AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

COMPARATIVE ANALYSIS OF P.T.A. AS A SOURCE OF FUNDING PUBLIC AND PRIVATE PRIMARY SCHOOLS IN ANAMBRA STATE

Prof. Ada S. Omenyi; Prof. Isaac N. Nwankwo & Ikenna Kennis Maduka
Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka
in.nwankwo@unizik.edu.ng; madukakennis@gmail.com; 07062685682

ABSTRACT

This study comparatively analyzed PTA as a source of funding for public and private primary schools in Anambra State. One research question and null hypothesis guided the study. Descriptive research design was used for the study. The population for the study was 2812 respondents, *consisting of 1068 head teachers in public primary schools and 1,744 head teachers in private primary schools in Anambra State. Proportionate stratified random sampling technique was used to select 280 respondents for the study. The sample size for the study consisted of 106 head teachers in public primary schools and 174 head teachers in private primary schools in Anambra State. A questionnaire titled "Comparative Analysis of PTA as a Source of Funding Public and Private Primary Schools in Anambra State Questionnaire (CAPSFPPPSQ)" containing 7 items, arranged in 2 sections was used for data collection. To ensure reliability of the instrument, Cronbach Alpha was used to measure the internal consistency of the instrument and the reliability co-efficient value of 0.748 was calculated. The researcher administered 280 copies of the questionnaire to the respondents with the help of three research assistants. Data collected was analyzed using mean and standard deviation while t-test was used to test the null hypothesis. The findings of the study revealed that Head teachers in public primary schools and private primary schools in Anambra State disagreed to raising funds through PTA. The result of the hypothesis test indicated no significant difference in the public and private primary school head teachers' mean ratings on the use of PTA as a source of funds for primary schools in Anambra State. Based on the findings it was recommended among others that school heads should see the PTA as stakeholders in the running of the school and deem it necessary to approach them for support in financing, sponsorship, partnership with the schools.*

Keyword: Comparative analysis, Funding, Sources of Funding, P.T.A, Public and Private Schools.

Introduction

Funding is the lifeblood of every educational institution. It is used to galvanize the school staff, provide necessary equipment, and provide necessary school infrastructures. Where there is adequate funding, educational institutions prosper and move closer to their goals, but where there is lack of funds, the schools suffer. However, it is not always the case that there is adequate

funding for schools. Public schools in Anambra state have been known to suffer from inadequate funding from the government which affects both their outlook and outputs. It is also common to see private schools in Anambra state lacking basic amenities as a result of inadequate funding. These issues have therefore necessitated the schools' move towards seeking out diverse sources of funding.

Public and private schools depend on different means for raising funds for the day to day running of the school. Nwakpa (2016) listed several means through which public and private primary schools can raise funds for the schools. These sources include Parents Teachers' Association (PTA), proceeds from school activities, donations from old students (Alumni) associations, and donations from nongovernmental organizations (NGO). The researcher supporting the above statement, observes that these are the sources of funds that are mostly common to both the public and private primary schools in Anambra State.

PTA is one of the most leveraged sources of funds in most public and private primary schools in Anambra State. It is an association that exists in every primary and secondary school in Nigeria, both public and private schools. One of its purposes is to help the school administration in one form or the other in funding and managing the affairs of the school. They hold meetings in the school at least once every school term. One way that they raise funds is by collecting PTA levies from each student per school term. This fund is then managed by the school authority and the PTA officials. In many cases, PTA money is used in providing PTA teachers and some school facilities and repairs. They also assist in employing non-academic staff on behalf of the school. Parent-Teacher Associations (PTAs) serve as a crucial link between schools and communities in Nigeria, fostering collaboration and contributing to the overall development of educational institutions. As noted by Oladapo (2019), PTAs "provide a platform for parents and teachers to work together in addressing the needs of the school and its students." This voluntary association, established within individual schools, facilitates positive school-community relationships by promoting open communication and shared understanding.

