

Impact of Parent Teacher Association on Students Academic Performance in Post Basic Schools in Adamawa State, Nigeria

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Abstract

The study investigated the impact of PTA on student's academic performance in Post Basic Schools Adamawa State, Nigeria. Study adopted ex-post factor research design. Three research questions were raised and three hypotheses were formulated in the study. Population consists of 6,353 academic personnel (619 school administrators and 5,734 teachers). Random sampling was 361 respondents selected using multistage. Structured questionnaire: "Impact of Parent Teachers' Association Questionnaire (IPTAQ)" and pro-forma: Students' Academic Achievement Pro-forma (SAAP) were used as instruments for data collection. Instruments validated with IPTAQ pilot tested using Cronbach's Alpha 0.89. Data collected were analysed using mean, standard deviation, and linear regression. Findings, PTA roles (3.36) academic performance (2.86) is at moderate level and has significant impact. In conclusions PTA roles (in maintaining students' discipline) significantly impact students' academic performance. It recommends that State Government should encourage PTAs to expand their efforts in fundraising and resource mobilization in all Post Basic Schools across the State.

Keywords: Parents-Teachers Association, PTA, Role, Students' Academic Performance, Post Basic School

Introduction

Education is universally acknowledged as a fundamental pillar for personal growth, societal development, and economic progress. In Nigeria, as in many countries, the quality of education provided in schools is crucial for shaping the future of its citizens and the nation as a whole. In agreement, the National Policy on Education of the Federal Republic of Nigeria (FRN, 2013), the Federal Republic of Nigeria through Policy on Education (2013), education has been used as an instrument for national development and transformation which has intrinsic and extrinsic values for both individuals and the society at large. Hence, in the context of Nigerian education, one of the integral components that play a significant role in influencing the quality of education is the PTA. The PTA is a prominent organisation that actively engages in educational administration, particularly within the Post Basic School setting. The PTA is currently present in nearly all Post Basic Schools in Nigeria. The association in question is considered to be an exemplary organisation that directs its efforts towards the administration of educational affairs

(Ibezimako, 2017). The PTA is a unique and influential organization that operates at the intersection of parents, teachers, and educational institutions, with the primary goal of improving the quality of education and the overall academic experience of students.

According to Akpakwu (2019), parental involvement in such meetings provides an opportunity for parents to get knowledge about the classroom programmes that have been designed or are currently being implemented. By means of this affiliation, the teacher will also acquire significant understanding regarding the student's familial dynamics and interactions with parents within the household. In order to promote effective educational administration at the national level, the PTA actively engages in efforts to attain educational objectives. The involvement of the PTA is manifested through both financial and moral assistance, working in collaboration with teachers in the field of education (Ugwulashi, 2020). In several communities, parents have demonstrated willingness to voluntarily impose a levels upon themselves in order to contribute funds towards the construction of educational facilities such as classrooms, dormitories, and laboratories. The PTA also assumes a prominent position in various aspects of the educational system, including teacher recruitment, provision of financial aid, and fostering positive relationships between schools and the local communities (Ngare, 2014). Therefore, the primary areas of investigation in this study encompassed PTA role and student's academic performance.

Funding involves the distribution of financial or material resources to educational institutions, governmental and non-governmental organisations, as well as individuals. Gilliford further examines funding as the allocation of financial resources and other necessary assets to facilitate the proficient and successful administration of Post Basic Schools. Funding appears to play a significant role in the support provided by PTAs, not only in helping schools achieve their objectives but also in improving overall management efficiency. PTAs often engage in fundraising activities to provide financial support for schools (Ibrahima, 2021). Igwe (2019) emphasised several funding roles of the PTA in relation to public schools. These functions which statements for the school, the raising and management of funds, in accordance with guidelines approved by the commissioner for education. Additionally, the PTA in some schools is responsible for overseeing the collection of funds and revenues, as well as authorising and scrutinising the disbursement of all funds, among other duties.

