided into two categories. These are:

1. Verbal Communication
2. Non-verbal Communication

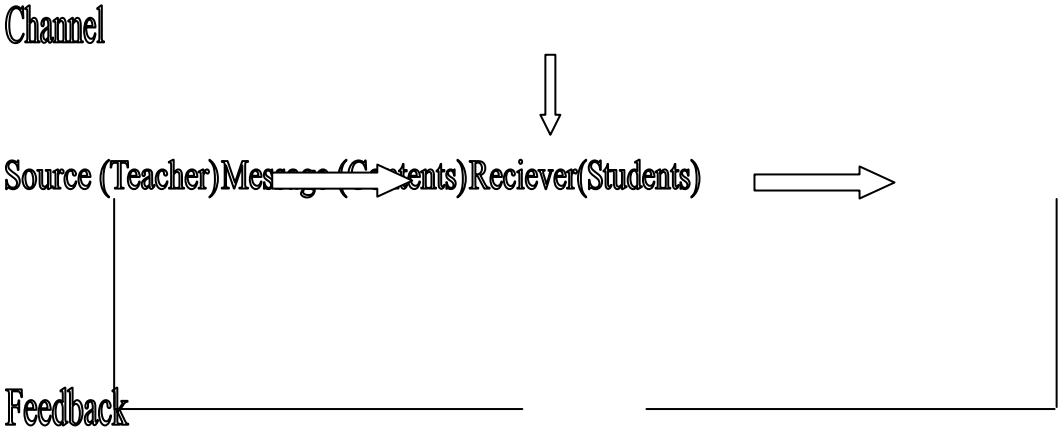
1. Verbal Communication: when words are used as tools of interaction between two or more individuals, it is known as verbal communication. It can be oral or written. Researchers have found that, on an average, a person spends 10 to 11 hours every day in verbal communication i.e. speaking, listening, reading or writing. Some common forms of verbalcommunication are conversations, speeches, letters, newspapers, magazines, cassettes both audio and video, telephonic conversation etc.

2. Non-Verbal Communication: When the alarm clock rings in the morning, it communicates to you the message that it is time to wake up. Communication can also occur without words. Our senses- ears, eyes, touch and smell work as codes of communication. You

look out of the window, your eyes tell you about the weather outside. When you hold your cup of tea in your hands, the touch tells you whether the tea is warm or not. The smell tells you what is cooking for breakfast. Pictures, images, models, gestures are also non-verbal means of communication. A simple nod of head can convey your 'yes' or 'no'. With a wave of hand you can show you're disinterested. Eyes can transmit feelings like love, hate, anger, sorrow etc.

2.10.2 Channels of Communication in the School

This refers to the methods and techniques which bear the message to the receiver in accordance with the objectives of the source in the process of communication (Ergin, 2008: 69). The channel can sometimes be a person who starts the communication with gestures, mimicking, vocalists, facial expressions, or words. It could also be a book, a scenario, the Internet, or currently the most-used mass medium. The receiver generally gives feedback to the source by the same channel after the message is received. The feedback is required to be parallel with the content of the message carried by the channel.



Structure of Instructional System in the School

Source: Kaya, (2010: 11)

Source: This is the stage of transmission of message(s) to the receiver(s). Here, the source is known as "sender". At this stage, the sender actually transmits the message through a chosen medium. In the communication cycle, the tasks of the sender end with the transmission of message.

Receiver: The receiver is a person or group who analyses the messages coming from source, in accordance with some specific biological and psycho-social process, and who responds to these messages orally or non-orally (Edem, 2005: 223). As interpersonal communication is mutual, the receiver replaces the source in the process of feedback.

Feedback: Feedback is defined as the perception and response of the receiver in relation to the message sent by the source. After the receiver accepts a message from the source and analyses it, he or she gives feedback. The extent to which the message is transmitted and understood or not is demonstrated in the feedback. Accordingly, the process of feedback has great value in effective communication. The channels of communication are illustrated in Figure 2.

2.10.3 Advantages of Communication in the School

Studies have found that participation enhances communication among teachers and administrators as well as the entire school community enhance the realisation of educational goals. Communication is both an individual and socio-cultural notion. Communication principally enables relationships with people. It has an important role in a person's self-development. Existence of self and acceptance by others are provided by communication. Communication is also the biggest provider of self-realisation, as well as providing the ability to share among human beings.

Communication's social dimensions include: Providing necessary information to the society, helping the socialising process of people, motivating people towards objectives, preparing discussion, providing education, providing cultural development, entertaining, and providing social integration between individuals and societies (Kaya, 2010: 15).

2.10.4 Challenges of Communication in School

General communication challenges have a negative influence on the relationship between the source and the receiver. Communication apprehension is defined as anxiety and

apprehension related to communication with a person. Communication apprehension is a fear, for example, the fear of speaking in the classroom. This fear factor generally grows in the first years of education, and oral communication, social skills, and self-confidence of students are deeply influenced by it. Communication apprehension generally stems from low material abilities, deficiency in speaking skills, social introversion, low social confidence, social alienation, cultural, and ethnic differences, etc. (Altıntaş, 2005: 125).

Nevertheless, interpersonal communication barriers signify all the factors preventing effective communication between people concerning negotiation of the same meaning (Guruz &Eginli, 2008: 209). Generally, Ibrahim, Efraim, Mehmet, Fadime, and Sultan (2013) identified the following challenges to communication:

1. Prejudice: This refers to unnecessary dislike by or between a speaker and a listener. The hatred is capable of hindering effective communication process in an organisation or among people.

2. Misunderstanding of the objective of communication: In a situation whereby the objective of communication is not comprehended, effective communication cannot take place. That is, the objective should be clearly stated, free of ambiguity and understandable.

3. Lack of confidence in the source: This refers to a situation whereby a listener seizes to have confidence in the speaker. This factor affects greatly the process of effective communication in an organisation or among people.

4. Not providing the needs of the receiver: In order for effective communication to take pace, there is relevance for consideration of the listener's or receivers need(s). In a situation however, whereby needs of the receiver are not positively consider, then effective communication can/may take place.

5. Difference between Social Capitals: Also, differences in social status will tend to limit or put a barrier to effective communication among people or in an organisation.

6. High level of Anxiety: Nervous or worries about some unknown or uncertainty in the future tend to affect effective communication process.

7. Lack of Love and Respect: This refers to the in which there is no regards, sense of belongings, affection and respect will put a barrier to effective communication process.

8. Errors in Speech and Diction: With regards to this, lack clarity in choice words and pronunciation will affect effective process of communication.

9. Wrong Choice of Words: When words are not used appropriate, there will a problem in the understanding of whatever being communicated.

10. Physical and psychological situation of source: The physical appearance and mental (psychological) positioning of the source is always a determinant to an effective communication.

11. Not listening effectively: Lack of effective listening skills on the part of receiver can affective communication process.

12. Not determining the aim of the communication: When the aim of communication is not determine, effective communication cannot take place in an organisation or among people.

13. Not preparing the communicational setting properly: This has to do with the arrangement of process and/or the place in which the communication will take place. That is, when the place is not in order or properly put in place or arranged, it will greatly affect effective communication in any given organisation.

14. Factors related to role and status: The issue of superiority and inferiority is also a factor affecting effective communication in an organisation or among group of people

2.11 Empirical Studies

The researcher reviewed journals, thesis and research related reports from the internet and come up with the following related studies on the topic under discussion.

Kingi,(2015),The study examined The Role of Parents' Teachers Association in the Management of Public Secondary School Gatundu North, Kenya. The quality of management at the institutional level continues to be a major concern of the Ministry of Education in Kenya. This is because the quality of the school largely depends on its leadership. It is on bases of the above assumption that this study set out to investigate the role of Parents' Teachers Association (PTA) in management of public secondary school in Gatundu North, Kiambu County. To accomplish this task survey method was used in conducting the study. A total of 13 schools out of 26 were selected comprising of 9 mixed secondary schools, 2 boys schools, and 2 girls secondary schools. Stratified random sampling technique and purposive sampling were employed to identify study sample. A questionnaire and interview guides were used for data collection. Qualitative and quantitative techniques were employed to data analysis. The study revealed the following challenges facing PTA in management of public secondary school: shortage of staff personnel; inadequate school finances; misappropriations of funds, insufficient physical facilities; poor performance in national examinations; lack of support from the local community; and interference in the running of school by the local communities. In conclusion, urgent measures should be put in place so as to minimize the hindrances.

The current study and that of Olufunke,(2013). Share the following similarities:

1. Both studies used survey research design.
2. Both studies used management.
3. The two studies were on Parent Teachers Association (PTA).

The two studies differ from the following:

1. They differ in terms of location.
2. They differ in terms of population.
3. They differ in terms of sample and sampling techniques.

Eziuzo,(2013), Conducted a research work on Contributions of Parents-Teachers' Association to Secondary School Management in Anambra State. The purpose of this study was to determine the contributions of the Parents Teachers Association to the management of secondary schools in Anambra State as perceived by the principals. The study, which covered all the 261 principals in government-owned secondary schools in Anambra state, was based on two research questions and two null hypotheses. The survey design was adopted and a researcher-developed questionnaire was used to collect data. There was no sample rather, the entire 112 male and 149 female principals in the population were used for the study. The researchers used 25-item questionnaire titled–Parents Teachers Association's Contributions to the Management of Secondary Schools Questionnaire (PTACMSSQ) to collect data from the principals with the help of three research assistants. Mean scores were used in answering the research questions while z-test was used in testing all the null hypotheses. The findings of the study revealed that the in the perceptions of male and female principals, PTA contributed to school plant to a little extent, but made great extents of contributions to raising the moral tone of the school. Based on the findings, it was recommended among other things that the PTA and school principals should make concerted efforts to improve and sustain the contributions of the PTA in raising school's moral tones.

The current study and that of Eziuzo,(2013). Share common similarities:

1. The two studies are used survey research design.
2. Both the two studies use principals' as sample.
3. The two studies use Pearson product moment correlation coefficient.

The two studies differ in the following areas:

1. Both the two studies differ in terms of population.
2. The two studies differ in terms of location.
3. Both the two studies differ in the tools for data analyses.

Abdulkareem,(2012). Conducted a study on Parents-Teachers' Association (PTA) on quality assurance in school management. The study employed a descriptive survey and out ex-post facto research design. Purposive sampling technique was used to draw 350 literate parents and 350 secondary school teachers within Ilorin metropolis of Kwara State, Nigeria. A researcher-designed instrument tagged: "Parents-Teachers' Association and Quality Assurance Questionnaire" (PTAQAQ) was used to collect relevant data from the respondents. Two research assistants were employed to administer the instrument. Two research questions were raised while three research hypotheses were formulated to guide the study. Responses on the research questions were analysed using frequency counts and ranking. Pearson product moment correlation statistic was used to test the research hypotheses at a significant level. The finding of the study revealed that: the major function of the PTA was fund raising, while workshop was the major capacity building organized for teachers by PTA. Furthermore, there was high, positive and significant relationship between PTA advisory role and quality assurance in secondary school. Based on the findings, it was recommended, among others, that Parents-Teachers Association should continue to play significant roles in school-based supervision towards quality in the school system, while the Association should ensure that funds raised are judiciously utilized to achieve quality in the school system.

The current study and that of Abdulkareem,(2012). Share common similarities:

1. The two studies used the same instrumentation.
2. The two studies used research questions and hypotheses
3. The two studies used Pearson Product Moment Correlation (PPMR).

Similarly, the two studies differ in the following:

1. The study carried out by Abdulkareem,(2012), was in Ilorin metropolis, Kwara State .while the current studies was conducted in North East Senatorial Zone of Yobe State.
2. They differ in term of population.

