



**THE EFFECTIVENESS OF PARENT TEACHER ASSOCIATION (PTA) IN THE
MANAGEMENT OF FREE PRIMARY EDUCATION. A SURVEY OF THREE
SELECTED PUBLIC SCHOOLS IN MULOBEZI DISTRICT, WESTERN
PROVINCE, ZAMBIA**

BY

SIMASIKU SIMASIKU

**A dissertation submitted to the University of Zambia and Zimbabwe Open University in
partial fulfilment of the requirements for the award of the degree of Master of
Education in Educational Management**

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DECLARATION

I, **Simasiku Simasiku**, do hereby declare that this dissertation as my own and the works of other people have been appropriately acknowledged. I further declare that this work has never in part or whole been submitted to the University of Zambia or any other institution for the award of any academic qualification.

Signature:

Date:

CERTIFICATE OF APPROVAL

This dissertation by Simasiku Simasiku is approved as fulfilling one of the requirements for the award of the degree of Master of Education in Educational Management by the University of Zambia and Zimbabwe Open University.

Examiners' Signatures.

1. Signature: Date: 2018

2. Signature: Date: 2018

3. Signature: Date: 2018

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DEDICATION

I sincerely dedicate this study to my wife, Maureen Kunda, for her genuine and wavering love and belief in my ability as always spurred me on. Additionally for her economic and financial support which inspired me to achieve my academic potential. I also dedicate this work to my lovely daughters: Rebecca Simasiku, Priscilla Simasiku and Rachael Simasiku and my son Haggai Simasiku whom I challenge to reach the academic potential and excellence.

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ABSTRACT

Despite the government effort such as the introduction of Free Primary Education (FPE) made in Zambia 2002, with a view to ensure community direct involvement and ownership of development projects in their locality in education, the extent of parent input in pupil achievement through PTA remains obscure in many primary schools. However, the government emphasizes that to ensure the effectiveness of FPE, community support for school community relationships, competence and professionalism, infrastructure and discipline of pupils are necessary. Indeed, the Ministry of Education stresses that community involvement and participation in form of contributions, such as advice, labour, financial resources and in kind are required to support the government's contributions.

This paper presents the findings of a study conducted in Mulobezi District to investigate the effectiveness of PTA in the management of FPE. Data were collected from 3 Head teachers, 3 Deputy Head teachers, 3 senior teachers, 10 class teachers, 4 PTA members, 3 Guidance and Counselling teachers and 9 pupils. The study was guided by four research questions that investigated the following aspects: the activities of PTA in enhancing student's school community relationship, competence and professionalism, infrastructure matters and discipline, the extent to which PTA enhances its duties on the stipulated roles, the challenges facing PTA in students education management and suggestions on how the PTA could be more effective in enhancing its roles.

The study employed both quantitative and qualitative research methodologies. The target population consisted of 3 public primary schools, head teachers, deputy head teachers, PTA members, class teachers, and pupils of the 3 public primary schools in Mulobezi District. The sample size consisted of 3 head teachers, 3 deputy head teachers, senior teachers, 3 Guidance and Counselling, 12 class teachers, 6 PTA members and 12 students. Data were collected by use of interview guides, questionnaires, and FGD, which were personally administered by the researcher. Quantitative data were analysed in tables while qualitative data were organized into themes and analysed descriptively.

Conclusion and recommendations were made based on the findings. The study found that in spite of PTA doing many activities towards development of school facilities, very little was done on effective management of FPE. Most of the respondents reported that after the introduction of FPE many parents were not involved in school management affairs, such as discipline of pupils, cooperation with teachers on academic progress of children and other

contributions the school needed. From the report, it was evident that most parents had misinterpreted the FPE policy. School management committees were generally regarded by head teachers as being much more supportive than PTA. However, SMC were found to be less active in involvement of PTA in handling disciplinary cases in schools, maintaining and mobilising parents in school programs.

The study therefore recommended that the government should promote awareness between parents and the communities in general on their role in FPE through a sensitization campaign. To ensure that PTA members understood their roles and discharged them with commitment, the study recommends that PTA undergo management and leadership training.

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LIST OF ACRONYMS

BOM	Board of Management
DEO	District Education Officer
EFA	Education For All
FGD	Focus Group Discussion
FPE	Free Primary Education
PTA	Parent Teacher Association
PTC	Parent Teacher Committee
SMC	School Management Committee

CHAPTER ONE

INTRODUCTION

Overview

In this chapter, the researcher covered the following issues: The background of the study, statement of the problem, objectives, purpose of the study, the research questions, theoretical frame work, conceptual frame work, significance of study, delimitation, definition of terms and summary.

1.1 Background to the Study

In every nation of which Zambia is one, education is adopted as an instrument par excellence for effecting national development. For this adoption to be met, it is believed that all hands must be on deck for effective result to be achieved. All stakeholders of education including the communities and parents should participate.

The involvement of parents in the management of various issues in schools is a development that seems to challenge practitioners engaged in school reform despite being a required component of many school improvement initiatives. A growing body of research such as Charles and Senter (2004), Johnson and Duffet (2003), show that successful parental involvement improves not only student behaviour and attendance but also positively affects student achievement. Despite this important observation, many schools in most countries including Zambia continue to struggle with defining and measuring meaningful parental involvement, and many do not feel that their efforts are successful. The findings of a survey conducted in the United States of America revealed that approximately 20 percent of new teachers and nearly one fourth of principals identify their relationships with parents as a cause of significant stress in their jobs (MetLife, 2005). There is therefore need for parents to step in through the Parent Teacher Association (PTA), and forge a good relationship among teachers, students and the community, as this will go a long way in enhancing effectiveness in schools.

Ukeje, (1992), sees Parent Teacher Association as a formal establishment that comprises parents whose children are currently registered as students in a school with teachers in that school. From this definition, we see that though parents sometimes are not really the official teachers of their children, they play an important role in the training of their children both at

home and in the school; because they serve as a link between what happens at home and what happens in the school environment. This relationship between the school and the home helps to instill discipline in children since a child would know that his activities both at home and in school can be monitored and communicated to either the school or the home. Additionally, Ohuche and Ali, (1989), assert that the purpose of the Parent Teacher Association is to bring the home and the school close to each other, to study the problem of the children and if possible find solutions that are mutually beneficial.

Efficient and effective administration of schools should not be entirely an internal thing or be left for just the school administration. For a school to be able to do well in every ramification, then useful inputs from 'external' sources have to be thoroughly considered and implemented. One of those useful external sources is the Parent Teachers Association. Parent Teachers Association is an association comprising of parents or guardians of students or pupils and the administration of the school majorly teachers who meet annually or quarterly to discuss matters on the educational, moral and spirited well-being of the students or pupils of any learning organization, either at the nursery or primary level or at the secondary level. The executive arm of this association is made up of duly elected parents or guardians and the school management such as the head teachers and school administrators, (Iqbal et al, 2011).

Okumbe (2001), defines Parent Teacher Association as an organization made up of parents and teachers of a school. In many countries, PTA or some other organisations under similar names, play important roles in enhancing student achievement. It provides support in many crucial areas. PTA has been a valuable tool; working on behalf of pupils and parents as well as of school and teachers in solving school problems and creating a fruitful learning environment. PTA is a voluntary and welfare organization that brings together the major stakeholders in education, which are parents, guardians and teachers of pupils in a particular school.

The main objective of any PTA is to help enrich the educational environment and learning experience of all students through parents and teachers involvement. PTA can engage in various activities such as providing support or input to major school events, channel parents' views on school policy issues to the school administration and contribute to school well-being. They can also assist to organize, supervise school projects and co-curricular activities, fund-raise for their schools and enhance students' discipline. PTAs may have varying aims

and objectives depending on the country where they operate but there are some universal aims and objectives that seem to cut across all regions (Iqbal et al, 2011).

They are charged with the responsibility of working for the well-being of every student of the institution in the home and in the society. They can also enhance awareness and understanding of parents to the fact that they have a vital role to play in the provision of quality education. They encourage parental involvement in improving the standard of the institutions. It is also their duty to create awareness among the people involved that optimum use should be made of the educational facilities being offered by the government. PTA also aims to motivate parents, especially in the rural areas to send their children to school. It is their responsibility to find ways and means to decrease students' dropout ratio and teacher absenteeism in institutions. They can achieve all these by developing a congenial and harmonious relationship between parents and teachers avoiding bureaucratic rigidity on either side (Iqbal et al, 2011).

PTA in Zambia consists of parents and teacher representatives of a given learning institution. The Education Act (1966), states that; there shall be a Parent Teacher Association in every public and private primary school, consisting of parents and teacher representatives in the school. An Executive Committee will be elected annually at a general meeting, which will elect their chairperson. The head teacher of the school automatically becomes the secretary of the committee and of all meetings. The members can hold meetings as often as they deem necessary, and they can regulate their own procedures. The PTA has overtime been an organization that has monitored progress being made by the school. For efficient administration of any organization schools inclusive, all hands must be on deck en route to its actualization, (Suzuki, 2002). Overtime, a lot has been said about the operations and functions of the parents' teachers association. This association has majorly defined roles for every school ranging from the nursery and primary school to the secondary schools. In some schools they are seen majorly as a fund raising group while in some other schools they are seen as one of the highest decision making body of the school. Whichever way one has to look at it, this association one would say may be it is a major stakeholder in the effective administration of the school.

It has been noted that the best performing primary schools nationally are those whose relationship with community is good. Canter (1992), argues that a good relationship between parents and teachers has many benefits such as students earning good grades and attending

school regularly. It also helps students to develop good behaviour as well as showing more positive attitudes towards the school. School programs that include strong parent involvement are more effective, yet collaboration between parents and teachers is not always a smooth process. Parental involvement in children's education goes much beyond the contributions they make to class parties or attending PTA.

The importance of PTA cannot be over emphasized, especially now that it is clear that government alone cannot shoulder the responsibility of providing qualitative education for every citizen. A lot of parents appreciate the need for good education and would leave no stone unturned to see that their children get good quality education therefore, the need for parents and teachers to come together to bring about a positive change in the school system. However, the government emphasises that to ensure effectiveness of Free Primary Education, community support for infrastructure development is necessary. Indeed, the ministry of education stresses that community contribution, either in form of financial resources or in kind, are required to support the government's contribution, (Kelly 1999).

The parents are more effective in imparting good morals, discipline and knowledge to students at the very grass root level. It is therefore a known fact that all parents have the natural inclination to give their children the good things of life they are capable of providing for them. And in the modern age, the major task is on the provision of quality education and good standard of living. In the light of this, parents have developed a very positive interest in what goes on in school. It is this interest of parents in the education of their children and wards in schools that gave birth to the organization or formation called "Parent Teacher Association" which is currently called Parent Teacher Committee in Zambia. Ezeocha, (1990) since Parent Teacher Association is concerned with the student's welfare and all round developments that is why parents are given a role in the administration of primary school. This means that the Parent Teacher Association is interested in the co-operation of the school system.

It has been noted that obviously the government alone cannot cater for the education of the children, and that there is the need to involve the Parent Teacher Association. The children, belong to the Parents who are the PTA, therefore, the education of the children is important to them too. It is a collective responsibility. Government plays its role, and parents including teachers, play their own role in the education of the children. Ezeocha, (1990), indicates that

Parent Teacher Association also helps to promote an understanding between the home and the school, which is between the teachers, the parents and the student.

Besides the focus on the number of children that is attending school, the quality of education also receives attention. The Education for All Global Monitoring Report (UNESCO, 2004) indicates that children's cognitive, creative and emotional development should be encouraged by schools. Research has shown the importance of partnerships between schools and parents in relation to quality improvement of education. Parental involvement in schools is often associated with enhanced student achievement, behaviour and well-being as well as with democracy and empowerment (Fan and Chen, 2001). Parental involvement in education is an important issue for governments and non-governmental organizations in many developing countries. On national, regional and local level, policies are developed in order to increase involvement of parents (Bray, 2001; Suzuki, 2002). However, previous studies have shown that the implementation and effects of these policies are not always successful. Poor socio-economic circumstances can impede parental involvement in education. Involving parents can be difficult when parents and schools do not have the required knowledge, skills and means (Prew, 2008).

In line with this effort, the FPE Policy (Grades 1-7) was announced in February 2002 by the President of the Republic of Zambia, late Dr. Levy P. Mwanawasa. This was followed up by a circular (ME/71/126 No.3; 2002 dated 15th March, 2002) from the Permanent Secretary in the Ministry of Education to all schools and education offices explaining what Free Basic Education entailed (was in an effort to improve access increase enrolment and improve learning achievement (MOE, 2002; Sikwibele, 2003).

Along with the FPE policy, a process of decentralization was introduced. Hanson (1998) defines decentralization as "the transfer of decision-making authority, responsibility and tasks from higher to lower organizational levels or between organizations". Every primary school in Zambia is supposed to have a school management committee, which takes responsibility for managing the school. It is a policy-making body that represents the local government, parents and teachers. Primary schools should also have a parent-teacher association, which represents parents and teachers. This association is supposed to strengthen the cooperation between parents and teachers and to give these stakeholders a voice in the decision-making process (Suzuki, 2002; Saito, 2006).

Despite these improvements, primary education in Zambia is still facing several problems (Saito, 2006; Suzuki, 2002). While tuition fees have been abolished, parents may still have to pay for school facilities like exercise books, uniforms, and transport and school development funds. Such costs continue to make education inequitable. Many pupils are dropping out before they have reached the last grade in primary school and literacy levels are still low. It was for this reason that the researcher was prompted to carry out a study on the effectiveness of PTA in the management of FPE.

If the school is to achieve its goal, meet the needs of students and fulfill the expectation of parents, there should be good linkage between the teachers and parents. Parents are experienced people who are conversant with child psychology and development. They therefore know the needs of their children at different stages of development. In view of this, the parents are in a better position to give useful advice to teachers when necessary. Individual parents could be invited to school for discussion on their children's welfare. The principal with the assistance of the staff point at the children's weaknesses and give suggestion for improvement. The Parent Teacher Association is a forum for teachers and parents to meet and discuss issues relating to the welfare of the parents and teachers. Through the PTA meeting, parents could be educated or enlightened on the discipline and causes of students' delinquency. Through this, the parents will have an insight into the causes of the students' problem and know more effective ways of dealing with such problem (Canter, 1992).

1.2 Statement of the Problem

There has been much discussion as to the effectiveness of PTA in the management of FPE. In almost every community is found this type of organisation and this organisation is a very wide spread one. There must be some plausible reason to account for its effectiveness. The Government of Zambia introduced FPE in 2002 so as to enhance access to primary education. This resulted in a significant increase in enrolment in primary schools. The phenomenal increase has presented primary education with some significant ineffective management particularly to teachers. Ineffective management regarding teaching and learning have culminated in many schools recording poor Zambia Certificate of Primary Education. The educational performance of Primary Zambian students and standard of education in Zambia today is gradually falling. There is also a growing concern over the poor performance of students in the just released examinations.

Some of the children who failed to break through literacy do find themselves in high schools with their problems of being unable to read and write. The government emphasises that to ensure effectiveness of FPE, community support for learning achievement development is necessary. Indeed, the ministry of education stresses that community contribution, either in form of financial resources or in kind, are required to support the government's contribution. Therefore, this study seeks to establish the effectiveness of PTA in the management of FPE.

1.3 Purpose of the Study

The purpose of the study was to determine the effectiveness of the PTA in the management of FPE in public primary schools.

1.4 Objectives of the study

This study was guided by the following objectives:

1. To explore how PTA influence sound relationship between parents and the school community in the management of FPE.
2. To ascertain the extent to which competence and professionalism of PTA committee members influence the management of Free Primary Education in public schools.
3. To establish the extent to which the PTA of the schools participate in school projects to enhance the management of FPE.
4. To determine the contribution of PTA in the discipline of pupils in public primary school.

1.5 Research Questions

This study was be guided by the following research questions.

1. How does PTA influence the relationship between parents and the school community in the management of FPE?
2. How does the PTA competence and teacher professionalism influence the management of FPE in public schools?
3. Do parents get involved and participate in school projects to enhance management of FPE in public schools?
4. Does the involvement of PTA in the administration of primary schools contribute to discipline in public schools to enhance FPE?

1.6 Theoretical Framework

This study employed the theory of management as the researcher finds it suitable. It is a field of study and practice concerned with the operation of educational organisation. The theory argues that educational management has to be centrally concerned with the purpose or aims of education. The purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. It clearly stresses on procedures at the expense of educational purpose and value (Bush 1999; 240). The theory possesses three major characteristics: Firstly theories tend to be normative in that they reflect beliefs about the nature of educational instructions and the behaviour of individuals within them, (Simkins, 1999). Secondly the theory tends to be selective or partial in that it emphasise certain aspects of institution at the expense of other elements. Thirdly theories of educational management are often based on or supported by observations, (English, 2002).

1.7 Conceptual Framework

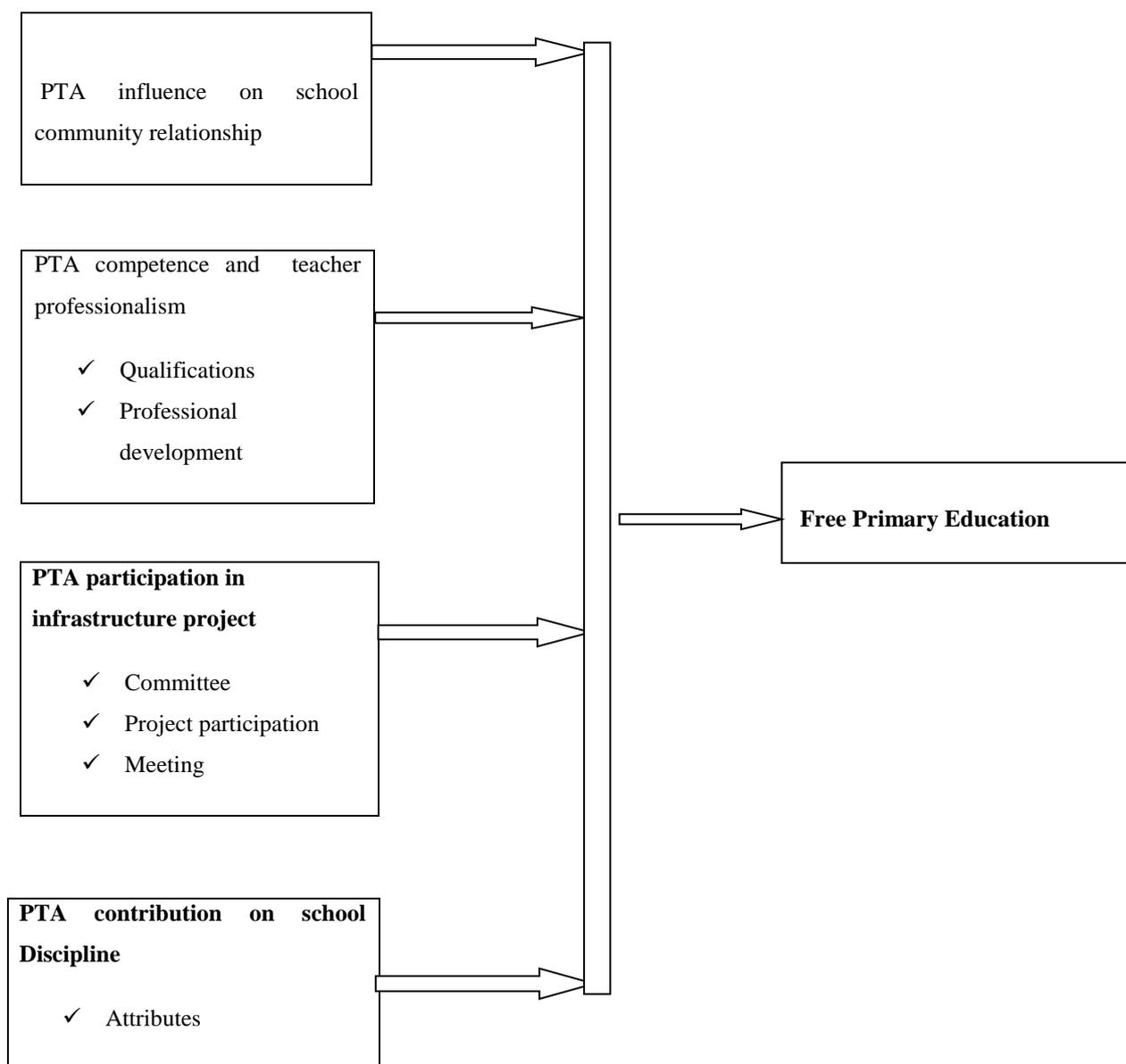
The framework of this study was based on the systems approach which relates the variables essential for the success of FPE in Zambia. The diagram below involved the independent variables which were factors influencing effective management of FPE. For the policy to succeed in producing quality education there is need to evaluate these variable as success of FPE depend on a number of factors (independent variables) among others are; sound relationship with serving community, PTA competence and teacher professionalism, PTA participation in school project and PTA contribution in school discipline of pupils.

