

PERCEPTIONS OF HEAD MASTERS AND COMMUNITY MEMBERS TOWARDS SCHOOL MATTERS AT ELEMENTARY LEVEL

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Abstract

The present investigation was an attempt to determine the perceptions of Headmasters and community Members towards School Matters at Elementary Level in Vizianagaram District. Various Indian and Foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consisted of 80 Head Masters, 240 Community Members (80 Chairman's and 160 Parents) from Vizianagaram District using stratified random sampling method. Two questionnaires were constructed, one for the Head Masters and the other for the Community Members to know their perceptions on the Involvement of Community Members in School Matters at Elementary Level. The data was analyzed by using various statistical methods like correlation, t-test and ANOVA through SPSS package. The scores obtained by different groups are compared across the variables like Age, Category, Gender, General Qualifications, Professional Qualifications, Marital Status, Teaching Experience, Type of Management and Locality with respect of Headmasters and Designation, Gender, Age Category, Qualifications, Community, Income, Occupation Type of Management and Locality with respect of Community Members. The results indicated that there is a positive perception of Head Masters and Community Members towards School Matters at Elementary Level. The results are discussed in the light of previous research studied; Implications and Recommendations for further research were also presented.

Key words: Head Master, Community Member

1. Background of the Study

Education is an ever-widening process since the dawn of human civilization. Human beings directly or indirectly have been trying to 'educate' themselves in order to meet the challenges for the demands of life. In fact, we have succeeded in distinguishing ourselves from other animals only by virtue of perfection through education. The views of ancient and modern thinkers in India about education are discussed.

In Rigveda, education has been understood as something, which makes a man self-reliant and selfless and Upanishads are viewed education has been as something the end product of salvation. According to Yajnavalkya, education makes a man of good character and useful to the world. In this direction, we can say that education makes the all-round development of the personality of a man in order to realise his / her skills, talents / expertise for the benefit of the world.

Indian thinkers regarded education has been more from practical point of view as per the view of Swami Vivekananda. Education is the manifestation of divine perfection already existing in man. Gandhiji defined education, "By education I mean an all-round development of the best in child and man, body, mind and spirit". Eurobond defined Education is "helping the growing soul to draw out that is in itself". It is very clear basing on the views / definitions of the thinkers /philosophers perceptions that the education provokes the inner talents of the man for holistic development of human beings.

2. . Statement of the Problem

In relation to the background of the study, there is no clear policy on community involvement in Elementary school management. The only participation of parents and community in school affairs is under Parents Teachers Association (P.T.A.) and School Management Committees (SMC). It is also not clear who is responsible for ensuring parent and community involvement in the school matters at elementary level.

The role of parents, for a long time, has remained to be that of provision of finances for infrastructure developments, attending annual meetings and provision of security and healthcare to their children. In order to achieve the educational goals of the schools the community needs to be fully involved and an active participant in the implementation, monitoring and actualization of school programmes. The community ought to be treated as an integral part of the school and their roles seen more as complementary rather than supplementary. There is a need to build strong communication and successful working relations between schools and the many communities that they serve. Accounting issues, funding pressures, increasing competition and expanding expectations are just a few items in the growing list of communication pressures facing schools today.

The involvement of the Community Members has the potential of developing in elementary education in relation to access, retention, quality education, transparency and accountability if well established. There is very less research on the effects of Community Members Involvement. Very limited studies were conducted in Andhra Pradesh covering on the perceptions of School Headmasters and Community Members towards School Matters at Elementary Level. Hence, the researcher carried out the present research in order to find out the perceptions of Headmasters and Community Members towards School Matters at Elementary Level in Vizianagaram district. The scholar has also drawn conclusions for point out the deficiency and suggested the appropriate strategies for the development of elementary school education.

3. Objectives of the Study

Keeping in view of the above rationale for the present study, the researcher has framed the following objectives for investigation.

- 1) To study the perceptions of the Headmasters towards School Matters at Elementary Level in Vizianagaram District.
- 2) To study the correlations in between the areas in the perceptions of headmasters towards School Matters at Elementary Level.

