

Effectiveness of Parent Teacher Council in the management of Public Schools in district Peshawar

Inayat ur Rehman^{1*}, Professor Dr. Muhammad Rauf²

¹Ph.D Scholar, Institute of Education and Research, University of Peshawar (inayat14_ier@hotmail.com)

²Professor, Institute of Education and Research, University of Peshawar (mrauf@uop.edu.pk)

*Corresponding author email address: inayat14_ier@hotmail.com

ABSTRACT

The study was aimed to find the effectiveness of Parent Teacher Council in the management of public schools in district Peshawar. The main objectives of the study were to investigate about the organizational structure and function of Parent Teacher Council and to inquire about the effectiveness of Parent Teacher Council in the management of Public schools of district Peshawar. The population of the study comprised all the PTCs of Public high schools and higher secondary schools of district Peshawar. Thirty (30) PTCs (15 male and 15 female) were randomly selected as sample of the study. The study was mixed method in nature, both quantitative and qualitative data was collected from the respondents. The quantitative data was collected through five point Likert scale questionnaire while small qualitative data was collected by using structured interview guide. Quantitative data was analysed by using Statistical Package for the Social Sciences (SPSS) while themes were made for analyzing qualitative data. Main findings of the study were, that PTC is mainly involve in financial matters of the school, PTC plays very important role in the academic performance of the students. No proper training is given to them and chairmen/chairpersons of the council. The organizational structure needs changes and school teachers should also be given the membership of the council. To make the PTC more effective some suggestions were sought. These are, Separate budget could be allocated for the training aspect of the functionaries of the PTCs. Chairman/chairperson of PTC should be educated and should be provided training, regarding PTC matters. So that he could understand his responsibilities. EDO'S should be stressed to attend the meetings of PTC, so as to cooperate the PTC member in solving the problems of the school. Remuneration should be given to each member for each meeting. So that they shall attend the meetings regularly and will take interest in school matters.

KEY WORDS:

School infrastructure, school management, PTC, members, organization

JOURNAL INFO

HISTORY: Received: October 25, 2021

Accepted: December 20, 2021

Published: December 31, 2021

INTRODUCTION

Improvement in quality of education is possible due to the involvement of parents and community in the teaching learning process of the educational institutions. It is due to the community-school organizations which eliminate the hurdles and promote education (Govinda & Diwan, 2005). In order to improve the learning environment and physical condition of schools, it is essential that local community is actively involved in the educational process and to assist school management. In National Education Policy 1998-2010 the initiative was made to bring parents and teachers together for the welfare of students and to make educational process more effective. The establishment of Parent Teacher Council (PTC) is a revolutionary step towards community participation and decentralization of financial and administrative powers at school level. Parent Teacher Council has been empowered to utilize the school funds on their discretion. Under this policy, the responsibility of improvement of physical condition of the schools lies on Parent Teacher council. Administrative, developmental and financial responsibilities also lie on Parent Teacher Council. Improvement in the quality of education, completion of developmental projects in the school within the target time, participation of parents and assistance of community members in the educational activities are the main objectives of Parent Teacher Council (Farooq & Ali, 2013). Sajjad (2006) writes in his research these that community organizations help the schools in many ways like, the development of physical condition of the school, improvement in academic and co-curricular activities and also help in financial matters.

Shami (2007) found in his research that Parent Teacher Association (PTA) helps school administration in smooth running of the overall schools activities. He also found that there is an intense need of active involvement of parents in schools financial as well as academic matters. According to Elementary and Secondary Education Khyber Pakhtunkhwa (KP), encouragement of education development at gross root level is possible due to the active and integral role of both the Parents and Teachers. Parent Teacher Councils are drivers of change, with clear focus on school management to promote social responsibility (Government of Khyber Pakhtunkhwa, 2013). According to Hawilo, *et al.*, (2014) Parent Teacher association (PTA) helps school administration in smooth running of the overall schools activities. He found in his research that there is an intense need of active involvement of parents in schools financial as well as academic matters.