It is imperative for the school to have sound relationship with the serving community. Canter (1992), argues that a good relationship between parents and teachers has many benefits such as students earning good grades and attending school regularly. It also helps students to develop good behaviour as well as showing more positive attitudes towards the school.

It has been that noted that PTA competence and teacher professionalism are cardinal factors to the success of FPE. Prew (2008) asserts that involving parents can be difficult when parents and schools do not have the required knowledge, skills and means. Additionally, it has been observed that adequate qualified teaching staff and Continuous Professional Development in the form of training head teachers in management skills increases the effectiveness of teaching, learning and leads to improved academic performance (Warmer and Palfrey Man, 1996).

PTA involvement and participation in school project play a pivotal role in the success of FPE. It has been noted that, in many areas today especially in rural communities, excellent work is being done due to the effectiveness of the Parent Teacher Association (Iwugwu, 1989). For example, many are the time when this committee has been seen supervising infrastructure projects and leading communities in other developmental matters of the school. In some schools PTA has been seen enhancing FPE through meeting indiscipline pupils and counselling them.). Enhancing learner discipline in schools seems to be a universal challenge. Joubert and Prinsloo (2000) assert that discipline has been deteriorating and learners have little respect and trust for teachers. This situation is very detrimental to the effective management and running of schools. Charles (1996) argues that lack of discipline in public schools seems to be a universal problem that contributes to teachers leaving the profession in countries such as UK and USA. The conceptual framework showed how the variables interacted to influence effectiveness of PTA in the management of FPE in Mulobezi District which was the main objective of this study.

The diagram below here summarised the conceptual framework in the manner below;



1.8 Significance of the Study

This study brought to light the management challenge schools encountered in the implementation of the FPE Policy. The findings of this study will assist the policy makers in Government in particular the Ministry of Education to find effective ways of managing the FPE Policy in schools.

Additionally, it is hoped that the information from this study will be useful to the Ministry of Education in that no significant study had been conducted to look specifically at the school management of FPE Policy in the country.

Besides, the school management and teachers will learn on how to improve teacher- pupil academic performance. Furthermore, the government will realise the gap in school management of FPE. The results will be useful to parents and students in that they will learn the importance of meeting their obligations in the school.

1.9 Delimitation of the Study.

Mulobezi District by location is in the Western Province of Zambia. The district is situated at the southern end of the Western Province and was initially part of Sesheke District until it was declared as a District by His Excellency the late President Michael Chilufya Sata. The district borders with Sesheke, Mwandji, Kazungula, Luampa as well as Senanga Districts.

Figure 1: Map of Mulobezi District



1.10 Operational Definitions of Terms

Below are the definitions for all relevant variables and concepts used in this study
Relationships- The way in which two or more people are connected through their interactions; relationships can be defined as either positive or negative.

Effective school administration - a condition where successful and appropriate teaching and learning are occurring for all students and teachers in the school, the morale of students,

teachers, and other school members are positive. And parents, other community members, and the schools district's administration judged to be effectively fulfilling.

Professionalism -the competence and knowledge used in the management of educational processes.

Parent Project Participation- Parents get involved and participate school projects

Discipline- This is the means where by children are trained in orderliness of good conduct on the habit of getting the best out of themselves all of which are essential to the well-being of the school. On the other hand, indiscipline is the opposite of discipline and it simply put back of control

Head teacher- The person in charge of a school

Management-The art of producing results through others

Effectiveness-The capability of producing a desired result or the ability to produce desired output.

PTA- Parent Teacher Association as the name implied is the unionism or coming together of parents, guardians, teachers inclusive of pupils attending primary and post primary schools of learning.

Public school- a public school is a school that drives support, in whole or in part from monies raised by general state, country or district tax.

Administration- This is a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within integrated system designed specifically to achieve an objective. But in educational context, educational administration is a service activity through which the fundamental objectives of the educational process may be more fully and efficiently realized.

Community participation- This can be viewed as a scale, with an extreme at both ends the two extremes of participation are on the one hand 'genuine' participation, implying the ability to take part in real decision-making and governance. All members have equal power to determine the outcome of decisions and share in a joint activity (Bray, 2000).

1.11 Summary

In summary, this chapter outlined the background, statement of the problem, purpose of study, research objectives, research questions, and theoretical frame work, and conceptual framework, significance of the study, delimitation of the study and the definition of terms.

In the next chapter the researcher reviewed the related literature on the following sub-topics: PTA influence on school community relationship, PTA competence and teacher professionalism, PTA participation in school projects and PTA contribution in school discipline. Besides, the researcher also brought out the school management professionalism including related behaviour.

CHAPTER TWO

LITERATURE REVIEW

Overview

The previous chapter outlined the background, statement of the problem, purpose of study, research objectives, research questions, and theoretical frame work and conceptual framework, significance of the study, delimitation of the study and the definition of terms.

Under this chapter, the researcher looked at significant literature documented on the effectiveness of PTA in relation to the management of FPE. It also presented a review of the available information on countries that have studied the same topic. This literature review gave explanation on the management of FPE under the following sub headings: PTA influence on school community relationship, PTA competence and teacher professionalism, PTA participation in infrastructure matters, PTA contribution in discipline of pupils.

Review of related literature is a scholarly critique of the status of knowledge of a carefully defined topic. It focuses on past studies that are closely related to the subject under investigation (Mc Millan and Schumacher, 2001). A literature review is an account of what has been written about on a topic by accredited scholars as documented by (Kombo and Tromp, 2006). Literature review is conducted to generate a picture of what is known about a particular situation and the knowledge gaps that exist in the situation. In this study, the review of related literature consisted of relevant information required to address the research questions raised in chapter one.

2.1 PTA Influence on School Community Relationship

The primary aim of the PTA is to foster good relationship between parents and the school and to encourage parents to support the school in all ways possible. Once there are good relationships among all the stakeholders, the school goes a long way in achieving its goals and objectives (Bakhada, 2004). External support systems or networks are found in all educational institutions in the world and have been widely used in many ways to achieve educational aims and objectives. Aydin (2004) asserts that school and parent cooperation is one of the key factors in improving student performance. Once cooperation does not exist, pupils' performance is negatively affected. Kioko (2007) notes that school is an integral part of much wider community and that all members of the school are affected by what happens to

the larger society. The society also expects a certain role from school such as developing certain attitudes and mental attributes which are necessary for the society's life. Wambui (1987) states that community relations can be expressed in many ways for example through participation in school events, community criticisms of school programmes, discussions, meeting with the community members and having good public relation attributes with the community members. Okumbe (2001) states that the task area of school community relations has the dual purpose of obtaining and maintaining community support for school programmes and of assuming that the community is fully involved in the activities of the school. This should be enhanced by the good relationship between the members of the school management committees which also include the head teachers for the effective management of public primary schools.

A good relationship between parents and teachers has many benefits such as students earning good grades and attending school regularly (Canter 1992). It also helps students to develop good behaviour as well as showing more positive attitudes towards school. School programs that include strong parent involvement are more effective, yet collaboration between parents and teachers is not always a smooth process. Parent involvement in children's education goes much beyond the contributions they make to class parties or attending PTA meetings.

Some school head teachers have an open communication system with parents, in which parents are encouraged to give their ideas, opinions and suggestions on school matters (Ekundayo and Alonge, 2012). The principals are the key contributors to helping parents and other educators understand each other and work together to achieve their schools' objectives. Simatwa (2012) asserts that the school must convince parents that they are meeting their objectives by maintaining good discipline and high academic standard in order to enjoy more support from them.

Regarding truancy, dropout and teacher-pupil relationship, Obanya (1980) argues that hostility by some teachers on pupils makes learners stay away from school. Obanya continues to say that poor teacher-pupil relationship and failure by the school administration to improve the well-being of learners will greatly influence poor academic performance due to truancy and absenteeism. Following Obanya's analysis on sour relationships, you would discover that when there is a tension between the school and the surrounding community, infrastructure projects takes long to complete due to resistance received from the community. Pianta (1999) argues that a supportive relationship between instructors and their students foster more

emotionally, healthy and academically orients students and if established, maintained and supported, shapes a student development throughout the early school years and beyond.

Good teacher-student relationships can positively impact student behaviours in the classroom. The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest and active engagement in learning (Maulana et al., 2013). On the other hand, if the foundation for a good relationship is lacking, it will negatively impact student behaviours. Students will resist rules and procedures, and they will neither trust teachers nor listen to what they have to say if the same teachers do not value or respect them and their parents (Boynton and Boynton, 2005).

To reiterate self-determination theory, students need to experience an emotional involvement from their teachers. Furthermore, students who have positive relationships with teachers are less likely to avoid school (Rimm-Kaufman and Sandilos, 2012). Experiencing a sense of belonging greatly contributes to developing positive relationships and positive behaviours. The nature of a teacher and student interactions shape the quality of the relationships, teachers tend to have more negative interactions with students who are peer rejected or less academically and behaviourally competent. Unfortunately, this interaction not only impacts the relationship that the teacher has with the student, but it also affects the way the student's peers view him; this negative interaction can influence other classroom relationships (Jerome and Pianta, 2008).

In order to correct this, teachers need to be more cognizant of their interactions and the influence they have on students. Teachers should be aware that positive relationships predict school adjustment and may serve as a defensive factor for children at high risk of poor school and development outcomes (Lander, 2009). Taking time to build positive relationships with students can have profound effects on that child's school experiences both within and outside of the classroom.

Creating a climate of warmth and caring as well as supporting autonomy and self-determination will help students feel a sense of control (Skinner and Greene, 2008). All students should have a respectful, caring, and positive learning environment that enhances the joy of learning. The nature of the classroom environment has a powerful influence on how well students achieve educational outcomes (Asiyai, 2014). When teachers have positive relationships with their students, they improve the classroom and environment, which results in more motivation. Research suggests that good teacher-student relationships are important

for maintaining adolescents' interests and academic engagement in learning (Maulana et al., 2013). As previously stated, students who have more positive relationships with their teachers are likely to do well, the reverse is also true, negative teacher-student relationships correspond to worse student outcomes. One study found that teacher-student conflict was consistently related to lower grades in math and English (Gehlbach et al., 2012).

Students' motivation to learn and receive an education drives their thoughts and actions. This motivation plays an important role in their efforts to learn, perform, and behave. It is no surprise then that students' educational expectations and perceptions of experiences are important influences on their decision to drop out. With more than 16,000 students in their study, Fan and Wolters (2014) found that student perceptions and expectations greatly influenced dropout rates with a strong correlation between perceived ability and actual performance in math and English. Therefore, student beliefs and perceptions of their abilities play a key role in their intrinsic value and decision-making. Positive teacher-student relationships are fundamental. Self-determination theory emphasizes competence - feeling capable to produce desired outcomes and effectively cope with challenges. Thus, teachers should ensure that every child feels capable and can meet expectations set forth in the classroom.

From the literature review, it has been noted that researchers have dealt much on the relationship between parents and the school, for example Bakhada (2004), Kioko (2007), Okumbe (2001) and Wambui (1987); others have extended the same research to the relationship between a teacher and a pupil; good examples are Pianta (1999) and Obanya (1980) thus the study sought to establish the effectiveness of PTA in the management of FPE. They all concluded that sour relationship affect performance at work which in turn affects the academic performance of pupils.

In summary, the first objective used this literature to help the study ascertain the relationship that exist between the parents and the school by pointing out that managers establish a structure of relationships that detect how members of an organisation work together to achieve organisational goals. As managers work towards the establishment of healthy relationships in school, then the set goals are likely to be achieved.

2.2 PTA Competence and Teacher Professionalism

The available literature suggests that project management competencies are broad and multifarious. Ahmed (2008) identified some of the requisite project leadership skills as

building relationships and communication, adaptability to change initiative, resolving conflict, leading the project team, managing corporate culture, credibility and responsibility, motivating, and commitment to project objectives. In a school environment, the PTA committee must be seen to be working as a team in order to achieve the organisation's goals. They are expected to display competency, high level of managerial skills and have gender balance in their composition among other qualities influence of project management discipline on completion of PTA funded projects.

Moles (1993) describes three factors that might cause low rates of collaboration between schools and parents. These factors are limited skills and knowledge among parents and school staff for successful collaboration; limited opportunities for interaction; and psychological and cultural barriers between families and schools. Intimidation by the educational jargon and disinterest on the side of school staff can hinder communication between parents and school (Peña, 2000). Furthermore, a low socioeconomic status, parents' limited educational background and negative school experiences influence parental involvement negatively (Aronson, 1996; Peña, 2000). Another common barrier is the conflict between the planning of school activities and the working hours of parents (Bauch, 1993; Peña, 2000).

Makori and Onderi, (2012), assert that parents experience role conflicts and confusion through the BOMs and PTAs, because they are not expected to interfere with the running of schools, yet they are expected to co-operate with the administration to manage the schools. Role ambiguity occurs when roles are inadequately defined or are substantially unknown. In this case, the parents or their representatives (PTA) are not sure how they should act in certain situations. Makori and Onderi further state that where role conflict and role ambiguity exist, satisfaction and commitment are likely to decline.

The several reasons mentioned above, impede parental involvement and limit many from being actively involved despite opportunities provided by the school (Peña, 2000).

The success of FPE initiative and the achievement of Education for All largely depend on having well trained, adequate and highly motivated teaching staff and parents (PTA). Teachers should be committed to continuous professional development and lifelong learning in order to face the challenge of new information technologies and emerging issues (MOEST, 2005). Huha, (2003) indicates that teachers need to have mastery of the subject knowledge they teach and the professional skills to teach it to children of different ages, abilities, aptitudes and background. The quality of the teaching staff is often said to be the main

determinant in achievement of the pupils. The teachers' attitude towards their work and pupils, their classroom management and their interaction with the pupils has a great impact on pupils' academic performance (Abagi and Odipo, 1997). Mulford and Silins (2003), assert that the quality of teaching and learning in the classroom is the key to raising academic standards. Teachers' continuous reflection on their actions makes learning improve. It has been observed that in Public Primary Schools in Kenya high qualifications develop self-confidence in the teacher who in turn serves as a source of knowledge.

The management capacity of the principals is very important in the management of FPE. Warner and Palfreyman (1996) indicate that to manage schools, the head teachers (principals) require strong professional financial knowledge and support services for their successful management of schools. The quality of the leadership and management provided by head teachers influence pupils' positive or negative academic achievement, as enrolment increases, the head teachers are faced with serious dilemmas in boosting schools performance in national examinations. The task of running a school requires the head teacher to have professional skills to be able to set achievable goals.

From the study done by Ahmed (2008), Huha (2002) and that done by Warner and Palfreyman (1996) indicate that lack of competence among PTA and professionalism among SMC and teachers affect the management of school. Their study mainly focussed on Professionalism and competence rather than on the effective management of FPE, hence the gap in the study.

In conclusion, the literature was used to inform the study that competence and professionalism from stakeholders are cardinal elements which determine the proper management of FPE. The PTA chairperson and the head teacher require proper leadership knowledge and skills in which to determine the kind of policies, practice and procedures that the school adopts. The leadership they offer is an important key factor to ensuring improved academic performance of all pupils and enhances proper teaching and learning in school.

2.3 PTA Participation in School Infrastructure Projects.

With the realisation that the government could not take on all the responsibilities of many schools in the country, this is to say that parents would no longer just sit and watch the standard of education continue to fall and instead of complaining, they would do something positive about it. The importance of the PTA in schools is to assist in solving the problems

of the schools. Some of these problems the PTA can help the schools in solving include: bridging the gap between the home and the school, helping the government in providing additional infrastructural facilities for the school, support, encourage staff welfare, advise the school when needed and sometimes intervening with government and government functionaries to help out the school (Nasibi, 2003).

There was also need to determine whether the set objectives were achieved and extent of achievements of the same plus capture any lessons learned from the implementation of the projects to aid future projects. This was a function of project evaluation. Not only does best practice require that projects were monitored for control but also project stakeholders required transparency, accountability for resource use and impact, good project performance and organizational learning (to benefit future projects).

The stakeholders required accountability in terms of resource use and impact of the project, transparency and good project performance. Crawford and Bryce (2003) define accountability as the means by which individuals or organizations report to recognized authority and are held responsible for their actions. They further discuss that accountability entails transparency in decision making and honest reporting of how and what resources have been used and what has been achieved by the project. It was important that there be accountability of the resources so that parents are motivated to commit more funds.

With regard to community involvement and alliance building, Kelly, (1999) indicates that community involvement in educational provision should be the rule and not the exception. A prerequisite for community involvement is a clear recognition of the rights of the community, within the framework of an efficient state administration, a democratic political culture and a climate of peace and stability. Kelly continues to argue that among all the agencies of education, the school has a special importance, being a centre that engages the joint participation of families, teachers, various kinds of cultural, civic and religious groups and the government itself. Since all are partners in the enterprise of education, no kind of school monopoly should be established that allows or requires anyone of the educational partners to exercise sole responsibility for the provision, management or financing of education.

Because of the nature and role PTA are playing in the administration and management of our schools, a lot of work have been carried out in their participation and in different parts of the country (Nasibi, 2003). Schools have been built and up graded through the efforts of PTA. Toilets, swimming pools, houses of teachers and classrooms have constructed in many

schools. Owobu (1999) and Ijaja (1994) all carried out studies in this area and their findings indicate that the PTA attends meetings summoned by the principals and that meetings are fixed at the appropriate times so that parents will attend. The finding is commendable since it shows that there are cordial relationships, understanding and cooperation between principals and PTA of schools. In the research carried out by Owobu (1999) it was observed that the PTA participate in the motivation of students for academic performance, maintenance of good community relationship, and provision of basic infrastructure but failed to participate in the administration and organization of academic programmes.

