

Effects of Parent Teacher Council Training Programme on School Environment at Primary Level in Khyber Pakhtunkhwa

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Abstract: Training is the modification of behavior in a formal manner. In fact, employees always need training for their professional development. The government of Khyber Pakhtunkhwa took a revolutionary step regarding the capacity building of the parent-teacher council (PTC) under a continuous capacity development program. A descriptive analysis method was performed to take a sample of 612 PTC members (Chairman and Secretaries). A questionnaire was designed to determine the effect of PTC on the school environment, and results were gathered in the context of the established objectives. The hypothesis under study was that PTC's training program is at the primary level, with the research aiming to improve PTC members' performance by enhancing their capabilities. Cronbach alpha test was used for the pilot study. The Validity and reliability of sampling data were measured. Training delivery is aimed at improving the school's learning environment through public-private participation. Analysis of the available data concluded that PTC's main work is financial management and the utilization of school funds. Teachers and parents are the drivers for the promotion of education. This training program of PTCs fosters educational development at the grassroots level through central and integral roles with a clear focus on school management and social accountability, improving gender-responsive education delivery.

Keywords: Parents Teacher Council (PTC), Education Management Information System (EMIS), Effect of Parent Teacher Council (EOPTC), Hurdle Faced By Parent Teacher Council (HFPTC), National Education Policy (NEP)

Introduction

Keeping in view the role of Parent Teacher Councils (PTCs), training PTC members is of utmost importance. Without training, it is impossible to make PTC members professionals. In order to develop positive parenting, which helps children to do better in school, covering behavioral problems, the main key factor is to strengthen the mental health of the children, which can only be developed within the students by establishing positive communication between the child and parents/teachers. To streamline the gap between learning, behavioral, and mental health responses, the parents of the community should be trained as soon as possible to investigate the key problems and then work on them. This can only be achieved by training the parents, so the researcher selected this area for research, keeping in mind its value in the school improvement plan and the importance of community involvement in school affairs.

Education at the primary level, from kindergarten to grade V, has great significance in molding the behavior of society, so the primary system of education must be well set up and organized. According to the Economic Survey of Pakistan 2006–2007 p. 161, it is needed to make humans more capable in terms of earning and productivity, which can only be achieved through basic education. There is no awareness about education in Pakistan, so it will take time, and its value will increase as people think about it (Education in Pakistan p.1).

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Primary education is also planned to prepare youth for the future generation, inculcating various professional traits in building a progressive nation (Quality of primary education, Pakistan 2003).

In Pakistan, unfortunately, primary education improvement targets have not been achieved. In Pakistan, society does not encourage rural education. Basic and fundamental education in Pakistan is slowly progressing, and it has been discouraging on the part of least enrolment in female institutions. There are many children who are not admitted to schools between the ages of 5–9 (p.11). In the primary sector, Pakistan faces a great challenge in terms of quality education and quantity of education. Our past history also elaborates on a healthy record in this connection.

This is the great reason why we do not perform according to the national policies (NEP 1992). The literacy rate, according to official claims, has been registered as an annual increase of 1%, whereas the population has been increasing by over 3% every year (Dogarsons, 1998, p. 422). One-half of the population discontinues their primary schooling. A girl whose parents are not satisfied with the teacher's attendance, punctuality, behavior, and teaching is 5.5 times more likely to drop out (Gender gap in primary education, 2010). It should be considered that expanding educational opportunities to the masses, though it has received the attention of policy planners for a long time, has not yet been achieved even a little bit. Man has been bestowed with the quality to think. He has always been crazy about exploring the truth. The method of seeking the truth did differ. One of the ways to make one think is through education. An individual is not always conscious of thinking about what he learns; in reality, he learns many things like skills, attitudes, habits, thinking, and behavior patterns (Rahman, T. 2004, p.21). Education, in reality, is a planned activity that influences the community for the well-being of future generations. Education may be formal or informal, but the two do not contradict each other.

