Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369

www.foefugusau.com.ng
Reviewed Date: 14-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026665

Teachers–Parents Collaboration and Effective Inter-House Sports Competitions among Secondary Schools in Abia State, Nigeria

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Abstract

This study investigated teachers–parents' collaboration and effective inter-house sports competitions in secondary schools in Abia State, Nigeria. Specifically, it examined the relationships between financial contribution, decision-making involvement and effective inter-house sports implementation. The study was guided by two research hypotheses and anchored on Coleman's Social Capital Theory. An ex-post facto research design was adopted for the study. The target population comprised 142,332 respondents, including 7,436 teachers and 134,896 parents whose wards attend public secondary schools in Abia State. A sample size of 399 respondents was determined using Taro Yamane's formula, while convenience sampling was adopted to select accessible and willing participants. Data were collected using a structured questionnaire, and the hypotheses were tested using Pearson correlation at the .05 alpha level. The findings revealed that financial contribution had a significant relationship with effective inter-house sports competitions. The findings also indicated that decision-making involvement had a significant relationship with effective inter-house sports competitions. These findings show that adequate financial support and meaningful participation in planning and decision-making are important dimensions of teachers–parents' collaboration in organizing school sporting activities. It was concluded that strengthening financial accountability and participatory planning could promote effective inter-house sports competitions in secondary schools. It was recommended that school administrators and parent–teacher associations should establish transparent arrangements for mobilizing and managing sports resources and actively involve teachers and parents in planning, coordinating and evaluating inter-house sports competitions.

Keywords: Teachers–parents' collaboration, financial contribution, decision-making involvement, inter-house sports

Introduction

Education is a social institution through which society transmits knowledge, develops human capacities, promotes social integration and prepares young people for responsible participation in community life. The effectiveness of education therefore depends not only on classroom instruction but also on the quality of relationships among schools, families and the wider community. Epstein (2018) emphasizes the importance of school, family and community partnerships in supporting students' learning and development, while Coleman (1988) explains that social relationships can provide resources that facilitate educational outcomes. Within this context, co-curricular activities constitute an important aspect of school life because they provide opportunities for students to develop competencies and social values that complement formal classroom learning. School-based sports, in particular, can contribute to physical development, social interaction, cooperation and students' engagement with their school community (Kovács et al., 2022; Okeke & Nweke, 2023). Secondary education is an important stage in the development of young people because it provides opportunities for intellectual, physical, social, emotional and moral development. Although academic instruction occupies a central position in secondary education, co-curricular activities also contribute to students' holistic development. Among these activities, inter-house sports competitions provide opportunities for students to develop physical fitness, teamwork, discipline, leadership, cooperation, sportsmanship and respect for rules (Bailey, 2020). Inter-house sports also create opportunities for interaction among students, teachers, parents and members of the wider school community. Kovács et al. (2022), in a systematic review of parental involvement in school-based sports, observed that parental engagement can take different forms, including consultation, meetings and participation in organized activities. Similarly, Okeke and Nweke (2023) found a significant relationship between parental involvement and sports participation among secondary school students in Anambra State, Nigeria. These findings suggest that the organization of school sports should be understood not merely as a physical education activity but also as a social process requiring cooperation among relevant stakeholders. Inter-house sports competition refers to the process of planning, organizing, coordinating, conducting and evaluating sporting competitions among the houses within a school. Effective inter-house sports competitions is reflected in adequate

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preparation, availability of necessary equipment and facilities, proper scheduling, student participation, observance of safety procedures, effective supervision, fair officiating and the orderly conduct of sporting events (Fan & Chen, 2021). When these elements are adequately coordinated, inter-house sports can provide meaningful educational experiences beyond classroom instruction. Conversely, inadequate funding, insufficient equipment, weak planning, limited stakeholder participation and poor coordination may undermine the quality of the event and restrict the benefits students derive from participation. The importance of investigating the contribution of different stakeholders to school-based sports is reinforced by Kovács et al. (2022), whose review identified a relatively limited body of sufficiently rigorous research on the effectiveness of parental involvement in school-based sports and health programmes. This limitation provides a basis for further context-specific investigations into the organizational conditions that support school sports. In the context of secondary education, teachers and parents constitute important stakeholders whose collaboration may influence the availability of resources and the quality of school-based activities.