3. The instrument was design by the researcher while the current research adopted the instrument.

Enna (1994) investigated the effects of decision making process in primary school administration in Kaduna State. The main objective was to investigate if decision making process has effect on the administration of primary schools and also to find out teachers and parents opinion on the effect. To determine whether the sample population felt the effect decision making process have over primary school administration in Kaduna State, the research design used was descriptive. The sample size of 40 head teachers, 200 teachers and 40 parents randomly selected from each of the 10 schools, in the three educational zones. The total sample size was two hundred and 280 made up of head teacher, teachers and parents who were randomly selected.

The research instrument used for the collection of data was a 30 item Likert five-point scale questionnaire for head teachers and teachers and twenty item questionnaire of a two way answer type for parents. The descriptive statistics, tallies, frequency and percentages were used to identify the popular perception of the respondents and tables were drawn to show the variations on the opinions of head teachers, teacher and parents to the variables in the questionnaire as responded to as well as the inferential statistics of the Analysis of variance (ANOVA) was used to analyse the data. The findings of the study revealed that the head teachers, teacher and parents plays significant role in decision making processes through their collective participation in decision making. The study further revealed that the parents as members of the school community determine to a large extent the provision of instructional and provision of decision making through community service. The study also revealed that the leadership style adopted by head teachers is responsible for the increased participation in decision making and that it is responsible for the ease in the implementation of decisions.

The current study and that of Enna,(1994). Share common similarities:

1. The two studies used survey research design.
2. Both studies were on the impact and effect of decision making in school.

However, the two studies differ in the following:

1. They differ in term of title.
2. They differ in term of population.
3. They differ in term Location.

2.12 Summary

This chapter titled review of related literature, as the name implies the researcher here made effort to review issues that are relatively relevant to the present study which include: concept were also reviewed as conceptual framework under some heading titled: concept of secondary schools, concept of parent-teacher association and concept of management where different views and opinions of the researchers and authors were dully presented and comment as well as critics were made by the researchers on the parent-teachers association on provision of instructional facilities in secondary schools, parent-teachers association on decision making process in secondary schools, parent-teachers association on maintained of disciplined in secondary schools, parent-teachers association on interpersonal relationship in secondary schools, parent-teachers association on school-community relationship in secondary schools, parent-teachers association on provision of welfare and health facilities in secondary schools, parent-teachers association on provision of games and recreational facilities in secondary schools and parent-teachers association on communication in secondary schools in Gashu'a and Nguru education zones Yobe State, Nigeria.

Review of related and relevant empirical studies was also done by the researcher, so as to identify and clearly explore the gaps left by the previous researcher and how the

present study could be used to bridge the existing gaps. It is in support of the researcher reviewed some related, similar and relevant studies which include the study on the Enna (1994) investigated the effects of decision making process in primary school administration in Kaduna State; a study conducted by Yusuf (2012), the study investigated influence of principals‟ leadership styles on students‟ academic achievement in secondary schools in Osun State; a study conducted by Hauwa (2015), titled "evaluation of the management of public secondary schools in north west geo-political zone in Nigeria"; adeyemi (2010), conducted a research on "principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria.Among other relevant empirical studies.

On the basis of empirical studies presented in this research work, it is very interesting to say that, upon all the studies reviewed best on the researchers' knowledge, no single research was ever conducted with same variables, level and location of the presented study. This however justified the need to carry out this study in order to fill or bridge the gaps left by the previous researches.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedure employed in carrying out this research work. The chapter is presented under the following Sub-headings;

- Research Design;
- Population of the Study;
- Sample and Sampling Techniques;
- Instrumentation;
- Validity of the Instrument;
- Pilot of the Study;
- Reliability of the Instrument;
- Administration of the Instrument;
- Procedure for Data Collection; and
- Procedure for Data Analysis;

3.2 Research Design

The study assessed the impact of contributions of Parents-Teachers Association on the management of secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria. Therefore, the appropriate design used for this study was descriptive survey. Survey

research design according to Agber (2003) and Yabo (2007) is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. This research design was found to be appropriate because the study was on a small group considered to berepresentative of the entire population. The approach used was what Nworgu (1991) described as a sample survey in which a sample data in survey research are usually collected through questionnaire to collect the data the researcher decided to use the survey research method because only a part of the population was studied and findings from this can be generalized to the entire population.

3.3 Population of the Study

The total population of the study was (1214) which comprises of 75 Principals,834 Teachers and 290 Parents Teachers Association (PTA), 15 officials of Ministry of Education and Proprietor which made all public secondary schools in Gashu'a and Nguru Education Zones, Yobe State.

Table 1: Population of the Study:

S/No	Zones	No of Principals	No of Teachers	No of P.T.A	No of MOE Offic	Total
1	Gashu'a	40	454	154	9	657
2	Nguru	35	380	136	6	557
Total		75	834	290	15	1214

Source: Yobe State Ministry of Education (2017).

3.4 Sample and Sampling Techniques

The total sample selected for the study was(365) to represent Teachers, Principals, PTA officials, and MOE officials. Moreover, random sampling method is suitable because it

eliminates bias in the selection process and ensures equal chances of representation and maximizes the effect of extraneous variable. Following the recommendation by Aderemun (1985), 30% or above of a given population will be an accepted representation. In view of the above, simple random was employed in the selection of teachers based on the fact that teachers' population is large and not evenly distributed among the 23 public Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria. Consequently 250 teachers have been randomly selected for the study, principals 23 parent-teachers' association(PTA) officials 87 and five MOE officials. Totally (365) respondents were used for sample study.

Table 2: Sample of the Study:

S/no	**Zones**	**Populations and Samples**			
		Principals	**Teachers**	**PTA**	**MOE**
		Sample	**Sample**	**Sample**	**Sample**
	Gashu'a	12	136	46	**5**
	Nguru	11	114	41	
Total	**23**	**250**	**87**	**5**	

Source: Yobe State Ministry of Education (2017).

3.5 Instrumentation

The instrument used in the study was structured questionnaire tagged on Impact of Contribution of Teachers' Association on the Management of Secondary School (ICPTAMSSQ). The five Likert scale opinions was used which included Strongly Agree, Agree, Undecided, Strongly Disagree, and Disagree. The questionnaire was in two section namely; section A, this contains demographic data such as name of school, age of respondent, class of the respondent and marital status. Section B, includes questions that assist in

assessing the Impact of Contributions of Parents-Teachers Association on the Management of Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.

The researcher adopted the instrument which was designed by Maina (2016),on impact of contribution of parent-teachers' association on the management of Senior Secondary Schools in Nigeria. Also, the instrument contains 80 items which the participants will be require to answer on More so, this study is to determine the performance of participants in Yobe State.

3.5.1Pilot Study

In order to establish the reliability of the instrument, pilot study was carried out in four different schools, inGashu'a Education Zone, Yobe State, the reasons for choosing this schools were the fact that the schools are out of the study area and will not in any way used for the main study.The main purpose of the pilot study was to test the adequacy and suitability of the instrument in measuring what it is supposed to measure and to ascertain any difficulty that the researcher may encountered when carrying out the main study. For the purpose of this forty copies of questionnaire were distributed to principals, teachers, PTA officials and MOE officials of the above mentioned schools.

3.5.3 Reliability of Instrument

The reliability of the instrument was obtained at reliability coefficient 0.80. This means that the instrument was considered reliable and was able to constantly measure what it is meant to measure. In the view of Spiegel (1992) and Steven (1986) supported that "an instrument will be considered reliable if it lays between 0 and 1 and that the closer the calculated reliability coefficient to zero, the less reliable is the instrument and the closer the calculated reliability coefficient to 1, the more reliable is the instrument". This therefore confirms that the instruments designed for this study were highly reliable.

3.5.4 Administration of the Instrument

The researcher decided to use on the spot questionnaire administration technique. This will be easier and if the response from the respondent is relatively high. Nworgu, (1991) confirmed that the percentage returns of such questionnaire can sometimes be as high as one hundred percent. The researcher administered the questionnaire with the help of the research assistants. The questionnaire was designed in such a way that the group respondents will indicate their response with a simple (√) tick.

3.6 Methods of Data Analysis

Data collected through the questionnaire were analysed using the Statistical Package for Social Sciences (SPSS) was used to answer research questions while One Way Analysis of Variance (ANOVA) was used to tested the eight null hypotheses at 0.05 level of significant. Since the respondents comprisesof Principals Teachers, Parents Teachers Association officials and Officials of Ministry of Education.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the presentation and analysis of the data collected. The data were analysed and presented based on the respondents' opinions on each aspect of the study. A total of 23 copies of the questionnaire were distributed to principals and all the 23 copies were successfully retrieved. 280 copies of the questionnaire were equally distributed to teachers but only 250 copies were retrieved, 5 copies of the questionnaire were distributed to the officials of the ministry of education and the same 5 copies were returned while all the 87 copies of the questionnaire distributed to PTA officials were successfully returned. Hence in total of 395 copies of the questionnaire issued to the respondents, only 365 copies were retrieved.

The analysis was therefore, based on the data gathered from the above mentioned number of the questionnaire returned. The bio-data of the respondents were presented in frequencies and in tabular forms. The data were also presented in tabular forms. Each table contains serial number, item statement, category and the responses of agreed, undecided and disagreed were put in frequencies and percentages. Moreover, the chapter contains interpretations of the hypotheses tested also in tabular forms with explanations made based on analysis of variance. Major findings and the general discussions of the major findings were presented based on the result of the data collected.

4.2 Bio-Data

This section contains status, gender, educational qualifications, working experience of the respondents, type of school, ownership of school and location of school. This could be seen in tables 3 to 9 below:

Table 1: Status of Respondents

S/N	Status of the Respondents	Frequencies	Percentage
1.	Principal	23	6.3
2.	Teachers	250	68.5
3.	Official of Ministry of Education	5	1.4
4	PTA Officials	87	23.8
	Total	**365**	**100**

Table 1: shows that principal respondents had 23 frequency representing 6.3, teachers respondents had 250 frequency representing 68.5 and ministry of education officials had 5 frequency representing 1.4, PTA officials had 87 frequency representing 23.8. This shows that teachers' respondents outnumbered Principals, ministry of education officials and PTA officials.

Table 2: Gender of Respondents

S/N	Gender	Frequencies	Percentage
1.	Male	258	70.7
2.	Female	107	29.3
	Total	**365**	**100**

Table 2: shows that male respondents had 258 frequencies representing 70.7 while female respondents had frequency 107 representing 29.3. This shows that male respondents were higher than the female respondents.

Table 3: Educational Qualification of the Respondents

S/N	Educational Qualification	Frequencies	Percentage
1.	Master of Education (M.Ed.)	26	7
2.	Bachelor of Education (B.Ed.)	98	27
3.	National Certificate in Education (NCE)	241	66
	Total	**365**	**100**

Table 3: shows that M.Ed. respondents had 26 frequency representing 7B.Ed. respondents had 98 frequency representing 27 NCE respondents had 241 while frequencies representing 66. This shows that NCE respondents outnumbered the rest of the respondents.

Table 4: Years Working Experience of the Respondents

S/N	Working Experience	Frequencies	Percentage
1.	0-5 years	76	20.8
2.	6-10 years	83	22.7
3.	11-15 years	82	22.5
4.	20-25 years	62	17
5.	26-30 years	62	17
	Total	**365**	**100**

Table 4: shows that the years of working experience of the respondents between 0-5 had 76 frequency, representing 20.8, 6-10 had 83 frequency, representing 22.7, 11-15 had 82 frequency, representing 22.5, 20-25 had 62 frequency representing 17 and 26-30 years had 62 frequency representing 17. This shows that the number of respondents that had 6-10 years of

working experience was higher than those with 0-5, 11-15, 20-25 and 26-30 years of working experience respectively.

Table 5: Type of school

S/N	Type	Frequencies	Percentage
1.	Boarding school	147	40.3
2.	Day school	163	44.7
3.	Boarding/day school	55	15
	Total	**365**	**100**

Table 5: shows that respondents from the boarding school had 147 frequency representing 40.3, day school respondents had 163 frequency representing 44.7 while respondents of boarding and day school had 55 frequency representing 15. This shows that the respondents of day school outnumbered the rest of the respondents.

