

Analysis of the Causes of Barriers in Home-School Relationship at Secondary School Level in Pakistan

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Abstract

Home and School relations is a term used in the learning field as a collaboration between school and home to improve learning climate. Home is the place where students are living with their parents. The objectives of the study were; to identify the current status of home school relationships and the role of Parents Teachers Meetings in public secondary schools in Khyber Pakhtunkhwa Pakistan and to analyze the barriers in home school relationships and recommend solutions to them. The population of the study comprised 1833 Principals/Head Masters, 5864 Secondary school teachers, 105193 students of 10th class, and 105193 Parents of Students of Government Boys' High School. The Sample consisted of 457 Principals and 2164 Parents of these Students located both in rural and urban areas of Government Boys' High School in the sampled districts. The primary data were obtained through questionnaires from Principals and Parents. The data were analyzed using the Chi-square goodness of fit test and qualitative treatment is given to yes /no options. The results indicated that principals and parents considered that the current status of home school relationships was much needed for effective learning. It was recommended that parents may attend the school because their children's schooling is the most important task for them.

Keywords: Parents, Principal, School, Relationship, Learning

Introduction

Home and School relations is a term used in the learning field as a collaboration between school and home to improve learning climate. Home is the place where students are living with their parents. They have collaborated with the school and exchange Ideas related to the students' studies and their performance in a daily based class environment. The Parent's role is imperative in Schools results where Students learn and their reflection shows that how much students are progressed. The Home's role in School activities is greatly influencing Student performance. If the Parents are Educated and aware of the Students' future then their progress is improved and on the other hand, illiterate Parents do not play their role in this respect. Family and community connections have a great effect on students' academic achievements at the secondary level, such as language efficiency and subjects related matters. These connections between school and community provide opportunities for the student to learn a variety of other opportunities in the society.

Objectives of the Study

- 1 To investigate the current status of home school relationship in Pakistan
- 2 To analyze the barriers in home school relationship at the secondary level
- 3 To ascertain the remedial solutions for home school relationship at the secondary level

Research Questions

1. What is the current status of home school relationships in public schools at the secondary level in Pakistan?
2. What are the Barriers in the home school relationship at the Secondary School Level?
3. What are the remedial solutions for home school relationships at the secondary level?

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Review of Literature

Often Home is considered responsible for the students' progress but in this case, both the School and Home are equally responsible for the Students' achievements and their results. In actual Situations, the Home has no collaboration with the School and due to that, the progress of the students is greatly affected because is a question that is raised against the parents (Ahmad & Said, 2013). On the other hand, if parents are Poor, Illiterate, and are from the labor class, they do not pay attention to their children's educational activities and they have no connections with school because their basic concern is their lively hood instead of their children's education. So, that is why parent involvements in Schools' affairs are necessary for child development and their results. School administration should involve parents in school-based decisions where parents are treated to focus on their children's studies. If the school is on a weak footing in the relationship, the school would collapse. It means that the home school relationship is effective for the student's results (Shakoor, 2018). If the student will be motivated by beneficial activities then parental involvement will be greater in schools' activities (Epstien & Sheldon, 2006).

Problem-solving that purposefully includes information sharing, particularly about resources and constraints at school or home, is essential. In structured problem solving, team participants must be concerned first with understanding and second with being understood (Christenson & Sheridan, 2001). School-Community relationship has gained importance in the recent past in Pakistan as without parent's involvement students' potential development cannot be optimized. In the Pakistani education system, some barriers block this relationship which requires detailed analysis Kathy, Grant, and Ray (2010). A home-School relationship is the best means for forming strong connections between families and schools, which is helpful in children learning at the secondary level. School administration is regularly inviting parents of students into school meetings then it would prove very helpful for their students' learning outcomes. If schools arrange Parent Teachers Evenings at regular intervals then it too brings a positive change and teachers' parents are appeared to interact with each other in a better position about the student's academic achievements. Nazish, Lateef & Khan (2018) expressed that family and community connections have a great effect on students' academic achievements at the secondary level, such as language efficiency and subjects' related matters. Schools ought to provide a better environment for their students. The relationship between students and parents is also very important for a good learning environment for the students' learning outcomes. In a good Home-School relationship, students will pay full attention to teaching and achieving the desired goals and if the Home-School relationship is not good then the student will lose their interest in their studies. Parental participation in their Home-based activities impacts positive aspects of the students learning outcomes. Jeynes, (2007) stated that improved communication with parents generally helps us to develop the family to support the School and to encourage routine collaboration and relationship with homes. If the school has regular connections with homes and families then students' success is achieved to a greater extent. Schools are focusing on building up a successful relationship with families for better achievements of student's learning outcomes at the secondary level. Mansoor and Martin (2009) students come from diverse societies so an effective school-family partnership is very necessary because each family has its problems in their social lives and has a different perspective, expectations, and communication styles. Collaboration is part of their role as parents, when they believe they can positively influence their child's education and when they perceive that the child and the school wish them to be involved (Hoover-Dempsey and Sandler 2005). Deslandes, (2001) stated that a Home-School relationship and it make me clear from different literature reviews that a Home-School relationship has been present there in many shapes. According to Lee & Brown (2006), the nature of the Home-School relationship shows us that different perceptions being present there about the mechanisms of the Home-School relationship. Research showed that the test scores of students increase when the school media specialist and the public librarians have a cooperative relationship (Hamilton et al, 2000). Much similar to that, the school leader must be an advocate for student learning, who communicates the value of cooperative decision-making, innovation, and participation (Gibb, 2000), and to further collaborative efforts, the principal must give teachers adequate time for planning and delivering instruction that is geared to the needs of students. Gibb, (2000) reported that daily team planning time enhances opportunities for collaboration. Redding et al., (2004) found a correlation between family attention to learning and student achievement. This correlation is attributed to the relationships that are established between

