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**Role of PTAs for Promoting Quality Education in  
Islamabad**

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**Abstract**

The present study was conducted to find out the effectiveness of Parent Teachers' Association (PTA) in Islamabad Capital Territory. Sample of 50 Schools was selected through stratified random sampling technique from 102 Federal Government Secondary Schools of Islamabad Capital Territory. Ten secondary schools (5 male, 5 female) were selected from each area under the control of five education officers (AEOs). From each sample school, General Secretary (a teacher) and President (a parent) of PTAs executive body were taken as the respondents of the study. Data were collected from General Secretaries through self structured questionnaire while structured interview technique was applied to collect data from Presidents of PTAs. It was found that overall role of PTA is positive for promoting quality education in Islamabad. Although it has some negative effects also, as involvement of politics in schools yet it has showed good performance in helping the management of school. It is recommended that PTAs should be strengthened

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by training the executive body of PTAs and by constituting condition of matriculation for members of executive body of PTAs.

**Key words:** Parents teacher association (PTA), Community participation in Education, educational management

## **Introduction**

Education is a triangular process of school, teachers and parents for child development. So the parents' cooperation with teachers is essential for the desired growth of child. Today, parents are involved in school management in the whole world. Involvement of the parents in school management is given different names in different parts of the world like school council, parent teachers' council, parent teachers' association.

Parent Teachers' Association (PTA) is considered the essential component of any institution. It is considered that PTA is performing a key role for promoting quality education. According to Govinda and Diwan (2005) community participation is an effective source of promoting education. According to Smith (1961) and Batten (1967) PTA is a valuable asset of any well organized school for welfare of children. It helps to create mutual understanding and communication between parents and teachers for solving educational matters of institute.

UNESCO (1987) states that "in developing country like Pakistan, where financial resources are limited and population has a high growth rate, it is necessary to foster as early as possible active involvement of the community as an in- built component of the education programmes" (p-31).

According to Ahmed (2008) in developing countries, community involvement can play very effective role in progress of school. In Pakistan, in 1993 the School Councils (SCs) were formed. But the concept of PTA, for the first time was introduced in the strategy of 9<sup>th</sup> five year plan (1998-2003). 9<sup>th</sup> plan states the PTA "in order to involve the local community in day to day management, each school will have the management committee" (Govt. of Pakistan, 1998, P.6).

National Education Policy 1998-2010 also gives importance to PTA in the following words "The PTA/SMC will review the educational development in the area of their jurisdiction" (Govt. of Pakistan, 1998, P.124).

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There are two main reasons on the base of which it can be said that community participation is important for schools. Firstly the community introduces the elements of relevance and monitoring which makes the education meaningful and interesting for students helps to decrease the drop out rate and improves the quality of education. Secondly community run s alternatives schools as privately managed schools, Makthab and Masjid schools as sell as Mudrassas. So the community can check the leakage4 of the recourses and provide the alternatives (Hoodbhoy, 1998).

According to Shami (2007) “the community participation in school management has diverse advantages. It can provide substantial assistance in goal development and their achievement. So they must be given ample time, assistance and experience to assume new role” (p-34).

PTA was established under the notification number F.1-2/2002/DG/FDE for achieving following objectives.

1. To work for the well being of every student.
2. To enhance the understanding of the parents that they are very important for quality education.
3. To encourage active involvement of parents in education.
4. To create awareness among the people to utilize all the resources for quality education.
5. To motivate the parents to send their children to school.
6. To consider ways and means to decrease dropout ratio and teacher absenteeism.
7. To develop a congenial and harmonious relationship between parents and teachers.
8. To mobilize community resources for improvement of the institution (Govt. of Pakistan, 2002).

The PTA has two bodies; General body and executive body. The general body of PTA consists of:

1. The parents of every student on the rolls of school.
2. Every member of teaching staff of the school (Govt. of Pakistan, 2002).

The executive body of the Parent teachers association (PTA) consists of a president, a general secretary, a finance secretary equal representatives from parents and teachers depending on the strength of students. At least two members from parents and two from teaching staff are selected. Head of the institute is chairman of committee and general secretary is selected among Language in India [www.languageinindia.com](http://www.languageinindia.com)

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teaching staff. On the other hand president, finance secretary and at least two members are selected for one year from parents. Every year, election of the parents held in every school for selecting the representative of parents, under the supervision of head of the institution. On the other hand, representative from teaching staff are selected by head of schools. Then, this PTA is approved by the Area Education Officer and concerned directors. General Secretary called the meeting every month for coordinating the activities of school (Govt. of Pakistan, 2002).

