



PARTICIPATION OF COMMUNITY IN PUBLIC SECTOR SCHOOLS OF KHYBER PAKHTUNKHWA REGARDING MONITORING AND SUPERVISION (A COMPARATIVE CASE STUDY OF DISTRICT D.I.KHAN)

Dr. Abdul Hafeez, Sub Divisional Education Officer in Elementary & Secondary Department
Dr. Malik Amer Atta, Assistant Professor, Institute of Education & Research, Gomal University, Dera Ismail Khan
Dr. Khalid Saeed Akbar, Subject Specialist in Elementary & Secondary Department
Sadia Bibi, PhD Scholar, Institute of Education & Research Gomal University, Dera Ismail Khan
Dr. Liaquat Hussain, Assistant Professor, Institute of Education & Research, Gomal University, Dera Ismail Khan

Abstract- In this world it is impossible for a person to live in a separate fashion. The interaction on the basis of their needs is necessary for smooth functioning of overall business of society. Community interaction and participation enhances the efficiency of educational nations. The Government of Khyber Pakhtunkhwa felt the intense need of involvement of community for the improvement of educational institution through proper monitoring and supervision mechanism. The concept of Parent Teacher Council was launched at each school level to improve the effectiveness and efficiency. This study was focused on the community involvement in the schools matter especially in the process of monitoring and supervision in male and female primary schools. Self-developed questionnaire on five point rating scale was administered personally after finding reliability and validity of tool. Respondents include two groups' i.e. PTC members (Chairman and Secretary) and non-members PTC members (Parents and teachers). By using mean, standard deviation, t-distribution, the responses were analyzed. Both the groups of stakeholders showed high rate of participation of community regarding monitoring and supervision in male and female but the group of stakeholders including in PTC committee is stronger than non-members and stakeholder related to male schools shown stronger rate than female schools.

Key Words: Parent Teacher Council, Community Participation, Monitoring and supervision, Khyber Pakhtunkhwa

I. INTRODUCTION

Education is considered key factor for continuous and sustainable development of society. Interest and participation of community in the public sectors institutions specially schools where the coming generation of that society in under construction showed vital part. If the community impart support in the field of education it is no matter that society can be able to enhance their capabilities, broader their vision, focused their efforts and then be able to get fruitful results. (Clinton & Hattie, 2013)

Public sector institutions are basically the properties of public and if public mean common man participated in the affairs of schools for the sack of their own children, spare their time for showing the ownership regarding that institution. It becomes possible that the child can improve their studies while getting two folded support from teachers as well as parents too. For this intention, government are focusing the community specially parents that they play their active role in the progress of schools. (Government of Khyber Pakhtunkhwa 2011).

Khyber Pakhtunkhwa Government taken a strong step for the purpose of improving the conditions of public sector schools by inducting the parents directly in the affairs of schools through Parent Teacher Councils and the task of keen observation, monitoring and supervision was assigned indirectly to the parents. This process was done by using different means, sensitization process and giving them sense of ownership. The basic objective of this step of Government to make joint efforts to improve overall education especially primary sector of education, teachers training, enhancing skills development of Maktab Schools for madrassa students to bring the madrassa students in main stream line. (Government of Khyber Pakhtunkhwa Elementary Education Foundation, 2012).

Increasing the interest level of community toward the public sectors schools for the purpose of improvement in academics of children, the Government of Khyber Pakhtunkhwa initiated a program

Education Sector Reform Unit (ESRU) and in 2010 the concepts of Parents Teachers Association (PTAs) which was known as Parent Teacher Councils (PTCs) in present scenario. On the priority basis Government set and determine the powers and authorities of these councils and determine the methods of interventions in schools, proper mechanism of monitoring and supervision was developed and defined for community members to interfere and support in the affairs of schools. (Government of Khyber Pakhtunkhwa, 2011).

Mavis and Steven (2009) discussed the role of community in the development of all institutions especially educational institutions. According to them school is the basic institution where all the planning about development of coming generation is made and then implemented for the improvement of coming academics. In the light of policies of the government the community is at edge to feel sense of ownership and work for progress of school.

Smith (2011) enlightened in his study that Parent Teacher Councils or school councils are supportive for development of schools when each and every parent of children showing interest in the affairs of school and involve in each matter of school then no matter of fact that improvement in the academic condition of students are not improved. Proper monitoring system is supportive for the improvement of educational institution.

