



Fortifying Educational Development through the Activities of Parent Teachers Association (PTA) in the school administration in Lags State

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ABSTRACT

This study investigates the pivotal role of Parent Teachers Associations (PTAs) in fortifying educational development within the school administration of Lagos State, Nigeria. It examines the prevalent challenges facing secondary schools in the state, which have been impeding their efficiency and effectiveness. The study further seeks to address these issues by evaluating the impact of PTAs in various aspects of school management, including fundraising, facilities maintenance, collaborative decision-making, and academic achievements. Additionally, it aims to identify and understand the challenges hindering the substantive contribution of PTAs to school development in Lagos State. The research utilizes a descriptive survey research method to provide a comprehensive view of the current state of secondary education in Lagos State, which is an area characterized by diverse socio-cultural influences and a dynamic educational landscape. The population under scrutiny comprises all public secondary school students in Educational District IV within Lagos State. The study's findings establish significant relationships between PTA activities and various aspects of school administration, including fundraising, facility maintenance, and collaborative decision-making, and educational development. It is evident that these relationships are pivotal in ensuring the effectiveness of secondary education in Lagos State, underscoring the relevance of PTAs in addressing the pressing needs of the education system.

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INTRODUCTION

A thorough examination of the secondary school system in Nigeria reveals various issues afflicting school administration, impeding efficiency and effectiveness. One of the major challenges is inadequate funding, spanning from primary to university level educational institutions. As Aghenta (1984) noted and as cited in Ekundayo & Alonge (2012), the success of any secondary school system relies heavily on the availability of resources. Money serves as a critical input for educational systems, facilitating the acquisition of essential human and

physical resources, as articulated by Adepaju (2002). Inadequate funding leaves education vulnerable, while ample resources, although not a panacea, make challenges more manageable. Insufficient physical and instructional facilities also hinder school performance, as observed by Ayodele (2002). Achieving predetermined educational objectives necessitates adequate facilities to facilitate teaching and learning effectively. The pervasive inadequacy of facilities in most Nigerian secondary schools reflects the consequences of underfunding.

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Furthermore, a noteworthy issue is the lack of involvement of parents in school administration. Some school principals, driven by the fear of potential criticism, tend to exclude parents from the decision-making process. Fehrman, Keith & Reiners (2007) argue that parents often desire a more active role in their children's progress and school program decisions, yet administrators, principals, and teachers' exhibit reluctance in encouraging parental engagement. The absence of parental involvement frequently results in limited cooperation between schools and parents, ultimately constraining the schools' overall performance.

Additionally, the supervision of schools has been a point of contention, as highlighted by Abiodun-Oyebanji (2004). Ayodele (2002) distinguishes between internal supervisors (e.g., principals, vice-principals, and department heads) and external supervisors, which may include the PTA. The primary responsibility of supervisors is to ensure that schools adhere to established regulations. Negligence in this area adversely affects teaching and learning activities within secondary schools.

Moreover, the study notes a persistent challenge in the form of mass student failures in public examinations, a hindrance to the development of secondary education in Nigeria, as reported by Ajayi & Ekundayo (2010). Several reasons are attributed to this poor performance, including the lack of proper parental guidance, failure to provide necessary materials for students, and parental involvement in examination malpractices.

These problems plaguing the secondary school system underscore the increasing attraction of private schools as alternatives to struggling public institutions for many Nigerians. In this context, this study endeavors to assess the impact of Parent Teachers Association (PTA) activities on school administration in Lagos State, recognizing the critical role PTAs play in addressing the challenges outlined.

Objectives of the Study

The study also sought to:

1. Investigate the Impact of the Parents Teachers Association (PTA) on Fundraising for Enhanced Secondary School Administration in Lagos State.
2. Evaluate the Influence of Parents Teachers Association (PTA) Support in Maintaining Facilities for Effective Secondary School Administration in Lagos State.
3. Examine the Collaborative Effects of Parents Teachers Association (PTA) and School Authorities on School Administration Management.
4. Assess the Relationship between Parents' Teachers Association (PTA) Activities and Educational Development in Lagos.
5. Identify the Key Challenges Hindering the Substantive Contribution of Parents' Teachers Association (PTA) to School Development.

Research Questions

The following questions were raised to guide the study

1. What is the level of financial support provided by the Parents Teachers Association (PTA) for secondary school administration in Lagos State?
2. What percentage of the school's facilities and infrastructure maintenance is funded through PTA support?
3. To what extent do collaborative efforts between the PTA and school authorities influence decision-making in secondary school administration?
4. What percentage of students' educational achievements can be attributed to the PTA's activities and contributions?
What are the most prevalent challenges faced by the PTA in contributing significantly to school development, and how frequently do they occur?