4. Education and Community Participation

The indispensable role of community in the successful implementation of any extension and development programme in the name of participation as a participant in decision making, 'implementing and utilizing the benefit of the programme is recognized better policy makers as well as bureaucrats, though the Panchayati Raj system Vi as propounded by Balwant Roy Mehatha Committee as early as 1957, implementation of its real content has been done in the recent past only. Formulation and implementation of development programmes both for agricultural and rural development also now call the support of the participatory approach for effective and efficient administration. Rapid Rural Appraisal (RRA) developed in 1970's and Participatory Rural Appraisal (PRA) developed in 1980's are the successful participatory techniques used in agricultural! and rural developmental programmes to induce and utilize the clients as well as farmers participation effectively. In this context the principles

and packages of the concept participation should be analyzed and viewed in different angles and orientations, which is an indispensable effort for gaining knowledge and future research.

Community Participation' has been recognized as one of the effective strategies or of achieving the goal", education in any given community or society. Such recognition has been a matter of record in the work of various Commissions/Committees on Education for well over century now. However, the phrase community participation has been viewed more as contribution than participation right from the beginning. The phrase has yet to realize its full potential in semantic terms; it has yet to be interpreted as the community coming forward in an organized manner to 'own' a development effort. Educationists (both planners and managers) have viewed the business of education as a highly technical profession carrying a mystic idiom and practice of its own and beyond the realm of practice of its own and beyond the realm of understanding of the client. The clients-the parent and the community have often been placed at the receiving end. It is assumed that the school and the teacher know the best; if the child does not stay on or perform according to the expectations of the school-the -fault lies at the door of the parents. In such circumstances, the parents are characterized as those unaware of the importance or value of education, lacking in motivation, and, at times, almost unconcerned about the development of the child.

Even in situation where the parents or the larger community have been involved in the educational efforts of the children, the design or planning of such programmes has remained with the experts. In post-independent India, for example, emphasis has often been laid on 'community mobilization' for educational programmes. The literacy campaigns and campaigns for Universal Primary Education has again re lied on this strategy.

The Kher Committee (1953) emphasized the need for decentralized management to to attract community involvement at the grassroots level. It recommended the involvement of all types of local bodies to promote and manage education in the interest of mass education.

The Balvantray Mehta Committee 1957), recommended that Primary Education become the responsibility of the panchayats. While the question of standards of education remained with the department of education at the state level, financial and administrative aspects of management were transferred to the panchayati raj bodies. Significant gains were noted as a result of devolution of education to the pancyati raj bodies.

The Sadi Ali Committee 1961), for example noted discernible improvement in the working of primary schools in respect of enrolment of students' attendance of teachers as well as students in the schools and effective supervision. School buildings and equipment received support from the local community.

The Bhandan Committee 1969) did however, not some deficiencies largely on account of non-availability of competent teachers and general apathy among the parents.

The strong support for community involvement in education came from the review of Primary education in Maharashtra. The village schools have an important role to play in creating a proper environment in rural areas in their individual capacities. The local people have got to be associated with the working of these institutions so that they would exercise a wholesome beneficial influence.

5. RESEARCH METHODOLOGY

Research is a systematic investigation resulting in some formal record of procedures and the report of procedures and the report of conclusions and results. Research has been defined as "a formal systematic and scientific method of analysis". Research marks the use of rigorous and structured type of analysis of observed phenomena. The secret of cultural development has been research, pushing back the area of discovering new truths, which in turn lead to better ways of doing things and better products and conveniences to live and enjoy life at large.

5.1. Sample Design and sampling Techniques

The questionnaires were administered among the Headmasters and Community Members of Elementary schools in Vizianagaram district with a view to getting the whole sample base and better results. Subjects were selected from 80 schools covering 4 rural mandals (40 schools), two urban mandals (20 schools) and two tribal mandals (20 schools) situated in Vizianagaram district. The investigator personally approached and distributed the questionnaires to

respondents.

The purpose and procedures for filling out the questionnaires were personally explained to the Headmasters and Community members who acted as respondents.

The investigator selected Elementary Schools covering Government, Mandal Parishad and Municipal localities in selecting the respondents. The investigator selected four rural mandals viz., Gajapathinagaram, Jami, S. Kota and Vepada, and two from urban locality viz., Bobbili and Parvathipuram Municipalities, whereas for tribal localities, the researcher selected Kurupam and Gummalaxmipuram mandalas for this study purpose.

Vizianagaram District consists of 34 Mandals. The details of selected mandals were presented in Table 1.

