

THE EFFECTS OF PARENT-TEACHER ASSOCIATION INTERVENTION STRATEGIES AND ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN IREPODUN L.G.A. KWARA STATE

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ABSTRACT

Nigerian education has been made better and of higher quality thanks to the Parent-Teacher Association. This study examined parent-teacher association intervention strategies and administrative effectiveness in public secondary schools in Irepodun Local Government Area, Kwara State, Nigeria. The study adopted a descriptive survey of correlational type. Two research questions and one hypothesis were raised to guide the study. A purposive random sampling technique was used to select two hundred and forty-eight respondents from 38 public secondary schools in Irepodun Local Government Area, Kwara State. The research instrument was titled Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) and Administrative Effectiveness Questionnaire (AEQ) was used to collect data for the study. Descriptive statistic of frequency counts, percentages, mean and standard deviation was used to analyze demographics and answer the research questions raised. Inferential statistics of Pearson Product Moment Correlation statistics were used to test the formulated research hypotheses. The findings of the study revealed that; the level of parent-teacher association intervention strategies was high based on the dimensions in Irepodun Local Government Area, Kwara State. The level of administrative effectiveness in public secondary schools in Irepodun Local Government Area, Kwara State was high. There was a significant relationship between parent-teacher association intervention strategies and administrative effectiveness in public secondary schools in Irepodun Local Government Area, Kwara State. It was recommended among others that efforts should be made to strengthen parent-teacher association through regular training and capacity-building programs to equip them with effective intervention strategies that can support administrative functions and improve school governance.

Keywords: Administrative Effectiveness, Intervention Strategies, Parent-Teacher Association.

INTRODUCTION

Parent-Teacher Association (PTA) was born with the aim of building a partnership between parents and teachers, for the purpose of improving the quality of education in schools (Lewis, 2006). One way of influencing the development of the facilities in schools by PTA was to provide the funds the schools needed to provide such facilities or to directly provide them to the school. Within a short space of time from their formation, the PTA's had become one of the major financiers of school expenditures and this is true even today. Nowadays

government contribution to any one school can be as low as 15 percent or even less of the total income of the school (Lasibille, 2000).

The Parent-Teacher Association (PTA) is an organization that brings together parents, teachers, and school administrators with the common goal of supporting the educational experience and well-being of students. The PTA serves as a platform for collaboration, communication, and engagement between parents and the school community (Ishimaru, 2019). According to Lai (2020), the primary purpose of the PTA is to promote the best interests of the students and enhance the educational environment. The association works towards fostering a positive school culture, facilitating effective communication between parents and the school, and supporting the academic, social, and emotional development of students. The PTA serves as an advocate for parents and students, representing their interests and concerns to the school administration and relevant stakeholders. It provides a collective voice to address issues related to curriculum, policies, resources, and the overall educational experience. The PTA acts as a bridge between parents and the school, facilitating regular and open communication. It provides a platform for parents to voice their opinions, share ideas, and engage in discussions with teachers and administrators. Collaborative efforts between parents and the school foster a sense of partnership and a shared responsibility for student success.

PTA often engages in fundraising activities to support various initiatives and projects that benefit students and enhance the school environment. These funds can be used to provide resources such as books, equipment, technology, or to organize extracurricular activities, events, or educational programs (Nzoka, 2014). The PTA plays a role in providing educational resources and opportunities for parents. This may include workshops, seminars, or guest speakers on topics relevant to parenting, child development, education, or school-related matters. The association also provides a support network for parents, allowing them to connect, share experiences, and seek advice from one another. The PTA encourages and facilitates parent involvement in various school activities and events. Parents are invited to volunteer their time, skills, and expertise to support classroom activities, field trips, school functions, and other initiatives. Active parent involvement strengthens the sense of community and contributes to a positive and inclusive school environment (Mleezko, 2013).