Through PTA involvement, parents gain valuable insights into the administrative and instructional functions of the school their children attend. This transparency, as emphasized by Adedoyin and Bolarinwa (2020), allows parents to "understand the challenges and constraints faced by the school," fostering empathy and collaboration. The legal framework surrounding PTAs in Nigeria varies across states. While some states have legislative mandates for PTA formation and participation, others maintain a voluntary approach. However, irrespective of legal frameworks, PTAs often raise funds through levies agreed upon by the association, with these contributions supporting various school needs (Nwakpa, 2016).

In Anambra state, where ensuring equitable access to quality education remains a complex challenge, Parent-Teacher Associations (PTAs) play a significant role in supplementing school finances for both public and private primary schools. However, the dynamics of their contributions and potential challenges differ markedly between these two categories. Both public and private primary schools in Anambra face persistent resource constraints, hindering their ability to provide quality education. Government funding for public schools often falls short of fulfilling all needs, leading to limitations in infrastructure development, instructional materials, and teacher support (Adejumo, Ajayi and Balogun, 2021). Private schools, while not directly reliant on government funding, may encounter financial limitations due to factors like fee structures and operational costs (Borode, 2016).

PTAs in public primary schools are crucial in addressing funding gaps. Through fundraising activities like levies, community events, and donations, they contribute towards various needs, including infrastructure development, furniture and learning materials acquisition, and teacher support initiatives (Nwakpa, 2016). These contributions can significantly impact public primary schools, particularly in underprivileged communities where government resources are scarce.

However, the effectiveness of PTAs in public schools is not without challenges. Inequitable community wealth distribution can lead to disparities in the resources generated by PTAs, potentially exacerbating existing educational inequalities between schools in different socio-economic contexts. Additionally, concerns regarding transparency and accountability in the utilization of PTA funds have been raised, highlighting the need for robust financial management practices (Akintoye, 2019).

In contrast to public schools, the role of PTAs in private primary schools is often more nuanced. While they may still engage in fundraising activities, their primary function often shifts towards enhancing school-community relations and fostering parental engagement (Adedoyin & Bolarinwa, 2020). Private schools, with established fee structures, may not rely as heavily on PTA contributions for basic operational needs.

Despite the inherent differences between public and private primary schools, several key considerations are essential for effective PTA involvement in both contexts. Fostering transparency and accountability in the management of PTA funds is crucial to ensuring public trust and maximizing the impact of their contributions (Akintoye, 2019). Additionally, collaboration between PTAs, school administrators, and government stakeholders can be instrumental in creating sustainable strategies for addressing resource constraints and ensuring equitable access to quality education for all children in Nigeria.

Theoretical Framework

Two theories formed the basis for this study. The theories are Goal Setting and Task Performance Theory and Theory of Income Generation.

Goal Setting and Task Performance Theory

Locke and Graham (2001) developed a sophisticated model in their "theory of goal setting and task performance" also known as "goal setting theory". The basic idea is that a goal serves as a motivator because it allows people to compare their current performance with that required to achieve the goal. This is a cognitive process approach to work motivation. It is based on the assumptions that people behave rationally and consciously. Thus, the function of a goal is to provide guidelines for deciding the amount of effort to put into work. Goal setting is paramount as far as funding of Primary Education is concerned. This is because when a worker understands the goal the worker is expected to achieve, he will work towards looking for different ways of achieving such a goal. In the study, the goal is income generation and the worker here is expected to look for different ways to secure more funding for the school. The theory is relevant in this study in that it highlighted the need for school heads to understand what their goal is, compare it with their current performance and then set out what is required to achieve the desired objective which is to secure more funding for the school.

While this theory covers goal settings as a means of motivation for head teachers to secure funds for the school, it does nothing to help the general population to understand the importance of funding education in society. Understanding the relationship between educational funding and societal development is crucial for informing school administrators and the broader public about the significance of investing in education. By examining the impact of funding on educational outcomes and societal progress, stakeholders can gain valuable insights into the critical role that education plays in shaping the social, economic, and cultural fabric of a society.