This additional funding could be directed towards purchasing educational materials, updating technology, and supporting extracurricular activities. By supplementing the school budget, PTAs ensure that students have access to the necessary resources that enhance students' learning experience (Adedayo et al 2015). This is because well-funded schools could offer up-to-date textbooks, educational software, and even scholarships, which may directly contribute to improved students' academic achievement. However, in some cases, PTAs may focus their funding efforts primarily on projects or activities that benefit a specific group of students or a particular segment of the school population. This could create inequalities within the school, with certain students receiving more resources and opportunities than others. For example, PTAs might prioritize funding for extracurricular activities that cater to specific interests, potentially leaving other students with fewer options for enrichment. In addition, heavy reliance on PTA fundraising could also lead to a school's financial stability being contingent on these efforts. If PTAs struggle to raise sufficient funds, it could result in inconsistent or inadequate resources for students (Inguran et al 2021). An overemphasis on fundraising could

also place undue pressure on parents and volunteers, potentially leading to burnout and decreased parental involvement. Notwithstanding this, the PTA often aids school administrators in implementing appropriate disciplinary measures within schools.

Discipline therefore is the process of bringing into the life of the students and the teachers the values of the school and the society at large. It helps to ease students' co-ordination and to ensure organizationally predictability, reliability and supportive behaviour in Post Basic Schools (Fareo & Dimas, 2018). In the same vein, Sadık and Öztürk (2018) provides a definition of discipline inside educational institutions as the adherence to school policies and regulations, along with the upholding of a predetermined code of conduct that encompasses self-discipline, restraint, and respect for both oneself and others. Dike (2018) argued that PTAs had made significant contributions to the maintenance of discipline in Post Basic Schools. According to Dike (2018), it has been argued that PTAs play a significant role in addressing disciplinary issues among children by garnering support for school administration from many stakeholders, including people and government entities.

According to the research conducted by Smith (2021), it was observed that PTAs often have a role in setting and enforcing school disciplinary policies. A well-disciplined school environment minimizes disruptions and behavioural issues that could negatively affect academic performance. By fostering a culture of respect, responsibility, and accountability, PTAs could help create a classroom atmosphere that is conducive to effective learning, allowing students to concentrate on their studies. However, if PTAs have a strong influence over school discipline policies, it could lead to inconsistencies and subjectivity in the application of rules. This could create an environment where disciplinary actions are perceived as unfair or biased, negatively impacting the overall school climate and, subsequently, students' emotional well-being and academic achievement (Wangeci, Kipkoech & Murunga, 2018). Although, most teachers duly acknowledge the significance of parental involvement in fostering students' academic progress; while parents through the PTA also prefers to be more involve in school discipline matters and also participation in school supervision. These collaborative efforts in discipline between parents and teachers through the PTAs is often aims to fostering parental involvement students' educational pursuits (Marzano, 2018).

Furthermore, this study was carried out in Adamawa State. The state's educational system, like many others in the country, faces a range of issues, including inadequate infrastructure, insufficient teaching resources, and the need for better parental involvement (Hassan, Bambi & Bakari, 2021). These challenges often have a direct impact on the academic achievement of students in Post Basic Schools. The PTA in Adamawa State, like elsewhere in Nigeria, plays a multifaceted role in addressing these challenges. PTA members, who are typically parents of students attending the school, collaborate with teachers and school administrators to support and enhance the educational environment. However, despite the pivotal role that the PTA plays in Post Basic Schools, there is a dearth of comprehensive research on the extent to which the PTA's roles on students' academic performance in Post Basic Schools in Adamawa State. The perceived shortcomings in empirical evidence may pertain to other researchers' focusing on other factors influencing students' academic performance. Hence, this study examined the impact of PTA role on the academic performance of students in Post Basic Schools in Adamawa State, Nigeria, taking into account the aforementioned prevailing circumstances.