The PTA collaborates with the school administration to address issues, develop policies, and make decisions that impact students and the school community. The association may have a representative or liaison who works closely with school administrators to ensure effective communication, coordination, and implementation of PTA initiatives. According to Ayeni (2013), PTA may have a role in school governance through representation on school boards or committees. This enables parents to have input in decision-making processes and contribute to the development of school policies, programs, and strategic planning.

The Parent-Teacher Association is an integral part of the school community, working collaboratively to create a positive and supportive educational environment. By fostering open communication, advocating for students, and facilitating parent involvement, the PTA enhances the partnership between parents and the school, ultimately benefitting the educational experience and success of students. The Parent-Teacher Association is an association for the voluntary benefit of parents, guardians, and teachers at a certain school. To

help create a supportive environment that will aid in the process of teaching and learning in schools, the Parents/Teachers Association (P.T.A.) aims to foster mutual understanding and collaboration between parents and teachers (Okeke, 2019). The main objective of any PTA is to help enrich the educational environment and learning experience of all students through parents' and teachers' involvement. PTA can engage in various activities such as providing support or input to major school events.

P.T.A. seeks to provide parents with information about what is happening in the school and an opportunity to voice their opinions on matters about their children (Elui, 2017). Capital projects such as building new classrooms or administrative buildings, fencing the school, providing staff rooms, staff quarters, labs, etc. are funded by the P.T.A. According to Elui (2017), P.T.A. facilitates communication and decision-making between parents and instructors regarding the upbringing, welfare, and management of students, staff, and the school. It is in charge of resolving the majority of issues that school administrators may run into to make sure that kids are appropriately prepared for learning, including extracurricular activities like intramural sports (National P.T.A., 2018).

Purpose of the Study

The main purpose of this study was to investigate the effect of parent-teacher association intervention strategies and administrative effectiveness in public secondary schools in Irepodun Local Government Area, Kwara State, Nigeria. Therefore, other purposes were as follows among others:

- i. Examine the level of effectiveness of parent-teacher association intervention strategies available among public secondary schools in Irepodun L.G.A.Kwara State;
- ii. Examine level of administrative effectiveness within the school system in public secondary schools in Irepodun L.G.A.Kwara State;
- iii. Examine the relationship between parent-teacher association intervention strategies and administrative effectiveness in public secondary schools in Irepodun L.G.A. Kwara State

Research Questions

- i. What is the level of effectiveness of parent-teacher association intervention strategies used in senior secondary schools in Irepodun L.G.A. Kwara State?
- ii. What is the level of secondary school's administrative effectiveness in public secondary schools in Irepodun L.G.A. Kwara State?

Research Hypothesis

There is no significant relationship between parent-teacher association intervention strategies and administrative effectiveness in public secondary schools in Irepodun L. G. A. Kwara State.

Literature Review

Abdulkareem and Oduwaiye (2011) reiterated that in the modern educational setting, it may be a great omission if parents leave the responsibility of managing schools to teachers alone. Parent-teacher association intervention strategies must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling. A similar study by Akpan (2014), investigated the perception of principals

regarding parents' involvement in the management of public secondary schools and the associated challenges. He stated that parents were to some extent involved in school-based management practices, focusing on partnership to improve students' discipline, policy/decision-making, and school development projects. Also in another forum, Abdulkareem, A.Y., Fasasi, Y.A. & Akinnubi, O. P. (2021) investigated the influence of the Parents-Teachers' Association (PTA) on quality assurance in school management, focusing on the efficient mobilization and utilization of resources to achieve school goals. The author recommended that PTAs should continue playing significant roles in school-based supervision to ensure quality within the education system and that funds raised should be utilized judiciously to achieve educational quality.