Teachers-parents collaboration refers to a cooperative relationship in which teachers and parents communicate, share responsibilities, contribute resources and participate in decisions concerning students' education and school activities (Griffin & Steen, 2021). Such collaboration extends beyond attendance at parent–teacher meetings or the payment of approved school levies. It involves sustained engagement in identifying needs, setting priorities, mobilizing resources, resolving problems and evaluating school programmes. Coleman's (1988) social capital theory provides a sociological explanation for this relationship by emphasizing the resources embedded in social networks, obligations, expectations and information channels. Applied to inter-house sports, teachers–parents collaboration may be reflected in discussions about the proposed event, agreement on resource requirements, contributions towards approved expenses, provision of sporting materials, participation in planning committees and consultation on matters affecting students' safety and participation. Two dimensions of this collaboration examined in the present study are financial contribution and decision-making involvement. Financial contribution is one dimension of teachers–parents collaboration that may be relevant to effective inter-house sports implementation. It refers to the financial support provided by parents and, where applicable, resources mobilized through approved school–home partnerships to meet the legitimate costs of organizing sporting activities (Henderson & Mapp, 2022). Such costs may include the procurement and maintenance of sports equipment, preparation of playing grounds, provision of first-aid materials, arrangement of drinking water, production of event materials and other approved logistical requirements. Adequate and timely funding can enable school administrators and organizing committees to prepare for the event without unnecessary interruptions. However, financial contributions should be managed transparently, and schools should avoid making students' participation conditional on their families' ability to pay. Schools and education authorities also retain responsibility for ensuring that essential educational activities are appropriately supported. Empirical research on parental financial participation provides relevant evidence for investigating this variable. Hakizimana and Sikubwabo (2024), in their study of parents' participation in secondary school activities in Nyabihu District, Rwanda, examined parental involvement in financial and academic activities in relation to students' academic achievement. Using a descriptive and correlational design, they obtained data from 301 participants drawn from a target population of 1,224 through a structured questionnaire, interviews and documentary evidence. Their findings indicated that parental participation in financial activities was associated with students' academic performance. Although academic achievement differs from effective inter-house sports implementation, the study illustrates the potential relevance of parents' financial participation to the functioning of school-related activities. The implication for the present study is that the role of financial contributions in school programmes warrants investigation in relation to the specific demands of inter-house sports. Similarly, Ajalo and Mohammed (2025) investigated parents' financial participation and academic performance among students in selected Universal Secondary Education schools in Kumi District, Uganda. The researchers employed a cross-sectional design involving parents, teachers and students and collected quantitative data through structured questionnaires and school records. Their findings indicated a positive association between parents' participation in school financing and students' academic performance, although participation in financial management itself was not significantly associated with performance. The study highlights an important distinction between contributing financial resources and participating in decisions about how those resources are managed. This distinction is relevant to the present research because financial contributions may assist schools in meeting the costs of inter-house sports, but their usefulness

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may depend on transparent management, appropriate allocation and coordination with other organizational requirements. Nevertheless, neither the Rwandan nor the Ugandan study directly examined inter-house sports, making it necessary to investigate this relationship within the context of secondary schools in Abia State. Decision-making involvement is another dimension of teachers–parents collaboration. It refers to the participation of teachers and parents in identifying needs, establishing priorities, developing plans and making decisions concerning the organization and conduct of inter-house sports (Epstein et al., 2019). Such involvement may occur through school-based committees, parent–teacher association meetings, consultation with housemasters and housemistresses, and discussions about schedules, facilities, safety arrangements, student participation and the evaluation of sporting events. Decision-making involvement is distinct from simply being informed about decisions already taken by school administrators. Meaningful involvement requires opportunities to express views, consider alternatives, contribute relevant information and participate in determining agreed courses of action. When parents and teachers are involved in decisions, the resulting plans may reflect a wider range of experiences and needs (Christenson & Reschly, 2021). Shared decision-making may also strengthen stakeholder commitment because participants are more likely to understand and support arrangements they have helped to develop.