According to Hussain & Naz (2013), encouragement of education development at gross root level is possible due to the active and integral role of both the Parents and Teachers. Parent Teacher Councils are drivers of change, with clear focus on school management to promote social responsibility It is recommended by Mustafa (2012), in Education Policy Analysis



Report of Khyber Pakhtunkhwa (KP) that authorities in high schools management and members of Parents-Teachers Councils (PTC) needs to be strengthened for better supervision and to improve quality education in the schools of Khyber Pakhtunkhwa. The aim and function of parent teacher council is to promote connections and communications between school and community, develop academic performance, develop physical and mental health of students, develop the potential of parents and to help parents to understand their children's need and to provide a channel for parents and school to exchange opinions concerning school policies for promoting the development of the school (Kpolovie, *et al.* 2014). The aim and function of parent teacher council is to promote connections and communications between school and community, develop academic performance, develop physical and mental health of students, develop the potential of parents and to help parents to understand their children's need and to provide a channel for parents and school to exchange opinions concerning school policies for promoting the development of the school (Gorden, 2012). Mavis and Steven (2009) found in their research studies that the school principals can develop long-lasting programs of partnership of schools, family and community, which generate cultures of academic achievements and co-curricular activities in educational institutions.

In order to promote relation between school and community it is necessary to guide parents and welcome them as participants in school activities, invite them to visit class room, to observe class room teaching learning activities and to attend prize distribution ceremonies (Kechia, 2007). Combs(2008) recommended that community should be allowed to use school infrastructure after end of the school timings, communities involvement should be appreciated, talented and brilliant students should be encouraged and they should be awarded as well. It is expressed in National Education Policy (2009, pp.30-31) that School Management Committee SMCs/PTCs are slowly getting their achievements in school matters due to effective and self-motivated principals and community personals i.e politicians and social workers. In the said policy some misunderstandings and deficiencies were pointed out. In this new policy five points were highlighted. Stress was given on the involvement of students, parents, teachers and other community members in school matters to get the desired goals and to bring awareness in the society (Government of Pakistan, 2009). Parent Teacher Association (PTA) which was merely involved in minor repairs in schools. Provincial government reported in 2005 that the PTAs would become more important in future as they would get involved in other activities of the schools, such as monitoring and reporting on teachers and schools efficiencies" (Government of NWFP, 2005). Government of Khyber Pakhtunkhwa takes steps to involve Parents and community in schools activities since 1993. It published guide for general information which was known as PTC Guide (2007). The Guide contains all the necessary details of the composition, formation, responsibilities and mandate of a Parent Teacher Council (PTC). Iqbal & Ahmad (2009) in their study of community schools of districts of Dir, Dera Ismail Khan and Mardan, observed the mismanagement of public schools due to lack of parental involvement and less interest of the teachers. They also linked improvement and quality of community schools with the active participation of parents and community.

STATEMENT OF THE PROBLEM

The government of Khyber Pakhtunkhwa allocate enough amount to PTCs of the province. As all the financial and administration matters of the schools are settled by the Parent Teacher Council, hence PTC is playing very pivotal role in improving the efficiency of the school. But in real sense PTC is not that much effective in overall management of the school. So it is necessary to look into the matter and find the root causes of the ineffectiveness of the existing Parent Teacher Council.

OBJECTIVES OF THE STUDY

- i. To investigate about the organizational structure and function of Parent Teacher Council
- ii. To inquire about the effectiveness of Parent Teacher Council in the management of Public schools in district Peshawar.

SIGNIFICANCE OF THE STUDY

Funds are provided to PTC to make the public schools financially strong and to get involve PTC in curricular and co-curricular activities. Existing PTC is not so effective to achieve the desired goals. The present research study will surely help the PTC members, School principals and authorities to make the existing PTC more effective, as it will identify the root causes of ineffectiveness of the council. The findings of the study will be more helpful for the authorities to take steps in the right direction and will also help the future planners to bring positive and acceptable changes in Parent Teacher Council.