Olaifa et al, (2024), affirmed that parent-teacher association intervention strategies and goal achievement in public secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria was high based on the dimensions taken by the local government authorities. It was recommended among others that the Kwara State government through Kwara Teaching Service Commission (TESCOM) ensure that qualified and competent teachers are recruited so that effective and efficient teaching and learning processes will be improved. Christen and Sheridan (2010) agreed that when parents are fully involved in their children's education, the children earn higher grades, are well behaved and stay in school till they finish form four. When both parents and teachers (PTA) work together, communicate and build a family and school partnership, everyone reaps the benefits. Mbiti (2017), argued that the parent association of any school has a rich fund of skills expertise, knowledge and experience that goes beyond the capacities of their teachers. This resource should be harnessed to support and improve the education of the students holistically. According to Ayeni (2014), parent-teacher association intervention strategies evolving education policy reform initiative that focuses on continuous prevention of defects through holistic monitoring and evaluation process, aimed at improving the quality of school management, learning environment, curriculum delivery and pupils'/students' learning achievement through the involvement of meaningful, close, strong and goal-oriented partnership between the school authority and other relevant stakeholders.

Methodology

The research design for this study was a descriptive survey of correlational type. The population of this study comprised 489 qualified teachers in 42 public secondary schools in Irepodun Local Government Area, Kwara State. A purposive random sampling technique was used to select 489 teachers in 42 public senior secondary schools in Irepodun Local Government Area, Kwara State. Using Research Advisors (2006) the sample size used was 217 teachers. The researcher's Instruments titled Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) and Administrative Effectiveness Questionnaire (AEQ) were used for data collection. The copies of the Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) were administered to the school principals to examine the level of Parent-Teacher Association Intervention Strategies while the copies of the Administrative effectiveness Questionnaire (AEQ) were administered to school teachers to evaluate the level of administrative effectiveness in secondary schools. The research instruments contained three different sections. Section 'A' contained the demographic data of the respondents.

Section B contained the items on the parameters of parents-teachers intervention strategies while Section C contained the items of the indices of administrative effectiveness respectively. The research instrument was structured in line with four Likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To determine the reliability of the Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) Administrative Effectiveness Questionnaire (AEQ), the test-retest reliability method was adopted where the researcher administered 50 copies of the research instrument to respondents that were not part of the sampled public schools in Irepodun Local Government Area, Kwara State. The reliability coefficients of PTAISQ and AEQ were analyzed using Cronbach’s Alpha. Therefore, the coefficients of 0.870 and 0.873 were obtained showing that the instruments were reliable for data collection. The administrated instruments were made available and retrieved for data analysis. 210 Out of 217 administered research instruments to the teachers were retrieved and 38 out of 42 public secondary school principals administered were returned for data analysis. Therefore, 248 respondents were used for the study. Descriptive statistic of frequency counts, percentages, mean and standard deviation was used to analyze the demographic data of the respondents and answer the research questions raised for the study. Inferential statistics of Pearson Product Moment Correlation statistics were used to test the hypotheses formulated at a 0.05 level of significance. The data collected was subjected to statistical analysis with the use of Statistical Packages of Social Science (SPSS) version 21.0.

Table 1
Sample of Schools, Principals and Teachers

S/N	L. G. A.	Number of Schools	Sample of Schools	Sample of Principals	Total no of Teachers	Population of teachers in Sampled schools	Sample of Teachers	Total participants
1	Irepodun	42	38	38	500	470	210	248
Total		42	38	38	500	470	210	248

Source: Fieldwork (2024)

Results and Analysis of Data

Table 2
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.870	.873	50

Source: Field Survey, 2024

Table 2 shows the reliability of the questionnaire used for the survey research. This shows the Cronbach’s alpha of 0.870 that is 0.870 is closer to 1 which is an indication that the questionnaire used for the research work is highly reliable. Hence, further analysis can be done on the result obtained from the field.

Table 3
Response Rate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Retrieved and Completed	248	95.8	95.8	95.8
Un-retrieved	11	4.2	4.2	100.0
Total	259	100.0	100.0	

Source: Field Survey, 2024

Table 3 shows the response rate of the respondents. The table reveals that out of a total of 259 questionnaires administered, 248 questionnaires were answered and returned which represent 95.8% response rate while 11 questionnaires representing 4.2% were not answered. The implication is that there is a high response rate of validity of the findings.