Theory of Income Generation

The theory of income generation was developed by John Maynard Keyness, a British economist. This theory was published in 1936 under the General theory of employment, interest and money. Keyness looked at the circular flow of income. To him, the circular flow of income is the process by which payments flow from firms to households in the form of payment for the factors of production and from households back again to firms in the form of factor inputs – land, labor, capital and entrepreneurship for which institutions pay rent, wages, salaries, interest and profits respectively. On the other hand, firms supply goods and services on which households spend their consumption expenditure. This consumption expenditure goes to the firms as income.

The circular flow of income which shows how income flows from firms presents a very simplified illustration of how the economy works. It also shows that the factor markets, households are the seller; firms are buyers while the commodities traded are the factors of production. The product market, households and firms swap places. Here, firms become the sellers and households become the buyers while the commodities traded are goods and services. Therefore, in the educational sector, there is a pronounced emphasis on the financial resources requirement for the operation that must be performed.

Education is known throughout the world as a big enterprise that requires a lot of financing of the public educational system and schooling is the nation's noblest investment, which is necessary for socio-economic and political progress of communities and society at large. This theory is therefore relevant to this study because it emphasizes the fact that whatever resources that are injected into the educational sector by the society will eventually come back to it through developments, both material and intellectual. It emphasizes the need for all and sundry in the society to contribute in the development of education as the products and dividends of education will in turn help develop the society.

Statement of the Problem

It is a well-known fact that primary schools in Anambra have a funding problem that has led to issues like shortage of staff, dilapidated buildings, inadequate teaching material and a myriad other issues. This is because of the reality that schools can no longer depend on just their primary sources of funds. School heads, be they in public or private schools, who are in charge of planning all the financial and administrative matters in their schools, having come to this realization, are generally looking to adopt measures like working with the PTAs, in order to raise additional funds for running the schools.

Despite these moves, it is saddening and worrisome to see dilapidating structures and lack of other necessary facilities and amenities in most of the public and private primary schools in Anambra State. The features of poor state and devastating conditions of many public and private primary schools draw a lot of doubts and attention to schools' proficiency in generating funds through PTAs. Therefore it is important to determine whether PTAs are invited to participate in the fundraising efforts of the school and whether they comply. Also, there may be disparities in the behavior of PTAs in public primary schools compared to their counterparts in private primary schools. Additionally, there are reasons why some PTAs are more effective in certain schools but not in others. There may also be differences in how public primary schools approach the PTA as a source of funds compared to private schools. The above statements indicate a gap which warrants the conduct of a comparative analysis of PTA as a source of funding

public and private primary schools in Anambra State.

Research Questions

Based on the purpose of the study, the following research questions guided the study:

1. What is the mean difference in the funding of public and private primary schools in Anambra State through Parent Teachers Association (P.T.A.)?

Research Hypothesis

1. There is no significant difference in the mean ratings of public and private school heads on the use of P.T.A. as a source of funds for primary schools in Anambra State.

Research Method

The study employed a descriptive research design. The population for the study was 2812 respondents, consisting of 1068 head teachers in public primary schools and 1,744 head teachers in private primary schools in Anambra State. Proportionate stratified random sampling technique was used to select 280 respondents for the study. The sample size for the study consisted of 106 head teachers in public primary schools and 174 head teachers in private primary schools in Anambra State. A questionnaire titled "Comparative Analysis of PTA as a Source of Funding Public and Private Primary Schools in Anambra State, Nigeria Questionnaire (CAPSFPPPSQ)" arranged in 2 sections. Section A collected demographic data of respondents while Section B collected data about PTA as a source of funds in schools. The participants were asked to respond to all items on this questionnaire. The questionnaire is a four-point scale with the ratings as follows:

Strongly Agree	=	SA (4)
Agree	=	A (3)
Disagree	=	D (2)
Strongly Disagree	=	SD (1)

To ensure reliability of the instrument, data obtained were analyzed using Cronbach Alpha to measure the internal consistency of the instrument and the reliability co-efficient value was 0.748. The researcher administered 280 copies of the questionnaire to the respondents with the help of three research assistants. Data collected was analyzed using mean and standard deviation while t-test was used to test the null hypotheses.

Presentation of Results

This section is presented under the research question and hypothesis.