METHODOLOGY OF THE STUDY

The study is mixed method in nature, both quantitative and qualitative data is collected from Chairmen/Chairpersons, PTC members, Head Teachers and parents of the sampled schools. Five point Likert scale questionnaire was developed for the collection of quantitative data from the respondents while small scale qualitative data was collected through structured interview guide.

POPULATION OF THE STUDY

All the PTCs of public High Schools and Higher Secondary Schools (both male and female) of district Peshawar was the population of the study. i.e 1360 respondents.

SAMPLE OF THE STUDY

Total 309 respondents were selected by using simple random sampling technique for collection of quantitative data through closed ended questionnaire, while qualitative data was collected by using convenient sampling technique through semi-structure interview.

DATA COLLECTION

Quantitative data was collected through closed ended questionnaire from the respondents of the study, while qualitative data was collected through semi-structure interview form the respondents of the study.

DATA ANALYSIS

Quantitative data was analyzed by applying statistical package for social sciences(SPSS) obtained result was presented into frequency, percentages and for test of significance chi-square model was used, whereas for qualitative data thematic analysis was performed.

Table Indicating Analysis of data collected through five points Likert scale

S.No	Statement	SA	A	U	D	SD	Chi-square P-value
1	PTC meetings are held regularly	102 (33)	145 (46.9)	21 (6.8)	37 (12)	04 (1.3)	229.1 (.000)
2	Members are informed for meeting in time	95 (30.7)	140 (45.3)	19 (6.1)	52 (17)	03 (1.0)	104.6 (.000)
3	All members are present in meetings	60 (19.4)	111 (36)	43 (13.9)	88 (28.5)	07 (2.3)	312.2 (.015)
4	PTC Members are elected through election	124 (40.1)	150 (48.5)	20 (6.5)	09 (2.9)	06 (1.9)	97.9 (.000)
5	Proper training is given to PTC members	26 (8.4)	93 (30.1)	65 (21.0)	106 (34.3)	19 (6.1)	214.1 (.000)
6	Children of PTC members read in the same school	131 (42.4)	151 (48.9)	20 (6.5)	07 (2.6)	0 (0)	221.7 (.000)
7	Your PTC is active to help you in school management	93 (30.1)	149 (48.2)	32 (10.4)	30 (9.7)	05 (1.6)	257.5 (.000)
8	Minutes of the meeting is signed by all the members	133 (15.1)	127 (58.9)	30 (9.7)	17 (5.5)	02 (.6)	298.5 (.000)
9	PTC members helps school management in various strategies to achieve the desire goals	43 (13.9)	181 (58.6)	41 (13.3)	34 (11.0)	10 (3.2)	129.1 (.000)
10	All the members fulfill the assigned responsibilities	84 (27.2)	125 (40.5)	50 (16.2)	43 (13.9)	07 (2.6)	172.7 (.000)
11	PTC plays role in increasing literacy rate	77 (24.9)	140 (45.3)	59 (19.1)	27 (8.7)	06 (1.9)	192.3 (.000)
12	PTC members check the going on school's activities	18 (5.8)	144 (46.8)	64 (20.7)	76 (24.6)	07 (2.3)	182.8 (.000)
13	PTC monitors the teaching learning process	69 (22.3)	150 (48.5)	43 (13.9)	33 (10.7)	14 (4.5)	135.4 (.000)
14	PTC members help Head Teachers in school administration	82 (26.5)	128 (41.4)	46 (14.9)	47 (15.2)	06 (1.9)	317.2 (.000)
15	PTC motivates parent to send their children to school	61 (19.7)	181 (58.6)	41 (13.3)	23 (7.4)	03 (1.0)	177.2 (.000)
16	PTC members create awareness about the importance of education	47 (15.2)	140 (45.3)	86 (27.8)	28 (9.1)	08 (2.6)	102.9 (.000)
17	PTC helps the school management in organizing curricular and co-curricular activities	48 (15.5)	112 (36.2)	91 (29.4)	47 (15.2)	11 (3.6)	41.4 (.000)
18	PTC issues warnings to the teachers for their continuous absence from duty	43 (13.9)	73 (23.6)	61 (19.7)	98 (31.7)	34 (11.0)	61.4 (.000)
19	PTC organize walks, debates and other activities to encourage the students	45 (14.6)	79 (25.6)	65 (21.0)	100 (32.4)	20 (6.5)	163.9 (.000)
20	PTC plays important role in the academic performance of the students	43 (13.9)	141 (45.6)	78 (25.2)	36 (11.7)	11 (3.6)	306.6 (.000)
21	PTC campaigning regularly for children enrollment in the school.	125 (40.5)	148 (47.9)	13 (4.2)	18 (5.8)	05 (1.6)	143.346 (.000)