Table 6: Ownership of school

S/N	Ownership	Frequencies	Percentage
1.	Public	338	92.6
2.	Private	26	7.4
	Total	**365**	**100**

Table 6: shows that public schools had 338 frequencies representing 92.6 while private had 26 frequencies representing 7.4. This shows that the percentage of public schools was high than the private schools.

Table 7: Location of school

S/N	Ownership	Frequencies	Percentage
1.	Urban	66	18.1

2.	Rural	299	81.9
	Total	**365**	**100**

Table 7: shows that public schools had 338 frequencies representing 92.6 while private had 26 frequencies representing 6.8. This shows that the percentage of public schools was high than the private schools.

4.3.1: Respondents' Opinions on the Contributions of Parents Teachers Association on the Provisionof Instructional Facilities in Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State,Nigeria. The Sectionrelates to items 1-10 in the question. To address issues in thisSection, responsesof all respondents were collected, analysed and presented in a table. DetailsGiven in table 4.8

Table 10: Opinions of Respondents of the Contributions of Parents Teachers Association on Provision of Instructional Facilities Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, the school has been provided with current books for students' learning.	Principal	23	100	-	-	-	-
		Teacher	249	99.6	1	0.4	-	-
		MOE Officials	5	100	-	-	-	-
		PTA Officials	87	100	-	-	-	-
2	Through Parent-Teachers' Association, the school has been provided with appropriate teaching aids.	Principal	23	100	-	-	-	-
		Teacher	226	90.4	19	7.6	5	2.0
		MOE Officials	2	40.0	3	60.0	-	-
		PTA Officials	73	83.9	14	16.1	-	-
3	Through Parent-Teachers' Association, the school has built more classrooms.	Principal	22	95.7	1	4.3	-	-
		Teacher	238	95.2	10	4.0	2	0.8
		MOE Officials	4	80.0	1	20.0	-	-
		PTA Officials	86	98.8	1	1.1	-	-
4	Through Parent-Teachers' Association, the school obtained more desks for students' learning.	Principal	22	95.7	-	-	1	4.3
		Teacher	219	87.6	18	7.2	13	5.2
		MOE Officials	3	100	-	-	-	-
		PTA Officials	87	100	-	-	-	-
5	Through Parent-Teachers' Association, the school obtained more chairs for students' learning.	Principal	20	86.9	3	13.0	-	-
		Teacher	303	81.2	37	14.8	10	4.0
		MOE Officials	5	100	-	-	-	-
		PTA Officials	85	97.7	2	2.2	-	-
6	Through Parent-Teachers' Association, the school obtained exercise books for students' learning.	Principal	21	91.4	1	4.3	1	4.3
		Teacher	146	98.4	4	1.6	-	-
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.8	1	1.1	-	-
7	Through Parent-Teachers' Association, the school obtained more laboratory equipment's.	Principal	17	73.9	5	21.7	1	4.3
		Teacher	235	94.0	4	1.6	11	4.4
		MOE Officials	3	60.0	1	20.0	1	20.0
		PTA Officials	76	87.4	8	9.2	3	3.4
8	Through Parent-Teachers' Association, the school constructed more workshops for students' learning.	Principal	22	95.4	1	4.3	-	-
		Teacher	228	91.2	13	5.2	9	3.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	83	95.4	4	4.6	-	-

9	Through Parent-Teachers' Association, the school obtained more computers.	Principal	23	100	-	-	-	-
		Teacher	250	100	-	-	-	-
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.9	1	1.1	-	-
10	Through Parent-Teachers' Association, the school obtained more light facilities in the classrooms, laboratories and workshops.	Principal	22	95.4	1	4.3	-	-
		Teacher	232	92.8	14	5.6	4	1.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	79	90.8	6	6.9	2	2.3

Table 8: shows the opinions of principals, teachers, ministry of education officials and parents' teachers' association officials on the contribution of parent teachers' association on the provision of instructional facilities in secondary schools in Gashua and Nguru education zones, Yobe state. In response to items 1, 100% of principals, 99.6% of teachers, 100% of ministry of education officials and 100% of PTA officials unanimously agreed that through Parent-Teachers' Association, the school has been provided with current books for students' learning.100% of principals, 90.4% of teachers, 40.0% of ministry of education officials and 83.9% of PTA officials agreed to item 2 that through Parent-Teachers' Association, the school has been provided with appropriate teaching aids while only 2.0% of teachers disagreed. Item 3 contains 95.7% of principals, 95.2% of teachers, 80.0% of ministry of education officials and 98.8% of PTA officials agreed that through Parent-Teachers' Association, the school obtained more desks for students' learning. There was also a high degree of consensus of opinions in agreement with regard to items 4, 5 and 6 in the table above. Based on the findings, 95.7%, 86.9% and 91.4% of principals, 87.6%, 81.2% and 98.4% of teachers, 100%, 100% and 100% of ministry of education officials and 100%, 97.7% and 98.8% of PTA officials unanimously agreed that through Parent-Teachers' Association, the school obtained more desks for students' learning, through Parent-Teachers' Association, the school obtained more chairs for students' learning and through Parent-Teachers' Association, the school obtained exercise books for students' learning. Items 7 received 73.9% of principals, 94.0% of teachers, 60.0% of ministry of education officials and 87.4% of PTA officials agreed that through Parent-Teachers' Association, the school obtained more laboratory equipment's. There was also unanimous agreement by the

respondents with regard to items 8, 9 and 10 in the table above where 95.4% 100% and 95.4% of principals, 91.2%, 100% and 92.8% of teachers, 100%, 100% and 100% of ministry of education officials and 95.4% 98.9% and 90.8% of PTA officials agreed to items 8, 9 and10 respectively. This clearly indicates that parent teachers association has contributed a lot in constructions of workshops for students learning, provision of computers to the schools andmore light facilities were provided in the classrooms, laboratories and workshops. However, parent teachers association is hereby advised to maintain its tremendous efforts in improving the standard of secondary education in the state.

4.3.2: Respondents' Opinions of the Contributions of Parents Teachers Association on Decision Making Process of Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria. The Section related to iterm 1-10 in the question. To address issuesin the section, responses of all respondents were collected, analysed and presented in atable. Detais given in table 4.9

Table 9: Opinions of Respondents of the Contributions of Parents Teachers Association on Decision Making Process Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, the school democratized decision making process.	Principal	23	100	-	-	-	-
		Teacher	191	98.0	3	1.2	2	0.8
		MOE Officials	4	80	1	20	-	-
		PTA Officials	86	98.8	1	1.1	-	-
2	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to provision and management of instructional facilities.	Principal	23	100	-	-	-	-
		Teacher	215	86.0	23	9.2	12	4.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.8	-	-	1	1.1
3	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to management of students' discipline.	Principal	23	100	-	-	-	-
		Teacher	215	86.0	23	9.2	12	4.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	81	93.1	1	1.1	5	5.7
4	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to management of staff's discipline.	Principal	23	100	-	-	-	-
		Teacher	133	83.2	17	6.8	-	-
		MOE Officials	5	100	-	-	-	-
		PTA Officials	81	93.1	1	1.1	5	5.7
5	Through Parent-Teachers' Association, interpersonal relationships are enhanced in the school.	Principal	18	78.3	5	21.7	-	-
		Teacher	236	94.4	9	3.6	5	2
		MOE Officials	5	100	-	-	-	-
		PTA Officials						
6	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to provision and management of welfare and health facilities.	Principal	23	100	-	-	-	-
		Teacher	203	81.2	31	12.4	16	6.4
		MOE Officials	3	60	1	20	1	20
		PTA Officials	87	100	-	-	-	-
7	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to provision and management of games and recreational facilities.	Principal	23	100	-	-	-	-
		Teacher	235	94.0	9	3.6	6	2.4
		MOE Officials	4	80	1	20	-	-
		PTA Officials	77	88.5	6	6.9	4	4.6
8	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to communication.	Principal	17	73.9	5	21.7	1	4.3
		Teacher	236	94.0	9	3.6	6	2.4
		MOE Officials	5	100	-	-	-	-
		PTA Officials	81	93.1	4	4.6	2	2.2
9	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to school-community relationships.	Principal	22	95.7	-	-	1	4.3
		Teacher	196	78.4	26	10.4	28	11.2
		MOE Officials	5	100	-	-	-	-
		PTA Officials	70	80.5	7	8.0	10	11.4
10	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to internal supervisions of instruction.	Principal	22	95.7	1	4.3	-	-
		Teacher	231	92.4	12	4.8	7	2.8
		MOE Officials	3	60	1	20	1	20
		PTA Officials	78	89.6	6	6.9	3	3.4

Table 9:sought the respondents' opinions on the contributions of parent teachers association on decision making in secondary schools in Gashua and Nguru education zones of Yobe

state. It was therefore observed in the above table that there was a high degree of consensus of opinions in agreement with regards to items 10-20 where a high percentage of all the respondents unanimously agreed thatthrough Parent-Teachers' Association, the school democratized decision making process, arrived at good decisions pertaining to provision and management of instructional facilities, arrived at good decisions pertaining to management of staff's discipline, interpersonal relationships were enhanced in the school, the school arrived at good decisions pertaining to provision and management of welfare and health facilities, the school arrived at good decisions pertaining to provision and management of games and recreational facilities, the school arrived at good decisions pertaining to communication, the school arrived at good decisions pertaining to school-community relationships and through Parent-Teachers' Association, the school arrived at good decisions pertaining to internal supervisions of instruction.

4.3.3: Respondents' Opinions of the Contributions of Parents Teachers Association o Maintenance of Discipline of Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.The Section relates to items 1-10 in the question. To address issues in this Section, responses of all respondents were collected, analysed and presented in a table. Details given in table 4.10.

Table 10: Opinions of Respondents of the Contributions of Parents Teachers Association on Provision of Maintance of Discipline Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, conflicts between principal and teachers are resolved.	Principal	23	100	-	-	-	-
		Teacher	214	85.6	29	11.6	7	2.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	80	91.9	6	6.9	1	1.1
2	Through Parent-Teachers' Association, conflicts between principal and non-teaching staff are resolved.	Principal	19	82.6	4	17.4	-	-
		Teacher	242	96.8	2	0.8	6	2.4
		MOE Officials	5	100	-	-	-	-
		PTA Officials	73	83.9	12	13.8	2	2.3
3	Through Parent-Teachers' Association, conflicts between teachers and students are resolved.	Principal	23	100	-	-	-	-
		Teacher	232	92.8	11	4.4	7	2.8
		MOE Officials	3	60	1	20	-	-
		PTA Officials	67	77.0	11	12.6	9	10.3
4	Through Parent-Teachers' Association, conflicts among teachers are resolved.	Principal	16	69.6	5	21.7	2	8.7
		Teacher	231	92.4	14	5.6	5	2.0
		MOE Officials	3	60	1	20	1	20
		PTA Officials	59	67.8	17	19.5	11	12.6
5	Through Parent-Teachers' Association, conflicts among students are resolved.	Principal	3	13.0	-	-	20	87.0
		Teacher	224	89.6	22	8.8	4	1.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.8	1	1.1	-	-
6	Through Parent-Teachers' Association, conflicts between school management and students are resolved.	Principal	19	82.6	4	17.4	-	-
		Teacher	235	94.0	1	4.8	3	1.2
		MOE Officials	4	80	1	20	-	-
		PTA Officials	87	100	-	-	-	-
7	Through Parent-Teachers' Association, conflicts between school and local community are resolved.	Principal	23	100	-	-	-	-
		Teacher	244	97.6	4	1.6	2	0.8
		MOE Officials	4	80	-	-	1	20
		PTA Officials	78	89.6	5	5.7	4	4.6
8	Through Parent-Teachers' Association, conflicts between school and Ministry of Education/proprietor are resolved.	Principal	20	86.9	3	13.0	-	-
		Teacher	199	79.6	44	17.6	7	2.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	87	100	-	-	-	-
9	Through Parent-Teachers' Association, problems of students' later coming are solved.	Principal	20	86.9	3	13.0	-	-
		Teacher	172	68.8	26	10.4	52	20.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	83	95.4	-	-	4	4.6
10	Through Parent-Teachers' Association, problems of teachers' non commitment to work are solved.	Principal	22	95.7	-	-	1	4.3
		Teacher	235	94	12	4.8	3	1.2
		MOE Officials	3	60	1	20	1	20
		PTA Officials	83	95.4	4	4.6	-	-

