

THE PERCEPTIONS OF STUDENTS REGARDING THE WAYS OF COMMUNITY INVOLVEMENT IN PUBLIC SECONDARY SCHOOL AT DISTRICT KECH BALOCHISTAN

Siraj Bashir^{1*}, Nasreen Aslam Shah², Hafsa Karim³, Kinsa Farooq⁴, Zohra Naseer Ahmed⁵

^{1*,3}Lecturer, Department of Social Work University of Balochistan, Quetta, Pakistan; ²Dean of Social Sciences, University of Karachi, Sindh, Pakistan; Lecturer, ⁴Department of Social Work University of Karachi, Sindh, Pakistan;

⁵Department of Education, University of Turbat, Balochistan, Pakistan.

Email: ^{1*}dr.siraj.bashir.edu.uob@mail.com, ²nashah61@uok.edu.pk, ³hafsakarim123@yahoo.com,

⁴kinzagemini@gmail.com, ⁵zohranaseer024@mail.com

Article History: Received on 19th March 2021, Revised on 28th June 2021, Published on 30th June 2021

Abstract

Purpose of the study: The study was designed to investigate students' perception of community involvement in public secondary schools in the district Kech Balochistan.

Methodology: A quantitative method was employed for the current study and a descriptive study was designed to riposte the research questions. The sample size was delimited to 103 respondents. Data were gathered through Questionnaires which it was based on three clusters. Data were analyzed by utilizing the IBM SPSS version of 21.

Main Findings: The researcher had found that the community involvement in school activities was not statistically significant. The majority of the student's perception was that their parental community didn't attend school activities, it was to a low extent. The perceptions of students about parental involvement in school debate activities plus school publications activities in addition to the parental involvement in school club activities were low.

Applications of the study: The researcher had also suggested to the parents that their involvement in school activities plays a significant role in their academic performances.

Novelty/Originality of the study: The outcomes of the research or study will motivate or encouraged the community members, especially the parent community to involve themselves more in the school affairs process to enhance the students learning achievement.

Keywords: Community Involvement, Public School, Secondary Level and School Activities.

INTRODUCTION

A community is a group of people that participate the characteristics such as culture, language, race, tradition, law, geography, etc. A community is a group of people in which members of communities are formally or informally are organized to play an important role and take a keen interest to address the problems and sort out the solution of that problem to achieve the goals associated with problems. The community has a degree of self-governance and responsibility. Communities may be heterogeneous, homogeneous, united; besides this, some communities are conflictive, and some are governed and managed by leaders selected republicans who act relatively self-governing from other levels of government

Wilson (2011) cited that education is an exertion to figure the future age group of a nation which is instigated under the responsibilities of the government, parents, and community. As Said (2013) mentioned that education is not an act of isolation, but it is a movement in collaboration. Without community engrossment in the education process or school activities will not attain their goal; without education, society cannot reflect on betterment. Through community engrossment in the education process, the worth of education activities in schools can be developed and enhanced. Secondary education is the structure to provide a good quality of education in adult life. Besides this, in education sectors or systems, secondary education plays a pivotal role as it provides to identify the academic and career of students. Federal government 2004 illustrated that a second level is a form in which children get or receive education before the tertiary and after the primary. The main purpose is to prepare the child to be a good citizen. Quality of education or outgrowth of education will be productive when there is great involvement of stakeholders in the field of education. Education cannot be transferred without the support or help of stakes-holders who are none other is community members. They are playing an important role or taking a keen interest to monitor the school activities in their development. Community participation in school affairs proceed helps the administering which involves by their own to the development of the school in decision making to sort out the issues important to them (Beji, 2017; Jadoon, Khan, Bukhari, Gilani, Ishfaq, & Ullah, 2022).

Community engagement, in the process of education, is effective both in terms of qualitative and quantitative to enhance or promote education. Community participation in activities that support and improved social wellbeing. In terms of context or setting, there are different ways to be involved, such as communities, involvement through the mere use of service. They are involved throughout money contribution, materials labor, involvement through attendance such as parents -meetings, etc. communities are involved to support or improve the quality of education and making process in

various school activities. The partnership must be implemented in school. Stakes-holder participation in school planning and decision-making process is necessary for education development. It provides chances for parents to provide materials and human resources in school to enhance or provide qualitative productivity (Beji,2017; Ullah, Alam, Khan, Joseph, Farooq, and Noreen, 2022) clear that the Parents Teacher Association is also an important member of the community to maintain discipline in school. It needs a high involvement for the maintenance of a productive and effective learning environment in school, and it needs to be involved in the discipline. Jim (2006) cited that parents' community engrossment in the field of school activities has a confident impact on students' psychological development.

