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UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES

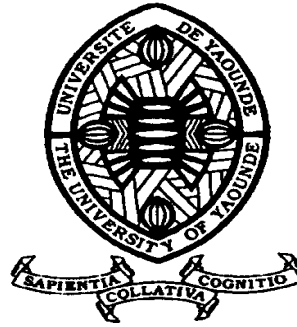
L'EDUCATION

DEPARTEMENT DE D'INGENIERIE

EDUCATIVE

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD)

EN SCIENCES HUMAINES,
SOCIALES ET EDUCATIVE



REPUBLIC OF CAMEROUN

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF OF

EDUCATIONAL

ENGINEERING

POST COORDINATION SCHOOL
(CFRD) FOR SCHOOL AND
EDUCATIONAL SCIENCES

**THE ROLE OF P.T.A IN ADMINISTRATION AND
STUDENTS' LEARNING ACHIEVEMENT
CASE OF SOME SECONDARY SCHOOLS IN MOMO
DIVISION**

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE
AWARD OF A MASTER DEGREE IN SCIENCES OF EDUCATION
(M.Ed.)

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Sous la direction de
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GENERAL INTRODUCTION

The topic of this thesis is “The Role of Parent Teachers’ Association (P.T.A) in Administration and Students’ Learning Achievements; with case study of Some Secondary Schools in Momo Division.” Parents play a great role in the passing on of knowledge from one generation to the other. Since the publication of Coleman Report, (Coleman et al., 1966), parental involvement in the educational process has received a growing amount of attention in which family and peer effects were found to be more important than school effects in explaining educational outcomes.

From a policy perspective, parental involvement in the school is perhaps the most important area for analysis since this can be controlled directly by educators and administrators (Feuerstein, 2000), as opposed to the indirect involvement of parents in the home. Parents’ involvement in schools through the Parent Teachers’ Association (P.T.A) is an old tradition in our country and many parts of the world. Parents are more effective in imparting discipline and knowledge to students at the very grass root level. It is therefore obvious that parents have the natural obligation to provide their children with the best things in life. In our modern society today, the major task of every parent is to provide quality education and good standards of living to their children. In order to achieve these objectives, parents have developed a very positive interest in the administration of schools especially the day to day activities of their children. It is as a result of the interest of parents in the education of their children and what goes on in schools that motivated them to form the “Parent Teachers’ Association”.

The Parent Teachers’ Association was first organized by a group of women in America in the latter years of the 19th century. The first meeting called “The National Congress of Mothers” was actually held in 1877. This meeting was the main motivating factor to the founding of the national congress, and its sole aim was to act as an advisory organ in America pence schools. It is today called the Parent Teachers’ Association (P.T.A). Their function with this new appellation includes curricular development, policy making and setting of standards in schools.

The Parent Teachers’ Association in Cameroon was officially recognized and encouraged throughout the country in Ministerial decision N^o. 242/C/729/MINEDUB/MJS of 25/10/1979 (Fonkeng and Tamajong, 2009). According to this decision, the P.T.A is supposed to be a free association whereby no parent or student is obliged to contribute to it. The realities existing in most of our schools especially in the rural areas portrays that if parents do not make some contributions in this light to help the school administration with some basic facilities, students

CERTIFICATION

This piece of work “*The Role of P.T.A in Administration and Students’ Learning Achievement*” has been carried out in the Department of Education Foundations in the Faculty of Science of Education by **NJEH LIONTIN NGAH (Matricul N°.13S579)**. We hereby certify that it was personally done by her free from all form of plagiarism and fit for public consumption because it meets the standards of our country, Cameroon.

Prof. FONKENG EPAH GEORGE

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The Head of Department

.....

The Dean of Studies, Faculty of Education.

.....

APPROVAL

We hereby approved that this dissertation entitled “*The Role of P.T.A in Administration and Students’ Learning Achievement*” Case of some secondary schools in Momo Division; was submitted to the faculty of education, University of Yaoundé I by *NJEH LIONTIN NGAH (13S579)* and has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this wok be bounded in hard copies and deposited to the department.

SIGN

Supervisor

President of Jury

.....

.....

Examiner

Head of Department

.....

.....

DEDICATION

To my family.

ACKNOWLEDGEMENTS

I acknowledge that a piece of work of this nature could not have been realized without contributions from other persons.

My diligent appreciations go to my supervisor Prof Fonkeng Epah George who sacrificed time to read through this work and brief me on some pertinent points and corrections. His professional and work expertise have been so instrumental in the completion of this dissertation.

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I am indebted to my grandmother Mama Muyang Christina Teghen whose foundation has enabled me, attain this level.

Incredible thanks and love go to my husband Mr. Nde Florentin Ngah and our children; Ngah Christin Pearl M., Ngah Lizgracias A. and Ngah Nathan Mybright N. For their love, sacrifice, support and understanding to the completion of this work. In a very special way, I heartily thank Asih Joy Nuyepga, Nde Urike and the entire family.

I remain grateful to the Divisional Delegation of Secondary Education-Momo for their corporation and collaboration in collecting data for this study. Special thanks go to all the principals and P.T.A members of all the schools I administered my questionnaires, for their assistance and cooperation.

Special thanks to all my classmates and friends especially Forbuteh Silbrid, Choupo Ferdinand, Tse Nathaniel, Sevidzem Larissa, Shu Aloysius, Cho Browndon, Brendaline Shey, Angel Menyong, Menyong N. Elmang, Awoh Carine, Sama Kahliba and Akum Isabel. I say thank you for your support and love throughout these years.

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ABSTRACT

This work entitled “The Role of Parent Teachers’ Association (P.T.A) in Administration and Students’ Learning Achievement” studies the role of P.T.A in secondary schools. Difficulties in administering schools and improving on students’ learning achievement solely by the government among many factors gave rise to the formation of the P.T.A in many schools across the national territory. It is for this reason that this piece of work seeks to measure the relationship between the role of P.T.A in administration and students’ learning achievement. From this objective, we formulated the general hypothesis thus: there is a relationship between the role of P.T.A in administration and students’ learning achievement. Upon operationalization, four specific hypotheses were formulated as follows:

- **Ha₁**: There is a relationship between provision of finance by P.T.A and students’ learning achievement.
- **Ha₂**: There is a relationship between provision of infrastructure by P.T.A and students’ learning achievement.
- **Ha₃**: There is a relationship between provision of teachers by P.T.A and students’ learning achievement.
- **Ha₄**: There is a relationship between provision of didactic materials by P.T.A and students’ learning achievement.

Some of the theories that guided the work were; Theory of Team Spirit by Elton Mayo, Theory X and Y by McGregor, Theory of Scientific Management by Henri Fayol and Walberg’s Theory of Educational Productivity. The survey research design was used to carry out this study whereby 200 students were randomly selected from a population of 3913 students, drawn from six government schools and two mission schools of Mbengwi Central Sub-Division in Momo Division. The questionnaire was used for data collection and this data was analyzed using descriptive and inferential statistics. The hypotheses were tested with the Pearson Correlation Coefficient Index. The results were as follows:

Hypothesis 1: Results indicate that the Pearson Correlation Coefficient Index (r_{xy}) is 0.627 as against 0.163 at 0.05 level of significance. This shows that provision of finance is significantly related to students’ learning achievement.

Hypothesis 2: Results showed that the Pearson Correlation Coefficient Index (r_{xy}) is 0.421 as against 0.163 at 0.05 level of significance. This shows that provision of infrastructure is significantly related to students’ academic achievement.

Hypothesis 3: Results indicate that the Pearson Correlation Coefficient Index (r_{xy}) is 0.461 as against 0.163 at 0.05 level of significance. This shows that provision of teachers is significantly related to students’ learning achievement.

Hypothesis 4: Results showed that the Pearson Correlation Coefficient Index (r_{xy}) is 0.473 as against 0.163 at 0.05 level of significance. This shows that provision of didactic materials is significantly related to students’ learning achievement.

Based on the above results, it was concluded that the role of P.T.A in administration significantly influence students’ learning achievement and as such some recommendations were made based on objectives. Suggestions for further studies were proposed and some limitations stated.

RÉSUMÉ

Cette étude intitulée «Rôle de l'Association des Parents d'élèves et des Professeurs (A.P.E.) dans l'Administration et la Performance Scolaire des Elèves » examine le rôle que joue cette association dans l'enseignement secondaire. Les difficultés rencontrées dans l'administration des écoles et dans les efforts fournis uniquement par le gouvernement pour améliorer la performance des élèves font partie des facteurs qui ont conduit à la mise sur pied des Associations des Parents d'Elèves et des Professeurs dans beaucoup d'écoles sur toute l'étendue du territoire national. C'est pour cette raison que l'objectif principal de cette étude est d'essayer de comprendre le rapport entre le rôle joué par les Associations des parents d'Elèves et des Professeurs (A.P.E.) et la performance des élèves. Sur la base de cet objectif, nous avons formulé l'hypothèse générale selon laquelle il existe un lien entre le rôle de ces associations dans l'administration des écoles et la performance des élèves. Lors de l'opérationnalisation de notre étude, nous avons formulé les quatre hypothèses spécifiques suivantes :

- **Ha₁ : Il existe un lien entre le financement par les Associations des parents d'Elèves et des professeurs et les résultats scolaires des élèves.**
- **Ha₂ : La fourniture des infrastructures par les Associations des Parents d'Elèves et des Professeurs influence les résultats scolaires des élèves.**
- **Ha₃ : Il existe un lien entre le financement du recrutement des enseignants par les Associations des parents d'Elèves et des Professeurs et les résultats scolaires des élèves.**
- **Ha₄ : Il existe un lien entre la mise à disposition du matériel didactique par les Associations des Parents d'Elèves et des Professeurs et les résultats scolaires des élèves.**

Parmi les théories qui ont guidé ce travail, nous avons la théorie d'esprit d'équipe d'Elton Mayo, la théorie X et Y de McGregor, la théorie de la gestion scientifique d'Henri Fayol et celle de l'éducation productive de Walberg. Nous avons utilisé la méthodologie d'enquête et de sondage pour effectuer cette étude en sélectionnant 200 élèves sur une population totale de 3913 de six écoles étatiques et deux écoles missionnaires de l'arrondissement de Mbengwi Central, dans le Département de la Momo. Nous nous sommes servis d'un questionnaire pour la collecte des données que nous avons ensuite traitées à l'aide de la statistique descriptive et inférentielle. Les hypothèses ont été testées en utilisant l'Indice de coefficient de corrélation de Pearson. Les résultats ont été les suivants:

Hypothèse 1: Les résultats indiquent que l'indice de Coefficient de corrélation de Pearson (r_{xy}) est de 0,627 contre 0,163 au seuil de signification de 0,05. Ceci prouve clairement que le financement par les A.P.E.a un impact sur les résultats scolaires des élèves.

Hypothèse 2: Les résultats indiquent que l'indice de Coefficient de corrélation de Pearson (r_{xy}) est de 0,421 contre 0,163 au seuil de signification de 0,05 prouvant ainsi clairement que le développement des infrastructures par les A.P.E.a un impact sur les résultats scolaires des élèves.

Hypothèse 3: Selon les résultats, l'indice de coefficient de corrélation de Pearson (r_{xy}) est de 0,461 contre 0,163 au seuil de signification de 0,05, ce qui prouve de manière claire que le financement du recrutement des enseignants par les A.P.E. influence les résultats scolaires des élèves.

Hypothèse 4: Selon les résultats, l'indice de coefficient de corrélation de Pearson (r_{xy}) est de 0,473 contre 0,163 au seuil de signification de 0,05. Ceci prouve que la fourniture du matériel didactique par les A.P.E. a un impact sur les résultats scolaires des élèves.

Compte tenu des résultats ci-dessus, nous avons conclu que le rôle des A.P.E. dans l'administration influence considérablement la performance des élèves et avons ainsi formulé quelques recommandations en fonction des objectifs fixés. Des suggestions ont été faites pour des études approfondies et certaines contraintes ont également été énoncées.

Il s'agit d'un examen du règlement régissant les APE, la création de projets générateurs des revenus pour résoudre le problème d'insuffisance des fonds pour les APE, l'octroi de plus de fonds pour plus d'infrastructures et d'entretien, la mise sur pied des programmes en cours d'emploi pour résoudre la question du personnel, booster la production locale des matériels didactiques pour faire face à l'inadéquation; parmi tant d'autres mesures. Les suggestions pour d'autres études ont été proposées et quelques limitations soulignées.

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LIST OF ABBREVIATIONS

- AIDS:** Acquired Immune Deficiency Syndrome
- DDT:** Direct Delivery Technique
- ETC:** And so on
- FSLC:** First School Leaving Certificate
- G.C.E:** General Certificate of Education
- G.T.C:** Government Technical College
- G.T.H.S:** Government Technical High School
- GCE A'Level:** General Certificate of Education Advanced Level
- GCE O'Level:** General Certificate of Education Ordinary Level
- HIV:** Human Immune Virus
- MDGs:** Millennium Development Goals
- MINEDUB:** Ministry of Basic Education
- MINEFOP:** Ministry of Employment and Vocational Training
- MINSEC:** Ministry of Secondary Education
- P.H.S:** Presbyterian High School
- P.T.A:** Parent Teachers' Association
- Pr./Prof.:** Professor
- SJCCC:** Saint Joseph Catholic Comprehensive College
- SPSS:** Statistical Package for Social Sciences
- SRS:** Simple Random Sampling
- UK:** United Kingdom
- UN:** United Nations
- UNESCO:** United Nations Educational, Scientific and Cultural Organization
- UNICEF:** United Nations Children's Fund

LIST OF SYMBOLS

%	:	Percentage
F	:	Frequency
H_a	:	Alternative hypothesis
H_o	:	Null hypothesis
r_{xy}	:	Pearson index

APPENDIXES

APPENDIX 1

QUESTIONNAIRE

L'UNIVERSITÉ DE YAOUNDÉ I

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE (CRFD) EN
« SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES »

UNITE DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES DE L'EDUCATION ET
INGENIERIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

POST COORDINATE SCHOOL FOR SOCIAL
AND EDUCATIONAL SCIENCES

DOCTORAL UNIT OF RESEARCH AND
TRAINING IN SCIENCE OF EDUCATION
AND EDUCATIONAL ENGINEERING

QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am a Master 2 student in the Doctoral Unit of Research and Training in Science of Education and Educational Engineering, University of Yaounde 1. I am carrying out a research on the topic “*The Role of P.T.A in Administration and Students’ Learning Achievement.*” This is in partial fulfilment of the requirements for the award of a Master Degree in Science of Education. Your response to the questions below will help me generate appropriate data for the study. I hereby solicit your cooperation and rest assured that any information given shall be considered confidential and used only for academic purposes.

Thanks for your cooperation.

Section A: Background Information.

Please tick (✓) the box close to the option which represents your best answer.

1. Gender: **A.** Male **B.** Female
2. Level of Education: **A.** Form 1-3 **B.** Form 4-5 **C.** Lower & Upper Sixth
3. School: **A.** Public **B.** Mission **C.** Private
4. Age Range: **A.**11-14yrs **B.**15-16yrs **C.**17 and Above

Section B:

Please tick (✓) the box close to the option which represents your best answer.

SA= Strongly Agree, **A**= Agree, **D**= Disagree and **SD**= Strongly Disagree

1. INDEPENDENT VARIABLE

➤ Provision of Finance

S/N	Questions	SA (4)	A (3)	D (2)	SD (1)
5.	Students pay P.T.A levies				
6.	P.T.A pays the salaries of P.T.A teachers				
7.	P.T.A offers scholarships to students for further studies				
8.	P.T.A sponsors extracurricular activities				
9.	Inadequate P.T.A funds have hampered learning				

➤ Provision of Infrastructure

S/N	Questions	SA (4)	A (3)	D (2)	SD (1)
10.	P.T.A has built classrooms for the school which has enable students to learn conveniently				
11.	P.T.A has provided laboratory equipment which has enable students to do practicals				
12.	P.T.A has provided library facilities which have influence research				
13.	P.T.A has carried out projects in your school which has influence learning achievement				
14.	Inadequate infrastructures have hindered students learning achievement				

➤ **Provision of Teachers**

S/N	Questions	SA (4)	A (3)	D (2)	SD (1)
15.	P.T.A has recruited some teachers				
16.	Inadequate teaching staff hinders learning				
17.	When teachers are satisfied, learning is enhanced				
18.	Teachers are happy and committed when P.T.A motivates them to work				
19.	Qualified teachers influence learning achievement positively				

➤ **Provision of Didactic Materials**

S/N	Questions	SA (4)	A (3)	D (2)	SD (1)
20.	P.T.A has provided some didactic materials in your school				
21.	Students learn better when taught using didactic materials				
22.	P.T.A emphasizes and ensures the use of didactic materials				
23.	Teachers make good use of didactic materials				
24.	Insufficient didactic materials hinders students' learning achievement				

2. DEPENDENT VARIABLE

➤ **Students' Learning Achievement**

S/N	Questions	SA (4)	A (3)	D (2)	SD (1)
25.	Students' learning achievement is highly dependent on the role of P.T.A in administration				
26.	When students study hard the school progresses				
27.	Students' learning achievement is due to positive emotional attachments they have for the school				
28.	Students study hard because they feel obliged to do so				
29.	Students' mastery of subject matter makes them very efficient and up to standard				

3. EXTRANEOUS VARIABLE

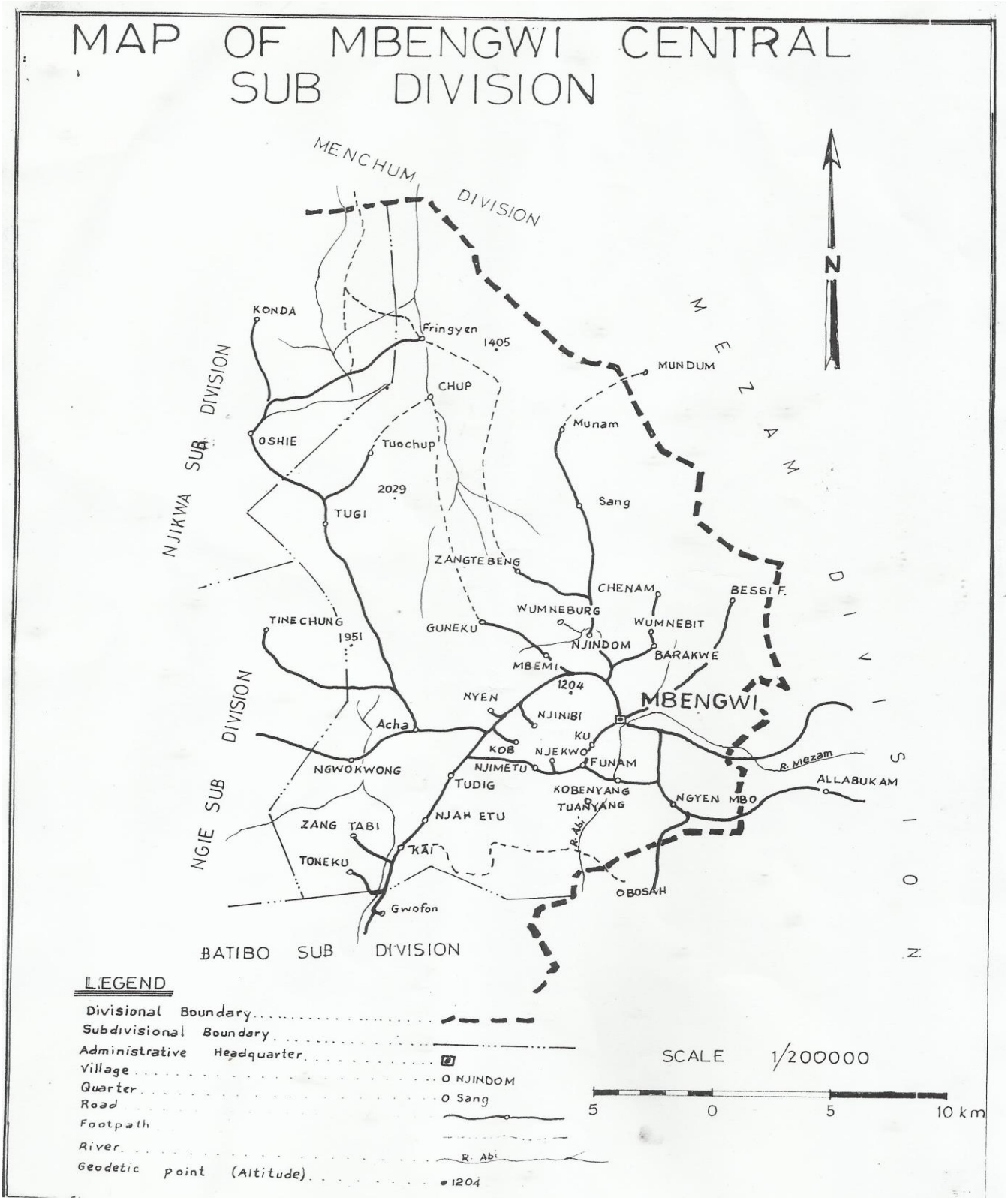
➤ Family Background

S/N	Questions	SA (4)	A (3)	D (2)	SD (1)
30.	Students learn better when their family background is stable.				
31.	The educational standard of parents influences students' learning achievement.				
32.	Students from broken homes loss concentration on their studies.				
33.	Parents' income level affect students' learning achievement				
34.	Students from quarrelsome homes are emotionally tortured.				

THANK YOU

APPENDIX 3

MAP OF MBENGWI CENTRAL SUB-DIVISION



APPENDIX 4

RESEARCH ATTESTATION FROM THE UNIVERSITY

UNIVERSITÉ DE YAOUNDÉ I

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE (CRFD) EN
« SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES »

UNITE DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES DE L'EDUCATION
ET INGENIERIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

POST COORDINATE SCHOOL FOR
SOCIAL AND EDUCATIONAL
SCIENCES

DOCTORAL UNIT OF RESEARCH AND
TRAINNING IN SCIENCE OF
EDUCATION AND EDUCATIONAL
ENGINEERING

ATTESTATION DE RECHERCHE

Je soussigné, **Professeur Pierre FONKOUA**, Coordonnateur de l'Unité de Recherche et de Formation Doctorale (URFD) en Sciences de l'éducation et Ingénierie éducative,

Atteste que **MRS. NJEH LIONTIN NGAH**

Inscrit sous le matricule 13S579 doit mener des travaux de recherche dans le cadre de la préparation du Master 2 sur le thème : « **THE ROLE OF PARENT TEACHER ASSOCIATION (P.T.A) IN ADMINISTRATION AND STUDENTS' LEARNING ACHIEVEMENTS: Case of Some Secondary Schools in Mbengwi Central Sub-Division** »

En foi de quoi cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le **1^{er} APR 20 2015**

Le Coordonnateur de l'URFD



Pierre FONKOUA

APPENDIX 5

RESEARCH ATTESTATION FROM THE DELEGATION

MINISTRY OF SECONDARY EDUCATION

REGIONAL DELEGATION OF
NORTH WEST

DIVISIONAL DELEGATION FOR MOMO



MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES

DELEGATION REGIONALE DU
NORD OUEST

DELEGATION DEPARTEMENTALE DE LA MOMO

Mbengwi the 6th April 2016

Ref N° G /15-16/ /MINESEC/RDSE/NW/DDSE/MO

From: THE DIVISIONAL DELEGATE.

To : THE PRINCIPAL:

1. GBHS MBENGWI.
2. GTHS MBENGWI.
3. GHS TUDIG.
4. SJCCC, MBENGWI.
5. PHS MBENGWI.
6. GSS NJIDOM.
7. GTC NGYEN-MBO.
8. GSS GUNEKU.

AUTHORIZATION!

Mrs. NJEH LIONTIN NGAH is authorised to carryout research in your schools on the topic, "The Role of Parent Teachers Association (PTA) in Administration and Students' Learning Achievements".

I therefore wish you give her your cooperation.

Yours sincerely,



BAIJONG Ezekiel NDIFON
DIVISIONAL DELEGATE

cc
Concerned.

TABLE 4: THE RECAPITULATIVE TABLE

Research Hypothesis, Variables, Indicators, Modalities, Measuring scale, Statistical test

Hypothesis	Independent Variable	Indicators	Dependent Variable	Modalities	Measuring Scale	Statistical Test
H ₁ There is a relationship between provision of finance by P.T.A and students' learning achievement	Provision of finance by P.T.A	- Payment of Levies - Payment of incentives or salaries to teachers - Sponsor School events - Aid in offering scholarships - Organization of seminars and workshops	Students' Learning Achievement	- Strongly agree (SA) - Agree (A) - Disagree (D) -Strongly disagree (SD)	Ordinal	Pearson product moment correlation
H ₂ There is a relationship between provision of infrastructure by P.T.A and students' learning achievement	Provision of infrastructure by P.T.A	- Provision and maintenance of classrooms, staff rooms and offices - Provision of laboratories and libraries - provision of: Playing grounds - Provision of stores and workshops	Students' Learning Achievement	- Strongly agree (SA) - Agree (A) - Disagree (D) -Strongly disagree (SD)	Ordinal	Pearson product moment correlation
H ₃ There is a relationship between provision of teachers by P.T.A and students' learning achievement	Provision of teachers by P.T.A	-Provision of teachers - Motivation of teachers - In – Service training of teachers - Collaboration with teachers	Students' Learning Achievement	- Strongly agree (SA) - Agree (A) - Disagree (D) -Strongly disagree (SD)	Ordinal	Pearson product moment correlation
H ₄ There is a relationship between provision of didactic materials by P.T.A and students' learning achievement	Provision of didactic materials by P.T.A	-Provision of text books -Provision of chalk, pencils, rulers, card boards -Provision of computers, -Ensures usage of didactic materials	Students' Learning Achievement	- Strongly agree (SA) - Agree (A) - Disagree (D) -Strongly disagree (SD)	Ordinal	Pearson product moment correlation

Source: Field Survey, 2016.

performance will seriously be hampered. Fonkeng and Tamajong (2009), further explain that, the P.T.A contributes to the running of schools through gifts and legacies which must be handed over to the school board. This same publication refers to circular letter n^o. 28/A/165 of 23/09/1992, as a document that defines the legal status of P.T.As as an essential financial backer of schools, forbidding the principal from meddling in the management of P.T.A.

According to Abiola (1967), parents are given a role in the administrative management of secondary schools since the Parent Teachers' Association is concerned with the student's welfare and all round developments. This implies that the Parent Teachers' Association is interested in the co-operation of the school system.

With regards to the laws encouraging the formation of P.T.A in schools in Cameroon and their limitations in providing assistance to the general administration of the schools, it is generally expected that all heads of primary and post primary institutions, that is, head teachers and principals especially the newly posted, should be able to organize and participate in P.T.A activities in order to support the staff and students. The home and school must work hand in hand to achieve full educational objectives.

Parents are experienced people who are conversant with child psychology and development. Parents know the needs of their children at difference stages of development. In view of this, the parents are in a better position to give useful advise to teachers when necessary. Individual parents could be invited to school for discussion on their children's welfare. Matters such as personal cleanliness, behaviour and general progress should be of great concern to the P.T.A and the school administration. Parents should be able to go through their children's work daily when they return home and also compare with other previous works to determine the progress. The principal with the assistant of some staff could point out the weaknesses of the child and give suggestions for improvement. The principal on his own part will also not fail to highlight the progress of the children as a whole.

The Parent Teachers' Association is therefore a forum for teachers and parents to meet and discuss issues relating to the welfare of the students, parents and teachers as well. The Parent Teachers' Association in most schools meets once or twice a year as the case may be to discuss matters affecting students' learning achievements, teacher's wellbeing and general issues relating to the school. It might also be necessary to invite parents of students in affected classes to discuss particular issues affecting their learning achievement. The turnout in P.T.A meetings depends on the publicity through students and media.

Based on the topic, research questions and framework of this study, this section will first brief the context of the study and its justification. Chapter one will bring out the problem and observations that will guide the work and provide some answers in the concluding part of this study. The overall structure of the work will give a clear understanding of the topic.

WORK PLAN:

- Chapter one of this piece of work involve introduction, context of the study, justification, observation and statement of the problem, research objectives, research questions and hypothesis. It will also look at the significance of the study, delimitation of research and the definition of key concepts.
- Chapter two includes review of related literature with respect to the research problem.
- Chapter three will look at the theoretical framework of the research.
- Chapter four examines the methodology used in the research work. It will also look at the population of the study, sample of the study, sampling techniques, instruments, data collection and analysis plan, and a recapitulative table including variables and indicators of study.
- Chapter five is concerned with the representation of results and data analysis done using the statistical package for social sciences (SPSS).
- Chapter six will deal with interpretation of results and discussion of findings.

CHAPTER ONE

THE PROBLEM

1.0 INTRODUCTION

P.T.A is a forum designed to inform and involve parents and community members in school related issues and decisions. It is a forum where parents and teachers can voice opinions and concerns affecting educational opportunities or issues unique to their community which influence students' learning achievement. The P.T.A has a primordial role to maintain a positive educational environment through their programs and services offered and of course boost students' learning achievement. This chapter is concerned with the research problem, the objectives, research question, hypothesis, and significance of the study, delimitation of the study and definition of key words or concepts.

1.1 CONTEXT OF STUDY

Considering that students today are leaders of tomorrow, attention must be focussed on them to ensure that they become good leaders of Cameroons' "tomorrow". This work sets out to investigate "*The Role of P.T.A in Administration and Students' Learning Achievement*". By role of the P.T.A in administration, we mean the part played by P.T.A or those things done by parents, teachers and the school administrators to better studying and learning achievement of students. All these services among others (what they contribute, how they contribute and how helpful it is for students), affect learning. There is no doubt that the role of parents in the teaching/learning process is of vital significance to the entire educational community as they are responsible for moulding up students who are to become future leaders. Student's failure in national examination has often been associated to parents and teachers as managers. Generally, parents and teachers play various roles in the teaching/learning process, but surely one of the most important is that of carrying out their duties and responsibilities efficiently. Effective teaching and learning cannot take place if the P.T.A is inefficient as well as ineffective in carrying out their responsibilities. As such if students are performing poorly, chaos becomes the order of the day with both the P.T.A and students suffering the effect. In cases where the P.T.A is seen as incompetent and ineffective in its duties, ills and shortcomings like poor planning and implementation, inadequate finance, infrastructure, teachers, lack of didactic materials, indiscipline by students and poor moral standards among others would obviously bear fruits of

poor learning achievement. It is for this reason that the government of Cameroon being aware of the important role play by the P.T.A in the administration of schools have carried out many reforms in the educational sector so as to make the P.T.A more efficient, comfortable and committed to their duties and responsibilities. This is seen through encouragement of the creation and use of locally produced didactic materials, the institution of a National Day for didactic materials on the 4th of October yearly, the creation of Parent Teachers' Association (P.T.A) in 1979 by an inter-ministerial decree N^o. 242/1/729/MINEDUC/MJ6 of 25th March 1979. A ministerial circular N^o. 23/JI/25 of 14th May, 1990 clearly stated the role of the P.T.A which is to provide funds, classrooms, toilets, equipped laboratories, text books, scholarships to students, electricity, pipe borne water and recruitment of supplementary staff. All these and more are attempts by the Cameroon Government to improve on students' learning achievement. The Law of 19th December 1990 on the freedom of Associations gave P.T.A the right to function freely. Besides, presidential Decree N^o. 2004/320 of 8th December 2004, split the then Ministry of National Education (MINEDUC) into 3 ministries as follows: MINEDUB, MINESEC, and MINEFOP. This is to enable the Ministry of Secondary Education manage its own affairs in order to enhance secondary school students' learning achievement. In addition, Law N^o. 98/004 of 14th April 1998, Article 2, sub paragraph 3 recognized the role of private partners in the provision of education in Cameroon. All these are attempts by the government to ameliorate the Cameroon educational system likewise students' learning achievement.

In addition, the 1995 National Education Forum (MINEDUC, 1995) and the February 2005 (Republic of Cameroon, 2005) technical committee held in Yaoundé, involving all the ministries of education (basic, secondary and higher education), with support from the ministries of Economy and Finance, Planning and Regional Development, Labour and Professional training and UNESCO reflected on a sector-wide approach to education in the country. The National Educational Forum among other things discussed a variety of ways in which education as a whole could be strengthened. With one of their deliberations on how to encourage the role of P.T.A as well as private stake holders in education. The Draft Document of the Sector-Wide Approach to Education (Republic of Cameroon, 2005) did not only look at parental involvement in education but also strengthened teacher quality as part of the strategy towards efforts aimed at improving the quality of educational services in Cameroon bearing in mind that the education of the child is not a one man affair but combine efforts of both the parent and the teacher. According to the Draft Document of the Sector-Wide Approach to Education (Republic of Cameroon 2005), the majority of the population is relatively young, with 45 percent below 15

years and 64 percent below 25 years. These demographic changes will result in increased demand for secondary school education, like wise increased demand for a firm parental involvement in education. Cameroon's educational system, more particularly at the level of secondary education, suffers from an inefficient, weak and poorly organised P.T.A structures. As a result, there is heavy dependence on these weak and efficient P.T.As. Many of the P.T.As have the zeal to encourage students' learning achievement, but lack the means and the financial strength to do so. In any educational institution where the P.T.A is incompetent in performing its duties, it results to massive failure of students in not just class but also in national examinations, which leads to high rate of school drop outs, prostitution, unwanted pregnancies, theft, drug abuse, rape, indiscipline as well as low morals of the students in the society. As such there would be wastage and under utilisation of Cameroon's scarce human, financial and material resources leading to a drop in the quality of education in the country.

Despite numerous efforts by the government of Cameroon and other educational stakeholders to encourage P.T.A effective participation in school administration as well as the teaching/learning process and organizational commitments, most secondary school P.T.As are still not efficient and committed to their duties, and as such are far below expectation. The context of this study is to examine the extent to which "the role of P.T.A in administration influence students' learning achievement". The efficiency and effectiveness of the P.T.A is very important in the achievement of the goals and objectives of a school. A firm P.T.A is one that tries as much as possible to achieve the goals and objectives of the school as well as those of teaching and learning, it ensures the welfare of learners and promote a body of positive knowledge, skills and attitudes with the intention that the learners learn in a conducive atmosphere through the provision of basic necessities to the school. This fact is supported by Abiola (1967), who argues that parents are given a role in the administrative management of secondary schools where the P.T.A is concerned with the student's welfare and all round developments. Therefore, the study would be index on provision of finance, infrastructure, teachers as well as didactic materials.

