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Appraisal of Parents- Teachers Associations' Level of Funding Secondary Schools in Umuahia Education Zone, Abia State

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Abstract

This study which was carried out ex-post-facto used a descriptive survey design to appraise the Parents Teachers Associations' Level of Funding Secondary Schools in Umuahia Education Zone of Abia State. The study more specifically, assessed empirically the status of parents- Teachers Associations' contribution to the funding of secondary schools. Payment of salaries of part- time teachers, provision of moveable facilities and provision of non- moveable infrastructural facilities in Umuahia Education Zone. The study involved a sample of 916 teachers and 130 duty principals. The teachers sample was selected by stratified random sampling technique from the teachers' population of 1,831 individuals in the ninety-four (94) secondary schools in the education zone in Abia State, while all the duty principals' population of 130 (one hundred and thirty) was used for the study. Data were collected using the researchers' self-developed questionnaire to elicit information from the respondents. Data were analyzed using frequency distributions and means to answer the four research questions posed. The findings amongst other things revealed that Parents-Teachers Associations contributed to the funding of secondary schools in Umuahia Education Zone of Abia State, in the areas of moveable and non moveable infrastructural facilities. Results, however, showed that Parents – Teachers Associations made significant contribution to the provision of moveable facilities in the area of the study. Based on the findings, it was recommended among other things that the Abia State Government should employ effective communication channels to mobilize private individuals, communities, religious organizations, and Parents-Teacher Associations to help government in funding education in their local communities in Umuahia Education Zone. Suggestions for further research were made.

Keywords: *Parents-Teachers Associations; Funding; Moveable Infrastructural Facilities; Non-moveable Facilities*

1. Introduction

1.1. Background to the Problem

Schools are grounds of common interest for parents, guardians and teachers who are authentic stakeholders in the transactions that take place in the schools and who voluntarily constitute the Parents-Teachers Associations. Naturally, every responsible parent, guardian avails his or her child/ward with the opportunity to be socialized with empowered with knowledge. This opportunity, which is readily provided in schools, equips the students to become functional members of the society.

Parents send their children to schools to be educated while teachers are professionally prepared and posted to schools to manage teaching and learning in the school classrooms and therefore can earn living. The mutual interest of parents and teachers in school development is therefore natural. This interest has been consistently expressed over the years and appears to be gathering greater momentum and relevance in the recent past. It is along this line that Abani (2004:1) observed that-

Land for the mission schools was donated free by the natives and the structures were built by community efforts. These positive gestures by the communities toward the mission, demonstrated, consciousness of their joint responsibility to the good education of the children and the enlightenment of the communities and agree with the principal objective of PTA and so testify to the unformalised existence of PTA in that area.

It could be said that in Abia State most schools belong to the community and most of them are actually designed and built with community resources. Thus the school authorities maintain a good public relationship with members of the community who also expect good behaviour from teachers and students. In this sense, Parents-Teachers Associations conceive funding in education as the money value of resources allocated to educational activity during a given period of time at which the products will be ready. In other word, Parents-Teachers Associations conceive funds as sum of money or material resources raised or set aside for schools long-range planning.

From yet another point of view, Okunamiri and Okunamiri (2007:83) stated that "Prior to the state take-over of schools in 1970-1973, communities had participated extensively in the provision of school plant and facilities as well as made donations including augmenting teacher's salaries". That is to say, the frequent levying of parents and communities stemmed from the fact that schools were denied funds to provide the needed facilities to improve the quality of education. In schools with acute shortage of teachers the parents and communities employed some teachers on part time bases. However, poor families and communities saw this effort as a levy imposing platform because they embarked on one programme after another with corresponding levies and farm donations.

The government has invested heavily in the education sector, comprising largely of the universities, polytechnics, colleges of education and the Unity Schools otherwise known as Federal Colleges. The Federal Education budget in 2004 is N93.6bn, which breaks down to some N72.2bn recurrent, and N21.2bn capital. The special capital fund allocation for the year is supposed to partially compensate for the two previous years of zero capital allocation. This capital fund provision is to be used to complete abandoned projects and or rehabilitate dilapidated structures Eze (2004, p.26), December 15, Proper Funding, Key to Quality Education, Daily Champion. This is a proof of both the good intentions and political commitment of the government effort in a bid to encourage stakeholders in the education sector to use up all the capital funds provided for them. The proposed budget for 2005 is even more favourable to education. Eze (2004, p.26), December 15, writing on Proper Funding, Key to Quality Education, Daily Champion, disclosed that, it includes N90bn for education and additional N26bn for Universal Basic Education (UBE): and a requirement that the relevant agencies raise at least 25% of their budget allocation as internally generated revenue. All told, the Federal Education budget has inched up from 10.5% of total national budget in 2004 to 11.5% in 2005. But all these are not enough, and they many even fall short of UNESCO'S (United Nations Educational Scientific and Cultural Organization) "Mythical" 26% budgetary prescription. But taken together, they constitute sustained flow of funds into the education sector. Obi (2003"194) being impressed by Parents-Teachers Associations' level of funding schools noted that-

Bulk of the Parents-Teachers Association's effort are generally in the area of collection of levies for the sustenance of the school and for the provision of the basic needs of the school such as: Fencing the school's compound; Controlling erosion in the school; Renovating the dilapidated buildings; Provision of or refurbishing of school van; building of halls, dormitories, classroom block, libraries, laboratories etc.

Despite the above efforts made by the government and parents to keep the education system on track, it does appear that majority of schools lack basic needs arising from the current economic down turn and global economic recession. From the forgoing, the reality of the situation is that, for the foreseeable future, neither the government nor the Parents-Teachers Associations cannot afford the cost of education alone. It is even clear that the government does not possess enough resources to provide free education it claims to run.

Therefore, it is against this background that Appraisal of Parents-Teachers Associations' level of funding Secondary Schools in Umuahia Education Zone, Abia State becomes the main focus of the study. This is because in spite of the government structural adjustment programs, and Parents-Teachers Associations continued human and material resources contribution as well as individual involvement, to improve education enterprise over the years the education sector has borne the brunt of the resulting poor funding leading to infrastructural decay, and brain drain. All these points to the fact that the education system is in dire need of additional funds to resuscitate the system.

1.2. Statement of The Problem

Following the take-over of schools by state government in 1970-1973, the government has been providing funds to address the needs of human and material resources in the schools. However, the funds provided by the government and Parents-Teachers Associations are not adequate to meet the enormous needs of all the schools owing to the high rate of inflation. There is still shortage of tables, chairs, classroom blocks, hostels, dormitories equipment and qualified teachers in Umuahia Education Zone.

The problem of this study therefore derives from the inability of the government to fund schools adequately and the inability of the Parents-Teachers Associations to provide funds to argument government effort satisfactorily

in the area of the study. Hence the study sought to determine the level of participation of the Parents-Teachers Associations in funding schools and forecast ways that could be used to galvanize community efforts and individuals in funding schools in Umuahia Education Zone of Abia State.

1.3. Scope of The Study

The content scope of the study is confined to the identification of those variables in Parents-Teachers Associations' level of funding secondary schools in Umuahia education zone of Abia State. These variables include: Conceptual Framework of Parents-Teachers Associations. The Role of Parents-Teachers Associations' in funding secondary schools in Umuahia education zone, Parents-Teachers Association' contribution to the provision of human and material resources and summary of related literature.

1.4. Purpose of The Study

The purpose of this study is to appraise Parents-Teachers Associations' level of funding of secondary schools in Umuahia education zone, Abia State. Specifically, the objectives of the study are to find out:

i. The extent Parents-Teachers Associations help in funding education in Umuahia Education Zone.
ii. The extent Parents-Teachers Associations pay salaries to the part-time teachers in Umuahia Education Zone.
iii. The extent Parents-Teachers Associations contribute to the provision of equipment in Umuahia Education Zone.
iv. The extent Parents-Teachers Associations contribute to the provision of infrastructural facilities in Umuahia Education Zone.

1.5. Research Questions

To guide the investigation the following research questions were posed:

i. Do Parents-Teachers Associations help in funding Secondary Schools in Umuahia Education Zone?
ii. Do the Parents-Teachers Associations pay salaries to part-time teachers in Umuahia Education Zone?
iii. Do the Parents-Teachers Associations contribute to the provision of moveable facilities (desks, tables, computers, laboratory equipment, machines, etc.) in Umuahia Education Zone?
iv. Do the Parents-Teachers Associations contribute to the provision of non-moveable infrastructural facilities (classrooms, library, laboratory, playground, hostels, etc.) in Umuahia Education Zone?

1.6. Significance of The Study

The findings of this study would encourage further investigation by researchers in the area of the Parents-Teachers Associations' (PTA) level of funding schools which has hitherto been borne, to a large extent by the government at the expense of competing needs of the society.

The findings of this study will also help to awaken the interest and contribution in cash and in kind of various members, individuals, organizations, such as religious organization, age-grades and women organizations, business community, traditional rulers, alumni associations among others in the provision of human and material resources and maintenance of same for the education of their children.

Furthermore, the findings of this study is expected to sensitize the policy-makers on the need to design policies that will involve Parents-Teachers Associations in decision making for raising funds for the provision of human and material resources in education industry.

For parents, the outcome of this study is expected to give them functional recognition by the government in the education sector, which hitherto was not officially given to them particularly in the areas of contact awards for construction and renovation of dilapidated structures and recruitment of non-academic personnel in the secondary schools in Umuahia Education Zone.

For students, the outcome of the study will provide conducive learning environment thereby stimulate their interest for education; make them efficient and qualified personnel for productive capacity building, productivity and services in the labour market.

For lectures of educational administration, this study will encourage them to participate in curricular, co-curriculum activities, seminars, workshops, conferences and symposium with the view to bringing out their latent

leadership skills and talent to teach and mobilize the human and financial resources for funding educational programs and projects in the education zone.

2. Review of Related Literature

This chapter deals with the review of related literature and it is organized along the sub-headings which include Conceptual Framework; The Role of Parents-Teachers Associations in Funding of Secondary Schools in Umuahia Education Zone; Parents-Teachers Associations' Contribution to the Funding of Human and Material Resources and Summary of Literature Review.

2.1. Conceptual Framework

The conceptual framework adopted in this study is the Partnership Swiss Model, which provides for the involvement of various stakeholders in the funding of formal education in a country. The information on this model indicates that the burden of funding education in the society is shared by the governments, voluntary organizations, individuals and communities. In Abia State of Nigeria, funding of education has been a joint responsibility of government, religious organizations and communities all affected by some extraneous factors such as economic, social, political, physical, psychological, technological and demographic variables.

Providing sufficient funds is perhaps, the most important constraint to achieving quality education. In the immediate post independent period of the First Republic, the government injected huge sum of money into education. But that high level of fund commitment to education suffered drastic reversal following the outbreak of the civil reversal, protracted military rule and the regime of structural adjustment of the middle 80s and 90s. Importantly, the devastating effect of the Nigerian Civil War expedited the decline in the level of funds commitment to education by the government, individuals and communities, which plunged the education sector into long years of neglect and rot. Anxious to make the dilapidated schools functional within the shortest possible time, Bosah (2003) noted that East Central States took over the control of its schools through the State Public Education Edit of 1970. Many states in the federation followed suit with accompanying schools boards or commissions charged with the management of schools. These boards formalized the Parents-Teachers Associations. While Obasi (2000) observed that individuals have tended to contribute by volunteering to equip school laboratories or build arms of classroom blocks or dormitories or renovated old buildings or provide games equipment or award scholarship to exceptionally brilliant students or needy students from very poor backgrounds. Organizations like Parents-Teachers Associations (PTA), Town development Unions, Alumni Associations, Age grades etc. have also contributed in some of the several ways in which communities and individuals have contributed towards the financing of education.

Following the economic down-turn in the country, arising from global oil glut, coupled with the competing demands from the other sectors of the economy on the government, government allocation to education has declined steadily, thereby making it difficult to provide the needed human and infrastructural facilities that could ensure quality education, in view of huge increase in the number of intake of students at the secondary school levels. Based on this, National Policy on Education (FRN, 1981 last revised in 2004), government saw the need to invite all the stakeholders in the provision of formal education to participate in its funding. These stakeholders include federal government, state government, local government, voluntary organizations, individuals and communities. The voluntary organizations include the missionaries, while communities include the Parents-Teachers Associations.

This study appraised the Parents-Teachers Associations in funding education in Umuahia Education Zone in Abia State. It sought to analyze the Parents-Teachers Associations' level of funding secondary schools in the education zone in Umuahia, Abia State.

The central thesis of this study, therefore, is that where Federal, State and Local governments bear the burden of funding secondary education alone, it would be impossible to provide all the necessary human and material resources needed to achieve the goals and objectives of secondary education in the country. But where the efforts of governments are augmented by the contribution of Parents-Teachers Associations, sufficient human and material resources would be provided to achieve the goals and objectives of secondary education in the country.