Research Question: what is the mean difference in the funding of public and private primary schools in Anambra State through P.T.A.?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

Table 1: Mean ratings of primary school head teachers on the funding of public and private primary schools in Anambra State through P.T.A

		Public (n=99)			Private (n=166)		
		Mean	**SD**	**Remark**	**Mean**	**SD**	**Remark**
1.	PTA puts up money yielding projects like canteen in my school	2.11	1.00	Disagree	1.68	.79	Disagree
2.	PTA provides financial support to the school labour needs in my school	2.55	1.08	Agree	2.04	.93	Disagree
3.	PTA provides material support to the school building work in my school	2.22	1.06	Disagree	2.10	.93	Disagree
4.	PTA provides laboratory equipment in my school	1.79	.76	Disagree	1.81	.80	Disagree
5.	PTA provides computers for the computer laboratory in my school	1.82	.84	Disagree	1.84	.85	Disagree
6.	PTA helps in donating textbooks to the library in my school.	1.76	.82	Disagree	1.84	.81	Disagree
7.	PTA provides monetary support to my school.	2.74	.98	Agree	2.30	.92	Disagree
	Cluster Mean Score	**2.14**	**.93**	**Disagree**	**1.94**	**.86**	**Disagree**

Key: n=Valid number of participants

Table 1 shows the cluster mean scores for public (2.14) and private (1.94) primary school head teachers on the funding of primary schools through P.T.A. The mean score of public primary school head teachers was greater than that of their private school counterparts with a mean difference of 0.20. The item by item analysis shows that public primary schools head teachers agree on two of the seven items (item 2, mean 2.55 and item 7, mean 2.74) on the funding of primary schools by PTA. They however, disagree on the remaining five items with their mean ranging from 1.76 to 2.22. On the other hand, private primary school head teachers disagree with all the seven items with mean ranging from 1.68 to 2.30.

Hypotheses: There is no significant difference in the mean ratings of public and private school heads on the use of P.T.A. as a source of funds for primary schools in Anambra State.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

Table 2: T-test Comparison of Public and Private Primary School head teachers' Mean Ratings on the use of P.T.A. as a source of funds for primary schools in Anambra State.

Source of variation	N	Mean	SD	df	t-cal	*P*-value	Decision
Public	99	2.18	.57				
				263	2.23	.02	Sig
Private	166	1.98	.66				

Table 2 indicates that the mean score for public primary school head teachers (*M=2.18, SD=.57*) was significantly greater than that of private school head teachers (*M=1.98, SD=.57*); *t (263) 2.23, p=.02*. The null hypothesis of no significant difference between the two groups on the use of P.T.A. as a source of funds for primary schools in Anambra State was therefore rejected.

Discussion of Findings

The results showed that neither the head teachers in public primary schools nor private primary schools in Anambra State agreed to raising funds through PTA as a source of funds. This agrees with Eziuzo and Enueme (2013) whose study found that PTA contributed to the school plant to a little extent. This is not surprising because parents/guardians usually shy away from additional payments after paying the necessary school fees for their wards. The finding shows that this view is more prevalent in private schools than in public schools because parents/guardians do not want to be seen as supporting another man's business. Another factor that could be responsible for this trend is the high amount of money being paid as fees to the schools which parents/guardians might perceive as already enough to offset the expenses of the school. The finding of this study however, disagrees with Azever, Wanhungur, Nadoo and Mary (2021) and Ofeimu and Uloko (2022) who found that PTA helps in providing financial, manpower and infrastructural facilities in the school. The reason for this difference may be attributed to the difference in time and location when both studies were carried out. Another possible reason for this disagreement may be because some schools foster transparency thereby making the parents understand the challenges and constraints faced by the school which in turn fosters empathy and collaboration (Adedoyin and Bolarinwa, 2020).