Demographic Information

The data collected were analyzed in this section represents the variables of focus for the study and background information of the respondents that were actively involved in the study. The demographic information in which data were collected and analysed includes gender, service status, educational qualification, and years of experience which are presented on tables as follows:

Table 4
Demographic Attribute of Respondents

Gender	Frequency	Percentage
Male	96	38.7
Female	152	61.3
Total	248	100.0
Service Status		
Principal	38	15.3
Teacher	210	84.7
Total	248	100.0
Educational Qualification		
OND/NCE	32	12.9
BSC/B.Ed/HND	168	67.7
Master Degree	30	12.1
Ph.D	18	7.3
Total	248	100.0
Length of Service		
1-5yrs	115	46.4
6-10yrs	89	35.9
11-15	20	8.1
16 above	24	9.6
Total	248	100.0

Source: Author Computation, 2024

The table presents the demographic attributes of respondents participating in this study, detailing their gender, service status, educational qualification, and length of service. Regarding gender distribution, the respondents are predominantly female, with 152 out of 248 participants, accounting for 61.3%. male respondents constitute 38.7%, totaling 96 individuals. This significant gender disparity indicates a higher representation of females in the sample. In terms of service status, the majority of respondents are teachers. Specifically, 210 respondents, or 84.7%, are teachers, while 38 respondents or 15.3%, are principals. This indicates that the survey primarily captures the perspectives of teachers rather than school principals. When examining educational qualifications, the data shows a relatively high level of academic attainment among the respondents. A majority, 67.7%, hold a BSc/B.Ed/HND, totaling 168 individuals. Additionally, 32 respondents (12.9%) have an OND or NCE, 30 respondents (12.1%) possess a master's degree, and 18 respondents (7.3%) hold a Ph.D. The predominance of respondents with a BSc/B.Ed/HND suggests that most of the sample has attained a substantial level of higher education. Analyzing the length of service, it becomes evident that a significant portion of respondents are in the early stages of their careers. The largest group, comprising 115 respondents (46.4%), has been in service for 1-5 years. This is followed by 89 respondents (35.9%) with 6-10 years of service, 20 respondents (8.1%) with 11-15 years of service, and 24 respondents (9.6%) with over 16 years of service. This distribution highlights a relatively young or early-career demographic among the participants.

Research Question 1 What is the level of effectiveness of parent-teacher association intervention strategies used in public secondary schools in Irepodun L.G.A. Kwara State Nigeria?

Table 5

Level of effectiveness of parent-teacher association intervention strategies in public senior secondary schools

STATEMENT	SA	A	D	SD	Mean	Std Deviation	Rmks
Recruitment of part-time Teachers							
The hiring procedure for part-time teachers is organized efficiently.	120	78	35	15	3.22	.906	High
The unique knowledge and abilities required for part-time teaching positions are taken into account during the hiring process.	140	80	20	8	3.42	.775	High
The application procedure is simple and quick for part-time teaching jobs.	130	80	35	3	3.36	.766	High
Student enrollment and course demand have an impact on the availability of part-time teaching employment.	150	90	8	-	3.57	.557	High
The school recognizes part-time teachers as essential members of the teaching staff and cherishes their work.	130	90	22	6	3.39	.750	High