There was unanimous agreement in the opinions of the respondents in table 10 which tried to find out whether parent teachers association contributed on the maintenance of discipline in secondary schools in Gashua and Nguru education zones, Yobe state. On the basis of the responses received from the table above, 100%, 82.6% of principals, 85.6%, 96.8% of teachers, 100%, 100% of ministry of education officials, 91.9% and 83.9% of PTA officials unanimously agreed to items 1 and 2 in the table above while only 2.8%, 2.4% of teachers, 1.1% and 2.3% of PTA officials disagreed that through Parent-Teachers' Association,

conflicts between principal and teachers were resolved and through Parent-Teachers' Association, conflicts between principal and non-teaching staff were resolved. In response to items 3, 4 and 5, 100%, 69.6%, 13.0% of principals, 92.8%, 92.4%, 89.6% of teachers, 60%, 60% 100% of ministry of education officials, 77.0%, 67.8% and 98.8% of PTA officials agreed that parent teachers association has done a lot in resolving conflict among teachers, students and between teachers and students while 2.8%, 2.0%, 1.6% of teachers, 2.3%, 10.3%, 12.6% of PTA officials, 8.7%, 87.0% of principal and 20.0% of the officials of ministry of education disagreed to items 3,4 and 5 above. This therefore shows that, with the reference to the responses in the table above, the opinion of principals differ significantly with that of teachers, ministry of education officials and PTA officials of whether parent teachers association made any effort in conflict resolution among students. There was also high degree of consensus of opinions in agreement in respect to items 6, 7 and 8. Based on the responses gathered, a very high percentage of all the three groups of respondents agreed that through Parent-Teachers' Association, conflicts between school management and students were resolved, conflicts between school and local community were resolved and conflicts between school and Ministry of Education/proprietor were resolved. Items 9 and 10 received 86.9%, 95.7% of principals, 68.8%, 94% of teachers 100%, 60% of ministry of education officials, 95.4% and 95.4% of PTA officials agreed that effort was tremendously made by parent teachers association to resolve students' late coming and teachers' commitment to work in secondary schools in Gashua and Nguru educational zones of Yobe state while only little percentage of respondents disagreed with statement in the two items mentioned above.

4.3.4: Respondents' Opinions on Contributions of Parents Teachers Association on InterpersonalRelationships in Secondary Schools in Gashu'a and Nguru Education Zones, Yobe StateNigeria.The Section relates to items 1-10 in the question. To address issues in this Section, responses of all respondents were collected, analysed and presented in a table. Details given in table 4.11.

Table 11: Opinions of Respondents on the Contributions of Parents Teachers Association on Interpersonal Relationships Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, interpersonal relationship between principal and teachers is enhanced.	Principal	12	52.1	5	21.7	6	26.1
		Teacher	211	84.4	17	6.8	22	8.8
		MOE Officials	3	60	1	20	1	20
		PTA Officials	84	96.5	1	1.1	2	2.2
2	Through Parent-Teachers' Association, the interpersonal relationship between principal and non-teaching staff is enhanced.	Principal	23	100	-	-	-	-
		Teacher	246	98.4	1	0.4	3	1.2
		MOE Officials	5	100	-	-	-	-
		PTA Officials	87	100	-	-	-	-
3	Through Parent-Teachers' Association, relationship among teachers is enhanced.	Principal	20	87.0	2	8.7	1	4.3
		Teacher	239	95.6	4	1.6	1	0.4
		MOE Officials	1	20	1	20	3	60
		PTA Officials	86	98.8	1	1.1	-	-
4	Through Parent-Teachers' Association, interpersonal relationship between teachers and students is enhanced.	Principal	23	100	-	-	-	-
		Teacher	230	92	6	2.4	15	5.6
		MOE Officials	3	60	1	20	1	20
		PTA Officials	78	89.6	9	10.3	-	-
5	Through Parent-Teachers' Association, the relationship among students is enhanced.	Principal	22	95.6	-	-	1	4.3
		Teacher	240	96.0	6	2.4	4	1.6
		MOE Officials	3	60	1	20	1	20
		PTA Officials	84	96.5	-	-	3	3.4
6	Through Parent-Teachers' Association, the interpersonal relationship between principal and students is enhanced.	Principal	22	95.6	1	4.3	-	-
		Teacher	246	96.0	6	2.4	4	1.6
		MOE Officials	4	80	1	20	-	-
		PTA Officials	87	100	-	-	-	-
7	Through Parent-Teachers' Association, the interpersonal relationship between non-teaching staff and teachers is enhanced.	Principal	23	100	-	-	-	-
		Teacher	246	98.4	4	1.6	-	-
		MOE Officials	5	100	-	-	-	-
		PTA Officials	87	100	-	-	-	-
8	Through Parent-Teachers' Association, the relationship among non-teaching staff is enhanced.	Principal	23	100	-	-	-	-
		Teacher	227	90.8	12	4.8	11	4.4
		MOE Officials	4	80	-	-	1	20
		PTA Officials	73	83.9	7	8.0	7	8.0
9	Through Parent-Teachers' Association, the interpersonal relationships between non-teaching staff and students is enhanced.	Principal	22	95.6	1	4.3	-	-
		Teacher	206	83.2	34	13.6	8	3.2
		MOE Officials	4	80	1	20	-	-
		PTA Officials	77	88.5	9	10.3	1	1.1
10	Through Parent-Teachers' Association, the interpersonal relationship between school and officials of University of Education/Proprietor is enhanced.	Principal	23	100	-	-	-	-
		Teacher	220	88.0	28	11.2	2	0.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	87	100	-	-	-	-

Table 11:tried to investigate whether parent teachers association contributed on interpersonal relationships in secondary schools in Gashua and Nguru education zones, Yobe state. On the

basis of the findings in the above table, 52.1%, 100% 87.0% of principals, 84.4%, 98.4%, 95.6% of teachers agreed to items 1, 2 and 3, while 60%, 100% of ministry of education officials agreed to items 1 and 2, 96.5%, 100% and 98.8% of PTA officials agreed to items 1, 2 and 3. However, 60% of PTA officials disagreed to item 3. The three items solicited the opinions of the respondents on whether through Parent-Teachers' Association, interpersonal relationship between principal and teachers was enhanced, the interpersonal relationship between principal and non-teaching staff was enhanced and relationship among teachers is enhanced. The result to item 3 shows that PTA officials' opinions differ significantly with the rest of the respondents with the regards to whether through Parent-Teachers' Association, relationship among teachers was enhanced. There was unanimous agreement in the opinions of the respondents on items 4, 5, 6 and 7 which received 100%, 95.6%, 95.6% and 100% of principals, 92%, 96.0%, 96.0% and 98.4% of teachers, 60%, 80%, 100% and 80% of ministry of education officials, 89.6%, 96.5%, 100% and 100% of PTA officials agreed that through Parent-Teachers' Association, interpersonal relationship between teachers and students was enhanced, he relationship among students was enhanced, the interpersonal relationship between principal and students is enhanced and the interpersonal relationship between non-teaching staff and teachers was enhanced. Items 8, 9 and 10 received the following responses: 100%, 95.6% and 100% of principals, 90.8%, 83.2% and 88.0% of teachers, 80%, 80% and 100% of ministry of education officials, 83.9%, 88.5% and 100% of PTA officials unanimously agreed that through Parent-Teachers' Association, the relationship among non-teaching staff was enhanced, the interpersonal relationships between non-teaching staff and students was enhanced and the interpersonal relationship between school and officials of University of Education/Proprietor was enhanced.

4.3.5: Respondents' Opinions of the Contributions of Parents Teachers Associations on School- Community Relationships in Secondary Schools in Gashu'a and Nguru Education Zones,Yobe state, Nigeria. The Section relates to items 1-10 in the

question. To address issues in this Section, responses of all respondents were collected, analysed and presented in a table. Details given in table 4.12.

Table 12: Opinions of Respondents of the Contributions of Parents Teacher Association on School- Community Relationships Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, there is good relationship between head of school and leaders of the local community.	Principal	23	100	-	-	-	-
		Teacher	237	94.8	9	3.6	4	1.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	82	94.3	4	4.6	1	1.1
2	Through Parent-Teachers' Association, there is good relationships between school and other members of the local community.	Principal	21	91.3	-	-	2	8.7
		Teacher	236	94.4	10	4.0	4	1.6
		MOE Officials	3	60.0	1	20.0	1	20.0
		PTA Officials	85	97.7	2	2.3	-	-
3	Through Parent-Teachers' Association, there is good relationship between head of school and religious leaders in the local community.	Principal	23	100	-	-	-	-
		Teacher	200	70.4	41	16.4	8	3.2
		MOE Officials	5	100	-	-	-	-
		PTA Officials	82	94.2	1	1.1	4	4.6
4	Through Parent-Teachers' Association, there is good relationships between school and members of religious organizations.	Principal	22	95.6	1	4.3	-	-
		Teacher	208	83.2	36	14.4	6	2.4
		MOE Officials	5	100	-	-	-	-
		PTA Officials	8.6	98.8	1	1.1	-	-
5	Through Parent-Teachers' Association, religious organizations come to give talks on religious matters in the school.	Principal	21	91.3	2	8.7	-	-
		Teacher	144	57.6	68	27.2	35	14.0
		MOE Officials	5	100	-	-	-	-
		PTA Officials	70	80.4	11	12.6	-	-
							9	6.9
6	Through Parent-Teachers' Association, security organizations come to give talks on security matters in the school.	Principal	23	100	-	-	-	-
		Teacher	131	92.4	11	4.4	9	3.2
		MOE Officials	5	100	-	-	-	-
		PTA Officials	62	71.1	17	19.5	8	9.2
7	Through Parent-Teachers' Association, medical personal come to give talks on health matters in the school.	Principal	19	82.6	4	17.4	-	-
		Teacher	141	88.4	13	5.2	16	6.4
		MOE Officials	4	80.0	-	-	1	20.0
		PTA Officials	84	96.5	1	1.1	2	2.3
8	Through Parent-Teachers' Association, the school uses the facilities of local community.	Principal	5	100	-	-	-	-
		Teacher	238	95.2	9	3.6	3	1.2
		MOE Officials	5	100	-	-	-	-
		PTA Officials	74	85.0	10	11.5	3	3.4
9	Through Parent-Teachers' Association, the local community uses the school facilities such as football field and basketball chord.	Principal	22	95.7	1	4.3	-	-
		Teacher	121	80.4	39	15.6	10	4.0
		MOE Officials	4	80.0	-	-	1	20
		PTA Officials	76	87.3	4	4.6	7	8.0
10	Through Parent-Teachers' Association, the member of local community get more jobs and admissions in the school.	Principal	22	95.7	-	-	1	4.3
		Teacher	231	92.4	5	2.0	14	5.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.9	-	-	1	1.1

Table 12 shows the opinions of the respondents on the contributions of parent teachers association on school-community relationships in secondary schools in Gashua and Nguru education zones, Yobe state. Based on the responses gathered from the items in the above table, it was discovered that there was high degree of consensus of opinions in agreement between the respondents where they both agreed that through Parent-Teachers' Association, there was good relationship between head

of school and leaders of the local community, there was good relationships between school and other members of the local community, there was good relationship between head of school and religious leaders in the local community, there was good relationships between school and members of religious organizations, religious organizations came to give talks on religious matters in the school, security organizations came to give talks on security matters in the school, medical personal came to give talks on health matters in the school, the school used the facilities of local community, the local community used the school facilities such as football field and basketball chord and the member of local community get more jobs and admissions in the school. It is therefore suggested that the parent teachers association should try to maintain such efforts as it will help in promoting the standard of secondary education in the state.