The model of the relationship between the stakeholders' participation in funding secondary schools in Abia State, and the provision of the required human and material resources for the attainment of the goals and objectives of secondary education is shown in figure 1. Information of the figure shows that when the federal government (1), state government (2) and local government (3) fund secondary education alone, with the exclusion of the other stakeholders such as Parents-Teachers Associations (4), there would be inadequate funds (6) for the provisions of the required human and material resources needed for the actualization of the goals and objectives of junior and

senior secondary schools shown by the quantitative and qualitative graduate output (7), and the result will be low quality graduate outputs (1-49). On the other hand, when both the governments (1,2,3) and Parents-Teachers Associations (4) are involved in funding secondary education, there will be adequate fund(s) for the realization of the goals and objectives of secondary education through the provision of adequate human and material resources for the actualization of the goals and objectives of secondary education through qualitative and quantitative junior and senior secondary graduate outputs (7), and the result will be high quality graduate outputs (50-100). That is to say that where adequate funds are provided (5), the level of goal attainment will be high (7), but where funds are not adequately provided, the level of goal attainment will be low.

Okunamiri (2007), conducted a study on Correlates of Organized Community Financing of Secondary Schools in Imo State. The study which was carried out ex-post-facto used a survey design to investigate the correlates of organized community financing of Secondary Schools in Imo State and with particular reference to Okigwe Education Zone. The study involved a sample of 563 teachers and 73 duty principals. The teachers sample was selected by stratified random sampling technique using a table of random numbers from the teachers population of 1,125 in the 73 state secondary schools in Imo State, while the duty principals population of 73 was all used for the study. Data was collected and analyzed using frequency distribution. Means and pooled mean were used to answer the research questions posed. Results indicated that Community Development Associations, Social Organizations, Business Organizations, Age Grades and Alumni Associations did not make significant contributions in financing secondary education in Okigwe Education Zone of Imo State. On the other hand, Parents-Teachers Associations (PTA) made a significant contribution in funding secondary education in the area of the study. Religious organizations and women organizations however, made minimal financial contribution in the provision of secondary education in the area. Based on the findings, it was recommended that various organized groups should be encouraged to help finance education in the area. State governments should encourage P.T.A. to campaign for private organization participation in funding education.

These findings show that the proper education of students is a joint and shared responsibility of parents, guardians, teachers, school authorities and state government. Specifically, Parents-Teachers Associations complement government's efforts in funding schools and does not limit parent roles to meeting the financial obligations of their children alone.

2.1.1. Aims and Objectives of Parents-Teachers Associations of Nigeria (Naptan)

Ezeigbo (2007:1) outlined the aims and objectives of the Parent-Teacher Associations as follows-

i. To provide the platform for parent, guardian sponsors and teachers of student of Nigeria Primary Secondary and Tertiary Education Institutions to meet, exchange views deeply analyze issues, make recommendations, take decisions and effectively pursue implementations of decision on matters affecting education in Nigeria;
ii. To support and co-operate morally and financially with the federal, state and local governments, ministries, board, commissions, and all other appropriate organizations, institutions and establishments of education to achieve high standard of academic performance, discipline, morally, service and integrity in our schools;
iii. To foster mutual understanding, harmonious relationship and co-operation among parents, guardians, sponsor, and teachers in the fulfillment of their common aim- the welfare of the school and of the students therein;
iv. To make for a healthy and sympathetic understanding of the education policies and programs of government and thus create a climate for the reception of same;
v. To infuse into the children the sense of security through regular discussion of the issues that may affect their academic performance and general welfare;
vi. To ensure a stable, uniform and high standard of discipline, both at home and at school;
vii. To enable the teaching staff have a greater in-sight into the home background of their students' difficulties, problems and emotional disturbance could be understood with a high degree of concentration, sympathy and love;
viii. To assist materially and otherwise in providing the school with such additional requirements that will enable it carry out its educational functions adequately;
ix. To encourage regular visits to school by parents and guardians to see their children at work and at play, with a view to familiarizing themselves with the aims and objectives of the schools;

x. To assist in the proper and all round development of the children physically, socially, mentally and academically- so that they may grow up to become useful and law abiding members of the society;
xi. In the case of tertiary institutions, the Associations shall accomplish all the aforesaid aims and objectives through consultative councils or committees of friends of the Universities, Polytechnics, Colleges of Education, Technical Colleges and other such tertiary institutions in close collaboration with the Parents, guardians, sponsors, traditional rulers, religious leaders, community leaders, chambers of commerce and industry, and such other bodies relevant to the immediate community of the tertiary institutions concerned.

A synthesis of the above aims and objectives of the Parents-Teachers Associations indicate that for any educational system to function, it definitely requires interdependent relationship among parents, teachers and other stakeholders in its activities.

2.1.2. Parents-Teachers Associations' Administrative Structure

Structurally, the Parents-Teachers Associations is made up of a chairman elected from parents while the school principal serves as a secretary. The treasurer is to be elected from among the parents while the school bursar serves as the financial secretary. These executive members plus five other members constitute the executive committee. In agreement with the above view, (National Parent Teacher Association of Nigeria, (NAPTAN) Registered Governing Constitution and standing orders are amended (2005:6-8) and as reported by Ezeigbo (2007) stipulates that-

At the National PTA level, there shall be the following officers:

i. A National president- who shall be a Parent/Guardian
ii. Three Deputy National Presidents- who shall be Parent/Guardians, covering the East, North and West of the Country as the case maybe.
iii. National Vice Presidents- there shall be six (6) National Vice Presidents of NAPTAN, who shall be Parents/Guardians representing each of the six Geo-political zones in Nigeria.
iv. A National General Secretary- who shall be the head of a School (Primary/Post-Primary) or parent/guardian of a tertiary institution and where possible, a full-paid employee of the National PTA.
v. Two National Assistant General Secretaries- who shall be heads of schools (in a primary or post primary school) or parent/guardian (in a tertiary school) or where possible a full time paid employee of the National PTA.
vi. A financial secretary- who shall be a professional accountant among the parent/guardian members.
vii. The Assistance Financial Secretary- who shall be an accountant among the parent/guardian members.
viii. A Treasurer- who shall be a parent/guardian
ix. An Internal Auditor- who shall be a qualified accountant among the parent/guardian members (to audit state accounts mainly)
x. There shall be Twelve Zonal Coordinators for the six zones of NAPTAN who shall be elected from among accredited delegates from among the respective zones concerned.
xi. Every elected state PTA Chairman (who must have been previously elected at School PTA or parents forum chairman or treasurer before becoming a local government PTA or Parents Forum Chairman or Treasurer and the Chairman FCT PTA shall be members of the National Executive Council of NAPTAN;
xii. The immediate past president shall be an EXCO member until a subsequent EXCO is elected into office.

Furthermore, the National Parents-Teachers Association of Nigeria (NAOTAN) Registered Governing constitution and standing orders as amended (2005:7) as noted by Ezeigbo (2207) stipulated that- at the state level, the following shall be officers of the Association:

i. A Chairman- who shall be a Parent/Guardian
ii. Three (3) Vice Chairman- who shall be Parents/Guardians representing each senatorial district of the state.
iii. A General Secretary- who shall be an Academic Head of a school (in a primary or post primary school/or parent/guardian in a tertiary school).
iv. An Assistant General Secretary- who shall be an Academic Head of a School.
v. A Treasurer- who shall be a Parent/Guardian

vi. A Financial Secretary- who shall be an academic head of a school
vii. A Publicity/Organizing Secretary- who shall be a parent/guardian
viii. An Internal Auditor- who shall be an accountant among the Parents/Guardian
ix. Three (3) Vice Chairman who shall be Parents/Guardian
x. All National Officers in a state shall be automatic members of the state PTA EXCO of the state
xi. The immediate past State Parent Teacher Association (SPTA) Chairman shall be an EXCO member until a subsequent EXCO is elected into office.

At the local government level the following shall be the officers of the Association:

i. A Chairman- who shall be a Parent/Guardian
ii. A Vice Chairman- who shall be a Parent/Guardian
iii. A General Secretary- who shall be an Academic Head of a School(in a primary or Post-Primary School)
iv. An Assistant General Secretary- who shall be an Academic Head of a School (in a primary or Post-Primary School)
v. A Treasure- who shall be a Parent/Guardian
vi. A Financial Secretary- who shall be an Academic Head of a school (in a primary or Post-Primary School)
vii. An Internal Auditor- who shall be a Parent/Guardian (To audit school PTA's account mainly)
viii. The Public Relations Officer- who shall be a Parent/Guardian
ix. Social/Welfare Secretary- who shall be a Parent/Guardian
x. The immediate past Chairman of the Local Government PTA shall be an EXCO member until a subsequent EXCO is elected into office.

2.1.3 Parents-Teachers Associations

In the year 1995, PTA in Nigeria took a giant leap. It was registered with the Corporate Affairs Commission at Abuja with registration number 8588, as National Parent-Teacher Association of Nigeria (NAPTAN). Unlike the empowerment in the Handbook on School Administration, which classifies PTA as a voluntary organization, NAPTAN seems to have conferred on itself a mandatory status drawing its membership (voluntarily) from parents, guardians, sponsors and teachers of students with a global aim of "procuring sustaining, promoting, and constantly advancing a sound meaningful qualitative education for the Nigerian students from primary to tertiary levels" (Bosah)

In this regard, Peretomode (2004:1) defined Education Law- 'Education law is one aspect of the vastly complete system of social control. It may be defined as those areas of jurisprudence which focus on educational activities- the operation of public and private elementary, secondary and post-secondary institutions of learning" while Ndu (1997:31) stated that "the P.T.A. is a voluntary and welfare association of Parents and Guardians of children in particular school, and the teachers of that school, its existence is backed by law (e.g. section 26 (4) iii of the East Central State"). In other words, Nigeria Public Education Edict of 1974 and its operations are covered by some regulations. These regulations specify its composition, officers, procedures, duties and other matters related to education practice. Ndu (1997) further observed that "Regulations on the operations of the P.T.A. usually emphasize the honorary and voluntary status of membership of the P.T.A. and as such it has no administrative responsibility whatsoever in the school". According to Ndu (1997), it is a welfare organization that from time to time raises money for specific projects which must be approved by the school board or the Ministry of Education and the funds raised must be spent with their prior approval.

That is to say, Education Law is a interogeneous body of regulations guiding its operations, and it covers a wide range of legal subject matter, including the basic fields of contracts, property, forts, constitutional law, and other areas of law which directly or indirectly offer the educational and administrative processes of the educational system. Apparently, education law is more than a mere collection of education edicts and regulations emanating from a state bureaucracy. (Peremode, 2004:2). Obasi (2000:33) aptly agreed that-

The constitution of Nigeria (1979) included secondary education in the concurrent legislative list i.e. both the Federal and State Governments have regulatory powers over secondary education including the power to provide and maintain secondary schools. Besides, the NPE (1981:19) promotes both the public and private sector involvement in the proprietorship of secondary schools by stating thus: Government welcomes the contribution of voluntary agencies, communities and private individuals in the establishment and management

of secondary schools alongside those provided by the Federal and State Government. State governments already prescribe conditions to be met by communities and others wishing to build secondary schools. State governments may include in their conditions criteria to be satisfied by communities and other groups who wish to build and run secondary schools. Local communities including Parent/Teacher Associations should be required to help to ease the problems connected with establishing junior secondary schools at low unit costs.

The position also found support when Obasi (2000:33) pressed further to clarify that "The NPE (1981:19) also specified the extent of government control of secondary schools to involve "regulating the opening of schools, supervising and inspecting all schools regularly and ensuring the provision of well qualified teaching staff, and generally ensuring that all schools follow government approved curricula and conform to government approved curricula and the national policy on education." In other words, education law is important and indispensable tool, necessary for the on the job survival of practical school administrators, teachers, students, policy makers and parents in the education enterprise.

2.2 The Role of Parents-Teachers Associations in Funding Secondary Schools in Umuahia Education Zone

The roles of the parents and teachers are irreplaceable in secondary schools. No educational system can be mounted successfully without adequate funds. The Parents-Teachers Associations partner with government in education financing. This is so because the government alone cannot adequately finance education without neglecting other sectors of the economy.

Okunamiri (2001) supporting this view, defined education finance as the process of sourcing, allocating and managing public school revenues in the production of education services for the attainment of education objectives. It deals with the critical examination of the cost versus expenditure in the production of educational services (Okunamiri, 2002). The Parents-Teachers Associations mobilize support at the grassroots level to voluntarily carryout projects that give quality to their children's education. For example, renovations of dilapidated schools, fencing of school to avoid encroachment, de-flooding of school premises, promote and sponsor sports and quiz competitions in schools.

The Parent-Teachers Associations perform a supportive role in complementing government efforts in terms of provision of funds through agreed levies paid by parents to fill the gaps left out by government in the following critical areas:

i. Renovation of dilapidated classroom, principal's office and toilets
ii. Walling and installation of school gates
iii. Erosion control in erosion prone schools
iv. Provision of teaching and learning facilities
v. Construction of new classroom blocks, libraries and laboratories
vi. Procurement of laboratory gargets and equipment
vii. In some schools with acute shortage of teachers. Parents-Teachers Associations are known to have employed teachers on part time basis
viii. Schools without security personnel over the years are compelled to employ security men to prevent incessant loss of school property to thieves and other bandits.