The main aim of schooling on an international level is to teach a child how to think, what to think, and how to improve young minds. However, the case of primary schools running in Pakistan, especially in Sindh, is the opposite, where the main aim of education is to acquire jobs only. The increasing unemployment ratio has badly affected the quality and standard of primary school education. Therefore, Parent Teacher Council exists in the schools to play their roles in the community to literate more children and improve the educational Environment in the locality, to provide basic needs and facilities in the schools for their children, and to maintain the structure of the buildings and well-equipped schools. In this regard, the department of E&SE Govt of Khyber Pakhtunkhwa. The government of KP is taking practical measures to motivate community members in school affairs for the purpose of decision-making at the school level by empowering Parents Teachers Councils. PTCs are formulated to help school management improve schools overall.

The basic aim of PTCs is to connect the parents and the respective communities with the schools for the best-defined cooperation in various areas of school management, such as Community efforts in bringing each child to school, Improvement in teaching and learning, Effort in dropout retention, Discourage/reduce absenteeism, Financial support to deserving students, monitoring of construction work, observe teacher performance against children satisfaction, collection and utilization of funds, maintenance of school building & provision of facilities according to school implementation plan. To achieve the aim of PTCs, PTC members have been trained on the following topics, i.e., Creation and role of PTC members (Module 1, SRSP), Financial management and record keeping of PTC members (Module 2, SRSP), Duties and administrative capabilities of PTC members (Module 3, SRSP), Planning and review skills of PTC members (Module 4, SRSP).

The current government of KP is taking a revolutionary step in the promotion of PTCs in schools regarding the capacity building of PTCs under the "continuing capacity development program of Parent's Teacher's Councils (PTCs) in KP." According to KP education guidelines, each PTC consists of eight members, of which four members, including the chairperson, are elected from among parents. Principal/Headmaster of the concerned school, while seven other council members are nominated through election amongst the community members, i.e., an influential person, a retired government servant, and a representative from the local government.

Literature Review

The relationship between teachers and parents means that both parents and teachers solve the major issue of behavior and their subject-wise interest in curriculum and develop their psychological foundations to make them good citizens of Pakistan. Unfortunately, most teachers in Pakistan do not work freely, and parents cannot directly approach them. Secondly, most parents are not interested in taking classes with teachers. In the public sector, at a primary and secondary level, most parents come to school to ask why their child failed the

examination. Thirdly, parents do not take an interest at home or at school because of their social class background and take of education. Fourthly, teachers are not guided properly on how to deal with and solve the problems of student involvement. Zafar et al. stated that course content for the academic year is too heavy. Teachers are busy completing their assigned scheme of studies in time, and no time is left to resolve the problems of students.

In Pakistan, active role of PTC is seen through 1990, PTC role is mandatory. It has been successfully run in schools with parental involvement and best possible results were concluded.

According to GoP, [2017](#), the principal of the relationship between the community and the school was evacuated. Parents must sacrifice because their children benefit from schools and get an education. It will promote a spirit of coordination between teachers and parents for the genuine recognition of Childs better results for their children. The public sector cannot fulfill the required objectives needed for the school improvement plan. It is a combined effort of the community, teachers, administrators, parents, and Environment, so active participation of local community members in school affairs develops the PTC on a wide scale (GoP 1999:153) in Pakistan and KP in content many studies, it was found of PTC that teachers are the main agents who bring a chain of co-operation between school and parents, but sparingly teachers are not officially a member of

PTCS. Khan [2003](#):372 PTC in many K Girls schools run by female teachers' husbands and male notables. Most of the women in restricted cultural restraint cannot say freely about the children's education system and cannot participate in the activities of the women. Many studies and research have also found some schools where PTC is still constituted for funds distribution in KP.

Funds allocated for PTCs under the education sector reform program are less for the maintenance of PTCs in KP classrooms per year. (Williamson et al., [2005](#), 6) more funds for instructional material may not reach to the local schools Government of KP, Finance Department 2005:80 and W.B). Chowkidars of the schools in some remote areas also misusing PTC funds (Usman: 2003).

However, the situation is now a day's very change as the researcher find out the effect of training PTC members brought a very positive change in the behavior of PTC members. Monitoring is the cause of change. The administration does maintain checks and balances. The new era of PTC culture started with pomp and show when parents and teachers worked hard to cooperate with each other on the basis of the common good of a school, generating social welfare for society. (Grenfell & James, [1998](#):12)

Objective of the Study

Main objective of the current research work is to know the perception of trained Parent Teacher Council members about PTC training programme, effect of PTC training programme relating to school environment and learning, and to identify problems faced by Parent Teacher Council in the implementation of training goals.