4.3.6: Respondents' Opinions of the Contributions of Parents Teachers Association on the Welfare and Health Facilities in Secondary Schools in Gashu'a and Nguru Education Zones Yobe State, Nigeria. The Section relates to items 1-10 in the question. To address issues inthis Section, responses of all respondents were collected, analysed and presented in a table. Details given in table 4.13.

Table 13: Opinions of Respondents of the Contributions of Parents Teachers Association on the Welfare and Health Facilities in Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, there is adequate provision of house accommodation for teachers in the school.	Principal	19	82.6	1	4.3	3	13.0
		Teacher	239	95.6	5	2.0	6	2.4
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.9	1	1.1	-	-
2	Through Parent-Teachers' Association, there is adequate provision of house accommodation for non-teaching staff in the school.	Principal	22	95.5	1	4.3	-	-
		Teacher	238	95.2	5	2.0	7	2.8
		MOE Officials	5	100	1	1.1	-	-
		PTA Officials	86	98.9			-	-
3	Through Parent-Teachers' Association, there is adequate provision of hostel accommodation for students in the school.	Principal	22	100	-	-	-	-
		Teacher	228	91.2	9	3.6	13	5.2
		MOE Officials	4	80.0	1	20.0	-	-
		PTA Officials	71	81.6	15	17.2	1	1.1
4	Through Parent-Teachers' Association, there is adequate provision of office accommodation for teacher in the school.	Principal	22	95.5	1	4.3	-	-
		Teacher	232	92.8	8	3.2	9	3.6
		MOE Officials	4	80.0	1	20.0	-	-
		PTA Officials	78	89.6	8	9.2	1	1.1
5	Through Parent-Teachers' Association, there is adequate provision of office accommodation for non-teaching staff in the school.	Principal	5	100	-	-	-	-
		Teacher	211	84.4	28	11.2	11	4.4
		MOE Officials	5	100	-	-	-	-
		PTA Officials	80	91.9	5	5.7	2	2.3
6	Through Parent-Teachers' Association, there is adequate provision of drugs for teachers and non-teaching staff in the school.	Principal	5	100	-	--	-	-
		Teacher	235	94.0	8	3.2	7	2.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.8	-	-	1	1.1
7	Through Parent-Teachers' Association, there is adequate provision of drugs for students in the school.	Principal	12	52.1	1	4.3	10	43.5
		Teacher	192	76.8	36	14.4	16	8.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	86	98.8	1	1.1	-	-
8	Through Parent-Teachers' Association, there is adequate provision of light in the school.	Principal	20	86.9	3	13.0	-	-
		Teacher	242	96.8	8	3.2	-	-
		MOE Officials	5	100	-	-	-	-
		PTA Officials	76	87.3	4	4.6	7	8.0
9	Through Parent-Teachers' Association, there is adequate provision of water in the school.	Principal	15	65.2	6	26.1	2	8.7
		Teacher	205	82.0	33	13.2	12	4.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	81	93.1	5	5.7	1	1.1
10	Through Parent-Teachers' Association, there is adequate provision of transport facilities in the school.	Principal	23	100	-	-	-	-
		Teacher	238	95.2	7	2.8	5	2.0
		MOE Officials	5	100	-	-	-	-
		PTA Officials	85	97.7	2	2.3	-	

Table 13 shows the opinions of respondents on the contribution of parent teachers association on the provision of welfare and health facilities in secondary schools in Gashua and Nguru education zones, Yobe state. According to the findings, 82.6%, 95.5% and 100% of principals, 95.6%, 95.2% and 91.2% of teachers, 100%, 100% and 80.0% of ministry of education officials, 98.9%, 98.9% and 81.6% of PTA officials unanimously agreed to items 1, 2 and 3 in the table above which solicited the opinions of respondents on whetherthrough Parent-Teachers' Association, there was adequate provision of house accommodation for

teachers in the school, there was adequate provision of house accommodation for non-teaching staff in the school and there was adequate provision of hostel accommodation for students in the school. Items 4, 5, 6 and 7 received 95.5%, 100%, 100% and 52.1% of principals agreed, 92.8%, 84.4%, 94.0% and 76.8% of teachers agreed, 80.0%, 100%, 100% and 100% of ministry of education officials agreed, 86.6%, 91.9%, 98.8% and 98.8% of PTA officials agreed that through Parent-Teachers' Association, there was office accommodation for non-teaching staff in the school, there was adequate provision of office accommodation for teacher in the school, there were drugs for teachers and non-teaching staff in the school and drugs for students in the school. In addition, 86.9% of principals, 96.8% of teachers, 100% of ministry of education officials and 87.3% of PTA officials agreed that through Parent-Teachers' Association, there was adequate provision of light in the school. Likewise, 65.2% and 100% of principals, 82.0% and 95.2% of teachers, 100% and 100% of ministry of education officials, 93.1% and 97.7% of PTA officials all agreed to items 9 and 10 in the table above which tried to find out if through Parent-Teachers' Association, there was adequate provision of water in the school and there were transport facilities in the school.

4.3.7: Respondents' Opinions of the Contributions of Parents Teachers Association on the Provision Games and Recreational Facilities in Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria. The Section relates to items 1-10 in the question. To address issues in this Section, responses of all respondents were collected, analysed and presented in a table. Details are given in table 4.14.

Table 14:Opinions of Respondents of the Contributions of Parents Teachers Association on Provision of Games and Recreational Facilities Secondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, football facilities are provided in the school.	Principal	19	82.6	3	13.0	1	4.3
		Teacher	206	82.4	32	12.8	4	1.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	76	87.4	6	6.9	5	5.7
2	Through Parent-Teachers' Association, basketball facilities are provided in the school.	Principal	13	56.5	9	39.1	1	4.3
		Teacher	233	93.2	13	5.2	4	1.6
		MOE Officials	4	80.0	1	20.0	-	8.0
		PTA Officials	61	71.0	19	21.8	7	
3	Through Parent-Teachers' Association, volleyball facilities are provided in the school.	Principal	23	100	-	-	-	-
		Teacher	223	89.2	25	10.0	2	0.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	60	68.9	8	9.2	13	14.9
4	Through Parent-Teachers' Association, lawn tennis facilities are provided in the school.	Principal	14	60.9	9	39.1	-	-
		Teacher	198	79.2	40	16.0	7	2.8
		MOE Officials	3	60.0	2	40.0	-	-
		PTA Officials	76	87.3	11	12.6	-	-
5	Through Parent-Teachers' Association, badminton facilities are provided in the school.	Principal	20	87.0	-	-	3	13.0
		Teacher	144	66.6	37	14.8	59	6.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	81	93.1	1	1.1	5	5.7
6	Through Parent-Teachers' Association, facilities tracks events are provided in the school.	Principal	19	82.6	2	8.7	2	8.7
		Teacher	226	80.4	15	6.0	9	3.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	57	57.1	20	23.0	17	19.5
7	Through Parent-Teachers' Association, wild life center (zoo) is provided in the school.	Principal	20	86.9	1	4.3	2	8.6
		Teacher	240	96.0	8	3.2	2	0.8
		MOE Officials	1	20.0	1	20.0	3	60.0
		PTA Officials	72	82.7	10	11.5	5	5.7
8	Through Parent-Teachers' Association, modern common room is provided in the school.	Principal	22	95.7	1	4.3	-	-
		Teacher	235	94.0	8	3.2	7	2.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	87	100	-	-	-	-
9	Through Parent-Teachers' Association, modern common room is provided for non-teaching staff in the school.	Principal	20	87.0	2	8.7	14.3	-
		Teacher	154	61.6	63	25.2	33	13.2
		MOE Officials	5	100	-	-	-	-
		PTA Officials	81	93.1	5	5.7	1	1.1
10	Through Parent-Teachers' Association, modern common room is provided for students in the school.	Principal	23	100	-	-	-	-
		Teacher	244	97.6	5	2.0	1	0.4
		MOE Officials	5	100	-	-	-	-
		PTA Officials	70	80.4	9	10.3	8	9.1

There was however unanimous agreement of opinions between the respondents in respect to items 1, 2 and 3 in table 14 shows the opinions of the respondents on the contributions of parent teachers association on the provision of games and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state. The responses gathered from the three items include: 82.6%, 56.5% and 100% of principals agreed, 82.4%, 93.2% and 89.2% of teachers agreed, 100%, 80.0% and 100% of ministry of education officials agreed, 87.4%, 71.0% and 68.9% of PTA officials agreed that through Parent-Teachers' Association, football

facilities were provided in the school, basketball facilities were provided in the school and volleyball facilities were provided in the school. A very high percentage of the respondents also unanimously agreed that through Parent-Teachers' Association, lawn tennis facilities were provided in the school, badminton facilities were provided in the school, facilities tracks events were provided in the school and wild life centre (zoo) is provided in the school. It was also found that 95.7%, 87.0%, 100% of principals, 94.0%, 61.6%, 97.6% of teachers, 100%, 100%, 100% of ministry of education officials, 100%, 93.1% and 80.4% of PTA officials agreed that through Parent-Teachers' Association, modern common room was provided in the school, modern common room was provided for non-teaching staff in the school and modern common room was provided for students in the school.

4.3.8: Respondents' Opinions of the Contributions of Parents Teachers Association on Communication inSecondary Schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria. The Section relates to items 1-10 in the question. To address issues in this Section, responses of all respondents were collected, analysed and presented in a table. Details Given in table 15.

Table 15:Opinions of Respondents on the Contributions of Parents Teachers' Association On Communication in Secondary Schools in Gashu'a and Nguru Education Zones Yobe State, Nigeria.

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Through Parent-Teachers' Association, there are good channels of communication between the principal and teachers in the school.	Principal	21	91.3	-	-	2	8.7
		Teacher	230	92.0	15	6.0	5	2.4
		MOE Officials	3	60.0	-	-	2	40.0
		PTA Officials	87	100	-	-	-	-
2	Through Parent-Teachers' Association, there is good communication among teachers in the school.	Principal	22	95.7	1	4.3	-	-
		Teacher	239	95.6	7	2.8	4	1.6
		MOE Officials	5	100	-	-	-	-
		PTA Officials	78	89.6	4	4.6	5	5.7
3	Through Parent-Teachers' Association, there are good channels of communication between teachers and students in the school.	Principal	23	100	-	-	-	-
		Teacher	223	89.2	25	10.0	2	0.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	60	68.9	8	9.2	19	- 12.6
4	Through Parent-Teachers' Association, there is good communication among students in the school.	Principal	14	60.9	9	39.1	-	-
		Teacher	198	79.2	40	16.0	11	4.8
		MOE Officials	5	100	-	-	-	-
		PTA Officials	76	87.3	11	12.6	-	
5	Through Parent-Teachers' Association, there are good channels of communication between the principal and students.	Principal	20	87.0	-	-	3	13.0
		Teacher	154	61.6	37	14.8	59	23.6
		MOE Officials	4	80.0	-	-	1	20.0
		PTA Officials	50	57.4	20	23.0	16	19.5
6	Through Parent-Teachers' Association, there are good channels of communication between school and parents in the school.	Principal	22	95.7	-	-	1	4.3
		Teacher	226	90.4	15	6.0	9	3.6
		MOE Officials	3	60	2	40.0	-	-
		PTA Officials	72	82.7	10	11.5	5	5.7
7	Through Parent-Teachers' Association, there are good channels of communication between principal and non-teaching staff in the school.	Principal	20	86.9	1	4.3	2	8.6
		Teacher	240	96.0	8	3.2	2	0.8
		MOE Officials	5	100	-	--	-	--
		PTA Officials	87	100	-			
8	Through Parent-Teachers' Association, there are good channels of communication between school and members of local community.	Principal	20	87.0	2	8.7	1	4.3
		Teacher	154	61.6	63	25.2	33	14.2
		MOE Officials	5	100	-	-	-	-
		PTA Officials	81	93.1	5	5.7	1	1.1
9	Through Parent-Teachers' Association, there are good channels of communication between school and Ministry of Education/proprietor	Principal	23	100	-	-	-	-
		Teacher	144	97.6	5	2.0	1	0.4
		MOE Officials	5	100	-	-	-	-
		PTA Officials	70	80.4	9	10.3	8	9.1
10	Through Parent-Teachers' Association, local language is also used to communicate between school and parents.	Principal	21	81.3	-	-	2	8.7
		Teacher	230	82.2	15	6.0	5	2.0
		MOE Officials	3	60	-	-	2	40
		PTA Officials	87	100	-	-	-	-

