

PTA Participation in Decision-Making and Effective Management of Secondary Schools in Sagbama Local Government Area of Bayelsa State

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Abstract

The purpose of this research was to investigate secondary schools in the Sagbama Local Government Area of Bayelsa State to find out how well-managed they are when PTAs are involved in making decisions. A correlational survey design was used in the study's investigation. A total of 1,596 participants, including instructors and parents, were surveyed throughout the 2020–2021 school year at 10 randomly chosen public secondary schools in the Sagbama Local Government Area of Bayelsa State. Using the proportional stratified random selection approach, 638 parents and teachers, or 40% of the total population, were chosen to participate in the research. Ten (10) questions made up the PTA Participation in Decision-making and Effective Management of Secondary Schools Questionnaire (PTAPDEMSSQ), the instrument used to gather data. Researchers from Niger Delta University's educational foundations department and two specialists in assessment and evaluation from Wilberforce Island, Bayelsa State, checked the instrument's validity. The reliability coefficient values of the instrument internal consistencies were obtained with the application of Cronbach's Alpha method. The reliability coefficient values stood at .720 and .750 for PTA Participation in Decision-making and effective management of secondary schools respectively. The data were analyzed with the application 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 version 26. The study concludes that PTA Participation in Decision-making has significant relationship with effective management of secondary schools. On the strength of the conclusion, it was recommended that, parents' teachers association should strongly and highly depend on their participation in decision-making as a result of its supportive role towards an effective management of secondary schools in society.

Keywords: *PTA Participation in Decision-making, Effective Management*

Introduction

Almost every secondary school in Nigeria has a Parents Teachers Association. With its focus on training management, it is the perfect association. According to Ogbonnaya (2012), parents might learn about the planned or monitored study hall programs at these events. By forming this bond, the teacher will also learn a lot about the child's dynamics at home with his or her parents. Parents in certain groups have been known to push hard for their children to join specific groups' study halls, hostels, research centres, etc.

In secondary schools around the globe, the Parents-Teachers Association (PTA) plays a major role in Nigerian administration. Just as in the US, the PTA is involved in deciding on educational programs and informational options, promoting correspondence, increasing school reserves, and advocating for public and state legislation on behalf of the students (Onderi & Makori, 2013). An apparent example of this is the present instructional framework in Nigerian secondary schools. Parents whose children are currently enrolled as students at the school, in addition to instructors from the same school, provide a solid basis of the educational system. One goal of the Parents Teachers' Association is to get more people involved in their children's education (Garry, 2011). Almost every secondary school in Nigeria has a Parents Teachers Association. With its focus on training management, it is the perfect association.

As indicated by Lasibille (2010), the truth of the matter is that the school initiative didn't endeavour to build up an organisation with the parents were unessential, to the tutoring system, since they didn't have the foggiest idea what is being educated. Various parents around then were uneducated or had low instructive foundations; anything to do with school was terrifying to them. There were huge distances among home and school, and the cost of travelling subdued guardians from disapproving of their adolescents at school, and guardians acknowledged that instructors could do it single-handedly and didn't see the need to connect.

The connection between the instructor and parents in Nigeria changed for better from the 1980's to date. The reason for the changed mentality and conditions was the decrease in government subsidising in schools, the monetary breakdown, and the absence of support and improvement of the generally existing school designs and offices, which subsequently created a monetary emergency in the schools. The government, directly from the time it checked out training in 1925, had been intensely subsidising instruction in the country. Nonetheless, because of disappointment on its part, and an expanded number of schools, government-subsidized schools have contracted impressively in the 1980's to date (Lewin, 2016). According to him, schools observed themselves to be incapable of running anything else effectively, with deficiencies in educational materials and fundamental frameworks at times. Teachers, who are ineffectively compensated, depend on instructing in at least two schools to get by. A few teachers left the nation to look for greener fields, while other people who remained turned to training as a method for acquiring additional pay. It is against the foundation thusly, that parents became vital participants in the management of schools since the 80's. The monetary impact (support) of parents became unavoidable as parents currently contribute incredibly to the arrangement of the essential offices in the running of the school. As a result, the Parents' Teachers' Association (PTA) was formed with the intention of forming a group of parents and teachers to work on the nature of education in schools (Jasmania, 2011).

