Effectiveness of Parent Teacher School Management Committee on Quality of Education in Public Secondary School of Tehsil Hub, District Lasbela

Abdul Qayoom
Headmaster, Govt. Boys High School, Jam Yusuf Colony Hub, District Hub, Balochistan.
heedsakran@gmail.com

Abstract

Parental involvement in school activities, such as Parent, Teachers, and School Management Committees (PTSMCs), is crucial for improving education quality. This study aims to explore how parents can participate in school learning activities, enabling students to achieve high grades. The study found that most parents believe they are no longer responsible for their children's education, educators oppose parental meddling in school matters, and parents oppose parental meddling in school matters. To compare the effectiveness of education provided by Tehsil Hub of District Lasbela, eight high schools were selected, and 100 participants participated using both qualitative and quantitative research methods. Open-ended questions were used for teachers and parents, while closed-ended questions were used for students. The study found that PTSMC is effective based on firsthand observation. Using a Likert scale questionnaire, the students assessed the quality of PTSMCs performance on several dimensions. The questions on the questionnaire are all closed-ended, making statistical analysis and quantification of the data easy. Data were gathered using a questionnaire, semi-structured interviews, and all available administrative documents. Data was collected through in-person visits and subsequently subjected to statistical and content analysis. There were recommendations given considering the findings.

Key words: *Parental involvement, Teacher Effectiveness, Quality Education, Students*

Introduction

The Parent Teacher School Management Committee (PTSMC) is the government's official body in Baluchistan's education department, overseeing the entire school system with limited authority. Its mission is to involve communities and parents in school administration to improve academic achievement and quality education. The primary stakeholders in the education system are parents and children, who require complex learning needs that require multiple strategies. School administrators are responsible for overseeing developmental initiatives, connecting teachers and communities, and organizing high-performing teams to implement effective teaching strategies. Active participation from stakeholders, communities, private businesses, governmental and non-governmental organizations, and institutions is essential for effective education management. According to Hawilo, et al., (2014) Parent Teacher association (PTA) helps school administration in smooth running of the overall school's activities. He found in his research that there is an intense need for active involvement of parents in schools financial as well as academic matters.

Effective management is crucial for any organization, as it involves overseeing the company and motivating staff to meet demands and needs. It strikes a balance between organizational demands and employee needs, resulting in healthy work, a secure platform, and fruitful results. Educational management is essential for achieving school goals in a healthy learning environment, organizing, planning, and directing classroom activities. Wing, et al. (2018) explained the technique of difference-in-differences (DID) technique, which is commonly used for the causal relationships in public health settings due to the infeasibility of randomized controlled trials (RCTs) in such studies. It involves using teachers' efforts, staff competency, effective material use, right-directed fund utilization, a safe environment, and basic facilities. Educational management is essential for the smooth operation of educational organizations and achieving desired objectives. The universalization of Elementary Education (UEE) is one of the most important educational goals that have been developed in India since independence and builds a high awareness in the community about the importance of school education (Meher & Patel, 2018).

The community's involvement in school affairs is a crucial management tool in a democratic society. By forming associations like the PTA (Parents Teachers Association), communities are involved. The growth of each person's intellectual potential as well as the survival of the

community depend on the social circle's acquisition of physical skills. Nasar and Kakar (2017) evaluated the impact of community involvement on students' enrolment and dropout in the schools.

Background

When discussing quality education in terms of learning outcomes for students, a systematic approach is used. Every man has the right to obtain a top-notch education to change society. High-quality education is the cornerstone of freedom, democracy, and long-term human development, according to the former secretary general (Anan, 2017). Because students in Balochistan receive subpar education, there is no quality education in Pakistan as a whole. The educational system in Balochistan appears to be flawed in several ways. The top concerns are many, but management is a complicated one that involves political meddling, inept managers, a lack of enthusiasm on the part of the teachers, and a diminished role for parents in school matters.

Balochistan's schools face numerous challenges, including low funding, outdated facilities, inadequate instructional resources, underqualified teachers, lack of technological advancement, and demotivated students. Workplace inefficiencies include inadequate staff management, insufficient student supervision, and sluggish admissions processing. These issues have raised concerns among educational investors. The overabundance of management concerns directly impacts students' academic performance. Monitoring and documentation of educational activities are crucial to ensure effective outcomes and the best effort from both teachers and students.

