

Participation of Urban Communities to Increase Cognitive Ability of Children's Learning Problems

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Abstract

The purpose of this study is to describe the role of slum communities in improving cognitive abilities and solving children's learning problems in the city of Cirebon. As is well known, the community always thinks that their responsibilities have been completed when they send their children to school. The success of children in learning is entirely up to the school and teachers. The method used in this study is a qualitative design with a phenomenological approach. Data collection emphasizes two main techniques, namely participating observation and semi-structured interviews, plus one technique, namely documentation. Checks, rechecks, and crosschecks are carried out to increase data confirmation, so that research findings become clearer from the deepest recesses of a phenomenon. The results of qualitative data analysis found that the participation of parents in the education of children in densely populated areas (slum communities) was able to increase the reasoning power of elementary and middle school students and was able to improve students' ability to solve learning difficulties at home. Parents who care for children, although they are unable to provide assistance to students who are studying, are cooperative by not turning on the television and not chatting with neighbors, but on the contrary, providing adequate study space, a conducive learning atmosphere, preparing sufficient data packages, preparing food. nutritious food for children will increase the power of reasoning and the power of solutions to children's learning problems.

Keywords: *Dense Habitat, Community. Sociology of Education, cognitive, solutions ability.*

Introduction

Currently, children in densely populated communities are very concerned (Wedam, et.al, 2014). They play until late at night, without significant parental attention (Rifkin and Pridome, 2001). The community feels that their obligations have been completed when they send their children to school. Parents prefer chatting with neighbors than providing assistance to children to learn. Parents don't really care about their children, whether they have studied or not. In the afternoon, children play until evening, some even play outside the house until late at night. Parents don't care at all, they don't look for the whereabouts of their children, with the excuse that they are too busy making a living for their children.

At night, many parents turn on the television late into the night with a very loud voice, they don't care whether they disturb their children who are studying or not. At night, no

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parent cares whether the child has prepared clothes, shoes, socks, hats, belts, pants, bags, and books for tomorrow's activities or not.

In the morning, there are no parents who care about their children's breakfast, their children's school clothes, and their children's stationery and books. All elementary and junior high school children are left to be independent in preparing their children's school needs. Parents only give pocket money to buy meals for them and snacks during recess at school without paying attention to children's nutritional needs (Adarkwah, 2008).

During the day after school, there are no parents who care about their children's rest. None of the parents asked whether there was homework or not. Parents also never ask about the various difficulties faced by children when receiving subject matter at school. No parents tell their children to take naps or rest, so they can study well in the afternoon and evening.

In the afternoon and at night, parents and schools do not tell their children to stay at home and tell them to study. In fact, even when children are studying, there are no parents who care about the nutritional and nutritional needs of children. There are no parents who make milk, or drink sweet tea, so that the child's learning resistance increases. Parents also never buy vitamins that can increase endurance for learning, such as multi-vitamins or various intelligence enhancers for children.

Slum community environment with very dense housing (UNESCO, 2004) no green open space for children (Rifkin, 2006), no place to play causing children to prefer to open smartphones to open YouTube rather than to open difficult subject matter.

The irony is that many online Playstation game rentals are used by children to get together, play online games when they come home from school and other study hours. Many children ask their parents for money just to pay for playing games, not to buy school equipment and textbooks. Even if you do the math, the cost of playing children's games is far greater than the cost of buying school equipment.

Many children who have entered adulthood play the guitar late into the night with a relatively louder voice, so that it has the opportunity to disturb children who are learning. Even. The sound can also disturb parents who are resting.

The results of previous research (Bray, 2003) show that parental participation in the form of children's learning assistance, especially for lower grades can increase reasoning power and solutions to children's difficulties in solving problems in answering the questions studied. Govinda, (2003) parental assistance in the form of mentoring shows parental affection for children who are learning new knowledge.

Another study (Govinda, 2000) found that children would easily understand a subject matter when assisted by those closest to them such as teachers, parents, older siblings, aunts, uncles, playmates, and others. It is this closest person who knows the child's abilities and learning styles best, so that they will easily provide solutive assistance when a child is stuck (Govinda & Diwan, 2003).