school staff and family. They state that it is the cumulative effect of purposeful, regular, and timely interactions between teachers and families that creates a “greater reservoir of trust and respect, increased social capital for children, and a school community more supportive of each child’s school success”.

Schools providing opportunities for parents to talk with school personnel about their role in their children's education through home visits, family nights, and well-planned parent-teacher conferences and school information nights (Redding et al. 2004). There is also clear evidence in the literature review which shows to us the parent-teacher interaction in different shapes. Both parent-teacher interactions help each other to know much about the students for each other. Parent-Teacher Conferences are important tools of communication as they bring parents into school and the classroom. If there is trust existing between the parents and the teachers then schools show better results and mutual understanding among each other and students are benefiting more and more as a result of these PTCs. student-teacher relationships across the many levels of organization and processes in schools, researchers approach the task with a bias toward deploying resources (or techniques) before problems emerge, with the distinct goal of enhancing wellness and strengthening developmental competencies (Cowen, 2000).

Home-School relationship greatly depends both upon the activities of parents and teachers, and students get Involvement of parents has many shapes, it may be at home, in their school's activities and other parental perception for their children. Students accept the great impacts of their parent's life on themselves. The parental participation in their Home-based activities impacts positive aspects on the students learning outcomes. Home-School relationship was a multidimensional process, which covers a lot of areas of shared responsibilities at Home and Community Nazish et al., (2018).

Methodology of the Study

It was a descriptive study that investigated the current status of the Home-School relationship and analyzed the barriers between Home-School relationships at the secondary school level in KP Province. The researcher developed three questionnaires for principals and Parents to collect data.

Population of the Study

The population of the study comprised 1833 Principals and 105193 Parents of Students of Government Boys’ High School in Khyber Pakhtunkhwa Province of Pakistan.

Sample Technique

The Sample was selected by applying a stratified technique from the six districts namely Abbottabad, Charsadda, Kohat, Mardan, Peshawar, and Swabi of Khyber Pakhtunkhwa Province of Pakistan. The sample consisted of 457 Principals, and 2164 Parents of the Students.

Research Instruments

The primary data were obtained through questionnaires fielded to Principals/Head Masters and Parents. The reliabilities observed through Cronbach Alpha were .70 and .81 for principals and parents’ questionnaires respectively.

Data Analysis and Interpretation

A chi-square test of goodness-of-fit was performed to determine whether the five options (Strongly Agreed, Agreed, Undecided, Disagreed& strongly disagreed) were equally preferred.

Table 1 A: Current status of home- school relationship according to Principals.

	SA	Agreed	UD	Disagree	SD	Total	χ^2	df	p-value
Observed	749	1284	223	767	577	3600	817.5	4	.000
Percent	21%	36%	6%	21%	16%	100%			

A chi-square test of goodness-of-fit was performed to determine whether the five options were equally preferred. Preference for the five options in Table 1 was not equally distributed. The results were found to be significant, χ^2 (4, n = 3600) = 1390.9, $p < .05$. The proportion of Principals who agreed (36%) was greater than the hypothesized proportion (20%). While those who strongly agreed, undecided, disagreed, and strongly disagreed were 21%, 6% 21%, and 16% respectively. The results suggested that the majority of the Principals were satisfied with the current status of home-school relationship.

