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Stakeholders' Perspectives on the Involvement of Parent-Teacher Associations (PTAs) in School Climate and Student Learning Outcomes in Secondary Education Across Osun State

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Abstract

This study investigated stakeholder perspectives on the involvement of Parent-Teacher Associations (PTAs) in shaping school climate and student learning outcomes within secondary education across Osun State, Nigeria. Guided by four research questions, the study explored students' perceptions of their school climate and self-reported learning outcomes, parents' views on whether school climate is influenced by PTA involvement, and teachers' assessments of PTA performance. A descriptive survey design was employed, sampling 140 students, 40 teachers, and 40 parents randomly selected from two public and two private secondary schools in Oriade Local Government Area. Validated questionnaires (Cronbach's $\alpha = 0.79$) were used to collect data, which were analysed using descriptive statistics (mean, standard deviation, frequency counts). Findings indicated students generally perceived their school climate

positively, reporting strong academic engagement and relationships, though enthusiasm for success and social connections were rated lower. Students reported high learning outcomes in lifelong learning and collaborative skills, but lower adaptation to technology-driven pedagogy. Parents positively viewed PTA effectiveness in facilitating home-school communication and supporting individual student needs, but expressed significant concerns about teaching quality and their children's progress. Conversely, teachers perceived PTA performance negatively overall, prioritizing salary reviews and quality standards while rating support for staff recruitment and project-based school improvements as particularly inadequate. The study concludes that PTAs in Osun State enhance communication and resource mobilization 1014, but divergent stakeholder perspectives highlight operational challenges. Recommendations include strengthening PTA initiatives in teacher support, technology integration, and transparent governance to align with educational objectives

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مجلة التربية للعلوم الإنسانية

مجلة علمية فصلية محكمة، تصدر عن كلية التربية للعلوم الإنسانية / جامعة الموصل



وجهات نظر أصحاب المصلحة بشأن مشاركة جمعيات الآباء والمعلمين (PTAS) في

المناخ المدرسي ومخرجات تعلم الطلبة في التعليم الثانوي عبر ولاية أوسون

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الملخص

معلومات الارشفة

بحثت هذه الدراسة وجهات نظر أصحاب المصلحة بشأن مشاركة جمعيات الآباء والمعلمين (PTAS) في تشكيل المناخ المدرسي ومخرجات تعلم الطلبة ضمن التعليم الثانوي عبر ولاية أوسون، نيجيريا. واسترشاداً بأربعة أسئلة بحثية، استكشفت الدراسة تصورات الطلبة لمناخهم المدرسي ومخرجات التعلم المبلغ عنها ذاتياً، وآراء الآباء حول ما إذا كان المناخ المدرسي يتأثر بمشاركة PTA، وتقييمات المعلمين لأداء PTA. استُخدم تصميم المسح الوصفي، بعينة مكونة من 140 طالباً، و40 معلماً، و40 ولي أمر اختيروا عشوائياً من مدرستين ثانويتين حكوميتين ومدرستين ثانويتين خاصتين في منطقة الحكومة المحلية أورياي. واستُخدمت استبيانات محكمة (Cronbach's $\alpha = 0.79$) لجمع البيانات، التي خللت باستخدام الإحصاءات الوصفية (المتوسط، والانحراف المعياري، والتكرارات). أشارت النتائج إلى أن الطلبة عموماً نظروا إلى مناخهم

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PTA :، المناخ المدرسي، مخرجات التعلم، وجهات نظر أصحاب المصلحة، التعليم الثانوي، ولاية أوسون.