Kwatubana and Makhalemele (2015) discussed that different educational institutions are trying to attract parent to become active participant in performance of different functions done at schools. The involvement in the process of monitoring and supervision is attractive of each and every one. People have shown great interest to become part of this aspect. Rapid visits of parents become possible which may be supportive for schools in taking in time right decisions.

Lomasonf et al (2017) describe the pattern of community participation and its impact on the progress of children. Continuous process of monitoring and supervision is necessary for getting progress in improving the academics. The parents whose children are studying in specific educational institution are effective stakeholders who can be in a position to influence the school staff as well as all the affairs of educational institution.

Habib (2014) discussed the role of school councils in process of development of students' academic as well as social, economic and psychological. Proper monitoring and supervision process needs to be designed to involve the parents in school business. Under the set mechanism of monitoring and supervision, the community members are determine their position and struck their efforts for improvement of set pattern of working in schools.

Hoover (2009) describe the various aspects in the process of monitoring and supervision

1. Proper planning for monitoring
2. Discuss proper supervision mechanism
3. Identification of aptitude of peoples working in specific institution.
4. Provide awareness in the way of develop understanding regarding their assigned tasks of supervision at school level
5. Proper plan and define the evaluation process.
6. Prepare plan of removal of hurdles in the way of progress.

Ogaakwa (2010) noticed that the process of supervision is comprehensive which include assessment, checking of goals, improving the infra structure, purchase of different assets, determination of peoples working there, motivational level and guidance needed for them are also played a vital part in improving the educational institutions.

Udoh and Akpa (2001) put an idea in research that the community must seek and strive for the progress of their children and school is a place who took such responsibility, empowers the parents, educationists to come in front and play their active role in improvement of teaching learning process and develop supervision mechanism at each school level.

John et al (2008) focused on the idea on the strong monitoring process which actually been supplanted with the process of supervision. Both the ideas are interlinked and able to enhance capabilities of students as well as teachers too. Regularly monitoring system and services of capable personality is needed to cope up with the diverse situation at school level.

Effective supervision system required for, an effective education system and overall progress of educational institution. The supervision is comprehensively required quantitative as well as qualitative instruction. The supervision process is significant in activities of teaching learning, standard of training and sustainable utilization of funds for the purpose of strengthening the whole system. (The Nation, 2016).

Procedure of the study:

The present study was descriptive in nature and aimed to get the perception of two groups of stakeholders' i.e. PTC Members (Chairman and Secretary) and Non-PTC members (Parent and Teachers). For getting responses questionnaire was developed consist of 16 items on five point Likert scale. This tool was validated through education experts and reliability was found through pilot testing by using Statistical Package for Social Sciences version 21. The calculated Cronbach Alpha was 0.91. After the process of reliability and validity ten items remained in the questionnaire for getting responses. The results were analyzed through using different statistics.

Research Questions:

Following research question were the study.

1. Is there participation of community in monitoring and supervision process as point of view of PTC members (Chairman and Secretary) related to male schools?
2. Is there participation of community in monitoring and supervision process as point of view of Non- PTC members (Parent and Teacher) related to female schools?
3. Is there participation of community in monitoring and supervision process as point of view of PTC members (Chairman and Secretary) related to male schools?
4. Is there participation of community in monitoring and supervision process as point of view of Non- PTC members (Parent and Teacher) related to female schools?

Hypotheses of the study

H₀₁: There is no participation of community through Parents Teacher Council in the Process of monitoring and supervision in public male sector schools of Khyber Pakhtunkhwa.

H₀₁₁: There is no participation of community through PTC according to view point of PTC members (Chairman and Secretary) related to male schools.

H₀₁₂: There is no participation of community through PTC according to view point of non PTC members (Parents and Teachers) related to male schools.

H₀₂: There is no participation of community through Parents Teacher Council in the Process of monitoring and supervision in public sector female schools of Khyber Pakhtunkhwa.

H₀₂₁: There is no participation of community through PTC according to view point of PTC members (Chairman and Secretary) related to female schools.

H₀₂₂: There is no participation of community through PTC according to view point of non PTC members (Parents and Teachers) related to female schools.