Research Methodology

This study is a descriptive type of research about PTC; the data was collected from PTC members, including chairmen and secretaries. The questionnaire was made on the basis of the problem stated and the hypotheses and objectives set for this study. Review literature includes the procedure of training, its different phases, modules, place, and settings of training, PTC history, PTC member selection, role and responsibilities of chairmen and secretaries, record keeping, school improvement plan, the importance of PTC in the promotion of academic and capacity building. All the findings from the questionnaire are represented in a descriptive form, confirming the standard descriptive methodology.

Research Population

The population consisted of PTC members, including chairmen and secretaries of the sample taken from the population. From the KP, only three districts were selected, named Charsadda, Nowshera, and Peshawar. The entire trained chairmen and secretaries of PTC committees of districts Peshawar, Charsadda, and Nowshera at government primary schools for boys were the population of the study. The total number of PTC committees in these three districts is 1497. The sample was taken as 102 members (Chairmen and Secretaries) were taken from each district with a total of 306 chairmen of GPS, and 306 secretaries of GPS were taken randomly from these districts as samples. 20% of the sample is taken from total PTC stakeholders. The data was collected through the Questionnaire. The response rate of the respondents was 90–95 percent.

Data Collection and Analysis

Data collection was carried out through questionnaires and the PTC members (Chairman and Secretary) filled the questionnaires. Questionnaires were put to 30 chairmen and secretaries.

For questionnaire construction according to objectives supervisor was consulted at regular interval. Researcher studied different research work for questionnaire which was well facilitated by advisor and Cronbach alpha test was used.

For Validity and reliability of the research study, Statistical tools and analysis, Chi-square test, Descriptive statistics based on six variables, minimum, maximum, mean, standard deviation, and rank order correlation were calculated. Moreover, One sample t-test, Pearson Correlation test, and Regression analysis were also applied on the tabulated data.

Table 1

Response of Chairmen to Questionnaire

Questionnaire Response Data from Chairman Parents Teacher Council								
Objectives	Questions	SD	D	UD	A	SA	Total	Chi-Square
1: To access the trained Parent Teacher Council members about the PTC training program	Training delivery was helpful for the improvement of educational efficiency	2	9	7	160	128	306	274.6
	The training environment was conducive	0	6	14	166	120	306	248.1
	The content of the sessions was organized and informative.	0	1	10	178	117	306	142.2
	Trainers were highly qualified and experienced	0	5	12	155	134	306	244.9
	All the activities performed during training were interesting.	2	7	20	156	121	306	214.7
	The venue, timing, and basic facilities were good enough for training	1	16	20	150	119	306	184.4
	The establishment of PTC is a great step towards an active community role	1	4	16	128	157	306	368.9
	The PTC members (participants) were happy with the trainers.	2	6	24	137	137	306	320.4
	Training was conducted for the capacity building of PTC members	3	8	14	157	124	306	355.4
	The medium of language was Urdu and local language (Pashto), which was easy for participants to understand the content of the training	0	8	11	147	140	306	235
	Refreshments and TA/DA were arranged during the training	15	32	23	147	89	306	205.5
	Four modules of training were presented in four days, which is sufficient time for participants to understand the purpose of the training	6	21	19	139	121	306	268
	The training aim was basically concerned with the importance of education	0	1	15	145	145	306	246.6
	Through training, I am able to learn about PTC structure along with selection procedure of PTC members	0	0	14	141	151	306	114.3
2: Find out the effects of PTC training program on school environment learning.	Record keeping concept and importance of keeping different records were known through PTC training	0	2	11	147	146	306	120.7