Empirical studies of parental involvement in school management provide evidence relevant to decision-making involvement. Abiodun-Oyebanji (2021) examined parental involvement and the effective management of public primary education in Oyo State, Nigeria. The study considered parental involvement in the provision of basic school facilities, attendance at school functions and participation in decision-making processes. The findings indicated significant relationships between parental involvement and school management, including the relationship between parental participation in decision-making and effective management of public primary schools. Although the study focused on primary education rather than secondary school sports, it demonstrates the relevance of parental involvement in school decisions to the management of educational activities. In relation to the present study, participation by parents and teachers in decisions about equipment, schedules, safety and the allocation of resources may provide a basis for better coordination of inter-house sports. In another Nigerian study, Okendu (2012) investigated the roles of school boards, school heads and parent–teacher associations in the effective management of public secondary schools in Khana Local Government Area of Rivers State. Using a structured questionnaire administered to 251 secondary school teachers, the study employed descriptive and inferential statistical procedures, including Pearson product-moment correlation and analysis of variance. The findings indicated that the functions of school heads and parent–teacher associations were significantly related to school management operations, whereas the school board did not demonstrate a significant relationship with the school management system. This finding suggests that the contribution of stakeholder bodies to school management may depend on their actual roles and involvement in school operations. For inter-house sports, the implication is that establishing a parent–teacher association alone may not be sufficient; what matters is whether teachers and parents participate meaningfully in planning, coordination and the implementation of agreed activities. However, because Okendu's study addressed general school management rather than sporting events, the relationship between decision-making involvement and effective inter-house sports implementation remains an empirical question. The relevance of parental involvement to school-based sports is further supported by existing sports-specific scholarship. Kovács et al. (2022), in a systematic review following the PRISMA framework, examined school-based sports and health programmes that incorporated parental involvement. Their review included 17 studies of interventions and programmes and identified diverse forms of parental participation, such as information provision, meetings, consultations and involvement in organized activities. The authors concluded that the evidence concerning the effectiveness of parental involvement remained limited and varied across programmes. Their findings caution against assuming that parental involvement automatically improves every school outcome and emphasize the need to examine particular forms of involvement in specific contexts. Similarly, Okeke and Nweke (2023) investigated parental involvement and school connectedness as correlates of sports participation among 400 Senior Secondary One students in co-educational secondary schools in Anambra State, Nigeria. Using a correlational survey design, a questionnaire and multistage sampling, the researchers analyzed the data using Pearson product-moment correlation and regression-related procedures. They found a significant relationship between parental involvement and students' sports participation and recommended that schools encourage regular sports programmes, including inter-house sports competitions. While this study provides direct contextual evidence concerning parental involvement and school

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sports, it examined student sports participation rather than the effectiveness of inter-house sports implementation. The distinction reinforces the need for the present investigation. The present study is situated within the sociology of education because schools operate as social institutions whose activities are influenced by relationships among individuals, families and educational organizations. The effective implementation of school programmes depends not only on formal policies and material resources but also on social relationships, shared expectations, trust and collective action. Social capital theory, associated with Coleman (1988), provides an appropriate theoretical explanation for understanding how relationships between parents and teachers may generate resources that support educational activities. Coleman explained social capital in terms of resources embedded in social relationships, including obligations and expectations, information channels and social norms. Applied to inter-house sports, these relationships may facilitate the exchange of information, mobilization of financial resources, coordination of responsibilities and development of shared commitment to the success of school activities. Financial contribution represents one way in which cooperative relationships may support resource mobilization, while decision-making involvement represents a way of coordinating information, priorities and responsibilities. The theory therefore provides a useful framework for investigating the two independent variables in relation to effective inter-house sports implementation.