Purchases of Learning Resources

The institution's ability to purchase essential instructional resources is limited by financial restrictions.	125	95	20	8	3.36	.766	High
Before buying learning resources, sufficient planning and needs analysis are done.	120	100	20	8	3.34	.762	High
When choosing which educational materials to acquire, teacher input is taken into account.	140	90	18	-	3.50	.624	High
Investing in sufficient educational materials raises the standard of instruction	135	80	20	-	3.37	.815	High
The accessibility of current learning resources has a favorable effect on student engagement.	125	80	30	13	3.31	.861	High
Renovation of School Building							
It is vital to renovate school buildings to create a favorable learning environment.	170	70	8	-	3.65	.541	High
Renovated school buildings improve the institution's overall aesthetic appeal.	160	70	10	8	3.54	.724	High
Classroom and facility renovations enhance instruction and learning	150	60	30	10	3.41	.844	High
The school is unable to carry out significant refurbishment projects due to budgetary restrictions.	140	70	20	13	3.36	.889	High
Renovations to school buildings are financed in part by community support and fundraising initiatives.	130	70	30	18	3.26	.934	High
Donation Secured for School/ Fundraising							
The funds raised through fundraising efforts go toward enhancing the school's resources and facilities.	120	50	50	28	3.06	1.067	High
Donations from the community have a good effect on the school's sense of pride and community involvement.	135	70	20	10	3.39	.792	High
Active involvement of school staff, students in fundraising initiatives motivates community participation.	120	90	25	13	3.28	.840	High
Community members are encouraged to donate when fundraising objectives and projects are well communicated.	110	100	28	10	3.25	.811	High
Donations obtained for school fundraising assist in addressing resource budget constraints.	120	60	25	43	3.04	1.132	High
Overall mean					3.38		

Key: Overall mean: 0.00 - 1.49 Low, 1.50-2.49 Moderate, 2.50- 4.00 High.

Source: Author's Computation, 2024

The table provides an analysis of the perceived effectiveness of Parent-Teacher Association (PTA) intervention strategies in public secondary schools, based on responses from 248 participants. Each intervention strategy is evaluated on a scale, with the table showing the mean, standard deviation, and remark for each item. The RPTT items show generally high effectiveness, with means ranging from 3.22 to 3.57. Specifically, RPTT1 has a mean of 3.22 and a standard deviation of 0.906, indicating a high level of agreement among respondents about its effectiveness. RPTT2 and RPTT3 both have a mean of 3.42 and 3.36, with standard

deviations of 0.775 and 0.766 respectively, reflecting strong consensus on their high effectiveness. RPTT4 and RPTT5, with means of 3.57 and 3.39 with standard deviations of 0.557 and 0.750 respectively, also indicate high effectiveness, though with slightly more variability in responses.

The Purchases of Learning Resources (POLR) items also reflect high effectiveness, with means ranging from 3.31 to 3.50. POLR6 has a mean of 3.36 and a standard deviation of 0.766, showing high agreement on its effectiveness. POLR7, with a mean of 3.34 and a standard deviation of 0.762, is similarly rated as highly effective. POLR8, POLR9, and POLR10, with means of 3.50, 3.37 and 3.31 with standard deviations of 0.624, 0.815 and 0.861 respectively, indicate high effectiveness but with higher variability in responses.

The Renovation of School Building (RSB) items demonstrate high effectiveness as well, with means ranging from 3.26 to 3.65. RSB11 and RSB12, with means of 3.65 and 3.54 with standard deviations of 0.541 and 0.724 respectively, show high agreement on their effectiveness. RSB13, with a mean of 3.41 and a standard deviation of 0.844, is perceived as highly effective with relatively high variability. RSB14 and RSB15, with means of 3.36 and 3.26 with standard deviations of 0.889 and 0.934 respectively, also indicate high effectiveness.

The Donation Secured for School/ Fundraising (DSSF) items similarly reflect high effectiveness, with means ranging from 3.04 to 3.39. DSSF16 and DSSF20, with means of 3.06 and 3.04 with standard deviations of 1.067 and 1.132 respectively, signifying high variability on their effectiveness. DSSF18, with a mean of 3.28 and a standard deviation of 0.840, is seen as highly effective with relatively high variability. DSSF17 and DSSF19, with means of 3.39 and 3.25 with standard deviations of 0.792 and 0.811 respectively, reflect high effectiveness with strong consensus.

