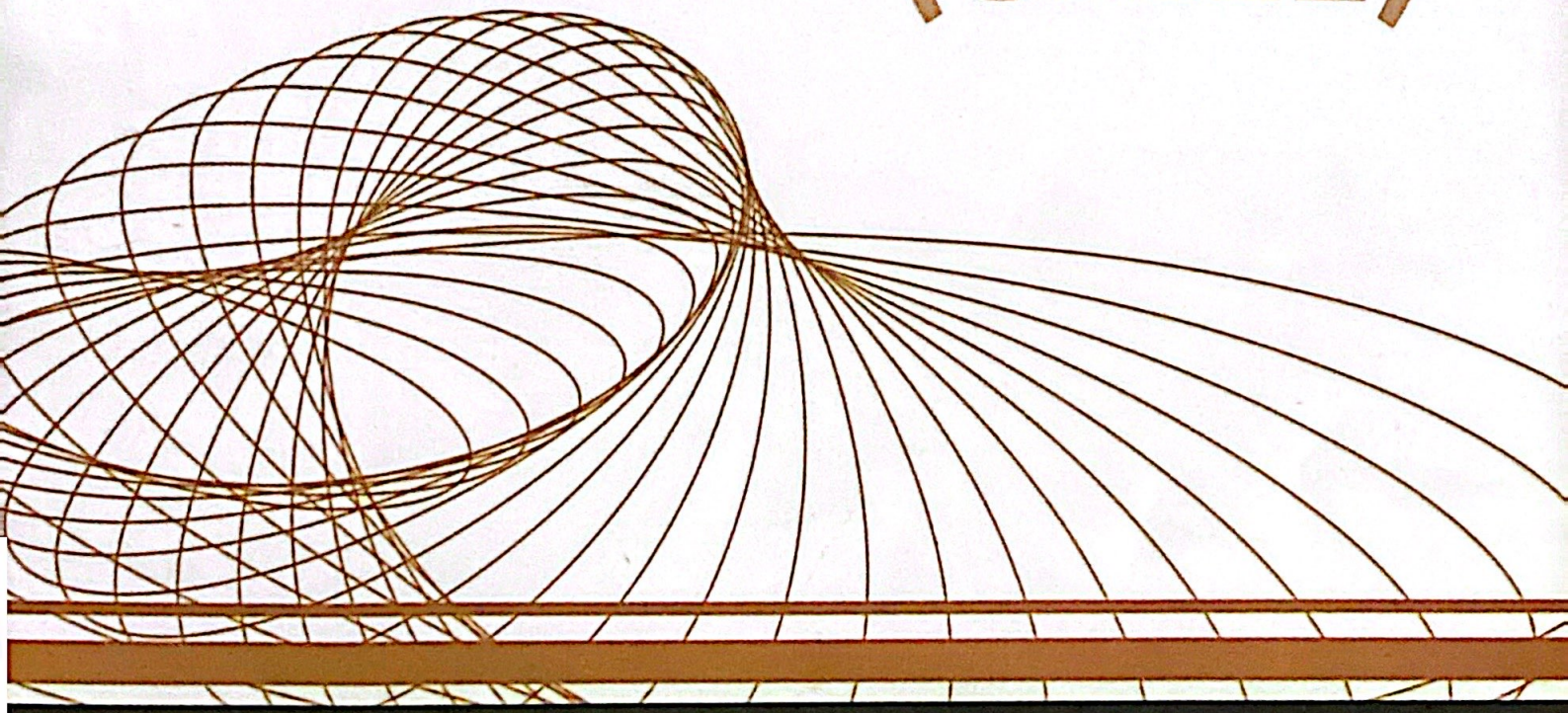
ISSN: 2616-1311

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UNILORIN Journal of Lifelong Education (UJLLE)



A JOURNAL OF THE DEPARTMENT OF ADULT AND PRIMARY EDUCATION
UNIVERSITY OF ILORIN, ILORIN

Volume 1 Number 2, 2017

UNILORIN
JOURNAL OF LIFELONG EDUCATION

ISSN: 2616-1311

VOL. 1 NO 2, 2017

A PUBLICATION OF DEPARTMENT OF ADULT AND PRIMARY EDUCATION, UNIVERSITY OF ILORIN, NIGERIA

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Unilorin Journal of Lifelong Education
Vol. 1, No.2, 2017

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ISSN: 2616-1311

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The Unilorin Journal of Life Long Education (UJLLE) is a publication of the Department of Adult and Primary Education, University of Ilorin, Ilorin. The Department is strategically positioned to provide teacher education for children and adults. Knowing that the scope of its mandate extends from cradle to grave, beginning with childhood and ending with adulthood, it was considered appropriate to associate the main publication of the Department with Life Long Education. As is the tradition of academic publications, UJLLE welcomes well researched articles from scholars in academic institutions and practitioners in the fields.