Table.1. Mandals and No. of the schools selected for this study purpose

S.No	Name of the Mandal	Locality	No of Schools Selected
1.	Gajapathinagaram	Rural	10
2.	Jami	Rural	10
3.	S.Kota	Rural	10
4.	Vepada	Rural	10
5	Bobbili	Urban	10
6.	Parvathipuram	Urban	10
7.	Gummalaxmipuram	Tribal	10
8	Kurupam	Tribal	10
	Total		80

The investigator personally visited all the sampled schools for collection of data purpose

5.2. Method Adopted for Selection of Mandals and Schools

The actual selection of mandals was made by first arranging the mandals alphabetically of Vizianagaram district locality wise and then the mandals were selected by adopting simple stratified random sampling technique. The details of mandals were presented in table 3.2. Later, the researcher collected the list of schools and then arranged the schools in an alphabetical order, later the schools were selected by adopting stratified random sampling technique. The details of the schools mandal wise selected were presented in Table .2.

Table.2. Mandals, number of the schools and number of Headmasters and Number of Community Members selected for this study purpose

S.No	Name of the Mandal	Locality	No of Schools Selected	No of HMs Selected	No of Chairman's Selected	No of Parents
1	Gajapathinagaram	Rural	10	10	10	20
2	Jami	Rural	10	10	10	20
3	S.Kota	Rural	10	10	10	20
4	Vepada	Rural	10	10	10	20
5	Bobbili	Urban	10	10	10	20
6	Parvathipuram	Urban	10	10	10	20
7	Kurupam	Tribal	10	10	10	20
8	Gummalaxmipuram	Tribal	10	10	10	20
	Total		80	80	80	160

5.3. Sample Distribution of Head Masters

Table 3. Selected head masters across basic characteristics

S.No	Characteristics	Frequency	Percent	
1	Age	Below 35	16	20.00
		35 to 45	34	42.50
		Above 45	30	37.50
2	Gender	Male	58	72.50
		Female	22	27.50
3	General Qualification	UG	6	7.50
		Degree	52	65.00
		PG	22	27.50
4	Professional Qualification	D.Ed.	8	10.00
		B.Ed.	67	83.75
		M.Ed.	5	6.25
5	Teaching Experience	Below 10	12	15.00
		10 to 20	44	55.00
		Above 20	24	30.00
6	Management	Government	12	15.00
		MPP	54	67.50
		Municipal	14	17.50
7	Locality	Rural	40	50.00
		Urban	20	25.00
		Tribal	20	25.00
8	Marital Status	Married	65	81.25
		Unmarried	15	18.75

5.4. Statistical Techniques Used for Analysis

To study the perceptions of Headmasters and Community members towards School Matters at Elementary level, the mean total scores and mean scores on each dimension was computed. Statistical techniques viz., means, standard deviations were used to study the participation of community members towards school matters. To study the significant differences in between the socio-economic variables, 't'-test was the technique deployed.

To find out inter relationships in between the areas of role of community members towards school matters at Elementary level as perceived by headmasters and Community members, product moment correlation coefficients (r) were calculated from obtained scores.

In this chapter the investigator focused mainly on the importance of the study, sampling and sample design, methods adopted for selection of Mandals and schools, sample distribution, designing of measuring instruments, components of the questionnaire, construction of tool, pre-test administration, item analysis and final test items of functioning of School Management Committees scale and its seven aspects, Reliability and Validity, Data Collection and Statistical Techniques adopted for analysis and interpretation.

In this study, the investigation has carried out the descriptive statistical analysis such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation (SD) for testing the null hypothesis (significance of the difference between means) the t-test, Analysis of Variance (ANOVA) and correlation were used.

5.5. ANALYSIS AND INTERPRETATION OF DATA

The Analysis and Interpretation of Data represent the application of deductive and inductive logic to the research process. The data are often classified by division into subgroups and are then analyzed and synthesized in such a way that hypothesis may be accepted or rejected. The finding result may be a new principle or generalization.

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breeding down existing complex factors into simpler parts and putting the parts to gather in new arrangements for the purpose of interpretation.

6. Analysis on perceptions of Head Masters

Table 4. Overall perceptions of Headmasters with respect to Role of Community towards School Matters at Elementary Level

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
School Children	80	13	65	57.18	87.97	5.54
Infrastructure	80	11	55	46.49	84.52	4.21
Teacher related aspects	80	6	30	25.19	83.96	2.64
Utilization of Grants	80	3	15	12.68	84.50	1.65
Resource Utilization	80	6	30	24.86	82.88	2.68
Planning	80	5	25	20.76	83.05	2.13
Community Participation	80	13	65	56.06	86.25	5.64
Overall Perceptions	80	57	285	243.21	85.34	21.17

Table 4 shows that the, Headmasters expressed high perceptions with respect to the areas viz., School Children, Infrastructure, Teacher Related Aspects, Utilization of Grants, Resources Utilization, Planning, Community Participation and overall perceptions towards School Matters at Elementary School Level in Vizianagaram District. The mean and mean percentages are found to be 57.18, 46.49, 25.19, 12.68, 24.86, 20.76, 56.06 and 56.06 which are 87.97%, 84.52%, 83.96%, 84.50%, 82.88%, 83.05%, 86.25% and 85.34% of their Total score respectively.