Table 15 shows respondents' opinions on the contributions of parent teachers association on the communication in secondary schools in Gashua and Nguru education zones, Yobe state. Based on the responses gathered, 91.3% of principals, 92.0% of teachers, 60.0% of ministry of education officials and 100% of PTA officials agreed to item 1 in the table above which sought the opinions of the respondents on whether through Parent-Teachers' Association, there were good channels of communication between the principal and teachers in the school. In the same vein, a high percentage of all the three groups of

respondents unanimously agreed to items 2, 3 and 4 that through Parent-Teachers' Association, there was good communication among teachers in the school, there were good channels of communication between teachers and students in the school and there was good communication among students in the school. Items 5, 6 and 7 received 87.0%, 95.7%, 86.9% of principals, 61.6%, 90.4%, 96.0% of teachers, 80%, 60%, 100% of ministry of education officials, 57.4%, 82.7%, and 100% of PTA officials agreed that through Parent-Teachers' Association, there were good channels of communication between the principal and students, there were good channels of communication between school and parents in the school and there were good channels of communication between principal and non-teaching staff in the school. The findings also shows that 87%, 100%, 81.3% of principals, 61.6%, 97.6%, 82.2% of teachers, 100%, 100%, 60% of ministry of education officials, 93.1%, 80.4% and 100% of PTA officials unanimously agreed to items 8, 9 and 10. This implies that through Parent-Teachers' Association, there were good channels of communication between school and members of local community, there were good channels of communication between school and Ministry of Education/proprietor and local language was also used to communicate between school and parents.

4.4Hypotheses Testing

This research work formulated eight hypotheses which were: there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on the provision of instructional facilities in secondary schools in Gashua and Nguru education zones, Yobe state, there is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on decision making in secondary schools in Gashua and Nguru education zones, Yobe state, there is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on

maintenance of discipline in secondary schools in Gashua and Nguru education zones, Yobe state, there is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on interpersonal relationships in secondary schools in Gashua and Nguru education zones, Yobe state, there is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on school community relationships in secondary schools in Gashua and Nguru education zones, Yobe state, there is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the provision of welfare and health facilities in secondary schools in Gashua and Nguru education zones, Yobe state, there is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the provision of games and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state and there is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on communication in secondary schools in Gashua and Nguru education zones, Yobe state,

Analysis of variance (ANOVA) was used to test the postulated hypotheses at the significance level of 0.05. Hypothesis is retained when p value<0.05 and rejected when p value>0.05 at level of significance respectively.

4.4.1 Hypothesis I

Hypothesis I states that there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on the provision of instructional facilities in secondary schools in Gashua and Nguru education zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.16.

Table 4.16: Summary of the Analysis of Variance (ANOVA) on Impact of Contributions of Parent Teachers' Association on the Provision of Instructional Facilities in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	13.255	2	4.418	1.353	.257	3.23
Within Groups	1179.194	361	3.266			
Total	**1192.449**	**363**				

The table 4.16 shows that the probability level of significance p(.257) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on the provision of instructional facilities in secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is retained.

4.4.2 Hypothesis II

Hypothesis II states that there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on decision making in secondary schools in Gashua and Nguru education zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.17.

Table 4.17: Summary of the Analysis of Variance (ANOVA) on Impact of Contributions of Parent Teachers' Association on Decision Making in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	11.087	2	3.696	.725	.538	3.23
Within Groups	1839.965	361	5.097			
Total	**1851.052**	**363**				

The table 4.17 shows that the probability level of significance p(.725) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on decision making in secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is retained.

4.4.3 Hypothesis III

Hypothesis III states that there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on maintenance of discipline in secondary schools in Gashua and Nguru education zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.18.

Table 4.18: Summary of the Analysis of Variance (ANOVA) on Impact of Contributions of Parent Teachers' Association on Maintenance of Discipline in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	38.976	2	12.992	1.165	.323	3.23
Within Groups	4026.213	361	11.153			
Total	**4065.189**	**363**				

The table 4.18 shows that the probability level of significance p(.323) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on maintenance of discipline in secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is retained.

4.4.3Hypothesis IV

Hypothesis IV states that there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on interpersonal relationships in secondary schools in Gashua and Nguru education zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.19.

Table 4.19: Summary of the Analysis of Variance (ANOVA) on Impact of Contributions of Parent Teachers' Association on Interpersonal Relationship in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
BetweenGroups	107.324	2	35.775	7.864	.000	3.23
Within Groups	1642.309	361	4.549			
Total	**1749.633**	**363**				

The table 4.19 shows that the probability level of significance p(.000) is less than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on interpersonal relationship in secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is rejected.

Table 4.20: Summary of Scheffer's Multiple Comparison Test on Impact of Contributions of Parent Teachers' Association on Interpersonal Relationship in Secondary Schools In Gashu's and Nguru Education Zones, Yobe State

Respondents	N	Mean
Principals	23	41.96
Teachers	250	40.78
Ministry of Educ. Officials	5	37.40
PTA Officials	87	40.28
Total	**365**	

As indicated in table 4.20, the mean score of teachers was found to be closer to that of the Principals, implying that the difference between the two respondents was not significant. However, the mean score of principals was found to be higher than that of teachers, ministry of education officials and PTA officials. This implies that the principals differ significantly in their opinions regarding the impact of contributions of parent teachers' association on interpersonal relationship in secondary schools in Gashua and Nguru education zones, Yobe state.

4.4.3 Hypothesis V

Hypothesis V states that there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on school community relationship in secondary schools in Gashua and Nguru education zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.21.

Table 4.21: Summary of the Analysis of Variance (ANOVA) on Impact of Contributions of Parent Teachers' Association on School Community Relationship in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
BetweenGroups	76.343	2	25.448	2.979	.083	3.23
Within Groups	2308.955	361	6.396			
Total	**2385.299**	**363**				

The table 4.21 shows that the probability level of significance p(.083) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on school community relationship in

secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is retained.

4.4.3 Hypothesis VI

Hypothesis VI there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on provision of welfare and health facilities in secondary schools in Gashua and Nguru education zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.22.

Table 4.22: Summary of the Analysis of Variance (ANOVA) on Impact of Contributions of Parent Teachers' Association on Welfare and Health Facilities in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
BetweenGroups	12.590	2	4.197	.316	.814	3.23
Within Groups	4796.166	1244	13.288			
Total	**4808.756**	**1246**				

The table 4.22 shows that the probability level of significance p(.814) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on welfare and health in secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is retained.

4.4.3 Hypothesis VII

Hypothesis VII states that there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on Games and recreational facilities in

secondary schools in Gashua and Nguru educational zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.23.

Table 4.23: Summary of the Analysis of Variance(ANOVA) on Impact of Contributions of Parent Teachers' Association on Game and Recreational Facilities in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
BetweenGroups	33.537	2	11.179	2.125	.097	3.23
Within Groups	1899.515	361	5.262			
Total	**1933.052**	**363**				

The table 4.23 shows that the probability level of significance p(.97) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on games and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is retained.

4.4.3 Hypothesis VIII

Hypothesis VIII states that there is no significant difference in the opinions of principals, teachers, ministry of education officials and PTA officials on the impact of contributions of parent teachers' association on communication in secondary schools in Gashua and Nguru education zones, Yobe state. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.24.

Table 4.24: Summary of the Analysis of Variance (ANOVA) on Impact of Contributions of Parent Teachers' Association on Communication in Secondary Schools in Gashua and Nguru Education Zones, Yobe State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
BetweenGroups	2.848	2	.949	.181	.909	3.23
Within Groups	1892.264	1244	5.242			
Total	**1895.112**	**1246**				

The table 4.24 shows that the probability level of significance p (.909) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on impact of contributions of parent teachers' association on maintenance of discipline in secondary schools in Gashua and Nguru education zones, Yobe state. Therefore, the null hypothesis is retained.

Table 25: Summary of Hypotheses Testing

S/N	Hypotheses statement	Statistical Test	Significance Level	Result	Restated Hypotheses
1.	There is no significant difference in the opinions of principals, teachers, ministry of education officials and parent teachers' association officials on the impact of contributions of parent teachers' association on the provision of instructional facilities in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	p(1.353) Retained	There is no significant difference in the opinions of principals, teachers, ministry of education officials and parent teachers' association officials on the impact of contributions of parent teachers' association on the provision of instructional facilities in secondary schools in Gashua and Nguru education zones, Yobe state
2.	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on decision making process in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	P(0.538) Retained	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on decision making process in secondary schools in Gashua and Nguru education zones, Yobe state
3.	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the maintenance of discipline in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	P(.323) Retained	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the maintenance of discipline in secondary schools in Gashua and Nguru education zones, Yobe state
4.	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on interpersonal relationships in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	P.(0.00) Rejected	There is a significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on interpersonal relationships in secondary schools in Gashua and Nguru education zones, Yobe state
5.	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on school-community relationships in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	P(.083) Retained	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on school-community relationships in secondary schools in Gashua and Nguru education zones, Yobe state
6.	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the provision of welfare and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	P(.814) Retained	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the provision of welfare and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state
7	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the provision of games and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	P(.097) Retained	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on the provision of games and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state
8.	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on communication in secondary schools in Gashua and Nguru education zones, Yobe state	ANOVA	0.05	P(.909) Retained	There is no significant difference in the opinions of respondents on the impact of contributions of parent teachers' association on communication in secondary schools in Gashua and Nguru education zones, Yobe state

4.5 Summary of the Major Findings

Based on the data gathered, the following major findings were highlighted:

1. Parent teachers' association contributed immensely on the provision of instructional facilities such as current text books for students, appropriate teaching aids, building of more classrooms, more desks for students' learning, chairs for students' learning, computers and light facilities in the classrooms, laboratories and workshops in secondary schools in Gashua and Nguru education zones, Yobe state.

2. There was adequate contributions of parent teachers association on decision making process because the schools made good decisions pertaining to provision andmanagement of instructional facilities, democratised decision making, the school arrived at good decision pertaining to students' and staff's discipline, similarly, the school arrived at good decisions pertaining to provision and management of welfare of both students and teachers, health, games and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state.

3.Parent teachers' association contributes on the maintenance of discipline such as resolving conflict between principals and teachers, principals and non teaching staff, teachers and students, conflict among, school management and students, school and local community in secondary schools in Gashua and Nguru education zones, Yobe state.

4.The contribution of parent teachers association on interpersonal relationships especially the relationship between principals and teachers, principals and non-teaching staff, teachers and students, principals and students and the relationships between students and non-teaching staff in secondary schools in Gashua and Nguru education zones Yobe state was too minimal for its impact to be felt.

5.Parent teachers association contributed a lot on school-community relationships such as the relationship between school head and leaders of the local community, school head and and religious leaders in the local community, between school and religious organizations and between school and other members of the local community in secondary schools in Gashua and Nguru education zones, Yobe state.

6.There was also contribution of parent teachers association on the provision of welfare and health facilities such as provision of house accommodation for teachers in the school, house accommodation for non-teaching staff, hostel accommodation for students, office accommodation for teachers, drugs for teachers and students and among many others in secondary schools in Gashua and Nguru education zones, Yobe state.