Whereas it is traditional for academic units of the university to publish regularly, the UJLLE is bourne out of the need to address the gap of developing lifelong education to give the best to learners and professionally trained teachers at every stage by training institutions. Our effort is therefore not to just replicate what is considered conventional. Rather, publication of improvement driven research is focused and promoted in every sense.

UJLLE reflects the thoughts, ideas and innovations to shape policies and practices in lifelong education in the entire world and Nigeria particularly. I therefore welcome researchers to the contributions of the department to progress of knowledge in life long education.

Professor Henry O. Owolabi

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6. Manuscripts should be double line spaced not exceeding 15 pages including all tables, appendixes, notes, and references.

7. The author's name, contact information, and institutional affiliation should appear on the title page only.

8. The paper should follow the following sub-headings especially for empirical papers: Introduction, Research Questions (If any), Hypotheses (if any), Methodology, Results, Discussion of Findings, Conclusion, Recommendations and References.

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14. Ensure that you go through the author's guidelines highlighted to be sure the final manuscript conforms to the standard recommended by the editorial.

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TABLE OF CONTENTS

1. Early Childhood Care and Education (ECCE) Pre-service Teachers' Knowledge and Attitude in Core Societal Values (CSVS) in the South-West Nigeria
Peter K. OLOWE & Esther A. ODUOLOWU 1-12

2. Locus of Control as a Correlate of Pupils' Academic Performance in Mathematics in Central Lagos, Nigeria
Lasbat O. AKINSEMOYIN; Elizabeth O. UYANNE & Bolanle O. OLAWUYI 13-21

3. Middle Basic School Teacher's Awareness of Dyslexia among Pupils in Ilorin And Sokoto, Nigeria
Muhinat B. BELLO; Maruf A. ABDULASISI & Alabelapo K. AKOGUN 22-33

4. Rational Emotive Behaviour Therapy for Ameliorating Aggressiveness among Children with Hearing-Impairment in Nigeria
Oyelakin K. OGUNGBADE; Josephine S. AINA & Mary G. FAJONYOMI 34-43

5. Nursing Mothers' Academic Status and Child Rearing Practices in Badagry, Lagos State, Nigeria
Rachael O. AGARRY & Ramat T. NA'ALLAH 44-53

6. Teachers' Perception of the Role of PTA in the Development of LGEA Primary Schools in Ilorin South
Tijani. A. AHMED 54-63

7. Public Primary School Teachers Awareness and Utilization of Best Practices in Kwara State Primary Schools
Usman T. SAADU 64-71

8. An Assessment of the Creativity Level of Secondary School Students in Lokoja, Kogi State, Nigeria
Olumayowa A. JACOB; Bolanle O. OLAWUYI & Adejoke J. JACOB 72-81

9. Equating of the Senior Secondary School WASSCE Economics Multiple Choice Test Papers (2011 and 2015)
Tomilola R. AWOMOKUN & Henry O. OWOLABI 82-90

10. Gender and School Type as Correlates of Students Performance in Biology, Chemistry and Physics in Ondo State, Nigeria
Oluyemi A. OGUNDIWIN & Olayinka L. OLUSA 91-105

11. Relationship among Teaching Experience, Competence and Economics Performance of Secondary School Students in Ibadan, Oyo State
Banjo M. LAWAL; Joseph O. AFOLABI & Richard O. AJAYI 106-114

12. Influence of Relative Deprivation on Deviant Behaviours of Youths in Ilorin Metropolis
Shuaib A. MUHAMMED; Falilat A. OKESINA & Mulikat L. A MUSTAPHA 115-123

13. Relationship between Non-Cognitive Variables and Academic Achievement of Undergraduates of the University of Lagos
Sola ALETAN 124-133

14. Comparative Study of Unilorin Faculties of Arts and Education Students' Perception on Yoruba Language as a Course of Study
Victoria O. OGUNNIRAN 134-143

15. Theatre Entrepreneurship and the Management of Graduate Unemployment in Nigeria
Kazeem RUFAI-AHMAD 144-152

16. Occurrences and Perceived Strategies for Eradication of Students' Unrest in Polytechnics in Kwara State, Nigeria
Isiaka ABDULAZIZ; AbdulRasaq O. BALOGUN; Sofiu A. RASHEED & Ridwan K. ONIYE 153-163