معلومات الاتصال

ركايات أوبيولا

المدرسي بإيجابية، إذ أبلغوا عن مشاركة أكاديمية وعلاقات قوية، على الرغم من أن الحماس للنجاح والروابط الاجتماعية حظيت بتقديرات أقل. وأبلغ الطلبة عن مخرجات تعلم عالية في التعلم مدى الحياة والمهارات التعاونية، ولكن عن كيف أقل مع التربية المدفوعة بالتكنولوجيا. ونظر الآباء بإيجابية إلى فاعلية PTA في تسهيل التواصل بين المنزل والمدرسة ودعم احتياجات الطلبة الفردية، لكنهم أعربوا عن مخاوف كبيرة بشأن جودة التدريس وتقدم أبنائهم. وعلى العكس من ذلك، نظر المعلمون إلى أداء PTA بسلبية عامة، مع إعطاء الأولوية لمراجعات الرواتب ومعايير الجودة، في حين قيموا الدعم الخاص بتوظيف الموظفين والتحسينات المدرسية القائمة على المشاريع بأنه غير كافٍ بشكل خاص. وتخلص الدراسة إلى أن PTAs في ولاية أوسون تعزز التواصل وتعبئة الموارد 1014، لكن اختلاف وجهات نظر أصحاب المصلحة يبرز التحديات التشغيلية. وتشمل التوصيات تعزيز مبادرات PTA في دعم المعلمين، والتكامل التكنولوجي، والحوكمة الشفافة للانسجام مع الأهداف التعليمية

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Introduction

Quality education is a collaborative process that requires coordinated efforts among stakeholders who shape learners' development and academic outcomes. Stakeholders are individuals or groups with vested interests in an organisation and who can influence or be influenced by its activities (Men et al., 2020; Wright, 2023). In education, these stakeholders include government officials, school administrators, teachers, parents, students, and community members, all of whom contribute to school success. Effective communication and collaboration among these groups are essential for meaningful participation in school systems (Salamondra, 2021; Nurrachmah, 2023).

One major mechanism for strengthening cooperation between parents and schools is the Parent-Teacher Association (PTA). The PTA is a voluntary association of parents and teachers established to support school development and improve student outcomes (Iremeka et al., 2021; Asri et al., 2023). It functions as a democratic bridge between home and school, facilitating communication and participation in educational activities (Mkomba, 2024). In Nigeria, PTAs may either be legally mandated or

voluntary depending on the state, but they commonly involve parental financial contributions through agreed levies (Okejim, 2023). PTA meetings provide opportunities for stakeholders to exchange ideas on school programmes and institutional development (Ajayi, 2019). However, concerns have emerged regarding the effectiveness of some PTAs in Nigerian secondary schools, with reports suggesting that certain associations have remained passive amid institutional decline rather than actively supporting school improvement (Omolade-Adedara & Abiodun-Oyebanji, 2023). These concerns raise important questions about stakeholders' perceptions of PTA performance and its influence on educational quality.

Parents are central stakeholders because they maintain daily connections with schools through their children and reinforce learning at home. Teachers are equally important as they guide classroom instruction, mentor students, and contribute significantly to academic achievement and school discipline (Yaro et al., 2016). Community organisations also support schools by providing social, financial, and psychological services that address students' broader developmental needs.

School climate refers to the quality and character of school life, including interactions among students, teachers, administrators, and parents, as well as the standards, beliefs, and expectations that shape the school environment (Forsberg et al., 2021; Arum et al., 2023). It reflects the relationships among stakeholders, the availability of facilities, and the effectiveness of school management. A positive school climate promotes students' learning outcomes, teachers' productivity, and the general morale and satisfaction of school participants.

Learning outcomes in secondary education refer to the knowledge, skills, and competencies students are expected to acquire and are widely used as indicators of educational effectiveness (assets.kpmg.com, 2018; Voke et al., 2025). Stakeholders' perceptions of PTA involvement are often shaped by the extent to which the association contributes to these outcomes (Agyekum et al., 2025). Teachers and school administrators generally view PTA involvement as supportive of academic achievement through improved attendance, homework completion, and school programmes. Parents also perceive PTA participation as a means of understanding and supporting their children's academic progress.

Stakeholder perceptions are therefore important in evaluating school effectiveness. Ozcan (2021) and Vitoria et al. (2024) argue that institutional success is reflected in stakeholders' views of student outcomes, school relationships, and PTA performance.

