

# THE ROLE OF PARENTS TEACHERS ASSOCIATION (PTA) IN CURRICULUM TRANSFORMATION

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<p><b>Corresponding Author</b> Uduak Idoghor PhD, LLM, BL</p> <p>Faculty of Education, University of Port Harcourt, Choba</p> <p><b>Article History</b></p> <p>Received: 25 / 02/ 2025</p> <p>Accepted: 09 / 03/ 2025</p> <p>Published: 11 / 03/ 2025</p>	<p><b>Abstract:</b> This paper set to determine the role of parents' teachers association (PTA) in curriculum transformation. It all started from discussing what the curriculum really is, the historical point of view of the curriculum as well as the reflection of the curriculum ideologies. The curriculum was defined as "the construction of memory," or the way a nation's citizens conceive and give shape to their knowledge of the past and present. Some of the specifics of this description will be included in the body of this paper. the opinions of several nations, including China, Spain, and the United States of America (USA), about curricular reform. In a similar spirit, curriculum, curriculum-based instructions, and curriculum transformation—including establishing the objectives and purpose, implementing the curriculum, and monitoring and assessing curriculum and instruction programs—are all part of the parents' teachers association's (PTA) management of secondary schools in Kenya. The main tenets for directing curriculum change were also mentioned; the goal is to inspire students to pursue their chosen courses of study and to take charge of the school life they want to lead; it builds on past achievements to advance the established advantages of the school community through the influence of Bath research and placements, among other things. The author listed some noteworthy contributions to curriculum reform that the parents' teachers association (PTA) should take into account. It was suggested that in order to make the school Parents Teachers Association (PTA) more effective in managing and administering their duties, the Nigerian Ministry of Education should create pertinent policies.</p> <p><b>Keywords:</b> Curriculum, Parents' Teachers Association (PTA), Curriculum Transformation.</p> <p><b>How to Cite:</b> Idoghor PhD, U. LLM, BL., (2025). THE ROLE OF PARENTS TEACHERS ASSOCIATION (PTA) IN CURRICULUM TRANSFORMATION. <i>IRASS Journal of Arts, Humanities and Social Sciences</i>,2(3)92-95.</p>
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## Introduction

The curriculum is "the construction of memory, or the form in which the people of a nation imagine and give shape to know the past and present," according to Brown & Brown (2015). The goal of building the country and preserving social cohesiveness around specific power dynamics is served by a large portion of the curriculum. The curriculum's teaching and learning have historically reflected the ideologies of dominant social groups. There are significant differences between the curriculum's views on the United States and those learned from family members of Mexican and indigenous descent. The lessons and academic material taught in a school or other institution in a particular course or program are referred to as the "curriculum." The curriculum's definition is determined by how widely educators use or define the term. Learning standards (<https://www.edglossary.org/learning-standards/>) or learning objectives (<https://www.edglossary.org/learning-objectives/>) that students are expected to meet, the units and lessons that teachers teach, the assignments and projects that students are given, the books, materials, videos, presentations, and readings used in a course, and the tests, assessments (<https://www.edglossary.org/assessment/>) and other methods used to evaluate students are all considered to be part of the curriculum.

## Student learning

Sleeter (2018) asserts that curricular change exposes instruction from several angles and viewpoints. According to Banks (2004), knowledge originating from populations that are epistemologically marginalized frequently challenges established political, economic, and educational norms and demands fundamental reform; as a result, curricula must be transformed. The contradiction between a society's democratic aspirations and its social structures and educational practices is frequently indicated by curriculum transformation. Since it is grounded in the historical wisdom and ideas of subordinate groups, this knowledge challenges the legitimacy of unequal power relations. Typically, it involves the counter-narratives, perspectives, epistemologies, and cultures of minorities or groups whose experiences and viewpoints were deemed less significant. As a result, it critiques the social order and nature of dominant groups.

Besalú (2016) explains that since the end of the first decade of the new century, intercultural discussion has vanished from public discourse and progressive terms like social cohesion and coexistence have replaced it. This means that most of the curriculum discussion in Spain represents perspectives oriented

toward cohesion instead of social criticism. In practice, multiculturalism and interculturality—which are defined as the full recognition of minorities' rights to preserve and grow their own identities, engage in public affairs on an equal basis, and belong to a social body—are viewed negatively because they are thought to threaten social cohesion and undermine coexistence, creating a pathway for ethnic, cultural, and religious conflict.

In one of their journals, assistant professors from Rutgers University Graduate School of Education and Stanford University School of Education provided an overview of China's curriculum reform. According to their research, curricular reformation started in the late 1990s when education policymakers wanted to shift Chinese education from exam-focused instruction to student-centered learning. Conventional teaching methods have passively expected students to absorb and retain the information that professors provide, as well as to replicate that knowledge on frequently difficult tests. The new curriculum, on the other hand, aims to lessen teacher-centered instruction in favor of student-centered learning, which is defined by engaged students who challenge preconceived notions, solve issues creatively, and engage in vibrant debate. Although curricular policy has undergone such a significant change, it is unclear whether the reform initiatives are actually improving students' educational experiences. By creating a stronger link between the subjects taught in the classroom and the demands of the community and modern society, the curriculum change seeks to increase student involvement. The new policy encourages a more relevant curriculum, as seen in the extract below, which calls for instructional strategies and resources to take into account students' learning interests, experiences, and developmental requirements.