1.2 JUSTIFICATION OF THE STUDY

It has been observed from past statistics as seen below that the level of students' learning achievement in most secondary schools in Mbengwi Cental Sub-Division in Momo Division is far below expectations. As such one wonders if it is as a result of inadequate finance, infrastructure, teachers as well as the didactic materials provided by the P.T.A that turns to make

students to perform poorly. This is because when students achievement is poor, the purpose and quality of education would not be met as there would be high rate of students' dropout, low morale standards, indiscipline as well as failure in examinations. Statistics have proven that students' learning achievement at the GCE O'Level as well as the A'Level has been dropping. Worse still is that of the Baccalaureat and Probatoire examinations of technical schools.

One of the objectives of the Cameroon educational system is that; schools ensure that the end product of the educational system should be economically productive, enterprising and endowed with creativity and initiative capable of being self employed and adapting to the evolution of science and technology of the times. According to Tchombe (2000), statistics show that about 1,284 million students are registered in Government General Secondary Education, while 19,742 students are registered in Government Technical Secondary Schools. If students' learning achievements are poor and continuously falling, then the goal of education will not be fulfilled and the UNESCO goal of achieving education for all by 2015 was a mere dream. Also, the first objective of the Millennium Development Goals (MDGs); eradication of extreme poverty and hunger by 2015 would not be met even by 2035. Secondary school education is the gate way to the society. If learning achievement is poor at this crucial stage, then the society is at risk of a less productive and less enterprising youth, characterised by high crime wave and other societal ills. Coleman (1998), stated that student's commitment can be sustained and strengthened by the collaborative attitude of teachers and the strong connection between teachers and parents which is essential for the success of the child.

It is observed from the results which were published on Saturday August 2, 2014, by the Cameroon GCE board, that general performance in the ordinary level falls from 45.77% of the 2013 session to 34.41% in the 2014 session while in the advanced level, there was a remarkable slight increase in students' performance from 55.97% in the 2013 session to 63.98% in the 2014 session which is still not encouraging. In (2015), 89,821 candidates sat the English examination at the 'O-Levels' and 77,911 failed (86.74% failed) while in mathematics, 86,724 candidates sat the examination and 78,568 failed (90.60% failed).

In a nutshell, the GCE results from 2013 to 2016 at both the Advanced and Ordinary levels in general have been fluctuating as follows; in 2013, O'Level results were 45.77%, in 2014 it dropped to 34.41%, in 2015 it was 44.93% and in 2016 it rose to 62.17%. Meanwhile in the A'Level in 2013, percentage passed was 55.17%, in 2014 it was 63.98%, in 2015 it was 60.41% and in 2016 it was 66.52%. The question is why can there not be an overall 80, 90 or why not 100 percent scores. This is a clear indication that something is wrong some where and needs to

be addressed. Thus, the P.T.A must take an active role in the administration of secondary schools in order to address the situation..

Looking at the statistics of Government Bilingual High School Mbengwi from 2013 to 2015, the researcher observes the following: In O'Level mathematics which is one of the compulsory subjects at this level, 326 student registered in 2013, 322 student sat for the examination, 139 students passed (43.8%), 183 students failed (56.83%) meanwhile in 2014, 280 students registered, 277 sat for the exams, 108 students passed (38.99%) and 169 students failed (61.01%) implying that the percentage passed dropped from 43.8% in 2013 to 38.99% in 2014 while percentage failed instead increases from 56.83% in 2013 to 61.01% in 2014.

In addition, English Language another compulsory subject which is one of Cameroon's official Languages; in 2013, 326 students registered, 322 sat, 208 passed (64.59%) and percentage failed (35.40%) while in 2014, 280 students registered, 279 sat, 125 passed (44.80%) and 154 failed 55.19% implying that percentage passed dropped from (64.59%) in 2013 to 44.80% in 2014 while percentage failed increases from 35.40% in 2013 to 55.19% in 2014.

Also in Economics registered in 2013, 167 sat, 129 passed (77.25%), 38 failed (22.75%) while in 2014, 142 sat, 64 passed (45.07%), 78 failed (54.93%) implying that percentage passed drops from 77.25% in 2013 to 45.07% in 2014 while percentage failed increases from 22.75% in 2013 to 54.93% in 2014.

In S.J.C.C.C Mbengwi, the we also observe the following from 2012 to 2014 at the G.C.E 'O' Level. In 2012, 94 students registered 87 passed (92.55%) while 7 students failed (7.45%). In 2013, 104 registered 77 students passed (74.04%) while 27 students failed (25.96%) and in 2014, 125 students registered, 72 passed (57.6%) and 53 failed (42.6%). Therefore looking at the statistics of S.J.C.C.C Mbengwi, the percentage passed from 2012 to 2014 is dropping drastically while percentage failed is rising.

From the above statistics, it can be deduced that learning achievement of students is dropping as the years goes by. It is on this bases that the researcher seek to investigate the role of P.T.A in administration and students' learning achievement in some secondary schools in Momo Division.

1.3 OBSERVATION AND PROBLEM STATEMENT

Secondary school students who have been exposed to teaching and learning from trained and competent teachers, favourable learning environment, are supposed to perform in their test, exams and extra curricular activities positively. Well trained students are supposed to be

examples or models in the society or their communities in every aspect of life. It is rather not the case with most secondary school students whom the society relies on for good and positive behaviours. Despite government efforts to promote a meaningful learning environment in order to foster learning achievement by encouraging the creation and use of locally produced didactic materials, the institution of a National Day for didactic materials on the 4th of October yearly, the creation of Parent Teachers' Association (P.T.A) in 1979 by inter-ministerial decree N^o 242/1/729/MINEDUC/MJ6 of 25th March 1979 among others, learning achievements are still low caused by less implication of P.T.A finance, infrastructure, teachers and didactic materials. This has led to wastage of resources which could have been used elsewhere in the economy. Putting the government Vision 2035 of Cameroon being an emerging nation at risk or better still, a mere dream if positive measures are not taken to redress the situation. A ministerial circular N^o 23/JI/25 of 14th May, 1990 clearly stated the role of the P.T.A which is to provide funds, more classrooms, toilets, equipped laboratories, text books, scholarships, electricity, pipe borne water and recruitment of supplementary staff. All these and more are attempts by the Cameroon Government to improve on students learning achievement. The Law of 19th December 1990 on the freedom of Associations gave P.T.A the right to function freely. Presidential Decree N^o 2004/320 of 8th December 2004, split the then Ministry of National Education (MINEDUC) into 3 ministries as follows: MINEDUB, MINESEC, and MINEFOP. This is to enable the Ministry of Secondary Education manage its own affairs in order to enhance secondary school students' learning achievement. Law N^o 98/004 of 14th April 1998, Article 2, and sub paragraph 3 recognized the role of private partners in the provision of education in Cameroon. All these are attempts by the government to ameliorate the Cameroon educational system likewise students' learning achievement. Cave (1990) pointed out that the philosophical basis underlying the education of the child is a combined effort of parents and teachers. It is an acceptable thing which is not only in harmony with natural reasons, but is more upheld by imperial reality of human experience. This is to say that students' learning achievement is not solely the responsibility of the teachers or school administration but a combined effort of teachers, administrators, parents as well as the students themselves.

Okoye (1973), in his theory of realistic examination looked at the link between parents and teachers by stating that "teachers are always close to parents because of the vital roles for which they are responsible. So a more direct relationship should be established between the school administration and parents". This will encourage poor or weak students. When students lack motivation from parents, they are bound to perform poorly. Eventually, leading to school

dropouts, early and unwanted pregnancies, high crime wave in the society, just to name a few. As opposed to students who are motivated by the government, school administration as well as their parents would perform well in class test and examination likewise in public exams and would be useful in the society at large. Cave (1990), pointed out that in homes where parents show interest in the education of their children by providing them with home teachers, helping them with assignments, motivating them, praising and encouraging them, the children succeed and perform better in education than those of homes where there was no parental involvement in their education. He said that, such environment is conducive for academic performance and also foster the smooth running of the school administration since the parents are deeply involved.

When students are not motivated to learn as is the case of most schools in the rural areas; Momo Division not being an exception, there is bound to be poor performance in class test and exams, as well as public examinations, leading to gross indiscipline of students and many others. Docking (1980) in Babirye (2006), argues that discipline as a managerial function is important in the process by which children develop and enable to perform in society.

In the contrary, students' learning achievement in most Secondary schools in Momo Division in domains such as class test, exams, and public exams is still not encouraging. Their learning achievement is not equal to the learning they acquired from well trained teachers.

In addition, the government of Cameroon has done a lot to encourage students' learning achievement through the creation of many schools in the different divisions and sub-divisions nationwide, training and recruitment of competent teachers, provision of didactic materials as well as encouraging locally made didactic materials, reduction of tuition in government secondary schools among others. Yet students' learning achievement is still going down the drain. Secondary education in Cameroon is considered as the gateway to the society. It is for this reason that the government of Cameroon has encouraged private stakeholders to open and run schools at affordable rates, open libraries in most government secondary schools where students can conveniently do assignments and carry out research, awarding prizes to students who perform extremely well as well as offer scholarships to students with high performance. All these and more are the combined efforts of the school administration and the government to encourage effective learning in the secondary schools. Despite all attempts by the government and other stakeholders, the rate of student's learning achievement is still not encouraging. This has led to high level of school drop out, high crime wave, increased level of illiteracy leading to high rate of unskilled labour force. The rate of students' learning achievement is seen in the manner of

performance in exams and their relationship with the teachers, school administrators, parents as well as fellow students.

All things remaining equal, students' learning achievement is influenced by the role of the P.T.A in administration. This includes the provision of finance by P.T.A, provision of infrastructure by P.T.A, provision of teachers by P.T.A and provision of didactic materials by P.T.A. All efforts made by the P.T.A to enhance quality education and likewise students learning achievement is almost in vain with respect to qualified teachers, the learning students receive, as well as moral and financial support from parents . It is for this reason that one might be tempted to say that some students see learning as an “act of following the crowd and pleasing their parents rather than self commitment which is the gateway of their future wellbeing”. When students are serious, the rate of learning achievement in class and public exams will be high, thus, reduction in absenteeism, low rate of dropouts, reduction of crime wave and other social ills. With these, there will be a skilled labour force which will enhance or ensure the Head of State's realisation of Vision 2035 of Cameroon becoming an emerging nation. Unfortunately, this is not the case with secondary school students who view learning as a social event or leisure rather than an educative and productive event. Farrant (1991), describes the total process of human learning by which knowledge is imparted as, faculties are trained and skills are acquired and education is of prime importance. Unfortunately, this is not true with most secondary school students in Cameroon who despite the basic knowledge and skills acquired, their degree of learning achievement is still below expectation. Before admission into secondary school, one must have succeeded in the First School Leaving Certificate (F.S.L.C) and Government Common Entrance examinations accompanied with an interview into the secondary school; thus, enabling students to be fit for the learning task. According to Law N^o. 98/004 of 14th April 1998, education helps to train citizens who are firmly rooted in their culture but open to the world and respectful of the general interest and the common wealth. This law clearly outline other issues like:

- Indicate the major universal ethical values which are dignity, honour, honesty, and integrity as well as a sense of discipline of pupils and students;
- Provide family life;
- Develop creativity, sense of initiative and spirit of enterprise;
- Provide hygiene and health education.

This law is very vital as secondary school students are supposed to be creative in their thinking and develop an enterprising spirit. This can only be possible if the role of the P.T.A is well defined, is carefully carried out, and not based on the phenomenon of “man know man

syndrome” between P.T.A president and school administration. Such corrupt acts will discourage learning achievement as there will be bias in the execution of the functions of the P.T.A. Hence, student’ learning achievement would be poor.

Difficulties in administering schools and improving on students’ learning achievement solely by the government among many factors gave rise to the formation of the P.T.A in many schools across the national territory likewise Momo Division. It is for this reason that this piece of work seeks to measure the relationship between the role of P.T.A in administration and students’ learning achievement. To effectively realise this, the role of the P.T.A would be examined from the point of provision of finance by P.T.A, provision of infrastructure by P.T.A, provision of teachers by P.T.A and provision of didactic materials by P.T.A. Neglects in the role of the P.T.A such as poor administration, communication, provision of supplementary teachers to government employed teachers and inadequate motivation among others have a negative influence on the students, hence compromising their willingness to learn.

1.4 RESEARCH QUESTIONS

It seeks to find out the relationship among variables from the study. These questions are based on the objectives of the study. Thus, the following research questions were brought forward:

1.4.1 Main Research Question

- Is there a relationship between the role of P.T.A in administration and students’ learning achievement?

1.4.1.1 Specific Research Questions

- Is there a relationship between provision of finance by P.T.A and students’ learning achievement?

- Is there a relationship the provision of infrastructure by P.T.A and students’ learning achievement?

- Is there any relationship between the provision of teachers by P.T.A and students’ learning achievement?

- Is there a relationship between provision of didactic materials by P.T.A and students’ learning achievement?

1.5 RESEARCH HYPOTHESIS

There are two types; the alternative (H_a) and the statistical or Null (H_0) hypothesis. The alternative hypothesis is the one which the researcher wishes to verify while the null hypothesis is the one the researcher wishes to establish investigation. They are stated as follows:

1.5.1 Main Hypothesis:

1.5.1.1 Alternative Research Hypothesis: (H_a)

There is a relationship between the role of P.T.A in administration and students' learning achievement.

1.5.1.2 Statistical or Null Research Hypothesis (H_0)

There is no relationship between the role of P.T.A in administration and students' learning achievement.

1.5.2 Specific Research Hypothesis

- **H_{a1}** : There is a relationship between provision of finance by P.T.A and students' learning achievement.
- **H_{01}** : There is no relationship between provision of finance by P.T.A and students' learning achievement.
- **H_{a2}** : There is a relationship between provision of infrastructure by P.T.A and students' learning achievement.
- **H_{02}** : There is no relationship between provision of infrastructure by P.T.A and students' learning achievement.
- **H_{a3}** : There is a relationship between the provision of teachers by P.T.A and students' learning achievement.
- **H_{03}** : There is no relationship between the provision of teachers by P.T.A and students' learning achievement.
- **H_{a4}** : There is a relationship between the provision of didactic materials by P.T.A and students' learning achievement.
- **H_{04}** : There is no relationship between the provision of didactic materials by P.T.A and students' learning achievement.

1.6 RESEARCH OBJECTIVE

This is based on the research problem and the variables of this study. Hence, the following objectives were put forward:

1.6.1 Main Research Objective

To measure the relationship between the role of P.T.A in administration and students' learning achievement.

1.6.2 Specific Research Objectives

- To measure the relationship between the provision of finance by P.T.A and students' learning achievement.
- To measure the relationship between the provision of infrastructure by P.T.A and students' learning achievement.
- To measure the relationship between the provision of teachers by P.T.A and students' learning achievement.
- To measure the relationship between the provision of didactic materials by P.T.A and students' learning achievement.

1.7 SIGNIFICANCE OF THE STUDY

1.7.1 Thematic Significance

This study is entitled "*Th Role of P.T.A in Administration and Students' Learning Achievement in Secondary Schools*". The success of most secondary school administration and students learning achievement is most often attributed to the existence of strong P.T.A organisation in schools.

The findings of this study will be of great importance to the P.T.As as it will exposed information about the importance of the role of the P.T.A in administration especially when deciding on the amount of finance, teachers, infrastructure and didactic materials to be provided for the school considering differences in learners, the environment, intelligence level, learning styles and their background.

In addition, students' learning achievement form the basis of this study which remain a central indicator of a school system and a major determinant of the quality of output to the society. Provision of teachers, didactic materials as well as other qualities of the P.T.A which are meaningful in school administration likewise in any teaching learning process will be reviewed. Thus the P.T.A and the school administration will seek ways of maximizing students, learning achievement through the findings of this study. As it will not only boost the morale of the P.T.A but will also enable them to based their role on student-centered education.

1.7.2 Educational/Pedagogic Significance

The findings of this study will be of great importance to policy makers in the field of education, government and non-government agencies that operate in the domain of secondary education, educational stakeholders, and ministries in charge of secondary education. This is because information on the current level of P.T.A involvement in school administration and how it affects learning outcome is exposed. It will also pave the way for both the strong and the weak P.T.As and those yet to exist to be created.

It would guide policy makers and educational planners about the role of the P.T.A in administration and students' learning achievement which can be reinforced through well drafted P.T.A policies. This will go a long way to improve on the educational sector and boost learning achievement.

The finding of this study is important because it would highlight the various factors that hinder students' learning achievement. Furthermore, it would enable secondary school students to be more committed and focused. This is because the study will not only expose all the loopholes of the students which hinder learning achievement but will also proposed solutions to them; thus, minimal wastage of educational resources.

The findings of this study is relevant because it will motivate other scholars and researchers to carryout research in other areas in order to establish acceptable ways of enhancing and improving on P.T.A participation in the administration of secondary schools and the enhancement of students' learning achievement.

Lastly, this study will lead to the revision of P.T.A policies and objectives and reinforcement of professional competences in teacher training colleges, thus, guaranteeing quality education at the base which forms the bases for our future development.

1.7.3 Theoretical Significance

With respect to this work, the theory of Team Spirit by Elton Mayo, theory X and Y by McGregor, theory of Scientific Management: Functional Approach by Henri Fayol and the theory of Educational Productivity by Herbert J. Walberg have been used. These theories are important to this study because they facilitate the discussion of findings. Besides, the theories examine the modes and principles by which the P.T.A create a meaningful learning environment which facilitates the teaching/learning process and fosters learning achievement. This is important because through social interaction in the school milieu, the learner develops cognitively.

1.8 DELIMITATION OF THE STUDY

This piece of work would be limited to the role of P.T.A in administration and students' learning achievement in some secondary schools in momo division. This section will be divided into three; geographical, thematic and theoretical delimitation.

1.8.1 Geographical Delimitation

With respect to the geographical coverage, this piece of work is restricted to the role of P.T.A in administration and students' learning achievement in some selected secondary schools in Momo Division in the North West Region of Cameroon. Momo Division is situated between latitude 5.54° and 5.90° North of the equator and between longitude 9.58° and 9.98° East of the Greenwich Meridian. It has an area of about 792 km square and has a total population of about 213,402 persons (2005 population estimates) with the altitude of its highest summit measuring about 6000ft. Momo is bounded in the North by Menchum division, in the East by Mezam Division and in the South West by Manyu division, (See map of Momo Division).

Momo is one of the seven divisions in the North West region with Mbengwi as its administrative head quarter. Momo division has five sub divisions which are Mbengwi, Batibo, Njikwa, widikum-Boffe and Ngie. The reason for choosing Momo Division is because of the presence of many public, missions and lay private institutions of learning. Secondly to economise scarce resources at her disposal and lastly, the researcher needed an environment with full communication and accessibility.

1.8.2 Thematic Delimitation

This piece of work is limited to the Role of P.T.A and Student's Learning Achievement in some secondary schools in Momo Division. The role of P.T.A in administration would be examined from the point of provision of finance by P.T.A, provision of infrastructure by P.T.A, provision of teachers by P.T.A and provision of didactic materials by P.T.A. The role of P.T.A is the independent variable while the dependent variable, students' learning achievement would be determined by test and class exams as well as public exams. This study is carried out in the field of education.

1.8.3 Theoretical Delimitation

This study would be limited to four learning theories namely; Team Spirit by Elton Mayo, McGregor's theory X and Y (1960), theory of Scientific Management: Functional Approach by Henri Fayol (1951) and the theory of Educational Productivity by Herbert J Walberg (1981). These theories explain the role of P.T.A in administration, the link between the

role play by the P.T.A and students' learning achievement and exposed relevant information about interaction in the social environment such as the school and the teaching learning process.

1.9 DEFINITION OF KEY CONCEPTS

1.9.1 Education

Tuiskon Ziller in Magdalene (2005), defines education as the passing of a body of knowledge which is fundamentally practical, and to a large extent theoretical, by elder members of a society to the newer or younger members. It is also the development of character and mental powers, so that a person can acquire knowledge and abilities to learn, when taught and train to do things. As Benjamin Carson (1992) affirms, when you educate people, you liberate them and encourage them to possibilize their lives and settle for nothing less than the pursuit of excellence.

Good (1973), in Tambo (2003), defines education as the aggregate of all the processes by means of which people develop abilities, attitudes, and forms of behaviour that are of positive value to themselves and the society in which they live.

Farrant (1991), defines education as a total process of human learning by which knowledge, faculties are trained, and skills are acquired.

The first two definitions are suitable for this study because they all see education as a major force in the life of the individual and his or her society which is one of the main concerns of the P.T.A; to raise students who will not only be useful to themselves but to their society at large.

1.9.2 Learning

Magdalene (2005), defines learning as “the art of acquiring knowledge and skills, destroying the disease of ignorance - the most essential of all human activities. The Holy Bible in John 8:32 states “when you learn, you will know the truth and the truth will set you free.”

Farrant (2000), defines learning as the “Process by which we acquire and retain attitudes, knowledge and understanding, skills and capabilities that cannot be attributed to inherit behavior patterns or physical growth”.

Abah (2003), sees learning as “the process of acquiring, storing and usage of knowledge correctly wherever and whenever necessary” Hornby (2010), defines learning as “the process of gaining knowledge and skills from experience and from being taught ”

The first and last definitions are suitable in the context of this study because they make use of the acquisition and utilization of knowledge throughout life.

1.9.3 Achievement

Talcott (1967), in Magdalene (2005), defines achievement as “the successful accomplishment of, or performance in a socially defined task or goal”.

According to Collins (1995), achievement means a successful completion or accomplishments after hard work.

Djamarah (1994), looks at achievement as the result of an activity that has been done, created both individually and in groups.

The above definitions are useful in the framework of this study because they stress on the end product of students’ learning.

1.9.4 Parent Teachers’ Association (P.T.A)

Hymes (1974), defines it as “a voluntary and welfare of the child by parent/guardian of the particular school with the teachers of that school”.

Ajayi (1999), defines P.T.A as a democratic organisation which attempts to bring parents and teachers together in the interest of the child.

Bagin and Gallagher (2001), describes P.T.A as a voluntary organization whose membership consist of parents, teachers, principals and students of the individual school and school system in order to develop legal authority to make policy decisions or to administer educational programs.

The three definitions above are related to this study because they give some insights about the purpose of the P.T.A and accept that the education of a child is a cooperative responsibility of the home and the school which is in line with this study.

1.9.5 Association

The Oxford Advanced Learners’ Dictionary 8th Edition, defines association as an official group of people who have joined together for a particular purpose.

The free online dictionary defines association as a group of people having a common purpose or interest; a society or a club.

The two definitions above fit well in this study because they all concern the P.T.A which has a great impact on students’ learning achievement.

1.9.6 Role

Farrant (2004), notes that roles are the particular tasks or duties undertaken by people in the course of their work.

Bruce Biddle (1986), defines role as a set of connected behaviours, rights, obligations, beliefs, and norms as conceptualized by people in a social situation.

According to Smith (2007), role is defined as the behaviour expected of an individual who occupies a given social position or status, a comprehensive pattern of behaviour that is socially recognized, providing a means of identifying and placing an individual in a society.

The first definition is important because it is closely related to the study especially as it looks at the part played by members of an organization which the P.T.A is not an exception.

1.9.7 Administration

Fonkeng and Tamajong (2009), define administration as the “process of coordinating the activities of the organization by means of establishing aims and policies while assuring that measures are taken towards their achievement”

According to Mbua (2003), administration is “the careful and systematic arrangement and use of human, financial and material resources for the achievement of the specific objectives of a given organisation”.

Farrant, (2000), defines administration as “the process by which national educational systems are maintained and controlled according to policies laid down by the governing bodies”.

The first two definitions tie with this study because they all concern the role played by various participants in an organization which has a great impact on student learning achievement.

1.9.8 Secondary School

According to Tambo (2003), a secondary school in Cameroon is one which pupils enrol for further education after completing the primary school as holders of a First School Leaving Certificate. It therefore offers secondary education which comprises of the formal education that occurs during adolescence.

According to Tamukong (2005), “a secondary school is composed of a first and second cycle grammar and technical education where entrance is by means of the Government Common Entrance Examination and an Interview.

This study looks at secondary school as one in which students enrol for studies after obtaining the First School Leaving Certificate and passing the Common Entrance Examination. All the above definitions ties with this study especially as they present the same idea in terms of entrance and qualification.

1.10 CONCLUSION

Carrying out studies in this work with respect to this chapter comprised of the research problem, the research question, the hypothesis, the objectives, and the significance of the study, the delimitation of the study and the definition of key concepts. All these will help the us in the subsequent chapters to findout the relationship between the role of PTA in administration and students' learning achievement.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This study is titled the Role of Parent Teacher Association (P.T.A) in Administration and Students' Learning Achievement. In this chapter, the researcher will examine literature review to students' learning achievement as a source of concern to every student, teacher, school administration, parent and the world at large and Cameroon in particular. This is because students are the leaders of "tomorrow" (Cameroon's tomorrow). As such, much concern is placed on their success because a strong base will mean a great and powerful nation Cameroon. The role of the P.T.A involves what the parents and teachers as well as the school administration are doing to enhance learning achievement. Coleman (1998), stated that student's commitment can be sustained and strengthened by the collaborative attitude of teachers and the strong connection between teachers and parents which are essential for the success of the child. This suggests that both the determinants and effects of parents' role in school management should be considered in order to ensure quality education and quality performance. This has been a key determinant for students' further studies and later acquisition of jobs. Therefore factors influencing it have to be carefully studied in order to find solution. It is due to this that researchers have taken interest in this area of study, as such, much literature has been written on it. Thus, this chapter will look in the works of other writers. What their views are with respect to the Role of P.T.A in Administration and Students' learning achievements.

2.1 HISTORICAL FOUNDATION OF EDUCATION IN CAMEROON

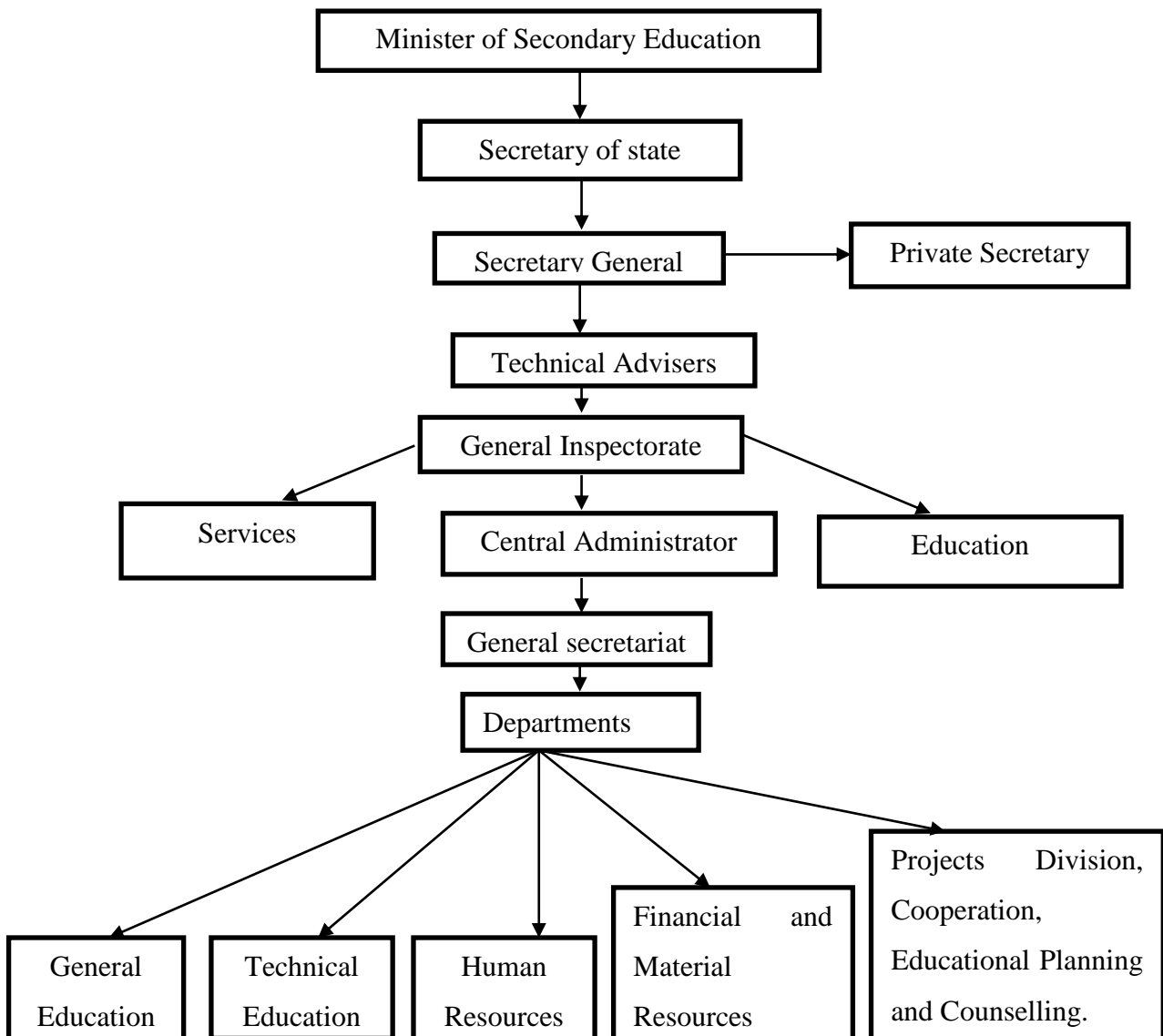
Education is all the experiences one gets throughout life. Historically, earlier contacts between Cameroon and Western Sudan saw the establishment of Koranic schools in the Northern parts of Cameroon. These schools were however not so organized and widespread as the Western schools that came later. Formal education can be said to have effectively begun in Cameroon in the first half of the 19th century from evangelization and imperialism. Baptist missionaries from Jamaica, working under the sponsorship of the Baptist Missionary Society based in London introduced formal education in Cameroon. Reverend Joseph Merrick (Jamaican), who was later joined by Reverend Alfred Saker (British) opened the first primary school in Bimbia in the South

West Region of Cameroon in 1884. This school was controlled by Rev Diboll and Francis Pinnock who were both Jamaicans. The enrolment stood at 62 and visitors to the school were impressed by the achievements of the teachers and students. In 1879, another school was opened at Banga in Kumba. By 1881, school enrolment stood at 130 boys and 80 girls and school attendance was made compulsory. Many schools were later established in the interior with Arithmetics, English Language and Writing being the main subjects taught mainly in the English Language. In 1884, education changed with the annexation of Cameroon by Germany. The German missionary took over the schools controlled by the London Baptist Missionaries. This witnessed a change in the language of instruction from English to German and also increment in the number of schools established. Cameroon educational system took another turn in 1916 after the First World War when the Germans were defeated from Cameroon. This led to the division of Cameroon between Britain and France. Britain took West Cameroon present day South and North West Regions while France took East Cameroon (the 8 other regions). Both countries introduced separate systems of education in their respective parts. In 1960, Cameroon gained independence. Two separate systems were used in Cameroon after independence: East Cameroon practiced the French system of education while West Cameroon or British Southern Cameroons practiced the Anglo Saxon system of education. In 1972, Cameroon became a Unitary State which witnessed another change in its educational system. The two systems were merged giving birth to the bilingual nature of its education. During this era, the country had institutions from pre-primary, primary, post-primary (secondary school), post- secondary (high school) and higher institutions which were not only limited to major towns as was the case during the Federal state but had spread to the rural areas as well. The country has institutions for teacher training, technical and vocational education. Secondary education in Cameroon is divided into three parts namely Grammar, Vocational and Technical or Apprenticeship. The academic year in Cameroon runs from September to June. In the English speaking educational system, pupils leaving primary school enter secondary school which is a five years program. At the end, the G.C.E Ordinary Level (O/L) is written, after which the last two years are referred to as High School. High school is part of the secondary school. One obtains an Advanced Level Certificate (A/L) after two years of studies. The O/L and A/L offers a complete secondary education program of seven years. The Baccalaureate (the French equivalent of A/L) and A/L are the two main entrance qualifications into Cameroon's institution of Higher learning. This illustrate why importance should be placed on secondary education likewise learning achievements.

The Cameroon government however, has done a lot to revamp the educational system in Cameroon from primary to tertiary. Primary system before, used to be a seven years program but with the education law of 1998, it is now six years. Countless conferences and seminars have been held on how to revamp education in Cameroon organized by the government have yielded fruits as many strategies and methods have been put in place to this effect; new Pedagogic Approach, LMD system, Revision of syllabus and the Curriculum, subsidization of education by the Cameroon government and just to name a few. Despite government effort to revamp education, students' learning achievement is still not the best. Thus, the role of the P.T.A is of prime importance. This is because a weak P.T.A organization will affect students' learning achievement poorly and vice versa. Hence, a strong P.T.A body has a great role to play in secondary schools.

2.2 PRESENTATION OF THE MINISTRY OF SECONDARY EDUCATION IN CAMEROON

Figure 1: The Organizational Chart of the Ministry of Secondary Education (MINESEC) in Cameroon.



SOURCE: Adapted from: *The Organization of The Ministry Of Secondary Education*. Decree no. 2005/139 of 25th April, 2005 to organize the Ministry of Secondary Education in Cameroon.

Secondary schools in Cameroon function under the umbrella of the Ministry of Secondary Education. The principal who is appointed by the Ministry of Secondary Education is the head of the secondary school. He/she is considered to be the leader and chief administrator of the school since he is the one who initiates changes in role performance towards goal achievements in collaboration with his/her staff. Formal education in Cameroon used to operate

under one Ministry, which was the Ministry of National Education until the presidential decree N° 2004/320 of 8th December 2004 was passed and put in action which separated the Ministry into three separate Ministries namely; Ministry of Basic Education, Ministry of Secondary/ Technical Education and Ministry of Higher Education. This was followed by decree N° 2005/139 of 25th April 2005, which was a decree organizing the Ministry of secondary education.