Perceptions of PTA effectiveness often vary according to stakeholder expectations and experiences. While parents may emphasise student welfare and safety, teachers may focus more on discipline and classroom support. Stakeholders commonly assess PTA effectiveness through observable outcomes such as improved student behaviour, reduced dropout rates, and better academic performance (Sattar et al., 2022).

The PTA contributes to school development in several ways, including improving enrolment, promoting discipline, maintaining school facilities, encouraging community harmony, and supporting students' attendance and retention (Povey et al., 2016; Gokmenoglu et al., 2024; Akindahunsi et al., 2025). Ajayi (1999) further noted that PTAs complement government efforts by providing and maintaining educational infrastructure in Nigerian secondary schools. Since learning outcomes remain key indicators of educational quality and concerns persist regarding declining educational standards (Popov et al., 2021; Iwintolu et al., 2024), understanding the role of PTA activities becomes increasingly important.

Against this background, this study examines stakeholders' perceptions of PTA performance regarding school climate and students' learning outcomes in secondary schools in Osun State.

Statement of the Problem

The success of schooling depends largely on the value society attaches to education; when education is valued and actively sought, the mission and goals of the school are shared and supported by the PTA. However, the state of the secondary school's effectiveness in Nigeria is dangling; it is gradually becoming a norm where all the parties involved in the training of the child, such as teachers, parents, and the students themselves, are performing below expected standards. Despite the PTA's contributions, which include building classrooms, equipping laboratories, and stocking libraries, the quality of education has not seen a tangible improvement. This is evident in several ways, including teachers' lack of motivation, poor teaching methods, inadequate resources, and a lack of dedication. Teachers and students experience stress as a result of these practices and the absence of the aforementioned in educational institutions, which makes students have a bad attitude toward learning and schooling. Therefore, this study aims to fill the gap by examining stakeholders' perceptions of PTA performance regarding school climate and students' learning outcomes in secondary schools in Osun State.

Research Questions

- i. How do students perceive their school climate in secondary schools in Osun
- ii. What are the students' learning outcomes in secondary schools in Osun state?
- iii. Do parents think that the school climate is a function of PTA?
- iv. How do teachers perceive PTA performance in secondary schools in Osun state?

Methodology**Research Participants****Inclusion and Exclusion**

The participants in this study comprised students, teachers, and parents from four selected secondary schools, two public and two private schools, in Oriade Local Government Area of Osun State. Students from Senior Secondary Schools (SSS) 1 to 3, teachers on the school staff, or parents of enrolled students who were selected from the four schools, met the inclusion criteria. In contrast, those who did not belong to the selected schools or had participated in the pilot study conducted in a neighbouring Local Government Area were excluded from the final sample.

Sampling Procedures

The study adopted a descriptive survey research design and used random sampling to select participants from the selected schools. Schools were first purposively selected to reflect a balance between public and private ownership. Within each school, students, teachers, and parents were randomly sampled to ensure unbiased representation. A pilot study involving 30 students, 5 teachers, and 5 parents from a nearby Local Government Area was conducted to test the research instrument, and these participants were excluded from the main study.

Sample Size, Power, and Precision

A total of 220 respondents participated in the study. This included 140 students, 40 teachers, and 40 parents. Among the students, 49.3% were male, and 50.7% were female, with 22.9% in SSS 1, 35.7% in SSS 2, and 41.4% in SSS 3. An equal number of students were selected from public and private schools. Among the teachers, 47.5%

were male and 52.5% female; 35.0% held B.Sc./B.Ed. degrees, 25.0% held Postgraduate Diplomas in Education, and 40.0% held M.Sc./M.Ed. degrees. Teachers were drawn from both public (55.5%) and private (45.5%) institutions. Among parents, 25.0% were male and 75.0% were female. The sample size and balanced distribution across groups aimed to improve the precision and generalisation of the findings. Reliability for each instrument was reported with Cronbach's Alphas 0.72, 0.84, and 0.81 and overall reliability of 0.79.