According to China's Ministry of Education (2002), classroom instruction should prioritize the students' own thought processes. This calls for the instructor to be skilled at establishing an open classroom, enabling students to share novel, unusual, and unconventional views, and cultivating a cheerful and welcoming environment. It was said that educators need to put in a lot of effort to safeguard pupils' inventiveness, curiosity, and drive for learning. Accordingly, the Chinese Ministry of Education stated that greater levels of student engagement as well as a rise in more student-centered teaching and learning methodologies should be used to gauge the effectiveness of the New Curriculum. Curriculum reform in China has been credited for improving the atmosphere in elementary school classrooms, increasing student participation, and promoting more cordial teacher-student interactions.

This study aims to investigate the role of the Parents Teachers Association (PTA) in curricular reform, based on the information presented in the previous paragraph. The Parent Teachers' Association (PTA) is a part of the school administration and is responsible for overseeing all of its operations, according to the Kingi (2013) report. To accomplish the school's goals, the managers must adhere to appropriate management procedures. Parents whose children are formally registered as students at the school, along with their instructors, make up the Parent instructors' Association (PTA), a formal organization that is well-recognized by the school administration. The purpose of the Parent Teachers' Association (PTA) is to encourage parents' and teachers' private and public involvement in their children's education.

From a global standpoint, the Parent Teachers' Association (PTA) is a significant player in education. In the United States of

America (USA), Parent Teachers' Associations (PTAs) play a crucial role in determining curriculum and instructional decisions, promoting communication, raising school funds, and lobbying state and federal legislation on behalf of students, according to Onderi and Makori (2013). Additionally, the South African Parent Teachers' Association (PTA) has been active in supplying hygienic amenities, including restrooms, in the school setting (UNICEF, 2009; VanWyk, 2009). According to Obi's (2003) research findings, the Nigerian Parent Teachers' Association (PTA) works with the school Board of Management (BOM) to guarantee strong moral standards and academic performance. He went on to say that the Parent Teachers' Association (PTA) is represented in local government authorities for the benefit of the school, kids, and staff, but they do not actively meddle in day-to-day operations.

According to Kingi (2013), the Parents Teachers Association (PTA) represents the Ministry of Education, and it was recommended that head teachers collaborate with them by holding frequent meetings. The Education Act of 1968, as amended in 212, formed the Parents' Teachers Association (PTA), which was tasked with fostering positive working relationships between parents and teachers. The community and the school can communicate through the parents' teachers association (PTA). They support high-quality teaching and learning and offer guidance on parental perceptions of educational requirements. They must determine the short-, medium-, and long-term priorities of their school and estimate the resources needed to meet the objectives. The cabinet minister assigns the parents' teachers association (PTA) the specific responsibility of overseeing schools.

According to Kingi (2013), the role of the teacher's parents association in management of secondary schools in Kenya is associated with curriculum, instructions from the curriculum and its transformation. These includes:

- Determining the goals and purpose
- Curriculum implementation
- Monitoring and evaluating curriculum and instruction programmes

The Cross River State guideline on the operation of parents' teachers associations (PTAs) published by the Ministry of Education (MOE, 2008) defines the PTA as a welfare association of parents of the children and teachers of a particular school; these parents also include guardians who live in the community where the school is located, according to reports from several researchers in Nigeria, including Agba, Gabriel A., Anake, Paulina M., and Agim Martha Agede. Unquestionably moral members of the community where the school is located are chosen to be members of the Parents Teachers Association (PTA). It was noted that, simply by virtue of his employment as a teacher at the school, each teacher is automatically a member. The association's operations must be managed by the Parents Teachers Association's (PTA) executive committee, which will be led by the chairman and assisted by the vice chairman, secretary, financial secretary, treasurer, publicity secretary, the principal or head teacher, the chairman and secretary of a special committee established by the PTA, the area education officer or another Ministry of Education representative, and the zonal supervisor as honorary members. In this regard, Akpan (2014) noted that the Parents Teachers Association (PTA) is required to attend school meetings, help maintain discipline in the classroom, generate money for development initiatives, and contribute to the provision and maintenance of school facilities.