One method of affecting the improvement of offices in schools by the PTA was to give the assets the schools severely expected to give such offices or to straightforwardly give them to the school within a short space of time. The PTA has become one of the significant agents of school use and this is valid even today. By and large, the government's commitment to any one school can be as low as 15% or even less of the school's total pay (Lasibille, 2010). PTA is a deliberate and government assistance association of parents' direction and the teachers of a specific school. It is a conventional foundation in the training framework. Modebelu (2014)

considered it to be an extremely satisfactory and fitting discussion for effective correspondence and dynamic for school local area effectiveness. The PTA is comprised of parents and watchmen whose youngsters are currently in the school, parents and watchmen whose kids are as of now not in the school but who are as yet intrigued by the school, the heads of the schools, teachers, and different individuals from the staff of the schools. PTAs select their administrators and other leaders, while the position of secretary is reserved for the school principal.

The most important and best socialisation experts are parents, according to Igbudu (2012), since they provide their children with the most primary supported social relationships and management. Parents also serve as their children's first instructors. Parental involvement in secondary school curriculum control manifests itself in a variety of roles. It is well-known that parents of students attending some local schools have actively contributed financially or in other ways to the construction of classrooms, residence halls, research centres, and libraries (Orhungur, 2013).

The PTA has been instrumental in helping our schools hire highly skilled educators from a variety of disciplines. Recruitment is the most popular strategy for finding and attracting qualified candidates for teaching vacancies, according to Oluwole (2015). Educators who participate in the PTA get financial support and other benefits. This would supplement the efforts of many partners and the government in managing secondary schools. According to Ogwuche (2012), workforce requirements are always changing in newly formed organisations due to factors such as promotion, resignation, retirement excuses, time away, new jobs, and advancements in senior leadership. There is a need to choose instructors in Nigeria's instructional framework and secondary schools in particular since, according to all accounts, teachers quit teaching for greener pastures because of the hopeless circumstances of administration.

Oyetunde (2012) stated that, an educator is an individual who has gone through supported proficient preparation in schooling at a suitable level, equipped to grant information perspectives and abilities to students. Indeed, in any instructive framework, the instructor is a significant factor whose capacity might improve or stop the acknowledgment of the framework. The achievement or disappointment of such a framework, consequently, generally relies upon the teachers' effectiveness. The nature of his preparation thus decides his effectiveness, proficiency and somewhat, the accomplishment of the framework. No instructive framework can transcend the nature of its teachers.

No association can work effectively without monetary help. Schools require cash for instalment of teachers' pay rates and acquisition of PTA offices. Bassey (2010) thinks that one of the distinct advantages needed for each foundation or association for effective execution is finance. Daniel and Hassan (2011) assert that PTA arrangement of monetary help to schools might incorporate paying teachers' pay rates, financing the construction and recovery to setting up cash creating projects. According to Edem (2009), funding is a key component that helps educational management succeed. Education should not come at the expense of other people, and the cost is rising in tandem with the expansion of educational opportunities. Increasing the number of teachers employed is a crucial aspect of school funding. Schools develop more quickly when they have access to educational resources and common school frameworks. Kwaghbo (2010) stated that PTA subsidising is principally concerned with handling, extending, and keeping up with monetary help for the accomplishment of instructive objectives. The gigantic consumption brought about by schools calls for the cautious and wise usage of monetary assets towards accomplishing different management of instructive goals.

Part of the entire return in charges from activities like sales of rural things, expressions, and specialities, according to Oluwole (2015), comes from PTA assistance. According to Ekundayo

(2009), PTA funds are an essential asset for training management and should be distributed and monitored carefully. This is due to the fact that monetary assistance from administrative, state, or municipal government may be arranged for any remaining necessary components in the schools. Help with the cost of instruction could be the single most crucial component in reaching any given objective. Common sense and the implementation of educational endeavours are often impeded by a lack of resources.