Questionnaire Response Data from Chairman Parents Teacher Council								
Objectives	Questions	SD	D	UD	A	SA	Total	Chi-Square
3. To identify the hurdles faced by parent-teacher Council in the implementation of training goals	Data Regarding Model Schools Basic Facilities, Environment and Cleanliness in Government Primary Schools'	1	3	19	161	122	306	366.8
	Table regarding presentation and Communication Skills.	2	5	20	161	118	306	355.1
	Table Regarding Role and Responsibilities of Parent Teacher Council	2	6	15	143	140	306	355.8
	Table Regarding Utilization of PTC Funds Effectively	1	1	22	129	153	306	356.3
	PTC training program enables the members to identify school problems and solve them	1	5	13	151	136	306	371.9
	Planning and management become easy through this training	1	3	18	172	112	306	257.4
	PTC training program presented a school improvement plan which caused an uplift in education	0	7	15	145	139	306	224.9
	The ability of decision-making power of the PTC Chairman/Secretary enhanced	1	4	15	157	129	306	375.7
	Evaluation of teachers becomes easy through the agency of this training	2	8	24	151	121	306	316.3
	The majority of PTC members are not educated; therefore, they cannot understand educational issues	16	38	24	132	96	306	198.8
	PTC members do not understand their roles and responsibilities	17	58	25	134	72	306	172.6
	During PTC Meetings at school, the members' ratio of participation is very low	8	40	16	138	104	306	218.24
	Training/Refresher courses of PTC are not organized by the government on a regular basis	15	28	25	130	108	306	191.7
	There are no incentives for PTC members	17	22	15	103	149	306	255.7
	Parent Teacher Council has limited resources/authority for the implementation of their program	16	12	27	155	96	306	260.3
	Most PTC members do not take an interest in the affairs of the school	18	43	28	129	88	306	146.5
	Monitoring of PTCs is not observed by education officers	21	39	23	138	85	306	173.6
	PTCs are helpless in the implementation of school improvement plans due to limited funds from the government	19	28	24	137	98	306	191.8
	PTC members have no co-ordination with community members	21	80	27	101	77	306	86.1
	PTC members do not know about the school improvement plan	19	55	21	135	76	306	152.5

Table 2

Response of secretaries to the questionnaire

Questionnaire Response Data from Secretaries Parents Teacher Council								
Objectives	Questions	SD	D	UD	A	SA	Total	Chi-Square
1: To access the trained Parent Teacher Council members about PTC training program	Training delivery was helpful for the improvement of educational efficiency	1	0	2	157	146	306	147.1
	The training environment was conducive	1	0	7	184	114	306	307
	The content of the sessions was organized and informative.	0	1	19	173	113	306	256.8
	Trainers were highly qualified and experienced	2	0	9	139	156	306	268.6
	All the activities performed during training were interesting.	2	6	10	176	112	306	270.4
	The venue, timing, and basic facilities were	1	9	16	170	110	306	369.4
	good enough for training							
	The establishment of PTC is a great step towards a community role	3	0	6	19	148	306	134
	The PTC members (participants) were happy with the trainers.	2	1	17	157	128	306	377.6
	Training was conducted for the capacity building of PTC members	2	3	8	178	115	306	432.4
	The medium of language was Urdu and the local language (Pashto), which made it easy for participants to understand the content of the training	0	3	12	170	121	306	265.1
	Refreshments and TA/DA were arranged during training	12	19	18	166	91	306	298.3
	Four modules of training were presented in four days, which is sufficient time for participants to understand the purpose of the training	16	3	17	149	121	306	344
	The training aim was basically concerned with the importance of education	6	1	7	144	148	306	395.2
	Through training, I am able to learn about PTC structure along with selection procedure of PTC members	6	0	10	174	118	306	273.2
2: Find out the effects of the PTC training program on school environment learning.	Record keeping concept and the importance of keeping different records were known through PTC training	0	4	9	139	154	306	257.8
	Data Regarding Model Schools Basic Facilities, Environment and Cleanliness in Government Primary Schools'	1	7	14	174	110	306	390.4
	Table regarding presentation and	0	6	12	165	123	306	250