According to the researcher, the casual attitudes of Nigerian parents and educators toward the challenges of curriculum development and academic achievement make it unsurprising that there is a substantial gap between the teaching and learning program and the achievement of educational objectives. The tools and strength of change for sustainable development, stable educational laws and policies, and viable educational achievement and performances of the students are the qualities of teachers' professionalism and dynamism in carrying out their duties, parents' awareness of and provision for their children's academic needs, and the government's concern for the evolving nature of society and curriculum that will meet educational goals and objectives. Nigerian parents and teachers serve as the government's main representatives in implementing educational initiatives through the curriculum, but they also have strategic roles to play. Therefore, the operational performance of parents and teachers could make or break the future of Nigerian students. Curriculum reform is required because developing an effective and dynamic curriculum for functional and qualitative teaching outcomes will present new challenges and improve the development of self-reliant individuals.

### WHAT IS CURRICULUM TRANSFORMATION?

According to Betty (2020), curriculum transformation is the process of creating new courses and curricula in all subject areas based on a critical examination of data pertaining to racism, class, gender, disability, religion, class, sexual orientation, gender expression, and nationality. Curriculum reform, which tackles classroom pedagogy and content integration and supports diversity programs aimed at institutional transformation, first appeared as a systemic educational change method in the late 1960s. The creation of inclusive viewpoints in interdisciplinary subjects including women's studies, U.S. ethnic studies, queer studies, and disability studies is another requirement of curriculum transformation.

The article From Centre for Learning & Teaching as at the year 2017 responded that the key principles to guiding curriculum transformation will be achieved with the aim to:

- Encourage students to pursue their chosen courses of study and the school life they aspire to lead by becoming an inspiration.
- Expand on previous achievements to highlight the school community's well-known advantages by leveraging Bath research and placements.
- Abandon delivery and evaluation methods that are only unit-focused in order to develop a course-wide approach to learning.
- Adopt assessment for learning in order to maximize our institution's resources while also assisting in the accomplishment of the overall course objectives.
- Create courses that acknowledge students' varying requirements.
- Give students the chance to participate actively in and make contributions to research communities.
- Integrate sustainability and citizenship by acknowledging the difficulties brought about by shifting social and physical settings.
- Expand on significant collaborations by optimizing the possible input from our internal and external stakeholders.

PTA is backed by law in some states in Nigeria and is voluntary in some other states. It is important to have curriculum that is tailored to meet the needs of the society.

According to the Federal Republic of Nigeria's 2004 National Policy on Education, indigenous people—parents in particular—must be encouraged to take part in school administration. It emphasizes 100 ways for parents to be involved in the school curriculum. Amongst these are contributing funds to the welfare of the school, involving themselves in disciplinary matters and other general welfare related issues of the school.

### Barriers to the PTA's Curriculum Transformation

There are however certain steps that are barriers to the mutual functioning of the PTA. These include:

- Lack of professionalism on the part of some parents. The school needs trained experts to develop the curriculum. The role of parents in curriculum transformation must be energized to give guidelines as to their function.
- There is usually a distrust between the parents and school authority as the school authority might see the parents as fault finders.
- Most parents are not able to volunteer to teach the children at home because they lack the time and in many cases, the knowledge to fill that role.
- Many parents also show indifference to what happens to their children at school and also the school curriculum. Many parents think that having paid school fees, the teachers and principals or school heads are supposed to ensure that their children are well trained and well behaved.

### Recommendations For the PTA's Curriculum Transformation

- PTA should be more involved in school administration and educational financing.
- Provision of resources, equipment and support services will go a long way to seeing the smooth running of the school by school management.
- There should be improved collaboration in a tripartite way involving the school, the parents and the government.
- The community where the school is, is their landlord and so decisions about the school must be taken in accordance with norms and practices of the school environment.
- Teachers can be well appreciated by the PTA by way of training programmes encouragement through support, financially and otherwise, or in any way that will encourage them.
- PTA must not allow the school to condone any form of indiscipline. There should be no favoritism or discriminatory sanctions.
- Professionals among the parents can also volunteer to teach some classes or organize workshops for the teachers.
- Some members of the PTA should make up members of the schools disciplinary committee.
- Levies should be shared and paid on time so that projects can be quickly carried out for the betterment of the school.
- Parents should form a front in order to approach government on obsolete policies while profering solutions on the way forward.

- Members of the PTA should make up the body of curriculum advisory committees both at state and national level.

In light of these perspectives, the author believed that in order to promote efficient teaching and learning, the Parents Teachers Association (PTA) ought to have the authority to oversee administrative procedures with the assistance of secondary school principals and vice principals, as well as tertiary school vice chancellors and deputy vice chancellors. Similar to how it was implemented in Kenyan schools, this idea would be used in Nigerian institutions. Nigeria's education government should create pertinent policies to help the school Parents Teachers Association (PTA) manage and carry out its duties more effectively. It is crucial to note that educational administration and the Parents Teachers Association (PTA) work together to start and maintain new initiatives, repair deteriorating infrastructure, and start staff training for professional development. In order to make it easier for parents to pay for their children's or wards' tuition, the Parents Teachers Association (PTA) should also be able to raise awareness of public-private partnerships in education finance.

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