

An Assessment of the Impact of Parent-Teacher Association Intervention Strategies on Secondary School Management in Apa and Agatu Local Government Areas, Benue State, Nigeria West Africa

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Abstract

Review Article

The study assessed the impact of Parent-Teacher Association intervention strategies on secondary school management in Apa and Agatu Local Government Areas of Benue State. To guide this study, two research questions were posed and two hypotheses were formulated for testing. The research employed a descriptive survey design to examine a target population of 2,005 individuals. This population comprised 80 teachers, 45 principals and 1,880 parents drawn from 45 schools and their respective communities. From 20 selected schools and communities, a sample of 488 participants, roughly 25% of the total population was drawn, comprising 15 principals, 45 teachers and 428 parents. The selection process utilised purposive and stratified random sampling methods. Impact of Parent-Teacher Association Intervention Strategies on Secondary School Management Questionnaire (IPTAISSMQ) was used for the collection of data. Data analysis involved frequencies and percentages, supported by bar charts for visual representation of research findings. Inferential analysis was conducted using Chi-square test to evaluate all hypotheses at the $\alpha = 0.05$ significance level. The study demonstrated that the level of Parent-Teacher Association participation in the development of physical facilities has a significant impact on secondary school management χ^2 cal = 188.296, χ^2 crit = 24.996, df = 15, $P=0.05>0.000$. The extent of Parent-Teacher Association engagement in staff recruitment has a significant impact on secondary school management χ^2 cal = 403.718, χ^2 crit = 12.592, df = 6, $P=0.05>0.000$. Based on the findings of the study, it was recommended that School leaders should remove barriers to Parent-Teacher Association participation to better utilise their management intervention. It is imperative for educational authorities to formulate rigorous policies that delineate the operational limits of Parent-Teacher Associations, thereby mitigating potential administrative interference. Cultivating a harmonious partnership with the Parent-Teacher Association serves a strategic catalyst for increased financial participation in secondary school management.

Keywords: Impact, PTA, intervention, strategies, Management.

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Effective education is a capital-intensive undertaking, necessitating substantial investment for optimal functioning (Inah, Undeshi & Adie, 2024). Providing the necessary fiscal support for effective school management is

becoming a significant burden on the government. The government has traditionally borne the exclusive responsibility for funding education across all tiers. Rapid population growth has fuelled a surge in enrolment, which



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when combined with a heightened public recognition of education's value, has created a fiscal demands that exceeds the government's solo capacity (Inah, Undeshi & Adie, 2024). The preponderance of challenges facing secondary school management is fundamentally linked to fiscal deficiencies.

The declining standards of Nigerian education have become a central national issue. Whether at the basic or higher education levels, the reality is one of chronic instability; the system faces an annual erosion of quality that now signals a looming structural collapse. Acting as the bridge between basic and higher education, the secondary sub-sector is marred by significant infrastructural deficits in rural areas. Yangeve, Okpe, Uwalaka and Agashua (2022) state clearly that ineffective management has severely hindered Nigeria's secondary schools in recent times. These institutions are now struggling to stay afloat while attempting to deliver the quality of education required for graduates to be socially and economically productive. The government has acknowledged her inadequacy to bear the burden of financing education alone. Obi (2016) observes that the Federal Government has called upon communities to assume more active roles in the management and oversight of schools. Since the government can no longer fund or manage schools independently, collaborative efforts from stakeholders are now essential for the system's survival. Consequently, the pivotal role of Parent-Teacher Association (PTA) in school management cannot be overstated (Yangeve, Okpe Uwalaka & Agashua, 2022).

Management is defined in various ways, but the core function is to balance the achievement of cooperate targets with the well-being of the staff (Uketui & Ezeaku, 2024). Management is that systematic process of planning, organising, coordinating and controlling activities to ensure organisational goals are met. In the view of Adesina (2018) management is the integration and direction of all available human and physical resources toward achieving an organisation's set aims. Nwachukwu (2015) characterises management as the process of steering an organisation's

resources towards its objectives by employing four primary functions: planning, organising, directing and controlling. Most scholars have their definition of management revolving around these four functions. Hence, management is a process. Reflecting on various management perspectives, Ochai (2013) describes school management as the process through which administrators establish and maintain a goal-oriented organisation, this is achieved via systematically coordinated human cooperation and the holistic integration of human, physical and financial resources.