A desired students' academic performance is characterized by academic excellence, a strong grasp of the curriculum, critical thinking skills, and a passion for learning. It involves students consistently achieving their educational goals, demonstrating competency in core subjects, and performing at or above the expected grade level. However, post basic students' achievement at West African Senior Secondary School Certificate Examination (WASSCE) and National Examination Council Senior Secondary Certificate Examination (NECO SSCE) major core subjects like English and Math in Nigeria have historically been terrible (Takwate et al., 2019; Rufus, 2021). Concerns surrounding students' external examination achievement, have escalated to the level where the public is worried by the failure. This dismal achievement continues to worry parents, teachers, students, and other educational stakeholders. Although, these poor students' academic achievement may be likely caused by factors such as; home and school environment, student, teacher and parental factors as well as community participation (such as the role of PTAs).

The roles of PTA in Post Basic Schools can be grouped as advisory, disciplinary, financial, maintenance of school community relations, provision and maintenance of infrastructural facilities. As a result, PTAs usually help schools to bridge financial gaps by providing additional resources for schools. This funding could be used to hire more qualified teachers, purchase updated educational materials, and support academic programs. In addition, PTAs help to establish and enforce consistent discipline policies that create a safe and orderly school environment enabling students to concentrate on their studies and ultimately improving academic achievement. However, there is a scarcity of literature, particularly in the study area, to back up these claims. This created a gap that the current study sought to fill. Hence, this study investigated the impact of PTA roles on students' academic performance in Post Basic Schools in Adamawa State, Nigeria. Specifically, the study sought to determine the impact of:

1. PTA role in school on academic performance in Post Basic Schools in Adamawa State, Nigeria.
2. PTA role on academic performance of students in Post Basic Schools in Adamawa State, Nigeria.
3. PTA roles (in maintaining discipline) on academic performance of students in Post Basic Schools in Adamawa State, Nigeria.

1.2 Research Questions

The following research questions were raised to guide the study:

1. What is the level of PTA involvement in school funding of Post Basic Schools in Adamawa State, Nigeria?
2. What is the level of PTA disciplinary role in Post Basic Schools in Adamawa State, Nigeria?
3. What is the level of students' academic performance in Post Basic Schools in Adamawa State, Nigeria?

1.3 Hypotheses

The following hypotheses were formulated to guide the study and tested at 0.05 alpha level of significance.

- H01:** There is no significant impact of PTA funding on students' academic performance in Post Basic Schools in Adamawa State.
- H02:** There is no significant impact of PTA disciplinary role on students' academic performance in Post Basic Schools in Adamawa State.
- H03:** There is no significant impact of PTA (maintaining discipline) on students' academic performance in Post Basic Schools in Adamawa State.

The study employed an ex-post facto research design. The area of the study was Adamawa State. The population of the study was 6,353 academic personnel. This population included all the 619 school administrators and 5734 teaching staff in Post Basic Schools in the five education zones of Adamawa State. The sample size of this study was 361 academic personnel. This sample included 300 teachers and 61 school administrative personnel. The sample was selected based on Krejci and Morgan's recommendation that when a population between 6000 to 6999, 361 respondents should represent the sample size of the population (Krejci & Morgan Table, 1970). Hence, a multistage sampling technique that comprised of simple random and systematic sampling technique were used for the study.

The instruments to be used in the study was a structured questionnaire and a proforma. The questionnaire used for data collection were self-developed and tagged: Impact of Parent Teachers' Association Questionnaire (IPTAQ). The pro-forma was titled: "Students' Academic Achievement Proforma (SAAP)" and used to get the NECO results of the sampled school from 2018 to 2022 academic session. The instruments IPTAQ and SAPP were subjected to face validation, through scrutiny and vetting by three experts in the Department of Physical Sciences Education at Modibbo Adama University, Yola. IPTAQ was administered to 30 respondents in Post Basic Schools, with the result tested with Cronbach Alpha Statistic. The result revealed a reliability co-efficient of 0.83, which meant that the instrument was reliable. The administering and retrieval of the questionnaire was done through direct personal contact with the researcher and with the help of six research assistants. The collected data were analysed through the use of the Statistical Package for Social Science (SPSS), version 23. Mean and standard deviation were used to answer the research questions while Regression analysis was used to test the null hypotheses.

The results presented in the order of research questions 1 – 3 and hypotheses 1 – 3 from table 1 to table 6c. For the research questions, the keys represent: n = no of respondents, Std. Dev = Standard Deviation, HL = High Level, ML = Moderate Level and LL = Low Level.