School base management believes that community members' participation in school decision planning can improve students' learning achievement by empowering local people, experiencing parents. According to Shamrock, K. (2002), it was evolved that there is six major framework involvement which are partnership counting occasions for family engrossment in home and as well as school, parenting collaborating, agreeing learning at the home decision and working together with communities to display the enlargement of a balanced wide-ranging program of partnerships for the betterment of students. Abdirahman, Yosuf ,Willy and Mohammad (2018) referenced that school community partnership helps the school and community to partake in the duties to run the school and support the students to achieve the goal of education. This can only be achieved with community partnership; neither community nor school can benefit without partnership. As San (1985)cited that school community partnership will provide the productive result or outcomes for students and school, mentoring programs provide the effective result for students in terms of students' grades, school, attendance, exposure to career opportunities. Onyene, V.E. (2006) also discussed that when school heads communicate with external communities, it helps or supports the students to educate effectively. External communities boosted the probabilities of unloading superior public care, decreasing, denouncing education and beliefs importance of communities and getting numerous purposeful philosophies possessions that relief students to educate them productively and effectively. Clase (2007)said that the parental community plays a significant role in the success of children's education through the involvement of parents in school activities as a partnership. The educator has opened the door for children and provides opportunities to improve their academic performance. (Van and Orozco,2006) cited that according to the MET life survey of American teachers and students, all agreed that parent community engagement in school activities has increased over the past 25 years to provide an effective performance for students academically.

A community is a group of people who work together for benefits and improvement in the educational process. Community participation plays a significant role in the education process. It brings different strategies and techniques to improve the quality and access of education. Their efforts have been appreciated to identify and solve the problems in the educational process. There are several ways in which communities are involved in the school affairs process. For example, providing services, involvement through financial support, attending parent's meetings, etc. The main motive of my study was to be inquest the ways of community involvement in public secondary school. The study was conducted to perceive how parent communities are involved in the school affairs process in public secondary schools in District KechBalochistan.The problem was to investigate through this study was the perception of students about parents' community involvement in public school activities at the secondary level in District KechBalochistan.

The objective of the study

The objective of the study was the following:

- To find the ways of community engrossment in public secondary schools at District KechBalochistan.
- To find students' perceptions about parent community involvement in the school affairs process in public secondary schools in District KechBalochistan.

LITERATURE REVIEW

A research study was conducted. The focus of the study was to see the impact of engagement community level in primary education. The context area was OYAM District, represented in Northern UGANDA, East Africa. A mixed methodology was used for the study in which qualitative and quantitative method was used. The study finding revealed that only 21.7% of the community were involved in school proceedings. It was too low. More, the researcher cleared that the level of community appointment could be boosted when the community members are informed through sensitization about the importance that community involvement plays a significant role in the order of being actively involved in the proceeding of the school. On the other hand, (Jhon, 2015) conducted research. The study focused on the community's involvement in the decision and in the planning for democratic education. The context area was Tanzania's BEGAMOYO district. Similarly, the study finding also showed that the engrossment of parents' community in terms of decision-making and planning in the education process of their children was negative. The findings of the study result (Onuh,2007) were the same result was identified that there was less involvement of the community in school activities; on the other hand (Jonh, 2015a) research study conducted, the finding of the research was also similar that the community was less involved because they lack knowledgeability and skills in planning and making. The result showed that decentralization of education awareness was low. The researcher Mr John recommended that the government should start many education policies to improve education. It was further suggested that parents and community members should participate from the 1st or initial stage of policy formulation acceptable to know the importance of engrossment of the community in policy implementations.

[Abdirahman, Yusuf, Willy and Mohammed \(2018a\)](#) conducted research in which the focus of study was the influence of community involvement on students' academic performance in secondary schools. The context area for the study was the GAROWE district. The finding showed that community participation in school financing, motivating teachers and maintaining school infrastructures of secondary schools affect the academic performance in GAROWE city. The finding of this article is also similar to the above two articles study. The study revealed that, in some ways, communities are involved in supporting their school education, but actively the community is not actively represented in the school management committee.