Students become more enthusiastic when they watched while studying, are assisted when they experience difficulties, are given food when they need it, and are given entertainment when they are bored (Isaac & Franke, 2000). Children also increase their enthusiasm for learning when given learning facilities such as bags, pens, books, stationery cases, shoes, new school uniforms, and others (Lieten, 2002).

The novelty of this research is being able to analyze the role of parents both directly and indirectly in providing children's learning assistance so that children's reasoning abilities and the ability to solve problems faced by children increase.

Research Question

1. What is the form of parental participation in densely populated areas in improving reasoning abilities and solutions when studying at home?
2. What kind of strategies are applied by parents in densely populated communities so that children feel conducive when studying at home, so that their reasoning power and solutions increase?

Theory

Society participation

Community participation is community participation (Rose, 2003) in planning, implementing, evaluating and following up on activities (Misra, & Nataraj, 2002). Community participation in education can be broadly understood as a form of community participation in the planning, implementation, evaluation and follow-up of all educational programs that directly touch the community (Mehrotra, 2006).

In education planning at the village or kelurahan level, community participation can be seen in the planning for building an elementary school, determining the location and other preparations. In the implementation of development, the community can also work together to build schools, participate in development contributions in the form of goods or money, participate in maintaining school cleanliness, and be involved in maintaining school security (Ramachandran, 2004).

Community participation in the utilization of the results, seen in the participation of the community in utilizing the school environment for children's play or meetings. Thus, they feel they also own the school and automatically participate in trying to secure the school from theft, vandalism and other disturbances (UNESCO. 2009).

When the grass in the yard and around the high school, many people and students collaborate to clean it, then that is also called participation. When the school has no electricity, while the children want to do physical health exercises, and ask for electricity from the school's neighbors, this can also be referred to as a form of participation (World Bank, 2000).

Parental participation when children study at home varies greatly, all of which can be categorized into two, namely direct and indirect participation. Direct participation in the form of providing learning assistance, improving children's thinking skills, and increasing children's solution abilities in solving learning problems (Dyer, 2003).

Indirect participation starts from preparing children's breakfast, preparing children's clothes and school equipment, taking children to school, asking whether there is homework, asking whether there are learning difficulties at school, preparing a comfortable learning place, making the learning atmosphere at home conducive, giving additional nutritional intake when children are studying at home so that their resistance increases, looking for their children When playing too long, not turning on the television when children are studying, not letting children play outside the house during study hours, not huddling with other people when children are studying, not letting children always playing games or YouTube during study hours, and so on (Govinda & Bandyopadhyay, 2006).

Strategies to increase students' reasoning power

Reasoning power is the ability to understand something subject matter is an ability that can be improved with a lot of practice. Reasoning power is closely related to the level of intelligence of students. However, reasoning power can be trained to students by being trained in various problems related to logic. Children with good reasoning power will

make it easier for teachers and parents to provide reasoning. On the other hand, children with high learning will make it difficult for the teacher to provide learning.

Exercises that can be given by the teacher to improve reasoning power are exercises to work on questions that are nuanced in logic and problem solving. Questions in the form of problem solving will train students to practice to deal with various life problems.

Parents also have the ability to increase children's reasoning power through real or contextual examples. When adding or subtracting numbers, you can use fruit symbols, or objects that interest children. Sharing can also use objects that are shared with others. All learning media are contextual, according to the context, not abstract in nature which is difficult for students to understand.

Reasoning about learning concepts is very important, for example about the concept of a chair, as a place to sit. So when the child sees a round wood in the garden, it can be used to sit, so the child calls it a chair. When there is a seat with high legs and can be used to sit, the child can also call it a chair. When there is a long seat, and you can sit, the child can also call it a chair.

Strategies to increase students' solution power

Solution power is understood as the ability to solve problems in student test questions, and solve problems encountered while working and playing. Solution power can be increased by increasing the ability to solve certain cases (Law, 2002).

