



PARENTS' TEACHERS' ASSOCIATION ROLE PERFORMANCE AS CORRELATE OF EFFECTIVE ADMINISTRATION IN UNITY SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA



¹Ojei, Anastasia Uzodinma,

²Dr. Felicia Kenekwue Igwebuike,

³Dr. Joseph Ngbede Paul Anebi

ojeiann@gmail.com,

emmanuelanebi10@gmail.com

feliciaigwebuike@gmail.com

12&3 Department of Educational Management,

Michael Okpara University of Agriculture, Umudike, Nigeria

Abstract

The study ascertained the relationship between Parents' Teachers' Association Role Performance and Effective Administration in unity secondary schools in South-East, Nigeria. This study adopted correlational research design. Three research questions and three null hypotheses guided the study. The sample size for the study was 289 which comprised 10 principals, 20 executive members of SBMC, 20 members of PTA, and 239 teachers from 10 Unity secondary schools in the South East, Nigeria. The study adopted multistage sampling procedure. Two Researcher-developed questionnaires were used for data collection which were: Parents' Teachers' Association Role Performance Questionnaire (PTARPQ) and Effective Administration of Unity Secondary School Questionnaire (EAUSSQ). The instruments were validated by three experts, two from Educational Management and one from Science Education Department majored in Measurement and Evaluation, all from College of Education, Michael Okpara University of Agriculture, Umudike. The reliability of two questionnaires were established from a trial test carried out in Federal Government College Port Harcourt, Rivers state which is outside the area of the study using Cronbach alpha. This yielded internal consistency indices of .71 and .73 for PTARPQ and EAUSSQ respectively. Out of 289 copies of the two set of the instruments administered, 275 copies representing 95% return rate of the administered copies of the instruments which were used for data analysis. Pearson's Product Moment Correlation Coefficient (r) (PPMCC) was used to answer the research question one and two while Scheffe's test was used to answer research question three. Linear regression was used to test all the null hypotheses except hypothesis three which was tested with multi-regression at 0.05 level of significance. Results showed among others that Parents Teachers Association Role performance such as funding roles, and school community relations role respectively relate to effective administration in unity secondary schools to very high extent in South East, Nigeria. Based on the results, it was concluded that PTA as a stakeholder in school administration should identify her roles and be fully involved in performing such roles in order to have good atmosphere for effective administration of unity schools. It was also recommended that PTA of respective schools should be involved in fund raising as a way to support unity secondary schools to carry out important projects in the schools.

Key words: PTA, role performance and administrative effectiveness

Introduction

PTA in schools is established to serve as a means for innovative changes in the educational system as a tool for change and innovation in our educational system, with the expectation of driving the school system towards efficiency and productivity. Obunadike (2016) noted that PTA participation



in role responsibility can improve the administration of school when PTA members are made members of boards and committees of educational organizations in the country in order to influence policy formulation and implementation in the education sector. Maryam in Ogbiri (2021) asserted that the Parents Teachers Association (PTA) started in USA with the kindergarten developments which were engineered by the mothers' meetings in Chicago in 1855, taking off effectively in 1894 through the Mothers' Congregations. In the USA the PTA is a national organization enshrined in the constitution with each PTA serving a local state.

According to the United States' National Parents Teachers Association mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in the school, and in the community. Shehu (2014) stated that Parent-Teacher Associations consist of parents of students of particular schools and the schools' teachers forming a group with the objective of improving the running of such schools. The PTA has also sought to raise standard of life at home, secure laws that protect children and youth, bridge the gap between home and school, and to build and develop efforts connecting educators with the public in securing the highest standards in mental and physical, social and spiritual education.

In a school environment, the PTA must be seen to be working as a team in order to achieve the organization's goals. They are expected to display competency, high level of managerial skills and have gender balance in their composition among other qualities influence of project management discipline on completion of PTA funded projects. Maryam in Ogbiri (2021) further noted that the steering committee in developing the Commonwealth Education Fund (CEF) strategy in Nigeria identified the national Parents Association of Nigeria (NAPTAN) as one of its strategic partners in the effort to ensuring that civil society supports government to ensure that all Nigerian Children have access to good quality education. This is based on the realization that in the delivery of education there are four principal actors; the state as the duty bearer, the child as the right holder, the parent as the first educator and the teacher as the professional instructor. It is common knowledge that for rights to be enforced there is need for advocacy or demand for the implantation of such rights. The Parents Teachers Association has been known to be one of the earliest civil associations advocating for the rights of children, especially within the school environment. In the early years of educational development, schools were characterized by limited formalized contacts with parents except in the event of being invited for speech days, sports day and so on. Provision of security as surrogate of PTA role performance in school become salient for discussion.