Okunamiri (2002:49) aptly stated that "the traditional sources of revenue for educational establishments include taxes, school fees, education levies or rates and sometimes donations". Okoronkwo, (1991), Kanu (1994), Uchendu (1993) on their part schematically noted that, missionaries funded schools through metropolitan support tithes and offerings, school fees etc. while communities built and maintained classroom blocks through labour and financial contributions. Parents and guardians on their part paid school fees, levies, provided uniforms, books, pencils, and pens for the children, as well as classroom blocks, equipment and materials for the schools. Prior to government take-over of schools parents, individuals and communities funded school projects such as providing infrastructural facilities, equipment among others through levies and donations. The above observation agreed with the views of Akpan (2007) which clearly asserted that the Parent-Teacher Associations have been very successful in funding of secondary schools, and even higher institutions like universities in the provision of buildings and other equipment through the creation of proper awareness and mobilization of the public to raise funds. There is also an observation that-

The University of Ibadan is noted for generating funds through funds endowments. In fact, the harsh economic conditions of the civil war era made the university to embark on sourcing for endowment funds. A one-time visitor to the university, General Yakubu Gowon in support of the University of Ibadan's 1975-80 quinquennial plan, launched an endowment appeal fund which proposed to create new academic programs and

also embark on major capital project within the university. What was found out shows that the Nigeria Public has not imbibed the spirit of endowments to the universities. The university of Ibadan has always emphasized endowments since the 1960s and about N8.36 million was attracted as endowment funds up till 1994/95. (ayeni, 2007: 60)

Achunine (2006:134) highlighting the government's role in funding education noted that-

The education tax fund was established in 1993 by Degree No. 7 as a Trust Fund. The deteriorating educational infrastructure and apparent falling standard of education in late 1980's and early 1990's led to strong agitation for reforms in the funding of education. In response, the Education Tax Fund was established to use funding with project management to improve the quality of education in Nigeria. The Federal quality of Education in Nigeria. The federal Inland Revenue Department was therefore mandated to collect 2% tax from companies. The levy is to be paid from the assessable profit of companies registered in Nigeria.

In line with the above, the objectives of the tax are to accomplish the following: Provide funding for education facilities and infrastructure development; Promote creative and innovative approaches to education learning and services; and Stimulate, support and enhance improvement activities in educational foundation area like teacher education, teaching practice, library development etc. and champion new literacy-enhancing areas such as scientific, information and technology literacy. Achunine (2006) further observed that funds disbursed by the government to beneficiaries are utilized in these areas: Construction/rehabilitation of classrooms, provision of furniture in both primary and secondary schools; Construction and equipping of laboratories and workshops at the secondary school and tertiary levels; Construction and renovation of lecture theatre, auditoria administrative blocks and hostels in tertiary institutions; Water, power and telecommunication; and Provision of computers, equipment and furniture.

From practical point of view, it is believed that the government intervention through Education Trust Fund (ETF) in the education sector has prevented the complete collapse of human and material resources. However, government intervention in the provision of human and material resources have not reached every school and can never address all the needs of the schools. Thus the level of Parents-Teachers Associations' in funding schools have gained reputable recognition by the government and other stakeholders in the sector. Despite these efforts by the government and Parents-Teachers Associations, moveable and non-moveable infrastructural facilities are grossly inadequate in schools. But enrolment of students has been on the increase, which contrast sharply with the decline in funding. In line with the above view, Afianmagbon (2007:58) is of the view that-

Endowment funds and donation are recent developments in financing education in Nigeria. Endowments or donations are done by giving monies to erect school buildings or blocks or provide facilities and equipment. The other areas of Parents-Teachers Associations' contribution to funding education programs include the provision of the following facilities: School Transport, Sport equipment, Musical sets, Water tanks and pipe borne water, wells and bore holes, Renovation of existing classrooms and construction of new ones, Provision of standard physical facilities. For example toilets, laboratories and workshop and management of boarding facilities under schools etc.

Further functions of the Parents-Teachers Associations are much clearer as Ezeocha (1992) confirmed that the functions of the P.T.A. in Anambra State as outlined in the government's office regulations are five, namely: To show such intimate interest in and concern for the affairs of the school as to ensure the achievement of high moral standards and academic excellence in cooperation with the Board of Governors or the school committees as the case may be; To provide an effective link between the home and the school; To assist the Board of Governors or the school committee in ensuring cordial relationship between the school and the community; to give moral and financial support to the school. The P.T.A. may make representations to the authorities in the interest of the welfare and progress of the school, its pupils or students or staff, but shall not otherwise directly interfere with the day-to-day administration of the school.

Besides, the Parents-Teachers Associations raise funds through levies and voluntary financial donations for the payment of part-time teachers and non-tutorial staff in the schools and this is recognized and highly commended by the government. Apart from financial donation or subscription for the funding of schools, members of the Parents-Teacher Associations aid the schools in the following areas:

i. Carpenters or cabinetmakers may take it upon themselves to effect necessary repairs to roofs; ceilings, desks and benches or any other school furniture and also teach carpentry or any relevant school subject.
ii. Plumbers may reactive dry water-tap or arrange for the dislodgment of septic tanks and teach students how to do it.

iii. Painters could give the school buildings occasional face-lift and also teach paintings, interiors decorations.
iv. Building contractors could carry out minor jobs to put school buildings in good shape. Flooded or waterlogged areas of the school premises can be sand filled and/or drained, broken fences can be mended, etc. with or without involving the students
v. Traders can supply the school with light materials like plastic bowls, buckets, refuse bins, hand towels cleaning materials etc.
vi. Some members in particular can accept responsibility for the provision of light refreshment on open days prize-giving or sports days.
vii. Provision of books of other materials for prize-giving, libraries, laboratories etc.
viii. Donations of trophies and cups for sports and athletics etc.
ix. Arrangement for recreations during the holidays, i.e. excursions to industries, factories, museums and other places of interest, picnics can also be considered. Mechanical and electrical engineers among parents can voluntarily service, repair or install motor engines or electrical appliances and or teach them as subjects to the students. (Ezeigbo, 2005:7-8)

Uchenna (2007) studied the Appraisal of Parent Teacher Association performances in Secondary Schools in Ogidi Education Zone of Anambra State. The purpose of the study was to identify the extent to which the P.T.A. perform roles expected of them in secondary schools in Anambra State as stipulated in the edict used in forming the association. These roles are in the areas of financial assistance, provision of infrastructural facilities, school community relationship and maintenance of staff and student discipline. In order to focus the study, four research questions were formulated. The data analyses using mean ratings structured on a 4-point scale of very Great Extent, Great Extent, Little extent, and Never. From the data collected, analyzed and discussed, it was found out that the P.T.A. in Ogidi Education Zone do not adequately perform their roles. Based on this finding recommendations were made. In the light of all these, it will be uncharitable to deny that the Parents-Teachers Associations is doing its best for education. There is, clearly and unarguably, substantial level of Parents-Teachers Associations' involvement in the provision of human and material resources in the education sector.

2.3. **Parents-Teachers Association's Contribution to the Funding of Human and Material Resources in Umuahia Education Zone**

The areas where the Parents-Teachers Associations is most active and heard of is in imposing and collecting levies from its members for specific projects, such as in funding of human and material resources. Specifically, the Parent-Teachers Association have contributed in one way or the other to ensure a hitched free provision and financing of auxiliary teachers as far back as when formal education was introduced by the missionaries in Nigeria in 1833 up to date. Since then the existence of Parents-Teachers Associations has remained part of the school system.

2.3.1 **Parents-Teachers Associations' Contribution to the Payment of Salaries of Auxiliary (Part Time) Teachers**

This category of teachers is made up of six different cadres. They are those of Grades i-vi. Auxiliary teacher Grade vi is the lowest in the above category, while Grade 1 is the highest. From the above categorization, auxiliary teachers of all classes are those without approved or recognized teaching qualifications. They are mainly the 'stop-gaps' those who are in the profession for want of something better to do. In most cases, such "birds of passage" abandoned teaching as soon as their dream jobs come through, or as soon as they are able to save up enough to train for other professions. As a matter of policy and practice, any teacher without recognized teaching qualification is regarded as 'auxiliary' even if he possess a Ph.D. degree certificate. However, in view of the drastic cuts on grants for education by the government in recent years and the general economic recession, the need to engage auxiliary teachers is not likely to change. The above state of affairs is partly responsible for the low social status being accorded to teachers. It is also partly responsible for the often alleged falling standards of education. It is in recognition of the seriousness of the poor teacher quality that the implementation committee for the National Policy on Education (1979:35 in Igwe, 1990:70) lamented thus- The number of unqualified and under qualified teachers, especially in the primary school schools far exceeds the numbers of these who are qualified. The UPE has aggravated the problem to such an extent that by 1982 the number of unqualified and under qualified teachers could well exceed 180,000. It is pertinent to point out that there are many more unqualified and under qualified teachers in the school system than qualified ones. This is amply attested by mass exodus of teachers especially male teachers to other sectors of the economy for better paid jobs and thereby enjoys uniform conditions of service.

The economic problems of teachers center mainly on their conditions of service and salary structure. The present salary structure for secondary schools teachers is not attractive enough for the recruitment and retention of good brains in the teaching profession. At the moment, the point of entry into the salary structure for teachers is on the basis of qualification and advancement on years of experience and promotion.

The various categories of teachers have their ceiling determined by their qualification into the profession. As a result, Teachers, in comparison with their former contemporaries, in colleges and universities, and who are now in such other professions as law, engineering, medicine accountancy and the like, find themselves in much less fortunate positions. For this reason, teaching is not attractive to able and ambitious young people. It is against this practice that Igwe (1990:310) recommended the National Education Association of the United States of America's principles of salary scheduling as follows-

1. Minimum salaries should be high enough to attract well educated, promising young people into teaching
2. Maximum salaries should be high enough to retain highly competent and professional ambitious men and women in classroom teaching.
3. Equity of treatment of classroom teachers of like qualification and experience is essential
4. Annual increments should provide and orderly progress to the maximum salary.
5. The salary schedule should offer professional stimulation through incentives in recognition of professional qualification.
6. Salary schedules should be adjusted periodically with due consideration for trends in earning in other professions and for changes in the cost of living.
7. Salaries of professional school personnel other than classroom teachers should be scheduled in accordance with the principles that apply to classroom teachers, with suitable recognition of responsibilities and preparation for leadership.
8. There should be professional preparation by classroom teachers in development and administration of salary policies.

These principles make for uniform salary grade for all teachers with the same or equivalent teaching qualifications and experience. However, the point of entry and ceiling of salary vary from one category to the other in Nigeria Education System. In general terms, the Parents-Teachers Associations have made tremendous financial contributions to the provision of auxiliary teachers especially in schools where they suspect a need or shortage of professional teachers so as to prevent a complete closure of the educational system. The Parents-Teachers Associations have provided a link and forum with regards to matters affecting auxiliary teachers recruitment, payment of salaries and collateral benefits due them. To put it in more succinctly, this is the view that, "the school cannot do the job alone and parents cannot delegate their responsibility for guiding their children. Many situations would be helped simply buy the school knowing more of what goes in the school. All existing links such as the P.T.A. are extremely valuable". (Ezeocha in Igwe, 1990:133). Based on the above, the relationship between the Parents-Teachers Associations and the school must be a co-operative one. This can best be achieved by each body knowing about the other and coming together to work in the overall interest of the students and education in general. Following this line of reasoning, it could be noted that the main purposes and advantages of the Parents-Teachers Associations may be summarized as follows:

a. Promoting better acquaintance and healthy working relations between teachers and parents
b. Serving as an effective link and channel of communication between the school and its local community
c. Giving adequate and effective publicity to school needs and program for purposes of community attention and support
d. Providing leadership for local association of Parents and Teachers
e. Helping local schools to seek and obtain financial and other forms of support not only from the community but also from the State and National source
f. Awakening parents to their duties and responsibilities in respect of the education of their children
g. Advising the school staff, board of governors or school committee on the pressing educational needs of the community as perceived by parents
h. Studying educational problems, issues and trends, and serving as an agency for informing and educating the lay public on such matters.

2.3.2. Parents-Teachers Associations' Contribution to the Provision of Material Resources In Umuahia Education Zone

Material resources are the moveable and non-moveable materials needed to facilitate effective teaching and learning in the school system. In other words, material resources are those visible and tangible materials such as school plant (buildings), infrastructure facilities, equipment and other items provided by the stakeholders of education to enhance the management of educational programs. Nwadiani (1998:209) noted that-

Educational facilities are needed to develop cognitive areas of knowledge, abilities and skills which are necessary pre-requisites for academic achievement. Facilities according to him are also required to build affection, values, commitment, positive emotions and social interactional, sensitivity in learners. In addition, educational facilities are needed in the school to assist the school in developing the hands and muscles of learners.

1. **Moveable Facilities (Equipment)**

Equipment is moveable materials used to enhance educational programs. According to Nwadiani (1998:207) "school equipment refers to those facilities or outfits such as machines and tools, which ease the operation of academic activities". Parents bear a huge burden of finance through development fees, tuition fees, and other contributions for the provision of equipment in secondary schools. Various equipment required in schools are best described by Achunine (2007:23) in these words-

School equipment facilitates teaching and learning process. Tables, chairs, writing boards, chalk, games and sports equipment and other relevant instructional resources must be provided in the school. Parents provide chairs and desks for their ward in the spirit of partnership guiding the administration of schools. The principal used the equipment fees paid by each student to provide teachers with the basic need of teaching. Because funds are scarce, most of the equipment is provided with difficulty or not at all. But when they are provided, it is necessary that they should be maintained, serviced and used with care. Though PTA levies, some of the instructional aid are brought into the school. Some others are generously donated by the friends of the school.