General Objective

The general objective of this research is to assess the effectiveness of PTSMCs on quality of Education.

Specific Objective

The specific objective will be as follows.

1. To analyze the standard of teaching in school where PTSMC working properly.
2. To examine the standard of learning of students.
3. To examine the role of PTSMC for the quality of education.
4. To explore highly qualified PTSMC member work performance.
5. To identify the barriers for parents' teachers' non-cooperation.

6. To explore work performance regarding active participation of PTSMC member under high qualified administrator and low qualified administrator.

Hypotheses

1. There will be no significant difference between the views of teachers and parents that the impact of PTSMCs increase quality of education in school.

2. There will be no significant difference between the views of parents and teachers that high qualified PTSMC members increase standard of education in schools.

3. There will be no significant difference between the views of teachers of high performing PTSMC schools and low performing PTSMC schools.

Research Questions

1. What are the factors of Non – Participation of parents in school affairs?

2. What are the strategies where parents involve in curriculum activities of students?

3. What are the factors that teachers don't want the participation of PTSMCs members in school affairs?

4. Why competency of PTSMC member matters in active participation?

Significance of the Research

The study examines the role of PTSMCs in improving the quality of instruction for Tehsil Hub high school students. It highlights the effectiveness of PTSMCs in reducing issues caused by administrators and teachers, promoting school development, and utilizing cluster funds effectively. The study also highlights the support PTSMC members receive in achieving their full potential and actively participating in school-related matters, thereby reducing educational quality variables.

Scope and Limitations

There is diversity in the population. This study is restricted to Tehsil Hub Lasbela's 08 Public Secondary School.

04 Urban schools (02 Girls school and 02 Boys school)

04 Rural schools (02 Girls school and 02 Boys school)

Literature Review

Effective development of all schools requires parental involvement in school matters. A strong, positive link between the home and the school is acknowledged by many researchers as being

essential to the growth of education in schools. According to Van Schalkwyk (1990), "parental involvement is a matter of principle." Students achieve academically when parents and teachers work together well. Edward and Aldered (2000) confirmed that parents can be involved in school management, thus aligning them with academic goals.

Additionally, research demonstrates that some schools, despite experiencing low social and financial growth, have seen strong student accomplishments due to strong parent-teacher relationships. According to Sanders and Sheldon (2009), students who have strong and positive relationships with their teachers tend to have higher success rates. Since they are their children's first point of contact, parents oversee their education and instruction. Children benefit from the pre-building of perceptual and cognitive development that parents provide at home. Thus, their presentation is just as important at school as it is at home.

The cooperation between parents and teachers is crucial to achieving the standards of education outlined in various education policies. The school development plan benefits from the PTSMC's establishment as a significant organ of school management. Some parents choose to participate in activities outside of the classroom, such as volunteering, speaking with teachers, attending school functions, helping to develop programs for the school, and attending parent-teacher conferences (Bower and Griffin, 2011, Epstein et al, 2009 Hill and Taylor, 2004).

Though there are differences in the level of parental involvement, most educators agree that it is bad for students' academic growth. A traditional introduction to parental involvement, according to Hill and Taylor (2004), covers all school-related activities, including communicating with teachers, reviewing homework, going to school functions, and participating in parent-teacher conferences.

Schools in small communities have their own social structure, with Parents' Teachers Associations promoting public and private participation. The Parents Teachers School Management Committee (PTSMC) is a required body in school management, but research was conducted in public schools in Balochistan. Strong parental representation can raise educational standards, while weak representation can lower them. A strong PTSMC presence can eliminate numerous management barriers in school administration.

From a worldwide perspective on education, the Parents Teachers Association is essential. According to Onderi and Makori (2013), parents in the United States of America are involved in

curriculum development, instructional decision-making, parent-teacher coordination, fund-raising, co-curricular activity planning, and social mobilization events. Chang (1995) claims that the PTA in Hong Kong offers a forum for collaboration between educators and parents, allowing them to express their stances on education and establish guidelines for parental involvement in their kids' education.

PTAs in South Africa have contributed to the provision of hygienic school environments (UNICEF, 2009; Van Wyk, 2009). The PTA supplied teachers with financial support as well as spiritual and moral guidance during Kenya's colonial era, when education was heavily decentralized, governed by the government, and primarily under the control of missionaries (Sifuna, 1990). Following Kenya's independence in 1964, the Kenya Education Commission organized education to ensure equal access to education across the nation. The PTA members' active participation made this possible.

