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Enhancing Quality Education: The Role of Parents Teachers School Management Committee in Higher Secondary Schools of Quetta

Naseer Ali Shah[1] [iD], Shahida Sajjad[2] [iD]

[1]PhD Scholar, Department of Education, Metropolitan University Karachi, Pakistan.
[2]Professor, Department of Education, Metropolitan University Karachi, Pakistan.
Correspondence: drnaseeralishah77@gmail.com[1]

ABSTRACT

Aim of the Study: In the higher secondary schools of Quetta, the collaborative effort of stakeholders to improve the quality of education is a key aspect to explore, aiming to provide valuable insight into nurturing collaboration within Parents Teachers School Management Committee (PTSMC) and its role in promoting quality education. Thus, the study was designed to evaluate the role of PTSMC in promoting quality education in the higher secondary schools of Quetta.

Methodology: For this cross-sectional study, the targeted population consisted of all teachers from higher secondary schools of Quetta. Eight higher secondary schools that have an established PTSMC were selected through purposive sampling and (n=208) teachers from these 8 schools were randomly selected to gather their perceptions on the role of PTSMC in promoting quality education in higher secondary schools. A self-constructed questionnaire, based on 10 parameters, was used with a good reliability score of .922.

Findings: Kolmogorov-Smirnov test showed that the distribution of the data significantly deviates from a normal distribution ($p = .000$), a positive deviation (0.119) and a negative deviation (-0.180) indicate variability in the responses.

Conclusion: The study concludes that in the education of higher secondary schools in Quetta, PTSMC plays an essential role in promoting quality education. However, there is a need to create awareness among parents, society, and other stakeholders for their engagement in promoting quality education. Assessments should be conducted to identify schools lacking resources and facing challenges in promoting quality education, and to monitor educational outcomes. Future studies should focus on identifying best practices and gaps in PTSMC in the province of Balochistan and the long-term impact of PTSMC on educational quality should be explored.

Keywords: Parents Teachers School Management Committee, PTSMC, Quality Education, Higher Secondary Schools, Quetta.

1. INTRODUCTION

As a fundamental pillar in societal progress, education plays a crucial role for future generations in developing the intellect. Through education, individuals are armed to positively contribute to the development of society. The quality of education in higher secondary schools is influenced by various stakeholders especially in Quetta, including school management, teachers, parents, and other stakeholders. Conversely, the effectiveness of educational institutions frequently faces significant challenges that can be barriers to better educational outcomes, such as low decision-making abilities, limited community engagement, inadequate communication, and lack of collaborative efforts (Shah et al., 2023a; Zaman et al., 2023; Hussain & Sajjad, 2020). Among these challenges, the role of Parents Teachers School Management Committee (PTSMC) serves as a vital bridge by linking parents, educators, and other community members with school management through a collaborative approach to enhance quality education. Through open communication and the involvement of parents and the community in school-related activities, PTSMC plays an essential role in creating a supportive learning environment and improving quality education.

The Government of Balochistan Secondary Education Department formed PTSMC on 28th March 2012 and reconstituted the committee on 10th October 2023 to strengthen act 25-A, as highlighted by Shah & Sajjad (2024). As a collaborative and inclusive body, it comprises members from civil society, government, parents of enrolled students in the schools, head-teachers, and teachers (Shah & Sajjad, 2024; Kakar, 2023; Nasar & Kakar, 2017). Qayoom (2023) stated that PTSMC was formed through an ingenious notification to the consolidation of all existing schools and schools that are planning for their future formation processes. This committee serves as a key stakeholder responsible for making educational decisions regarding various aspects of school management, such as policies related to education or administration, financial matters and budgets, resource allocation, management of resources, and other miscellaneous issues (Kakar, 2023; Naz et al., 2023; Ismail, 2020).

PTSMC aims to improve the quality of education and to make the school a healthy learning and teaching workplace (Kakar, 2023; Qayoom, 2023). By actively connecting school management, teachers, parents, and other community members in educational decision-making processes, PTSMC fosters a sense of possession and collective responsibility for the development of the school (Shah & Sajjad, 2024; Naz et al., 2023; Shah et al., 2023b; Fitriani, 2020). This collaborative approach provides support throughout the children's educational journey and leads to better engagement among the stakeholders (Baral et al., 2019; Mogute, 2013). Moreover, PTSMC as a platform allows stakeholders to be actively involved in the educational decisions for educational process accountability and transparency (Shah & Sajjad, 2024; Naz et al., 2023), it also ensures that the school's goals and actions are aligned with the collective aspirations of all stakeholders to achieve desirable educational goals (Silberstein, 2023; Asgar & Sajjad, 2024b). The encompassing nature of this committee facilitates effective communication between the stakeholders (Ismail, 2020), and enables timely intervention with immediate feedback to address academic issues among students (Asgar & Sajjad, 2024a; Kakar, 2023; Qayoom, 2023).

