

PTA Building Morals of Students' and Effective Management of Secondary Schools in Sagbama Local Government Area of Bayelsa State

Dr. Diepreye Okodoko

Department of Educational Management
Niger Delta University
Wilberforce Island
Bayelsa State
okooko2001@gmail.com

Egrenfa, Tokoni Ruth

Department of Educational Management
Niger Delta University
Wilberforce Island
Bayelsa State
tokoniruth@gmail.com

DOI: 10.56201/ijssmr.vol.11no3.2025.pg.367.377

Abstract

This research set out to answer the question, "How can PTAs in the Sagbama Local Government Area of Bayelsa State improve school management and the moral education of their students?" by looking at secondary schools in that area. 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 Building of Students' Morals and Effective Management of Secondary Schools Questionnaire (PTABMSEMSSQ), the tool 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. By using Cronbach's Alpha technique, we were able to ascertain the reliability coefficient values of the instrument's internal consistencies. Results for the dependability coefficients for PTA building students' morals and successful administration of secondary schools were .810 and .750, 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 aid of the SPSS version 26. The study concludes that parents' teachers' association (PTA) building morals of students' has significant relationship with effective management of secondary schools. In alignment with the conclusion, it was recommended that, parents' teachers association (PTA) should improve more on their building morals of students, because of its ability to project effective management of secondary schools in society.

Keywords: *Parent Teachers Association, Building Moral of Students, Effective Management*

Introduction

Onderi and Makori (2013) argue that PTAs bring the community together by allowing parents and other members to take responsibility for a school's actions and actively engage in their children's education. The importance of parents in school administration was acknowledged by the Federal Government of Nigeria (FGN) in its 2004 National Policy on Education, which said that "local individuals, especially parents, will be urged to take an interest in school management."

By and large, the Parents Teachers' Association is perceived as an effective method for the improvement of parental inclusion in instructive interaction. Maybe it is therefore that 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 show a common 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).

According to Jenberu (2011), the Parents Teachers Association is a grassroots group that brings together educators and parents to improve student outcomes in the classroom. Members of this group have retreated from their rightful roles as decision-makers and controllers of educational programs, and they represent a single school and educational system. Maryam (2010) states that the PTA originated in the United States with the kindergarten improvement, which was initiated in 1855 by a group of women gathering in Chicago and successfully implemented in 1894 by the Mother's Congregation. As a constitutionally protected public association, the PTA is divided into local chapters that cover different states. It is the goal of the National Parents Teachers Association in the United States to advocate for programs that provide financial, logistical, and other forms of support to children and youth in their homes, schools, and communities (Maryam, 2010).

The PTA's other goals included raising household expectations, enacting legislation to protect children and youth, removing obstacles between home and school, and bringing together and encouraging interaction between educators and the general public to achieve optimal results in academic, social, and emotional development. Additionally, she noted that NAPTAN, the National Parents Association of Nigeria, is one of the key allies of the directing board in promoting the Commonwealth Education Fund (CEF) methodology in Nigeria. NAPTAN's mission is to ensure that the government has the support of the general public in its efforts to provide high-quality education to all children in Nigeria. The premise upon which this rests is that there are four primary actors in the training process: the state as commitment transport, the kid as right holder, the guardians as primary educators, and the instructor as master educator. There must be progress or interest in the exercise of such rights for them to be authorised, which is not shocking information. One of the most generous groups fighting for the rights of students, particularly in the classroom, is the Parents' Teachers' Association. In the early decades of the educational revolution, schools were said to have structured relations with parents, except when they were modified for discourse days, sports days, etc. The curriculum and administration of the schools were completely beyond the control of the parents. Since the government couldn't possibly take on all of the responsibilities of the country's numerous schools, the PTA was born out of the need for parents to be involved in their children's school lives, express their opinions, help improve the school community, and lend a hand to the schools in addressing the many challenges they face. That is to say, rather than sitting on their hands and letting the standard of education continue to decline, parents would

now take action. To sum up, the Parents Teachers Association's (PTA) role in schools is crucial for addressing school-related concerns. Additionally, the P.T.A. can assist the schools with following matters: resolving conflicts between the home and school; assisting the government in providing additional infrastructure offices to the school; providing support and empowerment to the staff; receiving government assistance; providing guidance to the school when needed; and, on occasion, mediating between the school and government officials to assist the school. These and other factors galvanised the PTA national body, which in turn articulated a set of fundamental principles. Included in this are:

- (a) to ensure that schools in Nigeria meet the highest standards of academic execution, discipline, profound quality, administration, and trustworthiness;
- (b) to collaborate with and provide financial support to the government, state and local appropriate associations, organisations, and educational foundations; and
- (c) to provide a platform for parents, gatekeepers, supporters, and teachers of secondary school students in Nigeria to meet, exchange views, conduct thorough investigations, make proposals, and effectively seek after-execution decisions on issues impacting Nigerian education with appropriate offices.
- d) to promote cooperative efforts, positive relationships, and active engagement among parents, guardians, advocates, and educators in order to achieve a common goal—the government's support for schools and their students. d) to be well-informed about government training initiatives and how they affect creating an appropriate setting for similar gatherings.
- e) to enforce reasonable, consistent, and sole discipline at home and in the classroom.
- f) to make a substantial and, at the very least, necessary contribution to providing schools with the additional resources they need to do a good job of teaching. g. to contribute to the appropriate and equitable

In Nigeria's North Central Zones, the Parents' Teachers' Association has played a crucial role in the development and administration of secondary schools. Parents, guardians, and teachers all have a role to play in school administration and organisation, but the level of involvement and scope of PTA activities varies by location and by person. According to Shie (2011), school PTAs have been instrumental in assisting schools with scientific research facility creation and preparedness, school edge fence development, and electricity and line-borne water arrangement. In this manner, PTAs lend a hand in the administration of students' skills and the enhancement of students' hygiene via the setup of these offices. Improving subjective teaching for their children is a crucial responsibility of the PTA. Shie (2011) stated that PTAs assume an extremely conspicuous part in the local business and commitment of a portion of the teachers in schools. That PTA utilises paid teachers and different classes of labourers. These incorporate, among others, night watches, typists, workers, and library staff. In certain schools, the PTA has fabricated staff houses, sunk staff wells, and purchased vehicles for the use of staff and understudies.

The Parents-Teachers Association offers numerous chances for the achievement of understudies at all levels. According to the Centre for Child Wellbeing (2010), the Parents' Association doesn't just further develop an understudy's assurance demeanour and scholarly accomplishments, but it additionally advances better conduct and social change. The scholars

focused on how it assists understudies with growing up to be useful and capable individuals in the general public.

Understudies raising conditions can altogether influence the occurrence of understudy spirits and social issues. The Parents-Teachers Association is a social course of action that has a huge effect on understudies' spirits and personal conduct standards. Morin (2013), states that the best tip for school understudy achievement is to guarantee that there is a functioning Parents Teachers Association in school. Now and again, however, it tends to be seen that there is a chalk line drawn down the centre of an understudy's life. At home, a parent knows best his own youngster's scholastic possibilities, social abilities, intrinsic disposition, and so forth. Furthermore, an instructor might know just a tip of an icy mass with regards to who the kid truly is. Be that as it may, a utilitarian Parents Teachers Association might assist with honing the way of life and standard of conduct of understudies. Since the youngster receives confidence lessons at both home and school,

The Parents-Teachers Association has an immense impact and goes about as an energizer on understudies' resolve to improve. It plays an immense part in building understudy character. Parents assemble great perspectives, conduct, and spirits for their youngsters from an early age, and these spirits are kept up with by the teachers in school. He further focused on the fact that essentially every parent and instructor wishes to have a shrewd and respectful understudy or youngster in their day-to-day existence, so one day they will be phenomenal and great future pioneers. This could possibly be conceivable if the Parents Teachers Association is practical and plays out all essential obligations to improve the structure of the cycle of spirits (Haryoko, 2009).

