

PTA Provision of Instructional Materials and Effective Management of Secondary Schools in Sagbama Local Government Area of Bayelsa State

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Abstract

Effective secondary school administration in Sagbama LGA of Bayelsa State was examined in connection to PTA instructional material availability. The study used correlational survey research. The survey included 1596 parents and teachers from ten public secondary schools in Sagbama LGA, Bayelsa State, during the 2020/2021 academic year. The research included 638 parents and teachers (40%) of the population recruited using proportional stratified random selection. A 10-item PTA Provision of Instructional Materials and Effective Management of Secondary Schools Questionnaire (PTAPIMEMSSQ) was utilised to gather data. The research supervisor and two measurement and evaluation specialists from the department of educational foundations, Niger Delta University, Wilberforce Island, Bayelsa State, validated the instrument. The reliability coefficients of the instrument internal consistencies were calculated using Cronbach's Alpha. PTA instructional material supply and secondary school management had dependability coefficients of .710 and .750. Simple percentage, model summary of simple regression analysis, and PPMC analysis were used to analyse demographic data, research question, and hypothesis in SPSS version 26. According to the research, PTA-provided instructional materials affect secondary school management. According to the conclusion, Parents' Teachers Association should continue providing instructional resources for schools to strengthen secondary school administration in society.

Keyword: *Provision; Instructional Materials; Effective Management*

Introduction

Parents Teachers' Association is perceived as an effective method for the improvement of parental inclusion in instructive interaction. As a result Okendu (2012) saw the Parents Teachers Association as one of the local area offices in the instructive framework. The Parent-Teachers' Association is relied upon to display an interest in and worry about the exercises of the school to guarantee the accomplishment of high upright guidelines and scholastic greatness, to advance effective connections between the home and school, to give moral and monetary

help to the school, and furthermore, to help the school board of trustees in guaranteeing an agreeable connection between the school and the local area (Obi, 2013).

Thus, the Parents Teachers' Association is expected to maintain school flora, collect pledges, and improve school ethics. The Parents Teachers' Association aides in school building maintenance, library book selection, office equipment and writing materials and other school office needs. Parents-teacher association helps promote school ethics by assessing students' conduct and setting school regulations and guidelines (Akyeamkong & Humphreys, 2011). According to Aderemo (1980), the Parents Teachers' Association has provided resources and guidance to younger students by encouraging their children to have a good family life, visiting schools as resource people to guide children, and working with teachers and school advisors to address students' misbehaviour. Obi (2013) said the utilitarian Parents Teachers' Association built homeroom blocks, provided assets for school activities, hired personnel, and cared for school dynamics. Thus, PTA members help secondary schools organise and manage assets. However, PTAs are unlikely to fulfil these promises under current political system. Parents Teachers Association's impact on secondary school administration is crucial. Most secondary school administrators credit active PTAs for their success. Parents and teachers are encouraged to participate in secondary school development and administration since the government cannot manage them alone.

Even today, the PTA is a major school usage agent. The government's contribution to a school is usually 15% or less of its overall salary (Lasibille, 2010). A school's PTA is a government-supported group of parents and teachers. It is a standard training foundation. Modebelu (2014) found it a great conversation for efficient communication and school district effectiveness. The PTA includes parents and watchmen whose children are in the school, parents and watchmen whose children are not in the school but are interested in it, school heads, teachers, and other school personnel. The school principle is secretary, but PTAs choose administrators and other leaders.

According to Eyasu (2011), collaboration between homes and schools is self-evident, and the education of children should be the school's primary responsibility. The schools have the ability to comprehend the youngsters and to design the most ideal training for them. The school should function admirably with the local area through the PTA to accomplish the prompt objectives and goals, which are as per the following:

- a. Ensuring clear communication between the school and the surrounding community.
- b. Making a model and instructing on school-related issues.
- c. Coordinating local wilful exertion, like the arrangement of monetary and other help for the school.

Once more, one more issue experienced by the PTA is the absence of assets and powerlessness of parents to react to greetings to meetings that would have helped in the regulatory running of the educational system.