METHODOLOGY

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This study utilized a descriptive survey research method to provide a comprehensive snapshot of current conditions within Lagos State's educational landscape. Descriptive research techniques, ranging from surveys assessing the present status to correlation studies exploring variable relationships, were employed to shed light on the multifaceted challenges and opportunities facing secondary education in the region.

Lagos State, with its rich history, emerged as an administrative division of Nigeria in 1967, following a significant restructuring into a federation of 12 states. It was previously part of the Federal Government's direct administration through the Federal Ministry of Lagos Affairs, while nearby regions like Ikeja, Agege, Mushin, Ikorodu, Epe, and Badagry were governed by the Western Region. Lagos, once the national capital, served a dual role as the state and

federal capital until 1976. Despite the subsequent relocation of the state capital to Ikeja and the establishment of the Federal Capital Territory in Abuja in 1991, Lagos retained its prominence as Nigeria's financial hub and grew into the country's most populous city. The study area for this research, Lagos State, is a dynamic and culturally diverse environment, attracting a blend of indigenous populations, including the Aworis, Eguns, Ijebus, and Eko-Awori settlers. With its extensive network of educational institutions, Lagos State remains a critical hub for education in Nigeria, home to numerous universities, colleges, and schools, enriching the academic landscape. The study's focus is on public secondary school students in Educational District IV in Lagos State, aiming to provide insights into the challenges and opportunities in the local education system.

DATA PRESENTATION AND RESULTS

Table 1: Analysis of Demographic Data of the Participants

VARIABLE	N	%
Gender		
Female	183	61
Male	117	39
Total	300	100
Age		
31-40 years	102	34
41-50 years	135	45
51 years and above	63	21
Total	300	100
Gender		
Single	63	21
Married	123	41
Separated	69	23
Widow/Widower	45	15
Total	300	100
Qualification		
NCE	84	28
Bachelor Degree	156	52
Postgraduate Degree	60	20
Total	300	100
Years of Experience		
1-5 years	75	25

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6-10 years	63	21
11-15 years	93	31
16-20 years	21	7
21 years above	48	16
Total	300	100

Source: Field survey February, 2017

Information on table 1 shows that 61% of the total respondents were female while 39% were male. This implies that majority of the participants were female. Also, 34% of the respondents were between the age of 31-40, 45% were between the age of 41-50 while 21% were between the age of 51 years and above. This implies that majority of the respondents are between the age of 41-50 years. The table also reveals that 21% of the respondents were single, 41% were married, 23% of them were separated while 15% were widow/widower. This implies that majority of the respondents were married. The table equally shows that 28% of the respondents were NCE holders, 52% of them were degree holders while 20% of them were holders of postgraduate degree. This implies that majority of the respondents were bachelor degree holder.

The table finally shows that 25% of the respondents were staff with 1-5 years of experience, 22% of them were staff with 6-10 years of experiences, 31% of them were staff with 11-15 years of experience, 7% of them were staff with 16-20 years of experience while 15% of them were staff with more than 20 years of experience. This implies that majority of the respondents were staff with 11-15 years of experience.

Answers to Research Question

Research Question 1

What are the effects of Parents Teachers Association (PTA) on raising fund for effectiveness of secondary school administration in Lagos State?

Table 2: PTA and raising fund for administration effectiveness

S/N	Items	Agreement		Disagreement		Total N / %
		N	%	N	%	
1	My school has functional "Parents Teachers Association" to support fund raising for school administration	186	62	114	38	300/100
2	Parents Teachers Association forum in my school influence policy development in my school.	189	63	111	37	300/100
3	My school does not have functional PTA forum.	108	36	192	64	300/100
4	Parents Teachers Association (PTA) forum has been a good source of generating internal income for effective school administration	213	71	87	29	300/100
5	PTA forum executive helps in running day-to-day activities of my school	177	59	123	41	300/100

Source: Field report February, 2017.