Data Collection and Data Analysis

Data Collection

Data were collected through the administration of the validated questionnaire to 220 participants across the four selected schools. Participants completed the instrument either independently or with assistance, depending on their literacy level. The data collected included both demographic details and opinion-based responses to structured items. The use of a single standardized tool across groups helped ensure consistency in the data collection process.

Instrumentation

The study explored three instruments titled Parents' questionnaire, Teachers' questionnaire, and Students' questionnaire for data collection. These instruments were collapsed into a questionnaire, which consisted of two sections (A&B). Section "A" elicits the respondent's demographic information, and Section "B" consists of items based on the research questions. The item sections of the instrument were measured on a 4-point Likert scale, ranging from "1" equals "Strongly Disagree" to "4" equals "Strongly Agree". Efforts were made during the adaptation of the instruments to ensure that they measured the desired objectives using face and content validity. A pilot study was conducted on the questionnaire using 40 respondents, who were 30 students, 5 teachers, and 5 parents who were not part of the study sample from a neighbouring Local Government Area

Data Analysis

The collected data were analyzed using descriptive statistical methods. Specifically, frequency counts, means, and standard deviations were computed to summarize participant characteristics and evaluate responses to the research questions. These

statistical tools were chosen to provide a clear, interpretable overview of trends and patterns within the dataset, suitable for a descriptive survey study.

Results

Research Question 1: How do students perceive their school climate in secondary schools in Osun state?

Table 1: Statistical analysis of the students' perception of school climate (N=140)

S/N	Variables	Mean	S.D	Rank
1.	People in my school think a lot of me	2.60	1.03	1
2.	What I learn at school is useful to me	2.67	1.20	2
3.	I enjoy the work I do at school	2.69	0.89	3
4.	I enjoy being at my school	2.69	0.89	4
5.	I am enthusiastic about doing well at school	2.81	1.21	5
6.	Learning is fun at my school	2.86	1.07	6
7.	I think it is worth trying hard at my schoolwork	2.87	0.97	7
8.	I have lots of friends at my school	2.91	0.99	8
9.	I want to get good school results	2.91	0.99	9
10	My school provides opportunities or activities for me to use and develop my skills and talents	2.91	0.99	10
11	I am motivated to learn at my work	2.93	0.98	11
12	I get on well with others at my school	3.11	1.05	12
13	I get excited about the work I do at school	3.21	1.03	13

Table 1 presents the statistical analysis of students' perceptions of their school climate. The findings indicate a generally positive outlook among students regarding their school environment. Specifically, they expressed strong agreement with statements related to academic engagement ("I enjoy the work I do at school"), positive relationships ("People in my school think a lot of me"), and the practical relevance of their education ("What I learn at school is useful to me"). Conversely, areas rated lower included enthusiasm for academic success ("I am enthusiastic about doing well at school"), social connections ("I have lots of friends at my school"), and motivation ("I get excited about the work I do at school").

Research Question 2: What are the students' learning outcomes in Osun State secondary schools?

Table 2: Statistical analysis of the students' learning outcome (N=140)

S/N	Variables	Mean	SD	Rank
1.	I can engage in lifelong learning	2.67	1.20	1
2.	I can design and conduct experiments, as well as analyze and interpret learning concepts	2.69	0.89	2
3.	I can improve the effectiveness of group work	2.69	0.89	3
4.	I can identify, formulate, and solve learning difficulties	2.81	1.21	4
5.	I can apply my knowledge of mathematics and other subjects	2.87	0.97	5
6.	I can use the techniques, skills, and modern knowledge and tools necessary for achieving learning goals and objectives	2.91	0.99	6
7.	I comprehend day-to-day teaching and learning objectives	2.91	0.99	7
8.	I can adapt well to new teaching and learning through modern technology	2.91	0.99	8
9.	The function of multi-learning activities	3.11	1.05	9
10	I can use the techniques, skills, and modern knowledge necessary for learning solutions in a global and societal context	3.21	1.03	10

Table 2 presents the statistical analysis of students' learning outcomes, revealing generally positive results. Students reported high ratings in several areas, including their ability to engage in lifelong learning, design and conduct experiments, analyze and interpret concepts, and enhance group work effectiveness. However, they rated their adaptation to new teaching and learning methods through modern technology, the use of techniques and skills necessary for learning in a global context, and their ability to participate in multi-learning activities at a comparatively lower level.

