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## **Effectiveness of Parents Teacher Association (PTA) in Public Educational Institutions in Pakistan**

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### **Abstract**

The research study was launched to know the status of Parents Teacher Association (PTA) in the government school at Islamabad which is the capital of Pakistan. The main objectives of the study were; to explain the nature and status of the Parent Teacher Association: evaluate the practices and activities of PTA in educational institutions of Islamabad and identify the strengths and weaknesses in the functions of the Parents Teachers Association. This study was delimited on the Federal Government schools in Islamabad district only. The population of the study included all Principals

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working in the Federal Government Boys and Girls Secondary Schools and all the Chairmen of PTAs of the respective schools.

The stratified random sampling technique was used to collect the data of the study. The 40 schools were randomly selected.

The detail sample was as forty (40) Principals of the secondary schools and forty (40) elected Chairmen of the PTA of the respective schools. The questionnaire for Principals and chairmen was developed. The questionnaire items were consisted of 12 items. The items of the instruments were categorized into three parts: Access: It means role of PTA in increasing the enrollment. Quality: It means the role of PTA in enhancing the Quality of education. Retention: It means the role of PTA in decreasing the dropout ratio.

The study concluded that Parent Teacher Association was functioning in all the Federal Government Schools of Islamabad. It was playing an important role in the educational institutions as well as in the country. But the meetings of the Executive Committees were not held accordingly, it was held casually. The decisions of the Executive Committee were not implemented and persuaded properly. All members of the Parents Teacher Association were not taking interest in the Schools and they were not giving appropriate time for schools.

Mostly PTA members were not participating the school open days but it is healthy sign here that mostly members were took part in the final result. There is need to more strengthen the structure of Parents Teacher Association and it should play an active role to well integrate the school and community relationship.

**Key Words:** Parents, Teacher, Schools

## **Introduction**

Education is directly related to the cultural, political, moral and socio-economic development of the countries. In other words education provides people with the potential to learn, to respond to new opportunities and to participate in the political, cultural and social activities. According to world Education Forum Dakar (2000) "Education is a Language in India [www.languageinindia.com](http://www.languageinindia.com)

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fundamental human right. It is the key to sustainable development, peace and stability within and among nations and an indispensable means for effective participation in the societies and in economies of the twenty-first century, which are affected by rapid globalization”

But unfortunately, in Pakistan the education sector is not providing hope full result as planned in the past. It can be seen through

The economic survey (2009-10, pp.145-146) highlighted that overall literacy rate (age 10 years and above) is 57 % (69% for male and 45% for female) compared to 56% (69% for male and 44% for female) for 2007-08. The data shows that literacy remains higher in urban areas (74%) than rural areas (48%), and is more prevalent for men (69%) compared to women (45%). However, it is evident from the data that overall female literacy is raising over time, but progress is uneven across the provinces. When analyzed provincially, literacy rate in Punjab stood at (59%), Sindh (59%), Khyber Pakhtunkhwa (50%) and Balochistan at (45%) indicated in table below:

REGION / PROVINCE		Literacy rates (10 years & above)		
		2006-07	2007-08	2008-09
Pakistan	Male	67	69	69
	Female	42	44	45
	<b>Both</b>	<b>55</b>	<b>56</b>	<b>57</b>
	Rural	45	49	48
	Urban	72	71	74
Punjab	Male	67	70	69
	Female	48	48	50
	Both	58	59	59

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Sindh	Male	67	69	71
	Female	42	42	45
	Both	55	56	59
Khyber Pakhtunkhwa	Male	67	68	69
	Female	28	33	31
	Both	47	49	50
Balochistan	Male	58	66	62
	Female	22	23	23
	Both	42	46	45

Source: Pakistan Social & Living Standard Measurement Survey 2008-09.

Keeping in view the condition in the public school in promoting education is not healthy. It is realized by the different public organization that it is difficult to curtail the situation without the participation of the local community. According to Federal directorate of Education (2001)

“Social development objectives and outputs can neither be pursued nor ensured either by the governments or the society alone. Social service delivery, particularly those related to education and learning, thus needs to frame on sound, functional idea and effective partnership between the government and the society”.

In this regard the educational institutional management helps in the interpreting the school programme in the community. For a successful teaching-learning process, community participation is an added advantage. Supervisors are to tap all possible resources in the community both in material and manpower to be utilized for the welfare of the school. Community should encourage teachers to keep contact with community members and seek their cooperation in school activities. Whether desirable, cooperation and involvement in the school programmes. Supervisor should encourage teachers to participate in different functions of the community in order to infuse the objectives of the

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school education programme. Pupil can also be utilized as agents of public relation and social change. But supervisor should always bear in mind that nothing is forced on teachers.

