

Participation of Community through Parents Teacher Councils Regarding Utilization of Funds in Public Sector Schools of Khyber Pakhtunkhwa

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Abstract

Government of Khyber Pakhtunkhwa has been trying hard to involve the community in educational institution since 1993. In the beginning Parents Teacher Association (PTA) was introduced which is renamed as Parents Teacher Council (PTC) in KPK. The present study focuses on how and what extent the participation of community through PTC in utilization of funds, released by the Government for the provision of basic facilities to public schools. After confirming its validity and reliability, the questionnaire was served to different stakeholders. A sample of hundred schools from two districts was randomly selected for the study and all the stakeholders were divided into two groups. PTC Chairmen and Secretaries were kept in the first group while a teacher and a parent who were not PTC members, were kept in the second group. The data was collected and the results were compiled by using mean, standard deviation, coefficient of variation, t-distribution and p-value as statistical tools. Although the response of both the groups show greater participation of the community through PTC in the utilization of fund yet the response of non PTC respondents reveal slightly less participation of community as compared to the first group i.e. members of PTC.

Keywords: Parent Teacher Council, Community Participation, utilization of funds, Khyber Pakhtunkhwa

Introduction

The concept of community participation in the public sector schools was first introduced by the government of Khyber Pakhtunkhwa NWFP, in Pakistan. The government of the Khyber Pakhtunkhwa had a vision of involving parents of the students for the overall development of the institutions in the public sector of the province. The KPK government therefore, established Elementary Education Foundation (EEF) under an ordinance in 2002, in order to develop a sense of community participation among the masses (2012, p.1). No doubt the establishment of Elementary Education Foundation was a great step taken by the government of

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the Khyber Pakhtunkhwa for the development of the public institutions. The vision behind the establishment of EEF was promotion of elementary education with the help of community participation. The sole purpose of taking such a huge step was to bring changes at the gross root level for the improvement of educational and physical condition of the public institutions. As the Government of Khyber Pakhtunkhwa was serious and very much interested in the development of its educational institutions so it tried its level best to streamline all the actions. It is written in its clause Number thirty that the Government of KPK has fortified PTAs and has strengthened them in all twenty thousand primary schools. Moreover the government is giving them funds to utilize in the schools for minor repairs. It is assumed that in future the PTAs will get more importance as they will be involved in some other activities like observing and reporting teacher attendance” (Government of Khyber Pakhtunkhwa, 2005).

The Government of KPK left no stone unturned in order to involve the community in government schools. In 1999 the Government of KPK started a program named Education Sector Reform Unit (ESRU). In fact PTAs were basically established under this program at all school levels. The sole purpose of the establishment of Parents Teachers Councils (PTA) was improvement of educational institutes. PTA was renamed in 2010 and the name Parents Teacher Council was given to it. The Government of KPK also published a PTC Guide which provides all the basic information about the composition and formation of PTC. It also elucidates the powers and responsibilities of PTC (2010, pp.1-13).

Mavis and Steven (2009) elucidates that for the overall development of schools the relationship between the institute and the community plays a vital role. It can sustain and develop the progress in academic achievement (p. 25).

Goldring (2008) states that the trust of the community can be earned through formal meeting and participation of parents in such meetings. According to Hara (2011) the rate of completion of work increased from 40 % to 50% as the members of community got involved more actively in different school activities like construction of new class rooms, purchase of different material and implementation of supplementary classes. School management committee plays a vital role in the development and advancement of school policy formation (p. 2).

Yuki, Igeiand Demas (2016) School management committee has very positively affected community participation in various factors like school facilities, pupil-teacher ratio and finance utilization.

Glewwe, Hanushek, Humpage and Ravina (2013) Ajmal in his doctoral study found out that education in Pakistan was a one way bound procedure without the participation of the community and the present meaningful collaboration between

community and schools is a part of educational reforms in Pakistan. It can be used as an instrument for the development of the social norms. It has been proved time and again with the help of exhaustive researches that the attendance of teachers and students has improved tremendously by the participation of the community.

Statement of the Research Problem

This research is focused on to know the participation of community through parents teacher councils in the process of utilization of funds released by Government for provision of basic facilities in the public sector schools of Khyber Pakhtunkhwa.

Research Questions

1. Is there any participation of community in utilization of funds according to PTC members?
2. Is there any participation of community in utilization of funds according to Non-PTC members?

Research Hypotheses

H₀: There is no participation of community through Parent Teacher Council in utilization of funds in public schools of Khyber Pakhtunkhwa.

H₁: There is participation of community through Parent Teacher Council in utilization of funds in public schools of Khyber Pakhtunkhwa.

