

Original Article

THE ROLE OF COUNSELLORS AND PARENTS TEACHERS ASSOCIATION ON THE EDUCATIONAL AND EMOTIONAL NEEDS OF THE STUDENTS

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ABSTRACT

The paper focused on the role of counsellors and parents-teacher's association (PTA) on the educational and emotional needs of students in Ondo State. The population of the study consisted of all the counsellors, teachers and parents in Ondo State. A simple random sampling technique was used to select 50 teachers, 50 counsellors and 50 parents making a total of one hundred and fifty (150) respondents. The instrument for data collection was structured questionnaire titled "Role of Counsellors and Parents Teachers Association (PTA)" on four point Likert scale. Pearson product moment correlation was used to determine the correlation coefficient which was 0.72. Three hypotheses were formulated to guide the study. The hypotheses were tested using correlation and t-test. The result showed that there was a significant relationship between school counsellor and educational development of the student. The result showed that there was a significant relationship between Parents-teachers' association and educational development of the student. The results showed that there was a significant difference between teachers and educational development of the student. Finally, the results showed that there was a significant influence of school counsellors, parents teachers association and teachers and educational need of the student. The study concluded that counsellors and parents-teacher's association (PTA) influenced the educational and emotional need of the student in Ondo State. It was recommended amongst others that government should make available e-counselling facilities that could enhance counselling activities both in school and non-school setting.

Keywords: Role, Counsellors, Parents-Teacher's Association (PTA), Educational, Emotional, Student

INTRODUCTION

Education serves as the foundation for the development of any nation, anyhow of its position of development. It plays a pivotal part in individual, societal, public, and transnational growth and advancement. Education equips individualities with the necessary chops and knowledge throughout their lives, enabling them to come productive and fulfilled members of society [Ajileye \(2013\)](#). Mortal societies bear the development of essential chops, knowledge, and gests to insure their growth and preservation. Education, as the key to developing mortal coffers, is necessary for an existent's physical, emotional, moral, and intellectual growth, transubstantiating them into precious means for their society [Aggarwal \(2008\)](#). It's frequently appertained to as the "third eye" that provides individualities with perceptivity into colorful matters and teaches them how to act [Aggarwal \(2008\)](#).

Seminaries are anticipated to fulfill both the educational and emotional requirements of the studentren within their communities, reflecting the bournes, traditions, and values of the societies they serve. still, colorful factors can hamper seminaries

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from meeting these prospects. In similar cases, the involvement of counselors and Parent schoolteacher Associations (PTAs) becomes pivotal in furnishing the necessary support and coffers for effective operation and growth of each student [Adebile \(2009\)](#).

preceptors play a vital part in easing pupil literacy, removing obstacles to literacy, and resolving conflicts and frustrations that may arise during the literacy process. still, preceptors alone may not be suitable to meet all the requirements of scholars, including their emotional- particular, emotional, and career requirements. This is where counselors and PTAs come into play, offering fresh support to insure scholars' holistic development [Okonkwo and Anagbogu \(2002\)](#).

Counselors are trained professionals responsible for helping individualities overcome particular challenges and achieve particular satisfaction in their lives. In seminars, counselors develop programs grounded on professional norms to deliver developmentally applicable conditioning and services that promote academic, career, and emotional-emotional development for scholars [Arop \(2008\)](#). By furnishing these services, counselors contribute to perfecting pupil issues in terms of achievement, attendance, and discipline.

PTAs, on the other hand, are associations formed by parents and preceptors of a particular academy. They serve as weal associations, championing for the stylish interests of the academy and the scholars it serves. The class of PTAs consists of parents, guardians, and community members who are committed to supporting the academy and contributing to its overall well- being [Arop \(2008\)](#).

The relationship between seminars, PTAs, and the community is vital for pupil academic success, academy effectiveness, and educational development. Studies have shown a positive correlation between increased maternal involvement in academy conditioning and bettered pupil achievement, attendance, and discipline. likewise, parents' involvement innon-academic conditioning fosters their tone- regard and promotes responsibility in both the academy and the community [Berger \(1991\)](#), [Zuniga, and Alva \(1999\)](#). also, PTA collaboration enhances parent, family, and community commission, eventually serving the scholars and the overall well- being of the community [Zuniga, and Alva \(1999\)](#).

To insure successful collaboration between PTAs, counselors, and preceptors, it's essential to fete and value the knowledge and chops of parents and use their strengths and coffers. This cooperative trouble creates multiple pathways for scholars to expand their capacities and contributes to their educational and emotional development.