Following the general provisions, part 1, article 1 of the law states among others that, the Ministry of Secondary Education shall be placed under the authority of a Minister who shall be assisted by a Secretary of State who is responsible for designing, implementing and evaluating government policy in the area of general secondary , technical and teacher education. The private affairs of the Minister are under the responsibility of his Private Secretary. Besides, the Minister has three Technical Advisers who have the function to perform any duty assigned to them by the Minister or Secretary of State.

There is an inspectorate general of services which is responsible for evaluating the performances of services as per the goals set, in conjunction with the internal control and evaluation of the function of the services of the ministry. This inspectorate general is under the authority of an inspector general of services. The inspectorate general of education, still under the inspector general of services has as functions the outlining of research programs, the coordination, supervision and follow-up of activities, assigned to the inspectorates of pedagogy.

There is the central administration, which comprises the general secretariat, the departments of general, technical and teacher education, examination and certification, human resources, financial and material resources and the division of projects cooperation, educational planning and counseling. It is therefore following the guidelines from MINESEC that the secondary schools in Cameroon are organized.

2.2.1 Secondary School Organization in Cameroon

According to Tambo (2003), a secondary school in Cameroon is one in which pupils enroll for further education after completing the primary school as holders of a First School Leaving Certificate (F.S.L.C). Access to secondary schools is by an entrance examination, run by Regional Education Authorities. Secondary Education in Cameroon operates under the Ministry of Secondary Education. Atabe (1999), also notes that secondary schools in Cameroon are generally run by both the government and the private authorities. Government secondary schools are distributed by a policy attaching a school to each government administrative center such as a region, division, sub division, district and local council areas which attracts school population meanwhile the location of private schools are determined by the convenience of the proprietor.

It is in accordance with the educational policy as stipulated by Law N° 98/004 of 14th April 1998 which lays down guidelines for education in Cameroon that Secondary schools in Cameroon are organized. Section 4 of this law states the general purpose of education which is the Cameroon's philosophy of education, indicating that the natural philosophy shall be to "train children for their intellectual, physical, civic and moral development and their smooth interaction into society, bearing in mind prevailing economic, social, cultural, political and moral factors". Section 5 of this law on the basis of this philosophy outlines the objectives or aims of education which are to:

- train citizens who are firmly rooted in their cultures but open to the world and respectful of the general interest and the common will, inculcate the major universal ethical values which are dignity and honor, honesty and integrity as well as a sense of discipline into pupils and students;
- Promote family life;
- Promote national languages;
- Provide an instruction to the democratic culture and practice, respect for human right and freedom, justice and tolerance, the fight against all forms of discrimination, the love of peace and dialogue, civic responsibility and the promotion of regional and sub-regional integration;
- Cultivate the love of effort of work well done, the quest for excellence and team spirit;
- Develop creativity, a sense of initiative and the spirit of enterprise;
- Provide physical, sports, artistic and cultural training for the child;
- Promote hygiene and health education;

Law N° 004/98 of 14th April 1998 stipulates that Secondary Education in Cameroon lasts 7years for the English speaking sub-system which is made up of two cycles: the first cycle which occupies the first five years of secondary education and the second cycle the last two years. Secondary schools in Cameroon are classified into the General/Technical/Vocational and Comprehensive schools. The General secondary schools provide general education in major disciplines such as Language, Mathematics, History, Economics, Chemistry, Geography, Biology, Physics, Literature and Music. This general secondary education is not intended to prepare pupils for any specific job or career. Comprehensive schools provide both General and Technical or Vocational Education in the same campus. The secondary school course in Cameroon ends with the achievement of certificates which are the General Certificate of Education (G.C.E) Ordinary and Advanced level for English sub- system upon completion of the first and second cycles respectively and Brevet D'étude, Probatoire and Baccalaureat for the French sub- system.

According to Fonkeng and Tamajong (2009), the term organization denotes the structuring of the various parts of a system which though, independent in themselves may be arranged to function as a whole. They further observed that when used in reference to human beings or an organization that constitutes human beings, action of terms becomes roles. To them the success of any social organization like a school would depend on the efficiency in organizing the various resources employed in education in order to achieve certain educational objectives. Organization in school therefore involves a number of persons seeking a common objective under the leadership of the school head (Principal).

2.3 PARENTAL INVOLVEMENT IN EDUCATION

Parental involvement in schools through P.T.A has been widely acknowledged in both developing and developed countries (Kamba, 2010). Parental involvement is associated with school effectiveness and children performance in general which view is held by Clase et al. (2007), who note that parental involvement despite the educational background or social position of the parent is an essential component for successful education and teaching at school level. Commenting in favour of parental involvement in schools, Massey (1993), state that it is a mistake to under estimate the willingness and capacity of many parents to work with the school, and an even bigger mistake to cling to old ways which although cozy and comfortable do not meet present or future needs.

The reasons advanced for the emphasis on parental involvement in education include: children learn better and the school become more successful; citizens get empowered and become active in education; home environment has been identified as a contributing factor in the children's education; strong home-school relationship has been identified as critical in the academic achievement among children; seen as a mechanism for raising standards as well as promoting local community social inclusion; contributes to educational, social and behavioural gains of the children; it is a requirement that schools have parent representatives among the governing bodies; when effective, it improves accountability within the education systems; it contributes to ownership and commitment. Parental involvement in the education of children was, is and will always be necessary for the success of the children and the society at large.

2.3.1 Origin of P.T.A in U.S.A

The concept of the Parent Teachers' Association (P.T.A) originated from a formal organization in America known as "The National Congress of Mothers" that held its first national convention in 1877. According to the New Encyclopedia Britannica (1985), Vol. 8, the P.T.A

was founded on February 17, 1897, in Washing D.C as the National Congress of Mothers by Alice Mclellan Birney and Phoebe Apperson Heart at a meeting of over 2000 parents, teachers, workers, and legislators. Their major motive was to discuss issues affecting the children at the 3 days event. Its membership was later broadened to include fathers and all citizens of interest to the child. The National Congress of Mothers quickly fanned out into a grassroots organisation at state, local and national levels. Some of its objectives among others was:

- to bring home and school into closer relationship so that parents and teachers may co-operate intelligently in the training of the child.

- to develop between educators and the general public united efforts that will secure for every child the highest advantages in mental, social, and physical education.

As this organization evolved, it became known as Parent Teacher Association (P.T.A). From America, the concept spread to other parts of the world as a concrete expression of the awareness of school-home cooperation in the progress of the education of children.

2.3.2 Origin of P.T.A in Europe

The Parent Teachers' Association started in America and later spread to all parts of the world including Europe. The P.T.A started in Europe as EPA (European Parents Association). It was founded in April 1985 in Milan Italy to establish an association of parents and families from all over Europe. The needs and interests of parents have been the focus of EPA since then. EPA's position is that a partnership of parents and teachers will give the optimum conditions for the child's education. EPA supports the participation and collaboration of parents in many educational respects by; promoting parents' ongoing support and training among others.

2.3.3 Origin of P.T.A in Africa

The Parent Teachers' Association which started in the United States of America in 1897 spread to other parts of the globe as a concrete expression of the awareness of the home – school cooperation in the progress of the education of the children with Africa not being an exception. P.T.A gained grounds in Africa with the advent of colonialism and western education precisely in the later part of the 18th Century. Since then it had grown widely across countries in Africa and almost every school runs a P.T.A.

P.T.A has as general objective to foster positive relationship between the school and families pertaining to the well-being of the school community (students, parents, guardians, staff and the administrators); organise fund-raising activities to support the respective schools of their children. In addition, to afford the study and discussion of all matters relating to the welfare of the children and to support and enrich teaching and learning experiences, recognizing that the head

of the school is the responsible authority in the school in order to better the education of the African child.

2.3.4 Origin of P.T.A in Cameroon

P.T.A came to Cameroon with the advent of colonialism and Western education more precisely when Cameroon became a mandated territory of the League of Nations. The British in the then British Southern Cameroons introduced the idea of limited parent participation in school affairs in the interest of the children. This was done under the name “School Committees”. These school committees were represented at various levels: school, district, divisional, provincial, regional (state), right up to the Federal Board of Education where decisions affecting education were taken. In the course of time, these committees which comprised only a few men in the community to handle school matters gradually transformed into what is known today as the Parent Teacher Association. Under its new name, the association covers a wider scope. It involved all parents of children in a particular school, all the teachers, administrators and well wishers.

Lately, the P.T.A has been attracting an unprecedented interest. This has manifested in the official creation and recognition of P.T.A by the Cameroon Government in 1979 through an inter-ministerial decree N^o. 242/1/729/MINEDUC/MJ6 of 25th March 1979. This noble vision has led to the spread of P.T.A all over the national territory in that. P.T.A is not just limited to individual schools, but the P.T.As of different schools come together to form larger P.T.As at the divisional, regional and national levels. An example of this is the Confederation of Anglophone Parent Teachers’ Association in Cameroon (CAPTAC) among others.

2.3.5 Objectives of P.T.A.

The Parent Teachers’ Association is a public organization that serves to assist parents and teachers in collaboration. The P.T.A is a joint authority that has the rights of a social organization and which can make suggestions on school development to the school authorities. It consists of parents (or other people of interest to the child), teachers and representatives of the school administration.

- The objectives of the P.T.A is to determine and regulate relationships between teaching staff and parents, agree on approaches to teaching and educating children and provide support to the school in terms of functioning and development in a contemporary setting. Both parties consider each other as partners in teaching and developing the child’s personality.
- The aim of the P.T.A is to render practical assistance for the successful implementation of the school mission, vision and philosophy.

- Contributing to the development of communication channels between parents, teachers and students to enable them to learn about school problems in order to find solutions as a result of mutual agreement.
- Participating actively in the formation of students` conscious attitude towards discipline, standards of behaviour and caring attitude for parents and older people.
- Promoting to the utmost the authority of a teacher. Helping the school and family to foster the students` responsible attitude towards learning, developing study skills, forming reasonable needs and organizing extracurricular activities.
- Assisting the school in involving professionals in the activities programme curriculum delivery (guest speakers, helping on establishing links with external organizations for Personal Projects and Exhibition).
- Helping/Advising students in their career decisions, wishes of parents through participation in School Career Fairs.
- Involving the parents community into the active school life and extracurricular activities and contributing to the development of the school there by increasing the parents` responsibility for the upbringing of their children.
- Participating in activities against smoking, drugs, alcohol abuse and criminal violations among students.
- Contributing to the utmost to maintaining and strengthening health of students.
- Contributing to the development of responsible citizenship and friendship among students.
- Helping the school in charity activities

2.3.6 The Structure of P.T.A

According to the school curriculum and interests of all parents and students, the school P.T.A has the following structure:

- Pre-School parents and teachers committee - for Pre-School parents and teachers;
- Primary School parents and teachers committee - for classes 1- 6 parents and teachers;
- Secondary School parents and teachers committee - for forms`1 to Upper Sixth parents and teachers.

2.3.7 Organization of P.T.A

- The association elects the P.T.A members for a one-year period. The Chair is elected in October;
- The P.T.A also includes volunteer teachers.

- The members of the school administration participate in the work of the P.T.A on a regular basis.
- The Head of School has permanent membership in the P.T.A committees and Chair Council.
- The P.T.A makes decisions by a majority of votes on any issues under the stipulation that at least half of the members are present.
- The Chair of the P.T.A convokes the P.T.A meetings.
- The P.T.A committees hold their meetings on a regular basis not less than once in 3 months.
- The meeting of the P.T.A Chair Council takes place not less than 1 week before the P.T.A general meeting to set up an agenda for it.
- The P.T.A reports on their outcomes and fulfilment of decisions to the general parent's community at the meeting. In the event of need all necessary information or announcements will be displayed on the information board and school website to attract the parents' attention and to provide transparency of the P.T.A activity.
- In case the Head of School does not agree with the decision of the P.T.A, the issue that resulted in disagreement is solved at the P.T.A Chair Council meeting.

2.3.8 Membership of P.T.A.

The Parent Teacher Association (P.T.A), also called the Parent Teachers' Organization, is the backbone of many schools and student activities. Some of the members have specific duties within the organization, which are the President, Vice President, the Treasurer, the Financial Secretary, the Minute Secretary, other teachers, parents and selected students to represent the whole student body of a particular school or floor members.

2.3.8.1 The President

Serving as president of the P.T.A includes the responsibilities to lead the P.T.A towards specific goals chosen by its members which must be consistent with the policies and purposes of the P.T.A. The president is the presiding officer and official representative of the association. The president approves all communication from the P.T.A in conjunction with the principal. The president takes ownership of all decisions made by the board and convey the decisions to the members. Once officially in office, the P.T.A president appoints a committee to review or revise bylaws. Before school starts, the president meets with the committees handling student registration, new students and parents. A meeting with the principal determines an orientation meeting for room representatives or grade level representatives. The president sets goals with officers and chairmen to make plans for the year and progressive goals. He designs a master

calendar for the year of P.T.A activities, and he orders P.T.A materials needed for the year. The P.T.A president must also attend council meetings or district meetings.

The P.T.A president develops toolkits for families and teachers to sign up with the P.T.A. The president plans membership enrollment activities with the membership chairman. The president must verify that all members receive a membership card. Regarding membership fees, the president schedules a meeting with the budget committee that includes the treasurer, financial secretary, vice president and minute secretary.

2.3.8.2 Vice President

He is an elected officer and member of the executive board. The primary responsibility of the vice president is to assist the president and help lead the P.T.A towards specific goals chosen by its members. He is answerable to the president.

2.3.8.3 Secretary

The P.T.A secretary keeps an accurate, concise, permanent record of the proceedings of all meetings of the association and of the executive board. These minutes are the legal record of the P.T.A. The secretary also sends notice of meetings to executive board members and or association members, as directed. Read correspondence at executive board and association meetings, as requested by the president.

The duties of the recording secretary include taking minutes at each meeting and preparing a list of unfinished business at the end of each meeting. She also brings a list of the bylaws and standing rules to each meeting, counts votes when necessary, co-authorizes payments, and leads meetings when the president and vice-president are not available.

P.T.A secretaries must be time committed. They must attend and take minutes at all meetings of the executive board, which meets at least once a month for more than an hour. The secretary also attends general meetings of the P.T.A. The secretary works for an hour or two before and after each meeting. Most P.T.A secretaries serve for an entire school year. More so, all members of the P.T.A should have sons or daughters enrolled in the school. The P.T.A secretary must have excellent written and verbal communication skills. S/he must be a good listener and a strong leader when other leaders are not present. She should pay attention to details and be able to take accurate notes. S/he should be organized and efficient. S/he should also have good time management skills.

2.3.8.4 Financial Secretary

The financial secretary is an elected officer authorized to receive and give report on monies collected by the P.T.A. Give a receipt for all monies received for the association and

either turn funds over to the treasurer or deposit in the P.T.A bank account. He keeps an accurate record of all receipts and payment authorization for the treasurer financial records. He prepares all payments authorization as approved by the executive board or the association and forward to the president and recording secretary for signatures. Prepares and present a statement of account at association or executive board meetings. Report all funds deposited to the treasurer and are included in the Annual Financial Report to the association. He performs other duties as may be delegated to him by the president.

2.3.8.5 Treasurer

The treasurer is the authorized custodian of all funds of the local P.T.A. The treasurer's duties include keeping records and preparing reports to comply with local and state laws. He presents the proposed budget to the executive board for suggestions. Pay the bills and deposit money promptly. He is expected to be available to disperse and collect funds at all P.T.A events. For example, if the P.T.A board decides to give 50.000 to electricians to wire the school, the treasurer drafts the check and mails or gives it to the treasurer of SONEL now ENEO.

2.3.8.6 Floor Members

The floor members of this association are mostly made up of those who do not hold any post of responsibility, but are part and parcel of the organization. They consist of all teachers, parents/guardians and a selected amount of students of a school. These members express their discomforts during school activities like shortage of teachers, poor performances due to lack of didactic materials, poor classroom conditions, reinforcement of discipline among others.

2.4 SCHOOL ADMINISTRATION

Fonkeng and Tamajong (2009), define administration as “the process of coordinating the activities of the organisation by means of establishing aims and policies while assuring that measures are taken towards their achievement. According to Mbua (2003), administration is “the careful and systematic arrangement and use of human, financial and material resources for the achievement of the specific objectives of a given organisation”. Farrant, (2000:254), defines administration as “the process by which national educational systems are maintained and controlled according to policies laid down by the governing bodies”. Tamukong (2005), views administration to be concerned with directing the efforts of people towards achieving organisational goals and objectives. According to Luma L.E (1983), school administration is a professional leadership and guidance. Administration can be defined as “the careful and

systematic arrangement or organization and use of human, financial and material resources for the achievement of the specific objectives of a given organization.”

The school administration also plays a significant role in determining students' academic achievement (Ololube and Kpolovie, 2012). The administrators decide the use of funds, acquisition of instructional materials and teaching aids, employment of both the quantity and quality of teachers, all materials and human resources that enter into the school premises. Poor academic performance may also be manifestations of failed policies (Kpolovie, 2012). Solutions lie in correcting such policies, in addition to initiating new ones in strict accordance with needs analysis and regular utilitarian evaluation that would make the educational system work more effectively and efficiently for the maximum benefit of all the stakeholders (Kpolovie and Ololube, 2013).

2.4.1 Goals and Objectives of School Administration.

The school administration is to create an environment in which all students can demonstrate continuous academic improvement. The superintendent must possess leadership qualities which motivate all staff members to improve the educational program and to attain the board's goals and objectives. The superintendent, with the board's direction shall endeavor to mobilize and coordinate available resources to develop an educational program designed to maintain continuous academic improvement and full state accreditation in the school.

2.4.2 The Process of School Administration

According to Fonkeng and Tamajong (2009), the process of school administration involves decision-making, policy making, planning, organising, directing, and checking and control. In the process of school administration, the administrator is bound to manipulate the human and material resources at his disposal to steer the institution towards the full achievement of its objectives. In this regard, the following activities come into play requiring a display of leadership and administrative skills.

2.4.2.1 Decision-Making

The ability to make proper decisions is vital to the successful performance of a school administrator and his management staff. According to Fonkeng and Tamajong (2009), decision-making includes taking action which may determine the nature of administration and of course, the structure of the organisation itself. They further say that, this leads to the question of the when? the what? and the who? of decision making. Looking at the three phases of decision-making above the process of decision-making may take the following scales. Agreeing about decision making, Gorton and Snowden (1993), maintain that decision-making is “the heart of the

executive activity". The empowerment of educators by giving them more responsibilities over such issues as curriculum adoption, staff development, formulation of school policies, work evaluation and other task, calls for proper decision making under different conditions for the school administrator. Simons (1950), views decision making as fundamentally an administrative process. Obviously, decision-making plays a central part in the management of schools. According to Gorton et al. (1993), the key factor in the acceptance of the administrator's decision is not a self perceived legitimacy but the perception of others in regard to the administrator's legitimacy as a decision maker. Gorton et al. further state that in securing the acceptance of the decision, the administrator need to understand the perceptions of educators, parents and students regarding the administrator's legitimacy as a decision maker.

2.4.2.2 Policy Making

According to Fonkeng and Tamajong (2009), it is presumed that rational and efficient functioning of a school does not just occur. It must be planned with the basic objectives of the school taken into consideration. In the context of Cameroon the principal or school head formulates policies for the smooth running of his school. This regard the initiative of the principal in view of prescribed policies of MINEDUC with the welfare of students an overriding concern. Where this is involved, it is important that the principal understand the limit of his powers as far as the Ministry of National Education is concern. Very often such powers can only be determine by testing them particularly, in systems where state control is over-centralised. However, it is also not easy for a principal to understand this limit as there is no clear line which spells out the extend of his powers (Fonkeng and Tamajong 2009).

2.4.2.3 Planning

This is the activity that translate ideas into actions. Keith and Girling (1991), argue that the fundamental activity that occurs in any well managed organisation is planing. The examination of objectives and questions associated with planning would require a vast amount of information. This is indeed, effective planning which makes judgement on finance, teacher supply (and discipline) with various qualifications, curriculum planning, requirement, time table aids, school discipline, health and hygiene, pastoral care and counselling etc. Frequently, it regard the general efficiency with which the various resources (both human and material) are used in the school. To arrive at a meaningful and feasible plan the school principal or whoever is concern, must have at his disposal all relevant information concerning the organisation. For example, in order to include a particular subject in a school time table, one must be sure of the

availability of staff, the demand and need for such a course and teaching space in the infrastructure for the provision of classes.

According to Fonkeng and Tamajong (2009), planning in a school context needs to be a continuous process because what is suitable today as a building may not be the same in perhaps, 10 years later; a particular subject may be of great importance in a school curriculum today but in a couple of years later, things may change which render it obsolete or vice versa. This is the case with the introduction of computers in most educational institutions today which in a few years ago was absent in the curriculum. Fayol (1949), defines planning as the act of forecasting and preparing for the future. Without adequate planning the performance of educational administrators will be impaired and the implementation of educational activities will be hampered. It is clear that planning is future and goal oriented. It involves a definition of goals and objectives. According to Koontz and O'Donnell (1964); Marx (1981), the importance of effective planning is as follows.

- It is the starting point of management action.
- Planning is the means of establishing whether the school is still moving in the direction of set objectives.
- It causes one to think ahead and provides time for reflection.
- It helps towards the pursuit and achievement of set objectives.
- It improves the opportunity to consider alternative plans.
- It can lead to better utilisation of people and resources.
- It reduces the chances of overlapping.
- It provides direction to those concerned and leads to team effort, and better co-operation and co-ordination.

Planning thus provide an educational administrator with a map and direction with which to guide and lead the organisation.

2.4.2.4 Organising

The job of school administrator far surpasses that of planning alone. He goes further to see that planned activities are fully organized to allow easy achievement of set objectives and goals. Organizing is an important aspect of school administrators' function. Oluwuo and Uche (2004) upheld that organizing is an element of administration that is concerned with relating all components of the school into coordinated whole so as to achieve set goals. That is the school administrators, must assign to the academic and non academic staff specific roles to perform, build up human and material resources, to carry out the planned activities by bringing together

these various jobs as one unit of school task, in achieving the school set out goal and objectives aimed at better teaching and learning. For example the school heads partake in organizing personnel for the school through proper needs assessment, staff retraining and creating favorable working conditions which helps to motivate teachers and increased their professional growth. The function of school heads remains to organize planned actions into concrete terms.

2.4.2.5 Directing

Directing offers guide to task as body of rules in regulating individual role performance. It is a leading process and without directing organizational activities properly, members' roles may conflict and efforts will not be effectively channeled and resources will be wasted. It helps in building responsive response; enable team interaction and interrelation in achieving school objectives and goals. The job of the school heads is to direct what is to be done specifically in accomplishing school objectives. Administration involves providing direction or good leadership which foster growth of the school through the staff, students, community effort, and increased cooperation and participation in carrying out their functions. The school administrator has the task through this function to observe certain mistakes in planning, organizing, staffing and provide some modifications that help to meet set objectives.

2.4.2.6 Checking and Control

According to Fonkeng and Tamajong (2009), control and/ or checking implies evaluation and is linked closely to the growth or success of an institution. For some authors, in the process of checking and control, every aspect of administration and the school in general is brought into focus – the quality of teachers and other staff, the performance of students, discipline, the moral of the school, and its relationship with the community and of course, the effectiveness of the principal or leader. According to Allen (1964), control is the work a manager does to assess and regulate work in progress. Work control is manager's means of checking up. Although good planning and organisation are necessary, there is no guarantee that they will be implemented effectively. Therefore, the manager must check and control to ensure that planned and organised tasks receive proper attention and execution.

2.5 THE FUNCTIONS OF P.T.A IN SECONDARY SCHOOL ADMINISTRATION

Joe and Chengalo (1992), listed the functions of the P.T.A as follow:

- P.T.A should provide an effective link between the home and the school. This can be achieved when parents participate in school activities like in P.T.A meetings, school parties among others.

- P.T.A should assist the school committee in ensuring a cordial relation between the school and the community. To achieve this, the members of P.T.A should always endeavor that the opinion of members of the community are taken into consideration.
- P.T.A should give moral and financial support to the school. And this can be attained when P.T.A give orientation to students especially those in the examination classes, pay part time teachers.
- P.T.A may make representatives to the authorities in the interest, welfare and progress of the school, its students or staff but shall not directly interfere in the daily administration of the school, like deciding how, when the school carries out its projects.

2.6 FACTORS THAT MILITATE AGAINST THE SMOOTH FUNCTIONING OF PARENT TEACHERS' ASSOCIATION

Some of the forces that have prevented the smooth functioning of the parent teacher association include the following:

- When money collected is diverted into unauthorized projects by either the principal or executive committee.
- When head teacher/principle (known as technical adviser) collects money and other donation and fail to hand them over to the treasurer of the appointed body, thus mismanages or misappropriates them.
- When the school administration or teachers make silly comments about parents, children, a group of people, by calling others "sons of the soil", settlers and so on, syndromes which may ruin the unity, love and human co-existence that had existed in some parts.
- Imposition of certain projects on parents by Head Teachers/Principals especially after lobbying with some parents at the detriment of more useful projects that can benefit the children; for example, purchase a vehicle for the school instead of building laboratory or providing science equipment.
- Inadequate money to pay levies especially if such levies were approved without giving due considerations to the financial constraints of the parents.
- When the head of the school, teacher and executive members show open favoritism, discrimination against other parents, teachers, pupils or students or group of people for example in award of contract admission.
- The creation of the Finance Management Committee Board in public schools by the Decree N° 96/016/PM of 13th February 1996 and MINEDUC Order N° 046/B1146/MINEDUC/SG/DRFP

of September 1996, putting in place the practical modalities for the functioning of this committee has caused fear and uncertainty in the existence of some Parent Teachers' Associations.

2.7 LEARNING ACHIEVEMENT

Learning achievement, academic achievement and academic performance will be used interchangeably for purpose of convenience. According to Slameto (1995), learning is a process of one's efforts to acquire a new behavior and changes as a whole, as a result of his own experience and interaction with the environment. In simple terms, learning is change that occurs within the individual. Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994). According to Collins (1995), achievement means a successful completion or accomplishments after hard work. Nurkencana (1986), argue that learning achievement is the results from changes within the individual due to activity learned.

Academic achievement is defined as the successful mastery of skills and sets of knowledge through educational pursuits. Academic achievement is often measured through tests and reported in the form of letter grades or numeric grade point averages (Regner et al., 2009). Driscoll (2005), describes learning as a "persisting change in performance or performance potential that results from experience and interaction with the world". Therefore, for learning to be observed, it must be demonstration through performance on related tasks. Though performance heavily depends on learning, low performance may not necessarily reflect inadequacy in learning. According to Bandura (2001), it is possible to learn a task and yet perform poorly in it. Other factors, other than the learning process, have potential of influencing achievement on tasks. Learning achievement, as demonstrated using scores on tests, has over the years been used to determine the competence of a student in a course. Gagne (1985) points out that there are five main categories of learning outcomes. They are verbal information, intellectual skills, cognitive strategies, attitudes and motor skills. All these outcomes are of importance to the learning process and different learning tasks would require of the demonstration of various learning outcomes.

Academic achievement refers to the observed and measured aspect of a student's mastery of skills and subject matter as measured with valid and reliable tests (Joe, Kpolovie, Osonwa & Iderima, 2014). It suggests that academic performance is different from the academic potentials of an individual. It measures relatively permanent changes in an individual's behaviour due to experiences acquired. A student's academic achievement is usually measured by teacher-made

tests or standardized tests (Kpolovie, 2014) which in most cases are referred to as external examinations like the Cameroon GCE, Baccalaureat, Probatoire among others.

Academic achievement, used interchangeably with academic performance, is indispensable in every formal educational institution. It pertains to scholarly human activities conducted in a formal educational environment. Academic achievement is a measurable index that depicts a student's cognitive, affective and psychomotor domains in an educational setting. Students' academic achievement is ascertained by testing which has and will continue to play significant role in any educational system all over the world. In fact, it would be irrational to think of teaching without test, measurement and evaluation. Evaluation of educational achievement is indispensable for effective formal and even non-formal education (Kpolovie, 2014). The Joint Committee of the American Association of School Administrators (1962), the Joint Committee on Testing Practices (2004), and the Joint Committee on Standards for Educational Evaluation (2003), in the United States (Alamieyeseigha and Kpolovie, 2013) reiterated that to teach without testing to ascertain the learners' academic achievement is unthinkable. Learning achievement, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986), argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good learning achievement.

Academic achievement in this work is in the context of learning and being able to express what has been learnt in a written or practical form without examination malpractice of any sort. It is on this note that Ashton (1990), stated that academic attainment as measured by the examinations of the traditional kind involves most of the capacity to express oneself in a written form. It requires the capacity to retain propositional knowledge, to select from such knowledge appropriately in response to a specified request and to do so without reference to possible sources of information. It represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (for example, critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (for example, numeracy, literacy, science, history). Learning achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Learning achievement is commonly measured by examinations or continuous assessment but there is no

general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts

Academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education. Besides, the relevance for an individual academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a societies' level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement.

Knowles (1978), asserts that academic performance is the demonstrated achievement of learning as opposed to the potential for learning. It is knowledge attained or skills developed in school subjects usually designated by scores in formal tests or examinations. Achievement is how well an individual is able to demonstrate desired abilities. The centrality of this concept is derived from the goal of instruction which is to bring about desire changes in knowledge, skills and attitude of students. For example, people send their children to school in order to acquire certain competencies their preference on the attributes of interest provides an indication of the degree of efficiency of the machinery of education.

Many factors influence students' learning achievement but we are going to dwell on motivation, teaching method, student interest and attitude, and classroom atmosphere and the school environment.

2.7.1 Motivation

Motivation is a key determinant of students' learning achievement. It is a psychological process that gives behavior direction and purpose. Tambo (2003), defines motivation as the process of arousing, sustaining and regulating activity. Okoye (1983), opined that motivation holds the key to the understanding of human behaviour. The importance attached to motivation in the teaching and learning process today is derived from the finding of modern psychology that, people learn better when they are motivated. Baron and Donn (2000), explains that students who are highly motivated to learn possess characteristics such as initiative, deligent and active in learning, not easy to satisfy, puntual and desciplined, always trying to learn with the best results. Two types of motivation exist which are the intrinsic and extrinsic motivation.

2.7.1.1 Intrinsic motivation

Intrinsic motivation comes from within a student to learn without being influenced by external factors. For example, a student who is intrinsically motivated to learn will not pay attention to external factors such as rewards from teachers and promises from parents but has a driving force to offer the best to his studies and see into it that he acquire knowledge.

2.7.1.2 Extrinsic motivation

This is an external force which pushes or motivates a student to learn. Learners who are extrinsically motivated learn because they are expecting a reward or praise from their teachers, school or parents. Whether intrinsic or extrinsic, how well a student is motivated greatly determine his learning achievement.

2.7.2 Teaching Methods

Oyedeji (1998), described teaching methods as specific instructional devices employed by teachers to teach their lessons. For same author, the method or approach a teacher uses in presenting his lesson is very important because it can make the learners like or dislike the subject. In agreement with this, Awotua-Efebo (2003), asserted that the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates and the great teacher inspires. Ojikutu (2005), stated that teaching method is the strategy or plan that outlines the approach that a teacher intends to take in order to achieve the desirable objectives. It involves the way teachers organise and use techniques of teaching subject matter and teaching objectives. The essence of teaching is to achieve learning in the learner. Anything outside this would make teaching a wasteful exercise. The success of any lesson depends largely on the extent to which it achieved its stated objectives. For a lesson to be successful, the teacher needs to plan for the lesson and his or her preparation should include: choice of appropriate topic, appropriate teaching materials, intensive research on the topic to be taught, determination of the objectives for the lesson, choice of appropriate teaching method, arrangement of how the lesson will be presented and pre-determination of assessment instrument (Prawat, 1998).

However, Ndagana and Onifade (2000), argue that there is no one teaching method that can be considered as the best because the learners and the purpose of the learning process determine the most suitable method that will not only motivate them but hold their attention long enough for learning to take place. As such, no method can be adopted in isolation. Some teaching methods include interactive, demonstration, lecture, role play, learner centered, teacher centered, laboratory/experimental, discovery, project etc. Thus, teaching method greatly influence students' learning achievement.

2.7.3 Student Interest and Attitude

A student interest and attitude towards his teacher, towards friends and mates, towards subjects or fields of study, and towards the school and education as a whole determine how well he or she will perform. According to (Paul, 2014), interest is a psychological state of engagement, experienced in the moment, and also a predisposition to engage repeatedly in particular ideas, events, or objects over time. Interest simultaneously diversifies one's experience and focuses his experience; leading him to pay attention to certain things and not to some other things that tend to stimulate the person's attention. When a student hate and have no interest in a teacher, then it is difficult for that student to do well in that teacher's subject. Hatred for a subject or field of study leads to low learning achievement. For example, a student who wanted to study in the field of arts but for some reasons beyond his control found himself in the field of science will develop poor interest and attitude towards the subjects and the field of study which hinders learning achievement. Like wise, hatred or lack of interest for a particular school and education discourages hard work which is fundamental to learning achievement.

Loftus (1982), viewed attitude as a relatively, enduring organization of feelings, beliefs, behaviors and tendencies towards persons, groups, ideas or objects. It implies that individuals are not born with attitudes but learn them. Attitude towards schooling denotes a positive or negative predisposition towards schooling and every activity in the school environment which could be cognitive, emotional, or behavioral (Roy, 2006). Fazio and Roskes (1994), said, attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks and social information. It is evident that attitudes cannot be directly observed but must be inferred from overt behavior, both verbal and nonverbal. Without development of the right attitudes, students may not be well prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances and the necessary situation to achieve in their academic pursuit (Kuusinen & Leskinen, 1988).

2.7.4 Classroom Atmosphere

Classroom atmosphere is a combination of several factors; lighting system, ventilation system, size of the class, floor, walls, desks, chairs, type of board, availability of computers, noisy and over crowded (Fisher, 2008). Teacher and students are considered the main elements of the classroom atmosphere. Favorable classroom atmosphere has a significant positive effect on the students' efficiency and acts as catalyst for achieving predetermined objectives. Research studies on the classroom environment have revealed that classroom atmosphere plays a vital role in teaching learning process. It can affect the performance of both teachers and students (Savage,

1999). The learning setting is comprised of different things; learners, teachers and the physical environment (Lippman, 2010). A positive classroom atmosphere is essential for students' learning achievement as it increases self-esteem and the zeal to study.