22	Beside financial matters, other matters of school are discussed in each meeting	79 (25.6)	134 (43.4)	50 (16.2)	33 (10.7)	13 (4.2)	62.9 (.000)
23	Warnings are issued from PTC to teachers on their poor performance	42 (13.6)	76 (24.6)	66 (21.4)	103 (33.3)	22 (7.1)	138.6 (.000)
24	General body of parents are called each year	75 (24.3)	127 (41.1)	72 (23.3)	25 (8.1)	10 (3.2)	163.6 (.000)
25	PTC members interfere in school matters un-necessarily	65 (21.0)	145 (46.9)	37 (12.0)	51 (16.5)	11 (3.6)	165.7 (.002)

SA = (strongly agree), A = (Agree) U = (undecided), D = (Disagree) SD = (strongly disagree)

Item 1 indicates that 79.4% PTC members were agreed / strongly agreed that PTC meetings are held on regular basis. The chi-square is 229.107 with df 4 and probability value is .000 which is less than the significance 0.05. According to item 2, out of total 309 respondents, 76% PTC members were at the opinion that all members are informed for meeting in time, so they can participate in meeting punctually. The chi-square is 104.641 with df 4 and probability value is 0.000 which is less than the significance 0.05. According to the above given item 3, out of total 309 PTC members, 76% members were agreed/strongly agreed to the statement and they replied that all members are present in meetings whenever they are called to attend the meeting. The chi-square is 104.641 with df 4 and probability value is .000.

The above given item 4 shows that 88.6% respondents were strongly agreed to the statement that all PTC members are elected by a proper way through election, so there is no political or other external interference in this selection. The chi-square is 97.909 with df 4 and probability value is 0.000 which is less than the significance 0.05. Item 5 out of total 309 PTC members, 40.4% respondents were disagreed / strongly disagreed to the statement and they replied that there is no schedule for proper training of PTC members. While 38.5% members were agreed that they are properly trained after joining PTC. The chi-square is 214.120 with df 4 and probability value is .000. Item 6, out of total 309 respondents, 91.3% PTC members were agreed/strongly agreed that all PTC members have admitted their children in same school, from where they have been elected as PTC members. The chi-square is 221.728 with df 4 and probability value is 0.000 which is less than the significance 0.05.

Item 7 shows that out of total 309 respondents, 78.3% PTC members were agreed/strongly agreed to the statement that their PTC is effective in school management. The chi-square is 257.521 with df 4 and probability value is 0.000 which is less than the significance 0.05. Item 8, out of total 309 PTC members, 74% respondents replied that duration of the meeting duration is signed by all the PTC members. The chi-square is 298.557 with df 4 and probability value is 0.000 which is less than the significance 0.05. Item 9 shows that 72.5% PTC members were agreed to the statement that each member has their own task / vision to achieve their task. The chi-square is 129.172 with df 4 and probability value is 0.000 which is less than the significance 0.05.