School management refers to the theory and practice of organising educational establishments, ensuring that objectives are realised through coordinated resource utilisation (Cotton, 2013). Nelson (2023) posits that school management is characterised by the systematic development of strategies, plans and policies essential for attaining educational objectives.

The growing necessity for collaboration between governments and a diverse range of stakeholders including international bodies like United Nation Educational Scientific and Cultural Organisation (UNESCO), United Nation Internal Children Education Fund (UNICEF), the private sectors, and local communities, religious groups has directly led to the emergence of Parent-Teacher Association. The Parent-Teacher Association is a primary educational stakeholder tasked with supporting school management. As a formal body composed of current parents of students in the school and teachers, the Parent-Teacher Association serves as a bridge between the home and the schools to enhance school management (Eziuzo & Enueme, 2013; Nelson, 2023). The conceptualisation offered by Ofeimu and Uloko (2022) that the Parent-Teacher Association is a voluntary organisation for school improvement is at odds with the current administrative climate in Nigeria. In practice, membership has become a mandatory obligation for parents in nearly all secondary schools, reflecting a move away from the traditional voluntary model. Monetary sanctions are imposed on parents as a deterrent against absenteeism from Parent-Teacher Association deliberations, reinforcing the



association's compulsory nature. According to Nelson (2023), Parent-Teacher Association membership is a statutory requirement for every parent and guardian with children or wards registered as learners in the school.

In schools where Parent-Teacher Association is genuinely active, the difference is always clear. According to Okaforcha and Okeke (2025), the inclusion of parents in school management is now a recognised norm in Nigeria's contemporary polity. The scope of the Parent-Teacher Association has expanded beyond merely monitoring student progress and child-rearing; it now encompasses a strategic partnership with school administrators to facilitate the procurement of vital educational resources for the students' benefit. Evidence of this trend is found in various public primary and secondary schools; to address teacher shortages, Parent-Teacher Association has independently funded temporary staff and provided necessary classroom furniture.

Formed as a collaborative body, the Parent-Teacher Association brings together families and educators to enhance the quality of education for all students (Iloka, 2023). The Parent-Teacher Association serves as a forum for parents and guardians to familiarise themselves with their children's school environment. Through regular meetings, they interact with teachers and gain a deeper understanding of the educational setting. Through these interactions, teachers also become acquainted with the learners' parents.

The Parent-Teacher Association serves as an essential medium for information sharing, exemplified by the creation of a WhatsApp group. This digital forum facilitates daily, weekly or monthly communication between parents, teachers and school management; ensuring families remain informed of all school happenings. This immediacy is critical for urgent matters that cannot be deferred until a physical meeting. In certain cases, the organisation facilitates virtual attendance by convoking Zoom meetings in conjunction with the ICT department. Ojimba (2024) contends that Parent-Teacher Association original purpose as a parent-teacher forum has matured into a broader

involvement in school management and resource provision. Okaforcha and Okeke (2025) observe that the Parent-Teacher Association is now an indispensable element of the educational system, exerting substantial influence over the decision-making process. Research indicates that the Parent-Teacher Association serves as a bridge for mutual understanding, emphasising the significance of effective school programming and active student engagement (Okaforcha & Okeke, 2019; Ucheagwu-Okoye & Nwadukwe, 2021).

A primary objective of the Parent-Teacher Association is to enhance the educational environment and learning opportunities for every student. The presence of a Parent-Teacher Association typically signals heightened community engagement in the school affairs, serving as the most significant mechanism for parental involvement and school-home communication. Beyond the traditional expectations of financial contributions and meeting attendance, Parent-Teacher Association is increasingly integral to the management and governance of education. Okeke (2022) highlights that Parent-Teacher Association foster essential tie between schools and families. This proximity enables parents to identify and resolve issues impacting both student progress and school development.