The ability to solve problems will be more easily trained to students through group study, because each group member has several ideas that can be accepted or rejected by the group. Case examples are very important to train, so that when similar cases are found in the questions or in the play environment, children become accustomed to solving problems with high thinking (Kimber and Ehrich, 2011).

The ability to solve problems can also be trained by using certain parables that make children understand more. Such as mathematical cases starting with addition, subtraction, multiplication, and various other mathematical cases. Short stories that describe solving cases can also be used to improve children's solution abilities (Kim, et.al, 2016).

Detective stories can also be used to improve children's solution skills in solving a deadlock in a problem. Fairy tales related to problem solving are also a special attraction for students. Students become more enthusiastic about learning when given new elements that students have never seen or heard of (Hughes and MacNaughton, 2008).

Method

Setting and research informants

The research setting is the densely inhabited area in Panjunan Village RW 01 and 10 with a total of 185 houses with 207 households. The next research setting is the Harjamukti area, especially Argasunya with 230 houses with 241 families. The choice of two research settings, because in these two areas, densely populated areas that are very slums and have been determined by the regional government as the most urgent areas to be managed from 2015 to 2022 as a multiyear pilot project as stated in the Cirebon Mayor's Decree, Number 663/KEP -387-Bappeda/2015.

The research subjects who became key informants (Creswell, 2009) were parents, students, teachers, and school principals, village chiefs, village chief secretaries, village officials, community leaders, education leaders, religious leaders, youth leaders, *dasa wisma*, mothers- mother member of Family Welfare Education (PKK).

Additional informants in research such as [AA] Head of Regional Settlement Infrastructure Center (BPPW). [AB] (Deputy Mayor of Cirebon), [AC] Head of the

Regional II Settlement Infrastructure Implementation Work Unit for West Java Province, and [AD] head of the Directorate General of Cipta Karya, Ministry of PUPR. [AE] head of Bapeda/BP4D Cirebon City.

Data collection

Data was collected using three methods (Singh and Nath 2007), namely structured in-depth interviews, participatory observation, and documentation (Twumasi. 2001) of data already owned by the village and school.

During the semi-structured observation and interview process, the research 'undressed' (Mack, et.al, 2005) in the context of familiarization so that they are capable of being ordinary people who can blend in with society. This strategy was implemented because the phenomenological approach in the qualitative research process places more emphasis on understanding the informants' understanding from their point of view.

During the process of collecting data, it is always done very carefully using an ethical approach (Silverman, 2006), namely trying to be silent, and giving opportunities to informants to provide more data, and researchers only ask questions when researchers don't understand something.

Data credibility is carried out using the triangulation method with an emphasis on check, recheck, and crosscheck strategies, as well as prolonging time in the field (Kumekpor. 2011) in the hope of getting data until it is saturated, meaning that the last incoming data is only repeating existing data, so it is practically not there is new data. When it reaches a saturation point, the researcher ends the research process (Kamal, et.al, 2005). However, when researchers experience anxiety when processing data, researchers try to return to the research location to obtain additional data or new data that is more credible.

Researchers in conducting interviews used the snowball method (Dunne & Akyeampong, 2007) in the sense that the number of informants being interviewed increased day by day and the more complete the data collected. The snowball got bigger when the researcher carried out various cross-checks and interviewed supporting informants other than the key informants that had been prepared by the researcher.

Data Analysis

The data analysis process was carried out since the researchers were in the field, but the process of making conclusions while in the field was only temporary (Bracketing) or in temporary brackets. The conclusion becomes final when the research has been completed, and the researcher has classified the data according to the themes found and the researcher has carried out various data reduction steps.

Data analysis was carried out using the Miles and Huberman (2009) approach which included data collection using three methods, data classification according to the themes found in the field, and data filtering by conducting data triangulation, and drawing conclusions from initial conclusions to final conclusions..