Table 2 Effectiveness of Parents Teachers Meetings (PTMs)

	SA	Agreed	UD	Disagree	SD	Total	χ^2	df	p-value
Observed	782	1355	379	381	223	3120	1344.8	4	.000
Percent	25%	43%	12%	12%	7%	100%			

Preference for the five options in Table 2 was not equally distributed. The results were found to be significant, $\chi^2 (4, n = 3120) = 1344.8, p < .05$. The proportion of Principals who agreed (43%) was greater than the hypothesized proportion (20%). While those who strongly agreed, undecided, disagreed, and strongly disagreed were 25%, 12%, 12%, and 7% respectively. The results suggested that the majority of the Principals considered Parents Teachers Meetings effective.

Table 3 Barriers in home-school relationship according to Principals.

	SA	Agreed	UD	Disagree	SD	Total	χ^2	df	p-value
Observed	795	1170	299	528	328	3120	849	4	.000
Percent	25%	38%	10%	17%	11%	100%			

Table 3 shows that the participants differed in responses significantly $\chi^2 (4, n = 3120) = 849, p < .05$. Which determines that the five options (Strongly Agreed, Agreed, Undecided, Disagreed & strongly disagreed) were not equally preferred? The proportion of Principals who agreed (38%) was greater than the hypothesized proportion (20%). The results suggested that the majority of the Principals consider that there exists some barriers in the home-school relationship.

Table 4 Current status of home- school relationship according to Parents.

Observed	Yes	No	Total	χ^2	df	p-value
Frequency	1918	1682	3600	15.471	1	.000
Percent	53%	47%	100%			

A chi-square test of goodness-of-fit was performed to determine whether the two options were preferred equally. Preference for the two options in Table 10 was not equally distributed. The results were found to be significant, $\chi^2 (1, n = 3600) = 15.471, p < .05$. The proportion of Parents who said 'Yes' was 53% while those who said 'No' were 47%. The results suggested that the majority of the Parents were satisfied with the current status of the home-school relationship.

Table 5 Effectiveness of Parents Teachers Meetings (PTMs)

Observed	Yes	No	Total	χ^2	df	p-value
Frequency	2102	1018	3120	376.621 ^b	1	.000
Percent	67%	33%	100%			

The table indicates that preference for the two options is not equally distributed. The results were found to be significant, $\chi^2 (1, n = 3120) = 376.621, p < .05$. The proportion of Parents who said "Yes" was 67% while those who said No were 33%. The results suggested that the majority of the Parents considered Parents Teachers Meetings effective.

Table 6 Barriers in home-school relationship according to Parents.

Observed	Yes	No	Total	χ^2	df	p-value
Frequency	1903	1217	3120	150.832	1	.001
Percent	61%	39%	100%			

Table 6 shows that preference for the two options is not equally distributed. The results were found to be significant, $\chi^2 (1, n = 3120) = 150.832, p < .05$. The proportion of Parents who said 'Yes' was 61% while those who said "No" were 39%. The results suggested that majority of the Parents observes barriers in home-school relationship.

Table 7. Statement-wise responses of the Principals

No	Statement	SA	A	U	D	SD	χ^2	P-value
1	school maintain regular contact with parents	Freq 75 31%	117 49%	23 10%	13 5%	12 5%	179.9	.000
2	Parents participate in schools' activities	Freq 9 4%	47 20%	10 4%	90 38%	84 35%	125.5	.000
3	You share information about school activities with parents.	Freq 91 38%	113 47%	12 5%	12 5%	12 5%	207.5	.000
4	You enquire parents about their children's classroom activities.	Freq 72 30%	120 50%	20 8%	16 7%	12 5%	184. 6	.000
5	Parents discuss the problems of their children	Freq 5 2%	32 13%	17 7%	117 49%	69 29%	172. 2	.000
6	Parents are participating regularly in the Parents- Teachers Meetings	Freq 54 23%	91 38%	33 14%	37 15%	25 10%	57.5	.000