2.7.5 School Environment

Byoung-suk (2012), stated that learners need safe, healthy and stimulating environment in which they can learn. The school environment is of paramount importance in shaping and reshaping intellectual ability. Supportive and favourable environment enriched with learning facilities, and good climate makes students comfortable and enable them to concentrate on their academic activities that leads to high learning achievement (Taylor and Vlastos 2009). For efficiency on the part of teachers and students, the environment must be in a good and conducive manner which enables them to study and work hard. Teachers cannot be efficient when the environment in which they are placed is always in constant strikes or noisy. The educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very necessary for fruitful learning. School environment exerts a lot of influence on academic achievement through curricular, teaching technique and relationship (Lawrence 2012).

2.8 THE P.T.A AND STUDENTS' LEARNING ACHIEVEMENT

Any parent who sends a child to school will like to see him/her perform well academically. Parents are therefore happy when their children do well in school and ultimately pass national examinations. The success of these children cannot be left entirely in the hands of teachers. There is need for a close working relationship between the parents and teachers if the goal is to be attained. In conformity with this idea, Bradley (1971), advances the following reasons why teachers need to confer with parents through the P.T.A for the moral and academic interest of the child:

- To enable parents to help in the school program in order to enhance the child's success in the school.
- The knowledge of the child's background can help the teachers to solve serious educational problems arising from developmental defects.
- The school does not take over completely from parents even in the most advanced industrialized countries.

This is an indication that, though teachers possess the expertise as the transmitters of knowledge, they, nevertheless, need the help of parents for a deeper understanding of the

children whom they are called upon to educate. Thus, by frequently calling up parents for matters affecting their children, teachers can better appreciate their problems and handle them with some degree of efficiency. According to Ezeocha (1985), many research findings confirm the improvement in academic attainment of children where parents take an active part in the schooling of their children. This throws more light on the fact that parents should come to understand the responsibility they have over their children as being a natural obligation. It is imperative for them to fulfill this rather demanding task.

It has however been observed that some parents shy away from their responsibilities. It is in this connection that Cave (1970), rightly noted that "parents cannot delegate to teachers and the school their responsibilities for guiding their children". This is because the school is a social institution whose primary objective is the formal education of the children. The evolution of formal education and schooling into a well-structured social system does not imply the termination of the natural obligation of parents to their children. Rather, it has shifted the focus from the informal home education to the structured educational system of the school. For this system to survive or meet its objectives, parents and teachers must be real partners. Their responsibilities over children must become joint instead of dispersed. Their effort should be geared towards the same end rather than working at cross purposes. In agreement with this, Namme (1969), opined that teachers should enlist the support of parents in the school. He further noted that; "this is where an active P.T.A will help bring about a relax atmosphere necessary for frank discussion of school related problems".

According to Cave (1970), the sharp distinction between the professional educator and the parent should not exist in the schools of the future. He further emphasizes that home and school cooperation is not something that may happen; it is happening. All we have to do now is to rise up and encourage this partnership for change in the attitude of both teachers and parents. They all share the responsibility of understanding the child. The more a teacher knows about a child, the better he is equipped to understand how the child thinks, feels and react, given various circumstances. Parents, on the other hand, should seek to know their children better especially as concerns their school activities. Their attitude to children from early youth through puberty to adolescence is very important in determining the future attitude of these children towards themselves, others, and even studies. Children should, therefore, be shown love, respect and attention rather than rejection in order to encourage learning achievement.

By fulfilling the dual objectives of accepting and encouraging the child, the gap between the school and the home will be narrowed as much as possible which will foster the academic

achievement of students. That is why Ottaway (1962), noted that since the school tends to share more in function of the family, it becomes necessary to provide frequent opportunities for contact between the parents and the teachers. It is easier to understanding children whose parents readily give information about their activities and behaviours at home, than those whose background is not known. That is why Ottaway (1962), suggested that parents and teachers should be convinced about the value of their closed collaboration. They should all be conscious of the benefit of working together. Apart from the teachers knowing their children, parents too should be made to know what is going on in schools and should be welcome there. This is realistic through the P.T.A.

On the bases of such assumptions, Gordon (1978), and associate at the University of Florida's Institute for Development of Human Resources, came out with a "Parent Educational Model". They believe that the family and the school are the two most important and enduring sources of learning for children. They point out that children's success in school and later life sometimes depends even more on their experiences at home than on their experiences at school. Indeed the school and home should exert an important constructive influence upon children, and teachers should continue that effort to improve academic programs in classrooms. In this same line of thought, Bloom (1964), points out that, two long-term influences affect scholastic achievement:

- The level of education of, and value placed on education by parents and other significant adults in the child's life.
- The extent to which scholastic achievement is motivated and reinforced by these adults.

He goes further to emphasis the benefits that can be derived if parents and teachers accept the child and encourage them in their efforts. This positive attitude towards the child is very necessary. Thus, the P.T.A is a necessary tool for students' learning achievement.

2.9 PROVISION OF FINANCE BY P.T.A AND STUDENTS' LEARNING ACHIEVEMENT:

Provision of finance is money unanimously agreed on by parents and guardians of a school to contribute to their childrens' education which is used for the acquisition of human and physical inputs to facilitate the teaching and learning process, and to promote learning achievements. According to Morfaw (1993), the primary objective of financing involves the payment of fees, P.T.A levies, incentives to teachers, purchase of text books, personal donations, scholarships, payment of P.T.A teachers and the provision of school facilities. Toby (2005), cited

in Jenberu (2011), defines P.T.A as a grass root organization that brings parents and teachers together so as to work towards improving the lives and education of students. Edwards (2000), describe parents and schools as policy makers with similar functions when it comes to children. All educational systems need a strong financial base in order to boost the proper functioning of that institution as well as the learning achievement.

Capital is the pillar of any organisation or institution. Without sufficient capital an institution can not function properly. Funds are needed to buy goods and services for proper functioning of any institution. Inadequate funding is a major problem facing the educational institutions from the primary level to the university level which greatly hamper learning achievement. Aghenta in Alongue and Ekundayo (2012), remarked that the success of any educational system depends on the amount of resources available to it. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs (Adepoju, in Alongue and Ekundayo, 2012). The author further argued that with little supply of money, education becomes helpless, while with ample supply, its problems become manageable even though they do not vanish. However, Ajayi (1999), observed that the major problem that compounds schools' financial inadequacy is irregular payment of school fees and P.T.A levy, and inadequate financial support of the P.T.A. It is believed that money generated through this medium help to compliment governments' effort in the provision of funds for secondary schools which fosters learning achievement.

Students' learning achievement is guaranteed when there is a strong financial base which is maximise by those in charge. According to Morfaw (1993), Parent Teachers' Associations (P.T.As) play an integral role in how schools function; such organizations play many roles, such as involving parents in classroom decisions, promoting communications, in helping to choose the direct academic curriculum and textbooks and above all contributing financially to the education of their children through fund raising, payment of tuition or P.T.A levies, and meeting up with all financial obligations. He further notes that, parents' participation not only focuses on school fees but may also include students' personal requirements that enable them acquire education easily. These may include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and in school. Numerous types of parental involvement have been shown to develop cognitive growth and success in school (Shaver & Walls, 1998). Even if teachers are very good, such requirements have to be in place in order to help the student study well. This is made possible by parents through the provision of finance by the P.T.A

The financial situation of any school has a lot of repercussion on students' achievement which can be positive or negative. Epstein (2002), affirms that collaborative work and a firm financial base produces positive outcomes. Here, educators, parents and community partners worked collaboratively on action teams to finance education and plan the curriculum. P.T.A carry out financial engagements such as payment of fees, textbooks and support school projects which leads to students' learning achievement. Mugo (2006), accept the fact that inadequate funds to sustain teaching and learning in schools leads to low achievement rates. Gaynor (1998), observes that locally determined incentives help to improve teachers' performance, especially in areas where teachers salaries are low. When teachers perform well, students learn better. This is made possible with a strong financial background.

Provision of finance by parents is a valuable component of any student's education. It is a well-established fact that parent financial involvement is linked to children's success at school. When parents are financially involved in their children's education at home and in school, they do better in school (Henderson & Berla, 1994). The level of parent-school financial involvement is a better predictor of grades than are standardized test scores (Desimone, 1999). What is important is not the type of school, or who goes there, but the quality of its relationship with the families and the strength of its finances to provide necessary resources. (Henderson, Berla, & Nancy, 1994). This is to say that the role of the P.T.A through its financial contribution is a strong predictor of students learning achievement. Henderson & Berla (1994), states that the family is critical to student achievement. When parents finance school projects and pay their levies, children go further in school and the schools they go to are better. There is a strong correlation between financial assistance and academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond. (Henderson & Mapp, 2002). This is to say that provision finance by P.T.A influence learning achievement at all levels of schooling. Thus, importance of P.T.A provision of finance to students' learning achievement.

For learning to be meaningful, students' performance must be positive. Parent financial involvement in learning activity is a strategy that was found by Becker & Epstein (1982), to increase the educational effectiveness in schools. When school and home work together collaboratively, using a competent approach to education, financing all necessary projects and programs, and ensuring that both parties meet their task, it can make a huge difference in the student achievement (Padgett 2006). Students learning achievement does not depend only on the school (teachers, principals, other administrative and local staff) and parents (parents, guardians,

sponsors, benefactors etc) but also on the financial strength of the school. Wah (2002), revealed that the most effective and helpful function of the P.T.A to schools is the cash function because the payments intact are the ones used for the implementation and establishment of school programs.

Schools are working hand in hand with parents through the P.T.A to ensure better learning achievements, Alldred & Edwards (2000), describe parents and schools as policy makers with similar functions when it comes to children. Walberg (1981), on “Families in Educational Productivity” states that there is no question that parent financial contribution represents an exceptionally powerful way of making schools more effective, and of dramatically enriching children’s experiences. Achievement among students in secondary schools is one of P.T.As’ goal which is made realistic through provision of finance. A parent’s enthusiasm about financing a child’s education is, in most instances the underlying factor that contributes to the child’s academic success (Fan & Chen, 2001). Feinstein & Symons (1999), point out that a firm financial base leads to higher academic achievement. Students value their education when they see the finances involved and the interest shown by their parents (Domina, & Knipprath, 2005). Learning achievement are to a large extend influenced by the financial backings.

According to Henderson (1989), parents need to support school materially and financially and also to take up a variety of roles. Becher (1984), on the other hand recognizes the significance of parents in influencing educational programmes and achievements. There is need for communities through the P.T.A to support schools materially and financially throughout education. Parents are their children’s first and most important teachers. If children are to be successful in school, parents must participate actively in their children’s academic lives. A lack of parent financial contribution impacts negatively on children’s academic achievements. Sergiovanni (2001), stated that education is a collaborative activity that teachers, students, parents and others with whom school workers untapped potential in all areas of human endeavor. Chandler and Nita (1997), wrote; P.T.A involvement means educating parents as well as involving them in supporting school activities materially and financially. Eyasu (2011), stated that P.T.As are one important ways for parents to support public education and their local school communities cooperatively; teachers are also the crucial link in the partnership between school and parents which yields positive results.

Owauamanam (1991), wrote that most communities make financial contributions through the P.T.A levy and personal donations for the support and growth of the schools in the communities. According to Ekundayo and Alongue (2012), in order to enhance performance in

school, parents' participation in educational financing in secondary schools should be prioritize; members of the P.T.A should be made members of board and committees that relate to raising and spending of funds in the schools. For the same authors, there are several levies which are collected in schools (such as P.T.A levy, lesson fee, among others) in which members of the P.T.A can be part of the spending team. The need for probity and efficient utilisation of the schools' resources will enable parents to willingly give more financial assistance to schools which will boost academic achievements. Hicks (1992), confirmed that many benefits accrued for the school system and for parents themselves when parents become involved in the school activities and the management of funds. Akintelure (2007), cited in Alongue and Kundayo, (2012), suggested that if the construction of physical facilities in school are awarded to members of the P.T.A instead of contractors, parents will be willing to make additional sacrifice in the development of the schools. They will contribute more money to aid the school which will foster teaching and learning.

According to Kochhar (2008), P.T.A funds in most schools play a major part in financing school activities and programmes. Government effort to finance public secondary education is inadequate and is not based on any feasibility assessment of schools to determine their financial needs in relation to the number of activities and programmes. This has forced most schools to revert to P.T.A levies to cover the deficit. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The school management is responsible for budgeting, accounting and auditing functions of financial management. Different countries adopt different financing options of Secondary education (Bray, 2002). According to The International Encyclopaedia of Education (1994), insufficient finance and poor sustainability of educational investments is one of the contributing factors to inefficiency, low access and retention rates of students in developing countries. According to Eshiwani (1993), in most countries today, education is largely financed by the Public sector, but never entirely. This is because of the costs borne by parents/students. Thus, the role of the P.T.A in financing education can not be undermined.

Financial resources is a key element among educational resources. Financial resources are used for acquisition of other resources such as physical facilities, and human resources (Lumuli, 2009). Rok (1995), notes that schools have a narrow revenue base which consist of mainly school fees. School fees makes up over 90% of total revenue collected by schools (Selina, 2012). This confirms the fact that the provision of finance by P.T.A is of prime importance to the

educational progress of schools and like wise students learning achievement. Learning achievement is maximised depending on how well funds are manage and allocated towards educational resources. Hence, if financial resources are well alocated such that all other necessary resources needed for the teaching and learning process are put in place, academic achievement will be maximise.

2.10 PROVISION OF INFRASTRUCTURE BY P.T.A AND STUDENTS' LEARNING ACHIEVEMENT

Provision of infrastructure is to make available, necessary structures and equipments which will aid or facilitate education and learning achievements. Bell and Rhodes (1996), stated that school infrastructure include the administrative offices, staff rooms and offices, classrooms, laboratories, workshops, equipment stores, libraries, hostels, staff houses and school grounds. Learning achievement is maximise when a school has ample and up to date infrastructure such as well equiped laboratories, libraries, finished classrooms with good lighting systems, and many others. In schools which lack such infrastructure, students' ability to learn better is hampered. Ahmed (2003), revealed that in most of the nations' secondary schools, teaching and learning takes place under the most unconducive environment, lacking the basic materials and infrastructure which hindered the fulfilment of educational objectives. Besides, Abdullahi (1996), reported that the P.T.A complements governments' effort in the provision and maintainance of infrastructure in the school. This implies that the government's effort is inadequate. Reasons why the P.T.A role in the provision and maintainance of school infrastructure can not be over emphasised.

Physical materials interms of adequacy and quality have been noted to have a great impact on the performance of students in examinations (Husen, Saha and Noonam, 1978). A school that has adequate infrastructure is likely to post better than a school which has poor physical resources. A school with indequate classrooms will be forced to accomodate more students than recommended. This will exert alot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafuko, 1991). The lack of basic infrastructure like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the subject. This has a negative impact on students' performance reducing their competiveness for opportunities whose

placement is pegged on performance in such subjects (Mayama, 2012; Lumuli 2009). Thus, the role of the P.T.A to provide schools with some of these infrastructure cannot be undermined.

Since the very beginning of mankind, human beings have done a lot to facilitate their lives with all the physical facilities of the world, (Ajayi 2005). Good infrastructure strive to give students a comfortable atmosphere in which they work and learn. Low levels of learning among children is partly attributed to poor or inadequate infrastructure of the schools. There is no magic that students of a school with poor and inadequate infrastructure such as no libraries, outdated science laboratories, no or inadequate computer laboratories, poor food and nutrition labs, scattered play grounds, inadequate and unfinished offices and staff rooms, poor and outdated boards and just to name a few, can perform better or equally with schools which have good and up to date infrastructure. Good infrastructure are the fundamental factors in better learning and achievements of the students (Ajayi 2005). School infrastructure are the material resources that facilitate effective teaching and learning in schools. Ajayi (2005), posited that educational facilities are those things which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Thus, a good teacher with poor learning infrastructure cannot affect students' learning achievement. But a good teacher plus modern learning infrastructure greatly influence academic achievement.

Provision and maintainance of infrastructure by is a major challenge in most secondary schools reasons why most schools use P.T.A funds for the purchase and maintainance of school infrastructure. It has been observed that most secondary schools especially in the rural areas lack necessary infrastructure to facilitate the teaching and learning process. The challenges providing and maintaining already existing infrastructure hinders effective performance of the schools (Adedeji, in Alongue and Ekundayo 2012). Effective running of schools to achieve pre-determined goals can hardly be without sufficient and up to date infrastructure to aid teaching and learning. Alongue and Ekundayo (2012), said, the state of inadequacy of facilities in most secondary schools is a manifestation of poor funding of the system. Most secondary schools especially in the rural areas lack or have inadequate and outdated infrastructure which greatly affect academic performance. This supports the fact that the role of P.T.A in the provision and maintance of classrooms, toilettes, benches, libraries among others can not be underlooked as it greatly influenced students' learning achievement.

The P.T.A is fundamental in academic attainment. Bakhada (2004), states that, schools should maintain a close relationship with parents through P.T.A, by taking time to explain the

different aspects of the school and encouraging their participation, as this will result in good performance. P.T.As have been involved in providing personal hygiene facilities such as wash basins and stands and soap in classrooms and toilet rolls in latrines (UNICEF, 2009; Van Wyk. N 2007). Chang (1995), and Million (2003), noted that P.T.A involvement is a silent predictor of students' success. Parent involvement positively impacts students' achievement, attendance, attitudes, behavior, graduation, and life goals (Burke, 2001 and Belenardo, 2001). UNESCO (2000), observes that in reforming the educational facilities many governments especially in the developing countries are looking increasingly on parents for additional funds for education. In an era characterized by tremendous emphasis on school accountability as measured by students' performance, educational reform measures are replete with components that address parent involvement (Belenardo, 2001). Thus, the P.T.A role in the provision of infrastructure is unavoidable as its strengthen academic performance.

Schools must have basic infrastructure to permit proper functioning and performance. Lewin (2006), stated that schools found themselves unable to run effectively anymore, with shortages of scholastic materials and basic infrastructure in some cases. Onyango (2001), pointed out that schools faced challenges in the provision and maintainance of infrastructure due to inadequate P.T.A funds. A financially empowered P.T.A will be able to provide funds which will aid in the provision of school facilities. Thus, learning achievement will be retarded.

Available resources should be managed effectively in order to maximize students' learning achievement. It is the responsibility of the school management to ensure that there is adequate classroom space to ensure that the teaching learning process takes place without any hitches. The school management should also ensure that the facilities are used effectively and efficiently in order to promote students learning achievement. According to Mbugua (2008), one of the areas where students' learning achievement due to P.T.A funds is utilized is in developing school physical infrastructure. She argues that in dealing with physical infrastructure, school managements have to bear in mind where to house the educational program, the population to be served by the infrastructure and ensure that financial resources are readily available for the school expansions. Verspoor (2008), pointed out that P.T.A levies are instrumental in the provision of infrastructure in schools and thus should be accompanied by reforms that aim at a more efficient use of available funds. Thus, the P.T.A is instrumental in the provision of infrastructure which enhance positive outcome in education.

Insufficient and dilapidated infrastructure hampered learning achievement. Asyago (2005), revealed that quite a number of schools lack modern infrastructure such as libraries and laboratories and the main reason is inadequate funds. He further stated that P.T.A funds are directed towards financing recurrent expenditures and are in any case inadequate. Large scale school effective studies have highlighted the importance of well furnished libraries, science laboratories, food and nutrition labs and other learning equipments on student performance. This is true as Fuller and Clark (1994), argued that students' achievement is related to family background, availability of supplementary materials and facilities which influence school effectiveness.

Abdulkareem and Oduwaiye (2011), reiterate that in the modern educational setting, it may be a great omission if parents leave the responsibility of managing schools to teachers alone. Parents must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling. Abdullahi (1996), affirms that parents are the first teachers of students and they must play a major role in ensuring that their children's schools are properly managed. He further indicates that schools are situated in communities with parents hence the need to give them an opportunity to shape the destiny of these institutions as well as their children's academic output. In confirmity with this, Abiola A.O. (1967), argued that since the Parent Teachers' Association is concerned with the student's welfare and all round developments, they should be allowed to take part in the administrative management of secondary schools. Thus, should be allowed to raise funds which will enable the provision of infrastructure and the attainment of academic excellence.

P.T.A and other stakeholders complement government effort in the provision and utilisation of school infrastructure. According to Kochhar (2008), P.T.A funds in most schools play a major part in providing infrastructure, financing school activities and programs. Parent Teachers' Association can be identified as very important variable that have potential for promoting directly or indirectly student academic achievements (Olatoye and Ogunkola, 2008). Laboke (2000), pointed out that apart from the government, there are traditionally other sources of financing education and these are being given serious attention. Parents and guardians are being encouraged through the P.T.A to give support to schools through payment of levies to use in funding specified running cost of schools. Ngware and Kiriga (2007), added that non-state providers support secondary schools through scholarships and salaries, construction of physical infrastructure, supply of some learning materials, capacity building, and support initiatives. Private sector provides and finance privately owned schools,

and local authorities provide some grants, and contribute to the construction of schools in some parts of the country which goes a long way to promote academic progress.

Poor and inadequate facilities affect the overall performance of the institution. Sufficient facilities promote academic achievement and strengthen the overall institutional performance. While unattractive and old school buildings; cracked classroom walls and floors; lack of toilets; lack of desks and benches; lack of transport facility; lack of proper security system; lack of drinking water; lack of power supply; lack of play grounds; lack of sufficient classrooms; overcrowded classrooms; lack of educational technology; lack of first aids facility etc negatively affect academic achievement of the institutions. Therefore, it is right to say that academic achievement has a close link with the availability of educational facilities (Hussain, et al. 2012).

2.11 PROVISION OF TEACHERS BY P.T.A AND STUDENTS' LEARNING ACHIEVEMENT

Provision of teachers is the recruitment of supplementary or support staff by the P.T.A in collaboration with the school administration to better the teaching learning process. This include class teachers, security men, cleaners, school nurse, discipline masters among others as the need may arise. Human capital is a key determinant of economic growth. Investment in human capital, and by implication in education, is fundamental to academic achievement. Onyango (2001), emphasizes that human resource is the most important resource in a school organization. He added that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accountants, clerk, matron, nurses, messengers and watchmen is also important. Onyango (2001), posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Reasons why the P.T.A role of supplementing secondary schools with teachers as well as some clerical staff cannot be under looked. As observed, the P.T.A especially in the rural areas plays a great role in the management of personnel in both the primary and secondary schools especially where government teachers are inadequate which greatly influence students learning achievement. It is no exaggeration to say that most secondary schools in the rural areas lack government paid teachers. It is for this reason that the P.T.A in such schools as observed, plays a great role in the recruitment and management of P.T.A teachers as well as some clerical staff which goes a long way to improve upon academic attainment.

Provision of teachers is a crucial issue which must be handled with care in order to enhance learning achievement. Obura, Khatete, and Rimbui (2002), observe that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers and other school personnel. A school with good and adequate teaching staff as well as other clerical staff performs better than a school which lack staff. This is because the few teachers will be over worked thus resulting to ineffectiveness. The school management in collaboration with the P.T.A has a duty to recruit qualified personnel to subsidise government paid teachers. However, in most schools, this exercise is often frustrated due to insufficient P.T.A funds. This greatly hinders the teaching learning process and likewise students' learning achievement.

The aim of education is to provide knowledge that will integrate individuals and moved them into more meaningful individuals in the society capable of solving their problems. Teachers are seen as an effective instrument towards achieving this fundamental goal. According to Okeje (1966), teaching is a conscious behaviour that makes learning more probable and more efficient and teachers are and will remain architects of all professions. This means that extra care should be taken in the recruitment and posting of teachers to our urban and rural secondary schools. There should be equal distribution of teachers in these areas for greater productivity. Obasi (1982), emphasized that "the concept of education cannot be properly conceptualised without reference to those who impact the knowledge. In other words, teachers are the pillars and life wire of the educational sector". For this reason extra care should be taken when recruiting them into the teaching profession in order to maximise positive outcome in the noble field of education. Hence, the role of P.T.A in the provision of teachers is of utmost importance to students' learning achievement.

Emezi (1987), in one of his articles "Teachers education in Post Independent Nigeria" said "The teacher is in all educational system the central figure and the source of any educational reform depends on him". This strengthens the fact that all secondary schools should be adequately staff with the caliber of teachers needed. This will make it possible for the students to be on the same footing academically not minding where the school is located (rural or urban areas). The government cannot achieve this goal alone. The P.T.A and other private individuals must come together in order to realise this goal so as to encourage academic excellence which is one of the main aims of educating a child.

Education is widely regarded as a basic human right, a key to enlightenment, and a source of wealth and power (Mugenda and Mugenda, 1999). Education is critical to industrial and technological development, with the history of developed nations bearing record of this, developing nations aspiring to realised the same statues have to put a premium. This premium can be a dream comes true when P.T.A takes an active and effective role in the provision of teachers. This is because secondary school students are the leaders of tomorrow. For these young future leaders to be enlightened, they must have a strong educational foundation rooted by qualified and well managed staff. UNESCO (1986), indicated that knowledge holds key to the attainment of the Millennium Development Goals, which include, food security, attainment of primary education for all by 2015, eradication of child mortality, and reduction of the spread of HIV and AIDS among others. Thus, UNESCO emphasis the importance of education. Adeyemo (2005), notes that teacher characteristics influence teaching and learning in classrooms. Gravestock and Gregor–Greenleaf (2008), states that the explanations for good or poor student’s academic performance have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students’ poor performance. Akinsolu (2010), asserts that availability of sufficient and qualified teachers determined the performance of students in school. This is a universal truth and is not debatable because there is no way unqualified staff will be more effective than the qualified staff.

Scholars and researchers generally are in agreement that the school variables, which include teacher administration, perform a critical role in educational achievement than other variables (Patrick, 2005). The important role of the teachers in the learning process is unquestionable. Teachers have a lot of influence on learners in their classroom practices. Teachers have and apply specific abilities without which their influence may not be reflected in their students’ performance in their subjects. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in their teaching. Around the world, 121 million children and adolescents are still denied even basic education, and more than 250 million children cannot read and write even after spending several years in school (UNESCO, 2014). In order to ensure that these children have the chance to learn, efforts must be scaled up to better recruit more and better- trained teachers. UNESCO explains that the need for teachers is driven by:

“Increasing demand: the ratio of children enrolled in education has increased, while school-aged populations continue to grow. Overcrowding: In sub-Saharan Africa, the pupils to teacher ratio was 42:1 in 2012 well above recommended

levels. This ratio does not take into account regional differences in teacher distribution. Attrition: In many countries, teacher recruitment cannot keep pace with the rate of teachers retiring or changing professions''.

Thus, the P.T.A role in providing teachers is primordial to students' learning achievement as it ensures ample distribution of qualified teachers in the respective schools and effective management of these teachers which goes a long way to promote academic excellence.

2.12 PROVISION OF DIDACTIC MATERIALS BY P.T.A AND STUDENTS' LEARNING ACHIEVEMENT

The term didactic material will be used interchangeably with instructional materials for purpose of convenience. Teaching at any level requires that students be exposed to some form of stimulation. This is made possible with the use of didactic or instructional materials. Didactic materials refer to teaching and learning aids or resources that can be used to facilitate learning. Ikerionwu (2000), refers to instructional materials as objects or devices that help the teacher to make learning meaningful to the learners. Common didactic materials include chalkboards, charts, graphs, diagrams, exhibits, flat pictures, photographs, maps, models, objects, motion pictures, textbooks, reference books, computers, etc. (Mundi and Alfred, 2006). According to Atkinson (2000), didactic materials include textbooks, charts, maps, audiovisual and electronic materials such as radio, tape recorder, television and video tape recorder. Other category of didactic materials consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on.

P.T.A role of supporting secondary schools with didactic materials has been very instrumental in the teaching learning process. Based on an interview with one of the P.T.A presidents, the P.T.A has and is assisting schools with some basic didactic materials which to him has greatly help in the teaching learning process and the general success of the school. It is no exaggeration to say that most secondary schools in the rural areas lack basic learning aids. Didactic materials which are educational inputs, are of vital importance to the teaching of any subject in the school curriculum. Wales (1975), opined that the use of instructional materials would make discovered facts glued firmly to the memory of students. A teacher who makes use of appropriate didactic materials to supplement his teaching will help enhance students' innovative and creative thinking as well as help them become enthusiastic, (Ekwueme and Igwe 2001).

Didactic materials arouse the interest of learners even in difficult subjects. It is said that one does not learn so much except he pays attention and shows interest in a subject. This cannot be effectively achieved except with the aid of something vital that can captivate the expected interest is presented to the learners as aids. The use of didactic materials like the television as well as other aids according to Ogunmilade (1982), ease the problems the learners find in the lesson which teachers teach and also help remove any of the disadvantages associated with the system if teaching was limited from a teacher to learners' direction only.

The use of didactic materials in teaching and learning at the secondary school level help the learners to explore experiment, create and interact with the environment intensively. Copious uses of didactic materials help to provide learners with good environment to learn (Meremikwu, 2008). Didactic materials make teaching and learning more effective. They can be manipulated, seen, heard or talked about as instruments which facilitate such activity. Esu, Erukoha and Umoren (2004), stated that instructional materials are necessary ingredients in the development of any curriculum. Esu (1995), asserted that the main aim of instructional materials in the teaching of subjects is to increase the effectiveness of teaching and learning as a means of preparing learners for future responsibilities as adults. Textbooks and other learning materials may influence teacher's beliefs about given subjects, (Collopy, 2003). Several factors has been attributed to poor performance in schools among which are poor methods of teaching (Habour P, 2001), and lack of appropriate didactic materials in teaching at all levels of education (Gambari, 2010). This is to say that effective use of didactic materials is instrumental to academic achievement. The P.T.A role of providing some of these materials to secondary schools is fundamental to students success in school as students learn better when they hear, see and touch or manipulate.

Didactic materials help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. Adeogun (2001), discovered a very strong positive significant relationship between didactic materials and academic performance. According to him, schools endowed with more didactic materials performed better than schools that are less endowed. In line with this, Babayomi (1999), argue that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mwiria (1985), also supports that students performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate didactic materials such as textbooks stand a better chance of performing well in examinations than poorly equipped ones. Therefore, poor

performance could be attributed to inadequate teaching and learning materials. When didactic materials are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals. However, the P.T.A and the school management should emphasize and ensure the use of didactic materials by teachers for a break-through in educational attainments. This is because providing is one thing and using it effectively is another.

The use of didactic materials makes teaching to be learner center. The use of didactic materials arouse students' interest and make them to be actively involve in the teaching learning process. When students are involve in their own learning, there is bound to be success. Egbu (2012), agree that involving learners in classroom activities is what matters most as it makes teaching learner centered. Whhen students participate fully in the lesson, do experiment and where possible, improvise the learning materials from the locally available materials, they understand better. An object well-handled practically impresses itself firmly in the mind than object merely seen from a distance, (Yadar, 2007 and UNESCO, 2008). Seeing, touching and listening which are characteristics of instructional materials is the gateway of human learning in this 21stcentury. Aramide and Bolarinwe (2010), opined that instructional materials have the potential for enhancing students' learning. Its role in teaching and learning is one of the most important and widely discussed issues in contemporary education policy. Education in this age has become wide spread and as such, exclusively oral teaching cannot be the key to successful pedagogy. Eshiwani (1993), affirmed that the school based factors that influence the performance in learners include availability of teaching and learning materials.

Concrete objects that resemble everyday items assist students in making connections between abstract concepts and the real world (Brown, Neil, & Glernberg, 2009). Alfred Marshal (1920), cited in Labanda (1985), said as years pass on, the child of working man learn a great deal from what he sees and hears going on around him. Bello (1999), opined that instructional materials influence both the learners and educators during the teaching and learning process in any given environment. In clear departure from the above view, Orji (2012), and Ekpe (2010), in their independent studies agreed that instructional materials are not necessarily important if the learners are intelligent and the teacher has good mastery of the subject matter. But Udomior (1999), argued that didactic materials have an effect on learning, with good understanding in less time as well as means of communication between teachers and learners.

2.13 CONCLUSION

The researcher has examined the various literatures in relation to the problem of study and also the various variables on which this study is based. They include the provision of finance by P.T.A, provision of infrastructure by P.T.A, provision of teachers by P.T.A and provision of didactic materials by P.T.A. These are the four main variables which the researcher thinks can influence students' learning achievement in secondary schools. The researcher has examined the various theories which will be used in the next chapter.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.0 INTRODUCTION

A theory is a set of assumptions, propositions, generalizations or accepted facts that attempts to provide plausible or rational explanations of cause-and-effect (causal) relationships among a group of observed phenomenon. Kerlinger, (1973) in Amin (2005), defines a theory as *“a proposition that presents a systematic view of phenomena by specifying the relations among variables with the purpose of explaining and predicting the phenomena”*. When the purpose of a research is to generate a theory, the phenomena of interest suggest things to look for; but when the purpose is to test the theory then the theory dictates the data to be collected. The context of this study is that of students’ learning achievement and the role of P.T.A in the administration of secondary school in Momo Division. The researcher in order to make the findings clearer and meaningful has used four (4) theories namely:

- Team Spirit by Elton Mayo (1946)
- Theory X and Y by McGregor (1960)
- Scientific Management Theory by Henri Fayol (1951)
- Theory of Educational Productivity by Herbert J. Walberg (1981)

3.1 THE THEORY OF TEAM SPIRIT BY ELTON MAYO (1946)

Mayo was an advocate of the human relations management approach which lays emphasis on the fact that people should be the central focus of management. Advocates of this approach believed that successful management depends to a large extent on a number of manager’s ability to understand and work with people who have different backgrounds, needs, perceptions and aspirations (Kreiner, 1995 in Tamukong 2002). Mayo’s concept of team spirit drew special attention to the significance of the informal organization and gave impetus to the human relations approach. He propounded that environment makes changes in the contents of work. This idea originated from the reorganizational work after the first and second world wars. His studies began with the paradox: *“to reduce working hours was to increase output”*. He used fatigue as a phenomenon to describe tiredness; and then distinguish Monotony in work from fatigue and concluded that boredom and inefficiency at work could be reduced by:

- Activity change;
- Pay related to work done;
- Task work;
- Group work.