The implications of these words are that school equipment are capital intensive and as such form an essential component of the education budgets annually. In fact, Ogunu (2000) exemplified the necessity of school facilities further thus:

School facilities can be divided into two categories:

a. Direct Teaching Facilities are facilities which have direct relevance for the educative process
b. Non-Teaching Facilities are facilities which have indirect relevance for the educative process.

School facilities include school buildings and equipment as well as school records and books. From the above, it is generally believed that moveable and non-moveable school facilities include school buildings, furniture and equipment, school records and books. Achunine (2007:20) described physical resources as "materials such as spaces, buildings, items of equipment, software, infrastructural facilities, farms the real life situations or objects in the immediate community which offer learning experiences to the pupils". Achunine (2007) further classified physical resources as classroom resources, land, buildings, school equipment, laboratories, library, school sport and games field, school farm land and community raw materials and natural resources like minerals, water bodies, mountains, forest reserves, valleys the zoo, health centers, shops, market, church, home, etc.

Furthermore, Achunine's (2006) Investigation on Factors Affecting the use of Instructional Materials in Classroom Teaching in Schools and Colleges in Imo State, observed that many of the instructional materials are allowed to waste in the school stores. In some cases, the teacher did not know how to use them so this equipment remained stocked away in cartons as they were supplied to colleges. Some of this equipment includes the 16mm projectors, overhead projectors, filmstrips, slide projectors, Opaque projectors. In view of this, Nwadiani (1998:207), described the various school equipment as follows:

a. Classroom e.g. desk, chairs, blackboards, cupboard, shelves, dustbins, dusters, wash-hand-basins, napkin, teaching aids etc.
b. Laboratories e.g. Physics, chemistry, biology, agricultural science, language, geography, etc.
c. Workshops e.g. Woodwork, metalwork, mechanics, electronics/electrical, local crafts, home economics, business studies etc.
d. Sports/games e.g. Football, table tennis, volleyball, short put, high jumps, stand/crossbars, javelin, hurdles, trophies, jersey/sport vests, long/ bells, notice boards, electric generators, typewriters duplicating/Photostatting machines, calculators, computers, etc.

In spite of the backdrop of dwindling economic resources, the Parents-Teachers Associations have done a lot to reduce the stress of government in the provision of capital equipment through donations and levies etc. Thus Ibiam (2007:616) in addressing funding University Education in Nigeria asserted that-

The overhead costs take care of the routine expenses for running the University including such items as equipment, building and road maintenance; payment of utility bills: fueling of cars; refreshment for meetings; payment of council allowance; as well as hostel maintenance and ground maintenance. Expenses involving construction of building, purchase of laboratory equipment, workshop, clinic and studio equipment, purchase of laboratory reagents. Workshop equipment, purchase of vehicles, major rehabilitation of plant and machinery are covered under capital costs.

There is still a commitment by the Parents-Teachers Associations at the Secondary School level for funding and provision of basic school equipment. As such the associations have gained functional reputation and recognition by the government and school authorities in that respect. A study carried out by Anukam (1007:71) Investigating Factors Influencing Primary School Pupils Learning Achievement in Imo State. The study aimed at assessing the level performance of primary iv pupils in the three major skills areas of literacy. Numeracy and life skills. A total of 768 pupils were sampled.

The findings revealed a very unsatisfactory performance. It became necessary to search for factors that could have contributed to this poor performance. The factors appear to be pupils, teacher, school and home related and each of them were accordingly probed. Specifically, it was discovered that most of the key instructional facilities were either inadequate or not available at all. The major area of concern, however, was the revelation of instructional facilities which include: chalkboard, chalks, charts/posters, maps, elementary science equipment, arts and craft equipment, school diary and register, continuous assessment record book, musical instrument, textbooks, teachers chairs, pupils desks, pupils chairs and class cupboards. A similar situation was described in Imperial School, Kaduna and it was reported that-

The PTA in imperial schools are very active. Every parent is an automatic member. PTA meetings are held once a term on the closing day of the term. The meeting provides a veritable forum for parents to discuss issues of general interest to students, members, and the school at large. It provides an avenue through which parents can contribute to the development of the schools. The PTA on one of such instance initiated the building of the fence before management took it over. It completed the project of extending telephone services to the school with assistance from school management. Recently the PTA purchased a 36 seat capacity NISSAN CIVILIAN bus for school use. Members of the PTA have on individual capacities made many donations in the form of cash, books, equipment, chemicals, electrical appliances etc. to the school. Many members have streets and buildings names after them. Members normally participated in various events. Such as sports competition, tree planting etc. Retrieved June 25, 2008. (http//www.imperial shools.com/pta.htm).

2. Non-Moveable Infrastructural Facilities

Infrastructures are the basic non-moveable structures and facilities necessary for an educational system to function efficiently. Examples of infrastructural facilities are school plants (buildings), playground, water and energy resources, etc. Oladipo (2005:214) carried out a research work on privatization and the study revealed that-

The deficiencies of public education over the years, include series of problems ranging from shortage of funding; high teacher-pupil ratio; poor infrastructure; inconsistent government policies to poor management and supervision. The consequences of these ugly situations are deteriorating educational standard as well as stakeholder disenchantment. It is against these backdrops that this paper focuses on privatization as a major alternative to enhancing the dwindling standard as well as quality. The frame work enunciated the need for commitment of private individuals, professional organizations, missions, agencies, trusts and foundations in providing, managing and supervising the educational system. The paper recommends that school standards would not just be reverted to normalcy but sustained to enable Nigeria cope with the first century globalization challenges.

In order to ensure realization of this aspiration, focus of education providers and consumers especially parents are expected to improve the infrastructural facilities and overall standards of schools. In fact Oladipo (2005) painted the picture further this way; “The standard school is expected to meet the following conditions as regards to infrastructure:

1. The minimum land requirement is standard plot of 60x20 (18.29mx36.58m) that must contain the classrooms, the library, sickbay, staff room and administrative offices. The dimensions of each classroom shall not be less than 8.36x6.80 with furniture suitable and adequate for the ages of the learners.

2. The school shall provide adequate toys, recreational facilities such as swing, balls, etc.
3. Both the building and premises of the proposed or existing school shall be provided with the fire control equipment such as fire extinguishers, recommended by accredited inspectors from the fire services division of the governors' office.

Be that as it may, insufficient and poor infrastructure may affect the educational enterprise. So far, it is believed that the Parents-Teachers Associations have recorded outstanding performances in schools in the provision of infrastructures aimed at complementing government efforts in the educational system. To back up this view, Achunine (2006:151) stated that-

Innovation in information technology needs other infrastructural support to be in use. There is need for regular and adequate sources of power and this facility is unavailable in rural schools and not truly supportive in urban schools. Computers require air-conditioned well secured rooms to preserve their life span and provide security. The telephone system appears to be a luxury for make the use of information technologies, e.g. electronic library resources, on-line network services, electronic resource centers, job opportunities unavailable to teachers and students.

The implication is that available funds routinely provided by the Parents-Teachers Associations to purchase the needed infrastructures that will aid their children learning need to be optimally managed.

An investigation carried out by Okoli (2005:190) on Influence of Physical Classroom Environment on Academic Performance in Public and Private Primary Schools. The work examined the effects of some physical environment, poor building design, restricted classroom space, over crowing etc. on school performance. Two primary schools; a public and private school in Minna were used. Their scores on the responses to physical infrastructure were compared. The scores in their examinations were also analyzed. The results showed that the private school significantly better facilities and its pupils had significantly higher scores in their school examinations compared to pupils in the public schools. Suggestions were put forward towards effectiveness in deregulating the provision and management of education in Nigeria. The study revealed that environmental factors influence teaching-learning processes. Deficiencies in physical facilities such as building design, furniture like chairs, tables, desks, classroom space, etc. adversely retard teaching-learning processes and students' academic performance.

Obi (2001:96) has observed that "school plant includes the site, the building, the equipment, utilities, permanent and semi-permanent structures, like machines, laboratory equipment, black boards, cleaners' tools, safety equipment, etc." In general sense, the government is fully aware of the key role of the Parents-Teachers Associations participation in the provision of infrastructural facilities to the point that mention of its existence and financial contribution is no more a private enterprise but a huge government facilitator for effecting educational goals. A good number of worthwhile advantages of its existence and contributions are drawn up in the following ways-

Under the new system, therefore, Government, is taking steps to ensure that the right of the community to participate in the administration of institutions which they helped to establish… in addition, Parent-Teacher Associations are being inaugurated in each institutions… thus giving the local communities an opportunity for active participation in the administration of the schools which they helped to establish. It is this total involvement of the community in education that makes the system worthwhile. Henceforth, each community knows that its own schools can be as good as it makes them. Under the new system, however, parents have the opportunity to discuss what is to be taught and who should teach it (Ezeocha, 1992:124)

Whatever might be understood about the ideas, they standout as real facts related to the Parents-Teachers Associations participation in the area of funding human and material resources. Okandeji (2007) summarized it by stressing that, improved and quality facilities are needed for teaching and learning in higher institutions. However, the level of infrastructural decay has tended to affect the quality of education in higher institutions. General inadequacy of facilities and actual decay of existing ones due to poor maintenance has attributed to poor quality education. If the facilities are adequately managed, adequate teaching and learning could go on unhindered and this will ultimately improve the quality of education.

In line with the above, no meaningful educational objectives could be attained in an un-conducive teaching and learning environment irrespective of the availability of highly qualified personnel.

Etuk (2007) carried out a study on Provision and Management of Facilities in Primary/Secondary Schools. The purpose of the study was to establish the concept and give information needed about the provision of the identified and management in the Primary/Secondary Schools in Calabar Municipality to ascertain their availability and maintenance. Furthermore, the study was concerned with major constraints that have hindered the success of

management of the facilities based on the findings to enhance some recommendations. The variables for discussion were:

1. Identification of the categories of facilities provided by listing them.
2. Management of relevant facilities
3. Constraints to management and solutions.

Subjects for the study were ten educational administrators randomly selected and sampled in the selected Primary/Secondary Schools in Calabar Municipality.

The instruments used were observation checklist questionnaire and interview for collection of data on facilities in the schools based on aspects such as school human and material facilities and environmental resources as listed in the relevant facilities inventory record provided in the study which are arranged in three categories reflected in the research questions. The subjects were also interviewed to illicit information obtained from the checklist through observation.

Three research questions were raised to guide the study:

1. What are the categories of school facilities provided in the school?
2. How available are the facilities for effective management?
3. What constraints inhibit the provision and utilization of the facilities?

The study revealed that schools are provided with facilities under three categories:

Category One: Human resources facilities listed as follows: Administrators, teachers, pupils, equipment, service personnel (such as drivers, electricians, carpenters, shop keepers, etc.), clerical staff, messengers and security officers.

Category Two: Environmental resources include: Roads, markets, postal agencies, bank, fuel stations, telephone stations, streams/rivers, motor stations/vehicles, medical centers/hospitals, recreational and cultural centers, schools, law enforcement agencies, traffic police station, electric light supply, office, forests farmlands, mountains/hills.

Category Three: Instructional materials include:

a) Classroom: Tables, chairs, desks, shelves, chalkboard, charts/diagrams, basic stand-soap bowl-towel water, globes, clock/bells, books, cupboard, doors, windows, keys, waste paper basket, rulers, air conditioner or fans, refrigerator, drinking cups and water.
b) Library Facilities: Room space, books, shelves, newspapers, and magazines
c) Audio-visual materials: Television/Radio sets, film strips, tape recorders, slides, overhead projectors, computer sets
d) Toilet facilities: Toilet room for teachers/pupils, toilet rolls, disinfectant, hand wash, basin-water towel
e) Agricultural science equipment: Spades, shovels, rakes, wheelbarrow, fertilizer, seedlings, scale balance, machetes/hoes, head-pan, poultry and animal farm
f) Geography facilities: Weather compass, rain gauge, thermometer, physical features models etc.
g) Science facilities: Laboratory room chemicals, fire extinguisher, labeled containers of dangerous materials, equipment, student safeguard, notice board listing rules and regulations for use of laboratories, laboratory accident treatment kit, free access and escape routes.

From the above, cumulative evidence suggests that many schools and communities had witnessed and benefited greatly from Parents-Teachers Associations contribution to the provision of such facilities in Secondary Schools for the enhancement of educational programs, although this is not always acknowledged directly in official reports.

2.4. Summary of Literature Review

Parents-Teachers Associations originated from the need to create a forum for parents and teachers to work together for the achievement for the aims and objectives of education: to foster understanding, mutual respect between teachers and parents; and to contribute to the general development of education. With such a relationship, the school helps to change the community while the community and parents contribute to the improvement of the educational services.