Significance of the study:

From different researches and evidences, it is clear that community members are basic stakeholder for check and balance in the public institutions because they are the main beneficent for the product generated in these institutions. If the community takes interest in the affairs of government institutions then it nobody has power to supersede any of the legal process. This study is helpful to know the participation rate of community in the school affairs regarding monitoring and supervision process. This study is helpful to compare the responses of members of structured committee and other related person whose children's are studying in educational institution or they are working in that school. This study is also helpful to compare the responses of male and female schools stakeholders. The study is helpful to implement policies of government and provide guidelines for the improvement of schools. It also provides the guide line that how participation of community is effective and how the responsibilities can be shared with other stakeholders. This can be helpful to provide motivational strategies regarding involvement of community and playing the active role of community in the way of improving the capabilities of school

staff and strengthen the structure of monitoring and supervision.

II. RESEARCH METHODOLOGY

Population:

Population of the study consisted as all 715 primary male and 462 female primary schools in District Ismail Khan Khyber Pakhtunkhwa. Two groups of stake holder's i.e. PTC members consist of Chairman who is from parents and Secretary who is head of institution. Other group of stakeholders' i.e. Non-PTC members consists of Parent and teachers. Total population of committee members were 1177 chairmen and 1177 General secretaries while total population of non PTC committee members were 3872 teachers 117355 parents.

The population of the study was as under:

S #	Districts	Gender	Number of PTC Committees	Member related to PTC Committee		Member not related to PTC Committee	
				No. of Chairmen	No. of G/Secretaries	No. of Teachers	Parents of school children's
1	D.I.Khan	Male	715	715	715	2447	66110
2	D.I.Khan	Female	462	462	462	1425	51245
Total			1177	1177	1177	3872	117355

By using Krejcie and Morgan determination of sample rule the following table reflect the sample of the study

Sample of the study:

S #	District	Gender	Number of PTC Committees	Member related to PTC Committee		Member not related to PTC Committee	
				No. of Chairmen	No. of Secretaries	No. of Teachers	Parents of school children's
1	D.I.Khan	Male	250	250	250	332	382
2	D.I.Khan	Female	210	210	210	302	382
Total			460	460	460	634	764

Research Tool:

The researchers used Self developed questionnaire five point Likert Scale for collection of responses from the selected sample of stakeholders.

Validity and Reliability of Research Tool:

The questionnaire was consisted initially sixteen items in the light of literature. The tool was validated through the expert opinion of educationists, after this process the questionnaire was administered to a small sample of twelve stakeholders from each four groups for the purpose of pilot study. On the basis of results, for finding of reliably the Statistical Package for social sciences used to find the value of Cronbach Alpha which was 0.91. After this process only ten item in the questionnaire remained for administration and getting responses. Pearson Correlation was used to find the inter-item correlation at 0.05 level of significant.

Interpretation of data

The valid and reliable tool consisted of ten item was administered to the stakeholders of sample, then results analysis was done by using statistical Package for Social Science version 21, mean, standard Deviation, t-distributions were used to get inferences and interpretation of results in easy way.

III. ANALYSIS AND INTERPRETATION

Table#1 Shows Participation of community in Monitoring and Supervision process at male school level as per views of community members who are also members of PTC Committee in male primary schools in Khyber Pakhtunkhwa

S#	Monitoring and Supervision	PTC members	Mean	S.D	C.V	t-Calculated	t-tabulated	P-value
1.	Monitor & Supervise the process of repair	Secretary	4.43	0.76	17.16	1.88	±1.99	0.561
		Chairman	4.21	0.78	18.53			
2.	monitors funds generation process	Secretary	4.07	0.82	20.15	2.02	±1.99	0.000
		Chairman	3.99	0.82	20.55			
3.	supervises proper utilization of funds	Secretary	4.78	0.74	15.48	-3.76	±1.99	0.001
		Chairman	4.32	0.75	17.36			
4.	supervises different curricular activities	Secretary	4.76	0.74	15.55	0.98	±1.99	0.675
		Chairman	4.36	0.75	17.20			
5.	monitors attendance of teachers	Secretary	4.40	0.73	16.59	1.88	±1.99	0.345
		Chairman	4.33	0.74	17.09			
6.	monitors attendance of students	Secretary	4.67	0.74	15.85	1.95	±1.99	0.674
		Chairman	4.54	0.75	16.52			
7.	monitors progress of the work under construction	Secretary	4.44	0.76	17.12	-1.89	±1.99	0.429
		Chairman	4.65	0.74	15.91			
8.	Monitors & supervises the record of different works.	Secretary	4.77	0.74	15.51	2.87	±1.99	0.001
		Chairman	4.53	0.75	16.56			
9.	Evaluates teachers' professional behavior	Secretary	4.17	0.77	18.47	-1.66	±1.99	0.651
		Chairman	4.32	0.75	17.36			
10.	supervise the process of solving different problems	Secretary	4.41	0.73	16.55	1.68	±1.99	0.817
		Chairman	4.33	0.74	17.09			