Overall, the responses indicate a generally positive perception of the effectiveness of PTA intervention strategies, with all items ranked as "High." The mean values consistently reflect agreement or strong agreement on the strategies' effectiveness. While there is some variability in responses, as indicated by the standard deviations, the overall trend is a favorable assessment of the PTA's efforts in public secondary schools.

Table 6
Secondary schools Administrative Effectiveness

STATEMENT	SA	A	D	SD	Mean	Std Dev.	Rmks
Effective Conflicts resolution							
An effective conflict resolution leads to a constructive and harmonious environment at work and in school.	110	70	40	28	3.06	1.028	High
It's important to establish a strong connection between people by resolving issues through mutual understanding.	120	80	30	18	3.21	.933	High
Successful dispute resolution enhances cooperation and teamwork.	109	69	50	20	3.08	.974	High
In order to achieve unbiased conflict resolution, it may be helpful to engage the services of a neutral third party.	115	70	40	23	3.12	.993	High
Conflicts are settled by trying to reach solutions that benefit both parties whenever possible.	120	80	40	8	3.26	.843	High

Effective and Accurate record keeping								
Accurate record-keeping aids in preventing communication blunders and misconceptions.	110	80	38	20	3.13	.952	High	
Effective decision-making occurs inside an organization when records are kept properly.	130	70	22	26	3.23	.993	High	
The institution's capacity to keep up effective record-keeping procedures may be hampered by a lack of resources and training.	115	70	50	13	3.16	.924	High	
Keeping precise records can accelerate and reduce the time spent on administrative duties.	120	80	30	18	3.22	.923	High	
In order for records to represent the most recent information, they are regularly updated and kept current.	118	70	40	20	3.15	.970	High	
Involvement of Staff and Students in decision making								
Making decisions with input from staff and students leads to more informed choices.	120	90	30	8	3.30	.805	High	
The knowledge and insight of the staff members aid in making wise and useful decisions.	120	80	30	18	3.22	.923	High	
It is important that students have a say in decisions that directly impact their educational experiences.	110	90	28	20	3.17	.924	High	
It might be difficult to make decisions by balancing different viewpoints and beliefs.	115	85	38	10	3.29	.798	High	
The institution values and takes into consideration the input and ideas of staff and students when making decisions.	135	70	23	20	3.29	.938	High	
Overall mean					3.23			

Key: Overall mean: 0.00 - 1.49 Low, 1.50-2.49 Moderate, 2.50- 4.00 High.

Source: Author's Computation, 2024

The table presents data on the level of administrative effectiveness in public secondary schools, with a specific focus on various items assessed among 248 respondents. The rank for all items is categorized as "High," indicating a generally positive assessment of administrative effectiveness. Effective Conflict Resolution (ECR) is evaluated through five items (ECR1 to ECR5). The mean scores for these items range from 3.06 to 3.26, with standard deviations between 0.843 and 1.028. Specifically, ECR1 has the lowest mean score of 3.06 (SD = 1.028), indicating that there is high variability in respondents rate of the effectiveness of conflict resolution processes. Effective and Accurate Record Keeping (EARK) is measured by five items (EARK6 to EARK10). The mean scores for these items range from 3.13 to 3.23, with standard deviations between 0.923 and 0.993. EARK7 has the highest mean score of 3.23 (SD = 0.993), suggesting a strong positive perception of record-keeping practices. Involvement of Staff and Students in Decision Making (ISSDM) is assessed through five items (ISSDM11 to ISSDM15). The mean scores for these items range from 3.17 to 3.30, with standard deviations between 0.805 and 0.938. ISSDM14 and ISSDM15 have the highest mean scores of 3.29, indicating that the involvement of staff and students in decision-making is highly rated.

Therefore, the data indicate that administrative effectiveness in public secondary schools is perceived to be high across various dimensions, including conflict resolution, record-keeping, and involvement in decision-making. The relatively low standard deviations suggest a consensus among respondents regarding the high level of administrative effectiveness in these schools.

Research Hypothesis

There is no significant relationship between parent-teacher association intervention strategies and administrative effectiveness in public secondary schools in Irepodun L. G. A. Kwara State.