Information on table 2 shows respondents opinion on whether PTA activities affect fund raising for effectiveness of secondary

school administration. Majority of the respondents generally agreed that PTA activities support fund raising for effectiveness of

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secondary school administration. For instance 62% agree and 38% of the respondents disagree that their school has functional "Parents Teachers Association" to support fund raising for school administration. Likewise, 63% of the participants agreed while 37% of them disagreed that Parents Teachers Association forum in my school influence policy development in my school. However, 36% of the respondents agreed while 64% of them disagreed that their school does not have functional PTA forum. But, 71% of the respondents agreed while 29% of them disagreed that Parents Teachers Association (PTA) forum has been a good source of generating internal income for effective school administration. Lastly, 59% of the respondents

agreed while 41% of them disagreed that PTA forum executive helps in running day-to-day activities of their school. With this result on can rightly conclude that Parents Teachers Association (PTA) forum is a good source of generating internal income for effective school administration. They support school fund raising activities and helps in running-day-to-day activities of many secondary schools.

Research Question 2

What are effects of Parents Teachers Association (PTA) support on maintenance of facilities for effectiveness of secondary school administration in secondary Lagos State?

Table 3: PTA support on maintenance of facilities and effectiveness of school administration

S/N	Items	Agreement		Disagreement		Total N / %
		N	%	N	%	
6	PTA efficiency carry out maintenance of dilapidated facilities in most school in Lagos State	156	52	144	48	300/100
7	PTA forum raises fund for provision and maintenance of school facilities.	244	81	56	19	300/100
8	School that has functional PTA forum will received good support for maintenance of their school facilities	180	60	120	20	300/100
9	Government alone cannot adequately provide and maintain all school properties	238	79	62	21	300/100
10	Most school in Lagos State cannot adequately maintain their facility without help PTA forum	109	36	191	64	300/100

Source: Field report February, 2017.

Information on table 3 shows respondents opinion on the effects of Parents Teachers Association (PTA) support on maintenance of facilities for effectiveness of secondary school administration. Majority of the respondents generally agreed that PTA helps in carrying out maintenance activities. For example, 52% of the respondents agreed and 48% of the respondents disagreed that PTA efficiency carry out maintenance of dilapidated facilities in most school in Lagos State. Likewise, 81% of the respondents agreed while 19% of them

disagreed that PTA forum raises fund for provision and maintenance of school facilities. Also, 60% of the respondents agreed while 40% of them disagreed that school that has functional PTA forum will received good support for maintenance of their school facilities. Also, 79% of them agreed while 21% of them disagreed that government alone cannot adequately provide and maintain all school properties. But 36% of them agreed while 64% of them disagreed that most school in Lagos State cannot adequately maintain their facility without help PTA forum.

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With this result one can rightly conclude that provision and maintenance of school facilities is an herculean task that government cannot singly handle. Hence, PTA forum help in filling the gap. They help in raising fund to support maintenance of available school

facilities and providing those that are not readily available.

Research Question 3: What are the effects of collaboration between Parents Teachers Association (PTA) and school authority on management of school administration?

Table 4: Collaboration between Parents Teachers Association (PTA) and school authority on management of school administration

S/N	Items	Agreement		Disagreement		Total N / %
		N	%	N	%	
11	Good collaboration between school authorities and PTA forum will bring about effective school administration	200	67	100	33	300/100
12	Most principal do not want to involve parents in the administration of their school because of fear of being criticize.	162	54	138	46	300/100
13	Parents involvement in their children school activities will improve their children's academic achievements	227	76	73	24	300/100
14	Lack of cordial relationship between school management and PTA in many school negatively affect school efficiency.	221	74	79	26	300/100
15	Cordial relationship between school management and PTA forum in secondary school will positively influence school efficiency.	248	83	52	17	300/100

Source: Field report February, 2017

Information on table 4 shows participants opinion on the collaboration between Parents Teachers Association (PTA) and school authority on management of school administration. Most of the respondents generally agreed that collaboration between Parents Teachers Association (PTA) will positively affect school authority on management of school administration. For instance, 67% of the respondents agreed and 33% of the respondents disagreed that good collaboration between school authorities and PTA forum will bring about effective school administration. Likewise, 54% of the respondents agreed while 46% of them disagreed that most principal do not want to involve parents in the administration of their school because of fear of being criticize. Also,

76% of the respondents agreed while 24% of them disagreed that parent's involvement in their children school activities will improve their children's academic achievements. Equally, 74% of them agreed while 26% of them disagreed that lack of cordial relationship between school management and PTA in many school negatively affect school efficiency. Finally, the table reveals that 83% of the participants agreed while 17% of them disagreed that cordial relationship between school management and PTA forum in secondary school will positively influence school efficiency. With is this result, it is clear that cordial relationship between Parents Teachers Association (PTA) and school authority is of great importance for effective school administration.