The roles of Parent-Teacher Association are categorised into five areas: advisory, disciplinary, financial, maintenance of school-community relations, provision and maintenance of infrastructural facilities. It is not limited to only these aspects. Okaforcha and Okeke (2018), Ezeaku (2019) and Okeke (2022) identify several key roles for the Parent-Teacher Association, including provision of instructional materials, maintaining discipline, fundraising, participating in decision-making, and developing school infrastructure. Aligning with the perspectives of Okaforcha and Okeke, Ezeaku and Okeke, Ali (2018) identifies several critical contribution of the Parent-Teacher Association to school management. These include the provision of instructional, health, and recreational facilities: participation in decision-making process, maintenance of discipline, school-community



relations; and the facilitation of effective communication and student welfare.

The Parent-Teacher Association plays a critical role in school management, particularly through the provision and development of school facilities across all levels of education. The movement originated in the United States during the late 19th century, with the first meeting of the “National Congress of Mothers”. This initial gathering evolved into the modern-day National Parent-Teacher Association, broadening its focus to include teachers, fathers and community advocates (Yangeve, Okpe, Uwalaka & Agushua, 2022). Given the Parent-Teacher Association commitment to students’ welfare and holistic development, parents are granted key roles in the management and advancement of secondary schools. Consequently, the association actively supports school growth through targeted funding and infrastructure development. The Parent-Teacher Association drives school improvement with funding (Nelson, 2023).

In term of infrastructure, many schools are lagging behind. At this educational level, many schools suffer from a gross inadequacy of physical infrastructure. Essential resources such as science/computer laboratories, specialised workshops, libraries and athletic facilities are notably absent (Olaifa, Abdulkafeel, Shaibu, Olaifa & Adeoyi, 2024). This deficit stems from the chronic under-resourcing of secondary education by the government, as Ali (2018) notes, many rural schools risk becoming non-functional unless they receive supplementary infrastructure support from external stakeholders or Parent-Teacher Association. In addition to ethical guidance and fundraising, the Parent-Teacher Association’s mandate should extent to addressing deficiencies in the learning environment, especially through the provision of essential educational resources and the renovation of dilapidated facilities. Effective physical facilities learning environments must be well-maintained, secure and aesthetically engaging to facilitate high academic excellence. Such facilities aim to establish a supportive atmosphere that optimises student engagement and cognitive development. In developing

nations, the deficit in student learning outcomes can be partially linked to substandard school infrastructure. Physical facilities serve as a foundational determinant in enhancing the academic achievement of learners. The pervasive infrastructural decay within the Nigerian school system, particularly in rural regions, is a direct consequence of persistent systemic underfunding. To mitigate these deficiencies, Parent-Teacher Association have increasingly served as critical stakeholders, facilitating the construction of new classrooms, the refurbishment of dilapidated structures and the provision of essential resources such furniture, perimeter fencing and equipped science laboratories (Akahomen, 2018).

The teacher’s role as the primary catalyst for educational development and societal progress is well documented. Due to the prevailing fiscal challenges facing the government, the Parent-Teacher Association has intervened to ensure schools remain adequately staffed. This support extends beyond the classroom to include essential support roles such as laboratory technician, storekeepers, cooks, medical staff, and guards (Okodoko and Egrefa 2025). The surge in secondary school enrolment underscores a growing public interest in educational advancement. Nevertheless, this trend has precipitated unavoidable challenges, such as classroom congestion and deteriorating academic standards stemming from personnel shortages. Consequently, active Parent-Teacher Association intervention is essential to facilitate the employment of high-quality teaching staff to maintain educational integrity.