Research Question 1: What is the level of PTA involvement in school funding of Post Basic Schools in Adamawa State?

Table 1:

Mean and Standard Deviation of the Level of PTA role in School Funding of Post Basic Schools in Adamawa State, Nigeria

S/N	ITEMS	n = 356	Mean	Std. Dev	Decision
1.	PTA helps to provide funds for recruitment of part time teachers in the school		3.96	1.18	HL
2.	PTA provide funds for the maintenance of schools		3.60	1.11	HL
3.	PTA provide funds to equipped laboratory		2.40	1.36	LL
4.	PTA provide funds for purchasing textbooks for the school		3.55	1.21	HL
5.	PTA provide funds for well conducive staffroom for teachers		3.09	1.25	ML
6.	PTA assist with funds to sponsor teachers to improve their studies		3.54	1.40	HL
	Grand Mean		3.36		ML

From the above, Table 1 shows the level of PTA funding, which reveals a grand mean response score of 3.36. This finding implies that PTA role in school funding of Post Basic Schools in Adamawa State, Nigeria is at a moderate level.

Research Question 2: What is the level of PTA in maintaining role in Post Basic Schools in Adamawa State, Nigeria?

Table 3: *Mean and Standard Deviation of the Level of PTA in maintaining Role in Post Basic Schools in Adamawa State, Nigeria*

S/N	ITEMS	n = 356	Mean	Std. Dev	Decision
7.	PTA often have members in the schools disciplinary committee.		3.71	1.23	HL
8.	PTA organizes sensitization programme on discipline related issues in the school for all students		3.79	1.25	HL
9.	PTA act as mentors to individual students(s) who are ill-disciplined in the school.		3.07	1.22	ML
10.	PTA actively help in curbing students' truancy in the school along with the school management.		3.49	1.15	ML
11.	PTA often organizes inspirational talks with students to help curb high cases of indiscipline and drug abuse among students		3.14	1.24	ML
12.	PTA help in monitoring and checkmating indecent dress among students		3.57	1.41	HL
	Grand Mean		3.46		ML

From the above, table 2 shows the level of PTA disciplinary role, which reveals a grand mean of 3.46. This finding implies that PTA’s (PTA) disciplinary role in Post Basic Schools in Adamawa State, Nigeria is at a moderate level.

Research Question 3: What is the level of students’ academic performance in Post Basic Schools in Adamawa State, Nigeria?

Table 3

Mean and Standard Deviation of the Level of Students’ Academic performance in Post Basic Schools in Adamawa State, Nigeria

S/N	ITEMS	Mean	Std. Dev	Decision
1.	2018 NECO Result of Sampled Schools	2.93	0.52	ML
2.	2019 NECO Result of Sampled Schools	2.95	0.76	ML
3.	2020 NECO Result of Sampled Schools	2.81	0.82	ML
4.	2021 NECO Result of Sampled Schools	2.81	0.89	ML
5.	2022 NECO Result of Sampled Schools	2.82	0.71	ML
	Grand Mean	2.86		ML

Table 3 above shows the level of students’ academic performance in the year 2018 – 2022 of the sampled Post Basic Schools in Adamawa State. The table further reveals a grand mean of 2.86, which means that students’ academic performance in the sampled Post Basic Schools in Adamawa State, Nigeria is at a moderate level.

3.2 Hypotheses

The null hypotheses were tested using Linear and Multiple Regression Analysis at 0.05 level of significance.

H₀₁: There is no significant impact of PTA funding on students’ academic performance in Post Basic Schools in Adamawa State.

Table 4a:

Model Summary of the Impact of PTA in Funding on Students’ Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731 ^a	.534	.533	.84730

a. Predictors: (Constant), Provision of Funds

Table 4a is a model summary that presents the results of the regression analysis examining the relationship between the predictor variable (provision of funds) and the dependent variable (students’ academic performance). The results reveal that 53.3% of the variation in students’

academic performance could be attributed to the PTA’s role in provision of funds. The result also shows that there is a high positive impact of PTA’s role in provision of funds on students’ academic performance as indicated by the r – value of 0.731.