It is restricted to activities associated with school, such as assisting kids with their homework, talking to them about their experiences there and in school, interacting with the school, and taking part in school-related activities (Sui-chu and Williums (1996); Deslands and Bretrand (2004); Walker et al (2005); Green et al (2007)). Bower and Griffin (2011) state that "traditional forms of parental involvement as defined by school do not align with parental involvement through activities such as providing nurturing to their children, instilling cultural values, and talking with their children." Historically, families and schools have been thought to have the biggest influence on how children and communities develop; however, their importance in helping young people develop social skills and ensuring that students succeed in a range of specialized fields has drawn more attention. Epstein (1985, 1991, 1993). According to Heath and McLaughlin (1987), community involvement is crucial because issues related to academic success and educational attainment require resources that go beyond what most families can provide or the reach of the school.

Numerous other writers stressed the value of collaboration between communities, schools, and families to support student achievement and school growth through seminars, parent-teacher collaboration, etc. Collaborations between schools, families, and the community can serve as a carrying component for today's frequently large assembly line schools, according to Toffler and Toffler (1995). Numerous organizations with high levels of involvement in education are based

in schools. These groups aim to connect teachers and parents, as well as the principal. The Parent Teacher Management Organization is a volunteer-run organization that oversees secondary school projects aimed at beautifying and revitalizing the community (Sanders, 2001).

Conceptual Framework

Curriculum Orientation:
- Determining Goals
- Curriculum Implementation
- Monitoring and Evaluation

Material Resources:
- Determining Material requirement
- Provision of Facilities
- Managing and effective use of Materials

Students Matter
- Administering Census and Attendance
- Maintaining students Record
- Reporting Progress
- Guidance and Counseling
- Managing Discipline
- Supervision of student's activities and services

Budgeting:
- Budget Preparation
- seeking Financial Resources
- Budget Administration

- Accounting and Auditing

Teaching and Non-Teaching Staff
- Selection of staff
- Orientation of staff
- Managing staff relation
- Training of staff
- Motivating staff
- conflict Maintenance
- Staff supervision
- Fulfilling shortage of staff

School community relations
- Building up Bridge between school and community
- Work with community
- Fostering good image of school in community
- Maximum enrolment

Potential Management
- Goal Achievement
- Organizing
- Planning
- Directing

Research Methodology

Research Design

Because the study describes the efficacy of PTSMC at various Hub, District Lasbela schools, the researcher employed a descriptive statistical analysis-survey design. This study focuses on the various significant aspects of PTMSC support in terms of funding, secondary school discipline, teacher-student absenteeism, secondary school teaching-learning materials, and adequate physical facilities in Hub, District Lasbela's urban and rural schools. Furthermore, because the relationship between the variables was examined, this study is also co-relational.

Population

All of District Lasbela's administrators, instructors, and PTSMC members made up the study's population. District Lasbela has forty-four high schools and higher education institutions, as well as about 1200 teachers, 50 administrators, and 400 PTSMC members (Data BEIMS). The intended audience for comparing PTSMC's efficacy on education quality in public secondary schools is the uneducated. The study's context consisted of public secondary educational institutions in district Lasbela's rural and urban areas. District Lasbela is home to forty-four high schools and higher education institutions. Twenty schools have partially or non-functional PTSMC, while the remaining twenty have an active PTSMC. Three schools have inactive PTSMC, and five schools have been taken.

Sampling

To provide a sufficiently confident response to the research question, the sample size was established based on informational requirements (Krippendorff, 2004; Patton, 2002). The study's sample of participants, which included administrators, teachers, and PTSMC members, was chosen from among the district Lasbela's public schools. To create a representative sample, the study was conducted at eight schools that were chosen from Tehsil Hub in district Lasbela's urban and rural areas. Five of the eight schools were chosen to have an active PTSMC, and the remaining three had a nonfunctional PTSMC.

There were one hundred participants in the current study, drawn from eight schools in the Hub district of Lasbela. Administrators, educators, and PTSMC members were chosen from among them. using purposive and stratified sampling methods. Of the total 100 participants, 52 were teachers, 40 were PTSMC members, and only 8 were administrators.