The Parents-Teachers Association is a significant factor in the character development of understudies or youngsters. What a child is taught at home or school in the early stages of life follows them into their later years. This becomes a justification for why parents and teachers ought to be a genuine guide to understudies or kids as it would assist with honing their spirits throughout everyday life. The Parents-Teachers Association helps the school staff in gathering disciplinary activity on the understudies for defiance.

School heads should utilise the PTA to uphold discipline from the home front. Recognizing the role of PTA in the discipline of understudies Parents ought to cooperate with teachers to check indiscipline both in the home and in school. Accordingly, PTA ought to be considered for such an association.

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.

The "Degree of PTA Involvement in the Administration of Secondary Schools in Dekina Local Government Area" was reviewed by Ijaja (1994). As an example, he used a sample of 80 educators and 80 parents, administered the survey, and gathered data using the same methodology and statistical test as the research. Supporting discipline, empowering understudy, preserving strong school community ties, and establishing essential foundations were all areas in which the PTA was actively engaged, according to his research. But aiding schools in association and organising instructional initiatives was not fully supported. Based on the information provided, it seems that the Parent-Teacher affiliation's involvement in school administration is generally consistent; however, the method of affiliation and support may differ from one school to another, beginning with one community and progressing to another. This might be due to a number of factors; for example, it could be because the modalities used are ineffective, or it could be that the parents' socioeconomic position is preventing them from participating. The relationships and perspectives of parents in urban and rural regions would be drastically different. At times, when the role of the PTA isn't clearly defined, parents and teachers may fail to see the benefit of having them involved in school administration. However, when it comes to PTA involvement in schools, there isn't much of a difference in mindset.

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. They bridge the gap between the school and the home by actively getting involved in what happens in the lives of the students both at home and in the school and not only to raise funds and erect buildings. According to Maduewesi (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. Due to the importance of education, this becomes imperative. However, the study focuses on the PTA building morals of students' and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State

Purpose of the study

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

Ascertain the extent of relationship between PTA building morals of students' and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State.

Research Question

The following research question guided the study

What is the extent of relationship between PTA building morals of students' and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State?

Hypothesis

The researchers formulates the following hypothesis

There is no significant extent of relationship between PTA building morals of students' and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State.

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. This study's design was chosen because it is well-suited to quantitative research including both independent and dependent variables (Christensen & Johnson, 2004). Students' moral character development via PTA involvement is the study's quantitative independent variable, while efficient administration of secondary schools 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 Building of Students' Morals and Effective Management of Secondary Schools Questionnaire (PTABMSEMSSQ). 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 Building of Students' Morals, the dependability coefficient value was.810, and for Effective Management of Secondary Schools, it was.750. Results showed that the study's data gathering tool had a high reliability coefficient. Research investigators administered the instrument individually, with the help of two research assistants who helped with 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. SPSS software version 26 was used to analyse the data. For demographic data, simple percentage analysis was applied. For research questions and hypotheses, PPMC analysis was used.

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

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 extent of relationship between PTA building morals of students' and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State?

Table 1: Model summary of simple regression analysis of the extent of relationship between PTA building morals of students' and effective management of secondary schools

Variables	N	R	R ²
PTA building morals of students'*Effective management of secondary schools	638	.271	.073

The data presented in Table 1 reveals a correlation coefficient r-value of .271 with a correlation coefficient square (r²)-value of .073. This shows that 7.30% of the total variance of effective management of secondary schools can be attributed to the PTA building morals of students'. Consequent upon the relationship between the two variables, the PPMC analysis was carried out in order to ascertain if the relationship is significant or not (See Table 2).