The table shows the responses of perception of first group of respondents i.e. PTC members (Secretary and Chairman) related to male primary schools of District D.I.Khan. The ranges of mean values are 1-5 while mean value of responses of all respondents are above the half i.e. 2.5 which shows that all the stakeholders are taking interest in monitoring and supervision process done during schools. Co-efficient of variation of all the items shows less dispersion which ranges from 15.48 to 20.55 reflects the strong liaison with the schools due to their participation rate. In comparison between the view point of two individual stake holders i.e. secretary and chairman, there is no significant difference of opinion found in item no.1,4,5,6,7,9,and 10 reflected in table above while there is significant difference found in the opinion of stakeholders in item no. 2, 3 and 8 in the above table.

Table#2 Shows Participation of community in Monitoring and Supervision process at female school level as per views of community members who are also members of PTC Committee in female primary schools in Khyber Pakhtunkhwa

S#	Monitoring and Supervision	PTC members	Mean	S.D	C.V	t-Calculated	t-tabulated	P-value
1.	Monitor & Supervise the process of repair	Secretary	4.11	0.82	19.95	1.230	±1.99	0.213
		Chairman	4.02	0.83	20.65			
2.	monitors funds generation process	Secretary	3.76	0.87	23.14	3.410	±1.99	0.001
		Chairman	3.34	0.89	26.65			
3.	supervises proper utilization of funds	Secretary	4.01	0.83	20.70	-1.90	±1.99	0.732
		Chairman	3.89	0.84	21.59			
4.	supervises different curricular activities	Secretary	4.23	0.83	19.62	1.651	±1.99	0.005
		Chairman	4.21	0.83	19.71			
5.	monitors attendance of teachers	Secretary	3.88	0.88	22.68	1.671	±1.99	0.112
		Chairman	3.78	0.83	21.96			
6.	monitors attendance of students	Secretary	3.65	0.84	23.01	-2.66	±1.99	0.001
		Chairman	3.51	0.85	24.22			
7.	monitors progress of the work under construction	Secretary	4.31	0.82	19.03	3.88	±1.99	0.007
		Chairman	4.01	0.82	20.45			
8.	Monitors & supervises the record of different works.	Secretary	3.12	0.89	28.53	1.89	±1.99	0.621
		Chairman	3.24	0.88	27.16			
9.	Evaluates teachers' professional behavior	Secretary	3.11	0.89	28.62	3.16	±1.99	0.112
		Chairman	3.25	0.88	27.08			
10.	supervise the process of solving different problems	Secretary	3.52	0.86	24.43	4.44	±1.99	0.007
		Chairman	3.21	0.88	27.41			

The table shows the responses of perception of first group of respondents i.e. PTC members (Secretary and Chairman) related to female primary schools of District D.I.Khan. The ranges of mean values are 1-5 while mean value of responses of all respondents are above the half i.e. 2.5 which shows that all the stakeholders are taking interest in monitoring and supervision process done during schools. Co-efficient of variation of all the items shows less dispersion which ranges from 19.03 to 28.62 reflects the strong liaison with the schools due to their participation rate. In comparison between the view point of two individual stake holders i.e. secretary and chairman, there is no significant difference of opinion found in item no.1,3,4,5, and 08 reflected in table above while there is significant difference found in the opinion between stakeholders in item no. 2, 6,7,9 and 10 in the above table.