Relationship between the school and community is essential in the interest of the national welfare. There should be mutual exchange of resource and sharing of facilities between the school and society. The channel of the communication should be made free and open for facilitating such cooperation and collaboration. An old saying is “No communication, no community” This bond of cohesion, integration and belongingness in the strengthened by communication. Communication promotes the real meeting for minds facilitate social consciousness. The school should act as an effective forum from communication and interaction of the community. (Mohanty, J.1990)

There are vast recourses of the community, which can be utilized, for improvement of the school. The community, even at the stage of its underdevelopment processes abundant resources like firms and forms, temples and monuments, flora and fauna, fairs and festivals, rivers and hills which can be utilized for the benefits of the school’ particularly, for effective learning experiences. A community may be backward and poor in economic conditions’ but rich in natural resources. The teacher recognizes these assets for their utilization organizing both curricular and co-curricular programmes.

Similarly, there are local artisans, artists, carpenters, blacksmiths, ironsmiths, painters, etc. whose expertise can be utilized for teaching school children. They can be invited to school for talking and demonstrating children. They can be invited for talking and demonstrating various, like to children even teachers. Retired teachers, doctors, engineers etc. as well as unemployed educated youth may be engaged for teaching children in their own fields.

A few critics of community’s participation also pointed out some disadvantages. They argue that more the community provides facilities for the school; more will be interference in the school affairs. As such the school discipline and decorum may be

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adversely affected. The academic activities are also likely to be hampered on account of this.

On the whole, it may be concluded at advantage must outweigh the disadvantages. The physical and human resources of the community should be utilized for various school programmes, which should promote social awareness and better relations. Both physical and human resources of the school belong to the community. The students, the teachers and other staff members come from the community either directly or indirectly through government. There should not be any difficulty in utilizing these resources for well being of the community.

Keeping in view, in Pakistan, under the social Action Programme, (SAP), community mobilization and involvement in education sector is pursued as a strategy to improve delivery of services in the education sector and empowering the communities. To achieve such objectives, parents and community involved in the management of their children's school with real voice and choice. So the school committees were established in the provinces and areas of Pakistan. Shami, 2001, The school committees have different names in the provinces and Areas such as SCs (School Councils), SMCs (School Management Committees), PTSMCs (Parent Teacher School Management Committees), Parent Teacher Associations).

**School Administration:** Administration is played key role to well integrate the all activities in the schools. Teaching learning process and related activities can be improved through the quality administration & supervision. Din (2008) Discusses educational administrator as, "Educational administrator is a constellation of function that is important for the implementation of policies, coordination of efforts, future planning, efficient use of limited resources, organization to meet new challenges" Teacher is a pivotal elements in schools. All policies and plan are become and at the stage of teaching. Only teacher can make them successful if they properly treated.

Kaleem, (2010) describes some role of the teacher as; 1. To guide their students, to currently use student's output and provide him with a correct feedback, to adequately Language in India [www.languageinindia.com](http://www.languageinindia.com)

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manage the classroom, to know the ways and means to motivate the students, to understand as to how the students learn and improve, One of the attribute of effective teaching relates to the social context of the community, the variance in the students and the positive attributes and the deficiencies in the children”.

In the light of above points have been discussed. A teacher is a leader and guide for his students, if a teacher is well equipped and aware of his responsibilities, the teaching-learning process will be more effective.

**Parents:** Parents have a vital role in their child's education. By taking a few simple steps at home, you can help them enjoy school more, improve their studying and homework skills and prepare for college. A Parent's Role in Education with their schoolwork such as creating a positive learning environment to making learning fun

Seventy-nine percent of parents demonstrate they want to learn more about how to be more involved in their children’s education. Seventy-seven percent of parents also think their children's teachers could learn more about involving parents in their children's learning. (Nigel Lane, 2008)

Federal Directorate of Education (FDE) Islamabad established Parent Teacher Associations (PTA) in the educational institutions in the Islamabad Capital Territory (ICT) in 2001. The FDE recognized that a meaningful and sustainable, design and mechanism for community participation on regular bases. FDE paved the way of same, and served as a model for the rest of the country. (Federal Directorate of Education, 2002, p.1) FED also taken a concrete step and draft a constitution for formation of PTAs and actively created awareness in the schools in the ICT on the importance and role of community participation.