In both rural and select urban areas, many schools face critical teacher shortage. Recognising that the government cannot address this burden in isolation, a sustainable solution is required. This deficit is exacerbated by the frequent redeployment of staff from rural posts to cities. To maintain academic continuity in their wake, schools often resort to hiring “accidental teachers”-individuals who lack professional training and have entered the classroom out of necessity rather than choice. To ensure that teachers stay at their place of posting they can be motivated in various ways.



According to Olaifa, Abdulkafeel, Shaibu, Olaifa and Adeoyi (2024), teachers' morale may be bolstered if the Parent-Teacher Association prioritises the provision of adequate residential facilities for them. To incentivise teachers, the Parent-Teacher Association could provide educational bursaries for teachers' children and grant interested staff access to school-owned arable land for agricultural purposes. The Parent-Teacher Association has evolved into a cornerstone of the educational system. Particularly in rural areas, the Parent-Teacher Association is often the primary driver of school functionality, as its members actively lobby for equitable distribution and posting of staff to address severe teacher deficits. The present study seeks to highlight two principal areas where the Parent-Teacher Association assists schools in solving some of the managerial problems.

Research Design

The study utilised a descriptive survey design because the research objectives are inherently descriptive. By analysing a representative subset of the population, the design allows for generalisable conclusions across the entire population. This research design is appropriate given the established history of Parent-Teacher Association involvement in the management of secondary schools across the Apa and Agatu Local Government Areas and this study is primarily to assess the impact of Parent-Teacher Association intervention strategies on secondary school management.

The target population for this study comprises principles (head of schools), teachers and parents drawn from 45 secondary schools and their respective host communities. According to the 2022/2023 academic session statistics, the target population includes a total of 125 serving teachers and principals. The study's second population consisted of 1,880 parents. Consequently, the total target population comprised 2,005 stakeholders, including 80 teachers, 45 principles and 1,880 parents.

Twenty schools were selected out of the forty five secondary schools in Apa and Agatu Local Government Areas. The forty schools were classified into categories: mission schools,

government owned schools and community/private schools. The sample size or sub-population of the study forms roughly 25% to the total population that is 488 respondents: 15 principles, 45 teachers and 428 parents from 20 selected schools and communities. Purposive and stratified random samplings were used for the selection of the sample.

The instrument for this study was a structured questionnaire named "Impact of Parent-Teacher Association Intervention Strategies on Secondary School Management Questionnaire" (IPTAISSMQ) constructed by the researcher. The survey instrument has two parts (A and B). Part A demographic information while Part B elicits information on Parent-Teacher Association intervention strategies. Its response mode was the researcher designed 4 point likert scale of Strongly Disagree (SD) = 1 point, Disagree (D) = 2 points, Agree (A) = 3 points, Strongly Agree (SA) = 4 points. To establish the validity of the instrument, the researcher subjected the instrument to face and content validation by giving it to two experts in research from the Department of Arts and Social Sciences Education of the Rev Fr Moses Orshio Adasu University, Makurdi (MOAUM).

The validated questionnaire was subjected to a pilot study to test its reliability. Pilot testing of 40 copies of the questionnaire was carried out in two secondary schools, their host communities with twenty respondents each. There was a test and retest of the instrument after 2 weeks interval to establish the reliability of the instrument on the pilot schools. The results obtained from the pilot study were analysed using Pearson Product Moment Correlation Coefficient. The entire results of the pilot study showed reliability of 0.87.

The researcher visited the selected schools and their communities in person with the aid of two research assistants. A total of 60 questionnaires were distributed to the selected schools and 428 distributed to the host communities. The principals and teachers as well as parents of students in the sampled schools and communities responded to the questionnaire. The 488 questionnaire were all returned: 485 were valid while only 3 were invalid. The



responses obtained were organised and presented in tables for each research question. Research questions were answered through the use of frequency distributions and percentage analysis, supplemented by bar charts. To test the hypotheses, Chi-square statistics were applied, with the threshold for statistical significance set at $p<0.05$. The choice of Chi-square was informed by the fact that the data collected were in frequency form and mutually exclusive.