7	Parents discuss problems of their children with you	Freq %	60 25%	108 45%	29 12%	29 12%	14 6%	117.1	.000
8	Parents admit that (PTMs) are beneficial for them	Freq %	60 25%	120 50%	31 13%	14 6%	15 6%	163.8	.000
9	You satisfied with the behavior of parents	Freq %	48 20%	96 40%	37 15%	37 15%	22 9%	67.1	.000
10	Parents fully cooperate with the school management	Freq %	10 4%	44 18%	18 8%	120 50%	48 20%	157.2	.000
11	Parents face various kinds of practical barriers	Freq %	60 25%	108 45%	15 6%	34 14%	23 10%	117.8	.000
12	An "Insufficient Time" is a major barrier for	Freq %	70 29%	98 41%	27 11%	28 12%	17 7%	99.7	.000
13	An "Attitudinal Behavior of parents is a major barrier for you to communicate with the School.	Freq %	59 25%	85 35%	43 18%	30 13%	23 10%	51.3	.000
14	Parents' job issues are a major barrier for them to attend the parents' teachers meetings.	Freq %	100 38%	92 42%	25 10%	19 8%	4 2%	164.9	.000
15	The poverty level of parents is a major barrier for them to communicate with the school.	Freq %	76 32%	116 48%	21 9%	16 7%	11 5%	177.7	.000
16	A Non-Cooperative Behavior of the Parents is a major barrier for them to interact with the school.	Freq %	84 35%	108 45%	18 8%	18 8%	12 5%	166.5	.000
17	Parents' busy schedule is a barrier for them to attend the parents' teachers' monthly meetings.	Freq %	76 32%	116 48%	12 5%	30 13%	6 3%	183.2	.000
18	The issue of workload/livelihood is a major barrier for parents	Freq %	60 25%	132 55%	18 8%	26 11%	4 2%	219.2	.000
19	"Non-Cooperative School's environment" itself is a major barrier for parents	Freq %	12 5%	19 8%	17 7%	126 53%	66 28%	198	.000
20	Parent's educational level is a major barrier for them to interact with the school.	Freq %	43 18%	44 18%	9 4%	78 33%	66 28%	58	.000

DF=4, n=240 and $p < .05$ in all cases A chi-square goodness of fit test was applied to judge any difference of opinion among the five options of the principals. Table shows that the participants differed in responses significantly among the five options (Strongly Agreed, Agreed, Undecided, Disagreed & Strongly Disagreed were not equally preferred.

The results suggested that the majority of the Principals were satisfied with the current status of home- school relationship. The figure further elaborates the results. Home school relationship is an important component for student's success at the secondary level. Students are largely required their parental involvement in their educational activities the children's interests, needs, and progress, so for this purpose the parents- teachers communication is essential. Through the Home school relationship, trust is built between the parents and the school administrations and they have a mutual interaction with each other about the student's problems at the secondary level. Almost 60% of the school heads were agreed that they contact parents on regular basis and updated them about their children's progress. Schools were agreed that they were informing the parents and family about all school matters which included results and progress of the students. The majority of the students did not involve in different activities of the students as it was obvious from the data analysis. Parents' involvement in different activities is necessary for the quality education of the children. But in most of the areas parents did not take interest in the children's education. They did not fully in touch with their children's performance and school activities. Parents did not meet with the teachers and principal whenever they call to discuss their children's issues. Due to certain business or job issues, they could not get informed about their children it may leave certain gaps in the education of the children. This

education gap may create hindrance in the way of education of the students. Parents who are well educated discuss their children's problems with the school principals because they know about the mentality of the students that what happened to them why they are not taking interest in the study. Every such type of question has the best answer when parents discuss the problem so educated parents mostly discuss their children's problem with the teachers. It was seen that those parents who attend the parents' teacher meeting have shown the best academic performance. It is because those parents after understanding the problems and issues of their children in study resolve those issues so in this they children focus in well manner and get good grades and quality education. Regularly attending the parents' teacher meeting will help to get development in more education field, although every parent was not well qualified even then principals were satisfied with the interacting behavior of the parents. They gave due respect to the principals and share their children's problems in a respected way. They did not behave like the traditional parents as they were not much serious about the education but they sent there to spend extra time in the schools and whenever teacher or principals punish the students they react violently without admitting the mistakes of their children.

Discussion

The study showed that parents did not have any cooperation with the school about the searching out and finding out the problems of their children. Parents did not discuss the problems of their children with the principal and teachers. The study found that parents faced various kinds of practical barriers in getting contact with the school and due to these different kinds of barriers they did not get contact with the school in time. The study showed us different kinds of barriers which were the main cause for parents not to interact with the school among those the biggest ones were "Insufficient Time" and "parents' busy work schedule" was the most one which was also supported by (Lee & Brown 2006). The study investigates that parents' job issues were also bigger hurdles in the way to communicate with the school for them. The study showed that parents' poverty level was also a great cause for them not to interact with the school. The "Non-cooperative Behavior of parents" was also included in these barriers which cause a great reason for them not to interact with the school and it was also advocated by (Gibb 2000).