Shah and Sajjad (2024) and Ismail (2020) highlighted that PTSMC manages educational expectations in collaboration with the school administration to set realistic and achievable educational goals, by regularly assessing and reviewing the school's performance against set goals to ensure continuous improvement. It further maintains open communication between stakeholders about the school's objectives and academic progress. The inclusive nature of this committee promotes an inclusive educational environment which addresses individual needs by promoting practices that support the inclusion of all students, including those with special needs (Kusumawati, 2022). It further addresses student health and safety by the implementation of health and safety policies to provide a safe learning environment for students. By offering welfare programs, the committee addresses students' physical, emotional, and social wellbeing (Lian, 2021; Akhmedov et al., 2024; Qaddos, 2022; Tansif-ur-Rehman et al., 2022; Parveen et al., 2022).

The central role of PTSMC in this paradigm is involving various stakeholders in one place to ensure that educational resources are allocated properly and all decisions are aligned with the community's collective aspirations and objectives with the aim of improving quality education (Shah & Sajjad, 2024; Ismail, 2020; Kakar et al., 2020). Additionally, different studies from literature have shown that this collaboration among various stakeholders is significant and striking within the context of educational planning, management, and implementation that helps promote accountability and transparency in the school system (Junaidi et al., 2023; Naz et al., 2023; Tuhuteru, 2023; Langrafe et al., 2020).

Key to driving educational improvements is understanding how the collective efforts of stakeholders in promoting quality education, to achieve this, the two fundamental theories form the theoretical framework of this study highlight stakeholder participation in the growth of the education system. These theories include: (i) social capital theory which emphasizes the value of relationships and networks, and (ii) stakeholder theory which highlights the importance of engaging all relevant parties. Together, these theories provide a strong framework for this study that illuminates the significance of engaging diverse stakeholders to provide quality education (Shah & Sajjad, 2024). In the higher secondary schools of Quetta, the collaborative effort of stakeholders to improve the quality of education is a key aspect to explore, aiming to provide valuable insight into nurturing collaboration within PTSMC and its role in promoting quality education.

1.1 Significance of the Study

The significance of the study lies in its potential to provide valuable insights and practical implications for various stakeholders in the education system. The findings can be used by educational institutions, policy makers, and educators to implement changes and strengthen partnerships among parents, teachers, students, and school management. The study could pave the way for future research in the field of education, specifically in the areas of educational management and parental involvement in education and could serve as a foundation for comparative studies in different educational settings. This study's significance lies in its potential to contribute to the body of knowledge on educational improvement strategies, empower communities & parents, and promote cooperative efforts leading to a more enriching educational experience for students in higher secondary schools of Quetta. The study closely aligns with 'Quality Education', which is Sustainable Developmental Goal (SDG) number 4, to ensure inclusive and equitable quality education and promote lifelong opportunities for all (United Nations General Assembly, 2015). By addressing issues related to educational quality, resource mobilization, and community involvement, the study aligns with the key aspects of SDG 4's targets.

The gap in the current study lies in the limited investigation and comprehensive understanding of the intricate and multifaceted impact of the PTSMC in improving the overall quality of education, particularly in higher secondary schools of Quetta. Several studies acknowledge the significance of school committees or PTSMC, still, there is a lack of in-depth inquiry into its roles, effective mechanisms for enhancing education, and the effectiveness of PTSMC in improving educational outcomes.

1.2 Research Objective

The objective of this study was designed to evaluate the role of PTSMC in promoting quality education in higher secondary schools of Quetta.

2. RESEARCH METHODOLOGY

This study is structured as a cross-sectional survey, where the researchers quantitatively measure the research questions using a sample at a specific point in time or over a short period. This design was an adequate choice as the research seeks to investigate the role of PTSMC in promoting quality education in higher secondary schools of Quetta. The quantitative aspect of this study relies on positivist philosophy, which focuses on emphasizing objective and measurable outcomes to evaluate how PTSMC impact educational quality through concrete evidence from data-driven methods.