Analysis of Research Questions

Research Question One

What is the level of participation of the Parent-Teacher Association in the development of physical facilities in secondary school in Apa and Agatu Local Government Areas?

The data addressing Research Question 1 are presented in table 1

Table 1: Frequency and Percentage Distribution of Respondents Regarding Participation of Parent-Teacher Association in the Development of Physical Facilities in Secondary Schools in Apa and Agatu

S/N	Item	SA	%	A	%	D	%	SD	%
1	PTA refurbishes buildings, erect classroom blocks, provides desk and chairs, build fence, science laboratory	290	59.8	144	29.7	47	9.7	4	0.8

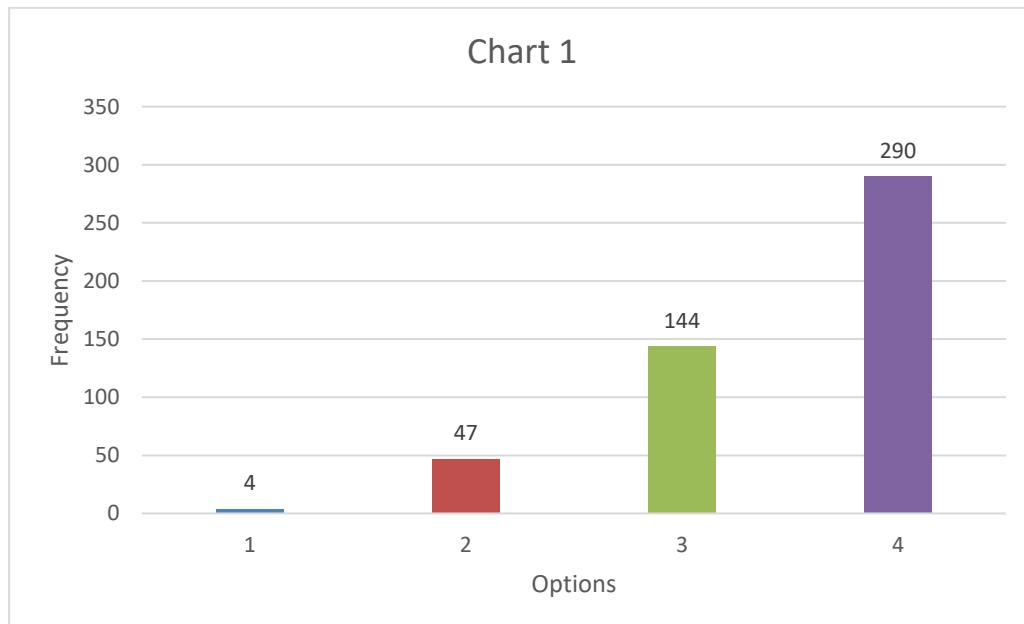


Fig 1: Bar Chart Illustrating Respondents' Perspective on Parent-Teacher Association of Participation in the Development of Physical Facilities in Secondary Schools.

Table 1 and Fig 1 show that 59.8% and 29.7% of the respondents strongly agreed and agreed that Parent-Teacher Association

participation in the development of physical facilities while 29.7% and 9.7% of the disagreed with it.



Research Question Two

To What extent does the Parent-Teacher Association engage in staff recruitment within

the secondary school management frameworks in Apa and Agatu Local Government Areas?

The data addressing Research Question 2 are presented in table 2

Table 2: Frequency and percentage response of respondents on the level of Parent-Teacher Association engagement in staff recruitment in the management of secondary schools in Apa and Agatu

S/N	Item	SA	%	A	%	D	%	SD	%
1	PTA assist in the employment of staff and payments of salaries	294	60.4	139	28.7	44	9.1	8	1.6