From the above, we can see that PTA's involvement in the administration of schools is basically the same, though the method of organization and participation may differ from school to school and from one community to another. A lot of factors could be responsible for this; it is possible that they do not participate actively because of the modalities used; it could be the socio cultural and socio economic status of the parents that is the hindrance. Involvement and understanding of parents in rural areas would definitely not be the same with that of those in urban areas. Sometimes when the role of the Parent Teacher Association is not clearly defined to them, they might not appreciate the extent their involvement in school administration would be. But to a great extent there is not much difference in the attitude of the PTA in helping out in schools (Ijaja, 1994).

Many infrastructure projects continue to fail despite the use of established project methods and techniques as the leadership competence required for successful project outcomes have been found lacking (Larson and Gray, 2006). A project's success is, in part, contingent on effectively managing the constraints of time, costs, and performance expectations. In order to achieve this, it is essential that the project manager and his team possess and display appropriate leadership and competence skills. Servant-leadership is recognized as a model that could contribute to overcoming many of the leadership challenges faced by organizational leaders (Larson and Gray, 2006). Hauschildt, Gesche and Medcof (2000) reported that the success of a project depended more on human factors, such as project leadership, top management support, and project team, rather than on technical factors.

In view of this human factor, it has been observed in many rural schools that infrastructure projects have been found pending for a long time more especially projects which require community contribution. This is as a result of failure by the PTA to mobilise resources from the community and organise the community to take part in the actual building of schools.

However, in some other communities it has been noted that houses for teachers and classrooms have been built through local community initiatives either by contribution or the same community taking part in the actual building. Additionally, Aronson (1996) suggested that integrating leadership concepts allows project managers to apply logic and analytical skills to project activities and tactics. Aronson (1996) further suggested that project managers can integrate leadership concepts by being sensitive to and working with project team members as individuals with needs and desires related to their work. A basic ingredient of project management skills is the degree of influence and leadership that the project manager has over the project team. The available literature suggests that project management competencies are broad and multifarious.

Ahmed (2008) identified some of the requisite project leadership skills as building relationships and communication, adaptability to change initiative, resolving conflict, leading the project team, managing corporate culture, credibility and responsibility, motivating, and commitment to project objectives.

In a school environment, the PTA must be seen to be working as a team in order to achieve the organisation's goals. They are expected to display competency, high level of managerial skills and have gender balance in their composition among other qualities influence of project management discipline on completion of PTA funded projects. A project is a complex non-routine by time, one-time effort limited by time, budget, resources, and performance specifications designed to meet customer needs, (Larson and Gray, 2006). This means that whenever a school comes up with project to be funded by the PTA, that project must have a defined objective, have a singular purpose and a defined end point. This can only be achieved if there is a combination of efforts of a project manager who will oversee the completion of the project. The purpose of project management team is to foresee or predict as many of the dangers and problems as possible and to plan, organize and control activities so that projects are completed as successful as possible in spite of all the risks. This process starts before any resource is committed, and must continue until all work is finished.

While schools may officially have formal structures designed to facilitate community and parental involvement, there is often a large gap between intent and outcome. Even when parents nominally participate in school management, they may have a limited say. In some contexts 'participation' is confined to raising money, with limited influence over how it is used. Participation is viewed by many as a goal in its own right, but for most parents the

ultimate aim of any involvement in school management is to improve children's education (EFA, 2008).

Formal participation and consultative arrangements may not facilitate achievement of this goal. Participants may have limited knowledge about issues under discussion, such as school performance and teaching practices. Parents may lack the expertise or confidence to appraise approaches to pedagogy or curriculum effectively. Poor, illiterate parents with limited school experience are at a particular disadvantage. The idea that the devolution of authority to parents, schools and communities is inherently pro-poor, is not well grounded. One of the defining characteristics of poverty and marginalization in many contexts is precisely that those affected lack an effective voice (EFA, 2008). Decentralisation often involves a shift of responsibility onto local communities these communities are then expected to provide resources and pay for teachers. It can thereby exacerbate inequalities in education systems, rather than improving the situations of remote and marginalised communities (Ansell, 2005).

Abagi (1998) emphasises that the head teachers bring all the stakeholders on board to ensure that pupils excel in national examination in order to get the limited chances in secondary school. A greater measure of responsibility for the education and training of its children should be restored to the community so that it may continue to do its obligation, educate and train its own young people. To this end, there should be readiness to call upon qualified members of the community to provide instruction in their areas of expertise, such as in various crafts, cultural expressions and in the development of various practical skills and to take supervisory duties that would free teachers to attend to other activities directed towards learning. This will promote the community to develop a sense of ownership for primary education facilities that would make them countable for the preservation and maintenance of buildings, furnishings, school equipment and materials.

Last, to optimize the partnerships between parents and school, collaboration with the community is needed. Following the theory of overlapping spheres of influence (Epstein, 2001), it is important that schools, parents and the community interact in order to maximize children's achievements (Crawford and Bryce, 2003). Hence, schools can be linked to social and health services and cultural or recreational programs. Goals of community programs should be adapted.

Participation allows community members as principal stakeholders to influence their own development. Community development is supposed to reflect people's actions and attributes

of self-consciousness. Hence, commitment to community development should recognize interconnectedness between individuals and the societies to which they belong. (Jimu, 2008). The concept community implies a network of shared interests and concerns. In this case, the actors' interest in the community is supposed to be education. The actors are however not necessarily a homogenous group of people with a common voice and a shared set of views (Ansell, 2005; Rose, 2003b).

The increased attention for community participation mentioned above, consists of positive as well as negative attention. Studies on agency have demonstrated the interconnectedness of individuals and the societies or communities to which they belong, hereby showing that the 'good' of the community is intrinsically linked with community-wide social, economic, political and environmental good (Jimu, 2008). Also, local committees are believed to have the interests of their own people at heart, and good knowledge of the needs and the resources of their areas (Ansell, 2005).

Some see community participation as an important end in itself (as a democratic right), and means to the achievement of sustainable development and poverty alleviation (Rose, 2003a). The negative attention connected to this view is based on the fact that there is little empirical evidence to suggest that even large-scale commitments to participation have been more efficient, equitable or sustainable than the top-down projects they seek to replace (Mansuri and Rao, 2004). This shows that there is a difference between community participation as an end in itself and as a means to accomplish something else.

When community participation is used as an instrument instead of a top-down approach, Mansuri and Rao (2004) argue that this is not necessarily a better approach. This is because community participation as an instrument doesn't always target the poor and it doesn't always improve project quality and performance. The program under evaluation has set the purpose to empower primary school communities with knowledge, skills, values and attitudes. These are used as instruments to enable the community members to make their schools learner-friendly. Other critiques on the participatory approaches to development is that they simply shift the costs of service delivery to potential beneficiaries and coerce the poor into making contributions that are often more substantial than those made by the rich (Dill, 2009). The participatory approach has further been criticized for the idealized a decontextualized view of 'community'. Urban and rural 'communities' are implicitly

characterized as internally cohesive and, for the most part, harmonious entities, while this might not be the case (Ansell, 2005; Dill, 2009; Rose, 2003b).

When one focuses on sub-Saharan Africa, formal schooling is a relatively new concept, let alone school development (Prew, 2009). These concepts are associated with the historical legacy of colonial rule. For this reason, potential for a mismatch between the community's traditional beliefs and customs exists. Western concepts of school development, which have generally been set within a capitalist, consumerist, individual frame of reference, cannot be lifted wholesale and planted in the developing world (Prew, 2009). This can have an adverse effect on school effectiveness (Fertig, 2000). Not only the way of thinking about schooling can differ in developing countries, the role of the community in the school can also differ. The apparent involvement and inclusivity of a wide range of stakeholders in the process of drawing up the plan and its implementation, implies greater and deeper community involvement in sub-Saharan Africa in the school and its development process (Prew, 2009).

In addition to the experiences with community participation in school development in sub-Saharan Africa as a concept, there are also experiences with the same subject in a project and research setting. These are experiences within projects that show us what elements are important for a project to succeed. Jimu (2008) evaluated community involvement in various projects, including education projects, in rural Malawi in the last 40 years. According to him, the results do not signify a breakthrough in the problem of rural development.

The problem with community participation is the matching of the external support offered by development agents with the internal characteristics of the rural systems. The solution to this problem, Jimu argues, is to employ a bottom-up approach instead of top-down, thereby facilitating the development of local initiatives that improve community welfare. Not only the development agents are important players in the field of community involvement in development, the state also plays a significant role. Pryor (2005) indicates that community participation for improvement of rural schooling in Ghana. Pryor concluded that if community participation is desirable in itself, school development is an important factor to create a community around the school. For this concept to work, the state should be active in trying to create community participation, rather than looking to the community to develop the school. In other words so he argues: 'if you want to build a community round the school, start with the school, not with the community' (Pryor, 2005).

Mfum-Mensah (2004) studied community involvement in school management in Ghana. During his research it became apparent that for a program to work, meetings of the PTA and SMC have to be held regularly. Problems arose because of the existence of two local management bodies (PTA and SMC) instead of a single body. Other problems arose due to dysfunctional communication among stakeholders. Such communication had resulted in lack of information on specific projects. Other research found that representation is an important component of participation (Naidoo, 2005). Having a voice on a school management committee implies either a direct presence or the delegation of authority through a democratic process. If participation is to enhance equity, the poor, marginalized and disadvantaged need to be not just adequately represented, but actively engaged. They have to be able to articulate their concerns and to influence decisions (Naidoo, 2005; EFA, 2008).

Another major factor influencing the successful outcome of a project with community participation is the existence of a culture of governance that includes all role players from central policy-makers and officials to learners, educators, parents and other members of the community. All actors need to acknowledge that there is a power imbalance between educators and families. Particularly when teachers represent one culture and class background and families have lower incomes and are from different cultures. If parents and family members perceive school as judgemental or condescending, they may feel unheard or intimidated (Naidoo, 2005).

Prew (2009) posited a paradigm for school development in the context of a developing country. Within this paradigm, the norm of a school-parent engagement over pedagogical issues as in the West is replaced by imperatives based on full community involvement in the school on the local communities own terms. The key elements in this paradigm are that the community should be involved in determining the development priorities in the school, supplying voluntary and paid services to the school, helping the school raise and manage funds, and sitting on and running some school committees. Also, it involves linking the school, community and the local economy in a creative, productive relationship (Prew, 2009).

Kendall (2007) found in her research that the quality of community involvement has affected the quality of schools in a number of ways. These include: providing an oversight of school budgeting and teacher attendance and performance; managing student attendance and homework; providing resources (labour and money) for school building, and other school infrastructure and services; and advocating at local and national levels for changes that may

improve educational access, retention, and completion. As already mentioned, many of the programmes and policies designed to increase community participation have focused on creating formal structures (such as School Committees or PTA) through which parents can play a regularized and active role in the school.

Kendall (2007) argues that decentralization policies may be implemented to transfer power over school personnel, school budgets, and school planning to parents or local governments. Infrastructure construction support may be predicated on the community providing some percent of the cost of construction, often in labour, before the state or international funds are released. These policies and programmes are often large-scale (national or multi-district) and relatively top-down in their design and implementation. School quality has improved as a result of these programmes and policies. Fewer programmes have used the technique to empower parents. These working elements show us that community participation can be useful in school development projects in Africa. As Djité (1993) states befitting: ‘the actors of change remain the people themselves.

From the study done by Kelly (1999) and that done by Kendall (2007) on the community involvement and participation in school projects, their study findings show that failure to allow parental participation in school projects can affect the school management and learner performance as a whole. Their studies mainly focussed on the parental involvement and participation in school projects not the effectiveness of PTA in the management of FPE, hence the gap in the study.

In conclusion, this literature was selected so that it informs the study on the involvement and participation of parents in school projects. Additionally, the selected literature indicates how parental participation in school projects can affect the school academic performance.

2.4 PTA contribution in school discipline of pupils

Discipline in schools is very significant since it contributes a great deal towards maintenance of order. It involves the management of the behaviours of students through conduct codes and security methods, suspension and punishment. Discipline can be enhanced by teachers together with school social workers and to some extent parents (Cameron, 2006). Enhancing learner discipline in schools seems to be a universal challenge. Joubert and Prinsloo (2000) assert that discipline has been deteriorating and learners have little respect and trust for teachers. This situation is very detrimental to the effective management and running of

schools. Charles (1996) asserts that lack of discipline in public schools seems to be a universal problem that contributes to teachers leaving the profession in countries such as UK and USA.

Farrant (2004) note that, roles are the particular tasks or duties undertaken by people in the course of their work. A growing body of research suggests that parents play a larger role in their children's education. Aronson (1996), indicates that parents are the primary agents of socialization in the society. They observe that it is within the family relationships that children learn their first lesson in social living and social behaviour. Parents are crucial agents of socialization in the society. This understanding is grounded in the observation that parents train the child on the roles of behaviour and thus set the child's basic personality pattern from early childhood to the adolescence (Nasibi, 2003).

Though the study by Simatwa (2012) ignored the contribution of parents in management of students discipline to enhance FPE, it brought to the fore the fact that teachers are still using illegal methods in management of students indiscipline, a serious contravention of the Basic Education Act (2013). In support of the Behaviourist theory, Driscoll (2000) asserts that negative reinforcement such as verbal confrontations, scolding, sarcasm, and corporal punishment, endanger students' low self-esteem, accept hitting as a way to solve problems, creates mental and emotional depression, and will scar their relationships with parents, friends, and society throughout their lives. It is therefore incumbent that the knowledge and potential possessed by PTA in the management of discipline in schools be exploited in earnest.

Mabeba and Prinsloo (2000) argue that parents have a very important role to play in supporting teachers to maintain discipline in public schools. PTA can assess the school rules and values to make sure they are clearly stated and can be understood by the students. They should also ensure all students are treated fairly and without personal preferences or prejudice. Students should be encouraged by PTA to ask questions and are be counselled when they have problems or when they make mistakes. In addition PTA should set a good example by not breaking rules such as not smoking or using drugs in school or at home (Nzuve, 2012). However many parents or PTA officials have no time to go to schools and follow up on this, leaving all the above mentioned activities to teachers. If these parents would get more involved in the students school lives, many of the unrests could be avoided.

Makori and Onderi, (2012) indicate parents experience role conflicts and confusion through the BOMs and PTAs because they are not expected to interfere with the running of schools, yet they are expected to co-operate with the administration to manage the schools. Role ambiguity occurs when roles are inadequately defined or are substantially unknown. In this case, the parents or their representatives (PTA) are not sure how they should act in certain situations.

Makori and Onderi further states that where role conflict and role ambiguity exist, satisfaction and commitment are likely to decline. This theory explains why the parents through BOM and PTA are less involved in many school activities. This study establishes the role the PTA can play to maintain discipline in schools, and whether there existed conflict and confusion between them and their counter parts BOMs on which roles they should either perform.

Oyetunde (2009) indicates that there are different forms of violence that exist in schools and they are a challenge to the maintenance of discipline. Violence is one of the acts of indiscipline found at every level of education be it tertiary, secondary and primary though at varying degrees. Oyetunde argues that there is hardly any week or month when cases of violence at various school levels of education will not be reported in the media. It does not matter whether the level of violence and magnitude found in the institutions is the same but what is evident is that violence is prevalent in schools. The frequency of this violence is quite overwhelming and makes it very difficult for PTAs to maintain discipline in schools.

With the coming of FPE, it has been noted that there is an increase in the number of enrolment in schools especially in some African countries which has made it difficult for PTAs to maintain discipline in schools. According to Abdulkareem, Fasasi and Akinnubi (2012), there has been an increase in the number of children enrolling in schools. This expansion and enrolment with fewer resources to address the situation has made the management and maintenance of schools very complex. This has an implication to the maintenance of discipline by PTA since they have to deal with an increased number of discipline related cases. This overwhelms the PTAs thus making it difficult to achieve the objective of maintaining discipline in schools.

The need for this collective approach to students discipline issues in the world cannot be gain said. Most of the schools in Ongata Rongai Educational Zone are within reach of the fast growing and ill planned cosmopolitan Ongata Rongai town. Though Kajiado County was

recently rated as the richest county in Kenya (Commission on Revenue Allocation, 2013), majority of primary schools students are from needy families and reside in shanties. These students face numerous challenges ranging from food shortage, lack of clean water, poor sanitation, breakdown of social fabric and exposure to extreme moral decadence. Further, some students witness their parents eking out their livelihood from sale of illicit liquor, hard drugs and prostitution.

Through the PTA meeting, parents could be educated or enlightened on the discipline and causes of students' delinquency. Through this the parents will have an insight into the causes of the students' problem and know more effective ways of dealing with such problem. Manyira (2010) indicates that the District Education Officer (DEO) observed that students indiscipline: syllabus coverage and laissez-faire attitude among education stakeholders were among issues that militated against quality grades at Kenya Certificate of Primary Education level. He also wondered why some of the least performing secondary schools in Kenya are in Ongata Rongai Zone albeit the same zone having some of the best performing primary schools nationally.

Nasibi (2003) notes that the method of involving students, parents and other school members in the formulation of school policies is essential in moulding schools into becoming democratic social institutions. To Galloway (1990) a school's collective approach to student discipline should allow the participation of students in decision making processes, thus enabling them to control the extent to which other school members have power over them. It should allow students and parents to express their opinions and represent their interests. Apparently students do need rigid control and school mastery absolutes which have been nursed into schools by the cultural belief in difference to age, supported by the Victorian idea that children should only be seen and not to be heard, which is outdated.

On the other hand, discipline is not achieved if a head teacher adopts a permissive approach. Mbiti (1974) views the idea that students should do what they want without adult's direction as self-defeating. This is because; good order is produced not by students' anarchy but by mutual respect and proper guidance as to what type of behaviour is expected. And as Galloway (1990,) says "Young people need limits on their behaviour. Most of them expect limits. Many will be confused and insecure if adults do not set limits for them".

Charles (1989) notes that in the school setting, discipline helps students to do those things necessary for enhancing their education while limiting those behaviours that are self-

defeating. Indeed, students require discipline for positive social development and for adequate educational progress. Galloway (1990) indicates that two kinds of discipline have been identified. One exists in a situation where the rules and regulations of the school are willingly supported and obeyed by the students and parents. They do not have reason to believe that they are being forced to comply with the rules. They understand them and sometimes participate in making them. It is believed that this kind of discipline encourages responsibility and cooperation on the part of the students and parents. The other is considered to be externally imposed and so denies students the chances of learning to exercise their sense of judgment as well as responsibility.

In Kenya, Clase et al (2007) conducted a study on pupils' indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used a questionnaire to gather information from teachers and head teachers. Clase et al found that teachers considered rewards as important in enforcing good behaviour among the pupils and he also observed that rewards should come from either parents or teachers. Clase et al (2007) argue that reward system fulfils a number of functions for a school. It may promote the institutional aims of a school and provide a mechanism for competition; offer incentive and reinforcement for the approved behaviour.

It has been noted that indiscipline cases have become rampant in schools. For example, records from some schools show that students have been suspended for stealing, fighting, lack of respect to teachers and rudeness (Basic Education Act, 2013). In all these cases, the researcher wants to find out how PTA was involved in resolving the issues.

Students discipline is critical to the attainment of positive school outcomes and as such the field has been extensively researched not only in Kenya but also worldwide. In a study to find the relationship between principals' management approaches and students discipline in public schools in Nyandarua and Laikipia Districts in Kenya, Kiumi, Bosire and Sang (2009) found that the likelihood of principals enlisting the support of teachers and parents in discipline management increased towards large schools with more than two streams. Similarly, teachers and parents in large schools were more likely to play a proactive role in discipline management compared to their counterparts in small schools. However, the level of students discipline lowered in large schools and thus need more input apart from teachers and parents support. Almost all the public primary schools in many countries principals are likely to disregard teachers and parents input in students' discipline issues.