Mayo realized that there was much improvement in output of companies and organizations which had team spirit. Further studies were carried out on various teams by Mayo and emerged with the following developments:

Miscellaneous idea: Here, complaints and grievances from workers should call for diagnosis not arguments between management and workers. Thus management must try to look into this grievances and sort solutions and motivations which are not just financial ones as was the case.

Personnel Manager: This refers to management - management has to show that it cares in order to encourage unity in the group, team work and or collaboration between management and workers.

The Question of Tenuism (Security): It was believed that workers would work hard and produce better results if there was more in the form of Job security.

Group Management: The main idea here was to avoid hierarchy. This creates participation and communication upwards not only downwards. Thus there is a large commitment on the part of both management and workers.

In a nut shell, Elton Mayo's theory of Team Spirit under the Human Relations School of thought was the idea of people working in groups or teams with a high sense of commitment at lower level management and also workers freely identifying themselves with the organization. The key feature was the participation idea of everyone within the organization. That is, work could be done in teams or groups for a common purpose. This eventually led people to regard themselves not as individuals but as members of a group working together for the welfare and benefit of all. This concept demonstrates the success of most organization.

With respect to Mayo's paradox: 'to reduce working hours was to increase output, when students have limited time to learn, learning achievement will be high. Also, he used fatigue as a phenomenon to describe tiredness; when learners are given much task, they will be tired and inefficient. Monotony at work, meaning routine activities on daily bases leads to boredom and inefficiency. To him boredom and inefficiency can be reduced through the following ways: activity change; educational planners, school administration and the P.T.A should make changes in the curriculum, program and extra-curricular activities of the school. For pay related to work done, students should be awarded marks accordingly likewise teachers (P.T.A or government

paid) and the school administrators should be rewarded accordingly. For task work, learners should be given task accordingly in order to encourage effectiveness and efficiency. Then for group work, students should be encouraged to work in groups, the P.T.A as well as the school administration should collaborate in order to foster efficiency which will lead to high academic performance. It is observed here that, in order to maximize learning achievement, there must be collaboration between the P.T.A and school administration and team or group work among students. Etzioni (1965) as cited in Fonkeng and Tamajong (2009), discovered two main important points when working as a team which were; Hierarchy and Socialization. The P.T.A cannot work as a separate entity; it must collaborate with the school administration and work as a team for success to be achieved. Also, this theory discourages individual work, thus for students and the school as well as education to realize its target, students are encouraged to work in teams or groups which will also help to pull slow learners and encourage positive competition and efficiency which is healthy for success. Moreover, it is observed here that if there is no collaboration and team work, learning achievement will be retarded. This is supported by the popular saying “*united we stand and divided we fall*”. Away from Mayo’s paradox, he came up with four (4) developments to support his paradox:

Miscellaneous idea; here, Mayo compels the P.T.A and the school administration to look into learners’ complaints, problems and grievances hindering learning and find solutions for them. This can be done through innovations and changes which will in turn help to overcome boredom and fatigue and foster learning achievement. For personnel management; the P.T.A and school administration should show that it cares for learners as well as teachers. Argyns (1957), also reacted to this theory as leading to job enlargement and participative leadership. Thus, the P.T.A must work in collaboration with the school administration towards students’ achievement and the welfare of the school in general. Emphasis here is laid on team work and or collaboration between the P.T.A, school administrators and students. The question of tenuism (security); P.T.A, school administration and students should see themselves as belonging to one family with a strong bond. This bond should not be broken as it will lead to social problems such as mistrust, mismanagement of school resources, indiscipline by students and a lot more which will lead to a fall in learning achievement. The last but not the least is group management; it is believed that group work will spur up intrinsic and extrinsic motivation from individuals and the group or team as a whole.

“Interactional variables make the difference in motivating people – things like attention paid to workers as individuals, workers, control over their own work,

differences between individuals' need, the willingness of managers to listen, group norms and direct feedback" (Ott et al., 2007).

Thus, the P.T.A, school administration and students should work in collaboration and in teams in order to motivate individuals and the group which will promote efficiency and high performance.

None the less, Mayo's theory has not gone without some criticisms. Daniel (1947), criticized Mayo and other social scientists for "adjusting men to machines," rather than enlarging human capacity or human freedom. Many including Reinhard Bendix and Lloyd H. Fisher criticized Mayo for generalizing his results of the Hawthorne studies. The two states that Mayo's research concerned small, isolated groups and it was not clear that the conditions and supervision he achieved could have been replicated in large groups and factory settings. His theory is also based upon the assumption that humans by nature want to cooperate and form groups, and he never gave room for the possibility of José Ortega Y. Gasset's idea of "*the stranger*," built upon the proposition that human by nature are suspicious of others. More recently in 2003, James Hoopes criticised Mayo for "*Substituting therapy for democracy.*" Re-analyses the original Hawthorne data indicate that the quality of the research was poor. Gray (1972) as cited in Fonkeng and Tamajong (2009), finds problems, complaints and grievances as inevitable in schools because it is an organization with people of different needs for example change in the curriculum of a school may result to problems from both the students and teachers with respect to what the curriculum will comprise of as well as the educational values. Thus a constant renegotiation process is called for which if the P.T.A and the school administration fail to handle, it will led to serious academic setbacks. Never the less, this theory has stood the test of time and has been credited for being the spring board to many modern theories especially on motivation. As such, is very much applicable to this study as seen below.

The theory of team spirit is very useful and relevant to this study in so many ways. Students have to be provided with all the necessary resources in order for them to be motivated and committed in their studies. The magnitude of students' motivation is seen in their attitude towards their studies. It is made possible through the provision of finance by the P.T.A, the provision of school infrastructure by P.T.A, provision of teachers by P.T.A and provision of didactic materials by P.T.A. This will enable them to freely and willingly form study groups that will enable individuals to share ideas and experiences and be motivated by others. There will be socialization, competition and effectiveness, division of labour, learn to cope with others, (acceptance for example, accept different behaviours), respect others, correct others' mistakes

and time management which fosters high academic achievement. In fact, the theory of team spirit is encouraging students, P.T.A and school administration to work in collaboration, or in groups or teams because if successful, everyone will succeed but if they fail, everyone will fail and students will be drop out of school which will led to low standards of living, high crime wave such as stealing, prostitution, and many delinquencies; (group management – avoid hierarchy and creates upwards participation and collaboration and team work). Denhardt et al. (2008), posited that motivation outlines the achievements and pursuit of dreams. “Motivation is not something that people do to others. It occurs within peoples’ mind and hearts. Managers can influence the motivational process but they cannot control it” (Denhardt et al., 2008).

This is true because when a student feels he is wasting his precious time in studing to have poor results in class and public exams, his motivational level drops and he becomes less committed whereas when relevant resources are provided coupled with adequate well trained teachers, the students are assured of positive results, committed and ready to study; (miscellaneous idea- management should sort for solutions and motivations towards students grievances).

Lewis and Doorlay (1995), emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement. Educators are exemplary and know their work and understand that learners are working with them. So learners will be in a good position to achieve academically as there are educators who have self respect and understanding. This is so because students will maximize learning and improvement in learning achievement when the P.T.A as well as school administrators give them ample support and show concern; (personnel manager- management should show that it cares).

According to Lorenz (1986), orderliness, guidance and effective discipline plays a significant role in giving learners direction so as to reach or achieve the expected goals and objectives in their formal schooling. The targeted academic achievement is easily achieved if there is good discipline at school. Freedman and Benjamin (2003), emphasize that discipline keeps strategies and vision from becoming an unmet. A school which is characterised with good discipline is secured for learning. Students study over time when they are sure of their safety in a given environment. When students take more time to study, there is no doubt that learning achievement will be higher than in an unsafe environment where there is no security and gross indiscipline will lead to a fall in learning achievements; (the question of tenuism-security). It was believed that students work

hard and produce better results if there was more security). According to Mayo's theory, to reduce studying hours was to increase learning achievement and to reduce working hours was to increase output. He used fatigue as a phenomenon to describe tiredness; and then distinguish monotony in work from fatigue and concluded that boredom and inefficiency at school could be reduced by:

- Innovation and changes in the curriculum, school program, etc (Activity change);
- Students should be awarded marks and motivated accordingly (Pay related to work done);
- Learners should be given task accordingly (Task work);
- Collaboration and team work (Group work);

3.2 THEORY X AND THEORY Y BY MCGREGOR (1960)

Douglas McGregor's theory X and Y are theories of human motivation and management. These theories describe two contrasting models of work force motivation applied by managers in human resource management, organizational behavior, organizational communication and organizational development. Thus each theory is a managerial assumption regarding employees. Theory X holds that workers are lazy, self-interested, work is inherently distasteful and that workers are not ambitious, have little desire for responsibility, prefer to be directed and controlled if organizational objectives are to be achieved. This theory is well aligned with the works of Taylor (1911) and Simon (1997), as they focus on organizations as purely rational systems (Scott and Davis, 2007). Theory Y on the other hand assumes that employees are not lazy; rather, they are self directed and self controlled, creative at work if properly motivated to solve organizational problems. They accept and desire responsibility and are receptive to change and organizational improvement. Theory Y assumption believe that good work itself is motivating. Managers are also likely to develop positive interpersonal relationships with their workers (McGregor, 1957).

In a school setting, theory X holds that some students are lazy, self-interested, studying is inherently distasteful and that students are not ambitious, have little desire for responsibility, prefer to be directed and controlled if the school objectives are to be achieved. Theory X parents need to be forced through the P.T.A rules or their children even driven from school for them to take part in their children's education such as payment of P.T.A levies among others. On the other hand, theory Y holds that students are not lazy, rather, they are self directed and self controlled, creative at school, if properly motivated will solve the school problems. They accept and desire responsibility and are receptive to change and school improvement programs. Theory

Y assumption believe that good work itself is motivating. The P.T.A and school administrators are also likely to develop positive interpersonal relationships with their students which foster high learning achievement.

In a school setting, theory X tends to explain the role different stake holders particularly the P.T.A (parents, teachers and school administrators) play in students' learning achievement in particular and school objectives as a whole. Some parents have regressive behaviour, unwilling and act irresponsibly in their roles as stake holders. They do this by not paying P.T.A levies or contributing towards their children's education, and careless of their children's studies, do not discipline their children, do not motivate or support them academically. It is observed that parental participation in school administration is directly related to school effectiveness and subsequently academic performance. Thus, these theoretical propositions suggest that the poor academic performance of most students in Momo Division is reflected in the manner of which parents are involved in school administration in this area. Hence parents need to be directed and compel by the P.T.A rules and regulation towards their responsibility in order for them to comply and enable students to have the necessary resources which will foster learning achievement.

With respect to students under theory X; some students are lazy, self interested and preferred to be directed and controlled for the learning objectives to be achieved. For such, the parents, teachers and school administrators must direct, controlled and punished when necessary for learning achievement to be met. This category of learners if well directed and effectively controlled will perform well but if not, performance will be poor. Since the P.T.A and school administrators are in almost complete control, this enables systematic and uniformity in studying and in exams which leads to higher learning achievement. In as much as this theory is related to this study, it has not gone without being criticized. Maslow and Miskel (1982), sharply criticized McGregor for what he called "inhumanity" to the weak, the vulnerable and the damaged who are those unable to assume the responsibility and self-discipline demanded by the theory. This theory is very much related to this study.

In the school setting of theory Y, learners are internally (intrinsically) motivated, like schooling, and learn to better themselves without a direct "reward" in return. Students in theory Y particularly thrive on challenges that they may face, and relish on improving their personal lives and performance. Students here additionally tend to take full responsibility for their studies and do not require the need of constant supervision and discipline from the P.T.A and school administrators for them to engage in meaningful learning. Here the P.T.A and school administrators built a personal and relatable level with students which foster learning

achievement unlike in X where they are more conducive. Thus students in this school setting have a better relationship with their higher ups which leads to a healthier atmosphere in the school which favours students' learning achievement.

Here, parents participate maturely (are not forced by P.T.A rules or sending their children out of classes for them to pay fees) towards their children academic achievement by paying P.T.A levies, contributing financially towards the maintenance and renovation of the school and provision of school infrastructure, provision of didactic materials, and provision of teachers which greatly encourage students learning achievement.

In comparison to a school setting of "theory X," the P.T.A and administrators' role in theory Y is more of a democratic and free will in studying; allowing the students to design, construct and submit their work in a timely manner in co-ordinances to their work load. It is observed that, while theory "Y" may seem optimal, it does have some drawbacks. A more personal and individualistic feel, leave room for errors in terms of consistency and uniformity. The school lacks unvarying rules and practices which can result to inconsistency in students learning achievement which could potentially be detrimental to the quality standard and strict guide lines of the school and its succes. In the school milieu of theory X, there is consistency of studying. This is because the P.T.A and school administrators are in complete control which leads to more systematic and uniform performance in the teaching learning process of the school. Students here, if allow to specialize in particular fields of studies (arts or science) will led to expertise and effectiveness which will in tend led to high learning achievement.

3.3 THEORY OF SCIENTIFIC MANAGEMENT: FUNCTIONAL APPROACH BY HENRI FAYOL (1951)

Henri Fayol (1951) is credited with the universal process/functional approach theory in which he believed that proper management of personnel and other resources was the key to organizational success. Henri Fayol made outstanding contributions to management thought. He made a clear distinction between operational activities and managerial activities. He clearly specified the functions of management by a systematic analysis of management process. This isolation and analysis of management as a separate discipline was his original contribution to the body of management theory. Fayol firmly advocated that management should be formally taught. He also highlighted the universal characteristics of management principles. He is known as the father of management principles which have stood the test of time. He developed a framework for further study and research. One of the greatest contributions of Fayol is that his ideas pave the

way for the development of the Management Theory. The operational approach focuses on workers at the bottom of the hierarchy while the universal or functional approach makes emphasis on the manager. This is one of the oldest approaches to management and it is based on two assumptions as stated by Fonkeng and Tamajong (2009)

- Organizations may differ but management process is the same in all organizations.
- Management functions can be reduced to a group or a set of separate functions and related principles.

Henri Fayol began his principles of administration with the concept of purveyance (forecasting). He used the biological analogy in his treatment of management (for example when an organism becomes big, its organs become more differentiated and so is a big organization). He also used the military analogy such as discipline and command. From these, Henri Fayol (1951), came up with fourteen administrative principles as follows,

1) Division of work; specialization (like Weber).

2) Authority; which comes with the power to give an order to which is linked to the responsibility for action. He stressed on the need for sanction to accompany authority in order to secure good management which can only be done when there is fairness and imperial treatment.

3) Discipline; here it is derived from the military analogy which constitutes strength of an army and also involves respect. It is closely attacked to the judicial analogy.

4) Unity of Command; meaning orders are received from the superior only.

5) Unity of direction; meaning one head, one plan for the implementation of directives.

6) Subordination of individual interest for general interest; in an organization there exist two competing interest and therefore it is the job of the management or administrator to reconcile this and the only way of achieving this is by setting good examples himself and constant supervision.

7) Remuneration of personnel; it refers to price of services, reward, rate of payment and mode of payment how they affect people's keenness of work. This also includes non-financial incentives and workers welfare.

8) Centralization; he stressed on the degree of centralization, the need for some kind of decentralization by appreciation of the initiatives of subordinates.

9) Scale of chain; the chain of superiors or authority, line of authority and route followed for communication within the organization from bottom to top and vice versa. This however can be a very slow process.

10) Militaristic; in every organization this calls for orderliness and so with social order.

11) Equity; this demands managers to be fair in their judgment.

12) Stability of tenure personnel; this according to him means or signifies a sign of prosperity.

13) Initiatives; this outlines the act of thinking out plans, showing them as a success which has to be encouraged by managers/administrators.

14) Esprit de corps; this is the last but not the least point because it plays an important role in management that is the concept of union of strength. That is Team spirit.

In line with Fayol's theory, the P.T.A (parents, teachers and administrators) who are the managers of the school must be able to exercise and use their authority for the effective and efficient control of the students for the accomplishment of the objectives of the school.

Henri Fayol encourage the use of division of labour and specialization at the level of manager and also students. It is for this reason that in a school, there is use of the school calender in which activities for the entire year are specified and time table for both teachers and students allocating periods with respect to different subjects or specialty, as such work is done effectively and efficiently. Also, the P.T.A does not work in abstract as it has a program of activities.

Moreover, in a school, the school management often summons disciplinary councils which discuss problems of indiscipline by students where the parents, teachers and administrators deliberate before sanctions are being taken.

In unity of command and unity of directives, the P.T.A and the the administration should work in collaboration to command and give directives to students in order to promote efficiency and foster the growth of the shool as a whole.

Fayol's remuneration of personnel states the manner and rate of payment of personnel which is the case in the school setting. P.T.A should pay P.T.A teachers and on time as it will motivate and encourage effectiveness in the teaching learning process and academic excellence.

Centralization was one of the major points that Fayol emphasized. Here the the administration in which the P.T.A is part of it is the central power of the school. It is charge with the responsibility to give orders to its subordinates. The P.T.A executive give orders to members; P.T.A a teachers are answerable to the the authority that be. The principal is at the head of the secondary schools and teachers, clerical staff, other school administrators are answerable to him.

Equity was one of the fourteen principles which demanded managers to be fair in their judgment, decision making and delegation of powers. The P.T.A must be fair in the diacharge of its duties. For example, giving P.T.A projects to competent member who can execute it

effectively and not on bases of tribe, personal interest or fame as this can bring dissatisfaction and disunity among members which is not healthy for the growth of the school. In schools, some principals tend to act with a biased mind favouring some teachers to others and this eventually leads to the fall of the school. A principal in any case must be fair and just in handling the affairs of his institution.

He also see the head of the organisation (P.T.A) as inspiring, that is one who possess initiatives, that is thinking out plans and showing them as a success before hand which has to be encouraged either by other administrators, teachers and collaborators.

Fayol encourage the P.T.A to work as a team and in collaboration with the school management in his Union Strength for the smooth running of the school and there should be good communication and negotiation for proper growth.

The theory of scientific management especially the functional Approach where Henri Fayol is the major proponent is very significant in today's running of organizations especially the schools. Though this theory is very influential in the managing of organizations and institutions, it also has some criticisms or weaknesses as outlined below

- The theory is said to be too formal.
- He did not pay adequate attention to workers.
- There is vagueness and superficiality about some of his terms and conditions.
- He said management should be taught but failed to elaborate on how it should be taught.

The scientific management theories by Taylor and Fayol made mention of Division of Labour and specialization. It is good to work in your area of specialty but it becomes very frustrating, boring and monotonous doing one and the same thing over and over, to that effect it could instead lead to inefficiency.

This approach failed to recognize the human aspect of workers and so they treated workers as machines and not humans but making them to forgo their personal interest only for the interest of the organization.

This theory is related to this work because it brings out some principles in running organizations (Administrative principles) in which the school is an organization and the P.T.A is another organization within the school. Here the P.T.A and other school administrators are seen as the management. To Fayol, for the school to function properly, the P.T.A together with the school administration must be in total command and develop initiatives and principles that will enable her subordinates (the teachers, support staff as well as students) to function well as it will boost academic success.

This theory is in agreement with the fact that team work (Esprit de corps) plays a lot in the growth of an institution. The P.T.A must work as a team to achieve said objectives. The P.T.A can not carry out projects in the school when the principal is not aware or in agreement with it. Thus, both parties need to work as a team to determine what resources they need and how best they can allocate it for the general welfare of the school and particularly for the academic achievement of the learners.

Fayol's remuneration of personnel is in support with the fact that the P.T.A should pay the salaries of P.T.A teachers as reward for job well done as this will enhance efficiency and motivate them. When teachers are well payed on regular bases, they are bound to be committed in the execution of their teaching duty which is fundamental to students' learning achievement. In another perspective, students should be awarded accordingly as this will encourage them and motivate them to learn better. This can be done by giving a student the marks he or she deserves in an assignment, test, class or public examination. If students understand that teachers are fair (not bias or corrupt), they are bound to work harder in order not to fail in their examination; because what you deserve is what will be given to you. With this, academic achievement is the watch word.

Fayol like other theorists, encourage the use of motivation. The P.T.A has the responsibility to ensure the motivation of students as it has a great impact on learning achievement. Motivation could be seen as the force that can reduce tension, stress, worries and frustrations emanating from a problematic situation in a person's life. Students' motivation can be seen as those factors operating in the school setting which if not made available to students could affect their performance, causing stress, discontentment and frustration all of which could subsequently reduce their effectiveness in school and students' output witnesses a quantitative decrease. These sums up to the fact that students' motivation includes factors that cause, channel, sustain and influence students' behavior towards high academic standards in school. In support of this,

Okoye (1983), opined that motivation holds the key to the understanding of every human behavior. According to him, motivation explains why one individual dodges work, another works normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional methods of achieving social, academic, economic and political recognition. He added that motivation should be carefully manipulated whether in the work situation or study situation, so that our

students are neither under motivated or over motivated but appropriately motivated so as to be useful to themselves in their society and the world atlarge.

In a nut shell, this theory is relevant to this study as it encourages the use of centralization of authority, motivation, discipline, equity, initiatives, division of work among others which all enhanced the strength of an organization which the school is and fosters its growth.

3.4 THEORY OF EDUCATIONAL PRODUCTIVITY BY HERBERT J. WALBERG (1981).

Walberg's (1981) theory of educational productivity is one of the few empirically tested theories of school learning and is based on the review of over 3000 studies (DiPerna et al., 2002). Walberg's theory specifies that classroom learning is a multiplicative, diminishing-returns function of four essential factors. Student ability and motivation, quality and quantity of instruction, and possibly four supplementary or supportive factors; the social psychological environment of the classroom, education stimulating conditions in the home, peer group and exposure to mass media. Each of this essential factors appear to be necessary but insufficient by itself for classroom learning; that is, these four factors requires at least a minimum level. It also appears that the essential factor may substitute, compensate, or trade off for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if motivation, ability, or quality of instruction is minimal (Haertel et al., 1983). According to Walberg and co (Walberg et al.), nine different educational productivity factors interacts to account for school learning. That is, Walberg et al. key variables that affect student outcome:

- Student ability/prior achievement
- Motivation
- Age/developmental level
- Quantity of instruction
- Quality of instruction
- Classroom climate
- Home environment
- Peer group
- Exposure to mass media

These were further grouped into three main parts. The first three (ability, motivation and age) variables reflect characteristics of the students. The fourth and fifth variables (quantity and

quality) reflect instruction, and the last four variables (classroom, home environment, peer group and exposure to media) represents aspects of the psychological environment (DiPerna et al., 2002). Using a variety of methods the authors concluded that psychological, instructional and home environment characteristics ("proximal" variables) significantly affect achievement than variables such as school level policy and demography ("distal" variables.)

In a school setting, the first five variables that reflect characteristics of the students (ability, motivation and age) and those that reflect instruction (quantity and quality) plays a lot on the student learning and possible outcome are prominent in the educational models of Benjamin Bloom, Jerome Bruner, John Carroll, and others (Walberg, 1984). Each is necessary for students' learning in school; without at least a small amount of each, the student can learn little. Large amounts of instruction and high degrees of ability, for example, may count for little if students are unmotivated or instruction is unsuitable. These five essential factors, however, are partly alterable by educators since, for example the curriculum in terms of lengths of time devoted to various subjects and activities is partly determined by diverse economic, political and social forces. Student ability/prior learning and motivation are influenced by parents, and by students themselves. Thus educators are unlikely to raise achievement substantially by their own efforts alone. Three of the remaining factors-the psychological climate of the classroom; enduring affection and academic stimulation from adults at home; and an out-of-peer group with learning interests, goals, and activities-influence learning in two ways: students learn from them directly, and these factors indirectly benefit learning by raising student ability, motivation, and responsiveness to instruction. In addition, about ten weekly hours of television time seems optimal for learning; more hours than this displace homework and other educationally and developmentally constructive activities outside school. It is clear that the above factors interact or influence one another, and are influenced in turn by how much students learn, since those who begin well learn faster (Walberg, 1984).

Other factors influence learning in school but are less directly linked to academic learning. For example class size, private governance (independent or sectarian in contrast to public control of schools) correlate only weakly with learning, especially if the initial abilities of students are considered. Thus, improvement in the more direct and more alterable factors hold the best hope for increasing educational productivity (Walberg and Shanahan, 1983).

This theory is relevant to this study because it accepts that the home and the school are fundamental to student learning outcome. Bagin and Gallagher (2001), pointed out that the primary purpose of the P.T.A is to: raise the standards of home life, promote the welfare of the

children at home, school and the community, and secure adequate laws for the care and protection of youth. When parents motivate their children at home by showing interest in their studies; through gifts, providing them with home teachers, learning aids, comfortable environment, they will do assignments, concentrate on their studies and learning achievement is guaranteed. A parent's enthusiasm about financing a child's education is in most instances the underlying factor that contributes to the child's academic success (Fan & Chen 2001).

Moreover, the theory emphasises on the quality and quantity of instruction as a valuable factor of students' learning achievement. The quality and quantity of teaching depends on quality and adequacy of human and physical resources of a school. This is ensured through P.T.A provision of finance, supplementary teachers, infrastructure and didactic materials. Stankosky (2005), acknowledge this by saying that knowledge management has significance and it must be elevated to its own academic discipline with the accompanying theoretical constraints, guiding principles and the professional society to serve as an evolutionary thrust. In line with this, Husen, Saha and Noonam (1978), posited that physical materials in terms of adequacy and quality have been noted to have a great impact on the performance of students in examinations.

In addition, Walberg's theory of educational productivity is relevant in this study as it sees the class room climate, peer group and exposure to mass media as a valuable factor in students' learning achievement. The psychological and physical state of the classroom affect students' learning; enduring affection and academic stimulation from teachers, and a peer group with learning interests, goals, and activities, influence learning in two ways: students learn from them directly, and these factors indirectly benefit learning by raising student ability, motivation, and responsiveness to instruction. Vrey (1979), says the relationship with peers, parents, ideas, moral and religious values have a basic influence on the learner. The physical and psychological state of the classroom is made conducive thanks to the P.T.A provision of finance; money is needed to motivate teachers to enhance efficiency, provision of infrastructure; for example P.T.A build classrooms with good lighting system and modern facilities. Abdullahi (1996), reported that the P.T.A complements government's effort in the provision and maintenance of infrastructure. Provision of teachers; Emezi (1987), said, the teacher is in all educational system the central figure and the sources of educational reform depends on him. Meaning the teacher is instrumental in the classroom and how well students learn depends on him. Lastly, P.T.A provision of didactic materials; Adeogun (2001), acknowledge that schools endowed with more didactic materials performed better than schools that are less endowed. Mwiria (1985), also

supports that students performance is affected by the quality and quantity of teaching and learning materials.

In a nut shell, Walberg's theory is related to this study because it states clearly that students' characteristics; social, behavioural, motivational, affective, cognitive, metacognitive (proximal variables) are important for students' learning achievement than variables such as school level policy and demography ("distal" variables). These characteristics are made realistic through the P.T.A role in administration. Henderson, Berla and Nancy (1994), posited that what is important is not the type of school, or who goes there, but the quality of its relationship with the families and the strength of its finances to provide necessary resources.

3.5 CONCLUSION

The theories above examined the role of the parents, teachers and school administrators (P.T.A) in the administration of schools and how they influence students' learning achievement. They include the theory of team spirit, theory X and Y, scientific management theory and the educational productivity theory. The researcher has examined the methodology of this study in the next chapter.

CHAPTER FOUR

METHODOLOGY

4.0 INTRODUCTION

This chapter deals with the methodology and seeks to examine the extent to which the role of the P.T.A in administration can affect students' learning achievement. Both qualitative and quantitative research designs have been used in this work. It has to do with the research procedures. It includes the area of study, population of the study, sample and sampling techniques, data collection plan which involves the procedure for the establishment of validity and reliability of research instruments are presented. At the end of this chapter a recapitulative table is presented. Data collected using quantitative approach was cross checked using a qualitative approach.

4.1 RESEARCH DESIGN

Luma et al., (1999), describes research design as “a plan or blue print which specifies how data relating to a given population should be collected and analyzed”. It provides a procedural outline for the conduct of any given investigation. Nworgu (1991), defines research design as a plan which specifies how data related to a given problem should be collected.

This study is a survey research. According to Nworgu (1991), cited by Asenui (1996), a survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered as representatives and generalizing to the whole group. This design was chosen because of the fact that, it saves time as data is collected in a relatively short period of time.

4.2 AREA OF STUDY

This study covers randomly selected Secondary Schools in Mbenwi Central in Momo Division of the North West Region of Cameroon. The schools were: Government Bilingual High School (G.B.H.S) Mbengwi, Government Technical High School (G.T.H.S) Mbengwi, Saint Joseph Catholic Comprehensive College (S.J.C.C.C) Mbengwi, Government High School (G.H.S) Tudig, Presbyterian High School (P.H.S) Mbengwi, Government Secondary School

(G.S.S) Njindom, Government Secondary School (G.S.S) Guneku and Government Technical College (G.T.C) Ngyen-Mbo.

4.2.1 Brief Geographical and Cultural Presentation of Momo Division

Map: See appendix.

Momo Division is one of the seven divisions in the North West Region of Cameroon with a total surface area of 1.792 km square and has a total population of about 213, 402 persons (2005 population estimate). Momo Division is situated between latitude 5.54° and 5.90° North of the equator and between longitude 9.58° and 9.97° East of the Greenwich Meridian. The head quarter of Momo Division is Mbengwi Central Sub Division. Momo Division has five Sub-Divisions which are: Mbengwi Cenral, Batibo, Njikwa, Widikum-Boffe and Ngie Sub-Division. The researcher choosed to carry out her study in Momo Division due to the fact that it has many public and mission secondary institutions of learning and secondly because the researcher wants to economise scarce resources.

4.2.1.1 Climate:

Momo Division like other parts of the region has two seasons: the rainy season and the dry season. The rainy season begins in Mid March and ends in Mid October while the dry season begins from Mid October and ends in Mid March. The rainy season is characterized by heavy rains, lightening and thunder storms, and at times accompanied with hail stones. The dry season is characterized by too much cold and dust. In short, this division experiences the cold dry Harmattan wind especially in the months of December, January and February. The division is covered mostly by the Savannah grassland with a few trees growing in the valleys and around the waters. There are also patches of both the natural and man made forest doted in the division.

4.2.1.2 Economic Activities:

Most of the inhabitants of Momo Division as a whole are traditional farmers and some are into petit trading. They produce cocoyam's, cassava (mostly for the production of garri and water fufu and other related products), yams, beans, maize, Irish potatoes, groundnuts and services like the Medical, education, legal among others. The people of this area are also noted for the production of palm oil and palm wine, coffee and cocoa especially in Ngie, Oshie and Batibo. Apart from agricultural and tertiary sectors, there are also other handicraft activities like carving, weaving and black smithing; animal rearing is also carried out in some parts of the division especially by bororos.

4.2.1.3 Culture

The people of Momo Division like those of other parts of the North West Region share a close social organization and a grass field culture with the Bamoun People of the Western Region. The culture consists in a series of chiefdoms each ruled by a chief (Fon). This division has become famous for its enriched embroidered iridescent traditional costumes, its ritual and funeral ceremonies, its traditional dances; kwem, kom-njang, Tiwara, Mendere, Mokongi just to name a few.

4.3 POPULATION OF THE STUDY

This study took place in Momo Division in the North West Region of Cameroon. Population refers to a group of people living within a particular geographical location with common characteristics (Amin 2005). The population of the study refers to the totality of individuals having common characteristics on which the researcher wishes to make inference and also to test her hypotheses. This population is that of secondary school students and P.T.A in the North West Region of Cameroon, these include individuals of both sex, of different categories and from different cultural backgrounds. The results are generalized based on this population. The population in this study will include the sampling or target and the accessible population.

4.3.1 Sampling Population

The population from which the researcher drew her sample is from secondary school students, parents and teachers (administrators, teaching and non teaching staff) in Momo Division in the North West region of Cameroon. Amin (2005), defines sampling as the “*process of selecting elements from a population in such a way that the sampled elements represented the population*”. Here the researcher selected eight secondary schools whose students, teaching and non teaching staff, and parents constituted our sample.

4.3.2 Accessible Population

Accessible population refers to the population from which the sample is actually drawn Amin (2005). The subjects for this study included the students, school administrators, teaching and support staffs and some parents (P.T.A members) of the selected schools. These were the people from whom the researcher thought required data could be obtained and then analysed in such a way that the results could be applicable to any other secondary school in the Cameroon context. In this study we had the accessible population of 160 students, 40 teachers and parents (P.T.A members). This total number of respondent is for all government, mission, and lay private schools. It is from this accessible population that the researcher drew the sample of this study.

The highest number of students came from government schools while the least number of students came from lay private schools.

4.3.3 Sample and Sampling Techniques

4.3.3.1 Sample

Sample according to Amin, (2005) is “*a small proportion of a population selected for observation and analysis.*” In this study, the sample is made up of secondary school students, some teachers and parents (some P.T.A members) in Momo Division. The questionnaires were administered to this sample. This study had a sample of 200 correspondents from both sex and from various socio-cultural, religious and political backgrounds.

4.3.3.2 Sampling Techniques

Sampling is the process of selecting elements from a population in such a way that the sample elements represents the population. (Amin, 2005). Two sampling techniques were used for this study: simple random and purposive samplings. A simple random sampling is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. A purposive sampling is obtained when a researcher uses his/her own judgment or common sense regarding the participant from whom information will be collected (Amin 2005). The sample of this study is made up of 200 subjects. The following sampling procedures were used to obtain the required sample. A list of the secondary schools in Momo Division in the North West Region was used. A simple random sampling technique where the names of all the schools in the population were written on folded pieces of papers, shuffled and put inside a basket. From the basket the researcher randomly drew out paper balls where each one drawn constituted the sample. After each draw, the paper balls were reshuffled and the name of the school recorded. The procedure was repeated until the eight schools were selected as presented on the table below.

To select the students who constitute the sample population, the researcher met the principal of each school and collected the list of students of the respective schools. Using this list, the required number of students per school were selected purposively and their names recorded. These automatically became the names of students for the sample size of 200 students.