17. Peace Education: A Means of Promoting National Unity and Peaceful Co-Existence in Nigeria
Bolaji C. AJIBOLA & Ifeoma P. OKAFOR 164-172

18. Attribution of the Causes of Business Failure as Perceived by Entrepreneurs in Ilorin Metropolis
H.A. UMARU & A.A. ATOLAGBE 173-183

The Federal Ministry of Education in Nigeria insists as a matter of policy that every approved school (primary or secondary) in the country must have a functional Parents and Teachers Association (PTA) (Abdullahi, 2006). In compliance to this, there is a PTA established in every school in Nigeria. The association is usually headed by a Chairman/Chairperson. In fact, PTA offers pragmatic pieces of advice to the school management on areas of improvement. The association's meetings are held once every school term, while Annual General Meeting (AGM) is held once a year. Emergency meetings are held whenever the need arises (Bica-Jos, 2011).

Parent-Teachers' Association (PTA) is not a new phenomenon in the educational development of Nigeria. It is a formal and voluntary organization that comprises of parents, teachers, school administrators and other persons concerned with the wellbeing of children and youths in schools. It is an association that seeks to partner with government and relieve it of the inadequacy of its resources to cater for education effectively; ensuring adequately equipped school buildings, grades of teachers and instructional materials for all classes and facilitation of collaboration between the government and the community in education. It is an organization that seeks to be partner in the effort to solve contemporary issues affecting children, schools and families, cooperate with teachers and school administrators in ensuring a better school environment for effective teaching-learning (National Parents-Teachers' Association (NAPAN), 2002; Elijeh, 2005; Ugwutashi, 2012; Sitemaker, 2013). Today's PTA is therefore a network of stakeholders that embraced families, students, teachers, administrators, businessmen and businesswomen, community members and others that are devoted to the educational success of children and promotion of family involvement in educational or school management (National Parents-Teachers' Association of Nigeria, 2002).

The objectives of the Parents' Teacher Association (PTA) in Nigeria as stated in NAPAN (2002) is to provide the platform for parents, guardians, sponsors and teachers of students of Nigeria schools to meet, exchange views, deeply analyze issues, make recommendations and effectively pursue implementation of decisions on matters affecting education in Nigeria. Also, to support and co-operate materially, morally and financially with the Federal, State and Local Government, Ministries, Boards, Commissions, Governing Council and all other appropriate organizations, institutions and establishments of education to achieve high standard of academic performance, discipline, high morality, service and integrity in our schools. Furthermore, the association seeks to foster mutual understanding, harmonious relationship and co-operation among parents, guardian, sponsors and teachers in the fulfillment of their common aim –the welfare of the schools and of the student therein. Again, the association seek out to assist in the proper and all-round development of the students-physically, socially, materially and academically-so that they may grow up to become useful and law-abiding members of the society. These among others necessitated informs the association to be an important one in schools.

Education facilitates universal standards that make every child a world citizen that can cope with and fit into any society in which such a child may find him or herself (Haralambos & Holborn, 2008; Macionis & Gerber, 2008). Education that the school symbolically represents is primarily concerned with the transformative learning and acquisition of intellectual skills. And for quality education, there should be a synergy and an effective partnership between the home and the school. Thus, the movement of a child from home to school should not imply the termination of the natural obligation of parents to their children; rather a forum should be created for both the parent and the teachers to work together for better education of the child. When parents are involved with their children's education student achievement increases, school environments improve, and communities grow stronger (Bernadino, 2012).

From a broad perspective, a teacher is a person who impacts knowledge and transfer skills. He is by virtue of his position a stimulator, who impacts knowledge and skills in formal and non-formal learning settings (Abdulsalam & Issa, 2002). As the child leaves the family nest, the school, the teachers and non-teachers take over the role of complementing the task of socialization and educating the child. Governments all over the world recognize the huge responsibility that the education of the citizenry placed on their shoulders through the teachers and have continued to invest in education. The Nigerian government knows the importance of education in national development, and recognized education to be "an instrument par excellence" for effecting national development (Federal Republic of Nigeria, 2014).

Our perceptions are based on how we interpret different sensations (Boundless.com). Teachers' perception as used in this study is therefore accounting for the differences in ways in which individual teacher of LGEA Primary Schools perceives the role of Parents Teachers' Association (PTA) in the development of Ilorin South Local Government Area of Kwara State. Perception of teachers in this study is relevant since the teacher is one who impact knowledge and skills in formal and non-formal education settings (Abdulsalam & Issa, 2002).