Moreover, the finding of this article also identified that CECS in GAROWE secondary school is not involved. The researcher recommended that the community yield a definite role in management besides designating the ideals of their participation in the secondary school management involved in managerial activities through conducting the managerial function in ways. As [Alam \(2015\)](#), the focus of the study was the effect of community factors on primary school learner achievement. The context area for the study was rural area Bangladesh. The study's findings showed that financial position, environment, educational status, communication, and support is given to school community children care and unity and cooperation among community people affect learner achievement. The research has focused the impact of community involvement in public secondary school management. The context area was Kenya for the study in the country of Machakos was selected. The study finds out that the majority of community members attended few meetings to which they were invited. The study also showed that only a few parents assisted their students with schoolwork while only a small% of community members discussed school matters which established that although there exists a good relationship between school and community only, minority communities were involved in the decision-making process in these schools. Similar to another above study, The researcher recommended that schools should educate all the stakeholders on various ways they can be involved in the management of the schools.

According to [Zafar, 2014; Ullah, Alam, Khan, Joseph, Farooq, and Noreen \(2022\)](#), the participation status of primary school. The context area was (KOSEIR) located in the central ANATOLIA region of Turkey. The findings of the study revealed that the respondents who were partaken were highly popular in the classroom and among teachers, although their membership was stumpy in terms of school and management. The factor affects the partaking of children with the society plus family in education status of the father. The study recommended that more extra-curricular activities can be organized in the school. In this way, students' school participation levels can be evaluated through various studies. Awareness of families and individuals in society about the importance of child participation should be raised.

[Beji \(2017b\)](#) conducted a study that was focused on the influence of community participation on the administration of the public secondary school. The context area was the Benue state. A survey study was a scheme to study community engrossment in Benue state of public secondary school. The actual population for the survey was 4536, including 2160 Parents' Teacher Association (PTA), 2160 were Board of Government, 216 participants from all public secondary schools in which the sample size for the survey was 368. The specimen procedure was a multi-stage sample to select the participants for the inquiry. Data was collected by utilizing the Self-structured form of questionnaires to collect data from them. The overall average of the three clusters was 0.77. the instrument used for the study was reliable, its reliability was too high. Data were analyzed by mean deviation plus standard deviance. ANOVA was jumble-sale to check the null hypothesis that was 0.05 level of significance. The outcomes of the research revealed that there was no statically substantial modification in the malicious rating scale that influenced community participation in the administration of the public secondary schools. The researcher recommended that schools should repay by juggling active rules and regulations in the community, such as organizing adult educational programs to sort out all the problems.

[Wasal Khan \(2020\)](#) the focus of the study was the community involvement for school effectiveness. The context area was the KP (Khyber Pakhtunkhwa). The target population was secondary school boys. The outcomes of the study revealed that there is an excellent contribution of community or parents in school in school base undertakings will improve the effectiveness of a school, when there is arranging exercise advance school conditions automatically improve the school effectiveness of unproductive school will be converted to more productive when there is parent association for school advancement

METHODOLOGY

Study design: The current study descriptive study was utilized for the study to investigate the ways of community involvement in public secondary schools. Data collection was in the form of a descriptive manner. [\(Williams, 2007\)](#) cited that the descriptive research approach is a basic design that identifies the situation as it exists in its current state. It includes the identification of attributes of a particular phenomenon based on an observational basis.

The study population: The population was too broad to conduct research within a specific time, so the five public secondary schools ABC in District KechBalochistan were the target population for the current study. The sample is the selected group of participants taken from the target population. For the current study, the respondents were chosen from the 9th and 10th-grade students for the data collection to complete my study from the public secondary school ABC.

Sample: The target population for the data collection was from public secondary school district KechBalochistan 9th and 10th class. From a target population of each five public secondary schools from 9th and 10th class, 70 members

were present in the target populations of five secondary schools, but for the study and data collection from each five public secondary schools from 9th and 10th class, 20 samples had been selected for the study. A total of 103 respondents were selected for the current study to perceive students' perceptions about parental community involvement in public secondary school Turbat in District KechBalochistan.

Tool of measurement and data analysis: The Questionnaire tool was used for data collection in which respondents filled close-ended questions. Three different clusters are in the form of the rating scale. The questionnaire had contained three clusters of school activities. Data collection is the process in which data were gathered through a Questionnaire to analyze the data to answer the research questions. Data were collected from the students of different public secondary schools in the district KechBalochistan. For data, collection statements were developed pointing on (5 Likert scales). Collected data were analyzed by using the statistical software SPSS (statistical package for social science. A version of 21 was used to analyse the data frequencies, tables, and charts.