The plethora of literature reviewed has shown that the introduction of Parents-Teachers Associations into the educational system in Abia State and Nigeria in general dates before the government take-over of school in 1970. The end of the Nigerian Civil War in 1970 marked the ear of government take-over of schools, both primary and

secondary from the voluntary agencies and private entrepreneurs. The education sector became owned, managed and funded by government, yet communities, parents and individuals contributed in cash and kind to complement government efforts in running school programs and projects. Before that time, there were events as "parent" or "open day" in most government voluntary agency schools.

The Parent-Teachers Associations have evolved over time, from strictly localized agenda supporting local parents in interfacing with their local schools to represent a wide number of people, with a clarion call for civil society to play a greater role in the entire education process.

Over the years, the Parents-Teachers Associations have become proactive and made contributions in a number of key areas such as: in the payment of auxiliary teachers and funding of material resources, like infrastructural facilities (non-moveable facilities); and school equipment (moveable facilities). Some empirical studies on the funding of schools particularly in the areas of provision of basic human and material resources are conducted in this study.

This study therefore tried to determine the Parents-Teachers Associations' level of funding secondary schools in Umuahia Education Zone, with a view to making recommendations for more involvement in funding where their present level of funding is viewed not adequate, which would aid funding of secondary schools in Umuahia Education Zone, Abia State.

3. Research Methodology

This chapter discusses the methodology and procedures employed in the study. It is organized along the sub-headings which include the Research Design, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrumentation, Validity and reliability of the instrument, Administration of the Instrument and Method of Data Analysis.

3.1. Design of The Study

This study was a descriptive survey using an ex-post acto design. This is because the events had already taken place and the researcher had no control over the variables.

3.2. Area of The Study

This study is confined to ninety-four secondary schools which span across the four Local Government Areas in Umuahia Education Zone of Abia State. The four local government areas with their respective number of secondary schools are shown in table 3.1 under the population of the study.

3.3. Population of The Study

The population of the study consisted 1,961 subjects, made up of all of the 130 duty principals and the 1,831 teachers in the 94 secondary schools in Umuahia Education Zone of Abia State, which are located in the four (4) Local Government areas of Umuahia North, Umuahia South, Umunneochi and Ikwuano. The records were supplied by Planning Research and Statistics Department (PRSD) of Umuahia Zonal Education Management Board (SEMB), Umuahia, 2007/2008 school year.

Table 3.1 shows the distribution of the duty principals and teachers' population according to Local Government areas while Appendix A shows the distribution of secondary schools according to local government areas.

Table 3.1: Distribution of the duty principals and teachers population in secondary schools in Umuahia Education Zone, Abia State

S/NO	Local Govt. Area	No. of Schools	No. of duty principals	No. of teachers
1	Umuahia North	34	50	999
2	Umuahia South	22	33	428
3	Umunneochi	19	21	164
4	Ikwuano	20	26	240
	Total	**94**	**130**	**1,831**

Source: Planning Research and Statistics Department (PRSD): Secondary Education Management Board (SEMB), Headquarters, Umuahia, 2007/2008 school year.

3.4. Sample and Sampling Technique

The sample of the study comprised 1,046 subjects made up of 916 teachers and all the 130 duty principals in Umuahia Education Zone out of the population of 1,831 teachers and all 130 duty principals. Stratified random sampling technique was adopted in choosing the teacher sample. The schools population was first grouped or

stratified according to the four Local Government Areas in Umuahia Education zone, and from each Local Government, fifty percent (50%) of the teachers population in the school was chosen as sample by a table of random numbers. That is to say, having listed the teachers, the researcher used stratified random sampling technique to choose the teacher sample. All the 130 duty principals comprising principal's population were included in the study.

The distribution of the teachers and principals sample according to Local Government Areas is shown in table 3.2.

Table 3.2: Distribution of Principals and Teachers sample in Umuahia Education Zone

LGA	No. of Schools	No. of duty Principal	No. of Teachers Population	No. of teachers sample	Percentage (%) o teachers sample
Umuahia North	33	50	999	500	50
Umuahia South	22	33	428	214	50
Umunnechi	19	21	164	82	50
Ikwuano	20	26	240	120	50
Total	**94**	**130**	**1,831**	**916**	**50**

Both the principals and the teachers in junior and senior secondary schools were used in the study because they are members of the Parents-Teachers Associations and they know the level of participation of various community members or groups and individuals in funding the schools where they teach. The number of junior and senior secondary schools, and number of duty principals in junior and senior secondary schools in Umuahia Education zone are shown on Appendix A

3.5. Instrumentation

The instrument for data collection is a self-developed questionnaire by the researcher, titled, "Parents-Teachers Associations' Funding Appraisal Questionnaire" and it was categorized into sections A and B. Section A obtained information on the personal data of the respondent, while B elicited information on the variables that acted as appraisal of Parents-Teachers Associations' level of funding of schools in Umuahia Education Zone of Abia State. The respondents namely, teachers and principals indicated their level of agreement on variables used to appraisal Parents-Teachers Associations' level of funding of schools in the area of the study by ticking (√) the rating scale, based on 4 point-Likert scale. The scale was rated strongly agree (SA), Agree(A), Disagree (D), and Strongly Disagree (SD) and weighted (4), (3), (2) and (1) respectively. The variables covered in the instrumentation include provision of auxiliary teachers provision of infrastructural facilities (non-moveable facilities), and provision of capital equipment (moveable facilities)

3.5.1. Validity of The Instrument

The instrument constructed was given to the researcher's supervisor and other academics in the Department of Educational Administration and Planning and Faculty of Education for necessary corrections in order to ensure face validity. In addition to the face validity, content validity as also done in the instrument to ensure that each item sough the information that it was supposed to seek. Thereafter, some of the items were modified while some were deleted and replaced with better ones.

3.5.2. Reliability of The Instrument

Reliability of the instrument was determined by the test re-test method. By this method a trial test was done using thirty teachers in Umuahia Education Zone who were not part of the sample and ten principals chosen from the neighboring secondary schools in Umuahia South LGA.

The exercise was repeated after two weeks on the same respondents. The two sets of tests were computed statistically, using Pearson Product Moment Correlation Co-efficient Statistics. The instrument was found to have a reliability co-efficient level of 0.895, which was considered high enough and therefore adequate for the study. This is shown in Appendix C.

3.6. Administration of The Instrument

The copies of the questionnaire were administered to the respondents by the researcher assisted by trained research assistants in the distribution and collection of the data for the study. It also helped to clarify some points in the questionnaire, which appeared unintelligible or difficult to the respondents to understand.

3.7. Method of Data Analysis

Data obtained from the respondents were analyzed using frequency distributions, means and pooled means to answer the research questions.

4. Data Analysis and Results

The result of the study and the data analysis are presented in this chapter. On the whole, nine hundred and sixteen (916) copies of the questionnaire were distributed to the teachers and one hundred and thirty (130) copies to all the duty principals. Seven hundred (700) copies of the questionnaire were completed and returned by the teachers, which one hundred and ten (110) were completed and returned by the duty principals and these gave a percentage return of 76.4% by the teachers and 84.6% returns by the duty principals. These provided data for analysis. The respondents' responses were tallied showing frequency distributions, means and pooled means. The presentation of results is done below based on the research questions posed.

4.1. Research Question One

Do the Parents-Teachers Associations help in funding secondary schools in Umuahia Education Zone?

Information on table 4.1 (a) shows the teachers' responses while information on table 4.1 (b) shows the responses of the duty principals on the same items.

Table 4.1(a): Mean ratings of the teachers' responses on the extent of Parents-Teachers Association's contribution to funding of secondary schools in Umuahia Education Zone.

Item No.					∑X	X	Decision	Pooled Mean
1	50	480	390	439	1829	2.61	Positive	2.50
2	70	370	670	600	1710	2.44	Negative	
3	690	691	240	140	1761	2.51	Positive	
4	400	655	280	425	1760	2.51	Positive	
5	400	630	330	390	1750	2.5	Positive	
6	250	300	698	470	1718	2.45	Negative	

Key: Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

The Pooled mean for the six items is positive (2.50). That is to say that in the opinion of teachers the Parents-Teachers Associations contributed actively in funding of Secondary education in Umuahia Education Zone.

Table 4.1(b): Mean ratings of the duty principals' responses on the extent of Parents-Teachers Associations' contribution to the funding of Secondary Schools in Umuahia Education Zone.

Item No				∑X	X	Decision	
1	109	109	107	325	2.95	Positive	**2.31**
2	45	50	80	247	2.24	Negative	
3	48	50	95	258	2.34	Negative	
4	-	80	90	235	2.13	Negative	
5	-	-	109	209	1.9	Negative	
6	40	60	88	253	2.3	Negative	

Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

In Table 4.1(b) the mean ratings of the response of the duty principals on the six items is negative (2.31). That is to say that the Parents-Teachers Associations did not participate actively in funding secondary education in Umuahia Education Zone as perceived by the duty principals.

4.2. Research Question Two

Do the Parents-Teachers Associations pay salaries to part-time teachers in Umuahia Education Zone?

The data for the answer to the research question two were generated from questionnaire item No (7), (12). Table 4.2 (a) gives the summary of the teachers while Table 4.2(b) shows the responses of the duty principals on the items.

Table 4.2(a): Mean ratings of the teachers' responses on the extent of Parents-Teachers Associations' contribution to the payment of salaries of part time teachers in Umuahia Education Zone.

Item No					∑X	X	Decision	Pooled Mean
7	-	200	680	650	1530	2.18	Negative	2.07
8	-	-	695	690	1385	1.97	Negative	
9	-	200	680	668	1548	2.21	Negative	
10	20	50	695	650	1415	2.02	Negative	
11	30	60	680	675	1445	2.06	Negative	
12	-	-	690	680	1370	1.95	Negative	

Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

Since the means of all the six items and their pooled mean on Table 4.2 (a) negative (2.07), it means that Parents-Teachers Associations, in the opinion of teachers, did not contribute significantly in the payment of salaries of part-time teachers in Umuahia Education Zone.

Table 4.2(b): Mean ratings of the duty principals' responses on the extent of Parents-Teachers Associations' contribution to the payment of salaries of part-time teachers in Umuahia Education Zone.

Item No					∑X	X	Decision	Pooled Mean
7	-	40	105	100	245	2.22	Negative	1.86
8	-	-	108	100	208	1.89	Negative	
9	-	15	65	60	140	1.27	Negative	
10	-	60	100	96	256	2.32	Negative	
11	-	-	105	100	205	1.86	Negative	
12	20	32	70	60	182	1.65	Negative	

Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

Table 4.2(b) Shows that the means of all the six items including their pooled mean are negative (1.86). That means that, in the opinion of the duty principals, Parents-Teachers Associations did not contribute actively in the payment of salaries of part-time teachers in Umuahia Education Zone.

4.3. Research Question Three

Do Parents-Teachers Associations contribute to the provision of moveable facilities (desks, tables, computers, laboratory equipment, machines etc.) in Umuahia Education Zone? The data were generated from questionnaire item No (13), (19). Table 4.3 (a) shows the summary of the teachers' responses while Table 4.3 (b) shows responses of the duty principals on the items.

Table 4.3(a): Mean ratings of the teachers' responses on the extent of Parents-Teachers Associations' contribution to the provision of moveable facilities (desks, tables, computers, laboratory equipment, machines, etc.), in Umuahia Education Zone

Item No					∑X	X	Decision	Pooled Mean
13	550	500	400	350	1800	2.57	Positive	2.54
14	395	425	450	440	1710	2.44	Negative	
15	470	500	455	400	1825	2.60	Positive	
16	350	375	490	375	1690	2.41	Negative	
17	600	500	376	350	1825	2.60	Positive	
18	530	580	460	225	1795	2.56	Positive	
19	560	676	343	250	1829	2.61	Positive	

Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

The pooled mean of all the seven items on Table 4.3 (a) is positive (2.54). It implies that the Parents-Teachers Associations contributed immensely to the provision of moveable facilities in Umuahia Education Zone.

Table 4.3(b): Mean ratings of the duty principals' responses on the extent of Parents-Teachers Associations' contribution to the provision of moveable facilities (desk, tables, computers, laboratory equipment, machines, etc.) in Umuahia Education Zone.

Item No					∑X	X	Decision	Pooled Mean
13	88	95	87	65	335	3.04	Negative	2.74
14	45	68	80	75	268	2.43	Negative	
15	89	95	70	66	320	2.90	Positive	
16	62	70	66	70	268	2.43	Negative	
17	100	105	89	75	369	3.35	Positive	
18	68	80	71	58	277	2.51	Positive	
19	75	88	66	55	284	2.58	Positive	

Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

The pooled mean for the seven items is positive (2.74). That is to say that Parents-Teachers Associations contributed actively to the provision of moveable facilities in Umuahia Education Zone. However, item No (14) and (16) 2.43 and 2.43 are negative respectively. That means that the Parents-Teacher Associations did not contribute to the provision of laboratory equipment for subjects like Physics, Chemistry, Biology, Agricultural Sciences, Languages and Geography studies in the schools and the Parents-Teachers Association did not contribute to the provision of fire control equipment like fire extinguisher in Umuahia Education Zone.

4.4. Research Question Four

Do the Parents-Teachers Associations contribute to the provision of non-moveable infrastructural facilities (classroom, library, laboratory, playground, energy, water, hostels, etc.) in Umuahia Education Zone?