Community is used by Sociologists to mean more than an individual entity but the shared identity of the collective interest of people. According to Coles and Knowles (2001) community is a cluster of individual lives, make-up communities, societies and cultures. The community primary school is therefore the intermediate level of education located within a geographical area. It is a school situated within a locality which serves as its catchment area; the area from which it recruits and admits its students or the area from which most of its students come. Thus, community primary schools are often regarded as communities' investment and channel of participation in the education of their members. This is because community schools represent the picture of the community aspirations, needs and desires for their next generation.

Community school can thus be regarded as an embodiment of community's aspirations, needs, values and desires, the instrument for advancing community's cherished values and culture. For these aspirations, needs, values and desires to be achievable, every community employs education using the school and its curriculum as

an agent (Abdulsalam & Issa, 2002). Community therefore serves as strategic partner in ensuring the fulfillment of the education right of its citizenry. Community schools by virtue of their name are expected to give the kind of education that is relevant to the community mode of life, its maintenance and continuity. This uniqueness of community schools is in line with what Nyerere (1968) espoused as the need for education to be relevant to the community involved; when he says:

> *The education systems in different kinds of societies in the world have been, and are very different in organization and content. They are different because societies providing the education are different, and because education whether formal or informal has a purpose. That purpose is to transmit from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare the young people for their future membership of the society and their active participation in its maintenance or development (Nyerere, 1968: 44).*

In Nigeria, there has been serious economic hardship which has led to dwindling financial assistance required for social services particularly to the education sector. It is this dwindling financial resource that has forced Nigerian government to seek for partnership with interested individuals, parents, agencies and non-governmental organizations to ensure the fulfillment of basic education needs of the citizenry (FRN, 2014). In seeking for needed partnership with interested individuals in resolving the financial, human and other material needs facing education in Nigeria, the Parents and Teachers' Association (PTA) has become a supportive force in ensuring that needed assistance are given to schools.

Aside the above, there exist a gap in the quality assurance capacity of the Nigerian education system which makes teaching-learning and evaluation incompatible. This situation in most cases often necessitated the intervention of parents, teachers and other education stakeholders in restoring normalcy. The researcher is aware of previous works on the role of Parents Teachers Association in educational development such as the works of Okwor, 1997; Abdulkareem, Fasasi & Akinnubi, 2012; Raheem, 2012. However, most of the above mentioned researches have not focused on teachers' perception of the role of PTA in the development of LGEA primary schools. Also, Ilorin South which is the locale of this study is different from the locale of previous studies. In order to give a clearer focus to this study, one research question and two research hypotheses were raised, answered and tested.

Research Question

1. What is the perception of the teachers on the role of Parents and Teachers Association in the development of LGEA primary schools in Ilorin South?

Hypotheses

H_{o1}: There is no significant difference in the male and female teachers' perception of the role of PTA in the development of LGEA primary schools.

H_{o2}: There is no significant difference in the perception of teachers on the role of PTA in the development of LGEA primary schools based on their qualification.

Methodology

The research design for this study was a descriptive survey type. Descriptive survey is the systematic attempt to describe characteristics of a given population or area of interest factually. Descriptive survey is therefore appropriate for this study, as it would allow a detailed description of every characteristic in the study. The population for the study consisted of all the LGEA Primary school teachers in Ilorin South. There are three thousand eight hundred and eleven teachers in Ilorin South (SUBEB, 2017). Stratified random sampling technique was used to select the target samples. First, the teachers were divided into two strata (male and female), thereafter, simple random sampling was used to select one hundred and ninety (190) male teachers as well as one hundred and ninety (190) female teachers. A researcher designed questionnaire titled Teachers Perception of the Role of PTA in the Development of LGEA Primary Schools in Ilorin South Questionnaire (TPRPTAQ) was used to collect data from the respondents. The instrument was both face and content validated by lecturers in the department of Adult and Primary Education, University of Ilorin. To establish the reliability of the instrument, a test of internal consistency was conducted using Crombach's Alpha. A Cronbach's alpha of **0.805** was obtained, which indicates a high level of internal consistency. Frequency counts, percentage and mean were used to answer the research question while the hypotheses were tested using t-test and Analysis of Variance (ANOVA) at the significance level of 0.05.

Results

Research Question: What is the perception of teachers on the role of Parents and Teachers Association in the development of LGEA primary schools in Ilorin South.