Table 5. Correlations in between the areas of School Matters at Elementary Level as perceived by Head Masters

Area	Infrastructure	Teacher related aspects	Utilization of Grants	Resource Utilization	Planning	Community Participation	Overall Perceptions
School Children	0.75**	0.69**	0.45**	0.67**	0.67**	0.74**	0.88**
	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Infrastructure		0.72**	0.55**	0.74**	0.75**	0.80**	0.91**
		0.00	0.00	0.00	0.00	0.00	0.00
Teacher related aspects			0.54**	0.70**	0.66**	0.74**	0.84**
			0.00	0.00	0.00	0.00	0.00
Utilization of Grants				0.53**	0.47**	0.55**	0.64**
				0.00	0.00	0.00	0.00
Resource Utilization					0.70**	0.74**	0.85**
					0.00	0.00	0.00
Planning						0.67**	0.81**
						0.00	0.00
Community Participation							0.92**
							0.00

**Significant at 0.01, *Significant at 0.05 level and NS: Not Significant

Table 5 we revealed that there is a high significant correlation between different areas of School Children, Infrastructure, Teacher Related Aspects, Utilization of Grants, Resources Utilization, Planning, Community

Participation and overall perceptions towards School Matter at Elementary School Level in Vizianagaram District. The 'r'-values are found to be 0.75, 0.69, 0.67, 0.67, 0.74, 0.88, 0.72, 0.55, 0.74, 0.75, 0.80, 0.91, 0.54, 0.70, 0.66, 0.74, 0.84, 0.53, 0.47, 0.55, 0.64, 0.70, 0.74, 0.85, 0.67, 0.81 and 0.92 which are significant at 0.01 level.

Table 6 Mandal wise perceptions of Headmasters towards School Children

Sno	Manual	Mean
1	GAJAPATHINAGARAM	57.50
2	JAMI	54.40
3	S. KOTA	57.50
4	VEPADA	57.70
5	BOBBILI	62.00
6	PARVATHIPURAM	56.60
7	G L PURAM	55.40
8	KURUPAM	56.30
	Total	57.18

From the above table it was noticed that, out of eight mandals four mandals were fallen below average level (57.18). it shows that, the policymakers, administrators and the field functionaries and community should take initiatives for the progress of the schools at elementary level.

7. Result

1. Headmasters expressed high perceptions with respect to the areas viz., School Children, Infrastructure, Teacher Related Aspects, Utilization of Grants, Resources Utilization, Planning, Community Participation and overall perceptions towards School Matters at Elementary School Level in Vizianagaram District.
2. There is a high significant correlation between different areas of School Children, Infrastructure, Teacher Related Aspects, Utilization of Grants, Resources Utilization, Planning, Community Participation and overall perceptions towards School Matter at Elementary School Level in Vizianagaram District.
3. With respect to School children, out of eight mandals four mandals were fallen below average level (57.18). it shows that, the policymakers, administrators and the field functionaries and community should take initiatives for the progress of the schools at elementary level.

6.1. Perceptions of Community Members

1. Community Members expressed high perceptions with respect to School Children, Infrastructure, Teacher Related Aspects, Utilization of Grants, Resources Utilization, Planning, Community Participation and overall perceptions towards School Matter at Elementary School Level in Vizianagaram District.
2. There is a high significant correlation established between areas viz., School Children, Infrastructure, Teacher Related Aspects, Utilization of Grants, Resources Utilization, Planning, Community Participation and Overallperceptions towards School Matter at Elementary School Level in Vizianagaram District.
3. With respect to School Children, out of eight mandals, four mandals were fallen below average level towards school children as perceived by community members. It shows that, the mandals where below average levels towards school children needs concentration for the progress of the children.