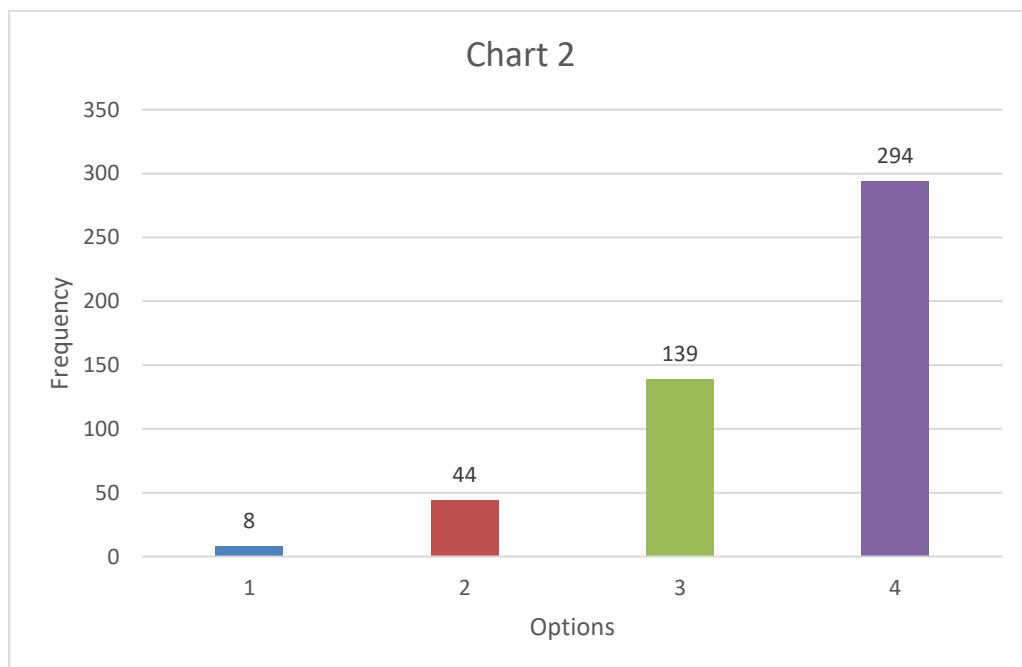


Fig 2: Bar-Chart of frequency respondents' response of Parent-Teacher Association participation in staff recruitment in the management of secondary schools in Apa and Agatu Local Government Areas

Table 2 and Fig 2 show that 60.4% and 28% of the respondents strongly agreed and agreed respectively that Parent-Teacher Association participation in staff recruitment while 9.1% and 1.6% of them disagreed with it.

Hypotheses

In testing the hypotheses, the Chi-square (χ^2) was used to test the different responses of respondents at 0.05 level of significance and the results were presented on tables.



Hypothesis One

The level of participation of Parent-Teacher Association in the development of physical

facilities has no significant impact on secondary school management in Apa and Agatu Local Government Areas of Benue State

Table 3: Chi-square Analysis of Parent-Teacher Association Participation in the Development of Physical Facilities and Its Impact on Secondary School Management in Apa and Agatu Local Government Areas.

S/N	Item	SA	A	D	SD	df	χ^2 cal	χ^2 crit	Decision
1	Refurnishing of buildings	290	143	49	3				
2	Erection of classrooms	293	144	48		15	188.396	24.996	H_0 rejected
3	Classroom furniture	292	139	48	6				
4	Fencing of school compound	294	143	48					
5	Building and equipping of science laboratory	293	144	48					
6	Planting of flowers	291	141	50	3				

χ^2 cal = 188.296, χ^2 crit = 24.996, df = 15, P=0.05>0.000

Table 3 showed that the Chi-square calculated value of 188.396 is greater than the Chi-square critical value of 24,996, degree of freedom 15. The null hypothesis was therefore rejected. This implies that the Parent-Teachers Association participation in the development of physical facilities has a significant impact on secondary school management in Apa and Agatu Local Government areas.

Hypothesis Two

The extent of Parent-Teacher Association engagement in staff recruitment has no significant impact on secondary school administration in Apa and Agatu Local Government Areas.