Table 1
The brief information of sample

Number of schools	08
Number of PTSMC	40
Number of Teachers (as study participants)	52
Number of administer (as study participants)	08

Research Instruments

The appropriateness of instruments plays a major role in the validity and reliability of any research study. The selected instruments must be legitimate and dependable, according to the researcher. The following tools were used to get the information.

1. Demographic Information
2. Questionnaire for the administers
3. Questionnaire for the teachers
4. Questionnaire for the PTSMC Members
5. Observation – Physical Personal
6. Check list for the Observation
7. Rating scale (Graph)
8. Interviews

The dependent and independent variables are the two main variables in this study. In this study, the impact of PTSMS on overall school management is the dependent variable, and the role of PTSMC is the independent variable.

Reliability and Validity

The extent to which a research approach produces repeatable and dependable results is known as research reliability. A measurement is considered reliable if it is repeated on the same item of measurement and produces the same results.

The replies were gathered using a 1-4 rating scale. to evaluate the research tool's validity and reliability in relation to the impact of the Parent Teacher School Management Committee (PTSMC) on the standard of instruction in Tehsil Hub District Lasbela's public secondary schools. The administration, educators, and PTSMC members' questionnaire responses were totaled and examined. To assess the internal dependability of the 25 administration items, Cronbach's alpha was employed. The scale's overall alpha was found to be 0.69 based on the results, and the 10 instructor items were analyzed using Cronbach's alpha. The results showed that the scale's overall alpha was 0.74.

Plan of Data Analysis

Both qualitative and quantitative methods were used in the data analysis. After combining the notes, the data collected for the qualitative analysis was transcribed into written text and arranged into discrete topics. Based on the research questions, quantitative data was grouped, examined using percentages and frequencies, and then displayed in tables. The conclusion was reached using the Fisher's Exact Test method and the Chi-Square Test.

Mix Method

In a mixed method study, both quantitative and qualitative data are gathered and analyzed in a single study. The data are prioritized, collected concurrently or sequentially, and integrated at one or more points during the research process. A mixed method study is one in which the researcher combines qualitative and quantitative techniques for data collection and analysis in a single study, according to Rossman and Wilson (1991). With this kind of study, a policy researcher can both qualitatively comprehend complex phenomena and provide a basic statistical analysis, chart, and numerical explanation of the phenomenon.

Ethical Consideration

The researcher intended to conduct the entire data collection procedure in an ethical manner. The authors Hesse-Bieber & Leavy (2006) made the point that ethics ought to be the priority for researchers and not just a secondary consideration. Thus, throughout the data collection process, the researcher duly took participant confidentiality, anonymity, and privacy protection into consideration, bearing in mind the critical role that potential ethical issues in educational research can play. More significantly, the participants and their answers were given alphanumeric codes. The five fundamental standards of the scientific community—universalism, organized skepticism, disinterestedness, communalism, and honesty in the conduct and reporting of research—were also considered by the researcher in addition to ethical standards (Neuman, 2015).

The study ensured informed teacher consent and institutional permission as crucial ethical factors. Participants were given a consent form and the option to withdraw at any time. The researcher expressed gratitude for their participation and used all gathered data solely for research purposes. The information-rich participants were personally distributed and given the option to withdraw at any time.

Findings

Funding

- All administrators concurred that PTSMC should oversee raising money with administrative support, keeping a careful eye on how cluster funds are being used, and being involved in every step of the school development procurement process.

- Of the administrators, 80% agreed that parents, teachers, and the school management committee have an influence on secondary school funding, while 20% disagreed.

- Sixty-six percent of the teachers concurred that PTSMC can raise money for basic school supplies.

Maintenance of Discipline

- Of the administrators, 65% agreed that parents, teachers, and the school management committee have an impact on maintaining discipline in secondary schools, while 35% disagreed.

- 77% of the educators concurred that PTSMC involvement in school administration is essential.

- All teachers concurred that PTSMC can assist school administrators in managing conflicts within the school.

- 88% of PTSMC members concurred that school administrators should routinely update parents on academic progress.

- Concerned schoolteachers extend a warm welcome to PTSMC members, although 66% of members disagree.

- Of the PTSMC members, 72% agreed that the school administrator should lead PTSMC meetings on a regular basis.

Maintenance Students Record

- Regarding the impact of parents' teachers' school management committee on teachers' and students' absenteeism in secondary school, half of the administrators agreed, while the other half disagreed.

- Regarding PTSMC/members' involvement in classroom activities, 73% of teachers agreed.

