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ANALYSIS OF PARENT TEACHER COUNCIL COLLABORATION FOR THE DEVELOPMENT OF EDUCATIONAL INSTITUTIONS

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ABSTRACT

Purpose: Parent Teacher Council (PTC) is a school community which has the role in educational institutions to develop schools academically and financially. **Methods:** In this study, the output analysis of school communities for the schools' development and educational enhancement were investigated. The tool of the study was a questionnaire which was administered to the school community secretaries and chairpersons. The tool of the study was already validated by sending to the panel of experts and its reliability was tested on Cronbach's alpha (0.83) and factor analysis (0.56). It was a descriptive and non-experimental survey research. In this study, the collected data were analyzed on Chi square as statistical test. **Results:** The findings of the study revealed that PTC as school communities were established and had not put into account their tasks as they were asked to perform. The problem with these communities that they were not functional and did not know what was their role in schools which they had to perform. Their role was suffered owing to illiterate parents and due to that, the vacuum was found in the schools and school community collaboration.

Key Words: School community, role, school development, educational enhancement

INTRODUCTION

In Pakistan, especially in Khyber Pakhtunkhwa province, Parent Teacher Council (PTC) were established for improving the performance of the schools with the collaboration of chosen parents through school elections. The said schools' performance plan was suggested in a few National Education Policies. So since from the time of their establishment Parent Teacher Council as school communities have been making efforts for change in the school environment in general by providing the students favorable learning environment for their physical and mental growth. The main aim of the school communities is the child development as stated by Geiser, Rollins, Gerstein and Blank (2013), and this is the major focus of the policy makers. In the opinion of policy makers,

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there should be a third body by the name of the school communities who may also work for the educational institutions. Hasim, Saleh, Yousoff and Zakaria (2013), Khattak (2012), Mufti, Mufti, and Bresnahan (2019) and Alam (2012) viewed that the school communities may work for the learners' basic needs and facilities which are to be provided in the schools.

School communities are the integral part of the school and their influences enhances students' academic performances and solve discipline related problems. It is their task to cooperate with the school heads and utilize resources to strengthen schools and their families (Adelman & Taylor, 2006). Similarly, Jehl, Blank, and McCloud (2001) commented that schools are strengthened by their activities which give profit to schools, parents, and students.

In government run schools, parents casually visit the schools. They do not take interest into their children's educational betterment. Due to lack of parents' interest, schools stand with low progress (Agbo, 2007). Social relationships of this community and the schools have also the influenced the organizational change (Daly, Moolenaar, Boliver, & Burke, 2010).

School communities are considered to be the backbone for the schools as they make efforts for the development of schools. School Communities are organized to solve emerging problems, teachers and learners related affairs, building construction, providing facilities to the learners such as scholarships, achievement awards. Douglas (2011) viewed that school community relationship works when both the parents and the schools have communication with one another because one way communication does not bring desired effect on the learners' performance, so the relationship must be coinciding.

The same view has been encapsulated by Taylor and Adelman (2003) that school community relationship improves the school goals achievement and provides opportunities to the community members to speak openly and discuss on every matter that helps to bring positive change in the educational institutions environment. School develops when community members show interest into school affairs and their influence produce high-quality individuals. They concentrate on the schools and sit with the secretary and discuss with them school related problems. Often schools have insufficient funds which hinder to meet the expectations. Usually those parents take interest into school affairs whose own children are the part of the schools. They may approach to the high officials for funds and carry out efforts to support the poor parents by finance as well. They may also work for controlling the drop out of children.

Davies, Henderson, Johnson, and Mapp (2007) indicated that a well-built and effective partnership of the families with the school has an impact on the families engaged with the schools. School community is an institutionalized

organization which is approved by the Government of Pakistan to support educational institutions administratively and financially. Education Sector Reform (ESR) (2001-2005) declared that school communities are responsible to submit school progress on monthly basis. They give more power to District Education Officers and political authorities to use their available resources for generating funds for the repairs and other needs of the schools.

Sarhad Rural Support Programme (SRSP) (2015) reports that UNICEF have trained teachers in Khyber Pakhtunkhwa and FATA around 3600 Parent teacher Council (PTC) members and besides this, 120 community resource persons have been selected to work for the school reforms and education development. The aim is to tackle the overwhelming challenges to control the dropouts and enrolment of the students with the idea that earning education is the right of every child as educated society produces educated environment and illiterate environment produces frustration.