Above given item 10 shows that when the respondents (PTC members) were asked about the responsibilities of all PTC members, the response was satisfactory, 67.7% respondents were agreed/strongly agreed to the statement and they replied that all the members are fulfilling their assigned responsibilities seriously. The chi-square is 172.796 with df 4 and probability value is 0.000. According to the above item 11, out of total 309 respondents, 70.2% PTC members were agreed/strongly agreed that all members are informed for meeting in time, so they can participate in meeting punctually. The chi-square is 192.311 with df 4 and probability value is 0.000 which is less than the significance 0.05.

According to the above given item 12 majority of PTC members i.e. 52.6% were agreed/strongly agreed to the statement and they stated that PTC members are allowed to check the going on school's activities. The chi-square is 182.828 with df 4 and probability value is 0.000 which is less than the significance 0.05. Item No 13 indicates that out of total 309 respondents (PTC members), 70.8% were agreed/strongly agreed that school head teachers allow them to observe the teaching learning process during school time. The chi-square is 135.482 with df 4 and probability value is 0.000 which is less than the significance. According to the above given item 14, out of total 309 PTC members, majority of the respondents were satisfied with PTC member's behavior. In this regard 67.9% members replied that PTC members help head teachers in school administration. The chi-square is 317.230 with df 4 and probability value is 0.000 which is less than the significance 0.05. Item 15, out of total 309 respondents, 78.3% PTC members were agreed that PTC motivates parents to send their children to school. The chi-square is 177.294 with df 4 and probability value is 0.000 which is less than the significance 0.05. Item 16 reveals that 60.5% PTC members were agreed that they are playing a vital role by creating awareness about the importance of education. The chi-square is 102.958 with df 4 and probability value is 0.000 which is less than the significance 0.05.

Item 17 shows that out of total 309 respondents 51.7% PTC members were agreed / strongly agreed that PTC helps the school management in organizing curricular and co-curricular activities. The chi-square is 41.469 with df 4 and probability value is .000 which is less than the significance 0.05. Item 18, out of total 309 PTC members 42.7% PTC members were not agreed / strongly disagreed to the statement and they replied that PTC don't issue any warning to the teachers for their

continuous absence from duty, while 37.5 respondents said that PTC issues warning to the teacher in case of their absence from duty. The chi-square is 61.405 with df 4 and probability value is .000.

Item 19, 40.2% PTC members were agreed with the statement that PTC organizes walks, debates and other activities to encourage the students, while 42.7% PTC members were against the statement. The chi-square is 163.994 with df 4 and probability value is .000. Item 20, out of total 309 PTC members 59.5% respondents were agreed / strongly agreed that PTC plays important role in the academic performance of the students. The chi-square is 306.647 with df 4 and probability value is .000 which shows the significance of the statement. Item 21 indicates that 88.4% respondents were agreed / strongly agreed that the chairman/chairperson preside overall meetings by him/herself. The chi-square is 143.346 with df 4 and probability value is .000 which is less than the significance 0.05. According to the above given item .22, out of total 309 PTC members 69% respondents were agreed / strongly agreed to the statement that besides financial matters, other matters of school are discussed in each meeting regularly. The chi-square is 62.990 with df 4 and probability value is .000 which is less than the significance 0.05.

Item 23 shows that out of total 309 respondents 38.2% PTC members were agreed that it is true that warning are issued from PTC to teachers on their poor performance. Likewise 40.4% PTC members were disagreed / strongly disagreed to the statement and they stated that PTC don't issue warnings to teachers on their poor performance. The chi-square is 138.621 with df 4 and probability value is .000 which is less than the significance 0.05. Item 24 shows that 65.4% PTC members were agreed / strongly agreed to the statement that general body of parents are called each year on regular basis. The chi-square is 163.623 with df 4 and probability value is .000 which is less than the significance 0.05. Item 25 indicates that 67.9% PTC members were agreed / strongly agreed to the statement and they replied that PTC members are allowed to interfere in school matters. The chi-square is 165.773 with df 4 and probability value is .000 which is less than the significance 0.05.