2.1 Sample Size

For this study, the targeted population consisted of all teachers from higher secondary schools of Quetta. For sample selection, the researcher selected the sample in two stages. In the first stage, eight schools were selected through purposive sampling from Quetta city. This method allows the researcher to select schools that have an established PTSMC, relevant to the study. In the second stage, teachers were selected through random sampling to gather their perceptions, which reduces bias and increases generalizability of results. A sample size was determined by using the finite population correction formula, the calculated sample size was 208 teachers from the total population of 449. However, no age limit, gender bias, or prior experience was required. Table 1 reports the demographic characteristics of the teachers.

Table 1: *Demographic Characteristics of Teachers (N=208)*

		N	%	M	SD
Gender				1.48	.501
	Male	109	52.4 %		
	Female	99	47.6 %		
Age				4.14	1.376
	20-25	6	2.9 %		
	26-30	12	5.8 %		
	31-35	63	30.3 %		
	36-40	40	19.2 %		
	41-45	39	18.8 %		
	46 +	48	23.1 %		
Qualification				2.90	.655
	Ph.D.	1	0.5 %		
	M.Phil.	45	21.6 %		
	Masters	144	69.2 %		
	Bachelors	10	4.8 %		
	Others	8	3.8 %		

2.2 Research Instrument

A self-constructed questionnaire was designed to evaluate the role of PTSMC in promoting quality education comprising 10 items on a five-point Likert Scale from strongly disagree to strongly agree. These 10 items, which are parameters for determining the role of PTSMC in promoting quality education, include: the PTSMC role in identifying areas for improvement in the quality of education, collaborates with school administration to formulate strategies for enhancing quality education, is involved in ensuring the availability of teaching-learning resources for enhancing quality education, makes efforts to engage parents in supporting their children's education, improves the implementation of collaborative teaching methods, communicates with parents and community about educational goals, fosters ownership and accountability among the community and parents, advocates for policy changes to improve educational quality, enhances the overall learning environment and student experiences through engagement, and its utmost efforts contributing to the improvement of the quality of education. Overall, the reliability of the tool was measured using Cronbach's Alpha, which was .922.

2.3 Data Collection and Analysis

The questionnaire was administered on-site by the researcher, strictly following the ethical guidelines. The researcher informed the participants about the objectives of the study, procedures, and their rights in the study before seeking their consent. Further, data were analyzed with the help of SPSS through descriptive and non-parametric tests, after testing for normality.

3. FINDINGS

Research Question: What is the role of PTSMC in promoting quality education in higher secondary schools of Quetta?

Table 2 highlights the descriptive statistics of the role of PTSMC in promoting quality education in higher secondary schools of Quetta which was determined on 10 parameters. The results reveal that the majority of the participants (73.1%) agreed and strongly agreed that PTSMC is making efforts to improve the quality of education in higher secondary schools (54.4% agreed and 18.7% strongly agreed). Some (13.5%) were not sure and few (13.4%) disagreed and strongly disagreed with the statement (6.68% strongly disagreed and 6.73% disagreed). Overall mean score was 3.717 (SD = 1.0521). The highest mean scores were observed for the item # 7 (M = 3.82, SD = 1.091) stating that 'PTSMC involvement fosters a sense of ownership and accountability among community and parents' and item # 3 (M= 3.80, SD = .909) which stated that 'PTSMC involvement positively impacts the availability of teaching-learning resources for enhancing quality education'. However, the lowest mean score was observed for item # 1 (M = 3.58, SD = 1.118) which states that 'PTSMC plays an active role in identifying areas for improvement in the quality of education'.