Research Question 3: Do parents think that the school climate is a function of PTA?

Table 3: Statistical analysis of the Parent Teachers' Association performance as perceived by parents (N=40)

S/N	Variables	Mean	SD	Rank
1.	The communication between school and home (PTA consultation, school reports, newsletters, conversations with teachers, etc.) is good.	1.98	0.97	1
2.	Staff expect my child to work hard and do their best	1.34	0.68	2
3.	I am kept well-informed about how my child is doing.	1.42	0.60	3
4.	The school makes sure my child is well-prepared for the future	1.42	0.60	4
5.	Staff explain how I can help my child at home	1.64	0.84	5
6.	The school meets my child's particular needs	1.74	0.98	6
7.	The school sets appropriate homework	1.98	0.97	7
8.	Teaching at school is good	2.00	1.06	8
9.	My child is making good progress	2.30	1.20	9
10	I feel comfortable approaching the school with questions, a problem, or complaint	3.38	1.20	10

Table 3 presents an analysis of the Parent-Teacher Association (PTA) performance as perceived by parents. The findings indicate that parents generally hold a positive view of the PTA's effectiveness. Specifically, they rated communication between the school and home, the school's ability to meet their child's individual needs, and the staff's guidance on how to support their children at home as high strengths. However, parents rated their ability to approach the school with questions, concerns, or complaints, the quality of teaching at the school, and their children's progress at a significantly lower level.

Research Question 4: How do teachers perceive PTA performance in secondary schools in Osun state?

Table 4: Statistical analysis of the Parent Teachers' Association performance (N=40)

S/N	Variables	Mean	SD	Rank
	My school PTA is functioning/ adequately involved in:			

1. Recruitment of staffs	1.34	0.68	1
2. Improvement of school performance	1.38	0.85	2
3. Identified school-developed projects	1.42	0.60	3
4. Maintenance of discipline	1.58	0.75	4
5. School finance management	1.64	0.84	5
6. Raising funds for various school projects	1.74	0.98	6
7. Curriculum implementation	1.84	0.97	7
8. Quality standard assurance	1.90	0.83	8
9. Looking after school welfare	1.94	0.99	9
10. Salary review	1.98	0.97	10

Table 4 presents an analysis of the Parent-Teacher Association (PTA) performance as perceived by teachers. The results indicate a generally negative assessment of PTA effectiveness from the teachers' perspective. While they rated the salary review, school welfare, and maintenance of quality standards as the highest priorities, the recruitment of staff and improvement in school performance through developed projects received the lowest ratings among the PTA's performance metrics.

Discussion

This study examined the perceptions of key stakeholders on the involvement of Parent-Teacher Associations (PTAs) in shaping school climate and student learning outcomes in secondary schools across Osun State. The analysis was guided by four research questions, focusing on students' perceptions of school climate, learning outcomes, and the performance of the PTA as perceived by both parents and teachers. The first set of findings explored students' perceptions of their school climate, aiming to provide a comprehensive understanding of the role school climate plays in shaping students' educational experiences. The results revealed a generally positive perception among students, suggesting that they feel supported, safe, and engaged within their educational environment. This aligns with research emphasizing that a positive school climate is a key predictor of academic achievement, motivation, and overall well-being (Wang & Degol, 2016). Notably, students' agreement with the statement "people in my school think a lot of me" reflects the presence of a supportive and affirming school culture. Social-emotional learning frameworks have emphasized that when students

feel respected and valued, they are more likely to engage meaningfully with both academic and social environments (Jones & Hahn, 2017).