PTA is a source of mutual participation of parents and teachers. It helps to achieve the benefits of community. Sajjad (2006) describes that PTA also helps to involve the community for smooth functioning of school, minor repair and quality of education. Ahmed (1997) takes it to develop close relationship between school and community and provides opportunity to the parents to evaluate the functioning of school. PTAs are playing very important role in the improving the education both qualitatively and quantitatively at grass root level (Shah, 2003).

According to Educationists of the world, community participation is as an effective means of promoting education especially at elementary and secondary level. Govinda & Dewan (2003) state that in different parts of India, community participation was make sure, as Mother Teachers Association in Korala to community based micro planning in Rajhistan. It was found that these organizations show some results but in respect of literacy campaign it was not proved fruitful. Some states of India have adopted village education committees. Some of them are showing positive results while others are not effective yet due to lack of their training. Under the centralized system, the bureaucracy tended to have the upper hand. The new framework has created new tension between the local bureaucracy and the political leadership.

### **Advantages and Disadvantages of PTAs/SCs**

There was great resistance by the teacher community against the formulation of PTAs and SCs in Pakistan. The teachers of Pakistan were against as they think that in this way school discipline and quality of education will suffer and it is unjustified check on them. It may be true in limited sense as it has both advantages and disadvantages. Hatch and Steffle (1961) has described following advantage and disadvantage of community participation in schools.

#### **Advantages**

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1. Provides an opportunity for the group judgment of a problem or situation.
2. Provides for increased cooperation of all units individuals affected.
3. Provides a means of increased cooperation in the execution of the recommendation.
4. Provides an opportunity for individuals to become acquainted with the broad problems and objectives of our system.
5. Provides for continuity of the objectives of a given activity.

### **Disadvantages**

1. Results are slower action.
2. Inherent danger of compromise decision.
3. Tendency to divide responsibility since the member may not sense of obligation.
4. Expense, since many individuals are involved in the process.

Now the PTA/SMC is running in the management of every school in Pakistan. Community participation was assessed in provinces through some researches but not a single research was conducted to assess the performance of PTA in Islamabad Capital Territory. So this research was conducted to fill the gap and to explore/to find the true picture of community participation in the schools of Islamabad. A comparison of male and female/urban and rural was also made in the above perspective. The results of this research will be significant for researchers, teachers, PTAs' body, heads of schools and concerned officers as it will provide sufficient information related to performance of PTA in capital of Pakistan, Islamabad.

### **Objectives of study**

1. To study the purpose and role of PTAs in Islamabad Capital Tertiary.
2. To compare the effectiveness of PTAs in male and female, urban and rural Secondary schools.

### **Methodology**

Sample of 50 schools was selected through stratified random sampling from 102 FG Secondary Schools of ICT. Ten Secondary schools (5 male & 5 female) were selected from each area under the administrative control of five Area Education Officers (AEOs). From each sample school, General Secretary (a teacher) and President (a parent) of PTAs executive body were taken as the respondents of the study.

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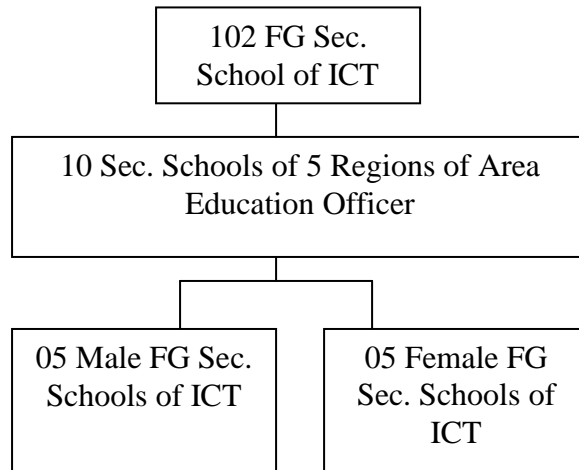
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## Sampling Procedure



## Instruments and Data Collection

A self-administrated questionnaire was developed and used to collect data. For pilot testing, five schools were selected which were part of the population but not included in sample. The amendments were made in questionnaire in the light of feedback. Data were collected from General Secretaries through questionnaire while structured interview technique was used to collect data from Presidents of PTAs. Data were collected by visiting schools personally so response rate was 100%.