Part of the P.T.A.'s duties as an agent of the parents at a school include reaching out to other parents to get them involved in school activities, provide financial support for school programs, and generally see to it that their children's government aid is taken care of. Furthermore, the PTA in Nigeria is clearly playing a very visible role in bolstering and advancing training in this nation based on their aims. Many schools, especially those with live-in students, can attest to the PTA's quality and achievements. Some of these achievements include getting the government to back the school's efforts, fostering a good relationship between parents and teachers, and providing a pathway for students to feel empowered when they see their parents' interest in what they're doing in school. The PTA also helps reduce school crises by fostering a stronger relationship between the school, its activities, and the parents of the students enrolled there. They provide the groundwork for government initiatives by providing things like buildings, water, electricity, and transportation. They also generally maintain the school and provide books and other instructional resources.

However, management is seen as a social cycle that aims to ensure people work together, cooperate, intervene, and associate in order to effectively achieve a goal. Akpakwu (2012) defines management as procedure, advancement, initiating and achieving change, imaginative, critical thinking, and dynamic, effectively seeking out other options and openings, reformulating objectives and needs, redeploying assets, arranging, resolving clashes, dynamic or dynamic initiative, strategy, diplomacy, and a serious level of risk-taking business.

The ultimate goal of management is to achieve harmonious coexistence of diverse and often antagonistic social impulses inside a single biological organism. Management is seen as a series of cycles overseeing the many ways in which an organization's people and material resources are used to achieve and advance its goals, as stated by Enyi (2014). School organisation according to Amiebomo (2010) includes overseeing, controlling the educational plan, instructing, peaceful consideration, discipline, evaluation, and asset assignment. We would then be able to summarise the crafted by the school management as: planning, organizing, coordinating, overseeing, communicating, and assessing. The school administration will maximise their efficiency by managing their assets, which include the personnel, PTA, and kids. When all students and faculty members are receiving an acceptable and beneficial education, we say that the school is being well-managed. Students, instructors, and staff at this institution are optimistic about the future. The administration of the school district, together with parents and other members of the community, chose to be pleased as well. Much of the country's secondary school infrastructure has been upgraded because to the Parents Teachers Association's efforts in organising and managing these institutions. These works are grouped along with Opara (2004) and Owobu (1999). A study by Opara (2004) on PTA involvement in secondary school administration in Abia State was finally finished. In order to compile the data, the scientist used visual analysis. There were a total of 600 instructors and 275 parents who were randomly examined as part of the study. Tables, mean groupings, standard deviations, and rates were used to analyse the data collected from the polls. Parents were taken aback to hear in her study that the PTA goes to meetings that are arranged by the administration and that these sessions are timed specifically so that parents can make it. This discovery is significant because it proves that school administrators and the Parents Teachers Association work together amicably.

For his atypical study on "The Role of the PTA in the Administration of Secondary Schools in the Uromi Education Zone of Edo State," Owobu (1999) polled 180 educators and 180 parents. We used a descriptive design. Data analysis made use of polls, taken at various intervals, and analysed using frequencies and rates. His research showed that although the PTA does assist with discipline, encourages children to perform well in school, keeps community ties pleasant, and organises essential foundations, it does little to aid with the organising and coordination of academic initiatives.

Statement of the problem

A multitude of issues make it hard for PTAs to be involved in making a difference in their schools. The government has not adequately defined the PTA's function in schools, and without this clarity, the PTA will be unable to do anything. Some people on the PTA aren't enthusiastic about the activities, so they don't show up to meetings or aren't consistent participants. The government's insistence on knowing about PTA donations and how those funds are utilised has made some PTA members nervous about becoming involved financially. Not all educators are enthusiastic about PTA activities since some of them dislike them. Because not all members are provided with the rules and regulations, they are unaware of the purpose of the body. Parents who have achieved success in life despite a lack of formal education sometimes fail to see the significance of PTA and the positive impact it may have on their children. Some members who lack education are hesitant to attend PTA events for fear of drawing attention to themselves. Those in positions of power sometimes have the chance to speak for the institution on issues they are completely uninformed about. It is necessary to investigate them. Fundraising, school construction, and item donations aren't the only things the Parents Teachers Association (P.T.A.) is known for. However, P.T.A.s are capable of much more than that; they may also host events such as seminars and awareness speeches, lobby on behalf of the school on behalf of the government, and even serve as a resource for the school administration during times of crisis. Instead than focusing just on fundraising and construction projects, they help close the achievement gap by being engaged in kids' lives outside of school as well. According to Maduwesi (2019), the goal of the P.T.A. is to foster collaboration between the family and the school in order to better understand the children's issues and, ideally, come up with solutions that work for everyone involved. But in Nigeria, the tenor of this relationship sounds strange. Buildings and equipment seem to be the primary targets of the fundraising efforts. There doesn't seem to be much of an effort to get parents to understand their kids better or for parents to assist instructors in getting to know the community and its goals and dreams. It is essential for families and schools to collaborate in order to improve education for everyone. The learning and performance of students would improve, parents would be better able to assist, and instructors would have a more positive outlook if they understood the challenges parents face and had a better place to work. As a child advocacy group, P.T.A. has a responsibility to the children's education and the authority to advocate on their behalf and provide them with the resources they need to succeed in school. With the help of the Parents Teachers Association (P.T.A.), this research aims to determine how secondary schools are managed effectively. Due to the importance of education, this becomes imperative. Secondary schools in Bayelsa State's Sagbama Local Government Area are the primary focus of the research, which also examines PTA involvement in decision-making and efficient school administration.