Significance of Research Study

The present study has great significance as it can help the Education Department in planning to assign different tasks to the PTCs. This study can also be helpful in reframing the PTCs. As the study show greater involvement of the community in the utilization of funds at school level so, it can also be helpful for entrusting more financial matters to the PTCs. The study can also motivate the community members to take part in different activities at school level and try to make the things go better. Moreover this study can also be helpful in increasing the responsibilities of the community and PTCs for further improvement of the school.

Research Methodology

Research Design

The population from which researchers want to explore the present or existing situation is called descriptive research. The design of this study was descriptive in nature. Self-made questionnaire was used to obtained responses after its validity and reliability. (Creswell, 2011)

Population and Sample of the Study

The population of the study was all (1298) primary schools of District Dera Ismail Khan and Peshawar. Sample consist of 580 Schools, 250 from district Dera

Ismail Khan and 230 from district Peshawar were selected by using sample selection method given by Krejcie & Morgan. as PTC committee is established at each school level in all Schools of Khyber Pakhtunkhwa, 04 stake holders were taken related to each school two stakeholders are the members of PTC committee i.e. Secretary who is head of that school and Chairman who is from the parents of those children who are studying in that school). The other two stake holders were taken from the school and community, who are related to that school but are not the members of that committee (one is a teacher of that school but not a PTC member while the other is a parent whose child is studying in the school but he is not the member of PTC committee.). Cluster random sampling and then simple random sampling technique was used.

The population of the study was:

S.No	Name of Districts	Number of GPS/PTC Committees	Community Members who are in PTC Committee		Community Members who are not in PTC Committee	
			No. of Chairmen	No. of G/Secretaries	No. of Teachers	No. of Parents
2	D.I.Khan	715	715	765	715	715
3	Peshawar	583	583	598	583	583
	Total	1298	1298	1298	1298	1298

The sample of study was as under:

S.No	Name of Districts	Number of GPS/PTC Committees	Community Members who are in PTC Committee		Community Members who are not in PTC Committee	
			No. of Chairmen	No. of G/Secretaries	No. of Teachers	No. of Parents
2	D.I.Khan	250	250	250	250	250
3	Peshawar	230	230	230	230	230
	Total	480	480	480	480	480

Research Tools

Close ended questionnaire were used to get responses from the stakeholders.

Validity and Reliability of Research Tool

On five point Likert scale research tool was developed from the related literature and material. The questionnaire was presented before the experts/educationists for the purpose of finding content validity and pilot testing was done on the small

sample of 10 stake holders from each category then by using statistical Package for Social Sciences (SPSS) was used reliability of scale was checked by using Cornbrash's Alpha in SPSS, which was 0.856. Pearson correlation was used to find the item inter-item correlation and found significant at 0.01 level of significance.

Procedure of the Study

The study was purely in descriptive nature and it elucidated various facts and viewpoints of different stake holders. For getting response from the stakeholders the researchers developed a questionnaire consists of five point Likert's scale. After finding reliability and validity the research tool consist of 12 items was served and data was collected with the help of this validated tool and it was analyzed by using SPSS.

Data Collection and Interpretation

The collected data was analyzed by using statistical package for social sciences (SPSS). Mean, Standard Deviation, co-efficient of variance and t-distribution were used to find the results for interpreting and drawing inferences.

Analysis and Interpretation

Table 1

Shows Participation of community as per views of community members who are also members of PTC Committee

S#	Utilization of funds	PTC members	Mean	S.D	C.V	t- Calculated	t- tabulated	P-value
1.	Arrange meetings	Chairman	4.86	0.35	7.21	2.89	±1.99	0.001
		Secretary	4.12	1.01	24.51			
2.	Take Decisions	Chairman	3.95	0.95	24.05	2.78	±1.99	0.004
		Secretary	3.89	0.99	25.44			
3.	Prioritize Needs	Chairman	4.27	0.87	20.37	3.67	±1.99	0.005
		Secretary	4.23	0.87	20.56			
4.	Work according to needs	Chairman	4.32	0.83	19.21	-2.00	±1.99	0.007
		Secretary	4.12	0.91	22.08			
5.	Work as per specification	Chairman	3.78	0.41	10.84	2.58	±1.99	0.009
		Secretary	3.70	0.52	14.05			
6.	Purchase different items	Chairman	3.79	0.46	12.13	2.70	±1.99	0.004
		Secretary	3.69	0.41	11.11			
7.	Check quality of work	Chairman	3.59	0.64	17.82	-2.62	±1.99	0.000
		Secretary	3.85	0.49	12.72			
8.	Ensure Max: Utilization of Funds	Chairman	3.95	0.64	16.20	2.87	±1.99	0.001
		Secretary	3.89	0.59	15.16			
9.	Funds utilized rightly and justifiably	Chairman	3.99	0.65	16.29	3.47	±1.99	0.001
		Secretary	3.91	0.58	14.83			