The schools in district Peshawar of Khyber Pakhtunkhwa province of Pakistan need reforms and proper care of the schools. For this purpose, Parent Teacher Council (PTC) as school communities have been established and assigned them the target to work for the school in academic, financial and administrative development. They may fulfil the task to strike every door of parents, society members and *sufaid reesh masharaan* (white bearded elders) to play their role to improve the school affairs and provide environment to the students where parents happily send their children to school with the hope that they would learn and anticipate their bright future.

School community council comprises of eight members. It consists of the school head, influential person, stakeholders, parents, and retired persons. The head of the institution is the secretary-cum-member of the council; and the chairperson is one of the elected parents' members. They both are also the co-signatory of the joint account. An influential person and a retired person are included in a general category and 50% parents are the part of the school council. In a female council, only mothers are the part of the school council (Guide for PTC, 2017; Yunas, M. 2021).

School community participation requires strategies to develop and contribute their time and resources for improving quality education by planning school improvement programmes in the environment where teaching learning process and basic facilities are available to the learners like water, bathrooms, writing equipments i.e. Special Pens, Colourful Markers, Super sharp pencils, black boards, white boards.

The current status is that that there is a Parent Teacher Council as school community whose focus is on collecting funds for minor school repairs but they do not put into considerations for school and students' problems resultantly the

development progress of the schools slows down.

The study investigated to:

- i) Identify the role of the school communities for educational enhancement.
- ii) Investigate the role of school communities for the schools development.
- iii) Make recommendations for the development of school communities.

METHOD AND PROCEDURE

It was a descriptive study and the data were collected through a questionnaire which was administered to the Secretaries and the Chairpersons of the Parent Teacher Council (PTC). The data were analyzed on descriptive statistics by Chi square. The study was delimited to district Peshawar, Khyber Pakhtunkhwa, Pakistan.

The questionnaire was structured on five point Likert scale SA (strongly agreed), A (agreed), UD (undecided), D (disagreed), SDA (strongly disagreed) and on the basis of results, findings, conclusions and recommendations were made. The same questionnaire was validated by sending to panel of experts who modified with necessary changes and proof read the questionnaire. The reliability of questionnaire was tested on Cronbach's alpha (0.83) and factor analysis (0.56).

Population and Sample of the Study

Total government boys' high schools in Peshawar district were 140 (Khyber Pakhtunkhwa Bureau of Statistics, 2021). Each school has Parent Teacher Council and each Parent Teacher Council has a Secretary and a Chairperson. Population was 140 Secretaries and 140 Chairpersons i.e. population was 280 to which questionnaire were served. Out of 280, questionnaire which received back were 200; 100 from Secretaries and 100 from Chairpersons.

The sampling was made on census sampling and stratified sampling.

In this respect:

1.	No of school community secretaries	100
2.	No of school community chairpersons	100
Total		200

RESULTS

The results of the study are followed as under:

Table 1: *Investigate the role of school communities for the schools' development*

S/No	Items	Agreed	Uncertain	Disagreed	df	χ^2
1	Provide educational environment to the schools.	40.6%	14.1%	45.3%	2	7.340
2	Work for improving the present conditions of schools.	34%	2.6%	63.4%	3	28.240
3	Play their role as facilitators between the schools and the parents.	37.4%	5.3%	57.4%	3	29.680
4	Control teachers' absenteeism.	64.1%	3.1%	32.8%	4	41.700
5	Monitor schools' performance.	37%	2.6%	60.4%	3	57.520
6	Facilitate learners in their difficulties in learning.	33.2%	6.8%	60%	3	22.640
7	Involve parents in school affairs.	31.7%	3.4%	64.9%	2	83.120
8	Give opportunities to the parents to share their views for the school improvement.	37.5%	6.3%	56.3%	2	34.120
9	Monitor teachers' performance and report to the DEO on weekly or monthly basis.	41.6%	3.4%	55.1%	2	26.320

Critical Value = 7.82 at Sig = 0.05 n = 200

Table 1 reflects statement wise results:

1. The calculated value ($\chi^2 = 7.340$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, "Provide educational environment to the schools" was rejected.
2. The calculated value ($\chi^2 = 28.240$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, "Work for improving the present conditions of schools" was rejected.
3. The calculated value ($\chi^2 = 29.680$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, "Play their role as facilitators between the schools and the parents" was rejected.
4. The calculated value ($\chi^2 = 41.700$) was found greater than the critical value (7.82); hence the test-statistics supports the statement. Therefore, the hypothesis statement, "Control teachers' absenteeism" was accepted.