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Research Question 4

To what extent would activities of the Parents' Teachers Association (PTA) relates to the development of education in Lagos?

Table 5: Activities of the Parents' Teachers Association (PTA) and development of education

S/N	Items	Agreement		Disagreement		Total N / %
		N	%	N	%	
16	Involvement of PTA in school administration will improve school internal generated revenue	196	65	104	35	300/100
17	Involvement of PTA in school administration will improve school internal efficiency.	202	67	98	33	300/100
18	There will be provision of adequate funding and availability of school resources when there is good PTA on ground.	266	89	34	11	300/100
19	School that have good PTA will record good development than those that does not have	264	88	36	12	300/100
20	Having good PTA on ground does not mean that the schools will records academic progress and achievement.	127	42	173	58	300/100

Sources: Field report February, 2017.

Information on table 5 reveals respondents answer to questions raised on the extent at which activities of the Parents' Teachers Association (PTA) relates to the development of education. The table shows that 65% of the respondents agreed and 35% of the respondents disagreed that involvement of PTA in school administration will improve school internal generated revenue. Likewise, 67% of the participants agreed while 33% of them disagreed that involvement of PTA in school administration will improve school internal efficiency. Also, 89% of the respondents agreed while 11% of them agreed that there will be provision of adequate funding and availability of school resources when there is good PTA on ground. The table equally

shows that 88% of the respondents agreed while 12% of them disagreed that school that have good PTA will record good development than those that does not have. Finally, the table shows that 42% of the respondents agreed while 58% of them disagreed that having good PTA on ground does not mean that the schools will records academic progress and achievement. With this result one can deduced that effective Parents' Teachers Association (PTA) will directly relates to the development of education.

Research Question 5

What are the various challenges stopping Parents' Teachers Association (PTA) from contributing meaningfully to school development?

Table 6: Challenges stopping Parents' Teachers Association (PTA) from contributing meaningfully to school development

S/N	Items	Agreement		Disagreement		Total N / %
		N	%	N	%	
21	Lack of cooperation between school authority and PTA forum from hinder PTA function effectively	156	52	144	48	300/100

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S/N	Items	Agreement		Disagreement		Total N / %
		N	%	N	%	
22	Inadequate fund hinder PTA from performing their function adequately	244	81	56	19	300/100
23	Improper representation hinder PTA activities	180	60	120	20	300/100
24	Bad leadership is of one of the factors that does not allow most PTA to function well	238	79	62	21	300/100
25	Poor school resources in most schools hinder PTA from performing optimally.	201	67	99	33	300/100

Source: Field report February, 2017.

Information on table 6 shows reveals respondents answer to questions raised on the various challenges stopping Parents' Teachers Association (PTA) from contributing meaningfully to school development. From the table it was revealed that, 52% of the respondents agreed and 48% of the respondents disagreed that lack of cooperation between school authority and PTA forum from hinder PTA function effectively. Likewise, 81% of the respondents agreed while 19% of them disagreed that inadequate fund hinder PTA from performing their function adequately. Also, 60% of the respondents agreed while 40% of them disagreed that improper representation hinder PTA activities. Also, 79% of them agreed while 21% of them disagreed that bad leadership is of one of the factors that does not allow most PTA to function well. Finally, 67% of them agreed while 33% of them disagreed that poor school resources in most schools hinder PTA from performing optimally.

With this result one can rightly conclude that bad leadership, inadequate fund, poor school resources and lack of cooperation between school authorities and PTA forum hinder from function effectively.

DISCUSSION OF THE FINDINGS

Answer to research question one shows that Parents Teachers Association (PTA) plays a major role in raising fund for effectiveness of secondary school administration in Lagos State. For example, participants responses to statement 4 that stated that Parents Teachers Association (PTA) forum has been a good source of generating internal income for

effective school administration reveals that 213(71%) of the participants agreed with the statement while only 87(29%) of them disagreed with the statement. Findings from hypothesis one also confirm that there is significant relationship between Parents Teachers Association (PTA) activities and raising fund for effectiveness of secondary school administration in Lagos State. The r-value of 0.21 is greater than r-critical 0.087 at 0.05 level of significance. This result was in agreement with Nwakwo (2003) who posited that the task of school administration include planning and policy making, provision and maintenance of fund and facilities, improvement of instructional programmes and maintenance of school-community relationships. It result is also in agreement with Ajayi (2009) who conclude that, effective administration of schools could be hampered where the PTA is not performing its roles as expected. The school and the community are interdependent and interrelated and for the relationship between them to be meaningful, worthwhile and productive, they must be willing to assist each other to achieve their respective goals in atmosphere of love, mutual trust and cooperation. The study also concurs with the conclusion of Omoregbe (2009) that parental involvement in school administration has a positive relationship with school effectiveness.