Purpose of the study

Researchers in Bayelsa State set out to determine if there was a correlation between PTA involvement in school administration decisions and student achievement in secondary schools

in the Sagbama Local Government Area. The specific goal is to look at secondary schools in the Sagbama Local Government Area of Bayelsa State and see how well they are managed in relation to PTA involvement in decision-making.

Research Question

The following research question guided the study. What is the relationship between PTA participation in decision-making and effective management of secondary schools in Sagbama LGA of Bayelsa State?

Hypothesis

The following theory is proposed by the researchers. In the Sagbama Local Government Area of Bayelsa State, there is no correlation between PTA involvement in decision-making and efficient administration of secondary schools.

Methodology

The study's research approach was based on the correlational survey design. The design of this research is significant because it shows how the dependent and independent variables in the study are related to each other (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. This study's design was chosen because it is well-suited to quantitative research including both independent and dependent variables (Christensen & Johnson, 2004). The quantitative independent variable in this study is PTA participation in decision-making and the available dependent variable is effective management of secondary schools. The population of the study was 1596 parents and teachers' from ten (10) selected public junior secondary schools in Sagbama Local Government Area of Bayelsa State during the 2020/2021 academic session. The population was distributed as 1424 and 172 parents and teachers' respectively. 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. A 10-item questionnaire called the PTA Participation in Decision-making and Effective Management of Secondary Schools Questionnaire (PTAPDEMSSQ) was used to gather data for the research. 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 involvement in decision-making, the dependability coefficient value was .720, and for successful management, it was .750. Results showed that the study's data gathering tool had a high reliability coefficient. With the help of two research assistants, the study investigators individually administered the instrument and made copies for distribution and retrieval. There were 650 copies of the instrument given; however, 638 (or 98.15 percent) of those were filled out correctly. In contrast, 12 (1.85%) were considered unsuitable for data analysis due to insufficient administration. A total of eight (8) weeks were consumed by the distribution and retrieval of the data collecting device. With the help of the SPSS software version 26, the demographic data, research question, and hypothesis were analysed using simple percentage, model summary of simple regression analysis, and PPMC analyses, respectively.

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

The data presented in Table 2 indicates that 115 (18%) of the total respondents were within 30-39 years, 186 (29%) were of 40-49 years, 217 (34%) were within 50-59 years and 120 (19%) were within 60-69 years of age. This simply implies that respondents within 50-59 years were more in number than their other colleagues in the study.

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

The data presented in Table 3 reveals that 569 (81%) of the total respondents were parents and 69 (19%) were teachers'. This simply means that parents were more in number than the teachers' in the study.

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

Table 4 displays the results for the whole sample: 390 married people (61%), 189 single people (30%), and 59 separated people (9%). This merely indicates that there were more responders who were married compared to other participants in the research.

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

What is the relationship between PTA participation in decision-making and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State?

Table 6: Model summary of simple regression analysis of the relationship between PTA participation in decision-making and effective management of secondary schools

Variables	N	R	R ²
PTA participation in decision-making*Effective management of secondary schools	638	.285	.081

The data presented in Table 6 shows a correlation coefficient r-value of .285 with a correlation coefficient square (r^2)-value of .081. This reveals that 8.10% of the total variance of effective management of secondary schools can be attributed to the PTA participation in decision-making. Consequent upon the relationship between the two variables, the Pearson Product Moment Correlation Coefficient (PPMC) analysis was carried out in order to confirm if the relationship is significant or not (See Table 2).