- 96% of PTSMC members concurred that the organization should maintain regular meetings and activity logs.

Material resources

- Of the administrators, 52.5% agreed that parent teachers' school management committees have an influence on secondary school curriculum, while 47.5% disagreed.

- Of the teachers, 94% disagreed that PTSMC shows interest in the education of its students.

- Regarding how PTSMC arranges the co-curricular activities, 86% of teachers disagreed.

- Of the administrators, 88% agreed that PTSMC members should provide uniforms for their students.

Physical facilities

- Of the administrators, 75% agreed that parent teachers' school management committees have a significant impact on providing secondary schools with adequate physical facilities, while 25% disagreed.

- Regarding the PTSMC, 63% of the administrators concurred that members should be tasked with constructing the necessary classrooms for students.

- Of the administrators, 75% agreed that the PTSMC members are still very busy giving students access to clean drinking water.

- Regarding the PTSMC/members maintaining a tuck shop with hygienic foods available, 75% of the administrators agreed.

- Of the administrators, 75% agreed that the PTSMC should build staff and student restrooms.

- Not all teachers agreed that PTSMC regularly monitors school affairs.

Table 2
Hypothesis Analysis

S.#.	Items	P value	Results
1.	Teachers' and parents' opinions about how PTSMCs affect education quality in schools	0.182	Not rejected
2.	Parents' and educators' opinions that highly qualified PTSMC members can raise the bar for education in classrooms.	0.001	Rejected
3.	Teachers' and parents' opinions about PTSMCs' effects on education quality are reflected in the classroom.	0.441	Not rejected

Table 3
Descriptive Analysis

Q. No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	$\overline{X}$	SD	Decision
1	PTSMC assists schools for enforcing compliance to	0	48	0	0	48	3.000	0.000	Agree
2	PTSMC assists schools for ensuring rules	0	48	0	0	48	3.000	0.000	Agree
3	PTSMC has no contribution for proper	0	0	42	6	48	1.875	0.331	Disagree

	dress code								
4	PTSMC assists for strengthening the authority of administrator	0	24	0	24	48	2.000	1.000	Disagree
5	Through PTSMC efforts truancy is minimized among students	6	30	0	12	48	2.625	0.992	Agree
	Cluster Mean						**2.500**	**0.537**	**Agree**

SA = 4, A=3, DA=2, SDA=1

Result

The mean ratings for items l–5 was 3, 3, 1, 875, 2, and 2.625, respectively, according to the data in Table 2, with corresponding standard deviations of 0.00, 0.00, 0.331, 1.00, and 0.992. The fact that the standard deviations were low indicates that the responses provided by respondents to the items highlighted were uniform. According to the decision rule, respondents agreed with 1, 2, and 5 items in cluster, all of which had mean scores over the cutoff of 2.50, but disagreed with items 3 and 4, all of which had mean scores exactly at the 2.50 cutoff. Additionally, it was discovered that the cutoff value of 2.50 was exactly the cluster mean of 2.5. This suggests that the PTSMC does not have an impact on the upkeep of discipline in secondary schools.

Discussion and conclusion

Discussion

Due to the lack of progress in Balochistan's educational system, several institutional and socioeconomic factors negatively affect the quality of instruction in government schools. Most of the study area schools, according to the study's findings, lacked a teaching staff that was sufficiently educated, committed, and qualified. Most teachers lacked the knowledge and experience in pedagogy needed to teach the required courses. A lack of order on school property was a result of poor school management, which also affected the quality of instruction.

Furthermore, the study found that since students missed more opportunities to engage with teachers and receive a top-notch education, teacher absences negatively impacted students' academic achievement. Students are not encouraged to think critically or creatively in secondary school.

Furthermore, educational institutions were devoid of instructional materials as well as tangible assets like hospitable classrooms, multimedia centers, and libraries with running water, electricity, and restrooms. Furthermore, it was found that the research location's level of family and community involvement in schools was lacking. As a result, the objectives of PTSMCs (Parent-Teacher School Monitoring Committees) were not met.

The results also demonstrate that because wealthy students could attend elite universities, they performed better than other students. But low-income parents earning between 12,000 and 15,000 rupees per month were unable to provide their children with the tools necessary for academic success.

