

Assessing the Impact of Parent-Teacher Associations in Encouraging Student Registering for Science-Based Subjects in Kano Metropolitan Schools

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Abstract

The purpose of this study was to assess the impact of Parent-Teacher Associations (PTAs) in encouraging student registering for science-based subjects in Kano metropolitan schools. The descriptive survey research design was used to elicit responses as they appear in the population; made up of all parents, teachers and school administrators in schools that have Parent-Teacher Associations as functional part of the school system. The schools that met the criterion ($N=33$; Private (Prv)=20; Government (Gov)=13) formed the population of the study. Using the Research Advisers' technique, one hundred and fifty subjects ($N=150$; M=69, F=81) which included parents ($N=70$; M=21, F=49), teachers ($N=47$; M=29, F=18) and school administrators ($N=33$; M=19, F=14) were used as samples for the study. Instrument employed was a self-designed questionnaire tagged 'Impact of PTAs on enrollment of students in science courses' (IPESSC) in Kano metropolitan schools. The questionnaire was validated by three educational administration and psychology specialists for face and content validity; and upon pre-testing, recorded a reliability coefficient $r=0.84$ before administration to PTA members. Results showed that PTA members are literate (>98%), with >70% married and were adults aged >21 years to advancing years. Findings of ways of PTAs influencing students' interest to enroll for science subjects was not significant $X^2(15) = 12.23 < 0.05$, but were significant in ways of influencing their decisions ($X^2(15) = 32.45 > 0.05$); on strategies employed to promote enrollment ($X^2(15) = 34.77 > 0.05$) and PTAs' efforts' impact on students' attitude ($X^2(15) = 36.07 > 0.05$). It was recommended that government and its agencies should make policies on school-community relations to promote learning, guide the PTAs on fundraising and donations to prevent abuse and encourage learners to pursue careers in science using peer models as their inner drives.

Keywords

Metropolitan schools, PTA, Science-based courses, Student enrollment.