Result

General description of the research setting

The research setting is a densely inhabited area in Panjunan Village RW 01 and 10 covering an area of approximately 17.73 hectares. The next research setting is the Harjamukti area, especially Argasunya, with an area of 23.65 hectares. In these two locations the number of houses is so large that they are only separated by a narrow alley in front of their house. In that area there are no public facilities that can be used as social spaces, children's playgrounds, sports and other community activities. In fact, the area has been reorganized since 2015. In restructuring the area (2015 until now) it has cost as

much as 12 billion, which was sourced from the central government and Cirebon City Government.

The form of arrangement that has been carried out since 2015 until now is the "Kotaku Program: Cities Without Slums" with the aim of forming an area that is neatly arranged and attractive, and the people living in a healthy manner, free from the impression of slums. There are also "creativity show events" and "Explore Potential" programs so that people can creatively and independently organize the area into a clean, beautiful, neat, beautiful, friendly, and religious area (Rhythmic).

The livelihoods of the average population are laborers, online motorcycle taxi drivers, parking attendants, employees who work with online platforms, pedicab drivers, tire patchers, itinerant tailors, shoe tailors, welders, electronics repairers, builders, public transportation drivers, truck drivers, clerks, factory workers, shop clerks, market porters, buskers, garbage collectors, scavengers, and various other odd jobs. A small number of them are civil servants, state civil servants teachers, honorary teachers, Indonesian National Armed Forces (TNI), Indonesian National Police, civil service police unit employees, and honorary workers who work in government offices.

The role of parents in children's education

Currently, according to several informants, many parents feel relieved when they send their children to kindergarten, elementary school, and high school. In fact, most of them said that their responsibilities had been completed after sending their children to school, and the responsibility for children's education was left 100% to teachers and schools.

As [AC] said, our responsibility as parents is to send our children to junior high school, or thankfully we can go to senior high school. We believe schools have provided good education to children, so parents no longer have to bother providing assistance when their children are studying at home.

The same thing was conveyed by [BC] who said that, parents' time to make a living has run out, so there is no more time to accompany children to study. Anyway, I gave up on school, my child will be smart or stupid, it all really depends on the school and teachers.

Many parents who feel disturbed when chatting with neighbors are bothered by children who ask various things related to their teacher's assignments. Therefore, parents prefer to give their cellphones to their children, so that children can find them on the smartphone themselves.

As [CC] said, I was often distracted when I was busy chatting with friends or neighbors, my child suddenly asked me about his learning difficulties. Instead of me being disturbed, I better give my cellphone to the child to find the material needed on Google on their own.

The concept of assisting parents to children who experience difficulties has faded. Parents find it easier and happier when their children ask Google than ask themselves. In fact, the theory states that there are differences in meaning. Sometimes parents also open Google, but learning with children, who both open Google with parents, is far more meaningful for children than children opening Google alone.

When children are still in kindergarten, mobile phones are like baby sisters, who always accompany children when parents are busy chatting with other people, so children no longer disturb their parents, because children are engrossed in watching YouTube or songs or movies that children like.

[DC]'s story shows that my child is very happy and even always stays silent when given cell phone entertainment. In fact, I can do everything, including chatting with friends or neighbors when the child has a cell phone.

According to [EC] there were some very unfortunate moments, when the children were studying, but the parents were watching television, even with a very loud voice. Likewise according to [FC]'s narrative that in the people of this area there are many whose doors are opened and the television is on loudly, while in the house there are children who are studying. It invites children to participate in listening to and watching television, so that children do not focus on learning

Another aspect that is a common concern is that many parents in densely populated areas let their children play late into the night, many of them even play online games after 18.00, which is when their children should go home, take a shower, study and have dinner.

[FC]'s explanation is that in this area many children ask for pocket money from their parents not to buy food, drinks or school equipment but more to pay for online game fees. Many parents cannot bear it when their children are always asked for money to play online games or for snacks, which have nothing to do with buying learning tools.

This was also explained by [GC] who said that it would be best if the community banned play station rentals and online games, because it makes children lazy to study and spends their pocket money not to buy nutritious food but to play online games. The child's mental condition becomes less diligent in studying and what he wants is to play online games when he comes home from school.