The most striking reason which made the parents not interact with the school was that of their lack of interest in the studies of their children. The lack of coordination of parents with their children was the other bigger issues for them not to interact with the school. Data showed maximum similarities as responded by Principals, teachers, parents, and students. Besides, there were some similarities in the data obtained from all the four groups of the respondents, which were as under. Parents did not get involved in the various activities of the school. Parents did not go to school at a time when Principals/Teachers called them to come to school. Parents did not cooperate with the school in finding out the problems of the students. Parents did not enquire about the attendance of the students daily. In the PTMs. An "insufficient Time" was a major barrier for parents to interact with the school. An "Attitudinal Behavior of Parents" was a major barrier in Home-School Relationship. Parent's job issues were a major barrier for them to attend the PTMs. The poverty level of parents was a major barrier for them to communicate with the school. A "Non-cooperative Behavior of parents" was a major barrier in Home-School Relationship. The current status of home school relationship according to principals was satisfactory and the results suggested that the majority of the principals (36% agreed) were satisfied with the current status of home school relationship. The study also found out that parents showed no interest in the involvement of different kinds of schools' activities that are beneficial for their children. Similarly, parents did not get timely contact with the school at the time of emergency and when the principal or teacher call them to attend the school about issues relating to their children then they showed much of the laziness and did not come to school in time and this is also reported by Fareed, Lateef and Khan (2018). Parents have shown no interest in checking notebooks and asking their children about the schools' activities daily. Parents showed no interest in regular participation in the Parent Teachers Meetings. The study showed that parents did not have any cooperation with the school about the searching out and finding out the problems of their children. The study found that parents faced various kinds of practical barriers in getting contact with the school and due to these different kinds of barriers they did not get contact with the school in time. The study showed us different kinds of barriers which were the main causes amongst which the major was "insufficient time" and "parents' busy work schedule" where the most one.

Conclusions

The study found that for a successful Home school relationship, both the parents, teachers, and students play a critical role in their places. Active participation of parents in their children's schooling has a great impact on the overall performance of their children. The academic achievements of the student at the secondary level largely depend on the active participation on part of their parents. The study revealed that parents did not take interest in their children's education. Time is the precious gift of Almighty Allah but some of the parents could not interact with the teachers and school management. Parents could not go to school due to over workload. The responses received leveled that parents were least interested in school activities of their children due to many reasons which included their education level, their jobs, activities, lack of time, and no expectations from their children's education. Similarly, parents did not get timely contact with the school at the time of emergency and when the principal or teacher call them to attend the school about issues relating to their children then they showed much of the laziness and did not come to school in time. The academic achievements of the student at the secondary level largely depend on the active participation on part of their parents. The study revealed that parents did not take interest in their children's education. Time is the precious gift of Almighty Allah but some of the parents could not interact with the teachers and school management. Parents could not go to school due to over workload. It was revealed that parents did not interact with the teachers and school due to the lack of interest. The study further identified that the job issues on parts of the parents were also one of the big barriers for not attending the school when principals need them to attend as their immediate officers did not permit them to attend the school during duty hours. Schools have many significant efforts for improving communications with parents by developing families to support the school, also trying for creating an open dialogue between parents and teachers. Schools are focusing on building up a successful relationship with families for better achievements of student's learning outcomes at the secondary level. Parents form impressions about schools' and they built their trust in the school. School emphasizes student's achievements and classroom-based learning with community and families through the active process of strong Home-School relationship. Parents can make a great change in the overall activities of the school and the students. Students come from a diverse society so an effective school-family partnership is very necessary because each family has its problems in their social lives and have different perspective, expectations and communication styles.

Recommendations'

- It is recommended that the concerned department should circulate a compulsory and obligatory circular memorandum that they made a strict restriction for the parents to get regular contact with the schools once a week or a month.
- It was recommended that parents should attend the school on a weekly or at least every month because their children's schooling is the most important task for them.
- The study indicated that the non-cooperative behavior of the parents was a big barrier in maintaining a good home school relationship, so it was recommended that the parents may establish positive cooperation with the schools just they should show their interests in cooperating with schools by attending the schools when needed.
- The issue of workload/livelihood was also a major barrier, so it was recommended that the parents may manage their work schedule to interact with the schools because their children are a great asset for them.

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