QUALITATIVE ANALYSIS

In the second phase of the study qualitative data was collected from the respondents through structured interview guide. Few open ended and few closed ended questions were asked from the respondents about the area which were identified during first phase of the study. By asking the questions from the respondents, many of the respondents answered differently, however the central theme of the majority respondents matched together. The theme of the responses of questions which were common, are listed below.

- i. The PTC members are unaware of the work and procedure of the councils.
- ii. Most of the members are uneducated and know nothing about the school management.
- iii. In meetings only financial matters are discussed, and no other issue regarding school management, is put on the table for discussion.
- iv. EDOs do not participate the meeting, which has negative effect on the performance of the council.
- v. Proper training should be given to PTC members and chairmen/chairpersons
- vi. It would be more beneficial if budget is allocated for training,
- vii. PTC can be made more effective by regular meetings.
- viii. Remuneration should be given to each member for each meeting. So that they shall attend the meetings regularly and will take interest in school matters.
- ix. Chairman should be educated and should be provided training, regarding PTC matters. So that he could understand his responsibilities.
- x. Executive District Officers (EDOs) should supervise all the activities and achievements of the PTC with in the school.

FINDINGS OF THE STUDY

1. PTC meetings are held regularly
2. Majority of the respondents were agree that members of PTC need proper training.
3. More than 50% of the respondents were found agree that PTC plays important role in the academic performance of the students
4. PTC does not organize walks, debates and other activities to increase literacy rate
5. PTC members do not interfere in school management other than financial matters
6. Teachers of the school are not given membership in PTC
7. Majority of the chairmen and PTC members had the opinion that they help school management in various activities, while the school heads were found disagree

DISCUSSION

Educating the future generation is the fundamental responsibility of parents and teachers. The individual efforts of either teachers or of parents are not enough for the overall educational and social development of children. There is a need of the combined efforts of both parents and teachers for the overall development of children. In this regard the initiative was made by the government in 1998 to bring parents and teachers together in the best interest of school and student's academic performance. The educational policy of 1998-2010 took steps for the establishment of School Management Committee, where village representatives were involved in school matters to secure community participation in schools (Mahmood 2011). In a

research work, Wilder (2014) concluded that parent teacher meeting is a predetermined opportunity and occurrence where parents have a collaboration with teachers and the concerned teachers offer information to the parents regarding their children's progress and other developments in the institution. In addition to that, in an empirical study, Trudeau (2008) has revealed that the participation of parents in the school program for feedback has a vital role in students' performance. The prime objective of this partnership is to foster a trend of parent-teacher interaction in connection with academic achievements of students and to develop infrastructure of the school. The main purposes of PTC are to look into the financial matters of the school and to manage all the PTC funds provided by the government, convince and lead illiterate parents, assess the students' academic achievement, have cognition about parent-teacher meetings, review community cooperation with educational institutions management and administration, the debate over students' problems and ensure pedagogical methodologies efficiently and effectively. The function and goal of the Parent Teacher Meeting (PTM) throughout the world is to assert in and evaluate to what extent the objectives are being fulfilled. The primary purpose of the parent-teacher council and PTM is to bestow with an opportunity to both parents and community to contribute its positive role and character for the development of school infrastructure, governance, monitoring, and feedback mechanism. The span and mode of the parent-teacher meeting may vary and be different across the world. The concept of parent-teacher meetings in Federal Government Educational Institutions (FGEI) was institutionalized and initiated in 2013. As far as the frequency and momentum of the PTM are concerned, these are centralized monitoring and consistent throughout the country within cantonment areas. These parents-teacher meetings are held on a bimonthly basis in FGEIs (Shaker, *et al.* 2020).