Additionally, there were no instructional materials or physical resources in schools, such as cozy classrooms, a welcoming environment, multimedia, and libraries with internet access, running water, electricity, and restrooms. Furthermore, it was discovered that the study area's school-family and community collaboration was not commendable. As a result, the goals of Parent-Teacher School Monitoring Committees (PTSMCs) were not met.

Eight schools were randomly chosen from both urban and rural areas to complete the task. Two boys' and two girls' schools were chosen from both urban and rural regions. The rationale behind choosing an equal number of schools was to obtain a precise and accurate report on effectiveness, facilitating an easy comparison. The findings of the research study showed that urban schools perform better than those in rural areas. In comparison, their involvement with visits, funding, extracurricular activities, and parents and teachers was higher.

Conclusion

The findings also show that wealthy students' superior performance was a result of their access to prestigious universities. However, parents in poverty who made between 12,000 and 15,000 rupees a month were unable to give their kids the resources they needed to excel in school.

The Parent Teacher School Management Committee (PTSMC) is a government body in Baluchistan that oversees the entire school system, aiming to involve communities and parents in administration to improve academic achievement and quality education. The study aimed to assess and compare PTSMC performance in Tehsil Hub, District Lasbella. Teachers and school administrators were chosen as research samples, as they are important members of the school

community and partners in its operations. Most of the questionnaires were completed by administrators, but the PTSMC members' performance did not satisfy school administrators.

The ministry of education ought to investigate PTSMC performance issues. The governing body has a great deal of responsibility, and they ought to act with seriousness and sincerity. PTSMC performance was found to be below par in this study conducted in Tehsil Hub, District Lasbela; however, this finding is not unique to Tehsil Hub, District Lasbela; rather, similar circumstances can be found throughout Pakistan. From the federal to the provincial levels, the Ministry of Education oversees creating a system of checks and balances to improve the efficiency of government agencies.

Recommendations

- The results showed how well PTSMC performed in secondary schools about funding, discipline, student absenteeism, teaching learning materials, and adequate physical facilities. It's not a satisfactory situation. Considering the research study's findings, some suggestions and actions are taken to enhance PTSMC's performance.

- Advocates ought to give top priority to expanding the availability of top-notch educational programs that enhance student performance as part of an impartial system for financing education.

- The availability of funding resources ought to facilitate the recruitment of highly qualified educators, improve the curriculum, and encourage fresh ideas. Weighted student financing is a useful tool for funding high-quality programs that will have the greatest impact on the student body. It allows schools to budget differently according to the demographic groups they serve.

- Participation of the third-party evaluation team improves PTSMC, administrators, and teachers' performance as well. Therefore, the Ministry of Education should get in touch with an unbiased third-party evaluation team and, after six months, get things back on track.

- Parents have a big impact on how their kids behave and do in school. Regular communication with parents should be enforced by PTSMC members, teachers, and school administrators throughout the year. Parents can help resolve school-related problems, even

though it takes time. This is a tactic used by successful schools, though not all involvement will be advantageous.

- Teachers, administrators, and PTSMC members should work together to create a school community. Having members from all educational stakeholder groups will undoubtedly aid in support and act as a check and balance.

- It is necessary to create a tool to assess PTSMC performance. The Ministry of Education ought to use the tool to assess PTSMC members' performance.

- Funding for schools should go toward repairing the facilities, the lab, the canteen, the library, and the restrooms. However, this funding may also be used to support students financially to improve their performance in addition to all these other works.

- To maximize students' learning opportunities, PTSMC members, school administrators, and teachers should collaborate. They should seek out and seize learning opportunities that present themselves as well as create new ones.

- To hone students' abilities and talents, PTSMC members, school administrators, and teachers should set up co-curricular and extracurricular activities.

- For the benefit of the committee, PTSMC members should measure their own performance through a self-assessment session using a suitable tool.

- Establish and implement a consistent absenteeism policy for the organization. For a policy to be effective, it must be regularly followed, parents, teachers, and students must be held accountable for their actions, and the policy must be explained to them. Punishments for missing school, including therapy, in-school suspension, and detention, are applied each time a child misses' school.)

- The phrase "adequate physical facilities" refers to a range of items, such as actual physical spaces like classrooms, libraries, restrooms, and playgrounds as well as educational tools like textbooks and charts. According to Murungi and Muthee, a schoolteacher should create a supportive atmosphere and provide an adequate supply of instructional teaching materials to preserve the coherence of lessons. The physical design or arrangement of a classroom that supports the social and emotional needs of the students is considered an important

factor in effectiveness. Thus, PTSMC oversees providing all physical facilities. Sufficient physical infrastructure is essential for a seamless education process.