STATEMENT OF THE PROBLEM

Scholars face colorful educational and emotional challenges in primary and secondary academy settings, which can hamper their adaptation and negatively impact their academic success. These challenges may include academic failure, association with negative peer groups, unhappy geste, and low achievement. Accordingly, there's a need to explore the part of counselors and PTAs in addressing these challenges and promoting the educational and emotional development of studentren.

RESEARCH HYPOTHESES

The study formulated the following null suppositions to guide the exploration

- There's no significant relationship between the part of academy counselors and the educational development of students.
- There's no significant relationship between PTAs and the educational development of students.
- There's no significant influence of academy counselors, PTAs, and preceptors on the educational development of students.

METHODOLOGY

The study population comported of counselors, PTAs, and preceptors in Ondo State. A simple arbitrary slice fashion was used to select 50 preceptors, 50 counselors, and 50 parents, totaling 150 repliers. Data was collected using a structured questionnaire named" part of Counselors and Parents Teacher's Association (PTA)" on a four- point Likert scale. The correlation measure was determined using Pearson Product Moment Correlation ($r = 0.64$), and the suppositions were tested using correlation and ANOVA.

RESULTS

Research Hypothesis One: There is no significant relationship between school counsellors and educational development of the student.

Table 1

Table 1 Summary of Significant Relationship between school Counsellors and Educational Development of the Student					
Variable	N	Df	r-cal	P-value	Decision
School Counsellors	90				

Educational Development	60	148	0.459	0	Sig.
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@0.05 alpha level of significance

Table 1 showed summary of the significant relationship between school counsellor's educational development of the student. The calculated value revealed 0.459 while the p-value is 0.000, degree of freedom of 148 at 0.05 alpha level of significance. It is therefore concluded that there was a significant relationship between school counsellor and educational development of the student.

Research Hypothesis Two: There is no significant relationship between Parents-teachers' association and the educational development of the student.

Table 2

Table 2 Summary of Significant Relationship Between Parents-Teachers' Association on the Educational Development of the Student					
Variable	N	Df	r-cal	P-value	Decision
Parent-Teachers Association	60				
Educational Development	90	148	0.241	0	Sig.

@0.05 alpha level of significance

Table 2 showed summary of the significant relationship between Parents-teachers' association on the educational development of the student. The calculated value revealed 0.319 while the table value is 0.451, degree of freedom of 198 at 0.05 alpha level of significance. It is apparent here that chi-square calculated table is greater than critical value which means null hypothesis was rejected. It is therefore concluded that there was a significant relationship between Parents-teachers' association and the educational development of the student

Hypothesis Three: There is no significant influence of school counsellors, parents-teacher's association on the educational development of the student.

Table 3

Table 3 One-way ANOVA Showing the Influence of School Counsellors, Parents-Teacher's Association on the Educational Development of the Student					
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2699.015	2	245.365	2.514	0.008
Within Groups	8880.655	146	97.59		
Total	11579.67	148			

Table 3 showed the ANOVA analysis of the significant influence of school counsellors, parents-teachers association on the educational development of the student. The $F = 2.514$ at 0.08 level of significance clearly indicates significant influence on their project writing skills, controlling for other relevant factors such as writing experience, academic performance, and background knowledge. The between group mean square is significantly greater than within group mean square. The results from the table showed that there was a significant influence of school counsellors, parents-teachers association on the educational development of the student.

DISCUSSION OF FINDING

The findings from hypothesis one revealed that there was a significant relationship between school counsellors and educational development of the student. This study was in line with Okonkwo and Anagbogu (2002) who found that school counsellors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counsellor's interaction with others. These activities and services help students develop the appropriate mind set and behaviours for student success and improve their achievement, attendance and discipline. Through the school counselling program, school counsellors ensure equitable academic, career and emotional-emotional development opportunities for all students.

The findings from hypothesis two revealed that there was a significant relationship between Parents-teachers' association on the educational development of the student. This finding is consistent with Igwe (1999), who found that the complex network of relationships and interdependencies located at both individual and group levels such that their activities and roles cut across the emotional, economic, cultural and educational realms all in favour of better student academic outcomes, better school effectiveness and educational development.

The findings from hypothesis three revealed that there was a significant influence of school counsellors, parents-teacher's association and teachers on the educational development of the student. This is in line with Berger (1991). Who opined that it is proven by these studies that a correlate of increase levels of parents' involvement and school counsellors in school activities is an increase in student's achievement. He also established is a correlation between school counsellors and improved student attendance and reduced dropout rate due to their support in matters of students' discipline.

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