Hypothesis One

In Bayelsa State's Sagbama Local Government Area, there is no correlation between PTAs' efforts to improve students' moral character and the efficiency with which secondary schools are run.

Table 2: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the extent of relationship between PTA building morals of students' and effective management of secondary schools

		PTA building morals of students'	Effective management of secondary schools
PTA building morals of students'	Pearson Correlation	1	.271*
	Sig. (2-tailed)		.000
	N	638	638
Effective management of secondary schools	Pearson Correlation	.271*	1
	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 .271, the results shown in Table 2 show that the PPMC analysis is significant at the $p < .05$ alpha level, as the computed p-value of .000 is less than the threshold p-value of .05 alpha level. This study finds that PTAs in Sagbama Local Government Area, Bayelsa State, are significantly related to improved school administration and student morale, rejecting the null hypothesis that neither factor is significantly related. So, in Sagbama Local Government Area, Bayelsa State, the alternative hypothesis is correct; namely, that there is a strong correlation between PTAs' efforts to improve students' moral character and the efficient administration of secondary schools in the area.

Summary of Finding

Secondary schools in Sagbama Local Government Area, Bayelsa State, are well-managed when PTAs work to improve students' moral character.

Discussion of Findings

The result in Table 1 indicates that, there is a positive connection between PTA building morals of students' and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State with a correlation coefficient r-value of .271. This indicates low magnitude with a positive direction. The positive relationship between PTA building morals of students' and effective management of secondary schools simply implies that, as scores of PTA building morals of students' increase, there is a corresponding increase in effective management of secondary schools scores and the reverse is the case.

Nevertheless, 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 significant positive relationship between PTA building morals of students' and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State. The finding of this study is consistent with the results of Morin (2013), who stated that, a significant bond exist between parents' teachers association (PTA) building moral of students and effective management of secondary schools.

In the Sagbama LGA of Bayelsa State, there was a .271 degree of association between PTA establishing students' morality and successful administration of secondary schools. Finding an alienation coefficient of .963, this result suggests that there is no correlation between PTAs' efforts to instill moral values in their pupils and the efficient administration of secondary schools. Thus, this provides another evidence that, while the degree of connection was .271, the degree of absence of relationship was found as .963. A coefficient of determination or percentage of association was calculated to be 7.34 percent. The strong correlation between

PTAs' efforts to instill moral values in their children and the efficient administration of secondary schools is shown here. With this number, we can see that the correlation between the two research variables is weak. Consequently, a percentage decrease in prediction error (r^2) of 7.34 was found for PTA strengthening students' morality and effective administration of secondary schools. This means that forecasting scores of successful secondary school management with knowledge of PTA strengthening kids' morals will minimise the mistake by 7.34 percent, and the converse is also true. Therefore, knowing the scores of PTA developing kids' morals can only forecast good secondary school administration to a degree of 7.34 percent. The weak correlation between PTA efforts to improve students' character and the efficient administration of secondary schools is further supported by this finding.

On the flip side, it was discovered that there was a 92.66% prediction error between PTA strengthening students' morals and successful administration of secondary schools, and vice versa. In terms of one variable being able to predict another, this means that knowledge of effective management of secondary schools scores could only account for or accurately predict 7.34 percent of PTA building morals of students' scores, and vice versa. The remaining 92.666 percent could not be explained or accounted for by reference to scores of effective management of secondary schools. While there was a statistically significant correlation between PTAs' efforts to instill moral values in their students and the efficient administration of secondary schools, the strength of this correlation was modest, and the degree to which it predicted outcomes in one variable from another was similarly low.

Conclusion and Recommendations

The study concludes that parents' teachers' association (PTA) building morals of students' has significant relationship with effective management of secondary schools. In alignment with the conclusion, it was recommended that, PTA should improve more on their building morals of students, because of its ability to project effective management of secondary schools in society.

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