Table 4b:

Summary of ANOVA of Linear Regression of the Impact of PTA Role in Funding on Students’ Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	291.583	1	291.583	406.151	.000 ^b
	Residual	254.143	354	.718		
	Total	545.725	355			

a. Dependent Variable: Students’ Academic Performance

b. Predictors: (Constant), Provision of Funds

The results of analysis in Table 4b presents analysis of variance (ANOVA) of linear regression analysis which examine the impact of PTA’s role in the provision of funds for the students’ academic performance in Post Basic Schools in Adamawa State, Nigeria. The result reveals that the null hypothesis is rejected since the p – value is less than 0.05 level of significance. This means that there is a significant impact of PTA’s role in provision of funds on students’ academic performance in Post Basic Schools in Adamawa State, Nigeria, $F(1, 355) = 406.15$, $p < 0.05$.

Table 4c:

Coefficient of the Impact of PTA Role in Funding on Students’ Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.410	.130		3.156	.002
	PTA’s funding	.731	.036	.731	20.153	.000

a. Dependent Variable: Students’ Academic Performance

The outcome in Table 4c reveals the Beta coefficient derived from the regression analysis assessing the impact of provision of funds on students’ academic performance. Provision of funds has a standardized coefficient (Beta) of 0.731. This indicates that for a one-unit change in the standardized "provision of funds" variable, the dependent variable is expected to change by 0.731 standard deviations, with a p–value of 0.000 which suggests that the coefficient for "PTA funding" is statistically significant at the 0.05 level.

H₀₂: There is no significant impact of PTA disciplinary measure on students’ academic performance in Post Basic Schools in Adamawa State.

Table 5a:

Model Summary of the Impact of PTA’s Disciplinary Measure on Students’ Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 ^a	.388	.386	.97147

a. Predictors: (Constant), Teachers’ Assessment Practices

Table 5a shows a model summary that demonstrates how the independent variable accounts for the variance in the dependent variable and the strength of the impact between the variables. The results reveal that 38.6% of the variation in students’ academic performance could be attributed to the PTA’s disciplinary role. The results also show that there is a low positive impact of PTA’s disciplinary role on students’ academic performance as indicated by the r – value of 0.62.

Table 5b:

Summary of ANOVA of Linear Regression of the Impact of PTA’s Disciplinary Measure on Students’ Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	211.637	1	211.637	224.250	.000 ^b
	Residual	334.088	354	.944		
	Total	545.725	355			

a. Dependent Variable: Students’ Academic Performance

b. Predictors: (Constant), PTA’s Disciplinary Measure

The results of analysis in Table 5b presents analysis of variance (ANOVA) of linear regression analysis that aims to examine the impact of PTA role on students’ academic performance in Post Basic Schools in Adamawa State, Nigeria. The result reveals that the null hypothesis is rejected since the p – value is less than 0.05 level of significance. This means that there is a significant impact of PTA’s role on students’ academic performance in Post Basic Schools in Adamawa State, Nigeria, $F(1, 355) = 224.25, p < 0.05$.

Table 5c:

Coefficients of the Impact of PTA’s Role on Students’ Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.626	.158		3.964	.000
	Involvement in Students' Discipline	.646	.043	.623	14.975	.000

a. Dependent Variable: Students’ Academic Performance

The outcome in Table 5c reveals the Beta coefficient derived from the regression analysis assessing the relationship between PTA’s disciplinary role on students’ academic performance. PTA’s disciplinary role have a standardized coefficient (Beta) of 0.623. This indicates that for a one-unit change in the standardized "PTA’s disciplinary role" variable, the dependent variable is expected to change by 0.623 standard deviations, with a p – value of 0.000 which suggests that the coefficient for "PTA’s disciplinary role" is statistically significant at the 0.05 level.

H03: There is no significant impact of PTA roles (in maintaining discipline) on students’ academic performance in Post Basic Schools in Adamawa State.