In the school setting, security entails safety of teachers, students and facilities in a particular school by staff provided and paid by PTA. Lin (2018) succinctly pointed out that PTA help to ensure that the school facilities are protected and stored in a safe environment, teachers living are well secured and school farm protected from marauders. Asiyai in Modebelu (2016) revealed that commitment of PTA in funding and securing of school facilities to a high extent influence effective administration in secondary schools in Tudun Wada, Kaduna state. PTA involvement in providing security in the school system entails a holistic measure that ensures using the community people and local content resources in securing the safety of individuals lives, resources and properties in the school community. Trobbiani (2015) noted that using individuals within an environment in securing of individuals within a state is a better way of guaranteeing security of a state and also debated on who should provide security to the individuals. Adah and Abasilim (2015) argued that the central contributions of PTA in providing security strategies in their various schools may create a ground from which lives and properties are secured.

Provision of security in the school system is very important as it helps to boost confidence of school staff, ensures protection of school facilities and also provides conducive environment to which educational programs are effectively implemented. Security availability in school creates an awareness of improved mutual cooperation and collaboration between the school administration and the host community. It also encourages trust and reliance in the school system. Provision of security in our various secondary school also help in controlling wastage of human, material, financial resources, and other resources that may be available in the school. However, poor or lack of security in the school



system tends to endanger all the available resources in the school. This may include threat to life, properties and instructional facilities available in the school. Insecurity in the school can also result to vandalization of facilities that can pave way for unconducive learning environment. Discipline in the school system should be a prime investment to ensure that students are found worthy in character and learning, thus decisions on disciplinary matters should be a serious affair in our schools so as to promote effective administration.

Decision on disciplinary matter is an essential aspect of human behaviour and behavioural modification in every organization. Mbiti in Kagendo (2018) averred that discipline is a system of guiding the individual to make reasonable decisions responsibly. It refers to means of molding and modifying character, attitude, perception and teaching of self-control, esteem and acceptable behaviour. Nayak, (2016) sees discipline as the submission of one's impulses to self-imposed regulation, referred to as individual self-discipline. Okpara (2017) stated that PTA helps the school management in setting rules and regulations, stipulates opening and closing dates, addresses bad behaviour of teachers in the community, apportions sanction/penalty to teachers and students who practice truant behaviour, suspend, expel and exclude both teachers and students who defaults from school ethics and code of conducts. In every indication, discipline is an essential mechanism employed PTA to ensure quality assurance, good behaviour, and high performance in the school system. Discipline therefore centres on program initiatives and ideas that enhance thoroughness in every system as well as to enforce the implementation of rule of the school system for the purpose of achieving educational goals. Discipline in every organization helps in achieving certain standard that results to high human productivity that is reliable for societal development.

Statement of the Problem

Administrative effectiveness of school administrators deals with the ability of the secondary school principals to perform outstandingly in their assigned tasks. It is characterized by their ability to coordinate and harmonize both human, financial, and material resources to achieve educational goals. This coordination of human, financial and material resources in the secondary schools is thoroughly monitored by the PTA towards achieving effective administration in the school.

PTA seems the highest management arm of secondary schools that takes care of the day-to-day management of secondary schools in assisting in the provision of school resources, pay salaries, promote teachers, discipline both students and teachers, secure school property, supervise school projects and creates good relationship between the school and the host community. This however promotes effective secondary education. Ordinarily, effective education in unity schools entails effectiveness in; teaching, learning, classroom management, curriculum planning and evaluation, projects, supervision, students behaviour, quality assurance, judicious utilization of available resources, planning and management, and establishment of quality relationship between teachers, students and community.