- Teachers and principals must also make sure that the curriculum is taught to students using age-appropriate teaching and learning resources. These resources' language, behavior, imagery, and themes must all be taken into consideration.

  o Background

  o Effect on the age group of the audience

  o the content's literary, artistic, or educational value

- When choosing teaching and learning resources, principals may confer with the school council or other community members.

- To make certain that employees handle the resources with grace and reasonableness. Meetings should be led and taken by the principal.

References

Agha, A. F., Khan Alwi, S. K., & Shaiq, M. (2020). Teachers' perception Of the Effectiveness Of Teachers Appraisal Systems In Private Schools Of Pakistan. *New Horizons (1992-4399)*, *14*(1)

Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Reviews,26,* 39-62. doi: 10.1016/j.childyouth.2003.11.002

Boonk, L., H. J. M. Gijselaers, H. Ritzen, & S. Brand-Gruwel. (2018). "A Review of the Relationship between Parental Involvement Indicators and Academic Achievement." *Educational Research Review, 24:* 10–30. https://doi-org.ezproxy.oslomet.no/ https://doi.org/10.1016/j.edurev.   2018.02.001[Crossref], [Web of Science ®], [Google Scholar]

Bower, H. A., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a high-minority, high-poverty elementary school? A case studies. *Professional School Counseling,15*(2), 77-87. doi:10.5330/PSC.n.2011-15.77

Crosnoe, R., & R. W. Ressler. (2019). "Parenting the Child in School." *Handbook of Parenting. Volume 5. The Practice of Parenting*, M. H. Bornstein edited by. *(3rd*, 410–430. Abingdon: Routledge.https://doi.org/10.4324/9780429401695-14. [Crossref], [Google Scholar]

Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. S. (1997). *School, family, and community partnerships: Your handbook for action.* Thousand Oaks, CA: Corwin.

Epstein, J. L., Sanders, M. G., Sheldon, S. Simon, B. S., Salinas, K. C., Jansorn, N. R. & Williams, K. J. (2009). *School, family, and community partnerships: Your handbook for action.* Thousand Oaks, CA:

Govt. of Pakistan. (2019). Pakistan Economic Survey 2018-2019. Finance Division, Economic Advisor's Wing, Islamabad.

Griffith, J. (1996). Relation of parental involvement, empowerment, and school traits to student academic performance. *Journal of Educational Research,90*, 33- 41. doi:10.1080/00220671.1996.9944441

Hanif, F., & Alwi, S. K. K. (2019). Impact of parental involvement on academic performance of students. *Journal of Education and Practice*, *10*(12), 106-111.

Hill, N. E., & L. C. Taylor. (2004). "Parental School Involvement and Children's Academic Achievement: Pragmatics and Issues." *Current Directions Psychological Science, 13* (4): 161–164. doi:https://doi.org/10.1111/j.0963-7214.2004. 00298.x.[Crossref],[Web of Science ®], [Google Scholar]

Meher, V. & Patel, I. (2018). Functioning of school management committee at elementary level. *International Journal of Recent Scientific Research, 9*(5), pp.

O'Sullivan, J., & Howe, M. L. (1996). Casual attributions and reading achievement: Individual differences in low-income families. *Contemporary Educational Psychology,21*(4), 363-387.

Sanders, M. G., Epstien, J. L. & Connors Tadros, L., (1999). Family partnership with high school, the parent's perspective.

Sui Chu, E. H. & Willems, J. D. (1996). Effects of parental involvement on high grade achievement, sociology of education.

Wilder, S. (2013). "Effects of Parental Involvement on Academic Achievement: A Meta-synthesis." *Educational Review, 66* (3): 377–397. doi:https://doi.org/10.1080/ 00131911.2013. 780009. [Taylor & Francis Online], [Web of Science ®], [Google Scholar]www.researchgate.net/publication, parental involvement on school committees.

Wing C, Simon K, Bello-Gomez RA (2018) Designing difference in difference studies: best practices for public health policy research. *Annual review of public health 39*

Zellman, G. L., & Waterman, J. M. (1998). Understanding the impact of parent school involvement on children's educational outcomes. *Journal of Educational Research,91*(6), 370-380. doi:10.1080/00220679809597566