In terms of students' self-reported learning outcomes, the findings suggest high levels of perceived competence in several core academic and collaborative skill areas. These include lifelong learning, experimental design and execution, conceptual analysis, and group work effectiveness. These competencies are closely aligned with 21st-century skill frameworks, which prioritize critical thinking, problem-solving, and teamwork (OECD, 2018). The ability to engage in lifelong learning, in particular, reflects self-directed learning skills and a growth mindset—both essential for adaptability in an evolving global knowledge economy. However, students reported lower proficiency in areas such as adapting to modern teaching and learning technologies, participating in global learning contexts, and engaging in multi-modal learning activities. These gaps highlight the need for greater investment in digital literacy and global competencies, which are increasingly vital in contemporary educational environments.

The study also examined the performance of PTAs as perceived by parents. The findings indicate an overall positive evaluation, with high satisfaction levels reported in school-home communication, responsiveness to individual student needs, and guidance from school staff on supporting learning at home. These align with existing literature that underscores the importance of school-family partnerships in promoting student achievement (Kim et al., 2019). Effective communication channels between schools and families foster trust and a shared sense of responsibility for educational outcomes. Furthermore, staff support for home-based learning reflects a commitment to engaging parents as active participants in the educational process.

Nevertheless, parents expressed lower levels of satisfaction in certain areas. These include challenges in approaching the school with concerns, dissatisfaction with teaching quality, and concerns about their children's academic progress. These findings may indicate gaps in parent-school engagement, which could hinder collaborative decision-making and transparency. Strengthening the relational and communicative ties between parents and schools is essential for enhancing both trust and educational effectiveness.

Finally, the study explored PTA performance as perceived by teachers. The findings reveal a generally critical assessment, despite some recognition of positive contributions in areas such as salary reviews, staff welfare, and the maintenance of

quality standards. Teachers' emphasis on welfare and remuneration reflects broader concerns around professional motivation and retention, consistent with previous studies linking teacher satisfaction to improved working conditions (OECD, 2019; Ingersoll & Collins, 2018). The PTA's involvement in advocating for staff welfare may, therefore, be viewed as a significant but isolated contribution.

However, teachers reported low satisfaction with the PTA's involvement in staff recruitment and project-based school improvement initiatives. This suggests a potential disconnect between school leadership and the PTA regarding long-term strategic planning. The limited influence of the PTA in such areas may stem from unclear role definitions or a lack of inclusion in decision-making structures. This finding is noteworthy given the evidence that strong PTA-teacher collaboration can enhance resource mobilization, instructional quality, and institutional accountability (Kim et al., 2019). The apparent absence of the PTA in recruitment processes may reflect centralized administrative control, which limits stakeholder input in areas critical to educational development.

In summary, while the PTA is appreciated for its support in staff welfare and oversight functions, teachers' perspectives highlight the need for deeper strategic engagement and participatory governance. Enhancing the PTA's role in decision-making, especially concerning staffing, innovation, and infrastructure, could strengthen school improvement efforts and foster a more collaborative school culture.

Conclusion

In conclusion, the study emphasizes the crucial role of collaboration among stakeholders in enhancing school effectiveness through comprehensive strategies, including curriculum improvement, student support, and parent-teacher association (PTA) engagement. Addressing emotional and digital gaps demands sustained investment in teacher development, modern technology, and inclusive learning environments. Ultimately, school improvement efforts must prioritize responsive leadership, multi-stakeholder dialogue, and a shared commitment to equitable and meaningful education for all students.

Recommendations

The following recommendations are put forth to enhance the involvement of Parent-Teacher Associations (PTAs) in influencing school climate and raising student learning outcomes in secondary schools throughout Osun State in light of this study's findings:

1. To promote openness and trust among parents, educators, and school officials, structured channels of communication should be created and put into place.
2. Regular training sessions, workshops, and feedback sessions are necessary to promote parental involvement and quickly address issues.
3. To give teachers and students proficiency with contemporary educational tools, invest in training and digital infrastructure.
4. The roles and responsibilities of PTAs in areas like hiring staff, school development initiatives, and resource mobilisation should be explicitly stated and formalised by the school administration.
5. School management should involve PTA representatives in key decision-making bodies to enhance participatory governance and shared ownership of school initiatives.

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