In secondary schools in Abia State, inter-house sports require cooperation among school administrators, teachers, parents and students. The extent to which these stakeholders provide financial support, participate in planning and share responsibility may be associated with the quality of sports preparation and execution. However, the presence of a parent–teacher association does not necessarily guarantee meaningful collaboration, just as the collection of funds does not automatically ensure effective implementation. Financial contributions may be inadequate or delayed, and decisions may be made without sufficient consultation. Equally, active participation in meetings may not necessarily translate into the availability of facilities, appropriate safety measures or orderly conduct of sporting events. These possibilities make it necessary to distinguish the financial and decision-making dimensions of collaboration rather than treating parental involvement as a single undifferentiated construct. Although existing studies have examined parental financial participation in school activities, parental involvement in school management and parental involvement in sports participation, the studies reviewed above have not directly established the separate relationships between financial contribution, decision-making involvement and effective inter-house sports implementation in secondary schools in Abia State. The financial participation studies by Hakizimana and Sikubwabo (2024) and Ajalo and Mohammed (2025) focused on academic performance rather than sports implementation, while the school-management studies by Abiodun-Oyebanji (2021) and Okendu (2012) examined broader management outcomes. The sports-specific studies by Kovács et al. (2022), and Okeke and Nweke (2023) examined parental involvement in sports and related programmes but did not establish the distinct contributions of financial support and decision-making involvement to the effectiveness of inter-house sports implementation in Abia State. This constitutes a contextual and outcome-specific empirical gap. Addressing this gap may help school administrators and parent–teacher associations understand whether financial resource mobilization, meaningful participation in decisions or both are associated with effective inter-house sports. The findings may also inform the development of transparent financial arrangements, participatory planning procedures and practical strategies for coordinating school sports. It is against this background that the present study investigates teachers–parents collaboration and effective inter-house sports implementation in secondary schools in Abia State, specifically examining financial contribution and decision-making involvement as the independent variables and effective inter-house sports implementation as the dependent variable.

Statement of the Problem

Inter-house sports are intended to provide secondary school students with opportunities to develop physical fitness, teamwork, discipline, leadership, cooperation and sportsmanship. For these benefits to be realized, sporting events must be adequately planned, appropriately funded, safely conducted and effectively coordinated. However, the successful organization of inter-house sports may be constrained when schools experience inadequate resources, limited parental participation, weak communication, delayed preparation and insufficient stakeholder involvement in planning. These challenges may arise when financial responsibilities are not clearly understood, contributions are inadequate or delayed,

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and decisions concerning equipment, facilities, schedules, safety and student participation are made without sufficient consultation. Under such circumstances, schools may experience difficulties in procuring sporting materials, preparing venues, coordinating activities and ensuring that students participate under appropriate conditions. Nevertheless, it cannot be assumed that these problems occur uniformly across secondary schools in Abia State or that they are necessarily caused by inadequate teachers–parents collaboration. Their extent and relationship with collaboration require empirical investigation. The specific problem addressed by this study is the insufficient context-specific empirical evidence concerning the extent to which financial contribution and decision-making involvement in teachers–parents collaboration are associated with effective inter-house sports implementation in secondary schools in Abia State. Without such evidence, school administrators and parent–teacher associations may find it difficult to determine which aspects of collaboration require greater attention when planning school sports programmes. The study therefore investigates the relationship between financial contribution and effective inter-house sports competitions, as well as the relationship between decision-making involvement and effective inter-house sports competitions in secondary schools in Abia State. The findings are expected to provide evidence that can inform stakeholder engagement, resource mobilization and shared planning for school sports activities.

Purpose of the Study

The main purpose of the study was to examine the relationship between teachers–parents' collaboration and effective inter-house sports competitions in secondary schools in Abia State. Specifically, the study:

1. Determine the relationship between financial contribution and effective inter-house sports competitions in secondary schools.
2. Examine the relationship between decision-making involvement and effective inter-house sports competitions in secondary schools.

Research Hypotheses

The following null hypotheses guided this study.

1. There is no significant relationship between financial contribution and effective inter-house sports competitions in secondary schools.
2. There is no significant relationship between decision-making involvement and effective inter-house sports competitions in secondary schools.

Research Methodology

The study adopted the correlational research design. This design is appropriate because the study seeks to establish the direction and strength of the relationships between financial contribution, decision-making involvement and effective inter-house sports competitions without manipulating the variables. Since the study is non-experimental, any significant relationship identified will be interpreted as an association rather than proof of causation. The study was conducted in Abia State, Nigeria. The state has many public secondary schools serving students from diverse social and economic backgrounds. These schools provide a suitable setting for examining teachers–parents collaboration in the organization of co-curricular activities, including inter-house sports competitions.