Also, most schools appear not to have functional PTA that supports in financing projects, acquiring school facilities and payment of part-time teachers, which often times results to poor cooperation with the school administrators leading to administrative inefficiency. Also, most PTA are less concern in securing school buildings and materials, which however exposes such facilities to decay, destruction and wasting which may result to inadequacy of physical resources. This poor role responsibilities or performance of PTA tend to pose serious challenge to effective education that results to administrative ineffectiveness of the principals.

It is against these backdrops that the researcher tends to fill in the gap in knowledge by carrying out the study on the PTA role performance as correlates of effective administration of unity secondary schools in south east, Nigeria.

Purpose of the Study

The purpose of the study is to investigate the relationship between Parents' Teachers' association roles performance for effective administration in unity secondary schools in South East, Nigeria. Specifically, the study sought to:

1. ascertain the extent PTA role performance of funding relates to effective administration in unity secondary schools in South East, Nigeria.
2. determine the extent of relationship between PTA role on school-community relations and effective administration in unity secondary schools in South East, Nigeria.
3. determine the extent PTA role performance jointly relates to effective administration in unity secondary schools in South East, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent does PTA role performance of funding relate to effective administration in unity secondary schools in South East, Nigeria?
2. To what extent does PTA role on school-community relations relate with effective administration in unity secondary schools in South East, Nigeria?
3. To what extent does PTA role performance jointly relate to effective administration in unity secondary schools in south east Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated and were tested at 0.05 levels of significance to guide the study.

H0₁ There is no significant relationship between PTA role performance of funding and effective administration in unity secondary schools in South East, Nigeria.

H0₂: there is no significant relationship between PTA role on school-community relations and effective administration in unity secondary schools in South East, Nigeria

H0₃ There is no significant joint relationship between PTA role performance and effective administration in unity secondary schools in South East, Nigeria.

Methodology

The study adopted a correlational research design. The design was used to ascertain the relationship between parents' teachers' association (PTA) roles performance and effective administration in unity secondary schools in South East, Nigeria. The population of this study was 1,044 respondents which comprised 10 principals, 934 teachers, 50 executive members of SBMC, and 50 executive members of PTA in the 10 Unity secondary schools in South East, Nigeria. The sample size for the study is 289 respondents which comprised 10 principals, 20 executive members of SBMC, 20 executive members of PTA and 239 teachers. The instruments for data collection were three sets of questionnaire titled "Parents Teachers Association Role Performance Questionnaire (PTARPQ), Parents' Teachers' Association Roles Performance Questionnaire (PTARPQ) and Effective Administration in Unity Secondary School Questionnaire (EAUSSQ)". Three experts in College of education, Michael Okpara University of Agriculture, Umudike validated the instruments. The reliability of the three instruments were determined using Cronbach alpha method which yielded an index of .71, and .73 for PTARPQ and EAUSSQ respectively. The data collected from the field were analyzed using Product Moment Correlation Coefficient (r^2) to answer the research questions 1, and 2 while research questions 3 was answered using Scheffe's test. Linear regression was used to test all the null hypotheses except hypothesis three which was tested with multi-regression at 0.05 level of significance. Items that scored 0.40 – 0.69 were regarded as moderate relationship. More-so, null hypotheses were accepted and the alternative rejected where the r-ratio was less than the r-critical.

Result



Out of 289 copies of the three set of the instruments administered, 275 copies representing 95% return rate of the administered copies of the instruments which were used for data analysis.

Research Question 1

To what extent does PTA role performance of funding relate to effective administration in unity secondary schools in South East, Nigeria?

Table 1: Pearson Product Moment Correlation on the PTA role performance of funding and effective administration in unity secondary schools in South East, Nigeria

Variables		POF	EAS
POF	Pearson correlation	1	.866
	Sig. (2 tailed)		.010
	N	275	275
	R ²	(0.750) 75.0%	
EAS	Pearson Correlation	.866	1
	Sig. (2 ailed)	.010	
	N	275	275

POF= Performance of Funding, EAS = Effective Administration Schools

The results on table 1 revealed a correlation coefficient (r) of .866 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent relationship. This however implies that PTA role performance of funding positively to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. The results also showed that the coefficient of determination (R²) of 0.750 indicates that 75% of the variance observed in effective administration in unity secondary schools in South East, Nigeria is accounted for by the PTA role performance of funding.