As indicated by Ezeocha (2010), the elements of PTA are:

- i. To advance common agreement and co-activity between the schools and home.
- ii. Provision of infrastructural and other fundamental school necessities.
- iii. Checking the exercises of teachers and other staff through the arrangement of warning services.
- iv. Act as a connection to the government, particularly the government functionaries among the parents.
- v. Provision of assets and enlistment of teachers. Help the government in the space of informative and different things required by the school.

The PTA represents parents at a school and contacts other parents to get them involved in school life, support school activities, and ensure that their children's government aid is handled. PTA aims in Nigeria show that they are playing a significant role in supporting and advancing training in the nation. Many schools, especially live-in ones, benefit from PTA efforts. These successes include encouraging the government to fund the school's efforts, fostering a good relationship between instructors and parents, and empowering students when they recognise their parents care about their school activities. The PTA also reduces school crises and helps parents like school activities, their kids' difficulties, and the school. Foundations like buildings, water, electricity, and vehicles support government efforts. They provide books and other instructional materials and generally support the school. However, management is seen as a social cycle that ensures people work together, cooperate, intercede, and collaborate to achieve a goal. Akpakwu (2012) defines management as procedure, advancement, initiating and achieving change, imaginative, critical thinking, dynamic, effectively seeking out other options and openings, reformulating objectives and needs, redeploying assets, arranging, resolving conflicts, dynamic or dynamic initiative, strategy, diplomacy, and a serious level of risk-taking business.

Since ancient man drew drawings on sand and dividers, informational materials have been employed. Pictures often help outline and communicate ideas. Educational resources have evolved from crude depictions to functioning models, movies, TV instruction, machines, and video and sound recording devices. Education materials, according to Huen (2010), combine and coordinate components to aid learning. Currently, teaching in class is not simply about the teacher using a more complete manner. The instructor creates the depiction using linguistic imagery and appropriate procedures and resources. Educational resources improve subject learning. In traditional terms, it means "bits of mechanical assembly". Mechanical assembly helps instructors demonstrate well. Shie (2011) thinks instructional resources address teaching and learning precisely. PTA-provided educational resources will help teachers create consistent and effective examples.

Wokocha (2011) believes PTA instructional resources are described as print and non-print, expected and non-anticipated, visual and non-visual. The PTA delivers laptops made from visual instructional resources in this collection to schools to teach and study. The PTA also provides schools with outlines, infographics, graphs, maps, and banners. Ngor (2009) observes a wide range of data-conveying items for successful and productive learning. The student uses human and non-human resources (HR) to gather and evaluate information, both formally and casually. Wokocha (2011) defines instructive materials as display aids, equipment, and instructional manuals used to teach pupils. Umar (2009) believes information a significant and essential element for learning and understanding. Educational resources help students grasp actual facts and skills better than verbalisation.

Ada, Chioma, and Maduewesi (2009) state that instructional materials explicitly address optional data communication routes. Obanya (2009) said schools need instructional resources for daily authoritative labour for competency. A school without these items can't function. Regardless of whether one is a head or an instructor, the lack of an organised work environment influences work execution negatively. As a result, the PTA is required to arrange informative materials to supplement educational and learning materials such as books, divider trucks, tissue cards, picture cards, TVs, and computers, among others. It is once in a while assumed that a splendid educator needn't bother with any instructive help. An instructor's grip of the topic, his clearness and persuasiveness, and his thoughtful character make showing help superfluous. There are substantially more mistakes than truth in this. The insightful educator, notwithstanding, will utilise teaching help.

Azemba (2009) states that branding offices, games, and sports should be required for really impaired students to have a complete education. This needs the PTA to set up infrastructure offices and school officials to support it. Secondary school administration has greatly benefited from infrastructure offices. Most guidance and student administration initiatives need offices, according to Idoko (2010). School buildings, grounds, gear, transport and other transport hardware are PTA donations. Ogwuche (2012) said infrastructure offices should be appealing and adequate. It should inspire and meet student needs.

The 2014 Illoh donation supports this explanation. The author said that parents don't care enough about their kids' schoolwork. Thus, they don't perceive the need for close teacher-student relationships. Some parents don't think school visits are vital, according to the author. Instead of raising the kids together, they chastise the instructors and school. However, instructors are unwilling to work with parents to manage and improve the school and its students. PTAs can't function independently in their schools. Obunadike (2010) asked, "Is the PTA allowed to work freely without interference from school specialists and state, commission, and instruction authorities?" The implications suggest this is a major obstacle to school PTAs' success.