Many children lie to their parents when they ask for pocket money or school fees, all so that they can be used to play online games. Parents should be aware and forbid their children to play online games during study hours, because they are not only wasteful but also make children lazy to study.

According to [GC] parents should look for their children who are playing, and forbid them when their children are at online game rental places. Parents must take their children home in the afternoon, to bathe, eat, study or do school work.

The same thing was conveyed by [HC] who said that parents must always accompany their children when they are learning so that the level of students' reasoning increases. When parents don't watch television, but accompany their children while studying, the children's hearts become more peaceful. Children feel cared for, because parents give examples of not watching television, and give examples of learning together with children.

Narrative by [IC] says that, the child's logic is still very low, so it is time for parents to provide increased understanding to children of everything assigned by the teacher. The school teacher's statement [JC] said that, the teacher feels the need for support from people in learning, for example in the form of asking whether there are school assignments, asking about various difficulties, accompanying children while studying at home, providing proper learning places, providing nutritious food, giving intake of vitamins that can increase the endurance of student learning.

Another teacher's statement [KC] said that, when all children's needs are met by parents, then children's motivation to study at home will be high which results in their reasoning power increasing, and their learning achievement will also increase. Even though parents are tired from working all day, they have to take an hour or two to accompany their children while studying at home.

When related to the results of previous research (Cheng and Chan, 2000) it can be understood that the findings of this study are basically in accordance with the findings which say that, community participation in increasing children's reasoning and solutive power can be done by providing assistance when children are learning. Another study (Reddy and Devi, 2015) found that children's reasoning power can increase when parents help provide assistance when children do schoolwork from the teacher.

Another study (Law, 2002) states that children's solving power can increase when parents can provide concrete examples to children in a number of ways related to learning tasks from school. Children will be able to solve various problems when they are always trained in several examples of solving similar problems so that students can emulate them when they encounter similar problems.

Strategies implemented to increase Parent Participation

Most communities have strategies to increase parental participation in increasing children's reasoning power and ability to solve problems when faced with problems. [LC]'s opinion said that currently the community has made a notice board for Community Learning Hours (JBM), which is between 18.00-20.00. at that time, children were not allowed to go outside but had to study at home properly. At that hour, according to [MC], every parent who sees a child wandering around, parents must order the child to return home to study. At that hour, the television at home should not be turned on. Online game rentals must be closed. When online games allow children to play games during that period, society will forcefully close the online games.

According to [NC], at that time, no children were allowed to play the guitar, play carrom, or chat outside the house. All people must comply with these regulations. Some people use this time to learn to read the Koran (the holy book of Muslims).

The second strategy according to the principal of the elementary school [OC] is to form a children's study group. Parents must supervise when children study groups. There are not many study groups, a maximum of only 5 people. When the children study in groups, one of the teachers will go around visiting each study group.

Opinion [PC] said that teachers visiting study groups were interpreted by students as an effort to increase student motivation. All students will feel the attention of the teacher. Of course the visit will be able to increase the spirit of group learning. They will conclude that the study group work is an effort that can be used to increase motivation, reasoning power, and solute to increase.

According to the village head [QC] that to increase community participation in the implementation of education is to provide counseling to parents about the importance of education for children and parents. High education of children will be able to break the chain of poverty. 'Education is a tool to cut the poverty chain.' The high education of children will be able to change the socio-economic conditions of families, because they are able to get decent jobs unlike their parents. Children with high education have the opportunity to earn large amounts of income which can be used to elevate the dignity of their parents.

According to religious figures [RC] the strategy for increasing parental participation in children's education is to provide awareness to parents through religious channels, that in Islam, there is an order that educating children is the obligation of parents, both religious and general knowledge. In religion there is also an order to seek knowledge as high as possible, even if it is necessary to move to another country, because whoever seeks knowledge will be exalted in rank by Allah, God Almighty.