From the study done by Mabeba and Prinsloo (2000) on the role of PTA on school discipline, We discover that failure to include parents in the discipline of pupils at school affect the management of school as well as the academic performance of pupils. Their study focussed more on the PTA role on discipline of pupils rather than the effectiveness of PTA in the management of FPE, thus this study.

In conclusion this literature was employed to avail the study with information that parents play a pivotal role in the discipline of pupils at school. Once given a chance to participate in the discipline of pupils at school, parents can help the school management with a remedy to some of the indiscipline cases.

2.5 Summary

In summary this chapter brought out the related literature review under the following sub-topics; PTA influence on school community relationship, PTA competence and teacher professionalism, PTA participation in school infrastructure projects as well as PTA contribution on discipline of schools. In this chapter sub topics are written according to the objectives of the study. Literature revealed that PTA contribution on the relationship between the school and the community is very vital as positive relationship promotes cooperation which foster the academic performance of pupils. The relationship between the community and the school has also been seen as a two way thing with the community helping the school and vice versa. In the school environment, the PTA must be seen as a working team in order to achieve the organizational goals. As literature review described PTA as voluntary and welfare organization bringing together parents, guardians and teachers of pupils in a particular school or school community, usually for fundraising, maintenance of discipline, seeing to the welfare of the school, building parental involvement at school and other activities relating to the welfare of the school, rather than the progress of individual pupils. It is expected to display competency, high level of managerial skills, and influence in fundraising of resources in the construction of the classroom blocks. Additionally, the PTA is expected to offer full participation in the maintenance of discipline in the administration of schools.

There may be various factors influencing the effectiveness of PTA members, for instance level of educational attainment, leadership style and challenges on FPE implementation which have been addressed by other researchers. We also see that neither can function effectively without the other. We see that for a school to exist effectively it has to learn about

the community, its way of life, the culture and norms of the people and by helping the community to solve its problems when need arises. From the literature review it is evident that not much research has been carried out in the area under study. The study therefore seeks to identify the effectiveness of the PTA members in the school management of FPE activities in public primary schools in Mulobezi District.

In the next chapter, the researcher reflected the research methodology under the following sub headings; research design, study site, target population, sample size, sampling techniques, data collection, research instruments, validity and reliability, besides ethical consideration and references will also be under this discussion.

CHAPTER THREE

RESEARCH METHODOLOGY

Overview

The previous chapter brought out related literature on the following sub topics: PTA influence on school community relationship, PTA competence and teacher professionalism, PTA influence in school infrastructure projects, and PTA participation in school discipline and related behaviour.

This chapter described the research design, study site, target population, sample size, sampling technique, data collection instrument, validity and reliability, data analysis and ethical consideration and summary. This is a cardinal section as it attempts to clarify on the research methods chosen and how they intend to address the research questions. It also explained how certain methods are preferred ahead of others.

3.1 Research Design

Cohen et al (2007), indicate that a research design is an arrangement of conditions for collection and analysis of data that fulfil the importance for the study. The descriptive design was be employed because it is considered appropriate in collecting detailed data on the subject. As Jackson (2009) asserts “descriptive methods are pretty much as they sound, they describe situations. They do not make accurate predictions, and they do not determine cause and effect.” Descriptive methods are ideal to understand the prevailing situations and help make interpretations. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals, (Orodho, 2003). Therefore, the researcher used both quantitative and qualitative methods due to the use of interview guide and questionnaires.

3.2 Study Site

The study was carried out in Sichili Ward, Mulobezi, Western part of Zambia. Sichili ward was purposively be selected as the study location because Sichili is one of the areas affected by ineffective management of FPE which has resulted in poor record of grade seven results and poor reading and writing skills have also been exhibited among primary school pupils in this district.

3.3 Target Population

Target population refers to the group of people where the study took into consideration. Therefore, the concentration of this study targeted a number of stakeholders such as head teachers of selected public primary schools, deputy head teachers, senior teachers as well as class teachers. Others who will be targeted are guidance and counselling teachers, PTA members and pupils of Sichili Ward in Mulobezi District.

There were three sampled schools in the district and therefore my target population comprised 42 people.

3.4 Sample Size

Etikan, et al (2016) describes a sample as the total number of subjects selected to participate in a given study. Usually, researchers are made to select a “sample population” that is considered representative of people to whom results will be generalized or transferred. This study will have a population sample that will comprise three (3) public primary schools. These will be selected from 48 public primary schools in the rural area of Mulobezi District. Therefore, three (3) public primary school head teachers, three (3) deputy head teachers as well as three (3) senior teachers will be sampled from the selected public primary schools, three (3) guidance and counselling teachers. Others will be (12) class teachers [six (6) males and six (6) females] 6 PTA members [three (3) males and three (3) females] and 12 pupils [six (6) males and six (6) females] from the three selected public primary schools were also sampled. The total number of participants in this study was 42.

3.5 Sampling Technique.

There are mainly two types of sampling techniques in research and these are probability and non-probability sampling techniques, (Oppong, 2013). Additionally, in probability sampling, there is a system of random selection of participants whereby all members of the population stand an equal chance of being selected. This method was used in selecting participants so as to avoid biasness. Oppong (2013) refers to non-probability sampling as a method of selecting participants with a bias towards certain individuals within the population considered to have certain desired characteristics.

It has been noted that the idea behind a specific sampling approach varies significantly and always direct the purpose of the study. To come up with the desired sample of the current

study, stratified sampling and purposive sampling procedures were used. As such the researcher obtained a list of all public primary schools in Mulobezi district from the District Education Office. Purposive sampling was used to select public primary schools for this study as they are within the researcher's proximity. Thus, all the three schools were categorized as rural public primary schools to be selected from the 48 public primary schools with an estimated population of 18,200 from Mulobezi District, Western province of Zambia. The sample population was selected using probability sampling technique to be specific stratified sampling as the sample falls under different statuses, these being pupils, teachers, principals, community members, PTA chairpersons, deputy head teachers and senior teachers.

3.6 Data Collection

In research, the phrase "data collection" is used to refer to gathering specific information aimed at proving or refuting facts. Kombo and Tromp (2006) assert that the researcher must have a clear understanding of what they hope to obtain and how they hope to obtain it. Interview guides and questionnaires were used to collect information from the head teachers and teachers while interview guides were used to collect information from the PTA members and pupils. There are two sources of data which are used by researchers namely: primary and secondary data. Primary data is original information collected for the first time, (Kothari, 2004). This can be through questionnaires, interviews, focus group discussions, observations and experimental studies. The study collected primary data from the use of questionnaires, interviews and observations. On the other hand, secondary data is information that has been collected previously and that has been put through the statistical process. Secondary data was collected from books, articles, journals and theses.

3.7 Research Instrument

Research instruments are tools that the researcher uses in collecting the necessary data needed to find solutions to a problem under investigation such as tests, questionnaires, interview guide and observation guides, (Nzuve, 2012). In this study, questionnaires, interviews and observations were employed in collecting data needed for the analysis of the effective school management of FPE.

3.8 Validity and Reliability

3.8.1 Validity

The questionnaire, the structured interview schedules and the observation checklist were validated by the researcher, the supervisor and other experts in Educational Research Methods at the Directorate of Research and Graduate Studies (DRGS), who critically, examined the face and content values of the instruments. Necessary corrections were made in order to improve the instruments.

3.9 Reliability of the Questionnaire

In this study, the test re-test method was used to determine the reliability of the instrument. Test re-test reliability is concerned with the internal consistency of the instruments. The method has the advantage of being administered twice to one group of respondents (Singer, 2009). The 15 item questionnaires were administered to some primary school teachers in Mulobezi District outside the sample of the study. To ensure high percentage return of the research instrument, the researcher did administer the questionnaire personally to the respondents and retrieved them immediately. This was repeated to the same respondents after a week. This was in quest to make the questionnaire more reliable. The data collected was tested and correlated by applying the Pearson Product Moment Correlation Coefficient. A reliability coefficient of 0.89 reflected that the Questionnaire has a high internal consistency. The collected data was analysed using measures of central tendency.

3.10 Ethical Consideration

To facilitate smooth collection of data as per requirement in research, permission to conduct this study was sought from relevant authorities at the University of Zambia Directorate of Research and Graduate Studies, the District Education Board Secretary's Office and the Head teachers' of respective Primary Schools. All data collected during this study was used specifically for the purpose of the study, and was kept strictly confidential. Consent was sought from respondents and no informant was forced to participate in the study. The names of the respondents and institutions were disclosed in any way and the names used in this report were pseudonyms. Furthermore, the research was fully explained to the subjects in advance and "de-briefed" them afterwards.

3.11 Summary

The study was done in Mulobezi District of the Western Province, Zambia. A descriptive survey was employed to allow for a full description of the state of affairs on the effectiveness of the PTA in the management of FPE in Public Primary Schools. Questionnaires, structured interviews and observation were instruments employed in data collection. Data was analysed both qualitatively and quantitatively. Permission was sought at all levels that is, from the University, the Ministry of Education up to the school level and consent was sought from all the respondents. All the names of respondents were not disclosed in any way and instead pseudonyms were used in the entire report.

In the next chapter, which is chapter four, the researcher presented and discussed the research findings emerged from the study. Research findings were presented according to the research objectives and research questions.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

Overview

The previous chapter described the research design, study site, target population, sample size, sampling technique, data collection instrument, validity and reliability, data analysis and ethical consideration and summary. Chapter three is a cardinal one as it attempts to clarify on the research methods chosen and how they intend to address the research questions. It also explained how certain methods are preferred ahead of others.

This chapter presents the findings of the study. It is divided into five sections namely: response rate of participants, PTA influence on the relationship between the school and the community, PTA competence and teacher professionalism, PTA participation in school infrastructure matters and PTA contribution in school discipline of pupils, The study targeted head teachers, Deputy Head teachers, senior teachers, Guidance and Counselling teachers, class teachers, PTA representatives and students. Data were obtained using questionnaires, Interview guides, Focus Group Discussion and document analysis guides. The findings were presented in frequency distribution tables, graphs and pie charts. They were presented according to the objectives and research questions.

4.1 Demographic information

The general information considered in this study was on academic qualification of the PTA members, school administrators, class teachers and students. The study also enquired the information on the period the head teachers and the PTA members had served as committee members. Head teachers were asked to indicate their administrative experience and their school type. The investigation on the above variables was to ascertain whether they have any impact on effectiveness of the PTA members on their performance. Their responses were as shown in table 4 and 5.

Table 1: Shows the actual response rate of the participants

Representative	Expected	Actual	Percentage
Head teacher	3	3	7.1
D/head teacher	3	3	7.1
Senior	3	3	7.1
Class teacher	12	10	23.8
PTA member	6	4	9.5
Students(pupils)	12	9	21.4
Guidance and Counselling teacher	3	3	7.1
Total	42	35	83.1

Represents Actual Return Rate % which is 83.1%

As shown in Table 1, three target groups did not meet the initial targeted numbers. This was because some class teachers took a long time after receiving the questionnaires and efforts by the researcher to follow them up proved futile. Some of the parents contacted refused to respond claiming that they cannot write. Efforts to ask them questions contained in the questionnaires were not accepted. Some students misplaced the questionnaires after receiving them. The lowest return rate in this research was 83.1%, which is very good. This is in line with Mugenda and Mugenda (2003) who indicate “authors feel that a return rate of 50% is adequate for analysis and reporting, while a response rate of 60% is good and a response rate of 70% and above is very good”. Therefore 83.1% rate is a very good return rate for the respondents.

4.2 PTA influence on the relationship between the school and the community.

The first research question sought to establish the PTA influence on the relationship between parents and the school. To establish this, the respondents were asked to rate the way they related with the following members of the school community; parents (PTA), teachers and the school authority. The results were as shown in Table 2 and 3.

Table 2: showing responses from focus group discussions participants

Groups	Relationship Very Effective	Relationship Effective	Relationship Sometimes Effective	Relationship Not Effective	Total numbers of group members
	No	No	No	No	
Focus group 1(Teachers)	0	1	6	3	10
Focus group 2 (Pupils)	0	1	6	2	9

According to Table 2, 2 respondents; one from teachers and one from pupils' focus group discussions felt that the relationship is good. 12 respondents; 6 from pupils and the other 6 from pupils felt that the relationship is sometimes effective and 5 respondents; 3 from a group of teachers and 2 from a group of pupils indicated that the relationship is not effective.

From the 35 participants gotten from the 3 public primary schools where I conducted one to one interviews and focus group discussions, 94 % of the total participants indicated in a similar manner about school managers being antisocial 6% of them felt that the relationship between the school and the community was effective. The following was a typical example:

“Well, to tell you the truth sir, our head teacher does not take keen interest in finding out why certain teachers are not always found at school. Sometimes you can even pass each other without greeting you so we are not free with him. We even fear to ask anything from him because his actions are not welcoming. Additionally he doesn't provide the community with food whenever they are called for a meeting or project. When asked, he says it's not his responsibility to provide food to the community.

Additionally the relationship is not impressive because some teachers have a tendency of giving pupils corporal punishment for simple offenses such as late coming to school and noise making but the administration is failing to intervene. Sometimes teachers are shifting the enmity they have with parents to pupils which are very innocent.”

7 Participants from teachers' focus group discussion also spoke in a similar way pertaining the relationship between the school and the PTA as not cordial. The following was a representation of their views. One respondent said;

“The relationship is not cordial because some community members are allowing goats and pigs coming to school to disturb toilets which are constructed with local resources such as poles and grass. When such people are advised, they get annoyed and say school buildings found their animals there. (Participant 6 from class teachers).”

4 respondents from parents and 6 from school administration also spoke in a similar manner. A typical example of the response is indicated below

“In my opinion, I do not enjoy a good relationship with the school because each time we are asked to leave our work and come to school but that does not benefit us. When we ask the head teacher, he says that our work is voluntary hence does not attract any payment.”
(Participant 5 from focus group discussions)

2 (6% of the total of 35 respondents) described the relationship between the school and the PTA as relatively good. The following was a typical example

“I can say that the relationship between the school and the PTA is relatively sound and cordial. There is no problem because the school administration is explaining what the PTA and the community at large should do to support the education of their children according to the roles inscribed in the PTA manual.”

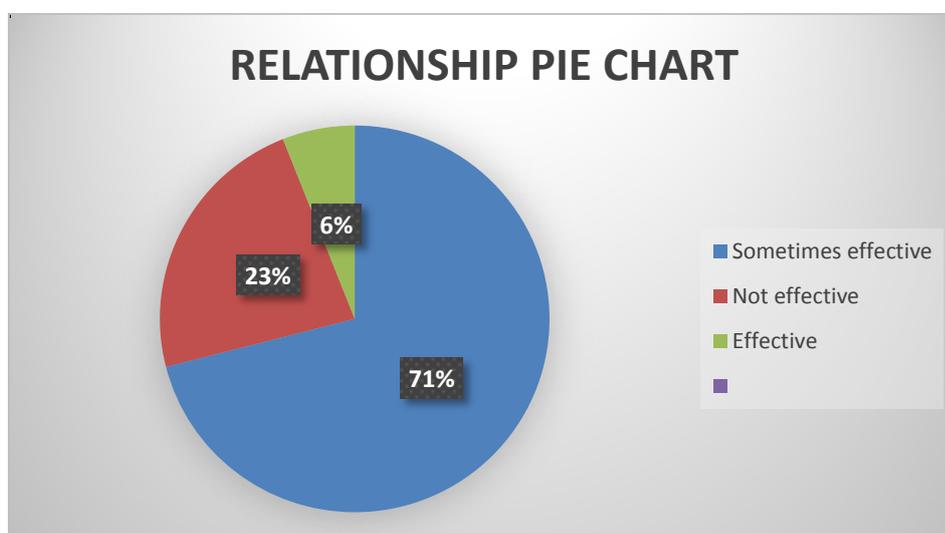
Table 3: Summarises the responses from respondents on the relationship between the communities and the school

Representative	Community relationship with the school				
	Very Effective	Effective	Sometime Effective	Not Effective	No of respondents
	No %	No %	No %	No %	
Head teacher	0	0	3	0	3
D/head teacher	0	0	2	1	3
Senior teacher	0	0	2	1	3
G/C teacher	0	0	2	1	3
Class teacher	0	1	6	3	10
Parents (PTA)	0	0	4	0	4
Students	0	1	6	2	9
Total	0 0	2 6	25 71	8 23	35

Source: Author’s field data, 2018.

From the three primary schools where I conducted one to one interviews, focus group discussions and administered questionnaires, none (0%) of the respondents agreed that the relationship between parents and the school community was very effective.

Figure 2: Relationship Pie Chart



Regarding the one to one interviews and questionnaires that I carried out, 6% of the respondents expressed that the community relationship with the school was effective, 71% of the respondents did indicate that the relationship between the parents and the school was sometimes effective. On the other hand 23% of the respondents indicated that the relationship between the parents and the school community was not effective.

4.3 PTA Competence and Teacher Professionalism

The second research question sought to ascertain how PTA competence and teacher professionalism influence the management of FPE. To establish this, the respondents were asked to indicate the highest qualification, experience and if they have ever attended any courses on managerial skills on school management and state the extent to which the course supported their competence on the aspects of FPE management of school resources. The results on attendance to management courses were as shown in Tables 4, 5 and 8

Table 4: Highest level of education for PTA members

Level of Education	Head teacher	D/head teacher	Senior teacher	Teachers	Parents (PTA)	Total
	No	No	No	No	No	
Primary level	0	0	0	0	3	3
Junior secondary	0	0	0	0	1	1
Senior Secondary	0	0	0	0	0	0
Primary teacher Certificate	0	1	2	6	0	9
Diploma	2	1	1	4	0	8
Degree	1	1	0	3	0	5
Masters	0	0	0	0	0	00
Total	3	3	3	13	4	26

This part describes the demographic features of the participants. The aspect of interest to the study was the education level of the PTA members. Data were collected, analysed and presented in the table above showing the highest professional qualifications of the head teachers, deputy head teachers, senior teachers, teachers and the highest academic qualifications of parents in the PTA committee as expressed by the respondents. According to

the document study by the researcher, it was revealed that two of the head teachers had diplomas and one had a Bachelor's degree. On the part of the deputy head teachers; one had a primary teacher's certificate, another one had a diploma and the other had a degree. With the senior teachers, it was found that 2 senior teachers had primary teacher's certificates and one had a diploma. Coming to the teachers, 6 had a primary teacher's certificate, the other 4 had a diploma and three had a Bachelor' degree. From the parents, 3 had reached primary level while 1 had reached junior secondary.

Table 5: PTA and teachers qualifications table

Parents %		School Administrators %			Class Teachers %		
Primary level- 75%	Junior sec. level- 25%	PTC cert. 50%	Diploma cert. 33%	Degree cert. 17%	PTC cert. 50%	Junior cert. 30%	Diploma Certificates 20%

Data from the graph above revealed that 35% of PTA and teachers had primary teacher certificate a highest qualification attained, a total of 31% had diploma, 19% of them had degree, 4% of them had attended junior secondary, and 12 % of them had attended primary level while none of them (0%) had a master's degree.