The study further explores and concludes that for better and effective function of the PTCs as a body, it is necessary that school principals are well equipped both in terms of skills and knowledge. For this purpose, intensive training of school principals will make a difference. It was ironical to find out that PTCs have not reduced the alarming rates of student's dropouts in the government schools. The study also concludes that although, the establishment of PTCs has brought about positive changes in certain areas as resources mobilization in the schools has improved as a result of the establishment of PTCs. Breslin (2013) stated that the utilization of existing school funds has shown positive gestures. But the saddest part of the episode, which is seen in the analysis of this research is that despite of the tall claims of decentralization, still parents do not have any say in the decision making of the schools. Major decisions are still in the hands of the educational bureaucracy and the rate of political interference in the school matters still reigns supreme. Principals of the government schools gave blended reaction to the explanation that younger students are vigorous and keen. It's very regular that all youngsters can't be of same level. A large portion of the government schools younger students have a place with poor family. They do low maintenance employments at part time to help their families. As they return to their homes late at night, so they don't discover time to get their work done. As per Rani, *et al.* (2014) "Low maintenance students face critical time requirements, that is, their examinations convey an immense open door cost". Also, the spots where they work, they need to satisfy the orders of their bosses, for which they stay missing from the school, which obviously tells upon their exhibitions. Low maintenance students can't exploit the offices and comforts accessible to full-time students. They have more obligations to bear when contrasted with students of non-public schools, which prompts their dropout from the school since instruction becomes supplementary significance for them, which they regularly underestimate. These kids, thus, face scholarly challenges as they don't have the opportunity to consider at night. Only the parents and teachers mutual efforts can handle these challenges. PTC can perform a vital role to solve the problems of low maintenance students and to reduce dropout rate.

CONCLUSION

The main aim of the study was to find the effectiveness of Parent Teacher Council in management of Public schools in district Peshawar. It is concluded from the study that the individual efforts of either teachers or of parents are not enough for the overall educational and social development of students, however there is a need of the combined efforts of both parents and teachers for the overall development of children. PTC plays a vital role to bring parents and teachers together in the best interest of student's academic performance and to help in the management of school. The study concluded that Parent-Teacher relationship is essential for ensuring quality education and much helpful in school management in overall school activities. Majority of the respondents showed their concern that proper training should be given to PTC members and chairmen/chairpersons of the council. Parent Teacher Council was found effective to some extent, however some suggestions were sought out to make the PTC more effective in the management of schools. It was suggested by the respondents that more and more professional development facilities such as separate budget for the training aspect of the functionaries of PTC, should be provided to the school principals so that they are able to discharge their duties as secretary of the PTCs effectively.

RECOMMENDATIONS

1. Parents should be provided opportunities to have a say in the school matters and decision making process.
2. More and more professional development facilities should be provided to the school principals
3. Separate budget could be allocated for the training aspect of the functionaries of the PTCs. At the same time, it would be more beneficial if, training opportunities are also provided to other members of the PTCs such as parents and teachers.

4. Chairman should be educated and should be provided training, regarding PTC matters. So that he could understand his responsibilities.
5. EDO'S should be stressed to attend the meeting of PTC, so as to cooperate the PTC members in solving the problems of the school.
6. Remuneration should be given to each member for each meeting. So that they shall attend the meetings regularly and will take interest in school matters.
7. The chairmen have to schedule his work / activities with the help of the secretary.
8. Different committees should be made within PTC for different task of PTC, such as two member's committee for student's attendance, and admission campaign, two members committee for supporting curricular and co-curricular activities, another committee headed by the chairman for supervising school construction work, etc.

CREDIT AUTHOR STATEMENT

Inayat ur Rehman: Conceptualization, Methodology, Data curation, Writing- Original draft preparation. Visualization. **Professor Dr. Muhammad Rauf:** Supervision., Validation, Writing- Reviewing and Editing

COMPLIANCE WITH ETHICAL STANDARDS:

It is declare that all authors don't have any conflict of interest. Furthermore, informed consent was obtained from all individual participants included in the study.