Hypothesis 1

There is no significant relationship between PTA role performance on provision of funding and effective administration in unity secondary schools in South East, Nigeria.

Table 2: Simple linear regression Analysis of PTA role performance on provision of funding and effective administration in unity secondary schools in South East, Nigeria

Variables	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
POF	Regression	5276.442	1	5276.442	112.468	.010	S
EAS	Residual	12807.821	273	46.9151			
	Total	18084.263	274				

S = Significant at $P < 0.05$

The results on table 2 show a p-value of .010 which is less than the alpha value of 0.05. This means that the null hypothesis which stated that there is no significant relationship between PTA role performance on provision of funding and effective administration in unity secondary schools in South East, Nigeria is rejected. Therefore, there is a significant relationship between PTA role performance on provision of funding and effective administration in unity secondary schools in South East, Nigeria.

Research Question 2

To what extent does PTA role performance on school-community relations relate to effective administration in unity secondary schools in South East, Nigeria?

Table 3: Pearson Product Moment Correlation on the PTA role performance of school-community relations and effective administration in unity secondary schools in South East, Nigeria

Variables		SCR	EAS
SCR	Pearson correlation	1	.669
	Sig. (2 tailed)		.036
	N	275	275
	R ²	(0.448) 44.8%	
EAS	Pearson Correlation	.669	1
	Sig. (2 ailed)	.036	
	N	275	275

SCR= School-Community Relations, EAS = Effective Administration Schools

The results on table 3 revealed a correlation coefficient (r) of .669 which is positive and within the coefficient limit of $\pm .60$ - $\pm .80$ indicating strong, positive and a high extent correlation. This however implies that PTA role performance on school-community relations positively to a high extent relate to effective administration in unity secondary schools in South East, Nigeria. The results also showed that the coefficient of determination (R²) of 0.488 indicates that 48.8% of the variance observed in effective administration in unity secondary schools in South East, Nigeria is accounted for by the PTA role performance on school-community relations.

Hypothesis 2

There is no significant relationship between PTA role performance on school-community relations and effective administration in unity secondary schools in South East, Nigeria.

Table 4: Simple linear regression Analysis of PTA role performance on School-community relations and effective administration in unity secondary schools in South East, Nigeria

Variables	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
SCR	Regression	4969.144	1	4969.144	120.164	.036	S
EAS	Residual	11289.445	273	41.353			
	Total	16258.589	274				

S = Significant at P < 0.05

The results on table 4 show a p-value of .036 which is less than the alpha value of 0.05. This means that the null hypothesis which stated that there is no significant relationship between PTA role performance on school-community relations and effective administration in unity secondary schools in South East, Nigeria is rejected. Therefore, there is a significant relationship between PTA role performance on School-community relations and effective administration in unity secondary schools in South East, Nigeria.

Research Question 3

To what extent does PTA role performance jointly relate to effective administration in unity secondary schools in South East, Nigeria?

Table 5: Correlation Matrix of PTA role performance (Performance of Funding, and School-Community Relations) and effective administration in unity secondary schools

		POF	SCR	Joint	EAS
POF	Pearson Correlation	1			.866
	Sig. (2-tailed)				.010
	N	275			275
SCR	Pearson Correlation		1		.669
	Sig. (2-tailed)				.036
	N	275			275
Joint	Pearson Correlation			1	.811
	Sig. (2-tailed)				.000
	N	275			275

POF= Performance of Funding, and SCR=School-Community Relations, EAS= Effective administration Secondary *. Correlation is significant at the 0.05 level (2-tailed)

The results on table 5 indicate a correlation coefficient (r) of .866 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent correlation. This however implies that implies that PTA role performance of funding positively to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. The result in the tables further show a correlation coefficient (r) of .669 which is positive and within the coefficient limit of $\pm .60 - \pm .80$ indicating strong, positive and a high extent correlation. This however means that school-community relations positively and to a very high extent correlate to effective administration in unity secondary schools in South East, Nigeria. Finally, the table revealed a correlation coefficient (r) of .822 which is positive and within the coefficient limit of $\pm .80$ and above indicating strong, positive and a very high extent correlation. This however means that PTA role performance positively to a high extent correlate to effective administration in unity secondary schools in South East, Nigeria.