Hypothesis One

In the Sagbama Local Government Area of Bayelsa State, there is no correlation between PTA involvement in decision-making and efficient administration of secondary schools.

Table 2: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the relationship between PTA participation in decision-making and effective management of secondary schools

		PTA participation in decision-making	Effective management of secondary schools
PTA participation in decision-making	Pearson	1	.285*
	Correlation		
	Sig. (2-tailed)		.000
	N	638	638
Effective management of secondary schools	Pearson	.285*	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	638	638

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

In Table 2, we can see that the PPMC analysis is statistically significant at the $p < .05$ alpha level, with 636 degrees of freedom and a correlation coefficient r -value of .285. This is due to the fact that the computed p -value of .000 is lower than the criteria p -value of .05 alpha level. Consequently, the premise that PTA involvement in decision-making does not correlate with efficient administration of secondary schools in Sagbama Local Government Area, Bayelsa State, is rejected. This finding lends credence to the alternative hypothesis, which proposes that PTA involvement in decision-making is significantly associated with better administration of secondary schools in Sagbama LGA, Bayelsa State.

Summary of Finding

Secondary schools in Bayelsa State's Sagbama Local Government Area are better managed when parent-teacher associations are involved in making decisions.

Discussion of Findings

The result in Table 1 indicates that, there is a positive connection between PTA participation in decision-making and effective management of secondary schools in Sagbama LGA of Bayelsa State with a correlation coefficient r -value of .285. This indicates very low magnitude with a positive direction. The positive relationship between PTA participation in decision-making and effective management of secondary schools simply implies that, as scores of PTA participation in decision-making increase, there is a corresponding increase in effective management of secondary schools scores and the reverse is the case.

However, with 636 degrees of freedom, a p -value of .000 was determined to be statistically meaningful when PPMC analysis was used to test the null hypothesis at the .05 alpha level. This study's findings support the hypothesis that PTA involvement in decision-making is positively associated with secondary school administration in Bayelsa State's Sagbama Local Government Area. The results of this research corroborate those of Enyi (2014), who found that when PTAs are involved in school administration, secondary schools are better able to meet student needs.

Secondary schools in Sagbama Local Government Area, Bayelsa State, were determined to be well managed when PTA involvement in decision-making was at least .285. A value of .959 was determined for the alienation coefficient. There is no correlation between PTA involvement in decision-making and efficient secondary school administration, according to this value. This

provides further evidence that, while the degree of association was .285, the degree of disassociation was determined to be .959.

We got an 8.12% coefficient of determination, which is the proportion of association. This exemplifies the significance of the correlation between PTA involvement in school administration and positive student outcomes in secondary education. A correlation coefficient of this low suggests that the two variables in the research were not significantly related. Subsequently, 8.12 was the calculated percentage decrease in prediction error (r^2) for PTA engagement in decision-making and successful administration of secondary schools. Knowing the scores of PTA involvement in decision-making would lower the prediction error of scores of effective secondary school management by 8.12%. Similarly, knowing the scores of PTA involvement in decision-making will increase the accuracy of the prediction. Furthermore, this finding implies that, with the current level of information on PTA involvement in decision-making, only 8.12% of secondary schools can be effectively managed. This finding further supports the idea that there is no correlation between PTA involvement in decision-making and efficient administration of secondary schools.

As an alternative, we discovered that there was a 91.88% prediction error between PTA involvement in secondary school decision-making and good management. Thus, when looking at the relationship between the two variables, we can see that 8.12% of the PTA participation in decision-making scores could be predicted from the scores of effective management of secondary schools, and vice versa. On the other hand, 91.88% of the scores could not be explained or accounted for by going back to the scores of effective management of secondary schools. While there was a statistically significant correlation between PTA involvement in decision-making and efficient secondary school administration, the strength of the correlation was weak, and the degree to which one variable could be predicted from another was similarly low.

Conclusion and Recommendations

The research found that there is a strong correlation between PTA participation in decision-making and good secondary school administration. Based on the findings, it was suggested that the PTA should heavily rely on parent and teacher involvement in decision-making to help ensure the efficient administration of secondary schools in society.

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