REFERENCES

- Breslin, P., & Ambrose, R. (2013). Teacherless Discussion: Engaging Middle School Students Through Peer-to-Peer Talk. *Breaking the Mold of Education: Innovative and Successful Practices for Student Engagement, Empowerment, and Motivation*, 4, 49.
- Comb, M. (2008). JO Combs Unified School; Pecan Creek Drive San Tan Valley AZ 85140. Retrieved from www.jocomb.org dated 02.5.2018
- Farooq, R. A., & Ali, A. (2013). Role of Parents in Strengthening of Parent's Teacher Councils (PTC's) in Schools in KPK, Pakistan. *Educational Research International*, 2(2), 128-133.
- Gorden, D. (2014). Committee on Home-School Co-operation. Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong: Hong Kong
- Government of Pakistan. (2009). Draft National Education Policy-2009. Ministry of Education, Islamabad. Government of Khyber Pakhtunkhwa, Finance Department, 2005/06-2007-8. North West Frontier Province Provincial Reform Program II. Peshawar, Pakistan
- Govinda, R., & Diwan, R. (2005). Community Participation and Empowerment in Primary Education. New Dehli, India: Sage Publication House.
- Govt. of NWFP. (2005). Parent Teacher Council. School and Literacy Department: Peshawar.
- Govt. of NWFP. (2007). Parent Teacher Council. School and Literacy Department: Basic Education Improvement Project. Peshawar.
- Govt. of Khyber Pakhtunkhwa. (2013). Parent Teacher Council. Elementary & Secondary Education Department: Peshawar
- Govt. of Khyber Pakhtunkhwa. (2018). Statistics of schools. Elementary & Secondary Education Department: Peshawar. Retrieved from www.kpse.gov.pk dated 02.5.2018
- Hawilo, H., Shami, A., Mirahmadi, M., & Asal, R. (2014). NFV: state of the art, challenges, and implementation in next generation mobile networks (EPC). *IEEE Network*, 28(6), 18-26.
- Hussain, S., & Naz, B. A. (2013). The assessment of parent teacher councils in primary schools of district Mardan. *Hope Journal of Research*, 1(1), 122-139.
- Iqbal, M Ahmad, M.(2009). An analysis of the community schools in the North-West Frontier Province, Pakistan: Issues and concerns. *Abasyn University Journal of Social Sciences*, Volume 2, No. 1, January 2009. Retrieved from www.abasynuniv.edu.pk/abasyn dated 30.4.2018
- Kechia, W. (2007). Nine techniques for building solid parent-teacher relationship. Retrieved on May 06, 2011, from www.Scholastic.com/browse/article
- Kpolovie, P. J., Joe, A. I., & Okoto, T. (2014). Academic achievement prediction: Role of interest in learning and attitude towards school. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1(11), 73-100.
- Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of research and Reflections in Education*
- Mavis, G. Sanders. Steven B. Sheldon (2009). *Principals Matter: A Guide to School, Family and Community Partnerships*. Thousand Oaks, CA: Corwin Press California. Pp.25-39
- Mustafa, G. (2012). Education Policy Analysis Report of Khyber Pakhtunkhwa. UNESCO; Pakistan

- Rani, B. S. (2014). Impact of parenting styles on career choices of adolescents. *Journal of Education and Social Policy*, 1(1), 19-22.
- Sajjad, M. L. (2006). Evaluation of School Management Committees (SMCs) in promoting education in Punjab. M.Ed thesis Unpublished, Allama Iqbal Open University Islamabad, Islamabad.
- Shaker, M. A., Javed, M., & Munawar, U. (2020). Impact of Parent-Teacher's Meeting on Students' Academic, Social, Emotional, and Psychological Development at Federal Government Educational Institutions in Pakistan. *Global Regional Review*, 5(1), 58-66.
- Shami, P. A. (2007). Educational Management. Islamabad. Academy of Education Planning and Management, Islamabad.
- Trudeau, F., & Shephard, R. J. (2008). Physical education, school physical activity, school sports and academic performance. *International journal of behavioral nutrition and physical activity*, 5(1), 1-12.
- Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), 377-397.