Knezevich (2009) called it "the space interpretation of the school's instructive program". He emphasised that the instructional arrangement is explained by the school plant, which is a regulated environment that supports teaching and learning and achieves student achievement. School workplaces value planned instructional planning and extracurricular activities since teaching and learning don't happen in a vacuum, the researcher said. The school plant debate begins with the educational initiatives to be implemented. School workplaces will depend on the illuminating project. Unruh (2014) noted that teachers and students require places to read, write, present, associate, watch, listen, think, plan, and record. Student projects and social reading need spaces. Teachers require office space, meeting rooms for planning, student needs assessment areas, and teaching show preparation facilities. New instructional learning estimations that go beyond keeping data to recall students for applying, investigating, joining, and surveying data emphasise school flexibility. The learning environment is complex, thus school plant layout must be flexible. Education and social activities are planned in current workplaces. Guidance goals need equipment and materials. Simpson and Anderson (2011) defined equipment as "things that last a base number of years or cost more than a particular aggregate" and supplies as "things, for instance, magnifying lens slides, and glass tubing that are quickly devoured and that are ordinarily more reasonable than gear things". Some things have explicit limitations, whereas others, like PCs, have several boundaries.

Ihuoma (2009) noted that school offices affect teaching and learning. Thus, office progress is essential to school administration, requiring administrators and partners to assess office space demands. Adaptability is needed in the planning system due to rising school enrolment, more academic projects, and limited resources.

In many parts of Nigeria, the PTA is the significant wellspring of contributions to the financing of training. In many schools, PTA funds have a significant influence on financing school exercises and programs, as well as providing all of the designs to improve these exercises. The PTA offers essential monetary help to the school by organising for school advancement projects. Mgbugua (2009) but takes note that in most secondary schools, PTA reserves are insufficient, constraining schools to request different sources or assets to give them the required offices. The PTA stays strong just to guarantee that the nature of scholastic help fulfils the normal guidelines. It should not be a storing age for the school administration; rather, it should be a non-profit-making adventure. Okendu (2012) views PTA as one of the community offices in the training framework. According to Obi (2013), the PTA is relied upon to give actual offices to effective management to schools in Nigeria in the accompanying ways;

1. To invest in and care about school activities in order to achieve high upright principles and scholarly greatness in collaboration with community chiefs and government in the construction of school structures for effective learning.
2. To improve the relationship between home and school.
3. To give moral and monetary help to the school to empower them to redo their school's actual construction.
4. The P.T.A. may appoint government agents to help the school, its students, or personnel, but it will not interfere with school operations.

Thus, the P.T.A. manages school plants, collects pledges, and promotes school ethics, among other duties. The PTA helps manage school buildings, libraries, office equipment, and writing materials. The Parents Teachers Association in Nigeria provides resources and counselling services to younger students by advising their children, ensuring a sufficient family climate, visiting schools as asset individuals to counsel kids, or liaising with teachers and school counsellors to control students' maladaptive behaviour (Aderemo, 2010). Obi (2013) expressed that the PTA, where they are practical, assembled homeroom blocks, gave assets to schools' exercises, selected staff for schools, and partook in school dynamics.

In 1994, Ijaja reviewed the "Degree of PTA Involvement in the Administration of Secondary Schools in Dekina Local Government Area". He utilised 80 teachers and 80 parents as his example; he applied the survey and collected the same method for information collection and mean test utilised for investigation. His results showed that the PTA supported discipline, inspired students, maintained solid school community ties, and laid foundations. There was insufficient collaboration to assist schools arrange educational initiatives. From the above, we can see that the Parent-Teacher Association's inclusions in the management of schools are essentially something similar, but the technique for association and support might vary from one school to another, starting with one community and moving onto the next. A great deal of elements could be answerable for this; it is conceivable that they don't partake effectively on account of the modalities utilized; it very well may be the socio social and financial status of the parents that is the prevention. Parents' associations and understanding in rural areas would be very different from those in urban areas. Now and again, when the job of the Parents Teachers Association isn't obviously characterised to them, they probably won't see the value in the degree their inclusion in school management would be. Be that as it may, generally speaking, there isn't a lot of contrast in the mentality of the PTA when assisting in schools. The limit of management is combining various, sometimes contradictory social energy in a single biological organism so they operate together. According to Enyi (2014), management is a series of cycles that control how an organisation uses people and material resources to achieve its goals. Amiebomo (2010) defines school organisation as managing, directing the educational plan, teaching, peaceful contemplation, punishment, assessment, and asset assignment. School management plans, organises, coordinates, oversees, communicates, and assesses. To improve productivity, the school administration will supervise personnel, PTA, and kids. Effective school administration ensures that all students and instructors get a good education. Student, teacher, and staff resolve is good. Parents, community members, and school administration were pleased.