To answer this research question, the data were generated from the questionnaire item no (20) (27). Table 4.4 (a) gives the summary of the teachers' responses while table 4.4(b) shows the responses of the duty principals on the same items.

Table 4.4(a): Mean ratings of the teachers' responses on the extent of Parents-Teachers Associations' contribution to the provision of non-moveable infrastructural facilities (classrooms, library, laboratory, playground, energy, water, hostels, etc.) in Umuahia Education Zone

Item No					∑X	X	Decision	Pooled Mean
20	670	690	340	90	1790	2.55	Positive	2.52
21	575	975	450	80	1780	2.54	Positive	
22	65	440	680	505	1690	2.41	Negative	
23	580	620	476	154	1830	2.61	Positive	
24	575	600	408	246	1829	2.61	Positive	
25	530	680	370	240	1820	2.6	Positive	
26	200	378	520	600	1698	2.42	Negative	
27	-	400	690	620	1710	2.44	Negative	

Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

From table 4.4(a), the means of item no (20), (21) (23), (24) and (25) on teachers' responses including the pooled mean is positive (2.52). That implies that in the opinion of teachers, Parents-Teachers Associations contributed to a great extent to the provision of non-moveable infrastructural facilities in Umuahia Education Zone. However, item no 22, 26, and 27 in the teachers' responses are negative (2.41, 2.42, and 2.44 respectively) indicating that the Parents-Teachers Associations did not make significant contribution to the provision of boreholes, electricity, vehicles, fence and more land, recreation hall for entertainment and conference purposes, and adventurous playground in Umuahia Education Zone.

Table 4.4(b): Mean ratings of the duty principals' responses on the extent of Parents-Teachers Associations' contribution to the provision of non-moveable infrastructural facilities (classrooms, library, laboratory, playground etc.) in Umuahia Education Zone.

Item No					∑X	X	Decision	Pooled Mean
20	95	105	68	58	326	2.96	Positive	2.73
21	100	108	60	-	268	2.43	Negative	
22	-	108	95	90	298	2.66	Positive	
23	98	106	64	59	327	2.97	Positive	
24	90	109	70	60	329	2.99	Positive	
25	-	102	96	95	293	2.66	Positive	
26	-	109	98	60	267	2.42	Negative	
27	81	83	68	73	305	2.77	Positive	

Decision Range: The means of 2.50 and above = positive while below 2.50 = negative.

The mean scores of the eight items on Table 4.4 (b) and the pooled mean of the eight items are positive (2.73). This is an indication that the teachers' and duty principals' responses were agreeable that the Parents-Teachers Associations contributed to a great extent to the provision of non-moveable infrastructural facilities.

4.5. Summary of the Findings

Arising from the data analyzed and the results presented on the above tables, the findings of this study, based on the opinions of teachers and duty principals are summarized below:

Parents-Teachers Associations in the opinion of teachers participated effectively in funding of secondary schools, while in the opinion of duty principals, the associations did not make significant contribution in funding of secondary education in Umuahia Education Zone.

Parents-Teachers Associations, in the opinion of teachers and duty principals did not make significant contribution to the payment of salaries of part-time teachers in Umuahia Education Zone.

Parents-Teachers Associations in the opinion of teachers and duty principals made significant contribution to the provision of moveable facilities like desk, tables, computers, laboratory equipment, machines, etc. in Umuahia Education Zone.

Parents-Teachers Associations in the opinion of teachers and duty principals made reasonable contribution to the provision of non-moveable infrastructural facilities such as classroom, library, laboratory, playground, energy, water, hostels, etc. in Umuahia Education Zone.

5. Discussion of Results

This chapter discusses the results of the study as presented in chapter four. The sequence of the presentation is in line with the research questions posed. The conclusion and educational implications of the study are highlighted, the recommendations and limitations of the study are made while suggestions for further studies are proffered.

5.1. Discussion of Results

This study was conducted to appraise Parents-Teachers Associations' level of funding secondary schools in Umuahia Education Zone of Abia State. The discussion is made according to the research questions posed.

5.1.1. Funding of Secondary Schools by the Parents-Teachers Association

Research question one was on whether the Parents-Teachers Associations help in funding secondary schools in Umuahia Education Zone. The result of the data analyzed gives answer to the research question as presented on Tables 4.1 (a) and 4.1 (b). Whereas the pooled mean of the teachers' responses as shown on Tables 4.1 (a) is positive (2.50), indicating that Parents-Teachers Associations (PTA) in the study area made significant contribution in funding secondary schools, while the pooled mean of the duty principals' responses, is on the other hand, negative (2.31) as shown on Table 4.1 (b). However, both teachers and principals agreed in questionnaire item no.1 (teachers-2.61 and principals 2.95) that the Parents-Teachers Associations in their schools were actively committed to sponsoring activities like prize giving day, sport festivals and Parent Day as means of raising funds to aid the secondary schools. Furthermore, teachers agreed on Table 4.1 (a) that the Parents-Teachers Associations encourage healthy competitions among students by awarding them scholarships in their schools. However the principals' responses on the same item, on Table 4.1 (b) is negative (2.34) which is below the decision range of 2.50. the findings were in accord with those of Pugh and Macbeth in Uchenna (2007:73) that "for parents under the dispensation of partners are willing to share sense of purpose, mutual respect and willingness to negotiate. There is much to be gained by treating Parents as partners in the education of their children and the school should be thinking of ways to achieving this". The findings further agreed with Lambropoulos and Psacharopoulos in Ahunanya, (2006:156) views that "education is a form of investment that yields high private and social returns". This means that Parents-Teachers Associations invest in the education sector through levies and voluntary donations to address the needs of the schools in the study area.

5.1.2 Payment of Auxiliary (Part-Time) Teachers' Salaries By The Parents-Teachers Associations-

Research question two asked if the Parents-Teachers Associations pay salaries to part-time teachers in Umuahia Education Zone. The result of the data analyzed gives answer to the research question as presented on Tables 4.2 (a) and 4.2 (b). The pooled mean of the teachers responses (2.07), and the pooled mean of duty principals' responses (1.86) are negative. The ratings show that Parents-Teachers Associations in the area of the study did not give meaningful financial contribution to the payment of salaries of part-time teachers such as in the provision of funds to employ and pay auxiliary teachers for subjects that lack teachers, provision of welfare package for both part-time and full time teachers to prevent short falls of teachers, sponsorship of part-time teachers to attend conferences, seminars, workshops and symposium, Assisting school authority to determine promotion, posting and transfer of auxiliary teachers, and provision of pension scheme for part-time teachers to retain them. Findings of the study further found support with the observations of Obi (2001:49) who identified eleven (11) sources of school income that could assist in funding public schools if well mobilized and utilized and among them is Parents-Teachers Associations' levy who according to him, would be helpful for the payment of tutorial and non-tutorial staff employed by the PTA. That indicates that any funding formula of secondary education should take cognizance of the supportive role of Parents-Teachers Associations.

5.1.3 Provision of Moveable Facilities by the Parents-Teachers Associations

The third research question asked, do the Parents-Teachers Associations contribute to the provision of moveable facilities in Umuahia Education Zone? The results of the data analyzed gives the answer to the research question as presented on Tables 4.4(a) and 4.4(b). Information on the above tables indicated that Parents-Teachers Associations' contribution to the provision of moveable facilities is highly impressive in the area of the study; with the pooled mean ratings of 2.54 for the teachers and 2.74 for the duty principals both of which are above the decision ranged of 2.50. However, of the seven items tested, teachers were negative (2.44) in No. 14 and (2.41) in No 16, which stated that Parents-Teachers Associations made contribution to a little extent to the provision of laboratory equipment in item 14 (2.44), and the provision of fire control equipment respectively. Similarly duty principals were negative on the same items. On the whole, both teachers and principals agreed that Parents-Teachers Associations contributed to the provision of moveable facilities. Findings agreed with Obi's (2001) findings on Management of school plant that development of infrastructure such as buildings, borehole, furniture,

laboratory equipment, school vans, library books, sports equipment etc. fall into these categories that must be provided and managed to promote teaching and learning process as well as making for effective administration of the school. It implies that the Parents-Teachers Associations is providing funds to complement government efforts in providing moveable facilities in the schools. This is an indication that the government has not been reluctant over the provision of human and material resources in schools. Education Trust Fund ensured that companies with more than 100 employees contribute 2% of their pre-tax earnings to the fund. Primary education receives 40% of this fund. Secondary education receives 10% and higher education 50%, primary education has in the past also receives from Petroleum Trust Fund (PTF) for capital expenditure and provision of instructional materials. This is an indication that the government and the Parents-Teachers Associations have been effective in the provision of moveable infrastructural facilities in schools.

5.1.4 Provision of Non-Moveable Infrastructural Facilities by the Parents-Teachers Associations

The fourth research question addressed the issue of provision of non-moveable infrastructural facilities by the Parents-Teachers Associations' contribute to the provision of non-moveable infrastructural facilities in Umuahia Education Zone. Results of the data analyzed gives answer to the research questions as presented on tables 4.4 (a) and 4.4(b). The pooled means were 2.52 and 2.73 respectively. That indicated that the teachers' and duty principals' responses were positive. This implies that Parents-Teachers Associations contributed to the provision of non-moveable infrastructural facilities in the area of the study. Akpan R.J. and Afangideh's M.E. (2007:580) opinions, agreed with Anukam's (2007) findings on Factors Influencing Primary School Pupils Learning Achievement in Imo State, and remarked that Parents of the immediate beneficiaries of education should be made to contribute a little towards the funding of education. Apart from buying textbooks for their wards, feeding them and accommodating them, little amount should be collected as equipment and development fees from parents. This fee, while not too big to scare parents from sending their children to school, should be used for the procurement of materials and equipment for quality education. But the mean ratings of the teachers on questionnaire item no 22, 26, and 27, namely 2.41, 2.42 and 2.44 are negative. This means that Parents-Teachers Associations did not provide boreholes, electricity etc. to enhance school projects and programs. It also means that the associations did not provide more land, recreation hall for entertainment and conference purposes and adventurous play ground in the mean ratings of the three items no. 22 (2.41), 26 (2.42) and 27 (2.44) are negative as stated above, the mean ratings of item no. 20 (2.55), and 21 (2.54), 23 (2.61) and 25 (2.60) are positive, and the pooled means on teachers' responses (2.52) and duty principals' responses (2.73) are positive. That is to say that a reasonable number of teachers and duty principals are agreeable that Parents-Teachers Associations' attitude towards the provision of non-moveable infrastructural facilities for schools is highly positive. This finding is in line with that of Obi (2001:98) who stated that "Environmental factors also affect teaching and learning. The infrastructure of a school building suggests its age and therefore, constant renovation of dilapidated buildings gives esthetic beauty a face-lift".

The Parents-Teachers Associations have helped in the provision of non-moveable infrastructural facilities to provide shelter for both staff and students as well as laboratory, sports and games facilities for the mental, social, and physical and skill acquisition for students.

5.2 Conclusion

The study explored the Parents-Teachers Associations' level of funding secondary schools in Umuahia Education Zone, Abia State. Specifically, the study sought to determine the level of Religious organizations, local communities, private individuals and state government level of funding secondary schools in Umuahia Education Zone. Based on the discussion earlier the following conclusions were drawn:

From the research findings, even though teachers agreed that Parents-Teachers Associations made significant efforts to help in funding secondary schools in the study area, in the opinion of duty principals, results indicated that Parents-Teachers Associations were not actively committed to help in funding secondary schools in Umuahia Education Zone.

From the findings of this study, teachers and duty principals agreed that Parents-Teachers Associations did not contribute significantly to the payment of salaries to part-time teachers in the area of the study.

From the findings of this study, it can be concluded that Parents-Teachers Associations' contribution to the provision of moveable facilities is significantly high.

In the light of the findings in this study, it is concluded that Parents-Teachers Associations' attitude and disposition to the provision of non-moveable infrastructural facilities is significantly high. The Parents-Teachers Associations have a high desire to provide a conducive teaching and learning environment for their children.

5.3 Educational Implications of the Findings

The results of this investigation have implications for educational administration which include the following:

The observation that Parents-Teachers Associations are inactive to help in funding secondary school implies that all is not well with the manner with which Parent-Teachers Associations are funding schools. Any further delay by Parents-Teachers Associations to help in funding secondary schools to complement government efforts may eventually deteriorate the standard of education and at worst plunge the education sector into complete decay and decline in the study area.

If the education allocations are increased at least to 26% UNESCO's budgetary allocation formula, the basic needs of the schools would be met thereby reduce the financial burden on parents. Furthermore, this will uplift the parents' social status, cultural, technological and political aspirations and become highly motivated, conscientious and committed to promoting educational programs in Umuahia Education Zone.

The reported ineffectiveness of Parents-Teachers Associations to pay salaries to part-time teachers may discourage some individuals who may want to join the teaching profession. More than that, it may even discourage teachers already on the job and scout for better paid jobs in other sectors of the economy thereby reducing qualified teachers in the schools.