Table 6a:

Model Summary of Impact of PTA Roles on Students’ Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 ^a	.536	.534	.84669

a. Predictors: (Constant), Involvement in Students' Discipline, Provision of Funds

Table 6a shows a model summary that demonstrates how the independent variable accounts for the variance in the dependent variable and the strength of impact between the variables. The results reveal that 53.4% of the variation in students’ academic performance could be attributed to the PTA roles. The results also show that there is high significant impact of PTA roles on students’ academic performance as indicated by the r – value of 0.73.

Table 6b:

Summary of ANOVA of Linear Regression of the Impact of PTA Roles on Students' Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	292.665	2	146.332	204.122	.000 ^b
	Residual	253.061	353	.717		
	Total	545.725	355			

a. Dependent Variable: Students' Academic Performance

b. Predictors: (Constant), Involvement in Students' Discipline, Provision of Funds

The results of analysis in Table 6b presents analysis of variance (ANOVA) of linear regression analysis that aims to examine the impact of PTA roles (of funding and maintaining discipline) on students' academic performance in Post Basic Schools in Adamawa State, Nigeria. The result reveals that the null hypothesis is rejected since the p-value is less than 0.05 level of significance. This means that there is a significant impact of PTA roles (in maintaining discipline) on students' academic performance in Post Basic Schools in Adamawa State, Nigeria, $F(2, 355) = 204.12, p < 0.05$.

Table 6c:

Coefficients of the Impact of PTA Roles on Students' Academic Performance

Model		Unstandardized		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.344	.140		2.452	.015
	Provision of Funds	.668	.063	.668	10.631	.000
	Involvement in Students' Discipline	.080	.065	.077	1.228	.220

a. Dependent Variable: Students' Academic Performance

Table 6c is a coefficients table that provides information about the contributions of each predictor variables (PTA Roles) to the model predicting "students' academic performance". Provision of Funds has a standardized coefficient (Beta) of 0.668 with a p-value of 0.00. This suggests that for a one-standard deviation increase in Provision of Funds, there is a corresponding increase in students' academic performance by 0.668 units, and the impact is statistically significant at the conventional alpha level of .05 ($p = .005$). Also, PTA's disciplinary role also show a standardized coefficient of 0.077 with a not significant p-value of 0.220. This indicates that a one-standard deviation increase in PTA's disciplinary role is associated with a 0.077 standard deviation increase in students' academic performance, and this relationship is not statistically significant.

This study found in Table 1 that PTA role in school funding of Post Basic Schools in Adamawa State, Nigeria is at a moderate level, with a grand mean of 3.36. This finding concurred with

Ugwulashi (2020); Bilgen and Yusuf (2019) and Adedayo, Fasasi and Akinnubi (2015) studies that found that PTA provision of funds in post basic schools are often moderately showcase. The moderate level of PTA involvement in school funding suggests that while PTAs are active to some extent, there is room for improvement. This finding could stem from a variety of factors, including economic constraints faced by parents, organizational challenges within the PTAs themselves, or limitations in the effectiveness of existing fundraising initiatives. However, hypothesis 1 was rejected, as the results showed that there is a significant impact of PTA's funding on students' academic performance in Post Basic Schools in Adamawa State, Nigeria, $F(1, 355) = 406.15, p < 0.05$. The finding was in line with Ugwulashi (2020) study which revealed that PTA roles predict funding of private school administration. The statistical significance of the impact of PTA funding suggests that the financial resources provided by PTAs are associated with measurable improvements in students' academic performance. The implication of this finding is that it corroborates the idea that adequate funding can positively influence various aspects of the educational experience, ultimately leading to better learning outcomes for students.

The study also found in Table 2 that PTA role in Post Basic Schools in Adamawa State, Nigeria is at a moderate level, with a grand mean of 3.46. The moderate level of PTA involvement suggests that while PTAs are engaged to some extent in disciplinary matters, there may be challenges or limitations in their effectiveness in this regard. This finding concurred with Ayeni and Bamire (2021) result which revealed that the level of PTA involvement in school governance, discipline and infrastructural development was moderate. However, the finding disagrees with Olayemi (2019) and Ngare (2014) findings school PTA does very little on students' discipline management as PTAs have neglected the very important roles that contribute to student discipline. One possible explanation for this finding is the delicate balance between parental authority and professional expertise in school discipline. While PTAs can provide valuable support and reinforcement for disciplinary policies and practices, it is essential to recognize the expertise of teachers and school administrators in managing student behaviour effectively. Overreliance on parental intervention or micromanagement by PTAs may undermine the authority of educators and disrupt the consistency and fairness of disciplinary procedures.