### **Parent Teacher Association (PTA)**

The following are some of the activities in which Parents Associations might be involved: Organizing information/social events for new parents to the school, organizing welcome events for new students to the school, arranging talks on topics of interest to parents, e.g. guest speaker on parenting/discipline etc. Preparing school

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handbooks/calendars, Providing support/organizational input to major school events, e.g. communions, confirmations, debts etc., Channeling parents views on school policy issues to the Principal/Board ,Contributing to school newsletter , Helping to organize and supervise extra curricular activities , Organizing Fund Raising Events for the school

**Definition;** “Parent Teacher Association as an organization made up from parents and teachers. The main objective of the PTA is to help enrich the educational environment and learning experience of all students” ([www.garlanddisdschools.net](http://www.garlanddisdschools.net))

The parent Teacher Association is not only concerned with fund raising, but is also involved in the Open Day, Special events, and as a board for development. The main aim of Parent Teacher Association is to provide the school with those items not normally provided by the government and foster more extended relationship between home and school.

### **Aims and Objectives**

According to the PTA constitution (2002, pp.2-6 ).The aims and objectives of the PTAs are: To work for the well being of every student of the institution in the home, the institution and society, To enhance awareness and understanding of parents that they have a vital role to play in the provision of quality education, To encourage active involvement of parents in improving the standard of the institution, To create awareness among the people involved that optimum use should be made of the educational facilities being offered by the government, and avail expertise of the communities members, To motivate the parents especially in the rural areas to send their children to school, To consider ways and means to decrease dropout ratio and teacher absenteeism in the institutions, To develop a congenial and harmonious relationship between parents and teachers avoiding bureaucratic rigidity on the both sides, To mobilize community resources for improvement of the institution and benefit of the students.

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## **PTA Structure**

According to Federal Directorate of Education (2001) the structure of PTA is consisting of: General Body and Executive Committee. The elected and nominated members of the executive committee are chosen for the period of two years.

The general body of PTA consists of all the parents/guardians whose children/wards are on the roll of the institution. The main functions of the association as: The general body holds the election of the executive committee members from among the parents through a majority votes, it reviews the annual report for the previous academic session, it provides counseling to the parents, teachers and students, it raises awareness on the importance of education in the community and sending children to the school, it provides the input in planning, raising resources and implementing activities for improving the institution. The executive committee consists of: Chairperson: principal/Headmaster/headmistress of the institution, President: A parent elected by the General Body through a majority vote, General Secretary: Nominated by chairperson from amongst the teaching faculty, Four executive members: the four executive members including Vice Principal, Deputy Headmaster and teachers nominated by the principal.

The executive committee has the power to: Discuss the matters pertaining to the welfare of the institution, the teachers and the students, Suggest measures for improving the standard, including extension of physical facilities of the institution, Mobilize resources for the institution and ensure their proper utilization. Advise on the future plan of the institution.

## **Methodology**

This study was evaluated the functioning status of the Parents Teachers Association by using Survey Method of Descriptive Research.” Surveys may be used for descriptive, explanatory, and exploratory purposes. Survey research is probably the best method available to the social scientist interested in collecting original data for describing a population too large to observe directly”(Bubbe, E. 1998)

## **Objectives of the study**

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The objectives of the study were: To explain the nature and status of the Parent Teacher Association in ICT, to evaluate the practices of PTA in educational institutions of ICT, to identified the strengths and weaknesses in the functions of the PTAs, to recommend the possible solutions for up gradation of PTA.

### **Population**

The population of the study was:

- i. All Principals/Headmasters/Headmistresses working in the Federal Government Boys and Girls Secondary schools. (418)
- ii. All the Chairman of PTAs of the respective schools. (418)

### **Sample**

The random sampling was used to collect the data of the study. The 40 schools was randomly selected, 8 each from the five sector of the ICT. The detail was as under:

- i. Principals/headmasters/Headmistresses of the secondary school (40).
- ii. Elected Chairmen of the PTA of the respective schools. (40).

### **Instrument of the study**

The questionnaire for Principals / headmasters/Headmistresses, and interview schedule for chairmen was developed. The questionnaire and interview schedule consisted of 12 items. The items of the instruments were categorized into three parts:

Access: It means role of PTA in increasing the enrollment.

Quality: It means the role of PTA in enhancing the Quality of education.

Retention: It means the role of PTA in decreasing the dropout ratio

### **Collection of data**

The data were collected through questionnaire and interview schedule by the personal approach of the researcher and with the help of the friends. The coding scheme was adopted and then data were tabulated. Simple percentage values were calculated.

### **Data Analysis**

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Questionnaire for principals:

Table: 1. **PTA Functioning Practically**

Statement		Level	Frequency	Percentage%
Does the PTA functioning practically in your institution?	<b>Principals</b>	Yes No	40 00	100 00
	<b>Chairmen</b>	Yes No	40 -	100 -

The above table shown both Principal and Chairmen were 100 % in the favored of the statement.