7.Parent teachers association contributed on the provision of games and recreational facilities especially facilities like football, basketball, volleyball, lawn tennis badminton and track events facilities in secondary schools in Gashua and Nguru education zones, Yobe state.

8.There was immense contribution of parent teachers association on communication for instance there were good channels of communication between principals and teachers, teachers and students, principals and students, teachers and teachers, principals and non-teaching staff and between school and members of the local community in secondary schools in Gashua and Nguru education zones, Yobe state.

4.6Discussions of the Major Findings

Based on the result of the major findings presented so far, it could be seen that, from the point of view of principals, teachers, ministry of education officials and PTA officials, through parent teachers association, the school has been provided with the current books for students' learning, appropriate teaching aids, the school has built more

classrooms, the school obtained more desks, chairs and exercise books for students' learning. Through parent association, the school also obtained more laboratory equipment's, constructed more workshops for students' learning, the school obtained more computers and light facilities in the classrooms, laboratory and workshops. It is therefore suggested that the parent teachers association should try to maintain the situation as this may help to ensure effective teaching and learning in secondary schools in Gashua and Nguru education zones, Yobe state.

There was a high consensus of opinions in agreement that parent teachers' association ensured that the secondary schools in the study area democratized decision making process, arrived at good decisions pertaining to provision and management of instructional facilities, and staffs' discipline, interpersonal relationships were enhanced in the schools, the schools arrived at good decisions pertaining to provision and management of welfare, health, games, recreational facilities, communication, school community relations and internal supervision of instruction. Parent teachers association should therefore try to intensify more efforts in maintaining the situation. It was also surprising that a very high percentage of all the four groups of respondents unanimously agreed with all the statements in items 21-30 above. This is very interesting that parent teachers' association was trying its best to maintain the habit of discipline between students and teachers, among students and on the part of teachers in secondary schools in the study area. Parent teachers' association being it one of the stakeholders in education should try to maintain the situation as this may help to ensure that students grow up with good moral values in the society.

There was also consensus in agreement between the respondents on the views that

parent teachers' association has contributed a lot in ensuring that interpersonal relationship between principals and teachers, between principals and non-teaching staffs, relationship among teachers, interpersonal relationship between principals and students, between non-teaching staffs and teachers, relationship among non-teaching staff, interpersonal relationship between non-teaching staff and students and between school and officials of ministry of education were enhanced. While on the contrary, only 60% of the officials of ministry of education disagreed that relationship among teachers was enhanced. Whatever the case may be, parent teachers' association together with the other relevant stakeholders should try to work together to ensure that secondary schools in the state maintain a pure form of relationship within and outside the school environment.

Both principals, teachers, ministry of education officials and PTA officials agreed that through parent teachers association, there were good relationship between head of school and leaders of the local community, between school and other members of the community, between head of school and religious leaders in the local community, between school and members of religious organizations. However, through parent teachers association, religious organizations came to give talks on religious matters in the school, security organizations, came to give talks on security matters in the school, medical personnel came to give talks on health matters in the school, the school used the facilities of local community, local community used the school facilities such as football field and basketball and members of the local community got more jobs and admission ion the school. It is therefore recommended that this association of parent and teachers should try to keep on acting like mediator between the school and members of the community as this will undoubtedly help the school to achieve the desired objectives.

In addition, high percentage of the respondents unanimously agreed that through parent teachers' association there were adequate provisions of house accommodation for

teachers, non-teaching staff and students in the school. There were also adequate provision of office accommodation for teaching and non-teaching staffs in the school; there was adequate provision of drugs, light, water and transport facilities for in the school. Honestly speaking, parent teachers association deserves merit for their effort in improving the standard of secondary and post-secondary institutions in the state.

There was also unanimous agreement of opinions between the respondents on the fact that, through parent teachers' association, football facilities, basketball facilities, volleyball facilities lawn tennis facilities, badminton facilities, facilities for tract events, wild life centres, and modern common room were provided for both students, teaching and non-teaching staffs in the schools. Finally, through parent teachers association, there were good channels of communication between the principals and teachers, among teachers, between teachers and students, among students, between principals and students, between principals and non-teaching staffs, between school and parents, between school and members of the local community, between school and ministry of education and through parent teachers, local language was also used to communicate between school and parents. It however highly suggested that parent teachers association should tirelessly maintain its position and the wonderful contributions it gives in maintaining minimum standard of education in the country. Other relevant stakeholders should try to join hand together with the parent teachers association in improving the standard of education in the country.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on assessing the contributions of Parents-Teachers Association on the management of secondary schools in Gashu'a and Nguru Educational Zones in Yobe State, Nigeria. This chapter discussed the following headings:

- Summary of the study
- Conclusions
- Recommendations
- Suggestion for Further Studies

5.2 Summary

The first chapter sets direction for the study. It introduced the background to the study and described the problems the research investigated. Eight objectives, research questions and hypotheses were set to guide the researcher. The objectives of the study were to examine the impact of contributions of Parents Teachers Association on the provision of instructional facilities, examine the impact of contributions of Parents Teachers Association on decision making process, determine the impact of contributions of Parents Teachers Association onthe maintenance of discipline, examine the impact of contributions of Parents Teachers Association on interpersonal relationships, examine the impact of contributions of Parents Teachers Association on school community relations, examine the impact of contributions of Parents Teachers Association on provision of welfare and health facilities, examine the impact of contributions of Parents Teachers Association on provision of games and recreational facilities, ascertain the impact of contributions of Parents Teachers Association

on communication in secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.

The study covers all public secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria and is significant because it would give school administrators a guide to the contributions of Parents-Teachers Association in secondary schools. The key variables are operationally defined to conclude the chapter.

Chapter two focused on analysing the works of several scholars who have written on instructional facilities, decision making process, discipline, interpersonal relationships, school-community relations, welfare and health facilities games and recreational facilities and communication. The conceptual framework provides a basis as it explored the concepts of management. The major literature reviewed were impact of contributions of Parents Teachers Association on instructional facilities, decision making process, discipline, interpersonal relationships, school-community relations, welfare and health facilities games and recreational facilities and communication in secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.

Empirical studies of related works to show the relationship of the study to previous studies were carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered were highlighted.

Research methodology was covered in chapter three. The research design used was the descriptive survey. The total population of this study was one thousand two hundred and fourteen (1214) which comprises of seventy-five (75) Principals, eight hundred and thirty four (834) Teachers and two hundred and ninety (290) Parents Teachers Association (PTA) officials and fifteen(15) officials from ministry of education of public secondary schools in Gashu'a and Nguru Education Zones, Yobe State. Simple random sampling was employed in

the selection of teachers based on the fact that teachers' population was large and not evenly distributed among the twenty three (23) public Secondary Schools in Gashu'a and Damaturu Education Zones, Yobe State, Nigeria. Consequently, two hundred and fifty (250) teachers have been randomly selected for the study, twenty-three principals (23) and eighty seven (87) PTA officials and five (5) ministries of education officials. Totally 365 respondents were used for sample study. The instrument used in the study was structure questionnaire. The five (5) Likert scale opinions was used which included Strongly Agree, Agree, Undecided, Strongly Disagree, and Disagree. The content validity was determined by giving to experts in Educational Administration and Planning, curriculum and English language to make meaningful commentary and observations. The items were restructured in line with the objectives and hypotheses. In order to establish the reliability of the instrument, pilot study was carried out in four different schools, in Gashu'a education zone, Yobe State. The result of the pilot study was calculated using Cronbach Alfa Techniques. The reliability of the instrument was obtained at reliability coefficient 0.80. This means that the instrument was considered reliable. The researcher used official visit to the Ministry of Education and the sampled schools in the respective Zones. The questionnaire was structured for data collection from the principals, teachers and PTA 0fficials within Gashu'a and Nguru Educational Zones, Yobe State, Nigeria. The questionnaire consisted of eighty (80) items; the items were drawn based on the hypotheses. The eight (8) hypotheses were analysed to identify the mean difference using one-way Analysis of Variance (ANOVA).

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The research questions were answered using percentages. The eight null hypotheses were tested using analysis of variance (ANOVA), at 0.05 alpha level of significance and only one hypothesis was rejected. The major findings of the study showed that:

1. Parent teachers' association contributed immensely on the provision of instructional facilities such as current text books for students, appropriate teaching aids, building of more classrooms, more desks for students' learning,chairs for students' learning, computers and light facilities in the classrooms, laboratories and workshops in secondary schools in Gashua and Nguru education zones, Yobe state
2. There was adequate contributions of parent teachers association on decision making process because the schools made good decisions pertaining to provision and management of instructional facilities, democratised decision making, the school arrived at good decision pertaining to students' and staff's discipline, similarly, the school arrived at good decisions pertaining to provision and management of welfare of both students and teachers, health, games and recreational facilities in secondary schools in Gashua and Nguru education zones, Yobe state.
3. Parent teachers' association contributes on the maintenance of discipline such as resolving conflict between principals and teachers, principals and non teaching staff, teachers and students, conflict among, school management and students, school and local community in secondary schools in Gashua and Nguru education zones, Yobe state.
4. The contribution of parent teachers association on interpersonal relationships especially the relationship between principals and teachers, principals and non-teaching staff, teachers and students, principals and students and the relationships between students and non-teaching staff in secondary schools in Gashua and Nguru education zones Yobe state was too minimal for its impact to be felt.
5. Parent teachers association contributed a lot on school-community relationships such as the relationship between school head and leaders of the local community, school head and and religious leaders in the local community, between school and religious

organizations and between school and other members of the local community in secondary schools in Gashua and Nguru education zones, Yobe state.

6. There was also contribution of parent teachers association on the provision of welfare and health facilities such as provision of house accommodation for teachers in the school, house accommodation for non-teaching staff, hostel accommodation for students, office accommodation for teachers, drugs for teachers and students and among many others in secondary schools in Gashua and Nguru education zones, Yobe state.
7. Parent teachers association contributed on the provision of games and recreational facilities especially facilities like football, basketball, volleyball, lawn tennis badminton and track eventsfacilities in secondary schools in Gashua and Nguru education zones, Yobe state.
8. There was immense contribution of parent teachers association on communication for instance there were good channels of communication between principals and teachers, teachers and students, principals and students, teachers and teachers, principals and non-teaching staff and between school and members of the local community in secondary schools in Gashua and Nguru education zones, Yobe state.

5.2 Conclusion

On the basis of the findings, it was concluded that:

1. Through Parents-Teachers' Association, the schools were able to get adequate and relevant teaching resources that would enhance effective teaching and learning in secondary schools in the Gashua and Nguru Educational Zones, Yobe State
2. Through Parents-Teachers' Association, secondary schools in Gashua and Nguru educational zones were able to arrive at good decisions on matters affecting the schools

3. Through Parents-Teachers' Association, secondary schools in the study area were able to maintain discipline in the schools thereby graduating students who are patriotic members of the society
4. Through Parents-Teachers' Association, the interpersonal relationships within the school environment was unsatisfactory
5. Through Parents-Teachers' Association, the relationship between the schools and community was cordial
6. Through Parents-Teachers' Association, there was adequate provision of welfare packages to both teaching and non-teaching staffs and there was also adequate provision of health facilities to both staffs and students
7. There was adequate provision of games and recreational facilities by Parents-Teachers Association in secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria and
8. Through Parents-Teachers' Association, there was good communication between the members of the school environment.

5.4 Recommendations

On the basis of the findings and conclusions of the study, the following recommendations were made:

1. Educational stakeholders should try to intensify more efforts in providing the necessary facilities that will enhance teaching and learning in secondary schools in Gashua and Nguru Educational Zones, Yobe State. The schools should also try to improvise the resources that are readily available in the local community as this may help to promote teaching and learning.