If Parents-Teachers Associations, local communities, and individuals are properly sensitized and mobilized, through effective communication channels, the issue of provision of moveable facilities will not be burdensome. It will be seen as an obligation to all stakeholders of education to provide moveable facilities to enhance teaching and learning in the schools in the study area.

Finally, the observation that Parents-Teachers Associations' contribution to the provision of non-moveable infrastructural facilities is high, it implies that adequate infrastructural facilities could be provided by the associations to accommodate the explosion of students population, provided the school authorities co-opt members of Parents-Teachers Associations in decision making regarding the labour and payment of workers, carrying out repairs on dilapidated buildings and construction of new buildings.

5.4 Recommendations

On the basis of the findings of this study and its educational implications, the following recommendations are made:

The Abia State government, while promoting the ongoing reforms and innovations campaign under the Universal Basis Education (UBE) scheme, should among other things, employ effective communication channels such as television, radio, newspaper and magazine advertisement etc. to mobilize private individuals, communities and Parent-Teachers Associations to complement government efforts in funding secondary schools more effectively in Umuahia Education Zone.

The use of private sector funding and the Parents-Teachers Associations, introduction of Sunday fees, increase in the development fees etc., being advocated by the school authorities and governments is impracticable to meet the enormous needs of education given the fact that there is high level of corruption in the society. Therefore, diversification of funding by federal and state governments should be employed based on a scientific reckoning of actual needs of the education sector; and increase education allocation to 26% as recommended by United Nations Educational Scientific and Cultural Organization (UNESCO) budgetary allocation for education.

The state government (Abia State) should persuade local communities and religious organizations which build schools and handed over to government to take back their school so as to help with the repairs of dilapidated buildings, construction of new infrastructural facilities, and the provision of moveable facilities and rum them with grants and supervision from the state government.

5.5 Limitations of the Stud

The study is limited geographically by the fact that it did not consider the other two education zones in Abia State namely, Aba and Ohafia Education zones due to time factor and financial constraints. With regards to the content scope, local government chairmen and council members (ex-or current members), Nigeria Union of Teachers (NUT), traditional leaders, students themselves and well- to do individuals were not investigated.

Furthermore, the study was restricted to cash and material donations made by the Parents-Teachers Associations to the funding of secondary schools in the area of the study. Contributions in kind such as in the area of provision of free labour to carried out repairs and construction of new classroom blocks, provision of health care centers, energy and power supply, provision of laboratories and library equipment, the acquisition of land were not fully investigated. However, the study was particularly interested in the variables or factors studied.

5.6. Suggestions for Further Research

The study could be replicated in the other Education zones namely, Aba and Ohafia of the State (Abia State) to determine the level to which funding for education can be generalized in the State.

Another study could be carried out to investigate the other factors of stakeholders of education in communities like, the managerial skill of principals, the leadership styles of community leaders and funding of education, the quality and use of communication channels, the local government council members' roles in funding education, political party group, well-to-do individuals in the communities and students in the education zone.

The study could be conducted on the level of contributions to the provision of pipe-born water system, uninterrupted energy and power supply, free labour for the construction and renovation of dilapidated buildings and functional health care centers, amongst others.

5.6 Summary of the Study

The issue of education funding has been over the years a subject of great concern to all stakeholders in the education sector. The magnitude of the phenomenon has consistently led to industrial actions taken by bodies such as Nigeria Union of Teachers (NUT), for the coordination of the grievances of the workers. The cornerstone of the struggle is to make the education system more functional and responsive to the competence and effectiveness of the products. The federal and state governments are the largest spenders on the provision of human and material resources. One of the approaches the governments adopt in funding education is the annual budgetary allocation to the sector that are distributed as subvention or grants to the secondary education in Umuahia education zone. Generally, in education, parents, guardians and teachers prefer to send their children to schools that are well cited and at an affordable price such as school fees, qualified teaching staff, sporting activities, arts and culture, transportation, and infrastructural facilities, among others. A school with adequate human and material resources is placed in a better position to offer quality education than schools that do not provide adequate human and physical facilities.

Despite government and Parents-Teachers Associations' efforts to provide human and material resources for the schools, the infrastructural facilities and qualified teachers remain inadequate for coping with a system that is growing at a very rapid pace. Due to poor funding, the quality of education offered is affected by poor attendance and inadequate preparation by teachers. The morale of teachers is low due to basic condition of service and low salaries. Physical facilities such as libraries, laboratories, modern communication and information equipment, are insufficient. Evident from the above synthesis is that the funding mechanisms for education sector is not developed to meet the new global economic, social, political, psychological, technological, demographic and educational order. Considering the fact that provision of educational services is very expensive, coupled with population explosion in schools, unabated corruption in the society and economic meltdown, the Parents-Teachers Associations have made tremendous contribution to the provision and material resources. Importantly, the funding areas the associations have participated include payment of salaries of part-time teachers to an extent and the provision of moveable and non-moveable infrastructural facilities in Umuahia Education Zone, Abia State. Four research questions were raised to guide the study. Frequency distributions, means and pooled means were used to analyze the four research questions posed.

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Appendix A:

Distribution of the Principals and Teachers Population in Umuahia Education Zone according to Local Government Areas.

S/N	School/Umuahia North LGA	No. Duty PL						Enrolment			Type of School
1	Amuzukwu Girls Sch. School	M	F	Total	M	F	Total	M	F	Total	Grammar
		-	1	1	5	31	38	-	686	686	
2	Comm. High Sch. Mbom Ibeku	1	-	1	3	2	5	20	6	26	Comprehensive
3	Ohuhu Comm. Sec. Sch Umuahia	1	-	1	10	4	14	140	76	216	Grammar
4	Ossah Comm. Sec. Sch.	1	-	1	7	29	36	273	215	488	Grammar

S/N	School/Umuahia North LGA	No. Duty PL						Enrolment			Type of School
5	Girls Sec. Sch. Umuahia	1	-	1	18	68	86	-	2192	2192	Grammar
6	Ibeku High School Umu.	-	1	1	9	26	35	508	276	784	Secondary
7	Williams Mem. Sec. Sch.	1	-	1	12	12	24	503	173	676	Comprehensive
8	Orieameanyi Sec. Comm.	-	1	1	11	10	21	134	47	181	Grammar
9	Govt. College Umuahia	1	-	1	25	32	57	410	-	410	College
10	Afugiri Girls Sec. Sch.	-	1	1	6	19	25	-	265	265	Secondary
11	Sec. Tech. Sch. Ajara	-	1	1	23	43	66	182	207	389	Secondary
12	Comm. Sec. Sch. Isingwu	1	-	1	14	7	21	146	96	242	Grammar
13	Comm. Snr. High School Isieke	-	1	1	5	24	29	327	84	411	Grammar
14	Girls High School Umuahia	-	1	1	5	33	38	-	643	643	Grammar
15	Ofeme Sec. Tech Sch.	-	1	1	2	6	8	56	65	121	Technical
16	Okaiwga/Nkwoegwu Sec. School	1	-	1	6	10	16	125	72	197	Grammar
17	Ndume Otuke Comm. School	-	1	1	3	18	21	82	55	137	Secondary
	TOTAL	**8**	**9**	**17**	**164**	**374**	**538**	**3,906**	**5,158**	**9,064**	

Senior Secondary Schools According To Local Government Areas

S/N	School/Umuahia North LGA	No. Duty PL						Enrolment			Type of School
1	Nsurimo Sec. School	M	F	Total	M	F	Total	M	F	Total	Grammar
		1	-	1	6	4	10	76	100	176	
2	Comm. Sec. School	1	-	1	6	5	11	89	97	186	Secondary
3	Evangel High School	1	-	1	12	27	39	258	215	473	Secondary
4	Amakama Comm. High School	1	-	1	7	15	22	134	147	281	Grammar
5	Holy Ghost Sec. Tech. School	1	-	1	4	19	23	90	-	90	Technical
6	Ubakala Sec. School	1	-	1	13	15	28	229	245	474	Grammar
7	Umuopara Sec. School	-	1	1	10	16	26	124	121	245	Secondary
8	Olokoro High School	1	-	1	10	13	23	192	201	393	Grammar
9	Girls Sec. School Olokoro	-	1	1	7	35	42	-	921	921	Grammar
10	Umuwanwa Sec. Tech School	1	-	1	5	4	9	39	69	30	Technical
	TOTAL	**8**	**2**	**10**	**80**	**153**	**233**	**1,231**	**2,077**	**3,308**	

S/N	School/Umuahia North LGA	No. Duty PL						Enrolment			Type of School
1	Ngodo Girls Sec. School	M	F	Total	M	F	Total	M	F	Total	Grammar
		-	1	1	4	3	7	-	104	104	
2	Lokpanta Sec. School	1	-	1	3	6	9	84	138	222	Grammar
3	Nneato Sec. School	1	-	1	6	3	9	136	186	322	Grammar
4	Obinolu Sec. Tech Sch	-	1	1	5	2	7	66	62	128	Technical
5	Mbala Comm Sec. Sch.	1	-	1	4	3	7	107	98	205	Grammar
6	Umuchuze Compre Sec. School	1	-	1	4	5	9	57	99	156	Grammar
7	Isuochi Sec. School	1	-	1	4	2	6	82	109	191	Grammar
8	Umuaku Sec. Sch. School	1	-	1	1	5	6	92	117	209	Grammar
9	Leru Comm Sec. Umuchieze	-	1	1	3	13	16	92	146	238	Grammar
	TOTAL	**6**	**3**	**9**	**34**	**42**	**76**	**716**	**1,059**	**1,775**	

S/N	School/Umuahia North LGA	No. Duty PL						Enrolment			Type of School
1	Ambassador College Obohia Ibere	Male	Female	Total	Male	Female	Total	Male	Female	Total	Secondary
		1	-	1	6	2	8	43	42	85	
2	Awom Tech School	1	-	1	6	23	29	134	154	288	Technical
3	Azuigi Oloko Sch	-	1	1	3	2	5	37	38	75	Secondary
4	Oboro Sch. Ikwuano	1	-	1	4	2	6	52	52	104	Grammar
5	Senior Science School Ariam	1	-	1	12	18	30	220	255	475	Secondary
6	Iberem Compr. Sch	1	-	1	11	8	19	51	29	80	Grammar
7	Oboro Com. School	1	-	1	6	5	11	55	71	129	Comprehensive
8	Ikwuano Sec. School Ariam	1	-	1	3	9	12	73	66	139	Secondary
9	Comm. Grammar School	1	-	1	5	3	8	76	59	135	Grammar
	TOTAL	**8**	**-**	**9**	**56**	**72**	**128**	**741**	**769**	**1,510**	

(Source: Planning Research and Statistics Department (PSRD), Umuahia Secondary Education Management Board (SEMB), Umuahia)

Distribution of the Principals and Teachers Population In Umuahia Education Zone According To Local Government Areas

Junior Secondary Schools According to Local Government Areas.

S/N	School/ Umuahia North	No. of Duty Principals		No. of Teachers			Students' Enrolment		
12	Govt. College Umuahia	M	F	M	F	Total	M	F	Total
		1	2	13	28	41	1688	-	1688
13	Ibeku High School	1	1	3	40	43	1037	433	1470
14	Girls Sec School	-	1	6	34	40	-	1515	1515
15	Williams Mem. School	1	-	9	15	24	364	597	961
16	Isingwu Comm. Sec	1	1	3	24	27	288	198	486
17	Ohuhu Comm. School	1	-	3	9	12	218	101	319
18	Afugiri Girls Sec	-	1	3	18	21	-	521	521
19	Ofeme Sec Tech	1	1	4	2	6	130	107	237
20	Afara-Ukwu Sec	3	1	6	34	40	456	225	681
21	Ohaiugu Secondary	1	-	1	11	12	308	164	472
22	Amuzukwu Girls Sec	-	2	4	43	47	-	1348	1348
23	Isieke Comm. High School	1	1	2	31	33	335	82	417
24	Ossah Comm. School	-	1	3	19	22	328	229	557
25	Mbom Ibeku High School	1	2	3	8	11	44	10	54
26	Orieamaaenyi Sec. Tech	-	1	-	15	15	279	65	344
27	Ndume Otuka Comm. School	1	1	4	29	33	183	152	335
28	Girls High School	-	4	4	30	34	-	1043	1043
	Total	**13**	**20**	**71**	**390**	**461**	**5,658**	**6,790**	**12,448**