10.	Monitor construction work	Chairman	4.11	0.43	10.46	2.88	±1.99	0.004
		Secretary	3.98	0.51	12.81			
11.	Making arrangement to repair broken furniture	Chairman	3.88	0.41	10.56	-2.59	±1.99	0.002
		Secretary	4.51	0.46	10.19			
12.	Proper Record keeping of funds	Chairman	4.41	0.81	18.36	2.93	±1.99	0.007
		Secretary	4.40	0.79	17.95			

The above table shows item wise analysis of the perception of stake holders i.e. Chairman and Secretary who are members of PTC committee. The mean value of the responses given by the chairmen and Secretaries vary between 3.59 and 4.86. The range of Mean value is 1-5 and the mean value of both respondents is greater than 2.5 for each item which clearly indicates greater participation of the community with respect to utilization of funds. The value of Coefficient of variance of the both respondents' i.e. chairman and secretary vary between 7.21 and 25.44 which show less dispersion and greater agreement of the respondents as far participation of community in the utilization of fund is concerned. Since P-value of the responses of both the respondents vary between 0.000 and 0.009 which is less than 0.05 and the value of t-calculated for each item in the table fall in the rejection region of t-tabulated i.e. (± 1.99), thus it shows rejection of H_0 and acceptance of H_1 which reflect that there is significant participation of community through PTCs in the utilization of funds.

Table 2

Shows Participation of community as per views of community members who are not members of PTC Committee

S#Utilization of funds	PTC members	Mean	S.D	C.V	t- Calculated	t- tabulated	P-value
1. Arrange meetings	Teachers	4.12	1.02	24.75	2.43	±1.99	0.007
	Parents	4.71	0.46	9.76			
2. Take Decisions	Teachers	3.94	0.54	13.71	-2.66	±1.99	0.001
	Parents	4.07	0.41	10.07			
3. Prioritize Needs	Teachers	4.23	0.47	11.11	3.34	±1.99	0.000
	Parents	4.11	0.43	10.46			
4. Work according to needs	Teachers	4.19	0.91	21.71	2.98	±1.99	0.002
	Parents	4.12	0.91	22.08			
5. Work as per specification	Teachers	3.70	0.52	14.05	2.86	±1.99	0.003
	Parents	3.74	0.44	11.76			
6. Purchase different items	Teachers	3.69	0.46	12.47	-2.16	±1.99	0.005
	Parents	3.64	0.48	13.18			
7. Check quality of work	Teachers	3.62	0.48	13.25	-2.54	±1.99	0.009
	Parents	3.65	0.55	15.06			
8. Ensure Max: Utilization of	Teachers	3.25	0.44	13.53	-3.22	±1.99	0.002

	Funds	Parents	3.22	0.48	14.91			
9.	Funds utilized rightly and justifiably	Teachers	3.71	0.54	14.55	-2.84	±1.99	0.001
		Parents	3.71	0.58	15.63			
10	Monitor construction work	Teachers	3.75	0.44	11.73	2.12	±1.99	0.001
		Parents	3.31	0.70	21.15			
11	Making arrangement to repair broken furniture	Teachers	3.95	0.46	11.64	2.01	±1.99	0.007
		Parents	3.71	0.48	12.94			
12	Proper Record keeping of funds	Teachers	3.95	0.46	11.64	2.19	±1.99	0.001
		Parents	3.71	0.48	12.94			

The above table shows item wise analysis of the perception of stake holders i.e. teachers and parents who are not members of PTC committee. The mean value of the responses given by the teachers and parents vary between 3.22 and 4.71. The range of Mean value is 1-5 and the mean value of both respondents is greater than 2.5 for each item which clearly indicates greater participation of the community as far utilization of funds is concerned. Similarly Coefficient of variance of the responses given by the teachers and parents vary between 9.76 and 24.75 which show less dispersion and greater agreement of the respondents as far participation of community in the utilization of fund is concerned. Since P-value of the responses of both the respondents vary between 0.000 and 0.009 which is less than 0.05 and the value of t-calculated for each item in the table does not fall in the acceptance region of t-tabulated i.e. (± 1.99), thus it shows rejection of H_0 and acceptance of H_1 which says that there is significant participation of community through PTCs in the utilization of funds.