The test of hypothesis revealed that there was no significant difference in the mean ratings of Public and Private primary School head teachers' on the funding of the schools through PTA. This result contradicts the finding of Nkedishu and Onyekwe (2024) who found that there was significant disparity in patterns of funding through PTA in public and private schools in Delta State. This sharp disagreement in findings may be due to differences in location, government policy and level of education where the

studies were conducted. However, the result of the present study agrees with the finding of Ikediugwu and Ukeji (2020) who found that there is no significant difference in the mean ratings of administrators of public and private primary schools concerning the strategies which they employed for fund acquisition in Anambra State. This indicates that the public and private school administrators applied and utilized PTA as a fund acquisition strategy.

Conclusion

From the findings of this study, the following conclusions were made:

1. Public and private primary school head teachers do not agree to raising funds in their schools through the PTA. Feedback however showed that while head teachers from public primary schools agreed that PTA sometimes provides financial support for the school labor needs, their private school counterparts disagreed to that.
2. There is no significant difference in the public and private primary school head teachers' mean ratings on the use of PTA as a source of funds for primary schools in Anambra State.

Recommendations

Based on the findings of this research, the following recommendations were made:

1. The school heads should see the PTA as stakeholders in the running of the school and deem it necessary to approach them for support in financing, sponsorship, partnership with the schools.
2. The school heads should exhibit transparency in the administration of the school as this way the PTA will be carried along which will give the encouragement and confidence need to support the school financially and otherwise when the need arises

References

Adedoyin, O. O., & Bolarinwa, O. O. (2020). The role of Parent-Teacher Associations (PTAs) in enhancing school-community relations in the 21st century: A case study of selected secondary schools in South-Western, Nigeria. *International Journal of Educational Development Using Information and Communication Technology (IJEDICT), 12*(1), 71-82.

Adejumo, G. B., Ajayi, I. A., & Balogun, M. O. (2021). Funding disparities in basic education in Nigeria: Implications for policy and practice. *International Journal of Educational Development Using Information and Communication Technology (IJEDICT), 13*(2), 245-258.

Akintoye, H. O. (2019). Rethinking educational finance in Nigeria: The role of school-based management committees. *International Studies in Educational Administration, 48*(3), 235-252.

Azever, I. J. T.,, Wanhungur, M. W., Nadoo, K. L., & Mary, C. N. (2021). Contributions of Parent Teacher's Association (PTA) on Management of Public Secondary Schools in Benue State, Nigeria. *International Journal of Progressive and Alternative Education, 7* (1), December 2021. ISSN: 2408-6452.

Borode, J. O. (2016). Public and private primary school education in Nigeria: A comparative analysis of access, equity, and quality. *SAGE Open, 6*(2), 1-10.

Eziuzo, G. O., & Enueme, C. P. (2013). Contributions of Parents-Teachers' Association to Secondary School Management in Nigeria: Principals' Perceptions. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 4*(6), 835-841. © Scholarlink Research Institute Journals. Retrieved from jeteraps.scholarlinkresearch.org ISSN: 2141-6990.

Ikediugwu, N., & Ukeji, L. N. (2020). Administrators' fund acquisition strategies in public and private secondary schools in Anambra State. *British International Journal of Education and Social Sciences*, 7(4), 1–12.

Locke, M. and Graham, H. (2001). Educational administration and planning: A collaborative approach. Lagos: Agape press.

Nkedishu, V. C., & Onyekwe, E. C. (2024). Funding patterns and financial management practices in public and private secondary schools, Delta State, Nigeria. *International Journal of Research in Education Humanities and Commerce, 05* (01), 1–15. https://doi.org/10.37602/IJREHC.2024.5115.

Nwakpa, P. (2016). Alternative Sources of Financing Secondary Education in Ebonyi State by the School Administrators. *British Journal of Education, 4* (4), 10-14. Retrieved from https://www.eajournals.org.

Ofeimu, J., & Uloko, C. I. (2022). Participation of Parent-Teachers Association in the Development of Secondary Schools in Edo State, Nigeria. *Global Scientific Journals: Volume 10*(2), February 2022, Online: ISSN 2320-9186. Retrieved from www.globalscientificjournal.com.

Oladapo, A. O. (2019). The role of NGOs in promoting access to quality education in Nigeria. *International Journal of Educational Development Using Information and Communication Technology (IJEDICT), 11*(1), 1-5.