Table: 2. **PTA Executive Committee Meetings**

Statement		Level	Frequency	Percentage%
Does PTA Executive committee meetings held accordingly?	<b>Principals</b>	Yes No	08 32	20 80
	<b>Chairmen</b>	Yes No	10 30	25 75

The above table reveals that only 20% principals were in the favor and 80% were not in the favor with the statement. While 25% chairmen were in favor and 75% were not favor the statement. Mostly, result was not accepted by the both respondents.

Table: 3. **Meeting Record**

Statement		Level	Frequency	Percentage%
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Does all meeting records kept properly?	<b>Principals</b>	Yes No	36 04	91 09
	<b>Chairmen</b>	Yes No	27 13	68 32

The above table reveals that principals 91% and Chairmen 68% supported the statement. Hence, most of the respondents agreed with the statement.

Table: 4. **Decisions of Executive Committee**

Statement		Level	Frequency	Percentage%
All decisions of the executive committee are implemented?	<b>Principals</b>	Yes No	19 21	49 51
	<b>Chairmen</b>	Yes No	18 22	45 55

The above table shows that principals 51% were disagreed and Chairmen 55% disagreed while Principals 49 % and Chairmen 45% were agreed with the statement. Hence, mostly respondents were not favor the statement.

Table: 5. **PTA Members Interest**

Statement		Level	Frequency	Percentage%
All PTA members are taken interest and spend their time for the betterment of school.	<b>Principals</b>	Yes No	22 18	56 44
	<b>Chairmen</b>	Yes No	19 21	49 51

The above table reveals that 56% principals were in the favor and 44% were not in the favor of the statement. While 49% chairmen were in favor and 51% were not favor the statement. Mostly, result was accepted from the all respondents.

#### **Functional Role**

Table: 6. **Participation in Open Day**

Statement		Level	Frequency	Percentage%
PTA members participate in the open days and other students' functions regularly?	<b>Principals</b>	Yes	13	32
		No	27	68
	<b>Chairmen</b>	Yes	16	39
		No	24	61

The above table reveals that only 32% principals were favor and 68% were not in the favor of the statement. While 39% chairmen were in favored and 61% were not favor the statement. Hence, mostly result was not accepted from the all respondents.

Table: 7. **PTA Members Encouragement**

Statement		Level	Frequency	Percentage%
PTA members organized the functions for the encouragement of students at the final result day	<b>Principals</b>	Yes	40	100
		No	-	-
	<b>Chairmen</b>	Yes	38	95
		No	02	05

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The above table reveals that 100% principals were favor and nobody were disagreed with the statement. While 95% chairmen were in favor and only 05% were not favor the statement. Hence, mostly result was accepted from the all respondents.

Table: 8. **PTA & Physical Facilities**

Statement		Level	Frequency	Percentage%
PTA helps in the provision of physical facilities in school.	<b>Principals</b>	Yes	21	51
		No	19	49
	<b>Chairmen</b>	Yes	27	68
		No	13	32

The above table indicates that 51% principals were favor and 49% were not in the favor of the statement. While 68% chairmen were favor and 32% were not favor the statement. Hence, mostly result was accepted from the all respondents.

Table: 9. **PTA & Community**

Statement		Level	Frequency	Percentage%
PTA helps to avail the expertise of the community members in the school.	<b>Principals</b>	Yes	03	08
		No	37	92
	<b>Chairmen</b>	Yes	02	05
		No	38	95

The above table shows that only 08% principals were favor and 92% were not in the favor of the statement. While only 05% chairmen were favor and 95% were not favored the statement. Hence, mostly result was not accepted from the all respondents.

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Table: 10. **Mobilization of Community**

Statement		Level	Frequency	Percentage%
PTA always mobilizes the community resources for the up gradation of the standard of the institution.	<b>Principals</b>	Yes	19	47
		No	21	63
	<b>Chairmen</b>	Yes	15	38
		No	25	62

The above table reveals that 47% principals were favor and 63% were not in the favor of the statement. While only 38% chairmen were favor and 62% were not favor the statement. Hence, mostly result was not favored from the all respondents.

Table: 11. **PTA Encouragement for Teachers**

Statement		Level	Frequency	Percentage%
PTA always encourages the teachers who show the out standing performance in the teaching learning process.	<b>Principals</b>	Yes	25	63
		No	15	37
	<b>Chairmen</b>	Yes	30	75
		No	10	25

The above table reveals that 63% principals were favor and 37% were not in the favor of the statement. While only 75% chairmen were favor and 25% were not favor the statement. Hence, mostly result was not favor from the all respondents.