Table#3 Shows Participation of community in Monitoring and Supervision process at male school level as per views of community members who are Non-members of PTC Committee in male primary schools in Khyber Pakhtunkhwa

S#	Monitoring and Supervision	PTC members	Mean	S.D	C.V	t-Calculated	t-tabulated	P-value
1.	Monitor & Supervise the process of repair	Teacher	4.44	0.76	17.12	0.998	±1.99	0.114
		Parent	4.32	0.77	17.82			
2.	monitors funds generation process	Teacher	4.54	0.75	16.52	4.321	±1.99	0.000
		Parent	4.21	0.76	18.05			
3.	supervises proper utilization of funds	Teacher	4.76	0.72	15.13	1.671	±1.99	0.312
		Parent	4.57	0.74	16.19			
4.	supervises different curricular activities	Teacher	4.63	0.73	15.77	3.421	±1.99	0.000
		Parent	4.24	0.77	18.16			
5.	monitors attendance of teachers	Teacher	4.32	0.77	17.82	0.871	±1.99	0.421
		Parent	4.23	0.77	18.20			
6.	monitors attendance of students	Teacher	4.63	0.73	15.77	1.007	±1.99	0.513
		Parent	4.66	0.71	15.24			
7.	monitors progress of the work under construction	Teacher	4.76	0.72	15.13	-0.88	±1.99	0.117
		Parent	4.72	0.72	15.25			
8.	Monitors & supervises the record of different works.	Teacher	4.34	0.77	17.74	1.321	±1.99	0.422
		Parent	4.32	0.78	18.06			
9.	Evaluates teachers' professional behavior	Teacher	4.01	0.80	19.95	1.96	±1.99	0.175
		Parent	4.01	0.80	19.95			
10.	supervise the process of solving different problems	Teacher	4.12	0.79	19.17	0.897	±1.99	0.509
		Parent	4.07	0.80	19.66			

The table shows the responses of perception of second group of respondents' i.e. non- PTC members (Teachers and Parents) related to male primary schools of District D.I.Khan. The ranges of mean values are 1-5 while mean value of responses of all respondents are above the half i.e. 2.5 which shows that all the stakeholders are taking interest in monitoring and supervision process done during schools. Co-efficient of variation of all the items shows less dispersion which ranges from 15.13 to 19.95 reflects the strong liaison with the schools due to their participation rate. In comparison between the view point of two individual stake holders i.e. parent and teachers, there is no significant difference of opinion found in item no.1,3,5,6,7,8,9 and 10 reflected in table above while there is significant difference found in the opinion between stakeholders in item no. 2 and 4 in the above table

Table#4 Shows Participation of community in Monitoring and Supervision process at female school level as per views of community members who are Non-members of PTC Committee in female primary schools in Khyber Pakhtunkhwa

S#	Monitoring and Supervision	PTC members	Mean	S.D	C.V	t-Calculated	t-tabulated	P-value
1.	Monitor & Supervise the process of repair	Teacher	3.77	0.86	22.81	3.446	±1.99	0.003
		Parent	3.42	0.87	25.44			
2.	monitors funds generation process	Teacher	3.11	0.89	28.62	0.980	±1.99	0.002
		Parent	3.09	0.90	29.13			
3.	supervises proper utilization of funds	Teacher	4.23	0.82	19.39	1.778	±1.99	0.431
		Parent	4.21	0.82	19.48			
4.	supervises different curricular activities	Teacher	4.32	0.84	19.44	1.901	±1.99	0.661
		Parent	4.27	0.83	19.44			
5.	monitors attendance of teachers	Teacher	4.41	0.82	18.59	0.990	±1.99	0.147
		Parent	4.37	0.76	17.39			
6.	monitors attendance of students	Teacher	4.42	0.75	16.97	1.781	±1.99	0.442
		Parent	4.35	0.76	17.47			

7.	monitors progress of the work under construction	Teacher	4.44	0.82	18.47	-4.99	±1.99	0.004
		Parent	4.21	0.83	19.71			
8.	Monitors & supervises the record of different works.	Teacher	4.32	0.82	18.98	2.774	±1.99	0.005
		Parent	4.12	0.83	20.15			
9.	Evaluates teachers' professional behavior	Teacher	3.25	0.88	27.08	1.656	±1.99	0.451
		Parent	3.14	0.83	26.43			
10.	supervise the process of solving different problems	Teacher	4.12	0.83	20.15	1.091	±1.99	0.621
		Parent	4.07	0.84	20.64			