FINDINGS / RESULTS

Table 1: Respondents of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	20.4	20.4	20.4
	Female	82	79.6	79.6	100.0
	Total	103	100.0	100.0	

The above table 1 clarifies demographic information of students' gender in which it shows the result that for the current study both male and female students were involved. Total of 103 respondents, in which 21(20.39%) male students were who participated in the study, on the other hand, female students with frequency 82(79.61%) who had participated in the study. The result shows the ratio of respondent gender comprised both male and female respondents who were treated differently. The above figure proved that female students had participated more in the current study.

Table 2: Respondent of Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9th	51	49.5	49.5	49.5
	10th	52	50.5	50.5	100.0
	Total	103	100.0	100.0	

The above table 2 shows the student's classes who were involved in the study. The total samples for the study were 103 students who had participated in the study were belonging to class 9th and 10th. From the 9th class, 51(49.51%) respondents were involved including male and female students who had participated in the study and provided relevant data to support my study and from the 10th class 52(50.5%) respondents were involved and participated in the study were also male and female students. The result shows the ratio of 9th and 10th class participated in the study. From the table, it was justified that the research had randomly selected 103 respondents equally from both the 9th and 10th classes. 50% from 9th class and 50% from 10th class students were selected.

Table 3: Respondents according to Marks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40%-60%	23	22.3	22.3	22.3
	61%-80%	28	27.2	27.2	49.5
	81%-100%	52	50.5	50.5	100.0
	Total	103	100.0	100.0	

The above table 3 shows the marks percentage of 9th and 10th class students of their last semester. Male and female students, who had participated in the study whose marks percentage rang was lies between 40% to 100%. The table shows that 23(22.3%) students' percentage of marks were in the range of 40% to 60%, on the other hand, students with frequency 28(27.2%) marks percentage range was 61% to 80% but the majority of students who had participated in the study in which majority student's marks percentage were in the range of 81% to 100% who had answered the questions. The result shows that students with different percentages of marks were involved and who had participated in the study in order to provide relevant data to the researcher.

Table 4: Reliability

Cronbach's Alpha	N of Items
.782	17

The above table 4 reveals that the instrument used in the study was reliable (782).

Table 5: My parents are involved in the planning of debate session in my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	30	29.1	29.1	29.1
	Disagree	32	31.1	31.1	60.2
	Neutral	15	14.6	14.6	74.8
	Strongly agree	4	3.9	3.9	78.6
	Agree	22	21.4	21.4	100.0
	Total	103	100.0	100.0	

The above table 5 illustrates that student 22(21.36%) perceptions were that parents are involved in the planning of debate sessions, while 32(31.07%) disagreed that their parents are involved in the planning of debate sessions. The maximum response to this statement was negative that their parent's community showed less engrossment in planning and organizing the debate session in public secondary school in District KechBalochistan.

Table 6: My parents are involved in the planning of debate sessions in my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	30	29.1	29.1	29.1
	Disagree	32	31.1	31.1	60.2
	Neutral	15	14.6	14.6	74.8
	Strongly agree	4	3.9	3.9	78.6
	Agree	22	21.4	21.4	100.0
	Total	103	100.0	100.0	

The above table 6 illustrates that student 22(21.36%) perceptions were that parents are involved in the planning of debate session while 32 (31.07%) disagree that their parents are involved in the planning of debate session. The maximum response about this statement was negative that their parent's community shows less level engrossment in terms of planning and organizing the debate session in public secondary school at District KechBalochistan.

Table 7: My parents are involved in the planning of debate sessions in my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	30	29.1	29.1	29.1
	Disagree	32	31.1	31.1	60.2
	Neutral	15	14.6	14.6	74.8
	Strongly agree	4	3.9	3.9	78.6
	Agree	22	21.4	21.4	100.0
	Total	103	100.0	100.0	

The above table 7 explain that students 22(21.36%) had agreed that the community is involved in rehearsing debate lines with me, and 32(31.7%) students had disagreed that their parent community are engaged in rehearsing debates line with me. The result shows that most students' perceptions were also pessimistic about this statement that the parent's enlightenment is less when rehearsing debate lines.