Questionnaire Response Data from Secretaries Parents Teacher Council									
Objectives	Questions	SD	D	UD	A	SA	Total	Chi-Square	
3. To identify the hurdles faced by Parent Teacher Council in the implementation of training goals	Communication Skills.								
	Table Regarding Role and Responsibilities of Parent Teacher Council	1	2	4	152	147	306	281.6	
	Table Regarding Utilization for PTC Funds Effectively	0	1	13	130	162	306	260.1	
	PTC training program enables the members to identify school problems and solve them	1	8	10	154	133	306	240.1	
	Planning and management become easy through this training	1	1	11	176	117	306	425.8	
	PTC training programme presented a school improvement plan which caused an uplift in education	0	4	12	170	120	306	262.1	
	The ability of decision-making power of the PTC Chairman/Secretary enhanced	1	2	7	156	140	306	271.9	
	Evaluation of teachers becomes easy through the agency of this training	0	11	21	165	109	306	212.5	
	The majority of PTC members are not educated; therefore, they cannot understand educational issues	16	39	20	149	82	306	237.3	
	PTC members do not understand their roles and responsibilities	12	63	20	148	63	306	224.9	
	During PTC Meetings at school, the members' ratio of participation is very low	22	27	17	150	90	306	218.54	
	Training/Refresher courses of PTC are not organized by the government on a regular basis	18	29	21	151	87	306	216.4	
	There are no incentives for PTC members	20	16	15	143	112	306	251.8	
	Parent Teacher Council has limited resources/ authority for implementation of their program	13	21	15	166	91	306	293.2	
	Most PTC members do not take an interest in the affairs of the school	14	38	14	142	98	306	214.9	
	Monitoring of PTCs is not observed by education officers	15	41	18	153	79	306	214.9	
	PTCs are helpless in the implementation of school improvement plans due to limited funds from the government	20	37	19	135	95	306	176	
	PTC members have no co-ordination with community members	21	62	27	133	63	306	129.8	
	PTC members do not know about the school improvement plan	30	58	19	130	63	306	136.6	

From questionnaire response data, it was inferred that the objective No. 1 in correlation to Parent Teachers Council training program, in which more than 90% of the Chairmen and Secretaries of PTC agreed that training delivery was helpful and important for educational efficiency. More than 90% of the participants in the training were of the view that the trainers were highly qualified and experienced in their work. They arranged the

different module sessions very effectively, and all the activities presented were very interesting. The majority of the participants in the training agreed that the main purpose of the training was to improve the capacity building of the PTC members, and it was a revolutionary step. Most of the participants agreed that members of PTC were facilitated during training by the learning environment, the use of local languages, and the comprehensive four-module representation. Moreover, the effect of PTC training on the school environment also illustrated that the majority of participants agreed on the point that training delivery was basically concerned with the improvement of education, how PTC formed its structure, and the election procedure of PTC at the school level was explained. The majority of participants agreed with their roles and responsibilities as members of PTC; they learned how to maintain and keep different record registers, e.g., cash book, financial register, karwai register, etc. The majority of participants (Chairmen and Secretaries) agreed that PTC helps them find the solution to different problems. The majority of participants agreed that through this PTC training, PTCs are able to plan their work properly and make decisions in their meetings; a check on the learning process becomes possible. However, the hurdles faced by PTC were analyzed, and it inferred that the majority of participants were of the view that PTC members were less educated while conducting meetings at the school level; PTC members' participation is seen to be very low. As they are less educated, therefore, they cannot understand their role. The majority of the Chairmen and Secretaries of PTC were of the view that the government is not conducting the PTC training/refresher course programs on a regular basis. Therefore, the building capacity of new/old PTC members cannot be improved. The majority of PTC members were of the view that there are no incentives for PTC members. Similarly, they have limited resources for the implementation of their agenda at the school level. Their members are not taking an interest in school affairs. The majority of PTC members are of the point that education officers do not check and monitor PTC meetings and school improvement plans.

Following the descriptive statistics, there are six variables (independent) and one variable (dependent) that are:

TPTC = Trained parent-teacher council (chairman + Secretary)

EOPTC = Effect of the parent-teacher council (chairmen + Secretary)

HFPTC = Hurdle faced by the parent-teacher council (chairmen + Secretary)

Finding all six variables' values separately in the table given below:

The Number of PTCs was 306. Hence, from this total figure, minimum, maximum standard deviation, and rank order correlation were calculated.