Table 1: Table showing the perception of teachers on the role of Parents and Teachers Association in the development of LGEA primary schools in Ilorin South

S/N	Statements	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
1	Parents-Teachers' Association leads to better decision making in school	253(66.6)	101(26.6)	25(6.6)	1(.3)	3.59
2	Parents-Teachers' Association results in better performance of students	190(50.0)	132(34.7)	41(10.8)	17(4.5)	3.30
3	Parents-Teachers' Association promotes mutual understanding between the home and the school	309(81.3)	69(18.2)	2(.5)	0 (0.0)	3.81
4	Parents-Teachers' Association improves school attendance of students	229(60.3)	126(33.2)	24(6.3)	1(.3)	3.53
5	Formation of Parents-Teachers' Association improves students' punctuality to school	177(46.6)	146(38.4)	40(10.5)	17(4.5)	3.27
6	The existence of Parents-Teachers' Association promotes teachers' attendance to school activities generally	297(78.2)	81(21.3)	2(.5)	0 (0.0)	3.78
7	When parents actively play their roles teachers' work output improves	189(49.7)	133(35.0)	41(10.8)	17(4.5)	3.30
8	Parents-Teachers' Association perform disciplinary roles that help teachers and non-teachers in school management	299(78.7)	79(20.8)	2(.5)	0 (0.0)	3.78
9	Parents-Teachers' Association's financial role in the payment of Parents-Teachers' Association's (PTA) levy help to develop school infrastructures	221(58.2)	128(33.7)	30(7.9)	1(.3)	3.50
10	Parents-Teachers' Association employs teachers and non-teaching staff for the school has led to improve school standard	179(47.1)	152(40.0)	38(10.0)	11(2.9)	3.31
	Weighted Mean					**3.52**

Note: Figures in parentheses are in percentages

Table 1 showed the perception of teachers on the role of Parents and Teachers Association in the development of LGEA primary schools in Ilorin South. The respondents strongly agreed with the following statements: Parents-Teachers' Association leads to better decision making in school (3.59), Parents-Teachers' Association promotes mutual understanding between the home and the school (3.81), Parents-Teachers' Association improves school attendance of students (3.53), The existence of Parents-Teachers' Association promotes teachers' attendance to school activities generally (3.78),

Parents-Teachers' Association perform disciplinary roles that help teachers and non-teachers in school management (3.78), Parents-Teachers' Association's financial role in the payment of Parents-Teachers' Association's (PTA) levy help to develop school infrastructures (3.50). The respondents also agreed with the following statements: Involvement of teachers in Parents-Teachers' Association results in better performance of students (3.30), Formation of Parents-Teachers' Association improves students punctuality to school (3.27), When parents actively play their roles teachers' work output improves (3.30), Parents-Teachers' Association employs teachers and non-teaching staff for the school has led to improve school standard (3.31). The weighted average is 3.52 which is a numeric indicator that teachers had a positive perception on the role of Parents and Teachers Association in the development of LGEA primary schools in Ilorin South.

Research Hypothesis One: There is no significant difference in the male teachers' perception and the female teachers' perception on the role of PTA in the development of LGEA primary schools.

Table 2: T-test table showing the difference in the male teachers' perception and the female teachers' perception on the role of PTA in the development of LGEA primary schools

Gender	N	Mean	Std. Deviation	df	t	Sig.	Remark
Male	190	34.70	3.90	378	-1.611	.108	Not Significant
Female	190	35.35	4.00				

Table 2 shows the difference in the male teachers' perception and the female teachers' perception on the role of PTA in the development of LGEA primary schools. There was no significant difference in the male teachers' perception and the female teachers' perception on the role of PTA in the development of LGEA primary schools ($t = -1.611$, $df = 378$, $p > 0.05$). The null hypothesis is therefore not rejected in the light of the result.

Research Hypothesis Two: There is no significant difference in the perception of teachers on the role of PTA in the development of LGEA primary schools based on their qualification.

Table 3: ANOVA table showing the difference in the perception of teachers on the role of PTA in the development of LGEA primary schools based on their qualification.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	36.579[a]	3	12.193	.753	.521
Intercept	54741.326	1	54741.326	3382.397	.000
Qualification	36.579	3	12.193	.753	.521
Error	6085.253	376	16.184		
Total	476394.000	380			
Corrected Total	6121.832	379			

Table 3 shows the difference in the perception of teachers on the role of PTA in the development of LGEA primary schools based on their qualification. There was no significant difference in the perception of teachers on the role of PTA in the development of LGEA primary schools based on their qualification ($F_{(3, 376)} = .753$; $P > 05$). The hypothesis is therefore not rejected in the light of the result.