Table 1: Indicating Sample Schools and Students' Enrolment

Schools	Students Enrolment
Government Bilingual High School (G.B.H.S), Mbengwi.	1804
Government Technical High School (G.T.H.S), Mbengwi.	789
Saint Joseph Catholic Comprehensive College (S.J.C.C.C), Mbengwi.	578
Government High School (G.H.S). Tudig.	201
Presbyterian High School (P.H.S). Mbengwi.	185
Government Secondary School (G.S.S), Njindom.	134
Government Secondary School (G.S.S), Guneku.	156
Government Technical College (G.T.C), Ngyen-Mbo.	66

Source: Divisional Delegation of Secondary Education-Momo.

Table 2: A Summary of Sample Selected per School

Schools	Students Enrolment	Sampled Administered
G.B.H.S Mbengwi	1804	43
G.T.H.S. Mbengwi	789	35
S.J.C.C.C Mbenwi	578	35
G.H.S -Tudig	201	25
P.H.S Mbengwi	185	20
G.S.S Njindom	134	15
G.S.S Guneku	156	13
G.T.C Ngyen-Mbo	66	15

Source: Field Survey, 2016.

4.4 RESEARCH INSTRUMENTS

Research instruments are the various tools used by the researcher to collect information from respondents. The research instruments used for this study were questionnaires. Data for this study was generated from questionnaires. The questionnaire was used because it was time saving and enabled the researcher to gather much information from a greater number of respondents at a relatively short period of time. The questionnaire was particularly relevant as it helped respondents to maintain some degree of anonymity which was believed to have increased the

level of their objectivity. These questionnaires are divided into four main parts: the first part includes the background information; the second part is concerned with questions constructed from the four indicators of the independent variable while the third part consists of questions from the indicators of the dependent variable and the fourth part involves questions from the extraneous or the intervening variable. The questions were asked using the likert scale. This was to ease the task of the respondents and to save the researcher's time in administering the questionnaires and also to make coding of the responses easier. The questionnaire was scaled on four as follows, Strongly Agree, Agree, Disagree and Strongly Disagree.

4.5 VALIDATION AND RELIABILITY OF RESEARCH INSTRUMENTS

4.5.1 Validity of Research Instrument

Validity refers to the accuracy with which an instrument measures what it intends to measure (Mbua 2003).

4.5.1.1 Face Validity

The instruments were given to some persons in the field of education and the supervisor for cross-examination and scrutiny. Some items were dropped and some rephrased and some restricted accordingly. All of these were done to avoid ambiguity and to ensure clarity of questions to enable respondents answer with ease.

4.5.1.2 Content Validity

After the operationalisation of the variables, the researcher identified the indicators from where she constructed the instruments. These instruments were then handed to the researcher's supervisors to examine the validity of the contents. This is known as the content validity, which is the extent to which the research questions are related to the variable of study and really measures what they are supposed to measure. Amin, (2005) sees it as *“one which focuses upon the extent to which one content of an instrument corresponds to the contents of theoretical concepts it is designed to measure”*. It is the quality of data-gathering instruments or procedure that enables it to measure what it is supposed to measure.

4.5.2 Reliability of Research Instruments

4.5.2.1 Reliability:

It is the degree to which the instrument consistently measures whatever it is measuring Amin (2005). An instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from the same respondents even by the other researchers. To establish the reliability of the instruments, the researcher used test and the retest reliability type.

4.5.2.2 Test-Retest Reliability:

With the little knowledge known by the researcher in Mbengwi and Tudig all in Momo Division, a test-retest study was done in two schools G.B.H.S Mbengwi and G.H.S Tudig. The researcher first administered the questionnaire to a group of 20 students from the two schools. She re-administered the questionnaires again to the same group of students after two weeks and the results were found consistent. This exercise was meant to test if the respondents understood the questions and also to find out the degree of success of the instrument. The responses the researcher received gave the assurance that most of the questions were appropriate and some which presented ambiguity were then rephrased. The reliability index was calculated using the Cronbach Alpha. The calculated index was 0.68 which was greater than the nominal index of 0.6. It is significant and high indicating that the instruments had a good test-retest reliability. The two weeks lapse for the second set of questionnaires to be administered was simply to avoid a situation of respondents recalling easily their former responses and also the fact that when the time lapse is too long the responses might differ due to the maturation, new experiences and intervening learning.

4.6 DATA COLLECTION PLAN

The researcher first went to the Divisional Delegation of Secondary Education for Momo Division where the Delegate readily signed her authorization to carry out her research and also presented the necessary information to assist the researcher. Useful statistics on the population of the study was also presented to the researcher at the Divisional Delegation.

A letter from the University of Yaounde 1 together with the authorization letter from the Divisional Delegate, authorizing the study was presented to the various principals of the institutions who then introduced the researcher to the students and P.T.A members.

With this, the researcher proceeded and personally administered the questionnaires in some of the schools. In the mission schools, the principal helped the researcher to administer the questionnaires to avoid interrupting students from other duties that were on-going. The persons concerned were given questionnaires to fill and the researcher waited and collected the questionnaires on the spot. This Direct Delivery Technique (DDT) was meant to save time and to reduce risk of questionnaires missing or delayed while on transit if posted or sent through other people. The return rate was 100%.

Table 3: Return Rate of Questionnaires by Respondents

Schools	Number Administered	Number Returned	Percentage
G.B.H.S Mbengwi	43	43	100%
G.T.H.S Mbengwi	35	35	100%
S.J.C.C.C Mbengwi	35	35	100%
G.H.S Tudig	25	25	100%
P.H.S Mbengwi	20	20	100%
G.S.S Njindom	15	15	100%
G.S.S Guneku	12	12	100%
G.T.C Ngyen-Mbo	15	15	100%

Source: Field Survey, 2016.

4.7 STATISTICAL PROCEDURE USED

4.7.1 The Pearson Product Moment Correlation Index

It is the most commonly used index of correlation. This index measures the degree and direction of relationship between two variables X and Y.

4.7.2 The Raw Score Formula

If X and Y are two random variables that satisfy the three conditions for the Pearson Product Moment correlation, then

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Where:

n = number of paired observations,

$\sum xy$ = sum of cross products of X and Y. That is, multiplied the corresponding values of X and Y and sum these products.

$\sum X$ and $\sum Y$ are sums of the X and Y scores respectively.

$\sum X^2$ = Sum of all squared values of the X scores.

$\sum Y^2$ = Sum all the squared Y scores.

$(\sum X)^2$ = Sum all X scores, this sum squared.

$(\sum Y)^2$ = Sum all Y scores, this sum squared.

Note that $\sum XY \neq (\sum X)(\sum Y)$, $\sum X^2 \neq (\sum X)^2$, and $\sum Y^2 \neq (\sum Y)^2$

4.7.3 Interpreting the Pearson's Product Moment Correlation Index.

After calculating the Index of a Correlation, how do we interpret the value of r_{xy} ?

First know the correlation coefficient r_{xy} ranges from -1 to +1 that is r_{xy} lies in the interval -1 to 1. A calculated value outside this range implies an error has been made.

$r_{xy} = -1$ and $r_{xy} = 1$ describes a perfect negative and positive linear correlations respectively. An

$r_{xy} = 0$ implies lack of a linear correlation between X and Y.

4.7.4 Application of Pearson Correlation Coefficient

After calculating the index of a correlation, the next question is “what does this calculated value mean?” in other words, how do we interpret the value of r_{xy} ?

First we need to know that a correlation coefficient r_{xy} ranges from -1 to +1 that is r_{xy} lies in the interval $-1 \leq r_{xy} \leq 1$.

An important question is; “is the relationship between X and Y significant?”

That is, is r_{xy} , significantly different from zero?

In correlation analysis, r_{xy} , is the correlation between X and Y in the sample while P denotes the correlation between the variables in the population. To test the hypothesis concerning correlation computing the value of r_{xy} , from the sample data, this value is compared with the critical value, r_{crit} from the Pearson correlation table depending on whether the test is one tailed or two tailed using n-2 degrees of freedom for a given level of two-tailed or one tailed test. Compare the absolute value of r_{xy} , the calculated value with r_{crit} and reject H_0 if $r_{xy} > r_{crit}$.

4.8 VARIABLES OF STUDY

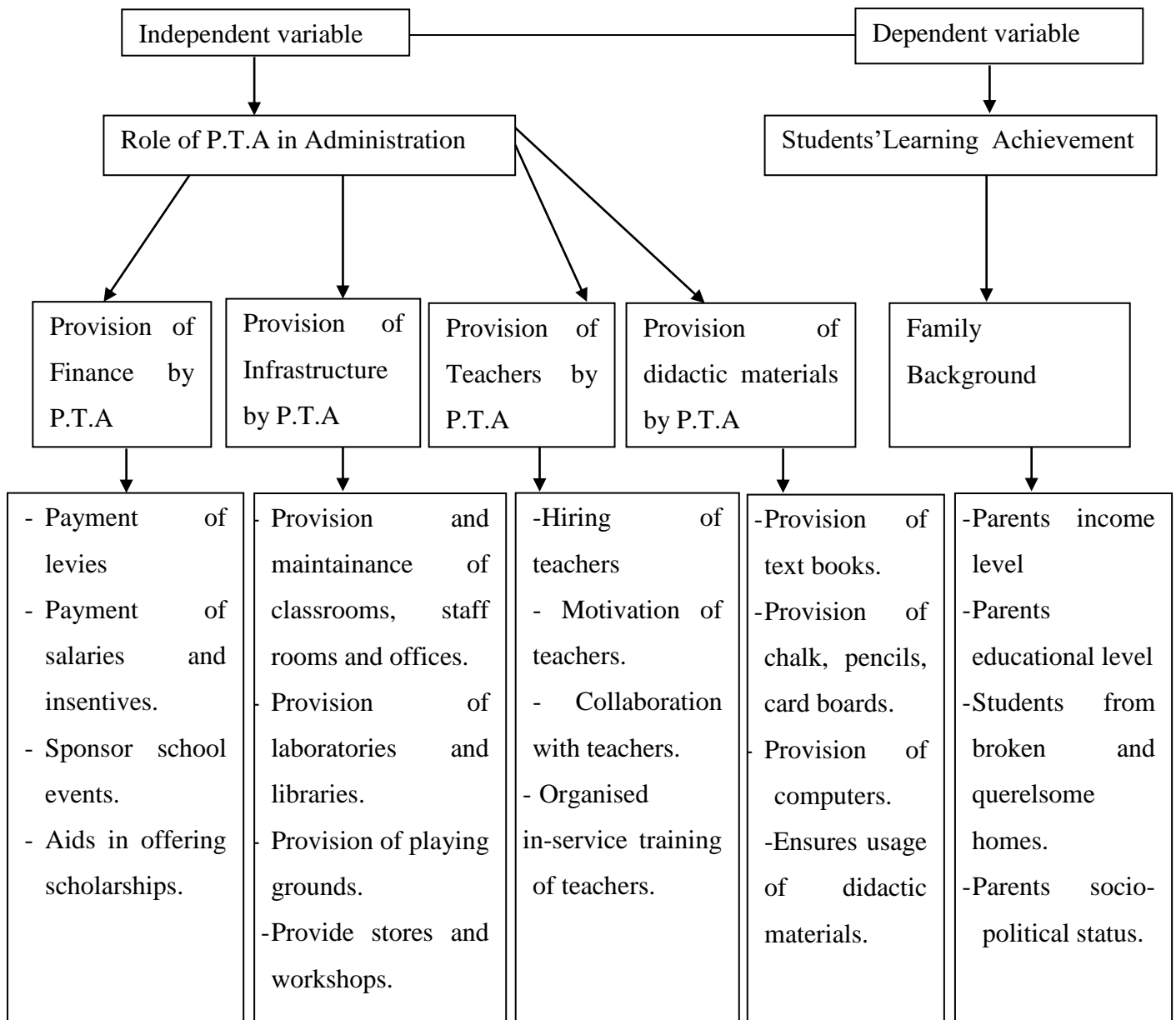
According to Luma et al (1999), a variable is a characteristic on which people can differ from one another. To Weiten (1989), a variable is defined as “any measurable conditions, events, characteristics of behaviors that are controlled or observed”.

4.8.1 Independent Variable

This refers to the condition or characteristic that the researcher controls or manipulates in order to determine its relationship with the observed state of affairs. Ibid (2005), defines the independent variables as that which we attempt to measure and understand through its influence on the dependent variable. It is the explanatory variable. It is that variable which can be manipulated by the researcher. The independent variable of this study is “*The Role of P.T.A in Administration*” It is presumed that, this variable has an effect on the dependent variable; in the case of this study which is Students’ Learning Achievement.

4.8.2 Dependent Variable

According to Luma et al., (1999), a dependent variable is the characteristics that are being predicted when statement of hypothesis is made. The dependent variable in this study is “*Students’ Learning Achievement*”. Amin (2005), defines a dependent variable as a variable of primary interest to the researcher. It is the presumed effect. Amin (2005), defines the dependent variable as that whose variation the researcher seeks to find. The dependent variable indicates the phenomena that the researcher is out to explain. It is also seen as the variable receiving the effect after manipulation. It is a variable that depends on what the independent variable does.

Figure 2: Types of Variables

Source: Researcher's Personal Compilation

4.9 INDICATORS

The indicators for the independent variable (Role of P.T.A in Administration) are as follows:

The independent variable is also called the predictor or the explanatory variable. It enables the variations in the dependent variable when manipulated. It explains or accounts for variation(s) in the independent variable. The independent variable in this study was operationalised to give the following indicators, provision of finance by P.T.A, provision of

infrastructure by P.T.A, provision of teachers by P.T.A and provision of didactic materials by P.T.A.

4.9.1 Provision of Finance by P.T.A

This is money unanimously agreed on by parents or guardians of a school through the P.T.A to contribute to their childrens' education which is used for acquisition of human and physical inputs to facilitate the teaching and learning process, and promote learning achievements. According to Morfaw (1993), the primary objective of financing involves the payment of fees, P.T.A levies, incentives to teachers, purchase of text books, personal donations, scholarships, payment of P.T.A teachers and the provision of school facilities. Students learning achievement is guaranteed when there is a strong financial base. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical input (Adepoju, in Alongue and Ekundayo, 2012). It is only with this that learning achievement is guaranteed. Provision of finance is a valuable component of any student's education. It is a well-established fact that finance is linked to children's success at school. This is because a student can't seat in class without paying fees, without text books nor can teachers teach without being motivated; learning cannot take place effectively under trees or bridges. It is only with money that this and more are made available for the teaching and learning process to yield fruits. Aghenta in Alongue and Ekundayo (2012), remarked that the success of any educational system depends on the amount of resources available to it. Symons (1999), points out that a firm financial base leads to higher academic achievement.

4.9.2 Provision of Infrastructure by P.T.A

Provision of infrastructure by P.T.A is to make available necessary structures, tools and equipment which will aid or facilitate education and learning achievements. Bell and Rhodes (1996), noted that school infrastructure include the administrative offices, staff houses, staff rooms, classrooms, laboratories, libraries, workshops, equipments, stores, hostels and the school grounds. Provision of physical infrastructure provide and maintain a safe, clean, and creative educational environment that is conducive for high achievement of the students. Ajayi (2005), stated that, availability of infrastructure is the fundamental factor in better learning and achievements of the students. Provision of infrastructure is the material resources that facilitate effective teaching and learning in schools. Ajayi (2005), further posited that infrastructures are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Thus, learning achievement is maximize

when there is ample and modern infrastructure such as well equipped laboratories, libraries, furnished classrooms with good lighting system among others.

4.9.3 Provision of Teachers by P.T.A

Onyango (2001), emphasizes that teachers, apart from students, are the largest most crucial inputs of an educational system, they influenced to a great extend the quality of educational output. Teachers are crucial to students' learning achievement as learning is only made possible with the aid of qualified and well organized teachers and administrators. Obura, Khatete, and Rimbui (2002), observed that the most important purpose of a school is to provide children with equal opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers and other school personnel. Thus the provision of teachers is fundamental to students' learning achievement.

4.9.4 Provision of Didactic Materials by P.T.A

Didactic or instructional materials refer to teaching and learning aids that can be used to facilitate learning. Ikerionwu (2000), refers to instructional materials as objects or devises that help the teacher to make learning meaningful to the learners. Common didactic materials include chalkboards, charts, graphs, diagrams, exhibits, flat pictures, photographs, maps, models objects, motion pictures, textbooks, reference books, computers, etc. (Mundi and Alfred, 2006). Availability of didactic material is important in the teaching learning process. Bello (1999), opined that instructional materials influence both the learners and educator during the teaching and learning process in any given environment. Concrete objects that resemble everyday items assist students in making connections between abstract concepts and the real world (Brown, Neil, & Glernberg, 2009). Udomior (1999), argued that didactic materials have an effect on learning, with good understanding in less time as well as means of communication between teachers and learners.

4.10 THE INDICATORS FOR THE DEPENDENT VARIABLE (STUDENTS' LEARNING ACHIEVEMENT) ARE:

Amin (2005) defines a dependent variable as a variable of primary interest to the researcher. It is the presumed effect. The dependent variable indicates the phenomena that the researcher is out to explain. It is also seen as the variable receiving the effect that affect after manipulation. it is a variable that depends on what the independent variable does. Learning achievement can be operationalized as follows

- Grades

- Test scores,

4.11 EXTRANEOUS VARIABLE

The extraneous variable for this study is the family background. For students to study effectively, the family background must be stable. This include the parents income level, parent level of education, the socio-polical status, broken and quarrelsome homes among others which determine how well they can meet the school needs of their children. This is true as Fuller and Clark (1994), argued that students' achievement is related to family background, availability of supplementary materials and facilities which influence school effectiveness. Students' learning achievement is greatly affected when parents have a low level of education or low income level as well as those from broken homes. This is because such parents will not value education that much and as such will be unable to give a helping hand to students back at home. Even if some will do, they are limited due to their financial state. This may cause them to be unable to pay the P.T.A levies or meet up with the many school needs of the child. Likewise students from broken or quarrelsome homes have a lot of psychological imbance which is not healthy for learning. Thus, students' learning achievement is hampered when the family background is not stable. In school, this factor has always been a problem thanks to the efforts of some P.T.A leaders, school administrators and school counselors who try to curb the problem.

4.12 CONCLUSION

This chapter examined the research methodology, which is the step by step procedure on how the research was conducted. This chapter is very instrumental in research because it gives way for the next chapter which focuses on presentation of data and its analysis on the four roles of the P.T.A which are provision of finance by P.T.A, provision of infrastructure by P.T.A, provision of teachers by P.T.A and provision of didactic materials by P.T.A.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.0 INTRODUCTION

The results of the data that was collected with the use of questionnaires are presented in this chapter. This data involves descriptive statistics and correlations. The data collected was analyzed with the use of Pearson Product Moment Correlation. This data enables the researcher to determine the relationship between variables. Analysis of the background data constitutes the first part while the verification of hypothesis constitutes the second part.

5.1 DESCRIPTIVE STATISTICS

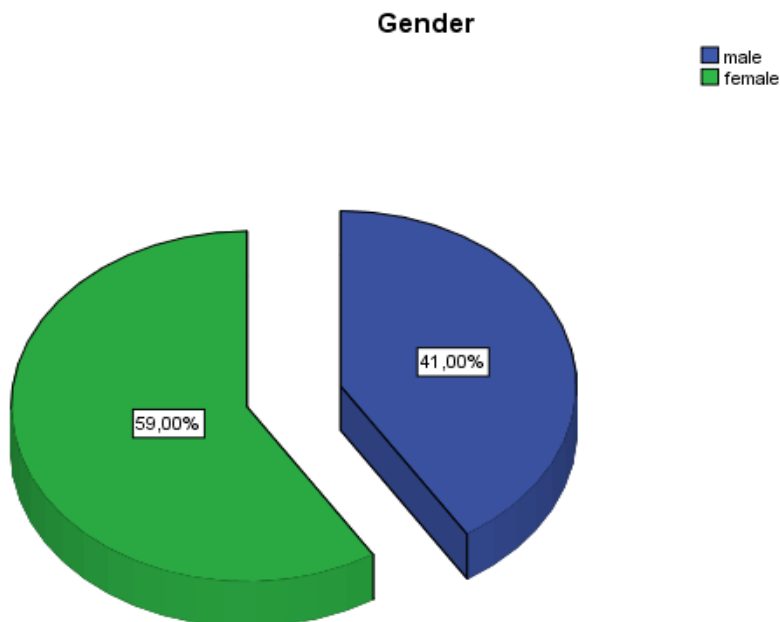
Data collected from the field was presented according to the various modalities and the frequency of occurrences' including their percentages. The presentation was followed by different charts and literature about the percentages was given.

SECTION A: BACKGROUND INFORMATION

Table 5.1: Frequency Distribution According to Gender

Gender	Frequency	Percentage
male	82	41,0
female	118	59,0
Total	200	100,0

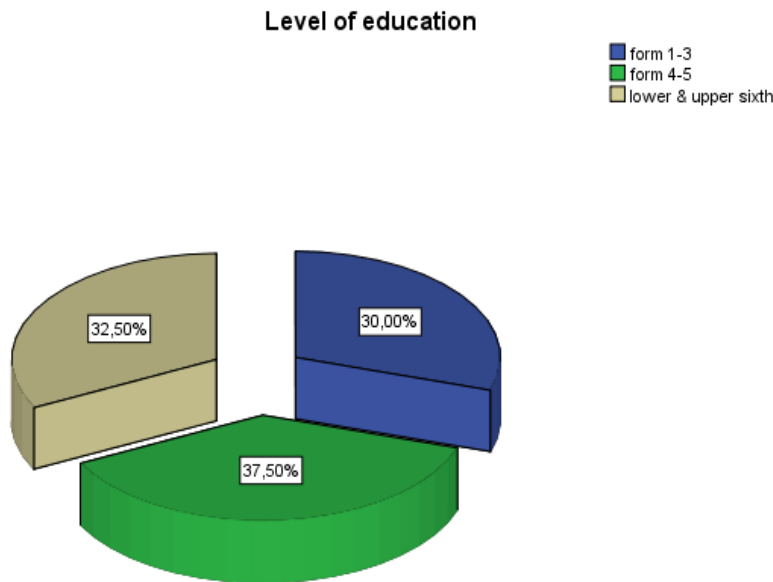
Figure 5.1: Frequency Distribution According to Gender



The above table and pie chart shows the frequency distribution according to gender, 82 male scoring a percentage of 41.0% and 118 female scoring a percentage of 59.0%. Following the table the gap between the male and female is a little wide. This may be explained by the fact that parents have realized the importance of educating a girl child and that her place is not in the kitchen as was the mistake before. Also, it implies that in terms of the total number of students in various secondary schools, female students outnumber male students but both possess skills which make them very instrumental in the teaching/learning process

Table 5.2: Frequency Distribution According to Level of Education

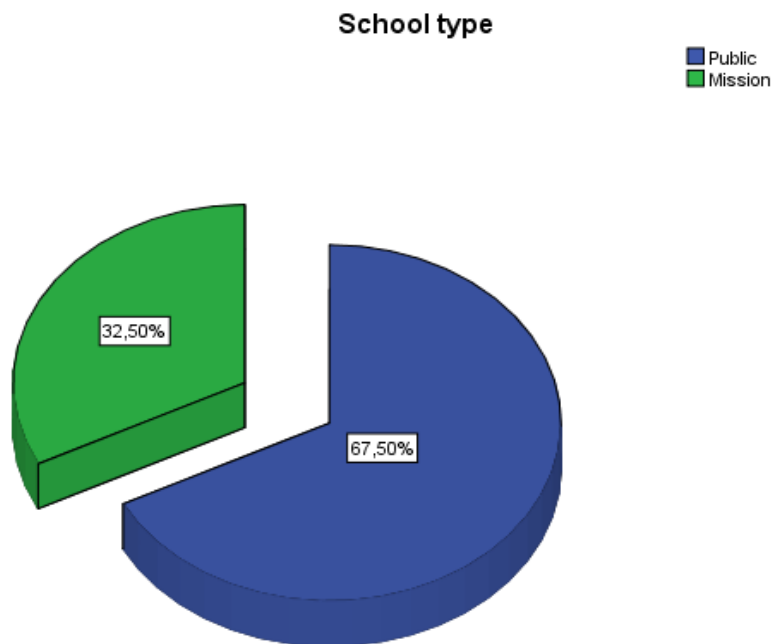
Level of Education	Frequency	Percentage
form 1-3	60	30,0
form 4-5	75	37,5
lower & upper sixth	65	32,5
Total	200	100,0

Figure 5.2: Frequency Distribution According to Level of Education

The table and the figure above shows respondents according to their level of education. Out of the 200 respondents, 60 (30.0 %) were in form 1-3, 75 (37.5%) were in form 4-5, 65 (32.5%) were in Lower and Upper sixth. This implies that 125 (62.5%) of the students were from college while 65 (32.5%) were from high school indicating that majority of the students are at the college or secondary level. This may be accounted for by the fact that secondary education is very important as it is the gate way to higher institutions of learning.

Table 5.3: Frequency Distribution According to Type of School

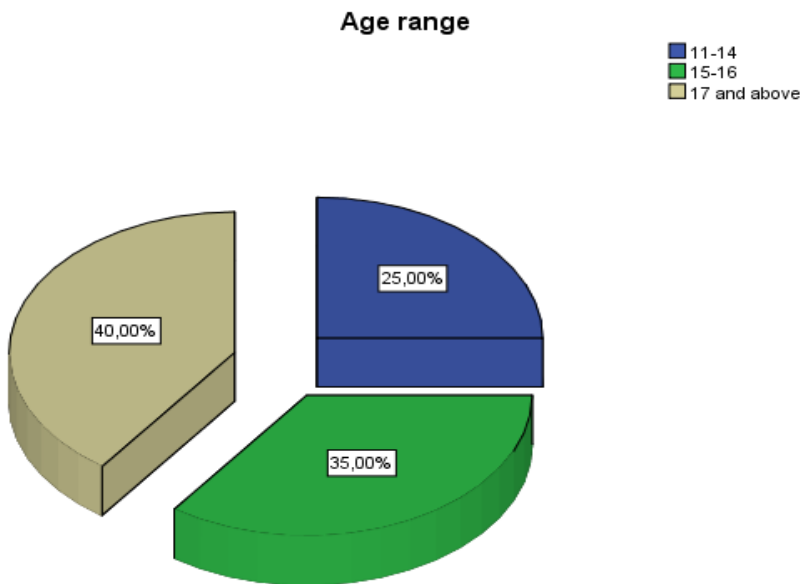
Type of School	Frequency	Percentage
Public	135	67,5
Mission	65	32,5
Total	200	100,0

Figure 5.3: Frequency Distribution According to Type of School

The table and pie chart above shows the frequency distribution of respondents according to the type of school. It is indicative of the fact that Government schools had 135 respondents out of the total of 200, scoring a percentage of 67.5%, mission schools had 65 out of 200 respondents scoring a percentage of 32.5%. This is indicative of the fact that there are more public schools in Mbengwi Central Sub Division of Momo Division than the mission schools. Also, the fact that there is no lay private school could also be because many people can not afford financing children in lay private school.

Table 5.4: Frequency Distribution According to Age Range

Age Range	Frequency	Percentage
11-14	50	25,0
15-16	70	35,0
17 and above	80	40,0
Total	200	100,0

Figure 5.4: Frequency Distribution According to Age Range

The above table and pie chart shows the distribution of respondents according to age. Out of the 200 respondents, 50 (25.0%) fall within the age ranges of 11-14 years, 70 (35.0%) fall between 14-15 years, while 80 (40.0%) are 17 years and above. Studies have shown that age and intellectual development influence readiness to learn. Age of respondents are very necessary for effective learning and performance. Learning is fostered by maturation. This also indicates the fact that students in secondary schools in Mbengwi begin school at a mature age reason why there are more students at age 17 years and above.

SECTION B: INDEPENDENT VARIABLE: The Role of P.T.A in Administration

Table 5.5: Frequency Distribution According To Students Pay P.T.A Levies

Students Pay PTA Levies	Frequency	Percentage
Strongly agree	170	85,0
Agree	27	13,5
Disagree	2	1,0
Strongly disagree	1	,5
Total	200	100,0

Figure 5.5: Frequency Distribution According To Students Pay P.T.A Levies

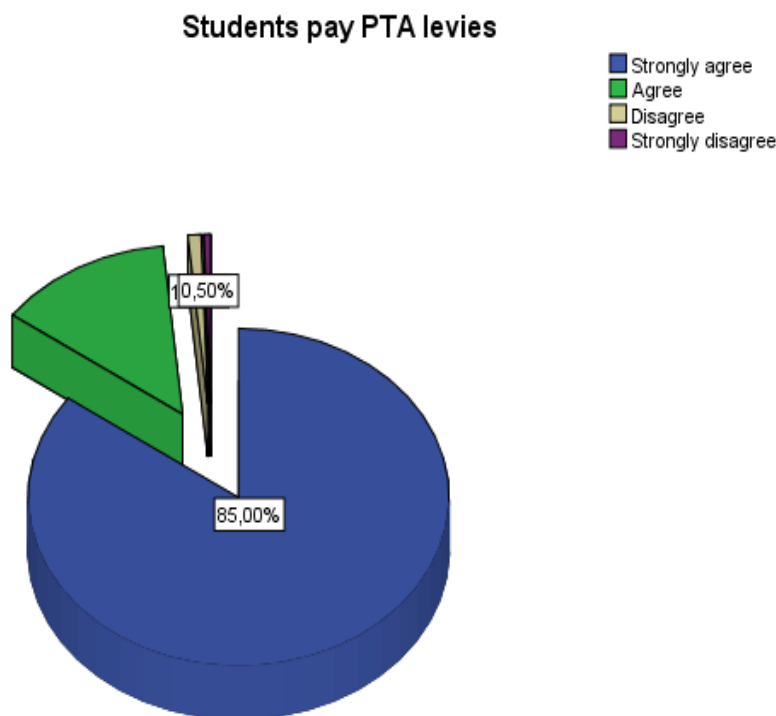


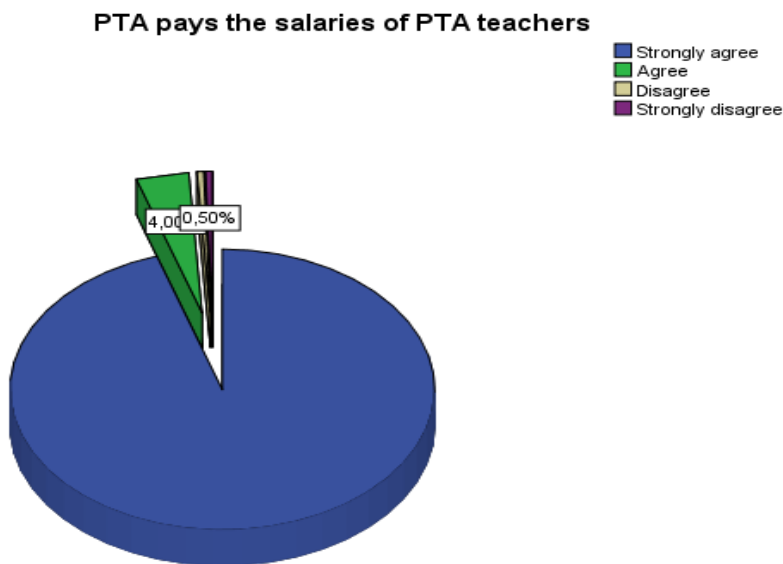
Table 5.5 above shows the frequency distribution according to students pay P.T.A levies. 170 students strongly agree that they pay P.T.A levies scoring 85.0%, 27 students agree that they pay P.T.A levies scoring 13.5%, 2 (1%) students disagree to not paying P.T.A levies and 1 (0.5%) student strongly disagree. This shows that majority of students pay P.T.A levies which is a good indication of the fact that parents partly finance the education of their children through the P.T.A. This shows that it is not only the government that finance education as the P.T.A also plays a vital role on this perspective. Verspoor (2008), pointed out that P.T.A levies are

instrumental in the provision of physical facilities in schools and thus should be accompanied by reforms that aim at a more efficient use of available funds.

Table 5.6: Frequency Distribution According To P.T.A Pays the Salaries of P.T.A Teachers

P.T.A Pays the Salaries of P.T.A Teachers	Frequency	Percentage
Strongly agree	190	95,0
Agree	8	4,0
Disagree	1	0,5
Strongly disagree	1	0,5
Total	200	100,0

Figure 5.6: Frequency Distribution According to P.T.A Pays the Salaries of P.T.A Teachers

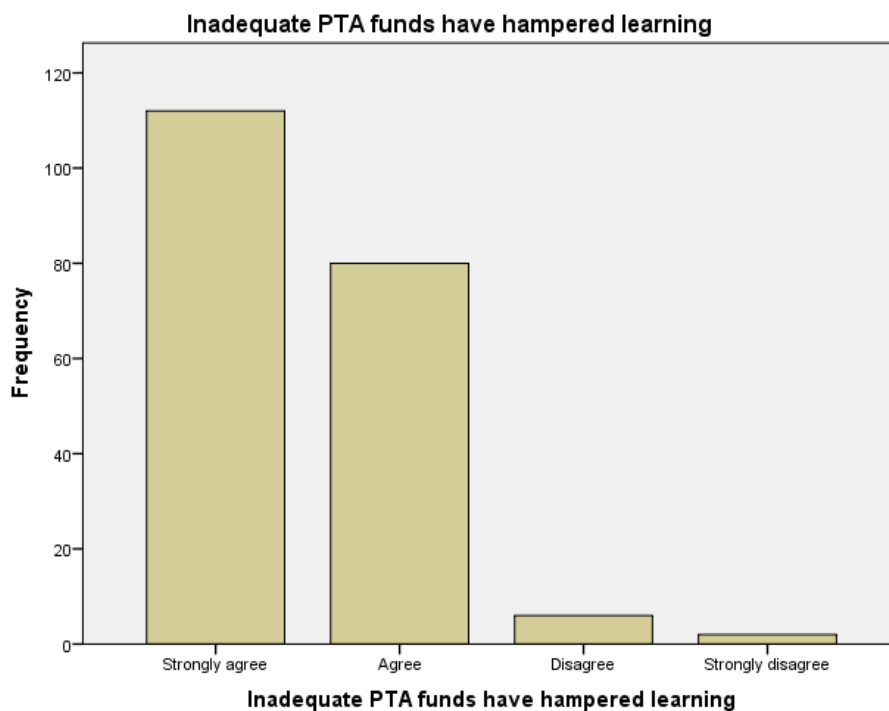


The most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers and other personnel. Table 5.6 above and pie chart shows the frequency distribution according to P.T.A pays the salaries of P.T.A teachers. 190 respondents strongly agree that P.T.A pays the salaries of P.T.A teachers scoring 95.0%, 8 respondents agree that P.T.A pays the salaries of P.T.A teachers scoring 4.0%, mean while 1 (0.5%) respondent disagree about P.T.A pays the salaries of P.T.A teachers and 1 (0.5%) respondent strongly disagree about P.T.A pays the salaries of P.T.A teachers. This shows that P.T.As pay the salaries of P.T.A teachers meaning that teachers will be satisfy as such, learning will be enhanced and likewise learning achievement.