To determine the relative contributions of PTA role performance (Performance of Funding, and School-Community Relations) on effective administration in unity secondary schools in South East, Nigeria, a Scheffe test was carried out and the predictive indices of PTA role performance are presented as shown in table 6 below:

Table 6: Scheffe Test on Relative Contributions of PTA role performance and effective administration in unity secondary schools in South East, Nigeria

		POF	SCR	joint	EAS (%)
POF	Pearson Correlation	1			.866 (53.57)
	Sig. (2-tailed)				.010
	N	275			275
SCR	Pearson Correlation		1		.669 (46.43)
	Sig. (2-tailed)				.036
	N	275			275
Joint	Pearson Correlation			1	.811 (76.75)
	Sig. (2-tailed)				.000
	N	275			275

Table 6 shows that the predictive indices of the predictive indices of Performance of Funding, Provision of Security, Maintenance of Discipline and School-Community Relations are .866, and .669, respectively. These however represent 53.57, and 46.43 percentages of relative contributions of Performance of Funding, Provision of Security, Maintenance of Discipline and School-Community Relations respectively on effective administration in unity secondary schools.

In other words, the Performance of Funding had the highest percentage contribution of 53.57%, and followed by School-Community Relations with 46.33%. Summarily, PTA role performance had 76.75% contribution on effective administration in unity secondary schools in South East.

Hypothesis 3

There is no significant joint relationship between PTA role performance and effective administration in unity secondary schools in South East, Nigeria.

Table 7: Multiple regression Analysis of PTA role performance and effective administration in unity secondary schools in South East, Nigeria

Variables	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
SCR	Regression	9989.644	2	4994.822	104.601	.006	S
EAS	Residual	12988.311	272	47.751			
	Total	22977.955	274				

S = Significant at $P \leq 0.05$

The results on table 7 show a p-value of .006 which is less than the alpha value of 0.05. This means that the null hypothesis which states that PTA role performance does not significantly correlate with effective administration in unity secondary schools in South East, was rejected. Therefore, PTA role performance significantly correlate with effective administration in unity secondary schools.

Findings of the study

- PTA role performance of funding positively to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria,
- PTA role performance on school-community relations positively to a high extent relate to effective administration in unity secondary schools in South East, Nigeria.
- PTA role performance significantly to a very high extent jointly relate to effective administration in unity secondary schools in South East, Nigeria.



Discussion of the findings

PTA role performance on funding and effective administration in unity secondary schools in South East, Nigeria

The results from the study indicated that PTA role performance of funding positively to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. This suggests that the more PTA is involved in the provision of funds needed in schools, the more the administrative effectiveness of the principal is enhanced. The results specifically showed that PTA funding roles such as the donation of money, financing the construction of new school building, rehabilitation of dilapidated school structure as well as the procurement of sports facilities in the unity schools determine greatly the effective administration in unity schools. This in other words mean that the administrative effectiveness in unity schools is determined to a very high extent by the PTA's roles of funding those schools. The results failed to corroborate the results from Owobu (2019) which showed that PTA participate greatly in funding of secondary schools which did not reflect in the administration of such schools. The results also disagreed Kingi (2013) which found low extent of performance of PTA in the Management of public secondary schools in the terms of funds. The researchers blamed such poor relationship between PTA's role performance in funding and management of schools to such factors as corruption. There is no doubt that funds raised by PTA could be diverted, stolen or used for other purposes different from the original purpose which can negatively affect effective administration in unity schools.