Discussion of Findings

This study revealed that teachers in Ilorin South Local Government agreed with the following statements: Parents-Teachers' Association leads to better decision making in school, Parents-Teachers' Association promotes mutual understanding between the home and the school, Parents-Teachers' Association improves school attendance of students, Parents-Teachers' Association promotes teachers' attendance to school activities generally, Parents-Teachers' Association perform disciplinary roles that help teachers and non-teachers in school management, Parents-Teachers' Association's financial role in the payment of Parents-Teachers' Association's (PTA) levy help to develop school infrastructures. This is in line with the findings of Abdulkareem, Fasasi and Akinnubi, (2012); Raheem (2012) who found out that PTA performs the following roles: advisory, disciplinary, financial, maintenance of facilities, provision of infrastructure, school-community relation and supervisory. This could be that as a result of a cordial relationship that exist between the teachers, school-heads and the PTA that allows the PTA perform all the aforementioned roles in the schools.

This study also revealed that there was no significant difference in the male teachers' perception and the female teachers' perception on the role of PTA in the development of LGEA primary schools. This may be as a result of the fact that both male and female teacher enjoys a cordial relationship with the PTA. This finding supports the finding of Edu, Edu and Kalu (2012) who found out that teachers' perception of difficult in primary science is not significantly influenced by their gender. It also negates the finding of Smitha and Jaya (2015) whose results indicated that there is a significant difference in teachers' perception among two groups across gender. Female teachers were found to be more favorable in their perception than male teachers. This may be as a result of the kind of relationship that exists between teachers and PTA in their country.

Moreover, this study also revealed that there was no significant difference in the perception of teachers on the role of PTA in the development of LGEA primary schools based on their qualification. This is in line with the finding of Edu, Edu and Kalu (2012) who found out that teachers' perception is not significantly influenced by their qualification.

Conclusion

LGEA schools can only produce good results if there is effective and efficient management of the human and material resources in the system. It is concluded in this paper that the teachers have positive perception towards the role of the Parents-Teachers-Association in the development of LGEA primary schools in Ilorin South Local Government Area of Kwara State.

Recommendation

It has been confirmed from the perception of the teachers that the PTA plays a significant role in the development of primary schools in Ilorin South Local Government Area of Kwara State, it is therefore recommended that the school should work with and collaborate with the PTA so as to bring about good decision making which in turn leads to better performance of both the school administration as well as the pupils.

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TEACHERS' PERCEPTION OF THE ROLE OF PARENTS TEACHERS ASSOCIATION IN THE DEVELOPMENT OF PRIMARY SCHOOLS IN ILORIN SOUTH

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Abstract
This paper examined teachers' perception of the role of Parents-Teachers Association (PTA) in the development of Local Government Education Authority (LGEA) primary schools in Ilorin South. One question was raised and two hypotheses were formulated to give a clearer focus of the study. This study adopted a descriptive survey research design. The population for the study consisted of all the primary school teachers in Ilorin South LGEA. Three hundred and eighty (380) teachers were selected as the respondents using stratified random sampling techniques. A researcher designed questionnaire titled Teachers Perception of the Role of Parents and Teachers Association in the Development of LGEA Primary Schools (TPRPTAQ) was used to collect data from the respondents. The instrument was validated by experts in primary education and statistics. A test of internal consistency was carried out in order to establish the reliability of the instrument and a reliability coefficient of 0.80 was realized. Frequency counts, percentage and mean were used to answer the research question while the hypotheses were tested using t-test and Analysis of Variance (ANOVA) at the significance level of 0.05. The result revealed that the teachers had a positive perception of the role of Parents and Teachers Association in the development of LGEA primary schools in Ilorin South. It was therefore recommended that teachers should facilitate more of PTA participation for the development of LGEA primary schools.

Keywords: Development of LGEA, Teachers' perception, Role of PTA.

Introduction

In recent years, the involvement of parents in the affairs of the children at school has been on the increase as parents want to be a link, an active participant in the schooling of the child. The formation of this link through the involvement of parents in the education of the child has resulted in healthy and effective teacher-parent relationship; thus promoting better school-community relationship. Parents are basically a child's primary educator (Bernadino, 2012). The total care of the child is in the hands of the parents; parents are therefore advised to take better care of their children and help them acquire more of the societal beliefs, values and attitudes.