According to community leaders [SC] the strategy that can be implemented to increase community participation in children's education is to invite parents to work together to build schools, maintain schools, make maximum use of school functions, and be involved in various associations at school. Communities can work together to clean up the school environment, dig wells at the school to meet the school's water needs, paint school walls and fences, plant various ornamental plants in the school yard, participate in maintaining school security, make water canals in the school environment so that there is no stagnant water. , helping to organize the environment for traders in the school environment, controlling the parking of parents' vehicles that take their children to school, utilizing and maintaining the cleanliness of the school sports field, and so on.

According to [AA] the Head of the Regional Settlement Infrastructure Center (BPPW) to organize the school environment so that it is not slum, the community can be involved from planning, implementing, evaluating to utilizing the results. Thus, the community feels they own and have a moral obligation to maintain and care for the existence of the school. Parental literacy must be increased so that they are able to provide assistance to children when they are learning.

In fact, according to [AB] (Deputy Mayor of Cirebon) to increase parental participation in education can be carried out by holding various competitions that involve parents and guardians of students, such as competitions for accompanying parents to children while studying so that an era of collaboration between schools and the community is built. This can be done by sharing resources between school facilities and village facilities which both can coordinate to jointly utilize school resources such as libraries that can be utilized by parents, so that community literacy increases, and they are able to accompany children when children study.

This is in accordance with the opinion [AC] Head of the Work Unit for Settlement Infrastructure Implementation Region II West Java Province that in increasing public awareness of schools, the community can be jointly involved in various school activities in accordance with community professions. Those who are able to become builders are involved when schools are built, those who have electrical skills can help schools when there is a power outage at school, those who become lecturers can do community service in the form of outreach and training for teachers, and so on. Conversely, teachers can also increase community literacy by conducting various lessons for parents so that parents are able to provide children's learning assistance.

The conditions above are also in accordance with the opinion of [AD] head of the Directorate General of Cipta Karya, Ministry of PUPR. [AE] the head of the Cirebon City Bappeda/BP4D who stated that, to increase community participation in the education sector, namely by being involved in the school arrangement program so that it is not slum in the form of planting trees in the school environment, making infiltration wells in schools, conducting fogging routinely in school environment and so on. Schools with elements of the government, the education office, and related agencies can conduct outreach to the community so that the community can provide assistance to students while studying at home, with the hope that children's reasoning and solutive power will increase.

Reading all the findings above, basically these findings are not much different from the findings (Hughes and MacNaughton, 2008) which say that the strategy for increasing parental participation in children's learning process is to give various attention to children, from going to school to going to school. again.

Other experts (Kimber, and Ehrich, 2011) also revealed that, maximum parental attention will be able to give confidence to children to study hard, so that children's logical and solutive abilities increase. Children with full attention will be different from children who do not get parental attention at all (Mehrotra, 2006). Parental support and assistance can be increased when parental literacy and knowledge are also increased by providing counseling and training to parents (Cheng and Chan, 2000; Misra & Nataraj, 200).

Parents' awareness of children's education (Rose, 2003) will be able to raise the dignity of the family, raise the economic level of parents, be able to encourage and awaken parents to always pay attention to

Conclusions

Based on the results of the research and discussion, it can be concluded that the research findings are in accordance with the formulation of the problem, namely: First, the role of

parents in increasing students' reasoning and solutive power is by providing assistance when children are studying, not watching television when children are studying, not hustling with neighbors when children learning, providing nutritious food intake to children when children are studying, preparing comfortable learning facilities, preparing stationery, books and uniforms in the morning before children go to school, telling children to take a midday break, looking for their children When playing too long, forbidding children playing online games that exceed tolerance limits, and so on.

Second, a strategy that can be improved to increase students' reasoning and solutive power is to establish community learning hours that must be adhered to jointly, form children's study groups, organize teacher visits to children's study groups, increase parental literacy, hold competitions for accompanying parents to children, utilize the school library for the community, receive counseling and training for the community so that they are able to provide assistance to children, in order to increase students' reasoning and solutive power.

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