Table 8: My parents attend all the debates organized in my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	15.5	15.5	15.5
	Disagree	29	28.2	28.2	43.7
	Neutral	11	10.7	10.7	54.4
	Strongly agree	19	18.4	18.4	72.8
	Agree	28	27.2	27.2	100.0
	Total	103	100.0	100.0	

The above table 8 illustrates that 29(28.2%) students' perception of their parent's involvement in attending debates which are organized in school was negative, but 28(27.2%) were positive that their parents are involved in attending all debate sessions which are organized in school. After interpreting the data about this statement, the result also revealed that the student's perception was alike negative that the parent's community chaperoning all the debates organized in public secondary schools at District KechBalochistan was rudimentary to help the children.

Table 9: My parents are involved in all school magazines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	24.3	24.3	24.3
	Disagree	48	46.6	46.6	70.9
	Neutral	4	3.9	3.9	74.8
	Strongly Agree	9	8.7	8.7	83.5
	Agree	17	16.5	16.5	100.0
	Total	103	100.0	100.0	

The result above table 9 shows that students 48(46.6%) perception was negative that their parent's community were not involved in school all magazine beside this students 17(16.5%) had agreed that my parents are involved in school magazines. The result also shows that like another statement majority of the student's perception was that their parents did not show any engrossment role in school magazines. School magazines help the parent's community about their children's affairs of the school that of late what the students have been exploited. The result justifies that parents' involvement in school magazines was low.

Table 10: My parents support my interest in the school press activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	7.8	7.8	7.8
	Disagree	21	20.4	20.4	28.2
	Neutral	21	20.4	20.4	48.5
	Strongly Agree	23	22.3	22.3	70.9
	Agree	30	29.1	29.1	100.0
	Total	103	100.0	100.0	

The table 10 shows that students 30(29.1%) had agreed that their parents supported in the press activities according to their child's interests, but 21(20.4%) students disagreed that their parents supported their interest in the school press activities.

Table 11: My parents are involved with the JET club in my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	22.3	22.3	22.3
	Disagree	39	37.9	37.9	60.2
	Neutral	23	22.3	22.3	82.5
	Strongly Agree	5	4.9	4.9	87.4
	Agree	13	12.6	12.6	100.0
	Total	103	100.0	100.0	

The above table 11 shows the result of students' perception that 39(37.86%) disagree that my parents are involved with the JET club in my school, but 13(12.62%) students agree that my parents are involved in my school.

DISCUSSION / ANALYSIS

As we know that the parent's community plays a crucial role to promote the children's education to increase the productivity of students' academic performance to achieve the goal of their life, but in public secondary schools in District KechBalochistan, the parents' community didn't show any involvement of children's school activities to motivate or boost up their academic performance Even though parents community didn't attend the parents meeting to know about their children's weakness. As a result, it will negatively affect the students' performance.

The present study's result was similar to the survey (Muthoni, 2015) in that few communities involve in school activities such as parents' meetings when they are invited and are not involved. Besides this (Coladric, 2002), the focus of the study was the same, and the study result was the same in that only 21.7% community are involved in school. (L.I. Akunne, 2021) was similar to the present study. Both studies' findings showed that the parents' involvement was not statistically significant.

CONCLUSION

The researcher found the root of the study that attention is needed in terms of community involvement in public secondary schools in the district KechBalochistan. Prediction on the judgment of the study, the researcher terminates that students' opinion on parental engagement in children's school activities was low in public secondary schools in the district KechBalochistan. The study had concluded that parental involvement in school activities was not statistically significant. The majority perception of students about the involvement of the parent's community was that do not attend the debate sessions organized in school. Even though children do not have the choice to join the school activities, as a result, it influences academic performance. From the study's findings, the researcher had concluded and justified that the

parents' community did not show any involvement in organizing debate sessions organized in the school for their children to boost their academic performance. Even though their parents have contact with teachers, during debate activities, parents kill time being involved in children's debate activities, which are important to boost the confidence level of their children. That there was no specific role played by the parent community in a children's school activity. Parents' community did not financially support their children in debate activities that are organized in public secondary schools in the district KechBalochistan. The school publication activities assist students to ameliorate their reading abilities and writing skills to mythical fashion writing, but in public secondary school at District KechBalochistan engrossment of parent's community in publications activity was also low as their parents are not members of any school publications committee to help their children to fabricates the writing skill and reading skill imaginary. According to (L.I.Akunne, 2021a), parental involvement and participation are effective in school activities to develop a child's health and feel a sense of student growth. According to (Nded,2019) study cited that parents have a significant role to be involved in school to improve the quality of education.