Table 6: PTA experience of Committee members

PTA experience	Head teachers	Deputy Head Teacher	Senior Teacher	Class Teacher	Parents	Total	Percentage
	No		No	No		No	%
Less than 5 years	0	0	0	7	4	11	42
6-12	0	1	1	3	0	5	19
13-19	2	2	2	3	0	9	35
20-29	1	0	0	0	0	1	4
30 years and above	0	0	0	0	0	0	0
Total	3	3	1	13	4	26	100

The data from the table above showed that 7 teachers and 4 of parents had less than 5 years PTA experience. 1 deputy head teacher, 1 senior teacher and 3 class teacher and none of the parents had 6-12 years of PTA experience. 2 head teachers, 2 deputy head teachers, 2 senior teachers and 3 class teachers had 13-19 years of PTA experience. As for 20-29 years of PTA experience, there was only 1 head teacher who was recorded under the same while for the other members none had reached that level of experience. None of the members had 30 years and above of experience.

Table 7: Involvement of PTA members in school management

Response	Planning institutional Programme	Academic performance	Acquisition of instructional material	Average number percentage
	No %	No %	No %	No %
Yes	7 20	10 28.6	7 20	8 23%
No	28 80	25 71.4	28 80	27 77%
Total	35 100	35 100	35 100	35 100

The findings from the respondents indicated that PTA members agreed that 7 (20%) did participate in planning of institutional, 10 (28.6) academic in performance and 7(20) in the acquisition of instructional material programs. However, the majority 28 (80%) of the PTA said members were not involved in planning of institutional programs, 25 (71.4%) said that they were not actively involved in pupils academic performance; 28 (80%) said that they had not participated in acquisition of instructional materials. Average percentages reflected that 23% of the respondents accepted to have participated in institutional planning, academic performance and acquisition of instructional materials. However, a higher proportion of 77% was noted as respondents who denied the participation of any of the above.

Table 8: shows the frequency of PTA meetings as reported by the parent teacher committee

Frequency of PTA meeting	No	%
Once a term	5	14
twice a term	20	57
Not at all	10	29

The finding in table 7 shows that from the 35 respondents, 5 (14%) said that the PTA committee meetings were held once a term, 20 (57%) indicated that the PTA committee meetings were held twice a term and 10 (29%) of the respondents said that the PTA committee meetings were not held at all.

Table 9: Frequency of attending refresher courses

Attendance of refresher courses	No	%
Once	3	11.5
Twice	8	30.8
Thrice	2	7.7
Never attended	13	50
Total	26	100

Findings from the table above on attendance of refresher courses revealed that: 3 (11.5%) said that they attended refresher courses once; 8 (30.8%) said they had attended refresher courses twice, 2 (7.7%) said that they had attended the said courses thrice and 13 (50%) had never attended any course thrice.

Table 10: Shows the response from respondents on the frequency of team teaching

Frequency of team teaching	No	%
More often	14	40
Less often	13	37
Never at all	8	23
Total	35	100

The data from the table above revealed that 14 (40%) of the respondents said that team teaching was done more often, 13 (37%) of them indicated that team teaching was done less often while 8 (23%) of them said that team teaching was never done at all.

The researcher sought to establish knowledge of reading legal documents such as education act and teachers' code regulation hence table 10.

Table 11: Shows the Head teachers' reading of legal document.

Response	Frequency	Percentage
Yes	4	18%
No	18	82%

The data from the table above and document analysis revealed that 18 (82%) of the respondents did not support the reading of legal documents by the head teachers and 4 (18%) of them agreed.

4.4 PTA participation in school infrastructure matters.

The third research question sought to establish the rate of participation on the infrastructure projects by the PTA members. To establish this, the respondents were asked to indicate the rate of participation on the aspects of school projects. The results of the respondents were as shown below and in Table10 - 13

Regarding community participation in infrastructure projects, one of the PTA chairperson was interviewed and the following was a typical example of response.

“In my opinion, I feel it is not our responsibility as the community to build schools but it is a responsibility of our government as it committed itself to providing education for all. This pole and mud classroom block has taken two years to be completed by the community. Additionally, the government 's political interference on the roles of PTA for example there have been a lot of controversy from political leaders that teachers are paid housing allowance therefore community should not labour to build houses for teachers. Lack of understanding brought by little education on the part of villagers”.

Figure 3 : Showing Pole and Mud Classroom Block



Table 12: Shows response from (parents) on PTA participation in school projects.

PTA Attributes/Activities	Very Effective		Effective		Sometime Effective		Rarely Effective		Not Effective	
	F	%	F	%	F	%	F	%	F	%
PTA organise donations from community to raise funds for projects.	0	0	0	0	1	25	0	0	3	75
PTA encourage school to Levy PTA funds from parents.	0	0	0	0	0	0	0	0	4	100
PTA make contributions as need arises to any project.	0	0	0	0	0	0	0	0	4	100
PTA persuade community to participate in school	0	0	0	0	2	50	0	0	2	50

projects.										
PTA encourage school to generate more income	0	0	0	0	0	0	1	25	3	75
PTA provide facilities to enhance school condition	0	0	0	0	0	0	0	0	4	100
PTA supervise on-going school projects	0	0	0	0	0	0	2	50	2	50
PTA help to deal with unco-operative community members	0	0	0	0	0	0	0	0	4	100

The findings from the one to one interviews, questionnaires and focus group discussions on the research objective number 3 which assessed the involvement and participation of PTA on school projects. Reports from respondents (parents) indicated that 1 (25%) said PTA organisation of project donation from the community was sometimes effective, 0 (0%) said rarely effective and 3 (75%) said not effective. Regarding PTA encouraging school to levy PTA funds from parents all the respondents; 4 (100%) said the PTA was not effective, none (0%) said rarely effective, effective, sometimes effective and very effective. On the part of PTA levying itself or making contributions as need arises; 4 (100%) said not effective, which entails that none (0%) of the parents said very effective, sometimes effective and rarely effective. Coming to the issue of PTA persuading community to participate in school projects reports from respondents (parents) indicated that 2 (50%) said sometimes effective and 2 (50%) said not effective while none (0%) of the respondents (parents) supported the idea that of the PTA not being effective, very effective as well as rarely effective. On the attribute that PTA encourages school to generate more income 1 (25%) of parents said rarely effective and 3 (75%) of the parents supported the idea of PTA not being effective on the said attribute while none (0%) of the parents indicated that PTA was effective, sometimes effective and very effective. With regard to PTA providing facilities to enhance school condition, reports from the parents indicated that 4 (100%) said not effective whereas none (0%) said rarely effective, sometimes effective and very effective. Coming to the issue of PTA supervising on-going school project, 2 (50%) of parents said rarely effective and 2(50%) said not

effective while none (0%) said sometimes effective, effective and very effective. In regard to PTA helping to deal with uncooperative community members in projects 4 (100%) of parents said PTA was not effective while none (0%) of the parents said the PTA was rarely effective, sometime effective, effective and very effective.

Table 13: Shows response from School Administration on PTA participation on school projects.

PTA Attributes/Activities	Very Effective		Effective		Sometime Effective		Rarely Effective		Not Effective	
	F	%	F	%	F	%	F	%	F	%
PTA organise donations from community raise funds.	0	0	0	0	0	0	3	25	9	75
PTA encourage school to Levy PTA funds from parents.	0	0	0	0	1	8	0	0	11	92
PTA Levy itself or make contribution as need arises.	0	0	0	0	0	0	0	0	12	100
PTA persuade community to participate in school projects.	0	0	0	0	0	0	4	33	8	67
PTA encourage school to generate more income	0	0	0	0	2	17	0	0	10	83
PTA provide facilities to enhance school condition	0	0	0	0	0	0	1	8	11	92
PTA supervise on going school projects	0	0	0	0	0	0	3	25	9	75
PTA help to deal with unco-operative community members	0	0	0	0	5	42	0	0	7	58

The findings from the one to one interviews, questionnaires and focus group discussions on the research objective number 3 which assessed the involvement and participation of PTA on school projects. Reports from respondents (school administrators) indicated that 9 (75%) said PTA organisation of project donation from the community was not effective, 3 (25%) of school administrators said rarely effective while none (0%) of them said sometimes effective, effective and very effective. Regarding PTA encouraging school to levy PTA funds from parents all the respondents; 11 (92%) said the PTA was not effective, 1 (8%) of school administrators said the PTA was sometimes effective while none (0%) said rarely effective, effective, and very effective. On the part of PTA levying itself or making contributions as need arises; 12 (100%) of school administrators said not effective, while none (0%) of them said rarely effective, sometimes effective, effective and very effective. Coming to the issue of PTA persuading community to participate in school projects reports from respondents (school administrators) indicated that 8 (67%) said not effective and 4 (33%) said rarely effective while none (0%) of the school administrators said sometimes effective, effective and very effective. On the attribute that PTA encourages school to generate more income 10 (83%) of school administrators said that PTA was said not effective and 2 (17%) of them supported the idea of PTA being sometimes effective while none (0%) of them said rarely effective, effective and very effective. With regard to PTA providing facilities to enhance school condition, reports from the school administrators indicated that 11 (92%) said not effective whereas 0 (0%) said sometimes effective, effective and very effective. Coming to the issue of PTA supervising on-going school project, 9 (75%) of school administrators said not effective and 3 (25%) said the PTA was rarely effective while 0 (0%) said sometimes effective, effective and very effective. In regard to PTA helping to deal with uncooperative community members in projects 7 (58%) of the school administrators said PTA was not effective and 5 (42%) of them said the PTA was sometimes effective while none (0%) of them said the PTA was rarely effective, effective and very effective.

Table 14: Shows response from class teachers on PTA participation in school projects

PTA Attributes/Activities	Very Effective		Effective		Sometime Effective		Rarely Effective		Not Effective	
	F	%	F	%	F	%	F	%	F	%
PTA organise donations from community raise funds.	0	0	0	0	0	0	2	20	8	80
PTA encourage school to Levy PTA funds from parents.	0	0	0	0	3	30	0	0	7	70
PTA Levy itself or make contribution as need arises.	0	0	0	0	0	0	0	0	10	100
PTA persuade community to participate in school projects.	0	0	0	0	3	30	0	0	7	70
PTA encourage school to generate more income	0	0	0	0	0	0	4	40	6	60
PTA provide facilities to enhance school condition	0	0	0	0	1	10	0	0	9	90
PTA supervise on going school projects	0	0	0	0	0	0	4	40	6	60
PTA help to deal with unco-operative community members	0	0	0	0	0	0	0	0	10	100

The findings from the one to one interviews, questionnaires and focus group discussions on the research objective number 3 which assessed the involvement and participation of PTA on school projects. Reports from respondents (class teachers) indicated that 8 (80%) said PTA organise donations from the community was not effective, 2 (20%) of class teachers said

rarely effective while none (0%) of them said sometimes effective, effective and very effective. Regarding PTA encouraging school to levy PTA funds from parents 7 (70%) said the PTA was not effective and 3 (30%) of class teachers said the PTA was sometimes effective while none (0%) said rarely effective, effective, and very effective. On the part of PTA levying itself or making contributions as need arises; 10 (100%) of class teachers said PTA was not effective, while none (0%) of them said rarely effective, sometimes effective, effective and very effective. Coming to the issue of PTA persuading community to participate in school projects, reports from respondents (class teachers) indicated that 7 (70%) said that PTA was not effective and 3 (30%) of them said the PTA was sometimes effective while none (0%) said the PTA was rarely effective, effective and very effective. On the attribute that PTA encourages school to generate more income 6 (60%) of class teachers said that PTA was not effective and 4 (40%) of them supported the idea of PTA being rarely effective while none (0%) of them said that the PTA was sometimes effective, effective and very effective. With regard to PTA providing facilities to enhance school condition, reports from the class teachers indicated that 9 (90%) said that the PTA was not effective and 1 (10) said the PTA was sometimes effective while none (0%) of them said the PTA was rarely effective, effective and very effective. Coming to the issue of PTA supervising on-going school projects, 6 (60%) of class teachers said that the PTA was not effective and 4 (40%) said the PTA was rarely effective while none (0%) said sometimes effective, effective and very effective. In regard to PTA helping to deal with uncooperative community members in projects 10 (100%) of the class teachers said PTA was not effective which entails that none (0%) of the class teachers said the PTA was rarely effective, sometimes effective, effective and very effective.

Table 15: Shows the summary responses from respondents on ten roles of PTA participation on school projects.

Rating	Very Effective	Effective	Sometime Effective	Rarely Effective	Not Effective	Total
Percentage	0	0	7.69	11.54	80.77	100

Generally the findings of this study indicates that PTA was neither very effective nor effective on school project roles as the data reflected that 7.69% of the respondents said

sometimes the committee was effective, 11.54% said the committee was rarely effective and a higher percent of 80.77% said the committee was not effective on school project roles.

4.5 PTA Contribution in School Discipline of Pupils

The fourth research question sought to establish the PTA contribution in school discipline of pupils. To establish this, the respondents were asked to indicate the attributes of PTA member in the discipline of pupils in school. Questions were posed to the PTA on the roles it plays on students' discipline status in their school. Information from these questions would point towards the situation in terms of discipline in their schools. Responses from school administrators, parents, teachers and pupils on activities of PTA were captured through data collection and analysed. The findings were presented as in table 11 and 12.

The following is a typical example of the response from one of the head teachers.

“In fact PTA does not assist at all, especially in student discipline. They do not motivate nor talk to the students on good moral behaviour. ...even when you call them, they don't come unless it is their own child involved. Some have no time, and those who come do not have the knowledge and do not understand when we tell them. “Your son or daughter needs counselling” ... only know corporal punishment...”

4.6 School administrators' views on PTA involvement in discipline

An interview with one of the head teachers revealed that PTA is only involved in discussion of some extreme discipline cases, but not in all other cases, as he wished they should. They do not hold talks with student leaders as often as they should. He went further.

In terms of guidance and counselling, 76.9% said that parents are not effective in facilitating guidance and counselling of students and teachers, 23.1% of the class teachers said the PTA is rarely effective in facilitating guidance and counselling to teachers and students, while 0% felt that PTA sometimes facilitates guidance and counselling of teachers and students and the same number 0% of the teachers said that PTA sometimes does so.

As for monitoring sexual relationships, 73.1% felt that PTA is sometimes effective in monitoring the possible issue of student-teacher sexual relations, 26.9% said that PTA is not

effective in monitoring this aspect, none% stated that PTA rarely monitors student-teacher sexual relations while, 0% felt that sometimes PTA monitors student-teacher sexual relations

An interview with the PTA chairperson confirmed the head teacher's statement that PTA representatives are not involved in discipline cases but only attend to some extreme ones. They do not call for meetings to discuss discipline issues and when the schools call them they do not come in good numbers. It therefore means that PTA is involved but not assisting the school administration to curb this indiscipline menaces average percentage of 3% considered the student discipline status as good and excellent. This confirms the records obtained from reports from chiefs office (Basic Education Act, 2013) of the many indiscipline incidences reported.

In an interview with the PTA chairperson, he was quoted saying, "sir as parents we are not involved in the matters of school discipline because the school management does not allow us to do so, when we ask the school authority to explain why we are not allowed we are told that parents are not allowed to interfere with running of the school, surprising enough when it comes to school donations and project participation we are called upon. There is need to intervene in this matter otherwise our contributions are not seen as something that can contribute to the effectiveness of teaching and learning of our children."

Table 16: response from school administration on P.T.A Discipline of pupil's attributes

Activities/ attributes of PTA	VE		E		S		R		NE	
	F	%	F	%	F	%	F	%	F	%
School Head teacher involves PTA in school discipline.	0	0	0	0	4	33.3	0	0	8	66.7
PTA involved in setting school behavioural rules with clear consequence structure	0	0	0	0	0	0	1	8.3	11	91.7
P.T.A Facilitate counselling and guidance on pupils and teachers	0	0	0	0	0	0	0	0	12	100
PTA have strategies to minimise student truancy	0	0	0	0	0	0	0	0	12	100
PTA meets at least once per term to deliberate on discipline issues	0	0	0	0	4	33.3	0	0	8	66.7
PTA work closely, monitors the possible issue of pupils-teacher sexual relationship	0	0	0	0	0	0	0	0	12	100

The findings from the one to one interviews, questionnaires, document analysis and focus group discussions on the research objective number four which assessed the attributes of PTA on discipline of pupils reports from respondents (school administrators) on the part of the head teacher involving the PTA in school discipline of pupils indicated that 8 (66.7%) of them said that the PTA was not effective and 4 (33.3%) of them did indicate that the PTA was sometimes effective while none (0%) of them said that the PTA was rarely effective,

effective and very effective. Regarding PTA’s involvement in setting behavioural school rules 11 (91.7%) of the school administration said the PTA was not effective and 1 (8.3%) said PTA was rarely effective while none (0%) of the school administrator said that the PTA was sometimes effective, effective and very effective. Coming to the idea of the school administrators meeting with pupils and parents termly, 6 (50%) of the school administrators did indicate that the PTA was not effective and 6 (50%) of them said the PTA was sometimes effective while none (0%) indicated that the PTA was rarely effective, effective and very effective. As for the issue of the PTA having strategies to minimize pupil truancy; 12 (100%) of the school administrators said that the PTA was not effective, none (0%) of them indicated that the PTA was rarely effective, sometimes effective, effective and very effective. On the part of the PTA meeting once per term to deliberate on discipline issues of pupils; 9 (75%) of school administrators said that the PTA was not effective and 3 (25%) of them said that it was sometimes effective while none (0%) said the PTA was rarely effective, effective and very effective. As regards PTA closely monitoring sexual relationships of pupil with teachers; 8 (66.7%) of school administrators said the PTA was not effective and 4 (33.3%) said it was sometimes effective while none (0%) did indicate that the PTA was rarely effective, effective and very effective.

Table 17: Response of parents on PTA discipline of students’ activities

PTA Activities	Very Effective		Effective		Sometime Effective		Rarely Effective		Not Effective	
	F	%	F	%	F	%	F	%	F	%
Head teacher involve PTA in school discipline	0	0	0	0	0	0	0	0	4	100
PTA involved in setting school behavioural rules	0	0	0	0	0	0	1	25	3	75
PTA and administration meet with pupils and parents termly										

	0	0	0	0	2	50	0	0	2	50
PTA have strategies to minimise truancy of pupils	0	0	0	0	0	0	0	0	4	100
PTA meets at least once per term to deliberate on discipline issues of pupils	0	0	0	0	1	25	0	0	3	75
PTA closely monitor sexual relationship between teachers and pupils	0	0		0	1	25	1	25	2	50

The findings from the one to one interviews, questionnaires, document analysis and focus group discussions on the research objective number four which assessed the attributes of PTA on discipline of pupils reports from respondents (parents) on the part of the head teacher involving the PTA in school discipline of parents indicated that 4 (100) of them said that the PTA was not effective and none (0%) of them did indicate that the PTA was rarely effective, sometimes effective, effective and very effective. Regarding PTA's involvement in setting behavioural school rules 3 (75%) of parents said the PTA was not effective and 1 (25%) said PTA was rarely effective and none said the PTA was sometimes effective, effective and very effective. Coming to the idea of the PTA meeting with pupils and parents termly, 2 (50%) of them did indicate that the PTA was not effective and 2 (50%) of them said the PTA was sometimes effective while none (0%) indicated that the PTA was rarely effective, effective and very effective. As for the issue of the PTA having strategies to minimize pupil truancy; 4(100) of the parents said that the PTA was not effective and none (0%) of them indicated that the PTA was rarely effective, sometimes effective, , effective and very effective. On

the part of the PTA meeting once per term to deliberate on discipline issues of pupils; 3 (75%) of parents said that the PTA was not effective and 1 (25%) of them said that it was sometimes effective, rarely effective, effective and very effective. As regards PTA closely monitoring sexual relationships of pupil with teachers; 2 (50%) of parents said the PTA was not effective, 1 (25%) said it was rarely effective and 1 (25%) did indicate that the PTA was sometimes effective while none (0%) of them said the PTA was neither effective nor very effective.