PTA role performance on school-community relations and effective administration in unity secondary schools in South East, Nigeria

It was found from the study that PTA role performance on school-community relations positively to a high extent relate to effective administration in unity secondary schools in South East, Nigeria. This results show that the more PTAs are involved in school community-relation, the more effective administration in unity secondary schools are attained. This however, suggests that if PTA is involved school- community relations such as involving the host communities in school decision-making, interacting with the community leaders to enhance school administrative effectiveness, creating job opening for the host communities as well as conducting seminars to teachers and community leaders on human relations among others, it will relate to a very high extent with the effective administration of unity secondary schools. The results could be attributed to the fact that when there is a cordial relationship between the schools and host communities, it will help them create a symbiotic relation among them which could be harnessed to achieve educational goals. The results agreed with Bakhada (2017) who maintained that once a good school-community relations exist between the school administrators, stakeholder and other actors with the host community, the school goes a long way in achieving its goals and objectives. The results further aligned with Jamilu and Ashiru (2018), Bosco and Andala (2021) who found from their earlier studies that PTA's participation in school-community relations enhance academic achievement of the students as well as the general administration of schools.

PTA role performance and effective administration in unity secondary schools in South East, Nigeria

Finally, the results showed that PTA role performance significantly to a very high extent jointly relate to effective administration in unity secondary schools in South East, Nigeria. The results suggest that effective administration will be realized in unity schools when PTA perform their roles effectively. In other words, an increase in the role performances of PTA to unity schools will yield also an increase in effective administration of such schools. This means that when the body plays some roles to schools such as participation in making school decisions, provision of security, funding roles, school-community roles among others, there will be an effective administration of such schools to a very high extent. This results could be attributed to the fact that such external roles make school administrators sit-up to their roles of administration. Also, such roles could equally enable schools receive external

helps in their areas of lacks or inadequacies for smooth administrations. The results aligned with Obunadike (2016) who maintained that the participation of PTA and other relevant association in the school administration will lead to effective administration of such schools. There is no doubt that some of the administrative challenges such as lack of facilities, conflicts in the schools, wrong policies among others that hinder smooth administration of schools will be addressed when the two bodies play their roles effectively.

Recommendations

1. PTA of respective schools should be involved in fund raising as a way to support unity secondary schools to carry out important projects in the schools.
2. Principals of unity secondary schools should maintain a very level of positive relationship with the host communities to avoid conflicts that could mar the school administration.
3. PTA as a stakeholder in school administration should identify her roles and be fully involved in performing such roles in order to have good atmosphere for effective administration of unity schools.

References

- Adah B. A. & Abasilim U. D. (2015). "Development and its challenges in Nigeria: A theoretical discourse." *Mediterranean Journal of Social Sciences*, 6(6),275-281
- Bakhada, S. (2019). *Management and Evaluation of Schools*. Nairobi: Oxford University Press.
- Bosco, N., J., & Andala, H., O. (2021). Parents Teachers Association's Participation Activities and Selected Public Secondary Schools' Students Academic Performance in Rwanda. *Journal of Education*, 4(5), 65-79.
- Jamilu, J. S & Ashiru, M. A. (2018). Community-based organizations and the promotion of school community relationship for effective curriculum delivery in secondary schools: a survey of parents-teachers' organization. *Nigerian Journal of Curriculum Studies*, 12(2)45-56
- Kagendo, D. A. (2018). Secondary schools and its influence on students discipline ion Tharaka-Nothi and Nairobi counties Kenya. *Unpublished PhD Dissertation submitted to Educational Management Department, Kenyatta University*.
- Lin, R. (2018). *The role of parent-teacher associations*. www.ehow.co.uk
- Modebelu, M, N. (2016). Overview of Educational administration and management. In M.N. Modebelu, L.O. Eya & J.C. Obunadike (Eds.). *Educational Management: The Nigerian Perspective*. Anambra: SCOA HERITAGE Nigeria Limited
- Obunadike, J. C. (2016). *Educational management: The Nigerian perspective*. Awka: SCOA Heritage Nigeria Ltd.
- Ogbiri, J. O. (2021). Assessment of community involvement in the administration of public secondary schools in Imo State. *Unpublished M.Ed Thesis submitted to the School of Postgraduate studies, Michael Okpara University of Agriculture Umudike, Nigeria*.
- Okpara, O.J. (2017). Corporate governance in a developing economy: barriers, issues and implications for firms. *Corporate Governance*. 11. (2), 184-199
- Shehu, U.A. (2014) *Parent-Teacher Association (PTA) AS AN Instrument of Community Participation on Education*. A paper presented at the National Conference on Community Participation in School Affairs, Zaria.
- Trobbiani R. (2015). How should National Security and Human security relate to each other?