RECOMMENDATIONS OF THE STUDY

The recommendations of the study were following.

- The researchers recommended that the public secondary school supervisor must conduct such a program for the awareness of parents to be involved in school activities.
- The researchers recommended that the school supervisor must conduct such a program to motivate the parent community to be involved in school activities to increase the productivity of student performance academically.
- Parents' communities should be invited to school debates to motivate their children.
- The school head should provide a well-written document about the academic performance, so parents should be aware of the weakness.
- The researchers also suggested to the parents that their involvement in school activities plays a significant role in their academic performances.
- The Head of school administration should arrange monthly meetings with parents to show the student's reports so that parents should collect data about their children's academic activities.
- The researchers highly recommended that the parents' community must be updated from time to time about the performance of children's school activities to develop their confidence level.
- Parents' communities must involve themselves more in the school affairs process to fabricate and multiply the productivity of students' learning achievement productivity.

LIMITATIONS AND STUDY FORWARD

We faced unanswerable and unarguable obstacles or challenges, which were the limitations of studying for us as researchers during data collection from the target population we had selected for our study. The study shortage for district KechBalochistan ABC Public school is due to financial support, time shortages, and, most importantly, less energy. The researchers may not collect data from the target population. The schools we had selected, in which the heads of the school hadn't accepted our letter and did not contemplate us collecting data from respondents. The respondents we had selected could not give accurate data to support our study or the limitation may be respondent unavailability on the scheduled time. The most significant challenges which we suffered while conducting our research were time, energy and money. Time, energy and money were one of the significant challenges which did not encourage us to collect data. For the researchers, there were some limitations to the study that touched our study, from the study's approach to the outcomes of the study.

CONFLICT OF INTEREST AND ETHICAL STANDARDS

The authors have declared that no competing interests exist.

ACKNOWLEDGEMENT

We are very much thankful to MahnazBashir Baloch, and beloved friends Zalya Naseer, Sangeen Hassan, Rabia Bashir, Ruksar Ismail and MubinaGaffar who were cooperative, supportive with us during this period and made us able competent to complete our work by creating a friendly and competitive learning environment. Their gorgeous attitude, moral support and marvellous friendly attitude help us do our work productive. We also acknowledge and thank the Head of school supervisor public secondary school in District KechBalochistan and the respondents who provided data regarding our topic so that we completed our research.

AUTHOR'S CONTRIBUTION

Dr Siraj Bashir and Miss Zohra Nasreen conceived and presented the main idea and developed the theory. Dr Nasreen Aslam verified and finalized the research methods. Dr Kinsa, Zohra, and Hafsa collected and analysed the data. All authors discussed the results and contributed to the final manuscript.