2. Decision making in schools should not be a one man show, rather, all those that have a stake in the affairs of the schools should participate actively in making any decision that may enhance the performance of the schools.
3. Parent-Teachers Association should be involved when conflicts arise either among principal, teachers, non-teaching staff and students for proper resolution in secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria.
4. There should be cordial relationships between Parent-Teachers' Association and school heads, religious leaders and other members of the local community.
5. A cordial relationship between schools and the local community should be maintained in Gashua and Nguru Educational Zones, Yobe State.
6. Incentives should be provided to both teaching and non-teaching staffs as this may help to boost their morale in the discharge of their assigned responsibilities. There should also be clinic with adequate health facilities in each secondary school in Gashua and Nguru Educational Zones, Yobe State
7. Voluntary agencies should join hand together with the government in ensuring adequate provision of games and recreational facilities in secondary schools in Gashua and Nguru Educational Zones, Yobe State as this may help to enhance students' learning
8. There should be a good medium of communication between school head and teachers, staffs and students, school heads and students, teachers and teachers, students and students and among others.

5.5 Suggestions for Further Studies

The following suggestions for further studies were made:

1. Similar research should be conducted in other educational zones in Yobe state or it should be carried out in another state.
2. A research on the impact of contributions of ministry of education on teachers' professional development should be carried out in Yobe state
3. A research on the impact of contributions of parent teachers' association on the management of primary schools in Yobe state should be conducted
4. A study on the factors that brought about differences in educational quality between public and private secondary schools in Yobe state should equally be undertaken

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APPENDIX A
A QUESTIONNAIRE ON THE IMPACT OF CONTRIBUTION OF PARENT-TEACHERS ASSOCIATION ON THE MANAGEMENT IN SECONDARY SCHOOLS IN GASHU'A AND NGURU EDUCATIONAL ZONES YOBE STATE, NIGERIA.

Department of Educational Foundations
and Curriculum,
Educational Administration and Planning
Section,
Faculty of Education,
Ahmadu Bello University,
Zaria.
20th May, 2017.

Dear Respondent,

I am a postgraduate student from the above named university carrying out a research on the "Impact of Parent-Teachers Association on the Management of Secondary Schools in Gashu'a and Nguru Educational Zones in Yobe State, Nigeria".

Therefore, your contributions in bringing about your honest opinion will definitely enhance the validity and reliability of this research work. Your response will also help in improving the standard of secondary schools in the state and the nation in general as well as in the fulfillment of the requirements for the award of a master's degree in education (M.Ed) to the researcher.

All information given will be treated strictly confidential.

Thank you.

Yours faithfully,

Audu Mallam Ali

Impact of Contribution of Parent-Teachers' Association on the Management of Secondary Schools in Gashu'a and Nguru in Yobe State, Nigeria.

Section A: Bio-data of Respondents

Please tick ( ) in the appropriate space

1. Status:
   (a) Principal ( )
   (b) Teacher ( )
   (c) Official of Ministry of Education /Proprietor ( )
   (d) P.T.A of Officials ( )
2. Gender:
   (a) Male ( )
   (b) Female ( )
3. Educational Qualification:
   (a) NCE ( )
   (b) B.Ed ( )
   (c) M.Ed ( )
4. Working Experience:
   (a) 0 - 5 years ( )
   (b) 6 - 10 years ( )
   (c) 11 – 15 years ( )
   (d) 16 – 29 years ( )
   (e) 21 years and above ( )
5. Type of School:
   (a) Boarding school ( )
   (b) Day school ( )
   (c) Boarding/Day school ( )
6. Ownership of school
   (a) Public ( )
   (b) Private ( )
7. Location of school
   (a) Urban ( )
   (b) Rural ( )

Please tick in the column ( ) that relates to your opinion

Section B: Impact of Contributions of Parent-Teachers' Association on Provision of

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, the school has been provided with current books for students' learning.					
2	Through Parent-Teachers' Association, the school has been provided with appropriate teaching aids.					
3	Through Parent-Teachers' Association, the school has built more classrooms.					
4	Through Parent-Teachers' Association, the school obtained more desks for students' learning.					
5	Through Parent-Teachers' Association, the school obtained more chairs for students' learning.					
6	Through Parent-Teachers' Association, the school obtained exercise books for students' learning.					
7	Through Parent-Teachers' Association, the school obtained more laboratory equipment's.					
8	Through Parent-Teachers' Association, the school constructed more workshops for students' learning.					
9	Through Parent-Teachers' Association, the school obtained more computers.					
10	Through Parent-Teachers' Association, the school obtained more light facilities in the classrooms, laboratories and workshops.					

Insructional Facilities in Secondary Schools in Gashu'a/Nguru Educational Zone.

provide additional information on the impact of contribution of parent-Teachers' Association on provision of instructional facilities in the school……...
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…….....

Section C: Impact of Contributions of Parent-Teachers Association on Decision Making process in Secondary Schools Gashu'a/Nguru Education Zone.

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, the school democratized decision making process.					
2	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to provision and management of instructional facilities.					
3	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to management of students' discipline.					
4	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to management of staff's discipline.					
5	Through Parent-Teachers' Association, interpersonal relationships are enhanced in the school.					
6	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to provision and management of welfare and health facilities.					
7	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to provision and management of games and recreational facilities.					
8	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to communication.					
9	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to school-community relationships.					
10	Through Parent-Teachers' Association, the school arrived at good decisions pertaining to internal supervisions of instruction.					

Provide additional information on the impact of contribution of parent-Teachers' Association on decision making process in the school……...
……
……
…….....

Section D: Impact of Contributions of Parent-Teachers' Association on Maintenance of Discipline in Secondary Schools in Gashu'a/Nguru Education Zone.

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, conflicts between principal and teachers are resolved.					
2	Through Parent-Teachers' Association, conflicts between principal and non-teaching staff are resolved.					
3	Through Parent-Teachers' Association, conflicts between teachers and students are resolved.					
4	Through Parent-Teachers' Association, conflicts among teachers are resolved.					
5	Through Parent-Teachers' Association, conflicts among students are resolved.					
6	Through Parent-Teachers' Association, conflicts between school management and students are resolved.					
7	Through Parent-Teachers' Association, conflicts between school and local community are resolved.					
8	Through Parent-Teachers' Association, conflicts between school and Ministry of Education/proprietor are resolved.					
9	Through Parent-Teachers' Association, problems of students' later coming are solved.					
10	Through Parent-Teachers' Association, problems of teachers' non commitment to work are solved.					

Provide additional information on the impact of contribution of parent-Teachers' Association on Maintenance of discipline in the school……...
……
……
…….....

Section E: Impact of Contributions of Parent-Teachers' Association on Interpersonal Relationships In Secondary Schools in Gashu'a/Nguru Education Zone.

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, interpersonal relationship between principal and teachers is enhanced.					
2	Through Parent-Teachers' Association, the interpersonal relationship between principal and non-teaching staff is enhanced.					
3	Through Parent-Teachers' Association, relationship among teachers is enhanced.					
4	Through Parent-Teachers' Association, interpersonal relationship between teachers and students is enhanced.					
5	Through Parent-Teachers' Association, the relationship among students is enhanced.					
6	Through Parent-Teachers' Association, the interpersonal relationship between principal and students is enhanced.					
7	Through Parent-Teachers' Association, the interpersonal relationship between non-teaching staff and teachers is enhanced.					
8	Through Parent-Teachers' Association, the relationship among non-teaching staff is enhanced.					
9	Through Parent-Teachers' Association, the interpersonal relationships between non-teaching staff and students is enhanced.					
10	Through Parent-Teachers' Association, the interpersonal relationship between school and officials of University of Education/Proprietor is enhanced.					

Provide additional information on the impact of contribution of parent-Teachers' Association on interpersonal relationship in the school……...
……
……
…….....

Section F: Impact of Contributions of Parent-Teachers' Association on School-Community Relationships in Secondary Schools in Gashu'a/Nguru Education Zone.

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, there is good relationship between head of school and leaders of the local community.					
2	Through Parent-Teachers' Association, there is good relationships between school and other members of the local community.					
3	Through Parent-Teachers' Association, there is good relationship between head of school and religious leaders in the local community.					
4	Through Parent-Teachers' Association, there is good relationships between school and members of religious organizations.					
5	Through Parent-Teachers' Association, religious organizations come to give talks on religious matters in the school.					
6	Through Parent-Teachers' Association, security organizations come to give talks on security matters in the school.					
7	Through Parent-Teachers' Association, medical personal come to give talks on health matters in the school.					
8	Through Parent-Teachers' Association, the school uses the facilities of local community.					
9	Through Parent-Teachers' Association, the local community uses the school facilities such as football field and basketball chord.					
10	Through Parent-Teachers' Association, the member of local community get more jobs and admissions in the school.					

Provide additional information on the impact of contribution of parent-Teachers' Association on School-community relationships……...

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……

…….....

Section G: Impact of Contributions of Parent-Teachers' Association on Welfare and Health Facilities in Secondary Schools in Gashu'a/Nguru Education Zone.

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, there is adequate provision of house accommodation for teachers in the school.					
2	Through Parent-Teachers' Association, there is adequate provision of house accommodation for non-teaching staff in the school.					
3	Through Parent-Teachers' Association, there is adequate provision of hostel accommodation for students in the school.					
4	Through Parent-Teachers' Association, there is adequate provision of office accommodation for teacher in the school.					
5	Through Parent-Teachers' Association, there is adequate provision of office accommodation for non-teaching staff in the school.					
6	Through Parent-Teachers' Association, there is adequate provision of drugs for teachers and non-teaching staff in the school.					
7	Through Parent-Teachers' Association, there is adequate provision of drugs for students in the school.					
8	Through Parent-Teachers' Association, there is adequate provision of light in the school.					
9	Through Parent-Teachers' Association, there is adequate provision of water in the school.					
10	Through Parent-Teachers' Association, there is adequate provision of transport facilities in the school.					

Provide additional information on the impact of contribution of parent-Teachers' Association on Welfare and health facilities in the school……
……
…….....

Section H: Impact of Contributions of Parent-Teachers' Association on the Provision of Games and Recreation Facilities in Secondary Schools in Gashu'a/Nguru Education Zone.

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, football facilities are provided in the school.					
2	Through Parent-Teachers' Association, basketball facilities are provided in the school.					
3	Through Parent-Teachers' Association, volleyball facilities are provided in the school.					
4	Through Parent-Teachers' Association, lawn tennis facilities are provided in the school.					
5	Through Parent-Teachers' Association, badminton facilities are provided in the school.					
6	Through Parent-Teachers' Association, facilities tracks events are provided in the school.					
7	Through Parent-Teachers' Association, wild life center (zoo) is provided in the school.					
8	Through Parent-Teachers' Association, modern common room is provided in the school.					
9	Through Parent-Teachers' Association, modern common room is provided for non-teaching staff in the school.					
10	Through Parent-Teachers' Association, modern common room is provided for students in the school.					

Provide additional information on the impact of contribution of parent-Teachers' Association on Provision of games and recreational facilities in the school…….....

Section I: Impact of Contributions of Parent-Teachers' Association on Communication in Secondary Schools in Gashu'a and Nguru Educational zone

S/N	Items Statement	S A	A	U	SD	D
1	Through Parent-Teachers' Association, there are good channels of communication between the principal and teachers in the school.					
2	Through Parent-Teachers' Association, there is good communication among teachers in the school.					
3	Through Parent-Teachers' Association, ther are good channels of communication between teachers and students in the school.					
4	Through Parent-Teachers' Association, there is good communication among students in the school.					
5	Through Parent-Teachers' Association, there are good channels of communication between the principal and students.					
6	Through Parent-Teachers' Association, there are good channels of communication between school and parents in the school.					
7	Through Parent-Teachers' Association, there are good channels of communication between principal and non-teaching staff in the school.					
8	Through Parent-Teachers' Association, there are good channels of communication between school and members of local community.					
9	Through Parent-Teachers' Association, there are good channels of communication between school and Ministry of Education/proprietor					
10	Through Parent-Teachers' Association, local language is also used to communicate between school and parent..					

Provide additional information on the impact of contribution of Parent-Teachers' Association on Communication the school…….....