The table shows the responses of perception of second group of respondents' i.e. non- PTC members (Teachers and Parents) related to female primary schools of District D.I.Khan. The ranges of mean values are 1-5 while mean value of responses of all respondents are above the half i.e. 2.5 which shows that all the stakeholders are taking interest in monitoring and supervision process done during schools. Coefficient of variation of all the items shows less dispersion which ranges from 17.39 to 29.13 reflects the strong liaison with the schools due to their participation rate. In comparison between the view point of two individual stake holders i.e. parent and teachers, there is no significant difference of opinion found in item no.2,3,4,5,6,9and 10 reflected in table above while there is significant difference found in the opinion between stakeholders in item no.1,7,and 8 in the above table

Table#4.65 Comparison stakeholder regarding participation of community in Monitoring and supervision

Gender	Group	Stakeholders	A. Teaching Learning Process			Comparison.								
			N	Mean	S.D	Stake holders			Group			Committees		
						T-cal	T- tab	P-value	T-cal	T- tab	P-value	T-cal	T- tab	P-value
MALE	Members	Secretary	250	44.90	0.76	1.6578	±1.96	0.231	1.8931	±1.96	0.431	1.8931	±1.96	0.431
		Chairman	250	43.58	0.77									
	Non Members	Teacher	332	37.70	0.80	1.4431	±1.96	0.225						
		Parents	382	36.46	0.81									
FEMALE	Members	Secretary	210	44.55	0.76	1.8901	±1.96	0.124	1.7781	±1.96	0.124	-1.886	±1.96	0.441
		Chairman	210	43.32	0.77									
	Non Members	Teacher	302	40.39	0.81	1.6470	±1.96	0.243						
		Parents	382	39.25	0.82									

The table reflects the overall responses of the stake holder and comparative results between genders, between groups of stakeholders' i.e. PTC members (Secretary and chairman) and non-Members (Parent and Teacher). From the data of primary Male schools the mean values of all four stakeholders are 44.90, 43.58, 37.70 and 36.46 respectively while data of primary female schools mean values of all four stakeholders are 44.55, 43.32, 40.39 and 39.25 respectively. Both the groups of male and female the mean values are above average i.e. 25 which elucidate the strong participation rate of community in both types of schools regarding monitoring and supervision.

In comparison of male schools chairman and secretary t-calculated value is 1.6578 with p-value 0.231 showed no significant difference between their perception regarding monitoring and supervision. The second group of same category of male schools (teachers and parents) t-calculated value is 1.4431 with p-value 0.225 also showed no significant difference between their perceptions.

In comparison of female schools chairman and secretary t-calculated value is 1.8901 with p-value 0.124 showed no significant difference between their perception regarding monitoring and supervision. The second group of same category of female schools (teachers and parents) t-calculated value is 1.6470 with p-value 0.243 also showed no significant difference between their perception

In comparison between two groups of Members and non-members in male and female schools no such significant difference found between their perception regarding monitoring and supervision process. In overall comparison between the two groups of male and female all the stakeholders are in favour of community participation in the teaching learning process and no significant difference found between their perceptions as t-calculated value is -1.886 with p value 0.441.

IV. CONCLUSION:

From the analysis of results reflected in all tables of, it can be concluded that participation of community through Parent Teacher Councils in monitoring and supervision process in both the schools (Male and female) are strong but this participation rate is found stronger in male schools as compared to female schools.

Perception of stake holders of secretary of PTC council and teachers who both are government employees working in these institutions, the perception regarding the process of monitoring and supervision are found higher than other two stakeholders i.e. chairman and parents who are out sliders and from the parents and not in employment in these educational institutions. In comparison between both the groups of stakeholders, the stakeholders related to female schools showed less participation rate than male group. Therefore it can be easily male schools have strong capability to involve community specially parents in the affairs of school than female one.

V. RECOMMENDATIONS

In the light of detail discussion and analysis of results it is recommended that

1. Special awareness session required to arrange specially in different female schools to enhance participation rate of community.
2. Strong liaison between community and parents are required, so for this purpose different programs are required to arrange monthly basis in schools.
3. Government may arrange different follow-up session to check the implementation of policies at school level.

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