Table 4: Chi-square Analysis of Parent-Teacher Association Engagement in Staff Recruitment its Effect on Secondary School Management in Apa and Agatu Local Government Areas

S/N	Item	SA	A	D	SD	Df	χ^2 cal	χ^2 crit	Decision
1	Employment of teachers	292	140	49	4				
2	Staff salaries	295	142	48		6	403.718	12.592	H_0 rejected



3	Posting of teachers	287	141	49	8
$\chi^2 \text{ cal} = 403.718, \chi^2 \text{ crit} = 12.592, \text{ df} = 6, P=0.05 > 0.000$					

Table 4 showed that the Chi-square calculated value of 403.718 is greater than the Chi-square critical of 12.592, degree of freedom 6. The null hypothesis was therefore rejected. This implies that the extent of Parent-Teacher Association engagement in staff recruitment has a significant impact on secondary school administration in Apa and Agatu Local Government Areas of Benue State.

Discussion of Findings

The findings have revealed that the impact of Parent-Teacher Association intervention strategies on secondary school management is enormous. A greater percentage of the respondents strongly agreed and agreed that Parent-Teacher Association provides physical facilities in secondary schools in Apa and Agatu Local Government Areas. The Parents Teachers Association refurbishes old buildings, erects new classroom blocks, provides desks and chairs, builds fence and science laboratories. This finding tally with the study carried out by Akahomen (2018) that the Parent-Teacher Association funds are the main sources of funds used in the construction of physical facilities in schools particularly the provision of tables, lockers chairs and toilet facilities. The finding agrees with the research conducted by Eziuzo and Enueme (2013) and Olaifa, Abdulkafeel, Shaibu, Olaifa and Adeoyi (2024) that the Parent-Teacher Association contributes in the construction of toilets, provision of sports facilities, donation of school prizes and generating sets, maintenance of school buildings, and building of blocks of classrooms, school halls, fencing the school, providing staff room and staff quarters.

The result of the study is also in consonance with the finding of Yangeve, Okpe, Uwalaka and Agashua (2022) that Parent-Teacher Association assists in the provision of money to build additional blocks of classrooms,

provision of money for the purchase of books to stock the library, make available funds to stock the school laboratory with equipment in Makurdi metropolis. The finding of this study is in line with the result of the study carried out by Inah, Undeshi and Adie (2024) that Parent-Teacher Association have greater contribution to secondary school education in Obudu Local Government Area of Cross River State. The present study is consistent with the findings of Okaforcha and Okeke (2025) that due to insufficiency of funds in some public primary and secondary schools, the Parent-Teacher Association procure furniture for the schools

The findings of the study have also revealed that 89.6% of respondents agreed that Parent-Teacher Association is committed to the recruitment of staff, paying their salaries and even influence staff posting to the schools in Apa and Agatu Local Government Areas. The present study is not far from what Okodoko and Egrefa (2025) assert that The Parent-Teacher Association has been instrumental in helping 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. The finding also aligns with the study carried out by Okaforcha and Okeke (2025) that the Parent-Teacher Association has gone all out to provide temporal teachers which they sponsor. The finding of the study is also in congruence with the finding of Olaifa, Abdulkafeel, Shaibu, Olaifa and Adeoyi (2024) that the Parent-Teacher Association can solve the problem of inadequate teaching staff by recruiting and paying part-time teachers.

Conclusion and Recommendations

Based on the findings, the Parent-Teacher Association work hand-in-hand with the school management to address some challenges affecting the wellbeing of the school in the area



of the provision of physical facilities such as the refurbishing of buildings, assisting in the employment of staff, payment of salaries erecting new classroom blocks, construction of desks and chairs, building of fence and science laboratories.

Based on the findings of the study, it was recommended among others that:

1. School leaders should remove barriers to Parent-Teacher Association participation to better utilise their management intervention.
2. It is imperative for educational authorities to formulate rigorous policies that delineate the operational limits of Parent-Teacher Associations, thereby mitigating potential administrative interference.
3. Cultivating a harmonious partnership with the Parent-Teacher Association serves a strategic catalyst for increased financial participation in secondary school management.

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