Table 3

Comparison of views of Stakeholders about participation of community through PTC in utilization of funds

Organization	Stake holders	Utilization of funds by PTC committee			Comparison					
		N	Mean	S.D	Stake Holders		Organization			
					t-calculated	t- tabulated	P-value	t-calculated	t- tabulated	P-value
PTC Members	Chairman	100	4.51	0.417	2.71	±1.99	0.001	2.67	±1.99	0.006
	Secretary	100	4.46	0.401						
Non-PTC Members	Teachers	100	3.9	0.423	2.63	±1.99	0.003			
	Parents	100	4.01	0.412						

The above table shows comparison between the perceptions of two groups of stakeholders. Each group contained 200 respondents. The first group i.e. PTC members consists of 100 chairmen and 100 secretaries of PTC committee while the second group i.e. Non-PTC members consists of 100 teachers and 100 parents who are not members of PTC. The average mean value of the responses given by the chairmen is 4.51 and the average mean value of the responses given by the secretaries is 4.46 in the first group i.e. PTC members. Similarly the average mean value of the responses given by the teachers is 3.9 and the average mean value of the responses given by the parents is 4.46 in the second group i.e. Non- PTC members. The range of mean value is 1-5. Thus it is quite evident from the table that the average mean values for all the respondents are greater than 2.5 which indicates greater participation of community through PTCs in the utilization of fund. In the same way the average Standard Deviation for the responses given by the chairmen is 0.517 and the average Standard Deviation for the responses given by the secretaries is 0.401 in the first group i.e. PTC members. Similarly the average Standard Deviation for the responses given by the teachers is 0.423 and the average Standard Deviation for the responses given by the parents is 0.412 in the second group i.e. Non- PTC members, which shows less dispersion and greater agreement on the participation of community through PTCs in the utilization of fund. On the other hand P- value for the first group is 0.001 and for the second group is

0.003. It means that P-value for both the groups is less than 0.05 similarly t-calculated for the first group is 2.71 and for the second group is 2.63. Both the values does not fall in the acceptance region of t-tabulated i.e. ± 1.99 which indicates rejection of H_0 and acceptance of H_1 which says that there is significant participation of community through PTC in the utilization of fund. The average P-value for both the groups is 0.006 which is again less than 0.05 and the average t-calculated value for both the groups is 2.67 which is greater than the t-tabulated i.e. ± 1.99 . Thus H_0 is easily rejected and H_1 is accepted which says that there is significant participation of community through PTC in the utilization of fund.

Discussion

Item wise analysis from the findings in the tables reflects that the stakeholders including in group of PTC committee i.e. Chairmen and Secretaries has shown keen interest in the items like arranging meetings, prioritizing needs of the school, monitoring the construction work done in the schools and proper record keeping (Arwine, 2002, MacBeath, 2010) but shown little bit less response in the items of planning. Checking quality of material and providing justification in utilization of funds (Egbenya, 2009).

Second group of respondents who are not member of PTC committee, both focused on in time arranging meeting and work done according to the needs of school but they show little interest in the other items due to non-involvement in the affairs of PTC committee and having lack of close liaison with the institution (Al-Hassan 2009). p-value between both the groups of stake holders is (0.006) shows significant relationship between groups. It reflects that both the groups, either they are member of PTC committee or not are owned their responsibility, involved in the progress and better working relationship in the public sector schools, do better efforts for the betterment of schools. (Department of Education, Queensland 2011). Analysis of variance ranges in first group is in between 7.21 to 25.44 while in second group is between 9.76 to 24.75 which also support the alternate hypothesis and show less dispersion rate and close agreement shown among the respondents of both groups, it shows that every member of society who is related to school and students try his level best to enhance educational activities and specially providing infrastructure, physical facilities etc. (Sullivan, J. and Branelly, 2009) It has further seen that being members of the community, Most of the members of community are voluntarily ready to did their best for the uplifting of educational situation in the public sector primary schools in Khyber Pakhtunkhwa. It has also seen that being community member of different people involved in the activities done in the school and have close relation with the public sector to boast the society.(Heine,2008)

Conclusion

From the above item wise description of analysis it can be easily concluded that there is greater participation rate of community seen from the responses of group NO.1 including those members who are in PTC committee. All the indicators shows the high participation rate of community, in these two members the efficiency of chairman is slightly high which is symbol of success that chairman who is not government employee are taking keen interest in the up lifting of school and educational process. He showed himself as an active members in arranging meetings, prioritize school needs, and then do work according to the needs even in proper record keeping his contribution are commendable. As the head teacher i.e. secretary of PTC committee is a government official has also shown keen interest with the collaboration of community to fulfill the basic needs of the institution by utilization of funds in proper way for getting maximum utilization.

The responses of second group who are not the member of PTC committee shows that they also agree that the participation rate of community through PTCs specifically in utilization of funds is effective but their responses are slightly low as the members of this group are not properly involved in all the activities of whole committee and they are only observers and some time they are not aware properly about the functions and activities of these committees but they showed their interest in these activities like arranging meetings, prioritize needs and check the quality of work done in the schools. Therefore, it would be better if the PTCs are entrusted with more responsibilities and awareness session be planned for the awareness of whole community members specially those parents whose children are studying in public sector schools and they can aware about the different activities processed by the government or other organization for the betterment of children of schools. It is also recommended that proper mechanism of PTC membership and formation of PTCs committees' must be published and distributed among common peoples for the purpose of awareness.

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