Table 5.7: Frequency Distribution According to Inadequate P.T.A Funds have Hampered Learning.

Inadequate P.T.A Funds have Hampered learning	Frequency	Percentage
Strongly agree	112	56,0
Agree	80	40,0
Disagree	6	3,0
Strongly disagree	2	1,0
Total	200	100,0

Figure 5.7: Frequency Distribution According to Inadequate P.T.A Funds have Hampered Learning



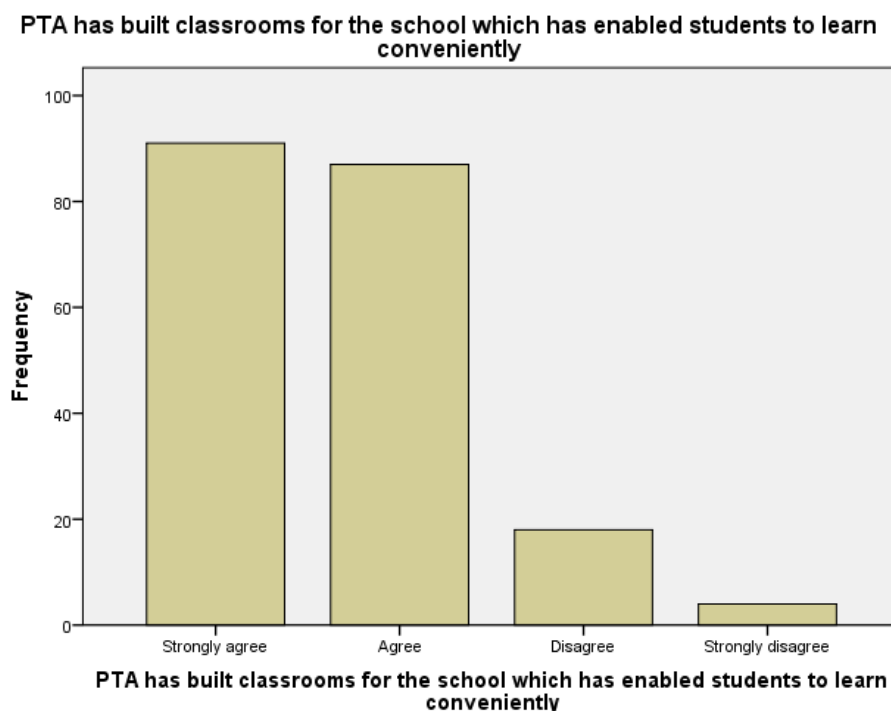
Capital is the pillar of any organization or institution. Without sufficient capital an institution can not function properly. Funds are needed to buy goods and services for proper functioning of any institution. Inadequate funding is a major problem facing the educational institutions from the primary level to the university level which greatly hamper learning achievement. Table 5.7 above shows the frequency distribution according to inadequate P.T.A funds have hampered learning. Of the total of 200 respondents, 112 respondents strongly agree that inadequate P.T.A funds have hampered learning scoring 56.0%, 80 agree that inadequate P.T.A funds have hampered learning scoring 40.0%, whereas, 6 respondents disagree that

inadequate P.T.A funds have not hampered learning scoring 3.0% and 2 (1%) strongly disagree that inadequate P.T.A funds have not hampered learning. The results here are indicative that inadequate P.T.A funds have hampered learning. This could also be due to mismanagement and low income level of parents especially in the rural areas which Mbengwi Central Sub Division is located.

Table 5.8: Frequency Distribution According to P.T.A has Built Classrooms for the School which has Enabled Students to Learn Conveniently

P.T.A has built classrooms for the school which has enabled students to learn conveniently	Frequency	Percentage
Strongly agree	91	45,5
Agree	87	43,5
Disagree	18	9,0
Strongly disagree	4	2,0
Total	200	100,0

Figure 5.8: Frequency Distribution According To P.T.A has Built Classrooms for the School which has Enabled Students to Learn Conveniently

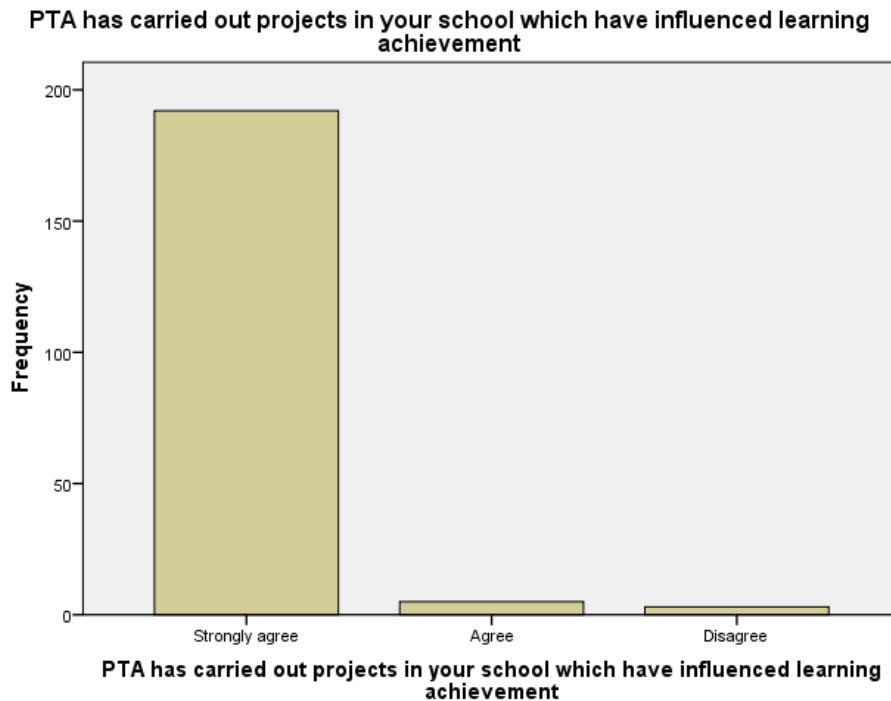


The table and chart above represents the frequency distribution according to P.T.A has build class rooms which has enabled students to learn conveniently. 91 respondents strongly agree that P.T.A has build class rooms which has enabled students to learn conveniently scoring 45.5%, 87 respondents agree that P.T.A has build class rooms which has enabled students to learn conveniently scoring 43.5%, meanwhile, 18 respondents disagree to the fact that P.T.A has build class rooms which has enabled students to learn conveniently scoring 9.0% and 4 respondents strongly disagree to the notion that P.T.A has build class rooms which has enabled students to learn conveniently scoring 2.0%. According to these results, majority respondents accept that P.T.A have build classrooms which have enabled students to learn conveniently; a clear indication that students learn convenient as such, foster learning achievement. Ajayi (2005), confirm that physical facilities are the fundamental factors in better learning and achievement of students.

Table 5.9: Frequency Distribution According to P.T.A has Carried out Projects in your School which have Influenced Learning Achievement.

P.T.A has carried out projects in your school which have influenced learning achievement.	Frequency	Percentage
Strongly agree	192	96,0
Agree	5	2,5
Disagree	3	1,5
Total	200	100,0

Figure 5.9: Frequency Distribution According to P.T.A has Carried out Projects in your School which have Influenced Learning Achievement.

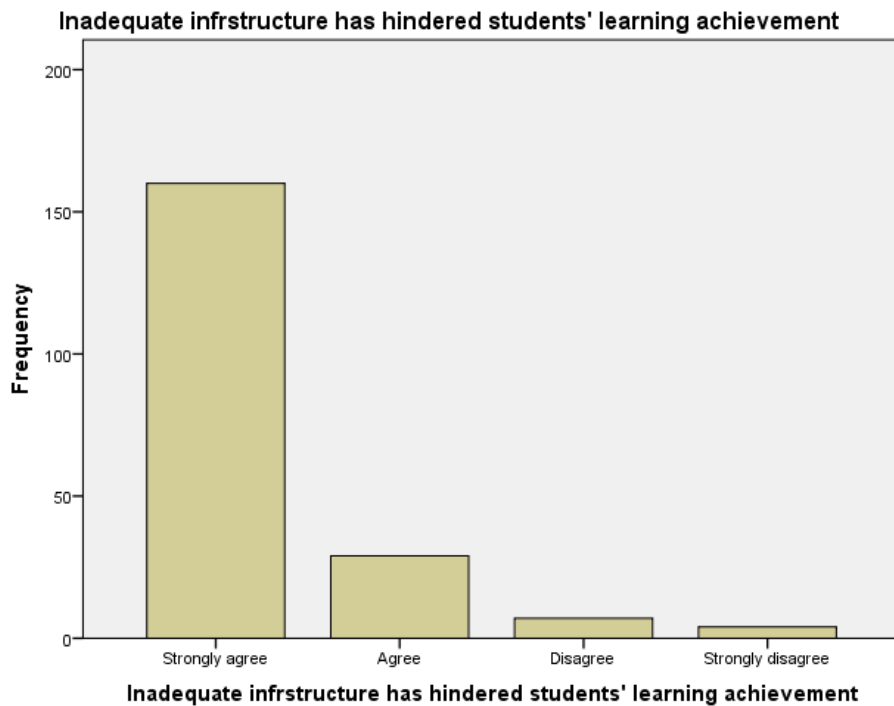


Of the 200 respondents, 192 strongly agree to P.T.A has carried out projects in your school which have influenced learning achievement scoring a percentage of 96.0%, 5 agree to P.T.A has carried out projects in your school which have influenced learning achievement scoring a percentage of 2.5%, and 3 disagree to P.T.A has carried out projects in your school which have influenced learning achievement scoring a percentage of 1.5%. This is an indication that, P.T.A has carried out projects in schools which have influenced learning achievement. Abdullahi (1996), reported that P.T.A complements governments' effort in the provision and maintenance of infrastructures in the school. This implies that the government's effort is inadequate. It is for this reason that P.T.As of most schools have carried out several projects which entails provision and maintenance of classrooms, pipe borne water, construction of toilettes, lighting facilities among others which have made the school environment to be comfortable as such foster the teaching learning process which have led to students' learning achievement.

Table 5.10: Frequency Distribution According to Inadequate Infrastructure has Hindered Students' Learning Achievement

Inadequate infrastructure has hindered students' learning achievement		Frequency	Percentage
Valid	Strongly agree	160	80,0
	Agree	29	14,5
	Disagree	7	3,5
	Strongly disagree	4	2,0
	Total	200	100,0

Figure 5.10: Frequency Distribution According to Inadequate Infrastructure has Hindered Students' Learning Achievement



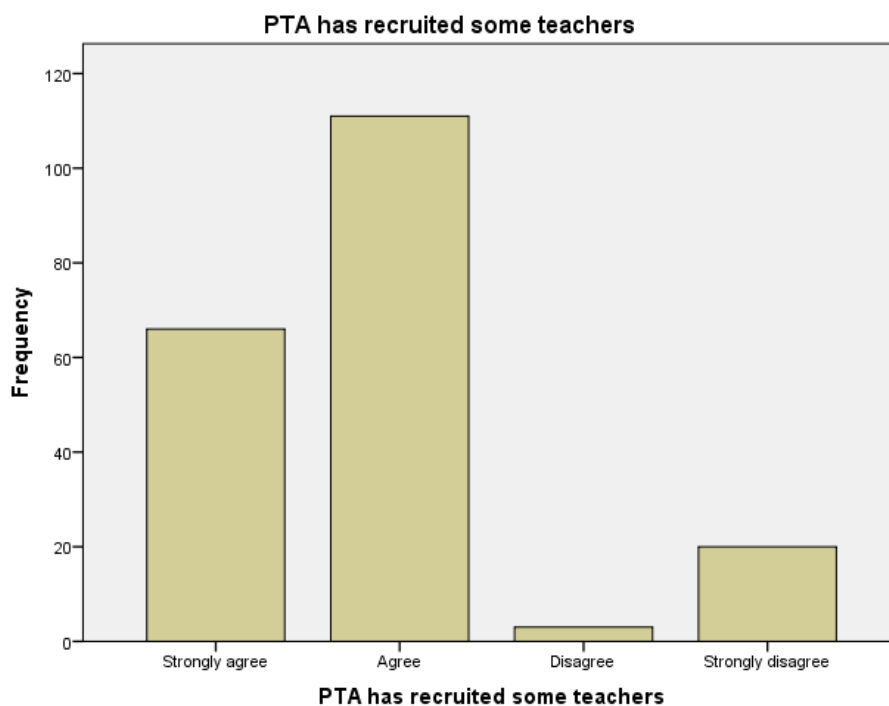
Effective running of schools to achieve pre-determined goals can hardly be without sufficient infrastructures to aid teaching and learning. Table 5.10 above shows the frequency distribution to the question about inadequate infrastructure has hindered students' learning achievement. 160 respondents strongly agree that inadequate infrastructure has hindered students' learning achievement scoring 80.0%, 29 agree to inadequate infrastructure has hindered students' learning achievement scoring 14.5%, whereas, 7 disagree to inadequate infrastructure has hindered students' learning achievement scoring 3.5% and 4 strongly disagree to inadequate

infrastructure has hindered students' learning achievement scoring 2.0% . From the information the gap between those who agree and those who disagree to inadequate infrastructure has hindered students' learning achievement is very wide and glaring showing that a greater number of schools have inadequate infrastructure which has hindered students' learning achievement. Nafuko (1991), argued that a school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism. As such, hindered learning achievement.

Table 5.11: Frequency Distribution According to P.T.A has Recruited some Teachers

P.T.A has recruited some teachers	Frequency	Percent
Strongly agree	66	33,0
Agree	111	55,5
Disagree	3	1,5
Strongly disagree	20	10,0
Total	200	100,0

Figure 5.11: Frequency Distribution According to P.T.A has Recruited some Teachers

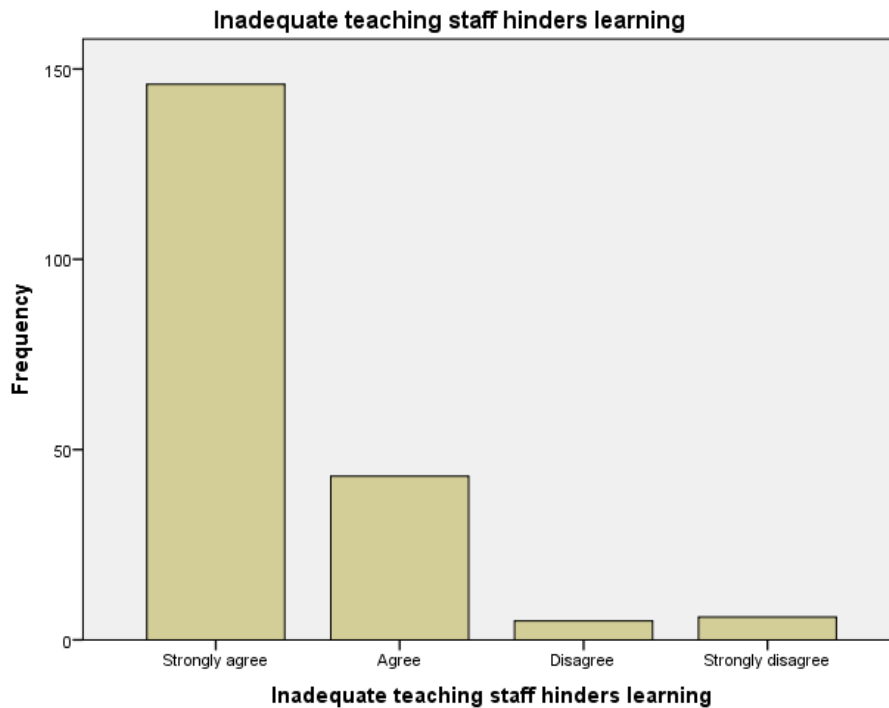


Human capital is a key determinant of economic growth. Investment in human capital, and by implication in education, is fundamental to academic achievement. Table 5.11 above shows the frequency distribution according to P.T.A has recruited some teachers. Of the 200 respondent, 66 strongly agree to P.T.A has recruited some teachers scoring 33.5%, 111 agree to P.T.A has recruited some teachers scoring 55.5%, meanwhile 3 respondents disagree to P.T.A has recruited some teachers scoring 1.5% and 20 strongly disagree to P.T.A has recruited some teachers scoring 10.0%. This shows that majority of P.T.As have recruited some P.T.A teachers. Onyango (2001), posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Meaning P.T.A recruitment of some teachers is fundamental to students' learning achievement.

Table 5.12: Frequency Distribution According to Inadequate Teaching Staff Hinders Learning

Inadequate teaching staff hinders learning	Frequency	Percentage
Strongly agree	146	73,0
Agree	43	21,5
Disagree	5	2,5
Strongly disagree	6	3,0
Total	200	100,0

Figure 5.12: Frequency Distribution According to Inadequate Teaching Staff Hinders Learning

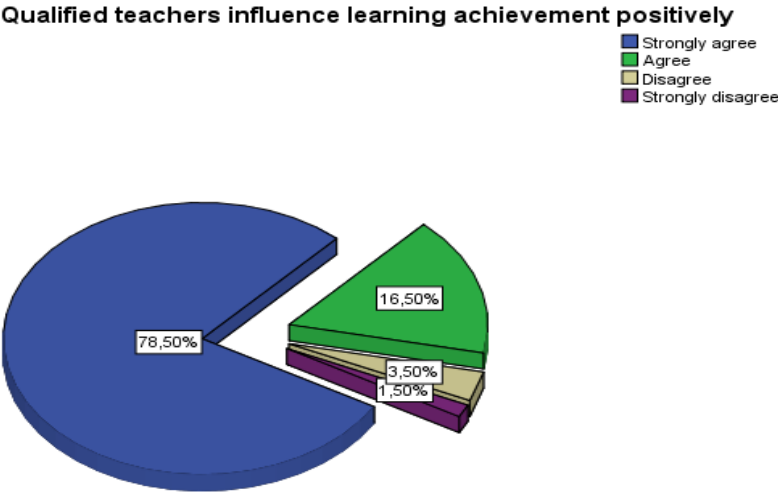


The table above shows the frequency distribution according to inadequate teaching staff hinders learning. Out of the total of 200 respondents, 146, strongly agree to inadequate teaching staff hinders learning scoring 73.0%, 43 respondents scoring 21.5% agree that inadequate teaching staff hinders learning whereas, 5 respondents scoring 2.5% disagree to inadequate teaching staff hinders learning and 6 respondents scoring 3.0% strongly disagree to inadequate teaching staff hinders learning. This shows that insufficient teaching staff hinders learning because the ratio between students and teacher will be high, some subjects will not be taught because teachers are not enough. The number of students who disagree may be those that have not experienced the problem of shortages in their school or recalcitrant students who do not care whether teachers come and teach or not.

Table 5.13: Frequency Distribution According to Qualified Teachers Influence Learning Achievement Positively

Qualified teachers influence learning achievement positively	Frequency	Percentage
Strongly agree	157	78,5
Agree	33	16,5
Disagree	7	3,5
Strongly disagree	3	1,5
Total	200	100,0

Figure 5.13: Frequency Distribution According to Qualified Teachers Influence Learning Achievement Positively

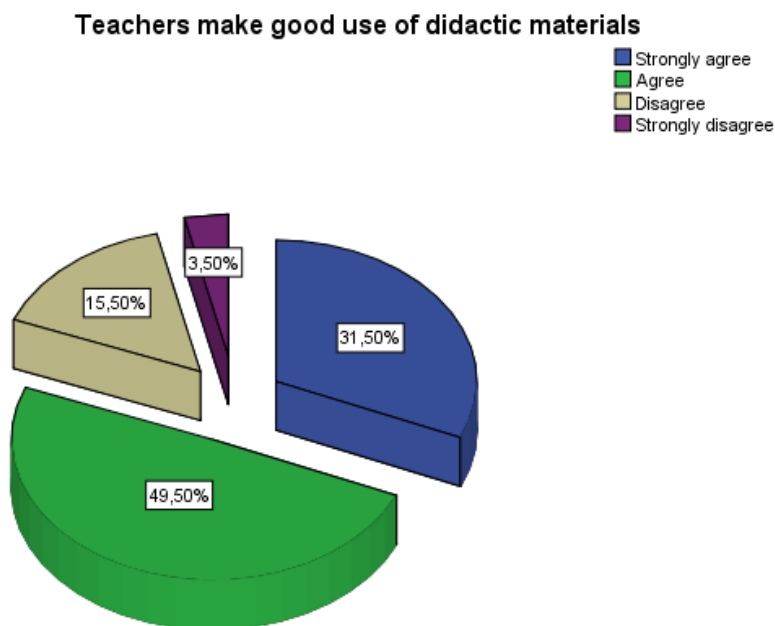


The table and the figure above show the distribution of respondents according to qualified teachers influence learning achievement positively. Of the 200 respondents, 3 (1.5%) strongly disagree to the fact that qualified teachers influence learning achievement positively, 7(3.5%) disagree to the fact that qualified teachers influence learning achievement positively, 33 (16.5%) agree to the fact that qualified teachers influence learning achievement positively while 157 (78.5%) strongly agree to the fact that qualified teachers influence learning achievement positively. This is indicative that most qualified teachers influence learning achievement positively. Akinsolu (2010), asserts that availability of qualified teachers determined the performance of students in school. This is so because a qualified teacher has a mastery of the curriculum, syllabuses, schemes, good and logical lesson preparation, and evaluation techniques which facilitate learning and likewise promote students’ learning achievement.

Table 5.14: Frequency Distribution According to Teachers Make Good use of Didactic Materials

Teachers make good use of didactic materials	Frequency	Percentage
Strongly agree	63	31,5
Agree	99	49,5
Disagree	31	15,5
Strongly disagree	7	3,5
Total	200	100,0

Figure 5.14: Frequency Distribution According to Teachers Make Good use of Didactic Materials



The table and chart above shows that out of 200 respondents, 7 (3.5%) students strongly fact that teachers make good use of didactic materials, 31 (15.5%) disagree that teachers make good use of didactic materials, 99 (49.5%) agree that teachers make good use of didactic materials while 63 (31.5%) strongly agree to the fact that teachers make good use of didactic materials. This is indicative of the fact that most teachers make good use of didactic materials. In a normal teaching and learning process, the teaching materials used should not only be real but must be relevant to the lesson in question to assure effective learning by students. The usage of relevant didactic materials motivate students to learn and perform better. A teacher who makes

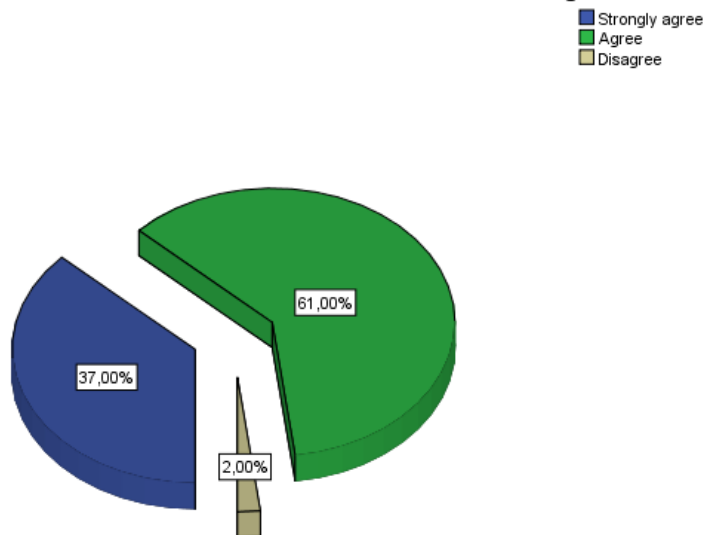
use of appropriate didactic materials to supplement his teaching will help enhance student's innovative and creative thinking as well as help them become enthusiastic, (Ekwueme and Igwe, 2001).

Table 5.15: Frequency Distribution According to Insufficient Didactic Materials Hinders Students' Learning Achievement

Insufficient didactic materials hinders students' learning achievement	Frequency	Percentage
Strongly agree	74	37,0
Agree	122	61,0
Disagree	4	2,0
Total	200	100,0

Figure 5.15: Frequency Distribution According to Insufficient Didactic Materials Hinders Students' Learning Achievement

Insufficient didactic materials hinders students' learning achievement



Teaching at any level requires that students be exposed to some form of stimulation. This is made possible with the use of didactic or instructional materials. The table above presents the fact that of the 200 respondents, 74 scoring 37.0% strongly agree that insufficient didactic materials hinders students' learning achievement, 122 scoring 61.0% agree to insufficient didactic materials hinders students' learning achievement, and 4 respondents scoring 2.0% disagree to insufficient didactic materials hinders students' learning achievement. From the

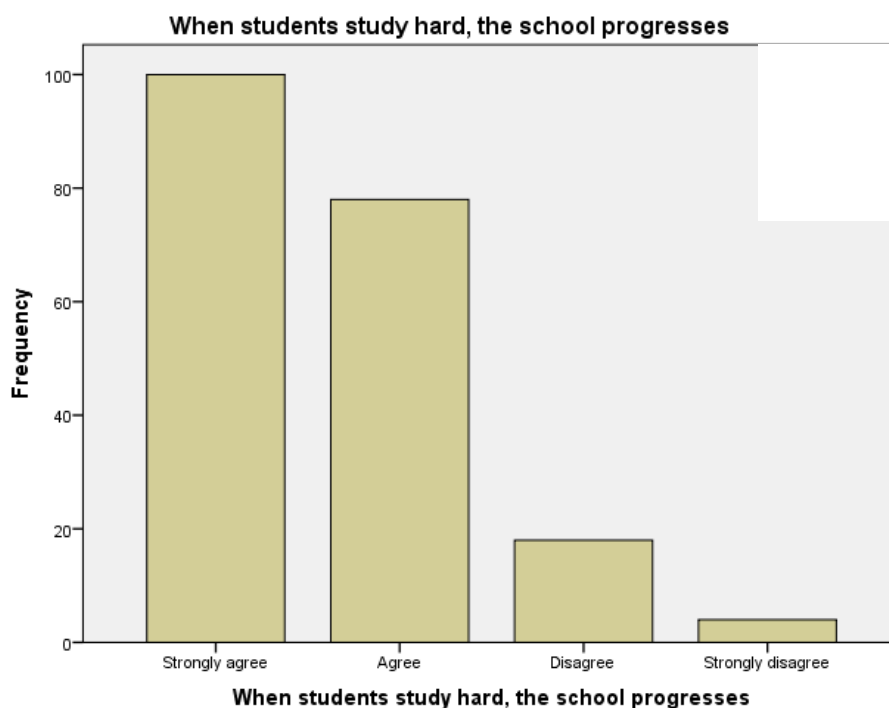
analysis, one can conclude that insufficient didactic materials hinders students' learning achievement. According to Ajayi (2006), it is a common knowledge that instructional materials such as radio, television sets and computers are rarely available in most schools. Where instructional materials are inadequate, teachers will be less efficient in instructional delivery and this will affect the quality of outputs from the school system.

SECTION C: DEPENDENT VARIABLE: Students' Learning Achievement

Table 5.16: Frequency Distribution According to When Students Study Hard, the School Progresses

When students study hard, the school progresses	Frequency	Percentage
Strongly agree	100	50,0
Agree	78	39,0
Disagree	18	9,0
Strongly disagree	4	2,0
Total	200	100,0

Figure 5.16: Frequency Distribution According to Insufficient Didactic Materials Hinders Students' Learning Achievement

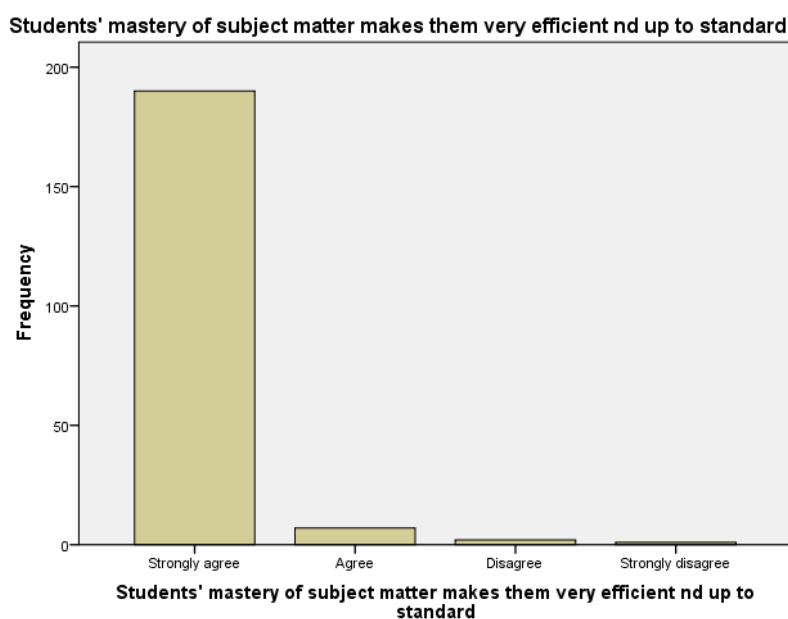


The above table represents the responses according to whether when students study hard, the school progresses. It indicates that of the 200 respondents, 100 scoring 50.0% strongly agree that when students study hard, the school progresses, 78 scoring 39.0% agree that when students study hard, the school progresses, meanwhile, 18 scoring 4.4% disagree to when students study hard, the school progresses and 4 scoring 2.0% strongly disagree to when students study hard, the school progresses. From the above statistics, it is evident that a school can only progress if students are hard working as hard work is one of the most important factors for success of schools.

Table 5.17: Frequency Distribution According to Students' Mastery of Subject Matter makes them very Efficient and up to Standard

Students' mastery of subject matter makes them very efficient and up to standard	Frequency	Percentage
Strongly agree	190	95,0
Agree	7	3,5
Disagree	2	1,0
Strongly disagree	1	,5
Total	200	100,0

Figure 5.17: Frequency Distribution According to Students' Mastery of Subject Matter makes them very Efficient and up to Standard



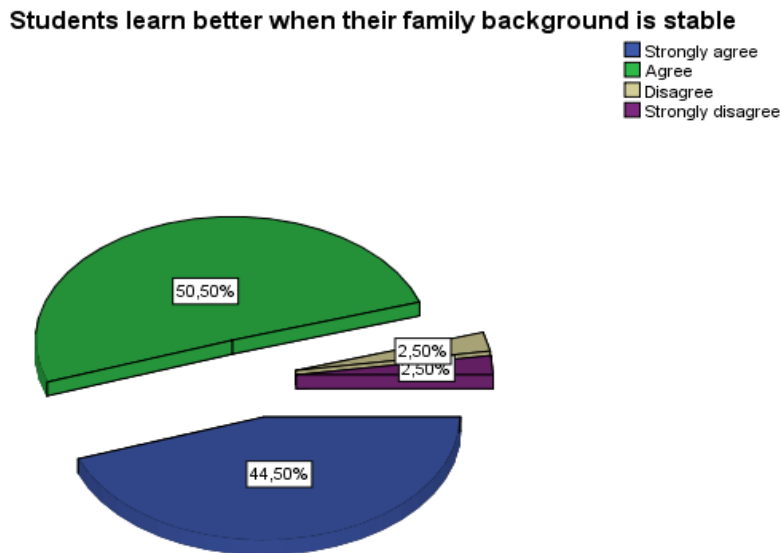
The above table represents the responses according to students' mastery of subject matter makes them very efficient and up to standard. It indicates that of the 200 respondents, 190 scoring 95.0% strongly agree to students' mastery of subject matter makes them very efficient and up to standard. 7 scoring 3.5% agree that students' mastery of subject matter makes them very efficient and up to standard, meanwhile, 2 scoring 1.0% disagree to students' mastery of subject matter makes them very efficient and up to standard and 1 scoring .5% strongly disagree to students' mastery of subject matter makes them very efficient and up to standard. From the above statistics, it can be said that students' mastery of subject matter makes them very efficient and up to standard. A student who understands the subject content thoroughly uses clearer expressions, do all assignments, is attentive in class, copy all notes, is self discipline among others. With this, learning achievement is bound to be high.

SECTION D: EXTRANEIOUS VARIABLE: Family Background.

Table 5.18: Frequency Distribution According to Students Learn Better when their Family Background is Stable

Students learn better when their family background is stable	Frequency	Percentage
Strongly agree	89	44,5
Agree	101	50,5
Disagree	5	2,5
Strongly disagree	5	2,5
Total	200	100,0

Figure 5.18: Frequency Distribution According to Students Learn Better when their Family Background is Stable

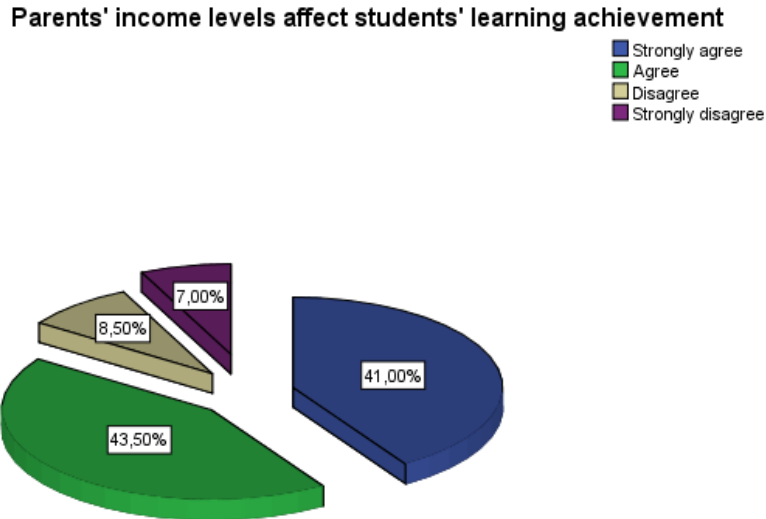


The table above represents responses to whether students learn better when their family background is stable. Of the 200 respondents, 89 scoring 44.5% strongly agree that students learn better when their family background is stable, 101 scoring 50.5% agree that students learn better when their family background is stable meanwhile 5 scoring 2.5% disagree to students learn better when their family background is stable and 5 respondents scoring 2.5% strongly disagree to students learn better when their family background is stable. From the above analysis one can deduce that majority of students learn better when their family background is stable and this act as a great motivation to students, as such enable them to concentrate on their studies. Henderson and Berla (1994), state that the family is critical to students' achievement.