Statement of the problem

There are several obstacles to PTA involvement in school improvement. The government has not clearly defined the PTA's position in schools; without knowing their job, they cannot achieve anything. Non-interested PTA members don't attend meetings or aren't regular members. Government insistence on knowing PTA donations and how they are used has made

some PTA members fearful of financial engagement. Some instructors dislike PTA and are uninterested. Not giving members rules and regulations makes them unaware of the body's purpose. Parents who are uneducated yet successful don't appreciate PTA's benefits for their children. Uneducated PTA members fear showing their stupidity in public. Influential members may represent the institution in unfamiliar topics. Investigate these. The Parents Teachers Association (P.T.A.) does more than raise money, develop projects, and donate to the school. More than that, the P.T.A may conduct awareness presentations, seminars, attract government via their influence, and the school consults them in difficulties. They connect school and home by actively participating in kids' lives at home and school, not only raising finances and constructing structures. According to Maduewesi (2019), the P.T.A brings home and school together to research children's difficulties and discover mutually beneficial solutions. However, this relationship in Nigeria seems strange. It seems to be mostly for construction and equipment funding. Helping parents understand their children or instructors appreciate the community and share its dreams and objectives appears to be lacking. The school and family must collaborate to improve education for everybody. If parents know how to assist, students will learn and perform better, and instructors will have a better attitude if they respect what parents do and have a better working environment. As a child advocate group, P.T.A. has the right to speak on behalf of children and offer the finest facilities to make their education successful.

This research examined how Parents Teachers Association (P.T.A) involvement improves secondary school administration. This is required because education is important. The research focused on PTA teaching materials and secondary school administration in Sagbama LGA, Bayelsa State.

Purpose of the study

The purpose of the study was to examine relationship between PTA provision of instructional materials and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State. Specifically, the objective therefore is to:

Examine secondary schools in the Sagbama Local Government Area of Bayelsa State to see if there is a correlation between the supply of instructional materials by PTAs and efficient school administration.

Research Question

The investigation was predicated on the following inquiry. How might the supply of instructional materials by PTAs in Sagbama Local Government Area, Bayelsa State, relate to the successful administration of secondary schools in that area?

Hypothesis

The following theory is proposed by the researchers. Secondary schools in Sagbama LGA, Bayelsa State, are not better managed when PTAs provide them with instructional resources.

Methodology

The study's research approach was based on the correlational survey design. An essential part of this study's design is that it lays out the relationship between the dependent and independent variables (Nworgu, 2006). This method can only show that the two variables are related; it cannot prove a cause-and-effect link. However, as said before, it may show that the two variables are related. Since the study's independent and dependent variables are quantitative in nature, the design is acceptable for this setting (Johnson & Christensen, 2004). The supply of physical education programs by PTAs is the quantitative independent variable, while the

availability of competent secondary school administration is the dependent variable. A total of 1,596 participants, including instructors and parents, were surveyed throughout the 2020–2021 school year in ten randomly chosen public junior secondary schools located in the Sagbama Local Government Area of Bayelsa State. There were 1,424 parents and 172 educators in the total population. Using the proportional stratified random selection approach, 638 parents and teachers, or 40% of the total population, were chosen to participate in the research. Parents made up 569 of the sample, while instructors made up 69. To gather information for the study, researchers used a 10-item questionnaire called the PTA Provision of Instructional Materials and Effective Management of Secondary Schools Questionnaire (PTAPIMEMSSQ). The study's supervisor and two measurement and assessment specialists from Niger Delta University's educational foundations department on Wilberforce Island in Bayelsa State checked the instrument's validity. Using Cronbach's Alpha, we were able to determine how reliable the instrument was based on the internal consistency of its several variables.