6.2. Implications of the Study

This study reveals a number of significant findings towards school matters. The perceptions of the Headmasters and the Community Members are very effective and positive. It implies that the school related issues viz., school children, infrastructure, teacher related aspects, utilization of grants, resources utilization, planning, and

community participation assumes highest importance at the elementary level.

The output of the present study highlights the importance and advantages of the Community Participation towards school developmental activities. Effective Participation of Community towards school developmental aspects improves the quality at elementary level; most importantly the participation of Community members in all school related issues would enhance the effectiveness of school functionaries.

If the Community members are very active and effective in all its functions would attract better attention and participation of the teachers, parents and students in the successful attainment of the objectives as presented the policymakers and authorities.

The elementary level is very important level in the educational ladder, from the study it was noticed that the sex, age and qualification category headmasters differed significantly in their perceptions towards school matters at elementary level. Hence, it is suggested that the administrators and the planners should pay concentration in the school related issues and also initiate plans for the enhancement of quality. The planners should also initiate steps for the involvement of community members in all the school developmental plans.

From this study it was also noticed that the sex, qualification and caste category and locality of the community members differed significantly in their perceptions towards school matters at elementary level. The main educational implication is that, the involvement of parents, community members in all school related issues is very important and their participation is also very crucial for the enhancement of quality at elementary level. Hence, the policy makers and administrators must initiate plans for cent percent involvement of parents and community members in all the school related activities.

Effective school-community relations raise student persistence and achievement Eccles and Harrold, (2009) found a positive result that, parent involvement in schools plays in the achievement of students. Konji Caroline The different attitudes held by parents and teachers were the main hurdles in establishing a proper relationship between teachers and parents (Singh, (1990). Sarma (1999) found that Teachers- school committee relationship in the school development activities was low” and also the perceptions of headmasters, chairman VEC/SEC members on the functioning of SEC/VEC were very effective and encouraging. Kelvin m. Njunwa (2010) noticed that the community participates in development of their school such as building classrooms, teachers houses, toilets, furniture in school administration. ObsaaTolesaDaba (2010) stated that the decentralization in education has improved community participation in education. Epstein (2012) found that correlation of increased levels of parent involvement is an increase in student achievement as well as improved student attendance and reduced dropout rates. The study undertaken by Rukundo, M., (2013) observes that for effective community and parental involvement (e.g. providing meals, buying stationery, paying extra benefits to school staff, parents’ education) in school activities play critical role in pupil achievement. School Development Committees were not effective in managing funds for their schools due to lack of skills in various aspects of financial management such as preparation and use of budget for decision making, keeping inventory of school assets and raising funds revealed by Joyce Nyandoro, John Mapfumo, Richard Makoni (2013). Kabiaru, Regina Njeri (2013) noticed that Majority of the head teachers stated that they had facilitated training for their schools’ SMC members which enabled them carry out their duties effectively and efficiently, this study was also revealed that, the school management committees played its role of establishing proper communication channels to teachers and parents on implementation of inclusive education. Noel Makwinya and Sotco Claudius Komba(2014) noticed that the perceptions of teachers towards parents participation in the school-parent partnership were low. TadewosHailuWeldegebriel (2014) noticed that the community participation in the implementation of primary school curriculum in the selective schools was found to be low. Lacy Wood and Emily Bauman (2017) found that families and the community and strong parent-school relationships and also revealed that have a positive impact on students. Jenny Povey, Alice Kate Campbell, Linda-Dianne Willis, Michele Haynes, Mark Western, Sarah Bennett, Emma Antrobus, Charley Pedde (2016).suggested that a positive school climate and Principal leadership are pivotal to building parent-school partnerships and supporting parent engagement in child learning more generally. Results indicated that although overall Principals have very positive attitudes towards parent engagement,theydiffer somewhat in whether or not they expect parent engagement

8. Recommendations:

- This research suggests that there should be a symbiotic relation between the community and school for enhancing children’s learning in elementary schools. The community should extend support and cooperation

to schools, and the schools, in turn, should welcome community participation. This means there should be an ecological balance between these two key participants in basic education.

- This study identified some factors of community that affect education quality. However, this study didn't explore the interdependent affecting processes that link to education quality outcomes. It is therefore recommended that a rigorous analytical study be conducted to find out the complex effects on education quality of these processes, and to carry out a test of significance.
- The government should organize the program to educate and makes awareness to the population. The large number of the people seem not understand the importance of education to their children and future generations. They must get awareness on their necessity in participating on the process of developing their schools. The government must understand that the process of participation is voluntary and the government should not force/threat people to participate

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