Also, hypothesis 2 was rejected, as the results showed that there is a significant impact of PTA's role on students' academic performance in Post Basic Schools in Adamawa State, Nigeria, $F(1, 355) = 224.25, p < 0.05$. The significance of PTA disciplinary involvement suggests that effective discipline policies and practices can have a tangible impact on students' academic performance. The finding was in line with Audu (2018) finding revealed that parent teachers' associations have significant influence on students' discipline in schools. The implication of this finding is that it underscores the importance of effective behaviour management strategies in promoting educational success. Thus, efforts should be made to promote a positive and inclusive school culture that values respect, responsibility, and academic excellence, while also providing support and resources for students who may be facing behavioural difficulties.

The study also found in Table 3 that students' academic performance in the sampled Post Basic Schools in Adamawa State, Nigeria is at a moderate level, with a grand mean of 2.68. The moderate level of academic performance suggests that while students are making some progress, there may be challenges or limitations affecting their overall performance. One

potential explanation for this finding is the quality of teaching and learning within Post Basic Schools in Adamawa State. Effective teaching practices, curriculum relevance, and instructional materials are essential factors influencing student learning outcomes. If schools face shortages of qualified teachers, lack of instructional resources, or outdated teaching methods, students' academic achievement may be negatively impacted.

Furthermore, hypothesis 3 was rejected, as the results showed that there is a significant impact of PTA roles (in maintaining discipline) on students' academic performance in Post Basic Schools in Adamawa State, Nigeria, $F(2, 355) = 204.12, p < 0.05$. The finding was in line with Ayeni and Bamire's (2021) finding showed that there was a significant relationship between PTA contribution and students' academic performance ($r = 0.851 > 0.113$). Also, Wangeci, Kipkoech and Murunga's (2018) finding showed that the cooperation of parents significantly affected the overall performance of the school, and 14.1% of the cooperation contributes to achievement. Similarly, Anthony, Yaro and Pev (2017) study also revealed that the study found out that Parents' Teachers' Associations, Alumni Associations, school committees and school board of governors have significant influence on the management of secondary schools. In addition, the study disagreed with Eziuzo and Enueme's (2013) study which showed that there is no significant difference in the perceptions of male and female principals that PTA contributed to school plant and effectiveness to a little extent. The implication of this finding is that it reveals that efforts should be made to strengthen and expand PTA involvement in Post Basic Schools in Adamawa State. This could involve providing training and resources for PTA members, fostering collaboration between PTAs, school administrations, and other stakeholders, and promoting transparency and accountability in PTA activities.

Conclusion

Based on the findings, the study concludes that there is a significant impact of Parents-Teachers Association (PTA) roles (funding and maintaining students' discipline) on students' academic achievement in Post Basic Schools in Adamawa State, Nigeria. The significant impact of PTA roles, including funding and maintaining students' discipline, underscores the crucial role that parental support plays in promoting educational success. Financial resources provided by PTAs contribute to addressing resource gaps and enhancing the quality of education, while PTAs play a pivotal role in maintaining discipline within schools, fostering a positive and orderly school climate that enhances student focus and maximizes instructional time.

Recommendation

Based on the findings of the study, the following recommendations were made:

1. The State Government should encourage PTAs to continue and expand their efforts in fundraising and resource mobilization in all Post Basic Schools across the state.
2. The Post Primary School Management Board should provide training and support to PTAs, teachers, and school administrators on effective students' discipline strategies and behaviour management techniques.
3. The government through the Post Basic School Board should encourage active participation and engagement from all stakeholders (especially the school PTA) in decision-making processes related to educational quality and student academic performance.

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