## Data Analysis

The obtained data were analyzed by simple descriptive (mean, SD, percentage and frequencies) analysis with addition of t-test to find significant difference between the performance of urban and rural, male and females schools PTAs.

**TABLE I: Role of PTAs for Promoting Quality Education**

<b>Sr. No</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SDA</b>
1.	School management has been improved by the establishment of PTA.	40%	20%	4%	27%	9%
2.	The enrollment has been increased after establishment of PTA	25%	37%	2%	20%	16%
3.	The PTA members cooperate with school management in providing facilities.	31%	38%	5%	19%	9%
4.	The drop out rate has been decreased after establishment of PTA.	24%	23%	6%	21%	26%
5.	The result of school has been improved by establishment of PTA.	36%	29%	1%	26%	8%
6.	Teaching learning process is effected during PTAs meetings.	28%	37%	7%	13%	15%
7.	The school discipline has been adversely affected by PTA.	29%	31%	10%	18%	12%
8.	PTA helped for quality education.	32%	21%	4%	24%	19%
9.	PTA has improved the disciplinary matters of the schools.	24%	32%	6%	26%	12%
10.	PTA supports the school management in disciplinary action.	35%	25%	3%	22%	15%
11.	PTA cooperates with school management in fund generating campaign.	22%	38%	5%	24%	11%
12.	PTA is beneficial for meeting the deficiency of the funds.	13%	27%	4%	31%	25%
13.	PTA checks the fund consumptions in schools.	21%	25%	7%	27%	20%
14.	The financial problems of the schools have been overcome by the help of PTA.	26%	30%	3%	22%	19%
15.	PTA helps in construction matter of the schools.	33%	27%	2%	21%	17%
16.	PTA checks the attendance matter of the schools.	19%	26%	3%	27%	25%

**Findings of Table I**

Following are the findings of the study.

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1. Sixty percent (60 %) of the respondents agree that the school management has been improved by the establishment of PTA.
2. Sixty two (62%) respondents of PTA are in favor of the statement that the enrollment has been increased after establishment of PTA.
3. Sixty seven (67%) respondents agree that the PTA members cooperate with school management in providing facilities.
4. According to 57 % respondent the drop out rate has been decreased after establishment of PTA.
5. Sixty five (65 %) responses proved that the result of school has been improved by establishment of PTA.
6. Sixty percent (60%) responses are in favor that the school discipline has been adversely affected by PTA.
7. Sixty five percent (65 %) respondents told that teaching learning process is effected during PTAs meetings.
8. Fifty six percent (56 %) responses showed that PTA has improved the disciplinary matters of the schools.
9. According to 53% respondents PTA helped for quality education.
10. Sixty percent (60 %) respondents support the statement that PTA supports the school management in disciplinary action.
11. According to 60 % teachers PTA cooperates with school management in fund generating campaign.
12. Fifty six (56%) percent respondents are against the statement that PTA is beneficial for meeting the deficiency of the funds.
13. Forty six (46 %) percents respondents agreed that PTA checks the fund consumptions in schools.
14. Fifty six (56%) percent responses are in favor that the financial problems of the schools have been overcome by the help of PTA.
15. According to 60 % respondent, PTA helps in construction matter of the schools.
16. Only 45 % teachers agree that PTA checks the attendance matter of the schools.

**TABLE 2: Comparison between Performance of Male and Female Schools' PTAs.**

Gender	Strength	Means	Standard Deviation	T
Male	50	69	0.8	-0.169
Female	50	71	0.76	

The table 2 shows the testing of significant difference between the opinion of Male and Female PTAs regarding the role of PTAs in promoting education in

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capital territory of Islamabad. Since  $t = -0.169 < 1.96$  at  $\alpha = 0.05$ , means that null hypothesis that there is no significant difference between the opinions of Male and Female PTAs in promoting education in Islamabad region is accepted.