Table 2: *Descriptive Statistics of PTSMC's role in Promoting Quality Education*

		SD	D	NS	A	SA	M	SD
1	PTSMC plays an active role in identifying areas for improvement in the quality of education.	20 (9.6%)	15 (7.2%)	26 (12.5%)	118 (56.7%)	29 (13.9%)	3.58	1.118
2	PTSMC collaborates with school administration to formulate strategies for enhancing the quality education.	10 (4.8%)	14 (6.7%)	27 (13.0%)	127 (61.1%)	30 (14.4%)	3.74	.954
3	PTSMC involvement positively impacts the availability of teaching-learning resources for enhancing quality education.	9 (4.3%)	8 (3.8%)	32 (15.4%)	125 (60.1%)	34 (16.3%)	3.80	.909
4	PTSMC efforts lead to an increased engagement of parents in supporting their children's education.	15 (7.2%)	13 (6.3%)	26 (12.5%)	118 (56.7%)	36 (17.3%)	3.71	1.057
5	Collaborative initiatives between PTSMC and teachers improve the implementation of involving teaching methods.	11 (5.3%)	21 (10.1%)	33 (15.9%)	108 (51.9%)	35 (16.8%)	3.65	1.043
6	PTSMC effectively communicates with parents and community about educational goals.	21 (10.1%)	14 (6.7%)	26 (12.5%)	105 (50.5%)	42 (20.2%)	3.64	1.175
7	PTSMC involvement fosters a sense of ownership and accountability among community & parents.	13 (6.3%)	13 (6.3%)	28 (13.5%)	98 (47.1%)	56 (26.9%)	3.82	1.091
8	PTSMC advocacy for policy changes positively influences the overall quality of education.	12 (5.8%)	13 (6.3%)	38 (18.3%)	110 (52.9%)	35 (16.8%)	3.69	1.014
9	PTSMC active engagement enhances the overall learning environment & student experiences.	15 (7.2%)	11 (5.3%)	24 (11.5%)	111 (53.4%)	47 (22.6%)	3.79	1.078
10	PTSMC efforts that contribute significantly to the improvement the quality of education.	13 (6.3%)	18 (8.7%)	21 (10.1%)	111 (53.4%)	45 (21.6%)	3.75	1.082

Total	139 (6.68%)	140 (6.73%)	281 (13.5%)	1131 (54.4%)	389 (18.7%)	3.717	1.0521

Research Hypothesis: PTSMC plays a significant role in promoting quality education in higher secondary schools of Quetta.

Null Hypothesis (H_0): PTSMC does not play a significant role in promoting quality education in higher secondary schools of Quetta.

Kolmogorov-Smirnov test was conducted to test the hypothesis as shown in Table 3 and indicates that the distribution of quality education is approximately normal with a mean of 37 and a standard deviation of 8.095, produces a test statistic of 0.180. The test is significant ($p =.000$), indicating that the distribution of the data significantly deviates from a normal distribution. However, the positive deviations (0.119) and negative deviations (-0.180) indicate variability in the responses. The null hypothesis is rejected, and the alternative hypothesis that PTSMC plays a significant role in promoting quality education in higher secondary schools of Quetta is accepted ($p < .05$).
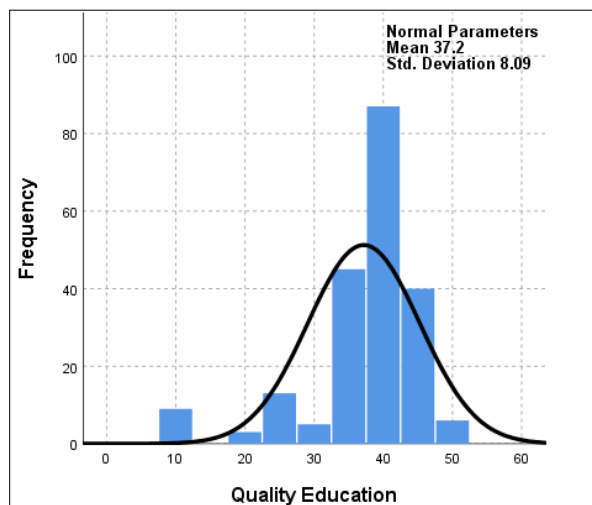
Table 3: *Kolmogorov-Smirnov Test indicating the role of PTSMC in Promoting Quality Education*

Most Extreme Differences	Absolute	.180
	Positive	.119
	Negative	-.180
Test Statistic		.180
Asymptotic Sig.(2-sided test)		.000[a]

a. Lilliefors Corrected

Figure 1 illustrates the distribution of responses related to the efforts by PTSMC in providing the quality of education, and the shape of the histogram suggests a roughly normal distribution. But the presence of a few responses in the lower (0-20) and higher (50-60) ranges indicates some variability. The peak around the 35-40 range shows that most responses are concentrated in this area.

Figure 1: *Role of PTSMC in Promoting Quality Education*

Note: The histogram suggests that the quality of education is perceived as average by the majority of respondents, and the slight right skew and dispersion of values point to a non-perfectly symmetrical distribution.