Table 5.19: Frequency Distribution According to Parents' Income Levels Affect Students' Learning Achievement

Parents' income levels affect students' learning achievement	Frequency	Percentage
Strongly agree	82	41,0
Agree	87	43,5
Disagree	17	8,5
Strongly disagree	14	7,0
Total	200	100,0

Figure 5.19: Frequency Distribution According to Parents' Income Levels Affect Students' Learning Achievement



The income level of parents is a valuable component of any student's education. It is a well established fact that parents income level is linked to children's success. The table above represents responses to whether parents' income levels affect students' learning achievement. Of the 200 respondents, 82 scoring 41.0% strongly agree that parents' income levels affect students' learning achievement, 87 scoring 43.5% agree that parents' income levels affect students' learning achievement while 17 scoring 8.5% disagree to parents' income levels affect students' learning achievement and 14 respondents scoring 7.0% strongly disagree to parents' income levels affect students' learning achievement. From the above analysis one can conveniently say that parents' income levels affect students' learning achievement. When parents are financially involved in their children's education at home and in school, they do better in school (Henderson and Berla, 1994).

5.2 VERIFICATION OF HYPOTHESES AND CORRELATIONS

5.2.1. Verification of Hypothesis One

- **H_{a1}**: There is a relationship between provision of finance by P.T.A and students' learning achievement.
- **H_{o1}**: There is no relationship between provision of finance by P.T.A and students' learning achievement.

To verify this relationship, the hypothesis was tested with Pearson Correlation and the following table obtained.

Table 5.20: Correlations table between Provision of Finance by P.T.A and Students' Learning Achievement

	Students' Learning Achievement (SLA)	Provision of Finance by P.T.A (POF)
Pearson Correlation	1	.627**
SLA Sig. (2-tailed)		.000
N	200	200
Pearson Correlation	.627**	1
POF Sig. (2-tailed)	.000	
N	200	200

** Correlation is significant at the 0.01 level (2-tailed).

From the above table, we noticed that the Pearson Correlation Index r_{xy} is 0.627 at 0.05 level of significance and at $n=200$ degree of freedom. Comparing this calculated value with the critical value 0.163 (Amin 2005), we discovered that the test value is higher than the critical value, thus we rejected the null hypothesis which states that there is no relationship between provision of finance by P.T.A and students' learning achievement and concluded that correlation is significantly different from zero. That is, we accept the research hypothesis that there is a relationship between provision of finance by P.T.A and students' learning achievement.

$r_{xy}=0.627$ implying that there is a positive linear correlation between provision of finance by P.T.A and students' learning achievement. The coefficient of determination $r^2_{xy}=(0.627)^2=26.3\%$, implies that the proportion of common variance between provision of finance by P.T.A and students' learning achievements is 26.3% which means 26.3% of the variance of provision of

finance by P.T.A is explained by the variance students' learning achievements. This equally implies that provision of finance by P.T.A determines students' learning achievement.

5.2.2. Verification of Hypothesis Two

Ha2: There is a relationship between provision of infrastructure by P.T.A and students' learning achievement.

Ho2: There is no relationship between provision of infrastructure by P.T.A and students' learning achievement.

To verify this relationship, the hypothesis was tested with Pearson Correlation and the following table obtained.

Table 5.21: Correlations Table between Provision of Infrastructure by P.T.A and Students' Learning Achievement

	Students' Learning Achievement (SLA)	Provision of Infrastructure by P.T.A (POI)
Pearson Correlation	1	.421**
(SLA) Sig. (2-tailed)		.000
N	200	200
Pearson Correlation	.421**	1
(POI) Sig. (2-tailed)	.000	
N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

From table 5.21 above, we notice that the Pearson Correlation Index r_{xy} is 0.421 at 0.05 level of significance and at $n=200$ degree of freedom. Comparing this calculated value with the critical value 0.163 (Amin 2005), we discovered that the test value is higher than the critical value, thus, we rejected the null hypothesis as stated above and concluded that, a relationship exists between provision of infrastructure by P.T.A and students' learning achievement.

$r_{xy}=0.421$ implying that there is a positive linear correlation between provision of infrastructure by P.T.A and students' learning achievement. The coefficient of determination $r^2_{xy}=(0.421)^2= 21.2\%$, implies that the proportion of common variance between provision of infrastructure by P.T.A and students' learning achievements is 21.2% which means 21.2% of the

variance of one variable is explained by the variance of another variable. This equally implies that provision of Infrastructure by P.T.A determines students' learning achievement.

5.2.3. Verification of Hypothesis Three

H_{a3}: There is a relationship between provision of teachers by P.T.A and students' learning achievement.

H_{o3}: There is no relationship between provision of teachers by P.T.A and students' learning achievement.

Table 5.22: Correlations table between Provision of Teachers by P.T.A and Students' Learning Achievement.

	Students' Learning Achievement (SLA)	Provision of Teachers by P.T.A (POT)
Pearson Correlation	1	.461**
(SLA) Sig. (2-tailed)		.000
N	200	200
Pearson Correlation	.461**	1
(POT) Sig. (2-tailed)	.000	
N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table, we noticed that the Pearson Correlation Index r_{xy} is 0.461 at 0.05 level of significance and at $n=200$ degree of freedom. Comparing this calculated value with the critical value 0.163 (Amin 2005), we discovered that the test value is higher than the critical value, thus, we rejected the null hypothesis as stated above and concluded that, a relationship exists between provision of teachers by P.T.A and students' learning achievement.

$r_{xy}=0.461$ implying that there is a positive linear correlation between provision of teachers by P.T.A and students' learning achievement. The coefficient of determination $r^2_{xy}=0.461$, implies that the proportion of common variance between provision of teachers by P.T.A and students' learning achievements is 21.7% which means 21.7% of variance of provision of teachers by P.T.A is explained by the variance of students' learning achievement. This equally implies that provision of teachers by P.T.A determines students' learning achievement.

5.2.4. Verification of Hypothesis Four

Ha4: There is a relationship between provision of didactic materials by P.T.A and students' learning achievement.

Ho4: There is no relationship between provision of didactic materials by P.T.A and students' learning achievement.

Table 5.23: Correlations between Provision of Didactic Materials by P.T.A and Students' Learning Achievement

	Students' Learning Achievement (SLA)	Provision of Didactic Materials by P.T.A (PODM)
Pearson Correlation	1	.473
(SLA) Sig. (2-tailed)		.001
N	200	200
Pearson Correlation	.073	1
(PODM) Sig. (2-tailed)	.301	
N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table, we noticed that the Pearson Correlation Index r_{xy} is 0.473 at 0.05 level of significance and at $n=200$ degree of freedom. Comparing this calculated value with the critical value 0.163 (Amin 2005), we discovered that the test value is higher than the critical value, thus we rejected the null hypothesis which states that there is no relationship between provision of didactic materials by P.T.A and students' learning achievement and concluded that correlation is significantly different from 0. That is, we accept that there is a relationship between provision of didactic materials by P.T.A and students' learning achievement.

$r_{xy}=0.473$ implying that there is a positive linear correlation between provision of didactic materials by P.T.A and students' learning achievement. The coefficient of determination $r^2_{xy}=(0.473)^2= 21.9\%$, implies that the proportion of common variance between provision of didactic materials by P.T.A and students' learning achievements is 21.9% which means 21.9% of the variance of one variable is explained by the variance of another variable. This equally implies that provision of didactic materials by P.T.A determines students' learning achievement.

5.3 CONCLUSION

In this chapter, data analysis about the variables under study has been presented. Inferential statistics has been carried out at four different levels in order to test the hypotheses; consequently, the following results were obtained:

- There is a relationship between provision of finance by P.T.A and students' learning achievement.
- There is a relationship between provision of infrastructure by P.T.A and students' learning achievement.
- There is a relationship between relationship between provision of teachers by P.T.A and students' learning achievement.
- There is a relationship between provision of didactic materials by P.T.A and students' learning achievement.

Since all our alternative hypotheses have been retained, we then proceed to conclude that there is a relationship between the role of P.T.A in administration and students' learning achievement in secondary schools. These results will be discussed in the next chapter.

CHAPTER SIX

INTERPRETATION OF RESULTS AND DISCUSSION OF FINDINGS

6.0 INTRODUCTION

In this chapter, the researcher has presented the summary of findings, discussions of the findings, recommendations and suggestions for further study and conclusions. Data collected with the aid of questionnaires has been presented with the use of tables and calculated using Pearson product moment correlation. Further more, the statistical analysis was used to determine the relationships between variables. The data is simply descriptive and inferential in nature. This chapter constitute two sections. The first part of this chapter is the summary and discussions of findings. Secondly, the researcher will make recommendations to the government, parents, teachers and students based on the objectives of the study. Suggestions for further research shall be made at the end.

6.1 SUMMARY OF FINDINGS

This study the relationship between the role of P.T.A in administration and students' learning achievement in secondary schools. The following findings were acquired:

- There is a relationship between provision of finance by P.T.A and students' learning achievement.
- There is a relationship between provision of infrastructure by P.T.A and students' learning achievement.
- There is a relationship between the provision of teachers by P.T.A and students' learning achievement.
- There is a relationship between provision of didactic materials by P.T.A and students' learning achievement.

6.2 DISCUSSION OF RESULTS

6.2.1. Hypothesis One (Ha₁)

There is a relationship between provision of finance by P.T.A and students' learning achievement.

Alternative hypothesis one in this study states that there is a relationship between provision of finance by P.T.A and students' learning achievement. The researcher used the Pearson product moment correlation from which, we noticed that the Pearson correlation index (r_{xy}) is 0.627 at 0.05 level of significance and $n=200$, degrees of freedom. Comparing this value with the critical value of 0.163, we discover that the test value is higher than the critical value. We then reject the null hypothesis which states that there is no relationship between provision of finance by P.T.A and students' learning achievement and conclude that the correlation is significantly different from zero. That is, we accept the research hypothesis that there is a relationship between provision of finance by P.T.A and students' learning achievement.

This means that students' learning achievement is influenced by the role of P.T.A in administration through its provision of finance. In line with this, Ngware and Kiriga (2007), added that non-state providers support secondary schools through scholarships and salaries, construction of physical infrastructure, supply of some learning materials, capacity building, and support initiatives. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical input (Adepoju, in Alongue and Ekundayo, 2012). According to Morfaw, R. (1993), the primary objective of financing involves the payment of fees, P.T.A levies, incentives to teachers, purchase of text books, personal donations, scholarships, payment of P.T.A teachers and the provision of school facilities. When the P.T.A is able to generate income which assist in the financing of school events, payment of P.T.A teachers, give scholarship to students, carried out maintenance of dilapidated structures and facilities like collapsing classrooms, broken benches among others, students are bound to be serious in their studies. This is because the school environment is conducive for learning. Also, because a student can not seat in class without paying fees, without text books nor can teachers teach without motivation, learning can not take place effectively under trees or bridges. Aghenta in Alongue and Ekundayo (2012), remarked that the success of any educational system depends on the amount of resources available to it.

Epstein (2002), affirms that collaborative work and a firm financial base produces positive outcomes. In conformity, Elton Mayo's theory of Team Spirit encourage the idea of people working in groups or teams with a high sense of commitment for a common purpose. In support, Etzioni Amitai (1965), as cited in Fonkeng and Tamajong (2009), discovered two main important points when working as a team which were Hierarchy and Socialization. The P.T.A cannot work as a separate entity; it must collaborate with the school administration and work as a team for success to be achieved.

The mere fact that students know that P.T.A awards prizes and scholarships to meritorious students at the end of the academic year is enough reason to make them study harder in order to win these prizes. The mere fact that a teacher is recruited and being paid by P.T.A is enough reason for the teacher to take his job serious for fear of losing it especially considering the nature of joblessness in Cameroon. As such will employ all possible talent and know-how to pass on his lesson in such a way that students will understand. Mugo (2006), accept the fact that inadequate funds to sustain teaching and learning in schools leads to low achievement rates. Gaynor (1998), observes that locally determined incentives help to improve teachers' performance, especially in areas where teachers' salaries are low. When teachers are satisfied, they perform well, as such students learn better. It's only with money that this and more are made available for the teaching and learning process to yield fruits and this is realized through the provision of finance by the P.T.A.

Students are at the center of any academic system and it is through their achievement that the academic system is considered successful or not. For learning to be meaningful, students' performance must be positive. Parent financial involvement in learning activity is a strategy that was found by Becker & Epstein (1982), to increase the educational effectiveness in schools. When school and home work together collaboratively, using a competent approach to education, financing all necessary projects and programs, and ensuring that both parties meet their task, it can make a huge difference in the student achievement (Padgett 2006). Wah, P. (2002), revealed that the most effective and helpful function of the P.T.A to schools is the cash function because the payments intact are the ones used for the implementation and establishment of schools' programs.

6.2.2. Hypothesis Two

There is a relationship between provision of infrastructure by P.T.A and students' learning achievement.

Alternative hypothesis two in this study states that provision of infrastructure by P.T.A determines students' learning achievement. The researcher used the Pearson product moment correlation from which we notice the Pearson Correlation Index (r_{xy}) is 0.421 at 0.05 level of significance and $n=200$, degrees of freedom. Comparing this value with the critical value of 0.163, we discover that the test value is higher than the critical value. We then reject the null hypothesis which states that provision of infrastructure by P.T.A does not determine students' learning achievement and conclude that the correlation is significantly different from zero. That

is we accept the alternative hypothesis that provision of infrastructure by P.T.A determines students' learning achievement.

This means that students' learning achievement can be explained or is influenced by the provision of infrastructure by P.T.A. Ajayi (2005), posited that educational infrastructures are those things which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Low level of learning among children is partly attributed to poor or inadequate infrastructure of the schools. Asyago (2005), revealed that quite a number of schools lack modern infrastructure such as libraries and laboratories and the main reason is inadequate funds. He further observed that P.T.A funds are directed towards financing recurrent expenditures and are in any case inadequate. There is no magic that students of a school with poor and inadequate infrastructure such as; no libraries, outdated science laboratories, no or inadequate computer laboratories, poor food and nutrition labs, scattered play grounds, inadequate and unfurnished offices, staff rooms, poor and outdated boards, delapidated class rooms with poor lighting system, no toilettes, just to name a few, can perform better or equally with schools which have good and up to date infrastructure.

Good infrastructure strives to give students a comfortable atmosphere in which they work and learn. In line with the above results, Ajayi (2005), stated that good infrastructure are the fundamental factors in better learning and achievements of the students. As observed, P.T.A role in the provision of infrastructure can not be over emphasised. The fact that the P.T.A provides a classroom which is airy, well electrified and a good chalk board which is the case of most secondary schools in Mbengwi which is visible even to the students seated at the back of the class has a lot of influence on not just the students but also on the teachers. The presence of a library or computer lab in a school will not only enable students to do assignments and research but will also encourage teachers to do further research before preparing their lessons. Also, students who would have been playing during break or free period may choose to occupy themselves by going to the library to read or computer lab to carry out research. With this, teaching and learning is enhanced and as such students' achievement will improve.

The provision of infrastructure by the P.T.A motivates teachers to teach which facilitate students' ability to learn. This is because the availability of necessary infrastructure such as a science lab facilitate the teaching and learning process. According to Mbugua (2008), one of the areas where students' learning achievement due to the P.T.A funds is utilized is in developing school physical infrastructure. She argues that in dealing with physical infrastructure, school managements have to bear in mind where to house the educational

program, the population to be served by the infrastructure and ensure that financial resources are readily available for the school expansions. School infrastructure are the material resources that facilitate effective teaching and learning in schools. Thus, a good teacher with poor learning infrastructure cannot affect students' learning achievement. But a good teacher plus modern learning infrastructure greatly influence academic achievement.

As observed, most secondary schools especially in the rural areas lack or have inadequate and outdated infrastructure which hinders the teaching learning process. Effective running of schools to achieve pre-determined goals can hardly be without sufficient and up to date infrastructure to aid teaching and learning. Alongue and Ekundayo (2012), said, the state of inadequacy of facilities in most secondary schools is a manifestation of poor funding of the system. Schools must have basic infrastructure to permit proper functioning and performance. In support, Lewin (2006), stated that, schools found themselves unable to run effectively anymore, with shortages of scholastic materials and basic infrastructure in some cases. In the same line, Onyango (2001), pointed out that schools faced challenges in the provision and maintenance of infrastructure due to inadequate P.T.A funds. This and more is inline with the results above that provision of infrastructure by P.T.A determines students' learning achievement.

6.2.3. Hypothesis Three

There is a relationship between provision of teachers by P.T.A and students' learning achievement

Alternative hypothesis three in this study states that there is a relationship between provision of teachers by P.T.A and students' learning achievement. The researcher used the Pearson product moment correlation from which, we notice that the Pearson Correlation Index (r_{xy}) is 0.461 at 0.05 level of significance and $n=200$, degrees of freedom. Comparing this value with the critical value of 0.461, we discover that the test value is higher than the critical value. We then reject the null hypothesis which states that there is no relationship between provision of teachers by P.T.A and students' learning achievement and conclude that the correlation is significantly different from zero. That is, we accept the research hypothesis that there is a relationship between provision of teachers by P.T.A and students' learning achievement.

Human capital is a key determinant of economic growth. Investment in human capital, and by implication in education, is fundamental to academic achievement. Provision of teachers by P.T.A is the recruitment of supplementary or support staff by the P.T.A in collaboration with the school administration to better the teaching learning process. Onyango (2001), posited that

teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Reasons why the P.T.A role of supplementing secondary schools with teachers is premodial. In conformity, Elton Mayo's theory of Team Spirit encouraged the P.T.A to work in collaboration with the school management in managing its teachers for a common purpose-success of the school in what he called personnel management. In his question of tenuism (security), Mayo encourage P.T.A, school administration and students to see themselves as belonging to one family with a strong bond. This bond should not be broken as it will lead to social problems such as mistrust, mismanagement of school resources, indiscipline by students and a lot more which is not healthy for the success of the school.

Based on the interview of some P.T.A presidents and members, the P.T.A especially in the rural areas plays a great role in the management of personnel in both the primary and secondary schools especially where government teachers are inadequate which greatly influence students learning achievement. It is no exaggeration to say that most secondary schools in the rural areas lack government paid teachers. It is for this reason that the P.T.A in such schools plays a great role in the recruitment and management of P.T.A teachers as well as some clerical staff which goes a long way to improve upon academic attainment.

In line with the above results, Akinsolu (2010), asserts that availability of sufficient and qualified teachers determined the performance of students in school. This is a universal truth and is not debatable because there is no way unqualified staff will be more effective than the qualified staff. Scholars and researchers generally are in agreement that the school variables, which include teacher administration, perform a critical role in educational achievement than other variables (Patrick, 2005). The important role of the teachers in the learning process is unquestionable. Teachers have a lot of influence on learners in their classroom practices and this counts a lot on students learning achievement.

Provision of teachers is a crucial issue which must be handled with care in order to enhance learning achievement. Obura, Khatete, and Rimbui (2002), observe that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers and other school personnel. A school with good and adequate teaching staff as well as other clerical staff performs better than a school which lack staff. This is because the few teachers will be over worked thus resulting to ineffectiveness. The P.T.A in collaboration with the school management has a

duty to recruit qualified personnel to subsidise government paid teachers. However, in most schools, this exercise is often frustrated due to insufficient P.T.A funds. This greatly hinders the teaching learning process and likewise students' learning achievement.

Obasi (1982), emphasized that “the concept of education cannot be properly conceptualised without reference to those who impact the knowledge. In other words, teachers are the pillars and life wire of the educational sector”. However, the contribution made by other staff members such as secretaries, bursars, accountants, clerk, matron, nurses, messengers and watchmen is also important. This is in agreement with the results that the provision of teachers determines students' learning achievement.

6.2.4. Hypothesis Four

There is a relationship between provision of didactic materials by P.T.A and students' learning achievement.

Alternative hypothesis four in this study states that there is a relationship between provision of didactic materials by P.T.A and students' learning achievement. The researcher used the Pearson product moment correlation from which, we notice that the Pearson correlation index (r_{xy}) is 0.473 at 0.05 level of significance and $n=200$, degrees of freedom. Comparing this value with the critical value of 0.473, we discover that the test value is higher than the critical value. We then reject the null hypothesis which states that there is no relationship between provision of didactic materials by P.T.A and students' learning achievement and conclude that the correlation is significantly different from zero. That is we accept the research hypothesis that there is a relationship between provision of didactic materials by P.T.A and students' learning achievement.

Teaching at any level requires that students be exposed to some form of stimulation. This is made possible with the use of didactic or instructional materials. Ikerionwu (2000), refers to instructional materials as objects or devices that help the teacher to make learning meaningful to the learners. Concrete objects that resemble everyday items should assist students in making connections between abstract concepts and the real world (Brown, Neil, & Glernberg, 2009). The P.T.A provides didactic materials to schools which has greatly enhanced the teaching learning in the schools. Wales (1975), opined that the use of instructional materials would make discovered facts glued firmly to the memory of students. When a teacher makes use of appropriate didactic materials to supplement his teaching, it helps to enhance student's innovative and creative thinking and enable them to become enthusiastic, as learning is bound to take place.

In support of the above results, Vygotsky (1962), affirms that knowledge construction occurs within social context that involves student-student, student-expert collaboration on real world problems or tasks that build on each person's language, skills and experience shaped by individual's culture. John Dewey rejected the notion that Schools should focus on repetitive memorization and proposed a method of directed learning where students would engage in real world practical workshops in which they would demonstrate their knowledge through creativity and collaboration. He called for education to be grounded in real experience. To Piaget, knowledge is the interaction between the individual and the environment. He further asserts that experimenting and manipulation of physical objects is the main way by which children learn. all these can only be achieve when there is ample and up to date supply of didactic materials.

Based on interviews of some P.T.A members, the P.T.A provides didactic materials to schools in addition to those given by the government although it is still not enough as schools suffer a lot of problems due to inadequate didactic materials. Common instructional materials include chalkboards, charts, graphs, diagrams, exhibits, flat pictures, photographs, maps, models objects, motion pictures, textbooks, reference books, computers, etc. (Mundi and Alfred, 2006). Yet, teaching with instructional materials, especially with the newer technologies that suit today's information technological society is the trend in contemporary society. It is now a common knowledge that advances in technology have brought instructional materials—especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development, which have affected the classroom teaching-learning situation positively.

The use of didactic materials in teaching and learning at the secondary school level help the learners to explore, experiment, create and interact with the environment intensively. Copious uses of didactic materials help to provide learners with good environment to learn (Meremikwu, 2008). Erukoha and Umoren (2004), stated that instructional materials are necessary ingredients in the development of any curriculum. Esu (1995), asserted that the main aim of instructional materials in the teaching of subjects is to increase the effectiveness of teaching and learning as a means of preparing learners for future responsibilities as adults. This is in line with the study by Babayomi (1999), that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Lyons (2012), stipulated that learning is a complex activity that involves interplay of students' motivation, physical facilities, didactic materials, and skills of teaching and curriculum demands. Availability of didactic

materials therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students.

Egbu (2012), argued that involving learners in classroom activities is what matters most as it makes teaching learner centered. In line with the above, Bonka and Gollonary (1991), opined that it is generally assumed that students or learners will understand the things they see very easily than listen to abstract ideas presented in words. In support of this claim, Udomior (1999), states that instructional materials have an effect on learning, with good understanding in less time as well as means of communication between teachers and learners. Thus, P.T.A provision of didactic materials although inadequate in many cases is fundamental to students' learning achievement.

6.3 IMPLICATION OF FINDINGS

From the above discussions all the four alternative hypotheses (H_a) were retained. The decision was based on the results from the Pearson product moment correlation which was the statistical tool used for data analysis. This implies that the general research which states that; there is a relationship between the role of P.T.A in administration and students' learning achievement holds for all of the four modalities. The calculations from the Pearson product moment correlation shows that the relationship between the two variables of the study is positive and the magnitude is high since the value of the Pearson index (r_{xy}) for all the four modalities is higher than the critical value of 0.163 at 0.05 level of significance and $n= 200$ degrees of freedom. Hence, all null hypotheses were rejected and it was concluded that the correlations were significantly different from zero as a result all the four research hypotheses were accepted.

6.4 GENERAL CONCLUSION

The main objective of this study was to assess the extent to which the role of P.T.A in administration influenced students' learning achievement in secondary schools in Momo Division. Methodologically, the questionnaire was used as an instrument of data collection to collect data from secondary school students. At the level of theoretical framework, the theory of team spirit by Elto Mayo, theory X and theory Y by McGregor, scientific management theory by Henri Fayol and the theory of educational productivity by Herbert J Walberg were used. The usage of the questionnaire was to enable the researcher collect data from secondary school students which was analysed using the Pearson product moment correlation and the findings were discussed. From the findings, it was observed that the role of P.T.A in administration at the level of provision of finance by P.T.A, provision of infrastructure by P.T.A, provision of teachers by P.T.A, and provision of didactic materials by P.T.A had a relationship with students' learning achievement in secondary schools in Momo Division. This is a clear indication that the role of P.T.A in administration to a greater extent influence students' learning achievement. Most students' learning achievement in secondary schools in Momo Division is not solely depended on P.T.A role in administration.

However, there are other factors besides the role of P.T.A in administration that have an impact on students' learning achievement. The school environment influences students' learning achievement. For efficiency on the part of teachers and students, the school environment must be in a good and conducive manner which enables them to study and work hard. Learning cannot be efficient when the environment in which they are placed is always in constant strikes or noisy. In support of this, Orlu (2013), revealed that when a school is sited in a noisy area like an airport or in the heart of a city where activities disrupt the teaching learning of the student, one will not expect such students in this area to do well academically. Eric (2005), in an article, the role of the supportive school environment in promoting academic succes postulates that the school environment has brought influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. When students experience their school as a caring community become more motivated, ambitious and engage in their learning. Oworye (2011), argued that the geographical location of schools has a great influence on the academic achievement of students. He pointed out that uneven distribution of resources, poor school mapping, facilities, problems of qualified teachers refusing appointment or not willing to perform

well in isolated, lack of good roads, poor communication and nonchalant attitude of some communities to school among others are some of the factors contributing to a wide gap between rural and urban secondary schools. Students in urban areas have better academic achievement than their rural counterpart. School climate can be a positive influence on the health of the learning environment or a significant barrier to learning. In other words, students in urban locations have varying advantage of favourable learning environment that apparently enhance their academic performance.

Besides, motivation is another factor that influences students' learning achievement. Motivation is a multidimensional construct. Researchers in the field of motivation (Wiegfield and Eccles, 2001), agreed that a student engaging in any learning situation has to answer three fundamental questions "Can I do this activity?", "Do I want to do this activity and Why?", and "what do I need to do to succeed?" (Wiegfield and Eccles, 2001). The most important motivational construct, related to the question "do I want to do this activity and why?", is intrinsic and extrinsic motivation. Intrinsically motivated students engage in an activity for its own sake-because they find working on the task enjoyable. Students learn because they are curious about the content and they feel challenged by the learning activity. Many studies showed that intrinsic motivation was positively related to students' learning achievement and their self-perception of competences (Wiegfield et al., 1997). On the other hand, students can also be extrinsically motivated to engage in an activity when they believe that working on the task will result in desirable outcomes (for example reward, good grade, parents and teachers approval, avoidance of punishment). Intrinsic motivation usually results in more cognitive engagement than extrinsic motivation (Ryan and Deci, 2000). In a nutshell, motivation whether intrinsic or extrinsic has a great effect on students' learning achievement.

Moreover, discipline determines students' learning achievement. Cawood and Gibbon (1981), regard discipline as the willingness to learn from someone and to be influenced by him. Wood, Nicholson and Findley (1985), state that good discipline helps to develop desirable student behaviour. If a school has effective discipline, the academic performance will be good. Discipline plays a vital role in the acquisition of responsibility in learners as well as educators. Ehlers (1981), states that a major problem in any school is to balance orderliness and direction in the instructional program against realities of human diversity and curriculum variety. In support of this, Lewis and Doorlay (1995), emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement.

Students' poor learning achievement is problematic because it hampers the growth of individual, the school and national development thus leading to educational resource wastage in terms of states' scarce financial, human and material resources. Most P.T.As do not encourage students learning achievement by motivating them, respecting their rights and needs, instilling positive work values to them, communicating with them and creating interpersonal relationships with them.

Also, as far as administration is concerned, most secondary schools P.T.As have not mastered the basic managerial skills to enable them coordinate the schools financial, human and material resources. Most P.T.A leaders are not appointed based on competence but on personal relationships or how well they can "cooperate" with the school authorities there by creating room for mismanagement and misappropriation of scarce resources.

Based on the above, the researcher recommends that the government through the ministry of secondary education should review the manner in which P.T.A meetings are organized and appointment of members to strategic posts should be based mainly on a majority vote and competence, and not on bases of personal friendship, personal interest or fame.

6. 5 RECOMMENDATIONS

Based on the objectives of this study, the following recommendations were made.

6.5.1: Based on the Role of the P.T.A in Administration and its Influence on Students' Learning Achievement.

To improve on the role of P.T.A and enhanced its supportive role in students' learning achievement, the government should review P.T.A regulations through the Ministry of Secondary Education. The P.T.A should ensure that each member has a copy of the P.T.A regulations. It should be regularly reviewed in P.T.A meetings to keep members alert of what is expected of them.

P.T.A meetings should hold regularly to ensure constant discussions and exchange of views between parents and teachers. That is at least twice a term (at the beginning and end of a term). The P.T.A executive should ensure more sensitisation of the association from the local to the national level in order to create awareness and attract more parents to join and actively participate in the association.

P.T.As of various schools should be linked up so that they can come together from time to time and share their experiences for the general good of such schools and their students.

Motivational programs should be put in place for school managers, teachers and students so as to encourage them and maintain their focus on their roles and contribution towards effective and efficient educational programs.

The P.T.A should encourage students participation in P.T.A meetings as this will help sensitise them on the current trend of evens and a sense of belongingness which will boost their zeal to improve on their learning achievement.

6.5.2: Based on Provision of Finance by P.T.A and Students' Learning Achievement.

In order to enhance the provision of P.T.A funds, the researcher recommends that school administrations and P.T.A executive should embrace more transparency and accountability in the utilization of available P.T.A funds.

To solve the problem of inadequate P.T.A funds in financing education, the P.T.A in collaboration with the school management should established income generating projects such as own farms in which the proceeds can be sold and generate income for the school.

6.5.3 Based on Provision of Infrastructure by P.T.A and Students' Learning Achievement.

The researcher recommends that the government together with the P.T.A should make allocations for the maintenance of existing infrastructure and device means of providing more infrastructure to meet the demand in schools which are either inadequate or completely lacking. This can be ensured with the aid of pedagogic inspectors and supervisors.

Also strategic infrastructures such as classrooms, laboratories, libraries, administrative offices among others should be provided and equipped to enhance effective teaching and learning before looking at other less important ones.

6.5.4 Based on Provision of Teachers by P.T.A and Students' Learning Achievement.

In order to mitigate the challenge of the provision of adequate school personnel, the study recommends that the government and P.T.A should hire more teachers to minimize cases of teacher shortage in schools in order to avoid overworking available teachers which in turn would compromise the quality of output.

Moreover, in-service training programs should be initiated to address manpower needs as a result of changing times to enhance teachers effectiveness. In addition, distance learning, conferencing and e-learning should be encourage to curb the problem of accute shortages of teachers.

6.5.5 Based on the Provision of Didactic Materials by P.T.A and Students' Learning Achievement.

As way of improving the provision of didactic materials, the researcher recommends that P.T.A and the government should ensure that schools have basic aids which can enhance effective teaching and learning. Furthermore, the government should put more effort in its policy of subsidising didactic materials in schools and promote the use of locally produced didactic materials.

The P.T.A and school management should ensure that teachers make good use of didactic materials during lessons through constant and surprize visitation during lessons in order to enhance students' learning achievement.

6.6 SUGGESTION FOR FUTHER STUDIES

The researcher suggests that similar studies should be carried out in other towns and regions of the country. Comparative studies could be carried out on modalities for improving P.T.A participation in school management and students' learning achievement.

Similar studies could also be undertaken on the effects of P.T.A on the academic achievements of an institution. Similar studies could be carried out on the role of P.T.A in students' discipline and academic performance.

6.7. LIMITATIONS OF THE STUDY

A piece of work of this nature is quite demanding materially, intellectually, morally, and financially. It is normal that the researcher encountered major difficulties upon completion of this research work.

The researcher was faced with the problem of moving from one institution to another to administer questionnaires and to collect archival data in the different institution. It was actually a challenging task for the researcher to ensure that the questionnaires were responded to and on time. This posed a lot of problems considering the fact that the researcher needed to carry out research alongside attend lectures back on campus, do assignments and write tests

Also, many students did not want to respond to the questionnaires in the first place. Some respondents had a lukewarm attitude in completing and returning the questionnaire. Some interviewees were not willing to provide detail information about the P.T.A over the years. Some demanded for financial reward before any information is given.

Besides, text books and other instructional materials related to the study were very difficult to find. Available library resources were also a problem. The few books found did not provide recent theories and literature on teachers' on the role of P.T.A and students' learning achievement. In this regard, the researcher was obliged to consult other relevant sources especially the internet.

Finally, the financial aspect of the research is also worth mentioning. Much finance was required to move from one school to another to collect data and carry out observations on different days; typing and printing of questionnaires for all the selected schools as well as the manuscripts and the actual research material was very costly for the researcher.

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