**TABLE 3: Comparison of Performance between Urban and Rural Schools' PTAs.**

Area	Strength	Mean	S.D	T
Urban	50	74	1.2	0.376
Rural	50	66	0.83	

The table 3 shows the testing of significant difference between the opinion of Urban and rural PTAs regarding the role of PTAs in promoting education in capital territory of Islamabad. Since  $t = 0.376 < 1.96$  at  $\alpha = 0.05$ , means that null hypothesis that there is no significant difference between the opinions of Urban and Rural PTAs in promoting education in Islamabad region is accepted.

### Findings of Table 2 and 3

17. There is no significant difference between the performance of PTAs of Males and Females' Secondary Schools of Islamabad Capital Tertiary.
18. There is significant difference between the Performance of the PTAs of Urban and Rural areas schools. The performance of urban areas PTAs is better than that of rural areas.

### Conclusions

Following conclusions were drawn from the findings.

1. The school management has been improved by the establishment of PTA.
2. The quality of education has been increased by the help of PTA.
3. PTA has a little interest in solving the financial matters of the schools.
4. Minor constructions were done with the help of PTA.
5. PTA has played no role for disciplinary matters of the schools.
6. PTAs meeting create disturbance in teaching learning process.

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7. Mostly PTAs members are not well qualified and have not given them any training.
8. In most schools parents' representatives enforce school management for unlawful favor.
9. Politics is also entered in schools in shape of PTAs.
10. The performance of PTAs in male and female secondary schools is same.
11. The PTAs in urban areas schools are more active than that of rural areas.

## Discussion

In the light of present study, it can be said that community participation is beneficial for improving the schools performance. As the findings of this research proved that due to the effectiveness of PTA, overall management of F.G Schools has been improved. Besides this it has also positive effect on the quality of education. It is positive indicator to proof the importance of PTA in Islamabad. These results can be compared with some other researches of this field as the history of PTA was started in Chicago in 1897 in the name of National PTA for improving school management and performance. These two basic targets were met in PTAs, in Islamabad. In the same way, in USA every school has PTA or Parents Teachers Students Association (PTSA) as a managing body to support their schools, to encourage parents' involvement, to support teachers and to organize family events. These associations help the schools by reviewing the school progress through parents' development meeting, by effectively communicating between parents and teachers and by supporting the school various activities and initiatives (Wikipedia).

The findings of the present study indicate that although PTAs has positive impact on management, students' enrolment and quality of education but not as good as it should be. PTAs are not found very effective as they were expected as the time of formulation. These results also match with the results of Ahmad's research. He has conducted a research namely effectiveness of school council scheme in elementary schools of Punjab in improving the standard of education, in 2008. His conclusions were as; almost all schools have School Councils but they have not showed effective role. Mostly members are uneducated and untrained. A little change has occurred up to 10% by enrolment. Findings of Humaira's study also proof these results. She has conducted the study on the role of community in school development: school council in Rawalpindi, in 2003. She concluded that school councils' members were not playing their role effectively. She further states that the members of the school councils were not given training to perform their role. Language in India [www.languageinindia.com](http://www.languageinindia.com)

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Heads of schools were not found interested to involve the community in administrative affairs of the schools.

The findings of research conducted by Sajjad (2006) also match with the findings of the present study. The title of his research was “Evaluation of School Management Committees in Promoting Education in Punjab”. According to his findings SMCs are available in the record of the schools but either they are not functional or not functioning properly.

Hence it can be said that although PTAs have showed some positive results for promoting education in Islamabad but it is needed to improve them by assigning more administrative power and better training to the executive body of PTA.

### **Recommendations**

1. Member of PTAs’ executive body may be at least matriculate.
2. Member of PTAs’ executive body may be trained according to their responsibilities and may be aware of the rules and regulation of the schools.
3. The beneficial work of the PTA may be encouraged in the shape of merit certificates, cash prize and it may be appreciated through media to create competition.
4. Member of PTAs’ executive body may be forced to attend the meetings of the PTAs according to schedule.
5. Those members of PTAs’ executive body, who do not attend three consecutive meetings of PTA, may be disqualified.
6. Politics may be discouraged among the members of PTAs’ executive body.
- 7.

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