REFERENCES

1. Hussein A.U, Muturi U, Mohammed & Samtar. (2018). Influence of community involvement on academic performance. *International Journal Of Contemporary Applied Research*, 5(4), 308-315.
2. Alam, s. (2015). effect of community factors on primary school learners' achievement. (A. G. Alan tait, Ed.) *Journal of learning for development*, 2(1), 2311-1550.
3. Anna, J. D., Oakes, J. and Lam, L. (2017). *Community Schools as an Effective School Improvement Strategy A Review of the Evidence*. Palo Alto, CA: Learning Policy Institute.
4. Beji, O. O. (2017). Influence of community participation on the Administration Benue state. Ethical consideration. [Master Thesis *Ekiti State University*] Ekiti State University Research Resposity: https://www.academia.edu/37610766/Influence_of_Community_Participation_on_the_Administration_of_Public_Secondary_Schools_in_Benue_State_docx
5. Beji, O. O. (2017). Influence of community participation on the Administration Benue state. Ethical consideration. [Master Thesis *Ekiti State University*] Ekiti State University Research Resposity: https://www.academia.edu/37610766/Influence_of_Community_Participation_on_the_Administration_of_Public_Secondary_Schools_in_Benue_State_docx
6. Clase, P. M. (2007). The tension between school governing bodies and education authorities in South Africa and proposed resolutions. *South Africa Journal of Education*, 27(2), 43-63.
7. Coladric, A. (2002). *The HandBook of School Management*, 2nd edition, Cape Town: Juta and Comp, pp84-86.
8. Emaikwu, S.O (2011). *Fundamentals of Research Methodology and Statistics*. 1st edition, Makurdi:Selfers Academic Press Limited. 86p.
9. Jadoon, A.I., Khan, F., Syeda Tehmina Naz Bukhari, N. T. S., Gilani, S. Z., Ishfaq, U., Ullah, M.(2022). Effect of Teacher-Student Relationship on Pro-Social Behavior and Academic Achievement of Secondary School Students. *Indian Journal of Economics and Business*, 21(1), 331-337.
10. Jim, L. E.B (2006). *Fundamentals of school-community relations management*. 2nd edition, Port Harcourt: Pam Unique Publishing Company Limited, pp67-68.
11. Jhon. (2015). Community involvement on policy and decision making for democratic of education in Bagmyo District secondary school. [Master Thesis *UNIVERSITY OF TANZANIA*] *UNIVERSITY OF TANZANIA* Research Repository: http://repository.out.ac.tz/1380/1/HELEN_JOHN.pdf
12. Jhon. (2015). community involvement on policy and decision making for democratic of education in Bagmyo District secondary school. [Master Thesis *UNIVERSITY OF TANZANIA*] *UNIVERSITY OF TANZANIA* Research Resposity: http://repository.out.ac.tz/1380/1/HELEN_JOHN.pdf
13. L.I.Akunne, J. a. (2021). Perceived parental involvement in school activities in secondary school. (D. S. DR Kleopatra Nikolopoulou, Ed.) *journal of scientific research and report*, 27, 2320-0227.
14. L.I.Akunne, J. a. (2021a). Perceived parental involvement in school activities in secondary school. (D. S. DR Kleopatra Nikolopoulou, Ed.) *journal of scientific research and report*, 27, 2320-0227.
15. Onyene, V.E. (2006). A study of community-Based Exigency Services towards a Restitution of Secondary schools in Eastern Nigeria. *International Journal of Educational Research*, 1(1), 148 – 158.
16. Onuh, U.R. (2007). Appraisal of parent-teacher association performances in secondary schools in Ogidi Education Zone of Anambra State. *Nigerian Journal of Education Management*, 3(6), 65-74.
17. Muthoni, K. C. (2015). impacts of community involvement in public secondary schools management a case of machakos country kenya. [Master Thesis *KENYATTA UNIVERSITY*] *KENYATTA UNIVERSITY* Research Resposity: <https://ir-library.ku.ac.ke/bitstream/handle/123456789/13486/The%20impact%20of%20community%20involvement%20in%20public%20secondary%20schools%20management.%20a%20case%20of%20Machakos%20County.%20Kenya.pdf;sequence=1>
18. Ndede, B. A. (2019). The influence of community participation in school Governance in public secondary schools in Rachuooyo South sub country. *International Journal of Educational Research*, 2(1), 399- 410.
19. Van Velsor, P., and Orozco, G. (2006). Involving low-income parents in the school: Community centric strategies for school counsellors. *Professional School Counseling*, 11(1), 17-24.
20. Said, I. A. (2013). Community participation in Education on Quality Of Education: Evidence from a Developing Context. *Journal of Education and Vocational Research*, 4(10), 293-299.
21. Shamrock, K. (2002). *Community Financing of Education; Issues and Policy Implications in Less Developed Countries*. 2nd edition, Oxford, Pergaman Press, pp117-131.
22. Sharma, T. n. (2008). structures and mechanism of community participation. *Journal of education and research*, 1(1), 72-85 .
23. San, C. (1985). *Youth and Democracy Education. Youth Education and Problems*. TED Publishing.

24. Ullah, M., Alam, W., Khan, Y., Joseph, V., Farooq, M.S., Noreen, S. (2022). Role of Leadership in Enhancing Employees Performance: A Case Of Board of Intermediate and Secondary Education, Peshawar. *Journal of Contemporary Issues in Business and Government*, 28(1), 183-193.
25. Wasal, K. K. (2020). Community involvement for school effectiveness. *The spark*, 5(1), 163-177.
26. Williams, c. (2007). Research Methodology. *Journal of Business and Economic Research*, 5(3), 65-72.
27. Wilson, M. (2001). Comprehensive school governance and special needs provision: policy, practice and future priorities. *Educational Management and Administration*, 29(1), 49-62.
28. Zafar (2014). Participation status of primary school students. *Procedia. Social and Behavioral Sciences*, 5(3), 190-196.