5. The calculated value ($\chi^2 = 57.520$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Monitor schools performance” was rejected.
6. The calculated value ($\chi^2 = 22.640$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Facilitate learners in their difficulties in learning” was rejected.
7. The calculated value ($\chi^2 = 83.120$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Involve parents in school affairs” was rejected.
8. The calculated value ($\chi^2 = 34.120$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Give opportunities to the parents to share their views for the school improvement” was rejected.
9. The calculated value ($\chi^2 = 26.320$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Monitor teachers’ performance and report to the DEO on weekly or monthly basis” was rejected.

Table 2: *Explore the role of the school communities for educational enhancement*

S/No	Items	Agreed	Uncertain	Disagreed	df	χ^2
1	Facilitate students by scholarships and awards.	45.2%	8.3%	46.4%	3	32.480
2	Motivate the common society towards education	41.6%	3.4%	55.1%	3	39.120
3	Work for maximum number of enrollments in schools.	63.6%	7.8%	28.6%	4	47.300
4	Concentrate on controlling students’ dropout from schools.	33.2%	6.8%	60%	3	27.440
5	Organize social awareness programmes in schools.	31.7%	3.4%	64.9%	2	83.120
6	Enhance the academic performance of the learners.	34%	2.6%	63.4%	2	34.120

Critical Value = 7.82 at Sig = 0.05 n = 200

1. The calculated value ($\chi^2 = 32.480$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement.

Therefore, the hypothesis statement, “Facilitate students by scholarships and awards” was rejected.

2. The calculated value ($\chi^2 = 39.120$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Motivate the common society towards education” was rejected.
3. The calculated value ($\chi^2 = 47.300$) was found greater than the critical value (7.82); hence the test-statistics supports the statement. Therefore, the hypothesis statement, “Work for maximum number of enrollments in schools” was accepted.
4. The calculated value ($\chi^2 = 27.440$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Concentrate on controlling students’ dropout from schools” was rejected.
5. The calculated value ($\chi^2 = 83.120$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Organize social awareness **programmes** in schools” was rejected.
6. The calculated value ($\chi^2 = 34.120$) was found smaller than the critical value (7.82); hence the test-statistics does not support the statement. Therefore, the hypothesis statement, “Enhance the academic performance of the learners” was rejected.

DISCUSSION AND CONCLUSION

Parent Teacher Council (PTC) as school communities are stakeholders in education sector and therefore their input is essential in school-based decisions. The present structure of PTC is based on weak footing due to the contemptible performance of schools and now they are at their adverse state. In these schools, teaching learning process is badly affected because of pitiable educational environment.

The study concluded that the efficiency of the school communities did not fulfill the requirement for which purpose they were organized but their role in schools to some extent but in overall context, they were non-functional and had no concrete formulation and plans to boost up the schools and they had no vision to develop the schools. However, the researcher assumed data collected from the respondents that school communities did not provide educational environment to the schools, work for improving the present conditions of the schools, play their role as facilitators between the schools and the parents, monitor schools performance, facilitate learners in their difficulties in learning, involve parents in school affairs, give opportunity to the parents to share their

views for the school improvement and monitor teachers' performance and report to the District Education Officer (DEO) on weekly or monthly basis. For educational enhancement, the role of school communities did not see in facilitating students by scholarships and awards, motivating the common society towards education, working for maximum number of enrolments in schools, concentrating on controlling students' dropout from the schools, organizing social awareness programmes in schools, and enhancing the academic performance of the learners.

RECOMMENDATIONS

In the light of the findings the following recommendations were made to improve the PTC structure. The researcher found that school communities did not provide educational environment to the schools So the researcher suggested to the school communities to provide educational environment to the schools, work for the improvement in the present conditions of schools, play their role as facilitators between the schools and the parents, monitor schools performance, facilitate learners in their difficulties, report to the District Education Officer (DEO) on weekly or monthly basis, motivate the common society towards education, control students' dropout, organize social awareness programmes of education, and enhance the academic performance of the learners.

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