S/N	School/ Umuahia South LGA	No. of Duty Principals		No. of Teachers			Students' Enrolment		
29	Evangel High School	M	F	M	F	Total	M	F	Total
		3	2	4	22	26	228	297	525
30	Umuopara Sec. School	1	1	3	20	23	261	271	522
31	Nsirimo Sec. School	1	-	3	3	6	86	79	165
32	Ubakala Sec. School	1	-	3	12	15	420	346	766
33	Olokoro High School	3	-	8	14	22	1396	-	1396
34	Holy Ghost Sec. Tech	1	3	2	24	26	292	-	292
35	Umunwanwa Tech	1	-	4	5	9	68	72	140
36	Nsirimo Sec School	1	-	3	3	6	86	79	165
37	Mgbarakuma Sch	-	1	1	13	14	43	34	77
38	Amakama College	1	-	3	12	15	158	131	289
39	Girls Sec Olokoro	1	1	4	16	20	-	203	203
40	Ohia Comm. School	-	1	-	13	13	57	31	88
	Total	**14**	**9**	**38**	**157**	**197**	**3,096**	**1,543**	**4,639**
S/N	**School/ Umunneochi LGA**	**No. of Duty Principals**		**No. of Teachers**			**Students' Enrolment**		
41	Nneato Sec. School	M	F	M	F	Total	M	F	Total
		1	1	2	7	9	188	205	393
42	Isuochi Sec. School	-	1	2	11	13	142	141	283
43	Lokpanta Sec. School	1	-	5	5	10	143	153	296
44	Umuaku Sec. School	-	2	-	8	8	87	86	173
45	Ngodo Girls Sec	-	1	1	10	11	-	107	107
46	Umuchieze Comp. Sch	2	-	2	4	6	82	113	195
47	Obiohu Sec. Tech	1	-	2	10	12	41	43	84
48	Leru Comm. Sec	-	1	1	9	10	84	83	177
49	Mbala Comm. Sec	1	-	3	6	9	126	167	293
50	Ubahu Sec. School	-	1	-	-	-	-	-	-
	Total	**6**	**6**	**18**	**70**	**88**	**893**	**1,108**	**2,001**
S/N	**School/ Ikwuano LGA**	**No. of Duty Principals**		**No. of Teachers**			**Students' Enrolment**		
51	Ikwuano Sec. School	M	F	M	F	Total	M	F	Total
		1	2	3	12	22	119	176	295
52	Oboro Sec. School	2	2	4	11	15	376	359	735
53	Ibere Comp. Sec	1	-	5	5	10	115	91	206
54	Awuiyi Oloko Sec	1	1	4	5	9	62	47	109
55	Oboro Comm. Sec	-	1	1	8	9	52	43	95
56	Awom-Na-Ego Tech	-	1	3	16	19	200	181	381
57	Oloko Comm. School	1	-	3	5	8	179	128	307
58	Ambassador College	1	-	3	5	8	48	42	90
59	Ogbuebulle High Sch	1	-	4	5	9	28	29	57
60	Nnogo High School	1	-	3	4	7	26	44	70
61	Ihim Comm. Sec	1	-	1	2	3	-	-	-
	Total	**10**	**7**	**34**	**78**	**112**	**-**	**-**	**-**

(Sources: Planning Research and Statistics Departmentt (PRSD), Abia State Universal Basic Education Board (Asubeb) Umuahia, 2007/2008 School Year)

APPRAISAL OF PARENTS-TEACHERS ASSOCIATIONS' LEVEL OF FUNDING SECONDARY SCHOOLS QUESTIONNAIRE

Please tick (√) in the appropriate column the answer that best represents your view to the statement made as provided by the respondent format below:

Key: SA= Strongly Agree (4) D= Disagree(2)

A= Agree (3) SD= Strongly Disagree (1)

Parents-Teachers Associations' Contribution to the Funding of Secondary Schools in Umuahia Education Zone

S/NO	ITEMS	SA	A	D	SD
	P.T.A and funding of Secondary School				
1	P.T.A. contribute and sponsor activities like prize giving day, sports festivals and parent day in my school				
2	P.T.A. sponsor students field trips, excursions and other extracurricular activities in my school				
3	P.T.A. contribute in encouraging healthy competitions among students by awarding scholarships in my school				
4	P.T.A. provide money for the payment of light, water and telecommunication bills in my school				
5	P.T.A. provide money to pay for the principal's accommodation and transportation bills while attending meetings on behalf of my school				
6	The P.T.A. provide money to cater for the students, non-academic staff, teachers and principals' health care services; and communities, religious organization, private individuals are mobilized through TV radio, news pape advertisement, GSM Mobile Phone, email services, special envoys in my school				

Parents-Teachers Associations' Contribution to the Funding of Auxiliary (Part-time) Teachers

S/NO	ITEMS	SA	A	D	SD
	Provision of Auxiliary Teachers				
7	P.T.A. employ and pay auxiliary teachers for subjects that lack teachers in my school				
8	P.T.A. provide welfare package for both part-time and full time teachers to prevent short falls of teachers in my school				
9	P.T.A. develop part-time teachers by sponsoring them on professional development programs like, conference, seminars, workshops and symposium in my school				
10	P.T.A. assist the school authority to determine promotion, posting and transfer of auxiliary teachers in my schoo				
11	P.T.A. collaborate with school authority to recruit and train auxiliary teachers to reduce work load in my schoo				
12	The P.T.A. provide pension scheme for part-time teachers as a strategy to retain them in my school				

Parents-Teachers Associations' Contribution to the Provision of Equipment (Moveable Facilities) to Secondary Schools in Umuahia Education Zone

S/NO	ITEMS	SA	A	D	SD
	Provision of Moveable Facilities				
13	P.T.A. provide classroom equipment such as desks, chairs, chalkboards, cupboards, shelves, dustbin etc. in my school				
14	P.T.A. is consistent with the provision of laboratory equipment for physics, chemistry, biology, agricultural science, in my school				
15	P.T.A. provide sports and games equipment like football, table tennis, volleyball, hockey, jersey/sport vest etc. in my school				
16	P.T.A. Provides my school with fire control equipment like extinguisher from fire service division of the state				
17	P.T.A. on a regular basis provides my school with computers and other electronic gadgets to enable the students and staff be abreast with technological advancement.				
18	The P.T.A. provide modern medical equipment such as laboratory equipment, surgical equipment etc. to improve medical services in my school				
19	The P.T.A. provides staff a Data base and records office with the necessary materials to enhance academic activities in my school				

Appendix B:

Parents-Teachers Associations' Contribution to the Provision of Equipment (Non- Moveable Facilities) to Secondary Schools in Umuahia Education Zone

S/NO	ITEMS	SA	A	D	SD
	Provision of Non-Moveable Facilities				
20	P.T.A. provide laboratories, library, sewage, toilets, staff quarters, classroom blocks and assembly hall in my school				
21	P.T.A. in my school provides dispensaries, hostels/dormitories, dining hall, sentry box, staff rooms and reading rooms				
22	P.T.A. provide electricity, water, vehicles and fence to enhance school projects and programs in my school				
23	P.T.A. carry out renovation of existing classroom blocks and construction of new ones in my school				
24	P.T.A. purchase land to expand and construct new facilities like health centers, clinics and dispensaries for th benefits of students and staff in my school				
25	The P.T.A. provides my school with separate sanitation facilities for boys and girls, and hygienic environmen				
26	Teachers in my school have spacious recreation hall for conference purposes for effective teaching and this affects teachers performance.				
27	P.T.A provides funds to purchase more land to overcome lack of adventurous playground in my school				

APPENDIX C:

Computation of Pearson Product Moment Correlation Co-efficient Form, Test Re-test Scores for Reliability Index for Teachers' and Duty Principals' Questionnaire

S/NO	X	Y	XY	X^2	Y^2
1	158	149	23542	24964	22201
2	100	114	11400	10000	12996
3	196	195	38220	38416	38025
4	177	199	35223	31329	39601
5	117	111	12987	3329	12321
6	118	128	15104	13689	16384
7	156	197	30732	13624	38809
8	217	118	25606	24336	13924
9	396	335	132660	47089	112225
10	396	414	163944	156816	171396
11	396	296	117216	156816	87616
12	297	296	87912	156816	87616
13	138	155	21390	88209	24025
14	196	197	38612	19044	38809
15	118	138	16284	38416	19044
16	236	199	46964	13924	39601
17	135	138	18630	55696	19044
18	135	158	21330	18225	24964
19	197	118	23246	38809	13924
20	296	294	26224	87616	86436
21	118	138	16284	13924	19044
22	176	194	34144	30976	37636
23	138	156	21528	19044	34336
24	194	177	24338	37636	31329
25	156	196	30576	24336	38416
26	156	196	30576	24336	38419
27	197	176	34672	38809	30976
∑	**5310**	**5183**	**1170340**	**1241420**	**1139351**

$$R = \frac{N\sum xy - \sum x \sum y}{\sqrt{N\sum x^2 - (\sum x)^2 \; II \; N\sum y^2 - (\sum y)^2}}$$

$$= \frac{27 \times 11703441 - 53110 \times 5183}{\sqrt{(27 \times 1241420 - (5310)^2 \times 1139351 - (5183)^2}}$$

$$= \frac{31599207 - 275211730}{\sqrt{(33518340 - 28196100)(30762477 - 26863489)}}$$

$$= \frac{4077477}{\sqrt{(532240)(389888)}}$$

$$= 0.895$$

Brown Prophecy Formula

$$R_1 = \frac{2r}{1+r}$$

$$= \frac{2 \times 0.895}{1+0.895}$$

$$= 0.9446$$

Appendix D1

Computation of Teachers' Responses

S/NO	Item Description	SA (4)	A (3)	D (2)	SD (1)	∑X	$\overline{X}$
	Research Question One- P.T.A. and Funding of Secondary Schools						
1	P.T.A. contribute and sponsor activities like prize giving day, sports festivals and parent day in my scho	50	480	390	439	1829	2.61
2	P.T.A. sponsor students field trips, excursions and other extracurricular activities in my school	70	370	670	600	1710	2.44
3	P.T.A. contribute in encouraging healthy competitions among students by awarding scholarships in my school	690	691	240	140	1761	2.51
4	P.T.A. provide money for the payment of light, water and telecommunication bills in my school	400	655	280	425	1760	2.51
5	P.T.A. provide money to pay for the principal's accommodation and transportation bills while attending meetings on behalf of my school	400	630	330	390	1750	2.5
6	The P.T.A. provide money to cater for the students, non-academic staff, teachers and principals' health care services; and communities, religious organization, private individuals are mobilized through TV radio, news paper advertisement, GSM Mobile Phone, email services, special envoys in my school	250	300	698	470	1718	2.45
S/NO	**Item Description**	**SA (4)**	**A (3)**	**D (2)**	**SD (1)**	**∑X**	$\overline{X}$
	Research Question Two- Provision of Auxiliary (part-time) Teachers						
1	P.T.A. employ and pay auxiliary teachers for subjects that lack teachers in my school	-	200	680	650	1530	2.18
2	P.T.A. provide welfare package for both part-time and full time teachers to prevent short falls of teache in my school	-	-	695	690	1385	1.97
3	P.T.A. develop part-time teachers by sponsoring them on professional development programs like, conference, seminars, workshops and symposium in my school	-	200	680	668	1548	2.21
4	P.T.A. assist the school authority to determine promotion, posting and transfer of auxiliary teachers in m school	20	50	695	650	1415	2.02
5	P.T.A. collaborate with school authority to recruit and train auxiliary teachers to reduce work load in m school	30	60	680	675	1445	2.06
6	The P.T.A. provide pension scheme for part-time teachers as a strategy to retain them in my school	-	-	690	680	1370	1.95
S/NO	**Item Description**	**SA (4)**	**A (3)**	**D (2)**	**SD (1)**	**∑X**	$\overline{X}$
	Research Question Three- Provision of Moveable Facilities						
1	P.T.A. provide classroom equipment such as desks, chairs, chalkboards, cupboards, shelves, dustbin etc in my school	550	500	400	350	1800	2.57
2	P.T.A. is consistent with the provision of laboratory equipment for physics, chemistry, biology, agricultural science, in my school	395	425	450	440	1710	2.44
3	P.T.A. provide sports and games equipment like football, table tennis, volleyball, hockey, jersey/sport vest etc. in my school	470	500	455	400	1825	2.60
4	P.T.A. Provides my school with fire control equipment like extinguisher from fire service division of th state	350	375	490	375	1690	2.41
5	P.T.A. on a regular basis provides my school with computers and other electronic gadgets to enable the students and staff be abreast with technological advancement.	600	500	376	350	1825	2.60
6	The P.T.A. provide modern medical equipment such as laboratory equipment, surgical equipment etc. t improve medical services in my school	530	580	460	225	1795	2.56

S/NO	Item Description	SA (4)	A (3)	D (2)	SD (1)	∑X	$\overline{X}$
Research Question Four- Provision of Non- Moveable Facilities							
1	P.T.A. provide laboratories, library, sewage, toilets, staff quarters, classroom blocks and assembly hall i my school	670	690	340	90	1790	2.55
2	P.T.A. in my school provides dispensaries, hostels/dormitories, dining hall, sentry box, staff rooms and reading rooms	575	975	450	80	1780	2.54
3	P.T.A. provide electricity, water, vehicles and fence to enhance school projects and programs in my school	655	440	680	505	1690	2.41
4	P.T.A. carry out renovation of existing classroom blocks and construction of new ones in my school	580	620	476	154	1830	2.61
5	P.T.A. purchase land to expand and construct new facilities like health centers, clinics and dispensaries for the benefits of students and staff in my school	575	600	408	246	1829	2.61
6	The P.T.A. provides my school with separate sanitation facilities for boys and girls, and hygienic environment.	530	680	370	240	1820	2.6

Appendix E:

The Computation of Mean decision Rule Criterion

Mean = 4+3+2+1

4

= 10

4

= 2.50

Based on the above mean score, all calculated mean scores of 2.50 and above becomes the criterion for accepting positive response, while mean scores below 2.50 becomes the criterion for accepting negative response.

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