Outside of the study's primary population, twenty-five (25) instructors and parents from public junior highs in Bayelsa State's Southern Ijaw Local Government Area were each given the questionnaire once. For PTA supply of lesson plans and efficient administration, the resulting dependability coefficient values were .710 and .750, respectively. Results showed that the study's data gathering tool had a high reliability coefficient. The study investigators took it upon themselves to administer the instrument, with the help of two research assistants who helped with distribution and retrieval. However, out of the total 650 copies of instrument distributed, 638 (98.15%) were properly filled by the respondents'. On the other hand, 12 (1.85%) were inadequately administered and were discarded for data analysis in the study. The whole process of distribution and retrieval of copies of the instrument for data collection lasted for a period of eight (8) weeks. The data were analyzed with the utilization of simple percentage analysis, model summary of simple regression analysis and PPMC analysis for the demographic data, research question and hypothesis respectively with the support of the SPSS software version 26.

Results

Analysis of Demographic Data

Table 1: Percentage Distribution of Respondents by Gender

S/N	Gender	Frequencies	Percentage (%)
1	Male	383	60
2	Female	255	40
3	Total	638	100

Table 1 reveals that out of the total number of responses, 255 were female and 383 were male, making up 60% of the total. This merely indicates that there were more male responders than female ones in the survey.

Table 2: Percentage Distribution of Respondents by Age

S/N	Age	Frequencies	Percentage (%)
1	30-39 years	115	18
2	40-49 years	186	29
3	50-59 years	217	34
4	60-69 years	120	19
5	Total	638	100

According to Table 2, 115 respondents (18%) were in the 30-39 age range, 186 (29%) were in the 40-49 age range, 217 (34%) were in the 50-59 age range, and 120 (19%) were in the 60-69 age range. This data merely shows that there were more responders in the 50-59 age group compared to the other age groups.

Table 3: Percentage Distribution of Respondents by Designation

S/N	Designation	Frequencies	Percentage (%)
1	Parents	569	81
2	Teachers	69	19
3	Total	638	100

Of the total respondents, 569 (or 81% of the total) were parents, while 69 (19%) were teachers, according to the statistics in Table 3. What this indicates is that there were more parents in the survey than instructors.

Table 4: Percentage Distribution of Respondents by Marital Status

S/N	Marital Status	Frequencies	Percentage (%)
1	Married	390	61
2	Single	189	30
3	Separated	59	9
4	Total	638	100

The data presented in Table 4 shows that 390 (61%) of the total respondents were married, 189 (30%) were single and 59 (9%) were separated. This simply means that respondents with married status were more in number than their other counterparts in the study.

Table 5: Percentage Distribution of Respondents by Educational Qualification

S/N	Educational Qualification	Frequencies	Percentage (%)
1	FSLC	41	6
2	SSEC	94	15
3	NCE	130	20
4	B.Ed/B.Sc	226	35
5	PGDE	99	16
6	Others	48	8
7	Total	638	100

The data presented in Table 5 reveals that 41 (6%) of the total respondents were with FSLC, 94 (15%) were with SSEC, 130 (20%) were of NCE, 226 (35%) were with B.Ed/BA/B.Sc, 99 (16%) were with PGDE and 48 (8%) were of other categories of educational qualification. This simply means that respondents with B.Ed/BA/B.Sc were more in number than their counterparts in the study.

Research question

How might the supply of instructional materials by PTAs in Sagbama Local Government Area, Bayelsa State, relate to the successful administration of secondary schools in that area?

Table 6: Model summary of simple regression analysis of the relationship between PTA provision of instructional materials and effective management of secondary schools

Variables	N	R	R ²
PTA provision of instructional materials *Effective management of secondary schools	638	.545	.297

Based on the numbers in Table 6, we can see that there is a strong association ($r=.545$) and a somewhat weaker one ($r=.297$). This suggests that the supply of instructional materials by PTAs accounts for 29.7 percent of the overall variation in successful secondary school administration. In order to determine the significance of the link between the two variables, the Pearson Product Moment Correlation Coefficient (PPMC) analysis was performed (See Table 7).

Hypothesis One

In the Sagbama Local Government Area of Bayelsa State, secondary schools that get instructional materials from PTAs do not have a correlation with successful school administration.