The target population for this study was 142,332 respondents. It comprised 7,436 teachers in public secondary in secondary schools in Abia State and 134,896 parents whose wards are in secondary schools in Abia State. The teacher population was established using current records from the relevant state education authorities. The sample size for the study was determined using Taro Yamane's formula at a 5% level of precision. Based on the population of 142,332 respondents, the calculated sample size was approximately 399 respondents. The convenience sampling technique was used to select the respondents. This technique involved selecting teachers and parents who were readily accessible, available, willing to participate, and sufficiently knowledgeable about parental involvement in the planning and implementation of inter-house sports in public secondary schools in Abia State. Teachers were approached through participating schools, while parents were reached through parent–teacher association meetings, school communication channels, and other appropriate school-related engagements. Data were collected using a researcher-developed instrument titled Teachers–Parents Collaboration and Effective Inter-House Sports Competitions Questionnaire. The instrument contained measure teachers–parents collaboration through financial contribution and decision-making involvement, as well as effective inter-house sports

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competitions. Financial contribution items assess the timeliness and adequacy of approved contributions, transparency in resource mobilization, support for equipment procurement and assistance with legitimate logistical expenses. Decision-making involvement items assess consultation, participation in planning meetings, representation on organizing committees, communication about event arrangements and participation in evaluating the programme. The dependent-variable items assessed the adequacy of preparation, availability of facilities and equipment, coordination of events, student participation, safety arrangements, fairness of competition and overall organization. Responses were measured on a four-point rating scale ranging from strongly agree (4) to strongly disagree (1). Experts in measurement and evaluation validated the instrument, and the internal consistency of the instrument using Cronbach alpha was .77. Copies of the questionnaire were administered to the respondents. Respondents were informed about the purpose of the study, voluntary participation and confidentiality of responses. Data were analyzed using the Statistical Package for the Social Sciences. Mean and standard deviation were used to answer the research questions. Pearson product moment correlation were used to test the two null hypotheses at the .05 level of significance.

Presentation of Results

Hypothesis One

There is no significant relationship between financial contribution and effective inter-house sports competitions in secondary schools.

Table 1: Summary of Pearson correlation between financial contribution and effective inter-house sports competitions

		financial contribution	effective inter-house sports competitions
financial contribution	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	n	399	399
effective inter-house sports competitions	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	399	399

Significant at .05 alpha level

The result in Table 1 shows that the Pearson Product Moment Correlation coefficient (r) between financial contribution and effective inter-house sports competitions is .725, with a p-value of .000. Since the p-value is less than the .05 alpha level, the relationship is statistically significant and strongly positive. This indicates that higher levels of financial contribution is associated with effective inter-house sports competitions. Therefore, the null hypothesis, which states that there is no significant relationship between financial contribution and effective inter-house sports competitions in secondary schools, is rejected.

Hypothesis Two

There is no significant relationship between decision-making involvement and effective inter-house sports competitions in secondary schools.

Table 1: Summary of Pearson correlation between decision-making involvement and graduate employability skills acquisition in universities

		decision-making involvement	effective inter-house sports competitions
decision-making involvement	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	399	399
effective inter-house sports competitions	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	399	399

Significant at .05 alpha level

The result in Table 1 shows that the Pearson Product Moment Correlation coefficient (r) between decision-making involvement and effective inter-house sports competitions is .729, with a p-value of .000. Since the p-value is less than the

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.05 alpha level, the relationship is statistically significant and strongly positive. This indicates that higher levels of decision-making involvement are associated with effective inter-house sports competitions. Therefore, the null hypothesis, which states that there is no significant relationship between decision-making involvement and effective inter-house sports competitions in secondary schools, is rejected.

Discussion of Findings

The finding from hypothesis one showed that financial contribution had a significant relationship with effective inter-house sports competitions in secondary schools. This finding suggests that financial support from parents, when coordinated with teachers and school authorities, is an important dimension of collaboration that may facilitate the successful planning, organization and conduct of inter-house sports competitions. The implementation of these events requires resources for procuring and maintaining sporting equipment, preparing playing grounds, providing first-aid materials and drinking water, organizing officials, and meeting other legitimate logistical expenses. Where financial contributions are adequate, timely and properly managed, schools may be better positioned to provide these resources and minimize disruptions during sporting activities. The finding is consistent with Hakizimana and Sikubwabo (2024), who reported an association between parental participation in financial activities and students' school activities. This finding supports the broader argument that parents' financial participation can contribute to the functioning of educational activities. This finding suggests that financial support may help schools meet the material and logistical requirements necessary for organizing inter-house sports effectively. Similarly, this finding is in line with that of Ajalo and Mohammed (2025) who found a positive association between parents' participation in school financing and students' academic outcomes. Financial contribution may provide the resources needed for inter-house sports, but its practical value may depend on how transparently and appropriately the funds are allocated and used. The finding also accords with the broader argument advanced by Coleman's (1988) social capital theory, which explains how social relationships can provide resources that facilitate collective action. When parents and teachers maintain cooperative relationships, they may be better able to mobilize financial resources, agree on priorities and coordinate the provision of materials required for school activities. Applied to inter-house sports, such relationships may help ensure that funds are mobilized in good time and directed towards essential needs. Financial contribution, therefore, may represent not merely the transfer of money but also an expression of shared responsibility for students' educational and social development. The implication is that school administrators and parent–teacher associations should develop transparent and inclusive arrangements for mobilizing and managing resources for inter-house sports. Schools should communicate anticipated expenses, explain how contributions will be used and maintain appropriate financial records.