4. DISCUSSION

The study found that PTSMC plays an active role in identifying areas for improvement in the quality of education and makes efforts in promoting quality education in higher secondary schools in Quetta. The collaborative efforts of PTSMC can be seen with school administration to formulate strategies for enhancing the quality of education that positively impacts the availability of teaching-learning resources for teachers and students and improve the implementation of innovative teaching methods. The findings reveal that PTSMC effectively communicates with parents and the community about educational goals, policies, and progress, fosters a sense of ownership and accountability among the community and parents for educational outcomes which influence the quality of education. Furthermore, PTSMC's efforts lead to an increased engagement of parents in supporting their children's education, which enhances the overall learning environment and student experiences. PTSMC plays a vital role through continuous evaluation and improvement of teaching practices and curriculum standards, but struggles with setting benchmarks for educational outcomes. Findings further suggest that PTSMC fosters a sense of ownership and accountability among community and parents and its involvement positively impacts the availability of teaching-learning resources for enhancing quality education. However, results also highlight the weak area among the various roles of PTSMC that this committee is not very active in identifying areas for improvement in the quality of education.

Previous studies also support the current study findings and highlighted that through the school committees' active involvement and strategic initiatives, the schools not only improve in teaching-learning outcomes but ultimately promote quality education (Shah & Sajjad, 2024; Agbi et al., 2024; Akram, 2024; Salem et al., 2021; Suyudi & Janah, 2020). Similarly, Mwanga (2023) and Yanto (2021) found that effective infrastructure management by the committee contributes to a better learning environment, thereby enhancing the quality of education at secondary educational levels. In the same way, multiple studies found that effective governance through school committees contributes to improved educational standards and positively influences school management practices, leading to improved educational effectiveness (Nwanguma & James, 2024; Qayoom, 2023; Kakar, 2023; Safitri & Fauzi, 2022). Multiple studies support the current study's findings and state that in Balochistan, PTSMCs have a great impact on promoting educational quality and standards by providing educational resources, infrastructure, and funding (Shah & Sajjad, 2024; Qayoom, 2023). Ismaya et al. (2023) highlighted that the effective provision and mobilization of resources by PTSMC play a significant role in promoting high quality learning environment. Similarly, Nasar and Kakar (2017) highlighted that PTSMC puts great efforts in policy formation and implementation and arranges awareness and other educational programs by providing a platform where all students, school management, parents, and community participate in working on educational goals.

5. CONCLUSION

Education is an essential pillar of a society's progress, and ensuring the delivery of quality education is crucial for the overall development of any student. In this context, the emergence of the PTSMC as an active body that provides a platform for all stakeholders to collaborate to play a central role to achieve the desired educational goals and quality at the higher secondary education level in Balochistan. Through active engagement and participation in school activities and curriculum designs, PTSMC members understand the goals of education and are involved in implementing plans. The current study concludes that in the education of higher secondary schools in Quetta, PTSMC plays an essential role in promoting quality education.

However, there is a need to create awareness among parents about the importance of their involvement in PTSMC to promote quality education in schools that in turn will improve the academic performance of their children. The head of the school who is a government official and performs the role of secretary of PTSMC, needs to show a keen interest to fulfill the basic needs of the institution by utilization of funds in a proper way to ensure its maximum utilization. Moreover, the government should conduct assessments

or surveys to identify schools that lack adequate teaching-learning resources and lower financial support to promote quality education, and arrange meetings with the members of PTSMC of those schools to resolve issues and challenges faced by the committees and schools in promoting quality education, particularly schools from remote areas. Furthermore, strengthening connections through meetings between the members of PTSMC and the community via outreach programs aimed at expanding learning opportunities, providing resources, meeting specific needs, and designed to foster a more holistic approach to student development, as a result, PTSMC can help advance quality education. Through systematic monitoring of educational outcomes, PTSMC can enable data-driven decision-making and implement improvement plans. By addressing these recommendations, PTSMC can continue to play a pivotal role in promoting quality education in higher secondary schools, benefiting students, schools, and the broader community. Future studies should focus on identifying best practices for PTSMC and gaps in the PTSMC implementation especially in the province of Balochistan and the long-term impact of PTSMC on educational quality should be explored.

ORCID iDs

Naseer Ali Shah [1] https://orcid.org/0009-0000-2109-8156
Shahida Sajjad [2] https://orcid.org/0000-0003-1300-0053

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