### **Enhancement of Enrollment**

Table: 12. **PTA & Enrollment**

Statement		Level	Frequency	Percentage%
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			y	ge%
PTA members always try their best to enhance the enrollment in positive sense.	<b>Principals</b>	Yes	25	63
		No	15	37
	<b>Chairmen</b>	Yes	30	75
		No	10	25

The above table reveals that 63% principals were favor and 37% were not in the favor of the statement. While only 75% chairmen favor and only 25% were not favor the statement. Hence, mostly result was favor from the all respondents.

Table: 13. **PTA & Dropout Rate**

Statement		Level	Frequency	Percentage%
PTA members always help to reduce the drop out rate.	<b>Principals</b>	Yes	06	15
		No	34	85
	<b>Chairmen</b>	Yes	01	03
		No	39	97

The above table reveals that only 15% principals favored and 85% were not in the favor of the statement. While only 03% chairmen were favor and 97% were not favor the statement. Hence, mostly result was not favor from the all respondents.

Table: 14. **PTA enhance enrollment**

Statement		Level	Frequency	Percentage%
PTA members always launch campaign in the community to enroll all school age children in the school .	<b>Principals</b>	Yes	Not at all	Not at all
		No	40	100
	<b>Chairmen</b>	Yes	Not at all	Not a
		No	40	100

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The above table reveals that principals 100% were not in the favor of the statement. While chairmen were also not favor the statement. Hence, mostly result was not favor from the all respondents.

Table: 15. **PTA & Needy Students**

Statement		Level	Frequency	Percentage%
PTA developed the strategies to support the needy students in the school	<b>Principals</b>	Yes	23	57
		No	17	43
	<b>Chairmen</b>	Yes	28	71
		No	12	29

The above table reveals that 57% principals were favor and 43% were not in the favor of the statement. While 71% chairmen favored and 29% were not favor the statement. Hence, mostly result was favor from the all respondents.

Table: 16. **PTA & Co curricular Activities**

Statement		Level	Frequency	Percentage%
PTA always played the role to enhance the co-curricular activities in the school.	<b>Principals</b>	Yes	25	63
		No	15	37
	<b>Chairmen</b>	Yes	28	71
		No	12	29

The above table reveals that 63% principals were favor and 37% were not in the favor of the statement. While 71% chairmen were favor and 29% were not favor the statement. Hence, mostly result was favor from the all respondents.

Parent Teacher Association (PTA) was existing and functional in all the secondary schools of Islamabad but most of the respondents were the executive

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committee's meetings were not held accordingly and regularly, decision were not persuaded exactly and all members not take interest in the institutions.

About the role of Parent Teacher Association as regards the quality education and provision of physical facilities in the school, the weakest areas found were the lack of the use of the expertise of the community members for education purposes, lack of the mobilization of the community resources and participation in the Open Days, while all other areas were satisfactory.

It is found that Parent Teacher Association was not successful to reduce the drop out ratio of institution and not play effective role to bring the out of school children in schools, while all other areas were satisfactory.

## **Conclusions**

Parent Teacher Association was functional in all the F.G. Schools of ICT. It plays an important and leading role in the educational institutions as well as in the country. The main purpose of the study was to evaluate the effectiveness of the PTA in the three dimensions: 1). Access. 2). Quality. 3) Retention. But the Meetings of the Executive Committees were not held accordingly, it was held casually. The decisions of the Executive committee were not implemented and persuaded properly. All members of the PTAs not take interest in the institutions and not spare time for schools.

Mostly PTA members not participated in the Open Days of the institutions but it is healthy sign here that mostly members take part in the Final result function of the schools that encourage students and teachers.

PTAs try their best to provide the physical facilities for the institutions but not mobilize the community resources properly.

Members of the PTA also encourage these teachers who perform better and devotedly work in the teaching and learning process.

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Effectiveness of Parents Teacher Association (PTA) in Public Educational Institutions in Pakistan

Members of the PTA try to enhance the enrolment but not play the proper role to reduce the dropout in the institutions

PTA bodies encourage the co-curricular activities in the institutions and also try to provide the financial help to the needy students.

### **Recommendations**

The following recommendations are suggested:

- The executive committee meetings should be conducted according to the given time frame.
- Motivated persons should be selected as the PTA members.
- PTA body should be worked for minimizing the dropout.
- A magazine should be issued two or three times in the years, in which the progress of PTA body may be published for motivation and guideline purposes.
- The members of the PTA should be encouraged to mobilize the community resources and avail the expertise of community members.
- The decisions of the executive committee should be implemented.
- The executive committee meeting should be conducted regularly.

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