Table 7

Parent-Teacher Association Intervention Strategies and Administrative Effectiveness in public secondary schools in Irepodun L. G. A. Kwara State

Parent-teacher association intervention strategies and administrative effectiveness

		Parent-Teacher Association Intervention Strategies	Administrative Effectiveness
Parent-Teacher Association Intervention Strategies	Pearson Correlation	1	.925
	Sig. (2-tailed)		.000
	N	248	248
Administrative Effectiveness	Pearson Correlation	.925	1
	Sig. (2-tailed)	.000	
	N	248	248

. Correlation is significant at the 0.01 level (2-tailed)

Source: SPSS Output 2024

The Table 7 presents the correlation analysis between a specific parent-teacher association intervention strategy and administrative effectiveness in public secondary schools in Irepodun L. G. A. of Kwara State. The analysis is based on responses from 248 participants.

The Pearson correlation coefficient between parent-teacher association intervention strategy and administrative effectiveness is 0.925, which is extremely close to 1. This indicates an exceptionally strong positive correlation, suggesting that as the effectiveness of the parent-teacher association intervention strategy increases, the administrative effectiveness also significantly improves. The positive sign of the coefficient signifies that the relationship is direct; better implementation of parent-teacher association intervention strategy is associated with higher administrative effectiveness.

The significance value (Sig. 2-tailed) for this correlation is 0.000, which is well below the threshold of 0.01. This indicates that the correlation is statistically significant at the 0.01 level. In other words, there is a less than 1% probability that this correlation occurred by chance, confirming that the relationship between parent-teacher association intervention strategy and administrative effectiveness is both strong and statistically significant. Both variables have the same number of observations (N = 248), which ensures consistency in the dataset used for the correlation analysis.

The hypothesis (Ho) states that there is no significant relationship between parent-teacher association intervention strategies and administrative effectiveness in Irepodun L. G. A. Kwara State, Nigeria. However, the correlation analysis provides strong evidence against this null hypothesis, as the significant and high correlation coefficient (0.925) clearly demonstrates a substantial relationship between the variables. Therefore, the result reveals a very strong and statistically significant positive correlation between the parent-teacher association intervention strategy and administrative effectiveness in public secondary schools. This implies that the effectiveness of parent-teacher association intervention strategies is closely

linked to improved administrative effectiveness, leading to the rejection of the null hypothesis H_0 .

Discussion of Findings

The level of parent-teacher association intervention strategies in public secondary schools in Irepodun L. G. A. Kwara State was high. The results were consistent with Iwuanyanwu's (2017) research, which found that teachers are forced to acknowledge that parents have a right and a duty to actively participate in discussions and decision-making regarding all matters pertaining to their children's education. Parent-teacher association intervention tactics, according to Mabeba and Prinsloo (2018), help teachers uphold discipline in public schools.

Conclusion

The findings of the study showed that the level of parent-teachers association intervention strategies in public secondary schools system in Irepodun L. G. A. Kwara State was high. A significant relationship existed between parent-teachers association intervention strategies and administrative effectiveness in public secondary schools in Irepodun L. G. A. Kwara State. Parent-Teachers Association Intervention Strategies is a concept designed to improve the administrative effectiveness in public secondary schools in Irepodun L. G. A. Kwara State. The study found a very strong positive correlation between PTA intervention strategies and administrative effectiveness, highlighting the importance of active and effective PTAs in school management. PTA can mobilize resources, advocate for the school's needs, and support initiatives that improve the school environment, thereby enhancing administrative effectiveness.

Recommendations

Sequel to the findings of the study, it was recommended that:

- i. Efforts should be made to strengthen parent-teacher associations through regular training and capacity-building programs to equip them with effective intervention strategies that can support administrative functions and improve school governance.
- ii. Workshops and retooling exercises should be organized regularly for schools administrators and teachers in order to improve administrative effectiveness.

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