Table 7: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the relationship between PTA provision of instructional materials and effective management of secondary schools

		PTA provision of Instructional materials	Effective management of secondary schools
PTA provision of Instructional materials	Pearson	1	.545*
	Correlation		
	Sig. (2-tailed)		.000
	N	638	638
Effective management of secondary schools	Pearson	.545*	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	638	638

* = Significant at .05 alpha level; Degree of Freedom (df) = 636; N = 638

With 636 degrees of freedom and a correlation coefficient r -value of .545, the data shown in Table 7 show that the PPMC analysis is significant at the $p < .05$ alpha level. This is due to the fact that the calculated p -value of .000 is less than the criterion p -value of .05 alpha level. Hence, the assumption that PTA supply of instructional materials does not correlate with good administration of secondary schools in Sagbama Local Government Area of Bayelsa State is refuted. Thus, the alternative hypothesis—that PTA supply of instructional materials significantly correlates with successful administration of secondary schools in Sagbama LGA of Bayelsa State—is supported.

Summary of Finding

In Bayelsa State's Sagbama Local Government Area, secondary schools that get instructional materials from PTAs are better able to be managed.

Discussion of Findings

The results in Table 6 show that in the Sagbama Local Government Area of Bayelsa State, there is a positive association between the supply of instructional materials by PTAs and the successful administration of secondary schools. The correlation coefficient r -value is .545. The direction is positive and the magnitude is modest. Since there is a positive correlation between PTA provision of instructional materials and effective management of secondary schools, it follows that both variables improve in tandem with rising PTA provision of instructional materials scores.

However, when PPMC analysis was utilized to test the null hypothesis, it indicated p -value of .000 which was found to be statistically substantial at .05 alpha level with 636 degrees of freedom. The result therefore shows that, there is a substantial positive connection between PTA provision of instructional materials and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State. From Table 6 it shows that, 29.7% of the total variance of effective management of secondary schools is ascribed to PTA provision of instructional materials. In keeping with Obi (2013)'s findings, this study found that the supply of instructional resources by parents' teachers associations (PTAs) had a strong link to successful secondary school administration. According to Obanya (2009), on the other hand, there is no substantial connection between the distribution of instructional materials by PTAs and the successful administration of secondary schools in society.

In the Sagbama Local Government Area of Bayelsa State, there was a .545 degree of association between the supply of instructional resources by PTAs and the successful administration of secondary schools. An alienation coefficient of .838 was determined. This number suggests that there is no correlation between the supply of instructional resources by PTAs and the efficient administration of secondary schools. So, this proves even more that there was a degree of no connection (.838) despite a degree of relationship (.545). The calculated coefficient of determination, or percentage of connection, was 29.70%. This exemplifies the significance of the connection between PTA supply of curricular resources and efficient administration of secondary schools. With this result, we can see that the correlation between the two research variables is modest. Consequently, the calculation of the percentage decrease in error of prediction (r^2) for PTA supply of instructional materials and efficient administration of secondary schools was 29.70. It follows that being aware of PTA scores on the supply of instructional resources would decrease the prediction error of effective secondary school management scores by 29.70% and vice versa. This also implies that, with only 29.70% of PTA funding going towards physical facilities, it is possible to anticipate good secondary school administration based on knowledge of PTA scores for instructional materials. This finding adds to the growing body of evidence that indicates a modest correlation between PTA-provided educational materials and efficient secondary school administration.

Meanwhile, it was discovered that there was a 70.30 percent prediction error between PTA supply of instructional materials and successful administration of secondary schools, and vice versa. Thus, when looking at the relationship between the two variables, we can see that effective management of secondary schools scores could accurately predict 29.70% of PTA provision of instructional materials scores, and vice versa. However, we also see that 70.30% of the variance in PTA provision of instructional materials scores could not be explained or accounted for by these scores. Statistical analysis revealed a moderately strong correlation between PTA supply of instructional materials and effective secondary school administration,

with a moderately large correlation coefficient and a moderately high percentage of prediction from one variable to another.

Conclusion and Recommendations

Effective administration of secondary schools is significantly correlated with PTA supply of teaching resources, according to the study's conclusions. The findings supported the recommendation that the Parents' Teachers Association (PTA) keep supplying schools with educational resources to help with the better administration of secondary schools.

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