Answer to research question two shows that Parents Teachers Association (PTA) forum render key support on maintenance of facilities for effectiveness of secondary school administration in secondary Lagos State. For example, participants responses to statement 7 that stated that PTA forum raises fund for

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provision and maintenance of school facilities reveals that 244(81%) of the participants agreed with the statement while only 56(19%) of them disagreed with the statement. Findings from hypothesis two also confirm that there is significant relationship between Parents Teachers Association (PTA) support and maintenance of facilities for effectiveness of secondary school administration in secondary Lagos State. The r -value of 0.25 is greater than r -critical 0.087 at 0.05 level of significance. The result was in agreement with Lepp (2015) that increased smartphone use was associated with decreased academic performance. The result was also in agreement with Owobu (2009) who observed that the PTA participate in the maintenance of discipline, motivation of students for academic performance, maintenance of school facility, and provision of basic infrastructure. The finding also corroborate with Akintelure (2007) when he suggested that if the construction of physical facilities in schools are awarded to members of the PTA instead of contractors, parents would be willing to make additional sacrifice in the development of the schools.

Hypothesis three stated that there is no significant relationship between collaboration between Parents Teachers Association (PTA) and school authority on management of school administration. The result of the findings shows that there is significant relationship between collaboration between Parents Teachers Association (PTA) and school authority on management of school administration. The r -value of 0.31 is greater than r -critical 0.087 at 0.05 level of significance. The result was in agreement with Eze (2008) that good collaboration between school authorities and PTA forum will bring about effective school administration. Also, with Ijaja, (2004) Cordial relationship between school management and PTA forum in secondary school will positively influence school efficiency.

Answer to research question four shows that Parents' Teachers Association (PTA) relates to the development of education to a

large extent. For example, participants responses to statement 19 that stated that School that have good PTA will record good development than those that does not have reveals that 264(88%) of the participants agreed with the statement while only 36(12%) of them disagreed with the statement. Findings from hypothesis four also confirm that there is significant relationship between Parents' Teachers Association (PTA) activities and development of education in Lagos. The r -value of 0.18 is greater than r -critical 0.087 at 0.05 level of significance. This result was in agreement with Mashele (2009) who asserted that school that have good PTA will record good development than those that does not have for there will be provision of adequate funding and availability of school resources when there is good PTA on ground. The finding is also in tandem with Adeyemo (2006) that involvement of PTA in school administration will improve school internal generated revenue and school internal efficiency.

CONCLUSION

The result of this findings clearly show that secondary schools can only produce good results if there is effective and efficient management of the human and material resources in the system. Government alone cannot adequately provide and maintain all school properties and this create a gap which Parent Teachers Association (PTA) stand to fill. This paper has reviewed the critical role of Parent Teachers Association (PTA) as an inevitable funding compliment for secondary school administration in Lagos State. Based on the result from the findings of this study. It was concluded that there is significant relationship between Parents Teachers Association (PTA) activities and raising fund for effectiveness of secondary school administration in Lagos State; there is significant relationship between Parents Teachers Association (PTA) support and maintenance of facilities for effectiveness of secondary school administration in secondary Lagos State; there is significant relationship between collaboration between Parents

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Teachers Association (PTA) and school authority on management of school administration and that there is significant relationship between Parents' Teachers Association (PTA) activities and development of education in Lagos.

RECOMMENDATIONS

Based on the results of the findings, the following recommendations were proffered

1. Parents-Teachers Association should continue to play significant roles in school-based supervision towards quality in the school system.
2. PTAs should continue to be involved in financing school programmes not by just providing needed funds but by ensuring the judicious utilization of the funds towards quality in the school system.
3. PTA and educational administrators make concerted efforts initiate and sustain new projects, rehabilitate dilapidated infrastructures and initiate professional development through staff training.
4. There is need to create awareness of public private partnership in financing education.
5. Government reviews the edit establishing the PTA and make attendance to PTA meetings and membership of PTA compulsory for parents in their children's schools.
6. PTA should know their responsibilities and limits of their responsibilities.
7. Government should try and provide enough funds and school materials and delegate government officials as representatives at PTA meetings.
8. Government should make policies regarding school community relationships and empowering PTA to make levies to help provide for the school.
9. Teachers and the PTA should see themselves as partners in the process of educating the children.

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