Table 18: Shows the Response from class teachers on PTA attributes on Discipline of pupils activities

Activities/ attributes of PTA	Very Effective		Effective		Sometime Effective		Rarely Effective		Not Effective	
	F	%	F	%	F	%	F	%	F	%
School Head teacher involves PTA in school discipline.	0	0	1	10	3	30	0	0	6	60
PTA involved in setting school behavioural rules with clear consequence structure	0	0	0	0	1	10	2	20	7	70
P.T.A Facilitate counselling and guidance on pupils and teachers	0	0	0	0	2	20	1	10	7	70
PTA have strategies to minimise student truancy	0	0	0	0	1	10	0	0	9	90
PTA meets at least once per term to deliberate on discipline issues	0	0	0	0	3	30	0	0	7	70
Parents visit the school uninvited to monitor the progress of children	0	0	0	0	6	60	0	0	4	40

The findings from the one to one interviews, questionnaires, document analysis and focus group discussions on the research objective number four which assessed the attributes of PTA on discipline of pupils reports from respondents (class teachers) on the part of the head teacher involving the PTA in school discipline of pupils indicated that 6 (60%) of them said that the PTA was not effective and 3 (30%) of them did indicate that the PTA was sometimes effective and 1 (10%) said the PTA was effective while none (0%) said the PTA was neither rarely effective nor very effective. Regarding PTA's involvement in setting behavioural school rules 7 (70%) of the class teachers said the PTA was not effective and 2 (20%) said PTA was rarely effective and 1 (10%) said the PTA was sometimes effective while none (0%) said the PTA was neither effective nor very effective. Coming to the idea of the class teachers meeting with pupils and parents termly, (50%) of the class teachers did indicate that the PTA was not effective and 6 (50%) of them said the PTA was sometimes effective while none (0%) indicated that the PTA was rarely effective, effective and very effective. As for the issue of the PTA having strategies to minimize pupil truancy; 9 (90%) of the class teachers said that the PTA was not effective and 1 (10%) of them indicated that the PTA was sometimes effective while none (0%) of the class teachers did indicate that the PTA was rarely effective, effective and very effective. On the part of the PTA meeting once per term to deliberate on discipline issues of pupils; 7 (70%) of class teachers said that the PTA was not effective and 3 (30%) of them said that it was sometimes effective while none (0%) said the PTA was rarely effective, effective and very effective. As regards PTA closely monitoring sexual relationships of pupil with teachers; 5 (50%) of class teachers said the PTA was not effective and 2 (20%) said it was rarely effective while none (0%) did indicate that the PTA was effective and very effective. As for parents visiting the school occasionally uninvited to monitor children's progress; 4 (40%) was not effective and 6 (60%) of them said sometimes effective while none (0%) of them indicated that the PTA was rarely effective, effective and very effective.

Table 19: shows response from students on P.T.A attributes of discipline of pupils

Activities/ attributes of PTA	Very Effective		Effective		Sometime Effective		Rarely Effective		Not Effective	
	F	%	F	%	F	%	F	%	F	%
P.T.A get involved rehabilitation of students with serious indiscipline problem	0	0	0	0	5	55.6	0	0	4	44.4
I know the parents who represents our class on discipline in P.T.A	0	0	0	0	0	0	1	0	9	100
Our class parents occasionally guides and counsels our class on discipline	0	0	0	0	0	0	2	22.2	7	77.8
My parents visit the school to monitor my progress even without official invitation	0	0	0	0	4	44.4	0	0	5	55.8
PTA representatives visit our school at least twice a month	0	0	0	0	6	66.7	3	33.3	0	0
the school leadership is democratic as opposed to dictatorship	0	0	0	0	4	44.4	2	22.2	3	33.3

The findings from the one to one interviews, questionnaires, document analysis and focus group discussions on the research objective number four which assessed the attributes of PTA on discipline of pupils reports from respondents (students) on the part of the PTA getting involved in the rehabilitation of students with serious indiscipline problems such as hard drugs alcoholism and teenage sex; 4 (44.4%) of students indicated that the PTA was not effective and 5 (55.6%) said that the PTA was rarely effective while none (0%) of them said that the PTA was sometimes effective, effective and very effective. On the issue of the

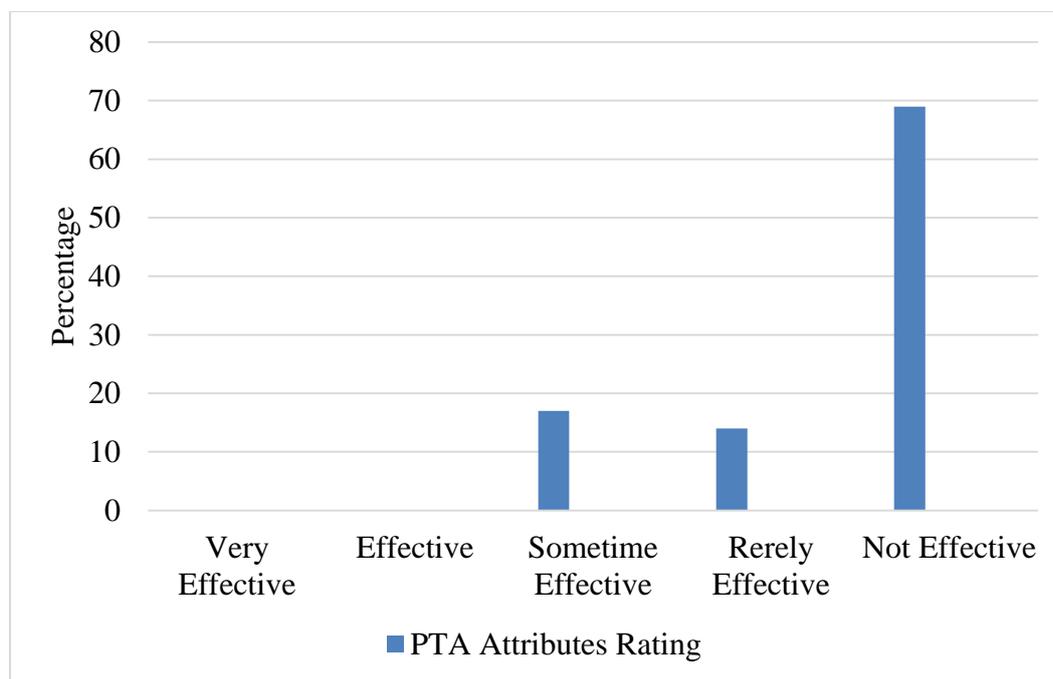
students knowing the parents who represent their class on discipline; 9 (100%) of the students did indicate that the PTA was not effective while none (0%) of the learners said the PTA was rarely effective, sometimes effective, effective and very effective. Coming to the issue class parents representatives occasionally guiding and counselling their class on discipline; 7 (77.8%) of the students said that the PTA was not effective and 2 (22.2%) said the PTA was rarely effective while none (0%) said the PTA was sometimes effective, effective and very effective. Regarding parents visiting the school to monitor the progress even without official invitation; 5 (55.6%) said that the PTA was not effective and 4 (44.4%) indicated that the PTA was sometimes effective while none (0%) of the students said the PTA was rarely effective, effective and very effective. With the idea of the PTA representatives visiting school at least twice a month; 3 (33.3%) said the PTA was rarely effective and 6 (66.7%) said that the PTA was sometimes effective while none (0%) of the students said that the PTA was not effective, effective and very effective. Regarding the school leadership being democratic as opposed to dictatorship; 3 (33.3%) of the students said that the PTA was not effective, 2 (22.2%) of them said that the PTA was rarely effective and 4 (44.4%) of the students said that the PTA was sometime effective while none (0%) of them said PTA was neither effective nor very effective.

Table 20: Summary of PTA attributes in school discipline

Very Effective		Effective		Sometime Effective		Rarely Effective		Not Effective	
No	%	No	%	No	%	No	%	No	%
0	0	0	0	6	17	5	14	24	69

The findings from table 18 indicate that the majority of the respondents (69%) said PTA was not effective in the discipline of pupils, 14% of them indicated that the PTA was rarely effective in the discipline of pupils, 17% of them said the PTA was sometimes effective while none (0%) of the respondents said that PTA was neither effective nor effective.

Figure 4: Shows Summary on Discipline Graph



The data from the graph above also confirmed that 69% of the respondents did indicate that the PTA was not effective in the discipline of pupils, 14% of them said that PTA was rarely effective, 17% of them also confirmed that PTA was sometimes effective while none of the respondents said that PTA was neither effective nor very effective in discipline of pupils.

Summary

The findings from this chapter on the four objectives indicated that the relationship between the school and the PTA was generally not effective. On the part of PTA competence and teacher professionalism, the findings revealed that the parents as members of the PTA exhibited low level of education since most of them only reached primary level and a few reached junior secondary school level. Regarding PTA participation in infrastructure school projects, the findings were that PTA was not effective in the community participatory role. Coming to the attributes of PTA contribution to the discipline of pupils at school, the findings indicated that the PTA was not effective.

The next chapter is a discussion of the findings that were presented in the preceding chapter. It provides details of the themes that were presented in brief. The discussion is presented in line with the objectives of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

Overview

The previous chapter brought out the presentation of the findings which have been written in line with the objective of the study.

This section of the study is a discussion of the findings that were presented in the preceding chapter. It provides details of the themes that were presented in brief. The discussion is presented in line with the objective of the study. The objectives that guided the study were:

1. To explore how PTA influence sound relationship between parents and the school community in the management of FPE.
2. To ascertain the extent to which competence and professionalism of PTA committee members influence the management of free primary education in public schools.
3. To establish the extent to which PTA of the public schools participate in school projects to enhance management of FPE.
4. To determine the contribution of PTA in the discipline of pupils in public primary school.

The findings of the study from all the three categories of instruments namely: one to one interviews, questionnaires and focus group discussions. The named instruments were used to collect data from head teachers, deputy head teachers, senior teachers, guidance and counselling teachers, PTA members and pupils. The researcher chose this approach to avoid duplication of work and maintain a consistent flow of ideas. Additionally, it was easy to reach conclusions when all similar findings were presented together. In this way, incidences of ambiguity and repetition were reduced, if not avoided entirely.

5.1 Objective one

5.1.1 PTA influence on the relationship between parents and the school community

From both the literature review and the primary data collected during the study, the findings revealed that the relationship between the PTA and the school community generally was not effective, because none (0%) of the respondents agreed that the relationship between parents and the school community was very effective. 6% of the respondents expressed that the

community relationship with the school was effective, 71% of the respondents did indicate that the relationship between the parents and the school was sometimes effective.

On the other hand 23% of the respondents indicated that the relationship between the parents and the school community was not effective. From this literature, it has been noted that researchers have dealt much on the relationship between parents and the school, for example Bakhada (2004), Kioko (2007), Okumbe (2001) and Wambui (1987); others have extended the same research to the relationship between a teacher and a pupil; good examples are Pianta (1999) and Obanya (1980) thus the study sought to establish the effectiveness of PTA in the management of FPE. They all concluded that sour relationship affect performance at work which in turn affects the academic performance of pupils. Aydin (2004) asserts that school and parent cooperation is one of the key factor in improving student performance once cooperation is not existing pupils performance is negatively affected. Aydin (2004) asserts that school and parent cooperation is one of the key factor in improving student performance once cooperation is not existing pupils performance is negatively affected.

This is in line with one study by Gehlbach et al (2012) who indicate that negative teacher-student relationships correspond to worse student outcomes. The same study found that teacher-student conflict was consistently related to lower grades in academics. Obanya (1980) argues that hostility by some teachers on pupils makes learners stay away from school. Obanya continues to say that poor teacher-pupil relationship and failure by the school administration to improve the well-being of learners would greatly influence poor academic of learners.

Data from the graph above revealed that 35% of PTA and teachers had primary teacher certificate a highest qualification attained, a total of 31% had diploma, 19% of them had degree, 4% of them had attended junior secondary, and 12 % of them had attended primary level while none of them (0%) had a master's degree. This contradiction indicates that some head teachers could be using leadership styles that do not give teachers and PTA members an opportunity to participate in decision-making. In general, the study found out that the PTA members were not involved in the day-to-day running of the schools. This is a prerequisite to the ineffective teamwork. However, schools in which PTA are not consulted or involved in decision-making experience more serious challenges that culminate into poor performance. Participative leadership is the key to school performance, pupil achievement and academic excellence performance due to truancy and absenteeism. On the other hand, provided that the

foundation for a good relationship is lacking, it would negatively impact student behaviours. Students would resist rules and procedures, and they would neither trust teachers nor listen to what they have to say if they same teachers do not value or respect them and their parents (Boynton and Boynton, 2005).

5.2 Objective two

5.2.1 PTA competence and teacher professionalism in the management of FPE

The findings on objective two indicated that the qualifications of some parents who were involved in PTA committee issues affected the management of academic performance of pupils in that the majority of the parents were found to have primary level of education. As the data revealed that 75% of PTA had primary teacher level certificate as highest qualification attained and one 25% of PTA had junior secondary certificates, on the part of school administrators a total of 33% had diploma, 17% of them had degree, 50% had primary teachers' certificates regarding class teachers 20% had degrees and 30 % had diplomas, then 50% of them had primary teachers' certificates. The SMC did not involve the majority 42% of PTA members in planning school programmes. Some PTA members had little experience as they served less than five years and no workshop was conducted in regard to managerial skills. The findings of study on objective two also found that the teachers' code of regulation and the education Act were the least read implying that head teachers had ignorance of important documents that would help them in the daily management of the institution they lead. This would translate to ineffective management of the teaching staff and parents problems witnessed in the division at the beginning of the year, thus compromising their effectiveness. The management capacity of the principals is very important in the management of FPE. Warner and Palfreyman (1996) indicate that to manage schools, the head teachers (principals) require strong professional knowledge and support services for their successful management of schools. The quality of the leadership and management provided by head teachers influence pupils' positive or negative academic achievement.

Data fits in with Caldwell (1992) who suggested that successful transformation of schools calls for 'new professionalism' in which the teachers' work is increasingly research based, outcome oriented, data driven and team focused. This can only happen if the teachers are qualified and certified to be fit to teach.

This is in line with Wambui (1987), who indicated that schools boards like PTAs are composed of members who do not possess any managerial skills; expertise and experience are a major source of discontent among students and parents. Parents typically oppose a school administration if they perceive it to be incompetent, and or unaccountable. Whereas parents are very quick to blame the school when things go wrong, they also shy away from making a conscious effort and practical contribution to the management of the school.

Other studies reveal the relationship between involvement of parents and academic achievement of the child (Fan and Chen, 2001). Furthermore, parental involvement in children's schooling can result in teachers' increased understanding in children and their community, parents' increased understanding of how schools operate and opportunities for two-way communication between schools and parents (Trumbull, Rothstein-Fisch, and Hernandez, 2003).

This contradiction indicates that some head teachers could be using leadership styles that do not give teachers and PTA members an opportunity to participate in decision-making. In general, the study found out that the PTA members were not involved in the day-to-day running of the schools. This is a prerequisite to the ineffective teamwork. However, schools in which PTA are not consulted or involved in decision-making experience more serious challenges that culminate into poor performance. Participative leadership is the key to school performance, pupil achievement and academic excellence

5.3 Objective three

5.3.1 To Establish the Extent to which PTA Participate in School Projects

The findings on the research objective number 3 which assessed the involvement and participation of PTA on school projects. Generally the findings of this study on the objective number three indicated that PTA was neither very effective nor effective on school project roles as the data reflected that 7.69% of the respondents said sometimes the committee was effective, 11.54% said the committee was rarely effective and a higher percent of 80.77% said the committee was not effective on school project roles

This is in agreement with Kendall (2007) who found in her research that the quality of community involvement has affected the quality of schools in a number of ways. These include: providing an oversight of school budgeting and teacher attendance and performance; managing student attendance and homework; providing resources (labour and money) for

school building, teacher hiring and other school infrastructure and services; and advocating at local and national levels for changes that may improve educational access, retention, and completion. However this contradicts Kelly, (1999) who indicates that community involvement in educational provision should be the rule and not the exception. A prerequisite for community involvement is a clear recognition of the rights of the community, within the framework of an efficient state administration, a democratic political culture and a climate of peace and stability.

5.4 Objective four

5.4.1 To determine the influence of PTA in the discipline of pupils in public primary school.

From both the literature review and primary data collected during the study, it was noted that the PTA was not effective in the school infrastructure projects. The data from the study also confirmed that 69% of the respondents did indicate that the PTA was not effective in the discipline of pupils, 14% of them said that PTA was rarely effective, 17% of them also confirmed that PTA was sometimes effective while none of the respondents said that PTA was neither effective nor very effective in discipline of pupils.

Say that he stopped dealing with them because they were not of much help. This head was quoted as saying; "...In fact PTA does not assist at all, especially in student discipline. They do not motivate nor talk to the students on good moral behaviour. ...even when you call them, they don't come unless it is their own child involved. Some have no time, and those who come do not have the knowledge and do not understand when we tell them. "Your son/daughter needs counselling" ... only know corporal punishment..."

An interview with the PTA chairperson and D/head teacher confirmed the head teacher's sentiments that PTA representatives are not involved in discipline cases but only attend to some extreme ones. They do not call for meetings to discuss discipline issues and when the schools call them they do not come in good numbers. It therefore means that PTA was involved but not assisting the school administration to curb this indiscipline menace as average percentage of 3% considered the student discipline status as good and excellent. This confirm the records obtained from the MOE (2013), Ongata Rongai zone office and also reports from chiefs office (MOE 2013), of the many indiscipline incidences reported.

An interview the PTA chairperson was quoted to say, sir parents we are not involved in the discipline of school matters because the school management does allow us to do so, when we ask the school authority to explain why we are not allowed we are told that parents are not allowed to interfere with running of the school, surprisingly enough when it comes to school donations and project participation we are called upon. There is need to intervene in this matter otherwise our contributions are not seen as something that can contribute to the effectiveness of teaching and learning of our children.

According to Table 11, 77.4% of the class teachers indicated that PTA was not effective in their involvement in students' discipline issues. This is in contradiction with Christen and Sheridan (2010) who state that, when parents are fully involved in their children education, the children earn high grades, they are well behaved and stay in school till they finish form four. A small number, 12.9% of the class teachers said that PTA was involved while, 9.7% of the teachers said that sometimes the parents get involved.

Most class teachers, 70.0% stated that PTA did not get involved in setting school behavioural rules with a clear consequent structure, 20.0% of the class teachers said that PTA rarely gets involved, 13.3% said that PTA sometimes gets involved while, 3.3% said that PTA is effective in setting school behavioural rules. This means PTA is not working with the school to set rules according to Canter and Canter (1992) theory of assertive behaviour which states that clearly understood rules and regulations should be drafted. From the study, 83.8% of class teachers stated that PTA and the school administration were not effective in meeting with students and parents yearly, 17.2% of the class teachers agreed that PTA rarely meet with students and parents, while 3.4% said that sometimes, the PTA meets with students and parents yearly.