Table 3

Descriptive statistics

Objective	N	Minimum	Maximum	Mean	Std. Deviation
TPTC(chairman)	306	2.92	9.00	4.4128	.81087
EOPTC(chairman)	306	3.00	5.00	4.3665	.39138
HFPTC(chairman)	306	1.45	5.00	3.8546	.86383
TPTC(secretary)	306	2.91	5.00	4.3270	.34780
EOPTC(secretary)	306	3.00	5.00	4.3611	.36835
HFPTC(secretary)	306	1.45	5.00	3.8067	.89525

The different variables discussed above have the mean value present in the above tables as Trained Parent Teacher Council TPTC (chairman) = 4.41 Std. Deviation = .81087 Effect of Parent Teacher Council EOPTC (chairman) = 4.36 Std. Deviation = .39138 Hurdle faced by Teacher Parent Council HFPTC (chairman) = 3.85 Std. Deviation = .86383 Train Parent Teacher Council TPTC (Secretary) = 4.32 Std. Deviation = .34780 Effect of Parent Teacher Council EOPTC (Secretary) = 4.36 Std. Deviation = .36835 Hurdle faced by Teacher Parent Council HFPTC (Secretary) = 3.80 Std. Deviation = .89525 In this case, it is clear from the above data that the midpoint value is (=3). By calculating all variables, six in number, including chairmen and secretaries of PTCs, it is found that the mean value result of the variable is greater than three, so the majority of PTC chairmen and secretaries agreed to the questions put to them. All variances are statistically significant at $P < 0.01$. The midpoint value (=3) is the difference from one sample t-test. When applying the t-test, we can get the difference between the midpoint value and the t-test.

We use t-test to find out variable mean value higher or lower than last value mid point (=3) if the mean value of variable is higher than the mid point value (=3) the result will be significant, but if the result of the mean values of variables is less than the mid point it is not significant.

Table 4

One sample statistic from the t-test

One-Sample Statistics					
Objective	Member	N	Mean	Std. Deviation	Std. Error Mean
TPTC	Chairman	306	4.4128	0.81087	0.04635
	Secretary	306	4.327	0.3478	0.01988
EOPTC	Chairman	306	4.3665	0.39138	0.02237
	Secretary	306	4.3611	0.36835	0.02106
HFPTC	Chairman	305	3.8546	0.86383	0.04946
	Secretary	306	3.8067	0.89525	0.05118

Table 5

One sample test from a t-test

One-Sample Test							
Test Value = 3							
Objective	Member	T	Df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
TPTC	Chairman	30.477	305	0	1.41276	1.3215	1.504
	Secretary	66.744	305	0	1.32704	1.2879	1.3662
EOPTC	Chairman	61.077	305	0	1.36652	1.3225	1.4105
	Secretary	64.64	305	0	1.36111	1.3197	1.4025
HFPTC	Chairman	17.279	304	0	0.85465	0.7573	0.952
	Secretary	15.762	305	0	0.80666	0.706	0.9074

The majority of the chairmen agreed. According to (TPTC) Tables 4 and 5 are more than the value of 1.421276 as the midpoint value is 4.4128, the t value is 30.477, and the degree of freedom (df) is 305.

The confidence Interval of the difference is 95% lower value is 1.3215& upper value is 1.5040, So the 2tailed significance is 0.000 at $P < 0.01$. It was concluded that (TPTC) has great importance in the School Environment. The effect of the Parent Teacher Council (EOPTC) is estimated at 4.3665 from the value of midpoint (=3), and it is estimated that most of the chairmen agreed. The value of EOPTC = 4.3665 is more than the midpoint value of 1.36652, the t value is 61.077, and the degree of freedom (df) is 305. The confidence Interval of the difference is 95% lower value is 1.3225& upper value is 1.4105, So the 2tailed significance is 0.000 at $P < 0.01$. It was concluded that (EOPTC) has great importance in the School Environment. The above tables show that the variable Hurdle faced by the Parent Teacher Council (HFPTC) estimates at 3.8546 from the midpoint (=3), and it is estimated that most of the chairmen agreed on the matter discussed. The mean value of HFPTC = 3.8546 is more than the mid-point by .85465, the t value is 17.279, and the degree of freedom (df) is 304. The confidence Interval of the difference is 95% lower value is .7573& upper value is .9520, So the 2-tailed significance is 0.000, and this variance is statistically significant at $p < 0.01$. With the help of this statistical result, it was concluded that (HFPTC) has a significant role in the School Environment.