The finding from hypothesis two revealed that decision-making involvement had a significant relationship with effective inter-house sports competitions in secondary schools. This finding indicates that the participation of parents and teachers in identifying needs, setting priorities, developing plans and making decisions about sporting activities is an important aspect of school–home collaboration. Effective inter-house sports require more than the availability of financial resources and sporting facilities; they also require decisions concerning event schedules, the allocation of responsibilities, student participation, safety arrangements, equipment, supervision and the resolution of organizational challenges. When teachers and parents have opportunities to contribute to these decisions, planning may benefit from a broader range of information, experiences and perspectives. This finding is consistent with Abiodun-Oyebanji (2021), who found a significant relationship between parental involvement in school decision-making and effective school management. This finding shows that involving parents in decisions can contribute to the effective coordination of educational activities. Further, this finding supports that of Okeke and Nweke (2023), who found a significant relationship between parental involvement and students' sports participation. The present finding complements their work by highlighting decision-making involvement as a specific dimension of collaboration that is significantly related to effective inter-house sports implementation. The finding can also be explained through Coleman's (1988) social capital theory. The theory emphasizes that social relationships create channels for exchanging information, developing expectations, establishing norms and coordinating collective action. When parents and teachers participate meaningfully in decisions about inter-house sports, they can exchange relevant information, clarify their respective responsibilities and develop a shared understanding of the objectives

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and requirements of the event. Such collaboration may improve coordination and strengthen commitment to agreed plans. For instance, consultation may help identify students' needs, establish appropriate schedules, determine safety arrangements and clarify how available resources should be used. These processes can reduce misunderstandings and support the orderly implementation of sporting activities. The implication of this finding is that secondary school administrators should strengthen participatory planning for inter-house sports by involving teachers and parents in relevant committees and consultations. Schools should communicate proposed plans early, invite stakeholder contributions, clarify responsibilities and provide opportunities to review the conduct of sporting events after completion. Parent–teacher associations should serve as practical channels for consultation and cooperation rather than functioning only as platforms for announcements or financial requests.

Conclusion

This study investigated whether financial contribution and decision-making involvement, as dimensions of teachers–parents collaboration, are associated with effective inter-house sports competitions in secondary schools in Abia State. Guided by social capital theory, it conceptualizes collaboration as a potential source of resources, information, shared expectations and collective commitment. In conclusion, the findings revealed that financial contribution and decision-making involvement were significantly related to effective inter-house sports competitions in secondary schools in Abia State. This suggests that effective organization of inter-house sports requires not only adequate financial resources but also meaningful collaboration between teachers and parents in planning, coordination and decision-making. Therefore, strengthening transparent resource mobilization and participatory planning may help schools organize inclusive, safe and effective inter-house sports competitions that promote students' physical, social and educational development.

Recommendations

The following recommendations were made based on the findings:

1. School administrators and parent–teacher associations should establish transparent and accountable arrangements for mobilizing and managing financial resources for inter-house sports. They should prepare budgets in advance, communicate expenditure priorities to parents and ensure that available funds are used appropriately to provide sporting equipment, facilities, first-aid materials and other essential resources. Financial contributions should not be compulsory in ways that exclude students from participating.
2. School administrators should encourage active participation of teachers and parents in planning and making decisions concerning inter-house sports through parent–teacher association meetings and sports planning committees. Such participation should cover scheduling, resource allocation, safety arrangements, assignment of responsibilities and evaluation of sporting events to promote shared responsibility and effective competitions.

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