A number of the class teachers, 61.3% indicted that PTA is not effective in their strategies that minimize student truancy, 19.4% said PTA rarely has strategies to minimize student truancy, while a minimal number of 9.7% class teachers said PTA sometimes has strategies to do so. On issues affecting the school, 77.4% of the class teachers said that PTA is not very effective in meeting at least once per term to deliberate on various issues affecting the school.

According to Fan and Williams (2010) allowing the participation of parents in school activities through PTA is one way of revealing the parents' educational aspirations for their children. A few number 16.1%, said that PTA rarely hold meetings, while, 6.5% said that

PTA rarely hold meetings at least once per term to deliberate on various issues affecting the school.

A number of class teachers, 25.9% said that parents sometimes visit the school occasionally (uninvited) to monitor their children, 61.5% of the class teachers agree that parents are very effective in visiting the school occasionally to monitor their children behaviour, 13.3% said that parents rarely visit the school, while, 11.5% stated that parents are not effective in visiting school occasionally (uninvited) to monitor their children. Table 4.7 displays the activities of PTA in enhancing students discipline according to parents. Majority of the parents 46.2% said that the school principal sometimes involves PTA in school students' discipline issues while 38.5% said that the school principal rarely involves them and a minority of the parents 15.4% said the committee is not effective in enhancing student discipline. This is in agreement with Omao (2007) and Mwangi et al. (2013), who found out that most of the principals in Kajiado North district, rarely engage PTA in students' management issues and contradicts the view held by Clase (2007) Parental involvement despite the educational background or social position of the parents is an essential component for successful education and teaching at school level. The parental involvement is associated with school effectiveness and children performance in general concerning setting school behavioural rules with a clear consequence structure; it is impressive to note that 69.2% of the parents were in agreement while 30.8% said it happens sometimes.

Another overwhelming majority of parents 57.7% stated that PTA is sometimes effective in their strategies to minimize student's truancy and it is disheartening to note that 42.3% of the committee is not effective as it does not execute strategies to minimize student's truancy. Concerning parents' representatives' meets at least once per term to deliberate on various issues affecting the school, 23.1% of the parents said that this is very effectively done while the 34.6% of them said that the committee is effectively done and 42.3% said the committee is sometimes effective on the issue of meeting once per term. This is in accordance with the Kenya Basic Education (2013) which states that all education stakeholders should be involved in all areas that affect students.

However, these term meetings have not borne much fruits in eradicated indiscipline cases and some better ways should be sought. A majority of the parents 61.5%, said that they are not effective in visiting the school occasionally (uninvited) to monitor their children's progress, 26.9% of the parents said that they sometimes visit schools, while 11.5% of the

parents said that they do not visit the school occasionally (uninvited) to monitor their children's progress.

In terms of PTA facilitating guidance and counselling of teachers and students, 23.1% of the parents said it is rarely done and 76.9% of the parents said it is not effectively. This is one of the challenges PTA face in their effort to enhance discipline in schools. This is in accordance with (Makori and Onderi, 2012) who indicate in their study that majority of the parents, 75.1% said that PTA is not effective in monitoring the possible issue of students-teacher sexual relationships while a mere, 7.7% said that they sometimes do so. This indicates that PTA is not very much involved in students' discipline issue and the role not working closely with what the ministry entails.

5.5 School administrators' views on PTA involvement in discipline.

An interview with one of the head teachers revealed that PTA is only involved in discussion of some extreme discipline cases, but not in all other cases, as he wished they should. They do not hold talks with student leaders as often as they should. He went further.

In terms of guidance and counselling, 76.9% said that parents are not effective in facilitating guidance and counselling of students and teachers, 23.1% of the class teachers said the PTA is rarely effective in facilitating guidance and counselling to teachers and students, while 0% felt that PTA sometimes facilitates guidance and counselling of teachers and students and the same number 0% of the teachers said that PTA sometimes does so.

As for monitoring sexual relationships, 73.1% felt that PTA is sometimes effective in monitoring the possible issue of student-teacher sexual relations, 26.9% said that PTA is not effective in monitoring this aspect, none% stated that PTA rarely monitors student-teacher sexual relations while, 0% felt that sometimes PTA monitors student-teacher sexual relations. (Makori and Onderi, 2012). Majority of the parents, 75.1% said that PTA is not effective in monitoring the possible issue of students-teacher sexual relationships while a mere, 7.7% said that they sometimes do so. PTAs involvement is very minimal from the above findings and this can be a clear indication as to why there poor management of FPE issues in Mulobezi District.

5.6 Views from pupils on PTA discipline of pupils.

According to Table 19, a majority of the students, 44.4% said that PTA is sometimes effective in rehabilitation of students with serious indiscipline problems like teacher-pupil sexual relationship and absenteeism, while a minority 22.2% state that rarely PTA get involved in student rehabilitation and 33.3% of students said the PTA is not effective in the rehabilitation of students with serious indiscipline problems. This is in contradiction with Mabeba and Prinsloo, (2000) who argue that 71% of parents have a very important role to play in supporting school administration to maintain discipline in schools.

A majority of students, 100% said they do not know the parent who represents their class in PTA hence the committee is not effective. Many of the students 77.8% stated that their PTA representatives did not occasionally guide and counsel their classes on discipline thus the committee is not effective, 22.2% of the students said the committee is rarely effective in guiding and counselling their classes. This is in contradiction with the resolutions passed at a principal and PTA meeting in Atlanta, Georgia (2013) which states that PTA should promote the welfare and good morals of the youth not only in school but at home, community level and even in places of worship.

Visiting the school to monitor the progress of a student even without official invitation was supported by, 44.4% of the students who said sometimes are effective, and 55.6% of the students felt that it was not effective as the visitation was not done. An overwhelming majority of students, 66.7% said sometimes PTA representatives' visit their school at least twice per month, 33.3% of the students felt that PTA representatives rarely visit. This is in accordance with Maurice (2002) who argues that PTA involvement in schools produces measurable gains in students' achievements.

A majority 100% of the students disagreed that when parents are invited for a meeting, there is a session for students' guidance and motivation by some parents. This indicates that the committee is not effective.

The findings show that 44.4% of the students disagree that school leadership is democratic as opposed to dictatorship hence indicated that sometimes the PTA is effective, 22.2% of the students felt that school leadership was rarely democratic and effectively so, while 33.3% of the students felt that the school leadership was not effective democratic as opposed to dictatorship. Abdulkareem and Oduwaiye (2011), assert that parents should not leave the

responsibility of managing schools to teachers alone but should step in to make sure their schools are managed democratically and not authoritatively.

It was noted that the PTA representatives were not effective in good role modelling, hence a minority 6.5% of the students felt that the PTA representatives were not good role models. This is in contradiction with Nzuve 2012 who states that PTA should be good role models to students. An analysis of the school documents like the school log book, school daily occurrence book, minor punishment book, major punishment book (black book) and PTA meeting deliberation file indicated that the PTAs are not effectively involved in certain activities that are supposed to enhance student discipline. These included visits to school invited and uninvited, input in serious offenses, holding meetings about student discipline and performance, attendance of student barazas, and planning for students' welfare. While Farrant (2004) reiterates that parents should play a big role in their children's school activities, the PTA in Mulobezi public primary schools is yet to realize this step.

The study indicated that according to students, the activities and many more because these will go a long way in enhancing student discipline in schools. Parents are not good role models. The study suggested that parents should be encouraged to do the above.

5.7 Summary

The discussion presented above were guided by the research objectives for the study, with the first objective it was found that the relationship between the PTA and the school community generally was not good. To large extent, even some parents from the serving community had sour relationship with the schools. On the second objective, the findings were that indeed members of PTA committee from the community generally had low level of education and both school administrators and teachers had primary teachers' certificate, diploma and degree respectively. On objective number three it was found that members of PTA committee were not effective when it comes to community participation in school project. On the four objective there researcher found that the school management did not involve members of PTA from the villages as such parents did not take part in the discipline of pupils in schools.

The next chapter is a summary, conclusion and recommendation of the findings that were presented in the preceding chapter. It provides details of the themes that were presented in chapter five. The conclusion and recommendation were presented in line with the objectives of the study.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

Overview

The previous chapter which is chapter five presented the discussion of the research findings which addressed the research objectives of this study.

This chapter focusses on the conclusion drawn and recommendations made based on the literature reviewed in chapter two and the data presented and discussed in chapter four and five respectively.

6.1 Summary

This study investigated the effectiveness of PTA in the management of FPE using a small sample of participants from 3 public primary schools in the Mulobezi District of Western Province. Both the qualitative and quantitative approaches were used. Structured interviews, questionnaire, focus group discussions and document analysis were conducted with the school managers, class teachers, parents and students. Focus group discussions were held with three students from each of the selected schools as indicated in chapter three. The findings of the study have revealed the feelings of the school managers, class teachers, parents and students about the effectiveness of the Parent Teacher Association in the management of Free Primary Education. They also indicated that there are challenges facing them which inhibit the effectiveness of the PTA in the management of FPE in their schools and which call for the concerted effort from different participants in the education of children, such as members of the community as a whole, school personnel and parents.

The purpose of the study was to determine the effectiveness of the Parent Teacher Association in the management of Free Primary Education in public primary schools of Mulobezi District.

The study therefore aimed at filling in the knowledge gap by finding out how PTA influence sound relationship between parents and the school community in the management of FPE; the extent to which competence and professionalism of PTA committee members influence the management of Free Primary Education in public schools, to establish the extent to which the PTA of the schools participate in school projects to enhance the management of FPE and to determine the contribution of PTA in the discipline of pupils in public primary school.

6.2 Conclusion

The findings also emphasised the inadequate understanding of the concept of parental involvement by school managers, school teachers and the community.

The study has recognised that the manner in which parents involved themselves in their children's education was influenced by their relationship between the school management and PTA which was found not very effective due to inadequate understanding of the concept of parental involvement and parents' limited education, economic status, lack of a school policy, poor communication and teachers' attitude towards parents.

Discriminatory attitudes resulting from bias against people on the basis of educational status, potential and ability manifest themselves as barriers to parental involvement.

Failure to realise that there was a problem, considering that it was the school managers and school teachers' responsibility, a selfish attitude, ignorance about how to help, lack of educational skills, and other personal issues.

The findings were that members of the community who were in the PTA had not reached senior secondary school.

The majority the PTA members from the community were not involved in planning of institutional programmes, academic performance and acquisition of instructional materials.

It was also found that SMC were found to be less active in involvement of PTA in handling disciplinary cases in schools, maintaining and mobilising parents in school programs

School managers and school teachers were not confident enough to persuade parents to get involved in their children's education.

Generally the study established that PTA members were neither very effective nor effective on school project roles. Lack of commitment by some PTA members was also noted and difficulties in dealing with uncooperative members. Ignorance on the part of the parents caused by low education levels was also another challenge.

The study found that in spite of PTA doing many activities towards development of school facilities, very little was done on effective management of Free Primary Education (FPE). Most of the head teachers, PTA members, teachers and pupils reported that after the

introduction of FPE many parents were not involved in school management affairs, did not voluntarily contribute either materially or financially to support the school activities.

From the report, it was evident that most parents had misinterpreted the FPE policy. School management committees were generally regarded by head teachers as being much more supportive than PTA and played an active role in budgeting, planning and supervising developmental projects and expenditure.

The study also established that in as much as the PTA was effective in certain activities they ignored certain important activities where they should have been more effective. For example visiting the school occasionally (uninvited) to monitor their children's progress.

It was established that PTA faced challenges such as role conflict with School Management Committee (SMC). In most schools, head teachers rarely involved PTA when dealing with students' indiscipline and in case of serious issues such as pupil to pupil sexual relationships only the concerned parent is invited. This denies PTA the opportunity to forge a common front of tackling the menace.

6.3 Recommendations

PTA influence on relationship between parents and the school

From the conclusions drawn above, it is recommended that parental involvement workshops be organised for school managers, school teachers and parents (PTA) so as to develop their own school policy.

- Teachers and the PTA should see themselves as partners in the process of educating the children. School managers, teachers and parents should respect each other because respect tends to be reciprocal.
- Parents should be asked how they want to become involved, rather than imposing tasks on them.
- Government should make policies regarding school community relationships and empowering PTA to make levies to help provide for the school.
- To improve parents' attendance of school meetings, teachers should provide them with an opportunity to communicate their expectations and concerns.
- On the level of awareness on roles of the PTA members and the head teachers, the legal documents and the Education acts should be availed to them more especially the

teacher's code of regulations act cap 225A. Awareness workshop on the same should be conducted for the head teachers and teachers. This is because the research found out that the teachers' code of regulation Act cap225 were not found to be read by the head teacher from the document analysis carried out by the researcher.

- On the impact of the relationship between SMC members and the school community, the cordial relationship with other stakeholders should be maintained. All players should involve themselves more actively on developmental issues in their institutions rather than capitalising on individual differences.

PTA competence and Teacher professionalism

- The study recommends that PTA should undergo management and leadership training to enhance public relations. School managers to ensure that PTA members understood their roles and discharged them with commitment. PTA members should be elected on the basis of their education so as to make them better placed as regards interpreting policies. Government should promote awareness between parents and the communities in general on their role in FPE through a sensitization campaign.
- Guidance and counselling for both students and teachers should be facilitated, and ensuring school leadership was democratic as opposed to autocratic.
- Teachers should not judge parents according to their inadequate level of education, and should rather be submissive. Teachers should behave ethically at all times, both at work and at home.
- The study also recommends that, PTA having been recognized by the Zambia Education Act (1966) should be more proactive. They should demand for more consultative engagements not only on money matters but also in regard to school community relationship, competence and professionalism, infrastructure matters and discipline management.
- On level of awareness on the management skills by the PTA members, MoE should organize courses and seminars to build on capacity members of the PTA and to capture the newly elected in the positions of leadership. Only a small proportion of them had a high level of competence in the management of school resources.

PTA Participation in Infrastructure Projects

- The study recommends that once a school has identified and prioritized a project based on needs assessment it should source for finances.
- To drastically reduce the effects of project abandonment they should undertake an adequate planning for the project at inception and make sure that enough fund is available based on reliable estimate made by the Quantity Surveyor at the inception.
- The school should engage competent committee members to run the project. Therefore the study recommends training and capacity building among this lot prior to and during the course of executing duty. The government should also put in all efforts to reduce inflation and when there is change in political government or school administration, previously started project should not be abandoned for their new idea.
- There seems to be a general lack of awareness on the rights and obligations of the stakeholders and their representatives as far as school matters are concerned. Awareness therefore, needs to be created on the policy and other educational regulations which control education. This will facilitate a smooth working relationship since each party will be aware of their powers and limitations.

PTA Contribution on Discipline of Pupils

- Parents should be empowered with skills of self-confidence, so that they realise that their children have potential and Schools should encourage parents to play an important role as partners in their children's education.
- Schools should ensure that PTA is able to perform all activities especially those that directly contribute to discipline in schools like involving them in their children's affairs and meetings. The school managers should involve PTA when drafting or changing rules and regulations for the school. This can be done at the beginning of the year or whenever the standard rules are being changed or improved. PTA representatives should be invited during orientation of new students and be given a chance to address them.
- The MOE should organize for sensitization seminars and workshops for parents through PTA and BOM to educate them on leadership and especially how to handle unruly students. The school administration in collaboration with the rules spelt out in the Basic Education Bill (2013) should set out clearly the activities of PTA and BOM to avoid role conflict.

- The religious people should be invited to the schools to offer spiritual nourishment, and teach the students good morals and God's way of living. Head teachers and class teachers should cooperate and work with the community in order to know about students who misbehave outside school.
- Most of the schools in this study being day schools, the community can be of great help as they see or meet the students daily on their way to and from school. Cases like drug abuse can be detected by the community before even the teachers or parents know. Such cases can then be addressed and dealt with immediately before they get severe.
- Schools should encourage parents through PTA to be fully involved in the discipline of students by including them in the disciplinary committees and by involving them in counselling services.

6.4 Limitation of the study

Findings based on qualitative and quantitative outcomes have an extraordinary degree of reliability and validity, and therefore offer an appropriate starting point for planning parental involvement programmes. The researcher faced some challenges as some targeted participants had busy schedules and some of them had low education. It did not include all staff members, and all parents of the selected schools, since the researcher was looking for a comparatively small sample. Therefore, future research could include more participants and a larger sample.

6.5 Suggestions for future research

The study recommends future research to be carried on

- a) To determine the relationship between decentralization, community empowerment and Free Primary Education programme.
- b) To determine the efficiency of School Management Committees in the management of FPE funds.
- c) The influence of School Management Committee (SMC) on schools performance in Zambia.
- d) To ascertain the effectiveness of parents providing materials instead of money on completion of projects in public schools.

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APPENDICIES

Appendix 1: Interview Guide for School Head teacher

Dear interviewee my name is Simasiku Simasiku. Aim a final year students at the University of Zambia-Zimbabwe Open University (UNZA-ZOU) pursuing master's degree in educational management. Kindly feel free to be interviewed.

Topic: The effectiveness of Parents Teacher Association (PTA) in the management of Free Primary Education in Public Primary Schools.

Preamble: The purpose of this structured interview is to gather data from three public primary schools using different people.

This is an academic exercise and the confidentiality of the data provided by the respondents would be strictly observed.

SECTION A

PTA influence on relationship between parents and the school community.

Do you think pupils attend lessons regularly and relate well with teachers?

According to your observation do you think parents attend open days in good numbers?

If they do not come for open days in good number what do you think could be a reason for the failure?

Do you see PTA facilitating counselling and guidance over needed relationship between parents and the school?

According to your observation do parents attend meetings whenever they are called upon?

Do you involve the PTA whenever there is a sour relationship between the school and the community?

Do you think PTA community take keen interest in the performance of pupils in school?

Do you think PTA foster/influence parents to participate in homework policy?

How do you rate your relationship with the community?

How is the interaction of parents and teachers on the performance of pupils?

SECTION B

PTA competence and teacher professionalism influence management of FPE

How long have you been serving as Head teacher?

What factors contribute to poor management of FPE among PTA members and teachers?

Do you think PTA plan school attributes according to the working hours of parents?

How do you satisfy the funding parents (PTA) don't you think maybe educational jargon intimidates parents with low education?

According to your observation do you think PTA members attend training on markers of community involvement and participation in academic performance and infrastructure project?

Have you at any time been trained in managerial courses either offered by the ministry of education or any university?

Do you think all PTA members can interpret and implements their role adequately? If not, account for the reason attached to the failure.

Have you been involving the parents (PTA) in the planning and acquisition of materials of the school?

What achievement have you seen as a result of involving PTA in planning and acquisition of resources?

SECTION C

1. PTA participation in school infrastructure projects

According to your observation, do you think PTA actively raise funds for the well-being of the school?

Do parents actively participate in building projects for the school?

What reason can you give if parents are not actively participating?

Explain how PTA help the school to mobilise resources for the infrastructure project?

Have you being notifying the PTA whenever the school receives project funds, for example constituency fund (CDF) and ask members to take part in the running of the funds?

Have at any time witnessed the PTA levy itself or make contributions when need arises in the school?

SECTION D

PTA contribution in school discipline of pupils

Do you think it is advisable to involve PTA in school discipline issues?