The T-test analyzed from secretaries' responses to the questionnaire is tabulated in Tables No. 4 and 5. The Trained Parent Teacher Council (TPTC) mean value is 4.3270 from the midpoint (=3), and it is estimated that most of the chairmen agreed. TPTC's mean value is = 4.3270, which is more than midpoint 1.32704, the t value is 66.744, and the degree of freedom (df) is 305. Confidence Interval of the difference is 95% lower value is 1.2879 & upper value is 1.3662, So 2-tailed significance is 0.000 at $p < 0.01$. It was concluded that (the TPTC) value has great importance in the School Environment. The above tables show that the variable Effect of Parent Teacher Council (EOPTC) estimates at 4.3611 from the midpoint (=3), and it is estimated that most of the chairmen agree. The value of EOPTC = 4.3611 is more than the midpoint value of 1.36652, the t value is 64.640, and the degree of freedom (df) is 305.

The confidence Interval of the difference is 95% lower value is 1.3197 & upper value is 1.4025, So the 2tailed significance is 0.000 at $p < 0.01$ value of variance is significant, and it was concluded that (EOPTC) has importance in the School Environment. The above tables show that the value of the variable Hurdle faced by the Parent Teacher Council (HFPTC) is estimated at 3.8067 from the midpoint ($=3$), and it is estimated that most of the respondents agreed. The HFPTC = 3.8067 is more than the midpoint by .80666, the t value is 15.762, and the degree of freedom (df) is 305. The confidence Interval of the difference is 95% lower value is .7060 & upper value is .9074, So the 2-tailed significance is 0.000 at $p < 0.01$ value, showing that the variance is significant at this point. It was concluded (HFPTC) has great importance in the School Environment.

Conclusion

It was concluded that PTC training is very important at the primary school level. Educated and literate people are the assets of the nations through which prosperity and development occur in the country. In this regard, Parent Teacher Councils at the school level are a precious gift and a more effective agency for high enrolment at the school level. The training of PTCs is helpful in the capacity building of members. School improvement plans can be possible only through the active involvement of PTC members, which they seek during training delivery. Strategies of teaching-learning improve at the school level after being checked and observed by the Secretaries and Chairmen of PTC. Refresher courses and training delivery must be conducted regularly to build the capacity of members of PTC. Moreover, proper monitoring at the education office level shall be carried out in full spirit and zeal. After receiving PTC training, members of the committee become more responsible in their duties.

Recommendations

Election of PTC should be conducted regularly after three years. Election must be carried out according to the procedure as laid down. A large number of community members must participate on the day of the PTC election. Efficient, educated, and influential members of the community should be elected. During the election process, an active and well-versed educated member must be elected as chairman who has the communicative skills and knows the educational matters in detail.

The secretaries of PTC are the school's headmaster. Being educated employees, they most of the time work with a chairman who is either less educated or illiterate, keeping in mind separate training sessions should be arranged for the chairman and secretaries of PTC. The chairman is the leader of PTC, so his work is to lead the team. His work is gathering data on schools and coordinating with community members of PTC. Call and preside over meetings regularly according to schedule. Chairmen and secretaries are directly responsible for the uplift of the school improvement plan. There must be a check from the district education office on the validity and efficiency of PTC. Passive members of PTC must be replaced. PTC should work on the cooperation of home and school so that students' problems may be resolved at the first opportunity, with educational objectives to be achieved. The Chairman of PTC warned the easygoing and absent member from the meetings. Meeting time will be accessible to both the public and private sectors. Record of meetings/data must be written down in the register PTC by the Secretary PTC. Secretary PTC must brief all members about the challenges faced by the institution and how it will bring uniformity and standard while comparing it with other institutions.

- i. The government should revise the PTC guidebook
- ii. PTC monthly progress must be monitored by ASDEO and IMU representative

Training program feedback is necessary, and for this purpose, ASDEO, SDEO, DDEO, and DEO must visit schools and participate in PTC meetings. Regular training sessions of PTC should be arranged at the district level to build the capacity of members. Like continuous professional training programs (CPD) for teachers, PTC chairmen and secretaries must also be trained on different subjects like school improvement plans, planning, and development. An adequate budget should be allocated every fiscal year for short-term refresher courses and PTC training programs. All data of members should be put online so that training of 100% of members becomes possible. The duration of training must be short and continue throughout. After training programs, a systematic record should be displayed in every institution. A check and balance system should be maintained at every cost. Chairmen and Secretary must be trained quarterly at circle level in E&SE Department.

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