Do you involve PTA committee in the formulation of behavioural rules with a clear consequences structure?

Do SMC and PTA meet to discuss the formulated rules with pupils yearly?

Do you think the PTA of you school has a strategy to minimise truancy?

Have you at any time seen parents visit the school uninvited to monitor the attendance of their children?

Do you think PTA meets at least once a year to deliberate on the indiscipline issues affecting the school?

Explain weather the PTA facilitate the counselling guidance to indiscipline pupils at school?

How do you rate the role of PTA in monitoring the relationship of female pupils and male teachers?

In your opinion, do you think the PTA at your school works with SMC, DEBs and other government administrators on discipline matters of pupils?

Recommendations

a. What recommendation can you make to promote cordial relation between teacher, pupils and parents?
.....

b. Suggest a remedy to improve parents (PTA) competences and teacher professionalism in order to enhance effectiveness of management FPE.
.....

What recommendation can you make to encourage parents and PTA to participate in infrastructure project of the school?
.....

c. Suggest the solution to the failure by the school management to incorporate parents (PTA) in the discipline matters of the school?
.....

Appendix 2: Interview Guide for Parents (PTA Members).

Dear interviewee my name is Simasiku Simasiku. Am a final year students at the University of Zambia-Zimbabwe Open University (UNZA-ZOU) pursuing master's degree in educational management. Kindly feel free to be interviewed.

Topic: The effectiveness of Parents Teacher Association (PTA) in the management of Free Primary Education in Public Primary Schools.

Preamble: The purpose of this structured interview is to gather data from three public primary schools using different people.

This is an academic exercise and the confidentiality of the data provided by the respondents would be strictly observed.

SECTION A

PTA influence on relationship between parents and the school community.

Do you think pupils attend lessons regularly and relate well with teachers?

According to your observation do you think parents attend open days in good numbers?

If they do not come for open days in good number what do you think could be a reason for the failure?

Do you see PTA facilitating counselling and guidance over needed relationship between parents and the school?

According to your observation do parents attend meetings whenever they are called upon?

Do you involve the PTA whenever there is a sour relationship between the school and the community?

Do you think PTA community take keen interest in the performance of pupils in school?

Do you think PTA foster/influence parents to participate in homework policy?

How do you rate your relationship with the community?

How is the interaction of parents and teachers on the performance of pupils?

SECTION B

PTA competence and teacher professionalism influence management of FPE

How long have you been serving as Head teacher?

What factors contribute to poor management of FPE among PTA members and teachers?

Do you think PTA plan school attributes according to the working hours of parents?

How do you satisfy the funding parents (PTA) don't you think maybe educational jargon intimidates parents with low education?

According to your observation do you think PTA members attend training on markers of community involvement and participation in academic performance and infrastructure project?

Have you at any time been trained in managerial courses either offered by the ministry of education or any university?

Do you think all PTA members can interpret and implements their role adequately? If not, account for the reason attached to the failure.

Have you been involving the parents (PTA) in the planning and acquisition of materials of the school?

What achievement have you seen as a result of involving PTA in planning and acquisition of resources?

SECTION C

1. PTA participation in school infrastructure projects

According to your observation, do you think PTA actively raise funds for the well-being of the school?

Do parents actively participate in building projects for the school?

What reason can you give if parents are not actively participating?

Explain how PTA helps the school to mobilise resources for the infrastructure project?

Have you being notifying the PTA whenever the school receives project funds, for example constituency fund (CDF) and ask members to take part in the running of the funds?

Have at any time witnessed the PTA levy itself or make contributions when need arises in the school?

SECTION D

PTA contribution in school discipline of pupils

Do you think it is advisable to involve PTA in school discipline issues?

Do you involve PTA committee in the formulation of behavioural rules with a clear consequences structure?

Do SMC and PTA meet to discuss the formulated rules with pupils yearly?

Do you think the PTA of you school has a strategy to minimise truancy?

Have you at any time seen parents visit the school uninvited to monitor the attendance of their children?

Do you think PTA meets at least once a year to deliberate on the indiscipline issues affecting the school?

Explain weather the PTA facilitate the counselling guidance to indiscipline pupils at school?

How do you rate the role of PTA in monitoring the relationship of female pupils and male teachers?

In your opinion, do you think the PTA at your school works with SMC, DEBs and other government administrators on discipline matters of pupils?

Recommendations

- a. What recommendation can you make to promote cordial relation between teacher, pupils and parents?

.....
.....
.....

- b. Suggest a remedy to improve parents (PTA) competences and teacher professionalism in order to enhance effectiveness of management FPE.

.....
.....
.....

- c. What recommendation can you make to encourage parents and PTA to participate in infrastructure project of the school?

.....
.....
.....

Suggest the solution to the failure by the school management to incorporate parents (PTA) in the discipline matters of the school?

List down some of the indiscipline cases affecting your pupils

State the extent to which the school principal involves PTA in solving indiscipline

Bearing in mind that PT is enshrined in the Education Act (2011) and formally recognized by law, what measures would PTA take to increase its involvement in management of FPE issues?

Chronic Absenteeism and truancy is a major discipline problem especially in day mixed schools. What should PTA do to reduce this problem?

Thank you for your co-operation

Appendix 3: Questionnaire for Deputy Head Teacher and Senior Teachers.

Dear Respondents my name is Simasiku Simasiku. I am a final year student at the University of Zambia-Zimbabwe Open University (UNZA-ZOU) pursuing masters' degree in educational management. Kindly answer questions in this questionnaire.

Topic: The effectiveness of Parents Teacher Association (PTA) in the management of Free Primary Education in Public Primary Schools.

Preamble: The purpose of this structured questionnaire is to gather data from three public primary schools using different people.

This is an academic exercise and the confidentiality of the data provided by the respondents would be strictly observed.

SECTION B

PTA influence On Relationship between School and Community.

No.	Statement on PTA effectiveness on the roles of school community relationship	VE	E	S	R	NE
A	Teachers and pupils are protected from threats from the community.					
B	PTA actively monitors the relationship between teachers and pupils.					
C	Pupils attend lessons regularly and relate well with teachers.					
D	Parents attend schools in large numbers such as open days.					
E	PTA representatives meet at least once per term to deliberate on various issues affecting the school.					
F	PTA actively monitors the relationship between parents and teachers					
G	PTA facilitates counselling and guidance to pupils and teacher					
H	PTA levy itself or makes contributions when need arises					
I	PTA influence parents to participate in homework policy of the school.					
J	PTA influence parents to participate in homework policy of the school.					
K	Parents regularly visit the school to find out on the performance of the children.					

SECTION C

PTA Competence and Teacher Professionalism on Organisational Role.

No.	Statement on PTA knowledge exhibition and professionalism of community organisational role.	VE	E	S	R	NE
A	All PTA members reached grade nine or above.					
B	PTA plan school activities according to the working hours of parents.					
C	PTA educational jargon intimidates illiterate parents.					
D	PTA members attend training on matters of community involvement and participation in academic performance.					
E	All PTA members can interpret and implement their role adequately.					
F	Parents raise student performance through homework policy.					
G	Administration involves parents (PTA) in the planning and acquisition of material.					

SECTION D

PTA participation in school infrastructure projects.

No.	Statement on PTA effectiveness on the roles of involvement and participation in school projects.	VE	E	S	R	NE
A	PTA actively raise funds for the well-being of the school.					
B	PTA actively participation in building projects for the school.					
C	PTA helps the school in mobilising resources for infrastructure projects for the school improvement.					
D	School management update PTA whenever receives project funds.					
E	PTA levy itself or make contributions when need arises in order to help school development.					

SECTION E

PTA contribution in school discipline of pupils.

No.	Statement on PTA effectiveness on the roles of pupils' discipline.	VE	E	S	R	NE
A	The school head teacher involves PTA in school discipline issues.					
B	PTA is involved in school behavioural rules with clear consequences structure.					
C	PTA and the school administration meet with pupils and					

	parents to discuss the formulated rules.					
D	PTA has strategies to minimise pupil truancy such as encouraging teacher to summon parents of affected pupils.					
E	PTA representatives meet at least once per term to deliberate on various indiscipline issues affecting the school.					
F	Parents visit the school occasionally (uninvited) to monitor their children's attendance.					
G	PTA facilitates counselling and guidance to pupils and teachers on indiscipline matters.					
H	PTA actively monitor the possible issues of pupil-teacher relationship.					
I	PTA work closely with school management, DEBS and other government administrators on discipline matters.					

Thank for your co-operation.

Appendix 4: Questionnaire for Class Teachers

Dear Sir/Madam.

My name is Simasiku Simasiku. I am a Post graduate student at UNZA-ZOU pursuing a Master's Degree in Educational Management. I am carrying out a study on "The effectiveness of PTA in the management of FPE in public primary schools in Mulobezi District.

I would be grateful if you could assist me in filling out this questionnaire. The information gathered will provide crucial knowledge that will greatly assist in this study. However, your information will be treated as highly confidential and shall only be used for research purposes. Please do not write your name, or that of your school in this questionnaire. Thank you.

SECTION A: Demographic Information

Instructions: Please respond to each item by putting a tick (✓) in the spaces provided or by writing an explanation as required.

1. Your gender: Male () Female ()
2. Age bracket. Under 30 () 31 – 40 () 41 – 50 () 51 – 60 ()
3. Type of school. Mixed school () Boys only () Girls only ()
4. What is your highest professional level attained?
 - (a) Diploma ()
 - (b) Bachelors' Degree ()
 - (c) Master's Degree ()
 - (d) Any other (specify) _____

SECTION B: Influence of PTA on relationship between school and community.

In order to have effective free primary education PTA ought to play various roles in public primary schools, among them are to assist teachers in enhancing of students" to promote sound school community relationship, to exhibit knowledge and professionalism in all matters that involve the development of the school, spearhead school infrastructure projects as well as academic performance of school and monitor indiscipline. Below are statements on activities which the PTA is mandated to do in a bid to promote FPE.

Please use a tick (✓) to indicate your response in the space provided the extent of effectiveness to which you agree or disagree with the statements provided below in regard to the roles carried out by PTA in your school.

Key: Very Effective – VE, Effective – E, Sometimes – S, Rarely – R, Not Effective – NE

SECTION B

PTA influence On Relationship between School and Community.

No.	Statement on PTA effectiveness on the roles of school community relationship	VE	E	S	R	NE
A	Teachers and pupils are protected from threats from the community.					
B	PTA actively monitors the relationship between teachers and pupils.					
C	Pupils attend lessons regularly and relate well with teachers.					
D	Parents attend schools in large numbers such as open days.					
E	PTA representatives meet at least once per term to deliberate on various issues affecting the school.					
F	PTA actively monitors the relationship between parents and teachers					
G	PTA facilitates counselling and guidance to pupils and teacher					
H	PTA levy itself or makes contributions when need arises					
I	PTA influence parents to participate in homework policy of the school.					
J	PTA influence parents to participate in homework policy of the school.					
K	Parents regularly visit the school to find out on the performance of the children.					

SECTION C: PTA Competence and Teacher Professionalism on Organisational Role.

No.	Statement on PTA knowledge exhibition and professionalism of community organisational role.	VE	E	S	R	NE
A	All PTA members reached grade nine or above.					
B	PTA plan school activities according to the working hours of parents.					
C	PTA educational jargon intimidates illiterate parents.					
D	PTA members attend training on matters of community involvement and participation in academic performance.					
E	All PTA members can interpret and implement their role adequately.					
F	Parents raise student performance through homework policy.					
G	Administration involves parents (PTA) in the planning and acquisition of material.					

SECTION D; PTA participation in school infrastructure projects.

No.	Statement on PTA effectiveness on the roles of involvement and participation in school projects.	VE	E	S	R	NE
A	PTA actively raise funds for the well-being of the school.					
B	PTA actively participation in building projects for the school.					
C	PTA helps the school in mobilising resources for infrastructure projects for the school improvement.					
D	School management update PTA whenever receives project funds.					
E	PTA levy itself or make contributions when need arises in order to help school development.					

SECTION E: PTA contribution in school discipline of pupils.

No.	Statement on PTA effectiveness on the roles of pupils' discipline.	VE	E	S	R	NE
A	The school head teacher involves PTA in school discipline issues.					
B	PTA is involved in school behavioural rules with clear consequences structure.					
C	PTA and the school administration meet with pupils and parents to discuss the formulated rules.					
D	PTA has strategies to minimise pupil truancy such as encouraging teacher to summon parents of affected pupils.					
E	PTA representatives meet at least once per term to deliberate on various indiscipline issues affecting the school.					
F	Parents visit the school occasionally (uninvited) to monitor their children's attendance.					
G	PTA facilitates counselling and guidance to pupils and teachers on indiscipline matters.					
H	PTA actively monitor the possible issues of pupil-teacher relationship.					
I	PTA work closely with school management, DEBS and other government administrators on discipline matters.					

Thank for your co-operation.

Appendix 5: Interview Guide for Focus Group Discussion (Pupils)

Dear discussants,

I am a Post graduate student at the University of Zambia and Zimbabwe open university (UNZA-ZOU) pursuing a Master's Degree in Education. I am carrying out a study on "The Effectiveness of parent teacher committee in enhancing Free Primary Education in public primary schools of Mulobezi District, Zambia." I would be grateful if you could assist me in discussing the four questions below here.

The information gathered will provide crucial knowledge that will greatly assist in this study. However, your information will be treated as highly confidential and shall only be used for research purposes. Please feel at home in this discussion.

QUESTIONS:

- 1 Discuss the influence of PTA in regard to promoting relationship between the school and the community under the following
 - A. Teachers and pupils are protected from threats from the community.
 - B. PTA actively monitors the relationship between teachers and pupils.
 - C. Pupils attend lessons regularly and relate well with teachers.
 - D. Parents attend schools in large numbers such as open days.
 - E. PTA representatives meet at least once per term to deliberate on various issues affecting the school.
 - F. PTA actively monitors the relationship between parents and teachers.
 - G. PTA facilitates counselling and guidance to pupils and teacher.
 - H. PTA levy itself or makes contributions when need arises.
 - I. PTA influence parents to participate in homework policy of the school.
 - J. PTA influence parents to participate in homework policy of the school.
 - K. Parents regularly visit the school to find out on the performance of the children.
- 2 PTA Competence and Teacher Professionalism on Organisational Role.
 - A. All PTA members reached grade nine or above.
 - B. PTA plan school activities according to the working hours of parents.
 - C. PTA educational jargon intimidates illiterate parents.
 - D. PTA members attend training on matters of community involvement and participation in academic performance.
 - E. All PTA members can interpret and implement their role adequately.
 - F. Parents raise student performance through homework policy.
 - G. Administration involves parents (PTA) in the planning and acquisition of material.
- 3 PTA participation in school infrastructure projects.
 - A. PTA actively raises funds for the well-being of the school.
 - B. PTA actively participation in building projects for the school.
 - C. PTA helps the school in mobilising resources for infrastructure projects for the school improvement.

- D. School management update PTA whenever receives project funds.
 - E. PTA levy itself or make contributions when need arises in order to help school development.
- 4 PTA contribution in school discipline of pupils.
- A. The school head teacher involves PTA in school discipline issues.
 - B. PTA is involved in school behavioural rules with clear consequences structure.
 - C. PTA and the school administration meet with pupils and parents to discuss the formulated rules.
 - D. PTA has strategies to minimise pupil truancy such as encouraging teacher to summon parents of affected pupils.
 - E. PTA representatives meet at least once per term to deliberate on various indiscipline issues affecting the school.
 - F. Parents visit the school occasionally (uninvited) to monitor their children's attendance.
 - G. PTA facilitates counselling and guidance to pupils and teachers on indiscipline matters.
 - H. PTA actively monitor the possible issues of pupil-teacher relationship.
 - I. PTA work closely with school management, DEBS and other government administrators on discipline matters.

Thank you.

Appendix: 6 Analysis Guide

SECTION A: SCHOOL DATA

1. Type of school ()
 - (a) Mixed ()
 - (b) Boys ()
 - (c) Girl ()
2. Size of the school
 - (a) One stream ()
 - (b) Two streams ()
 - (c) Three streams ()

SECTION B: OBSERVATION NOTES

DOCUMENT	INFORMATION TO BE ANALYSED	REMARKS
School log book (recorded by Head teacher or D/head teacher) Reading of the Legal Documents by Head teachers.	<ul style="list-style-type: none"> ➤ Major indiscipline incidences ➤ Kind of punishment administered in different times. ➤ Visits of official from Debs and other pupils an rest ➤ Frequency of Reading of the Legal Documents by the Head teacher 	
	<ul style="list-style-type: none"> ➤ Parents visit due to pupils indiscipline 	
Schooling daily ;occurred book	<ul style="list-style-type: none"> ➤ Indiscipline meidences ➤ PTA Visit 	
Recorded by teacher on duty.	<ul style="list-style-type: none"> ➤ DEBS visit due to indiscipline uses ➤ Student un rests incidences student sit in counselling and G. Session ➤ Visit by motivational resources people 	
Mirror punishment book	<ul style="list-style-type: none"> ➤ Incidences of minor infractions and the administered punishment. ➤ Alternative measures other than punishment. ➤ P.T.G input. 	
Motor punishment book or black book	<ul style="list-style-type: none"> ➤ Incidences of serious offences ➤ P.T.G in put in seminar offences ➤ Alternative measures to punishment 	
P.T.A meeting file	<ul style="list-style-type: none"> ➤ Frequency of PTA meetings ➤ Deliberation students discipline issue ➤ Short term and strategic plan on students discipline. 	

Appendix 7: Timeline

DATE	ACTIVITY	EVALUATION
Feb – Mar 2018	Chapter 1 - Introduction	
May – June 2018	Chapter 2 – Literature Review	
July – August 2018	Chapter 3 - Methodology	
September 2018	Preparing and presentation of the proposal and Data Collection	
October 2018	Chapter 4- Data Presentation, Analysis and interpretation	
October – November 2018	Chapter 5- Discussion of Findings	
November 2018	Submission of Draft	
December 2018	Submission of final dissertation	

Appendix 8: Budget

ITEM	DESCRIPTION	TOTAL
Paper	3 Reams x K80	K 240
Typing and Printing of the documents	3 x K350	K1050.00
Binding of the document	4 x K250	K1, 000
Photocopying	K300	K300
Transport	K1, 500	K1, 500
Accommodation	K6, 000	K6, 000
Food	K4, 500	K4, 500
Miscellaneous Fund	K2, 500	K2, 500
Grand Total	K17090.00	K17090.00



UNIVERSITY OF ZAMBIA-ZIMBABWE OPEN UNIVERSITY

(UNZA-ZOU)

Telephone: 26021-291777-78 Ext. 3500 0978772249,
Telegrams: UNZA LUSAKA
Telex UNZALU ZA 44370
Email: director-ide@unza.zm

LUSAKA, ZAMBIA

P.O Box 32279,

=====
Date: 1st October, 2018.

The District Education Secretary
P.O Box 91
MULOBEZI

Dear Sir/Madam

RE: CONFIRMATION OF STUDY.

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC 159960/85/1 and computer number 716817010 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student pursuing a Master of Education in Educational Management programme the he will be doing internship/carrying out a research on The Effectiveness of Parent-Teacher Association in the Management of Free Primary Education.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu

**ASSISTANT DIRECTOR (PG)
INSTITUTE OF DISTANCE EDUCATION**