

**EFFECTIVENESS OF COMMUNITY PARTICIPATION
IN EDUCATIONAL INSTITUTIONS OF
KHYBER PAKHTUNKHWA**



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2012

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Registration No; 93-NUN-0468

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

In

Education

DEPARTMENT OF EDUCATION
FACULTY OF ARTS AND SOCIAL SCIENCES
NORTHERN UNIVERSITY, NOWSHERA (PAKISTAN)

2012

DECLARATION

I hereby declare that the material presented in my thesis, titled, “ Effectiveness of Community Participation in Educational Institutions of Khyber Pakhtunkhwa”, completed under the supervision of Professor Dr. R.A. Farooq, is my own work and nothing is plagiarized.

Muhammad Nasir

CERTIFICATION

I certify that the contents and format of the thesis, submitted by Muhammad Nasir, have been found satisfactory and the work is original to the best of my knowledge. I recommend it to be processed for evaluation by external examiners for the award of the degree.

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Dedication

Dedicated to my respectable teachers, parents and children

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ACKNOWLEDGEMENTS

The researcher is too much grateful to all those efforts which made the completion of this thesis possible. Amongst them, the first credit goes to my respected advisor, Professor Dr. R A Farooq, who very kindly helped me by providing proper guidance, and who appreciated and encouraged me at every moment. Dr Jameel Sawar and Dr. Abdul Majeed, Rector of the Northern University played significant role in the development of this work by arranging proper presentation sessions for Ph.D scholars. Besides them Dr Rabia Tabassum of the Northern University gave it a scholarly touch. I am also thankful to all of my colleagues who inspired me in one way or the other, especially Muhammad Saeed, Dr. Arshad Ali and Professor Muhammad Rauf of University of Peshawar.

Of the most of all, I am grateful to my God, who enabled an average person like me to get higher education.

MUHAMMAD NASIR

ABSTRACT

Community participation is an important trend in the social and developmental uplift of societies, nations and states. Community participation in education was encouraged in the whole world in order to assist the governments and education authorities in improvement of educational institutions. Government of Pakistan and provincial government of Khyber Pakhtunkhwa (Pakistan) were endeavoring to involve communities in education for the same purposes. Community participatory organizations such as Parents Teachers councils (PTCs), Schools Management Committees (SMCs), and Parents Teachers Associations (PTAs) were formed in all of the public sector schools under the directions of federal and provincial governments through out the country. For this purpose, rules regulations were framed for running of such community participatory bodies, and some financial support was also granted each year to schools to be spent on the consultation of such community participatory organizations. The objectives of the study were (i) to see the involvement of communities in schools; (ii) to investigate the level of awareness of people about the importance of community participation in schools; (iii) to judge the contributions of communities to schools and (iv) to propose new ideas in community participation. Data were collected from 1200 respondents including Educational Managers of department, Heads of schools, Chairmen of Parents Teachers Councils, Teachers and Parents of the students of 10th classes from five different districts of the province of Khyber Pakhtunkhwa. Five questionnaires were used to collect data from the respondents. Chi-square test was applied, and it was found that in most of the aspects, the community participation in educational institutions of Khyber Pakhtunkhwa was effective, while in some of the cases it was ineffective. It is recommended that (i) proper planning is necessary for popularizing the concept of community participation,

(ii) awareness campaigns should be accelerated, (iii) proper trainings for elected members of community must be arranged and (iv) media should be used in activation of such participation.

ABBREVIATIONS

EDO	Executive District Officer (Schools)
DO	District Officer (Schools)
DDO	Deputy District Officer (Schools)
DCO	District Coordination Officer
PTA	Parents Teacher Association
PTC	Parents Teacher Council
SMC	Schools Management Council
CIE	Community involvement in education
KpK	Khyber Pakhtunkhwa (Province of Pakistan)
E&SE	Elementary and Secondary Education
Government	Government of Pakistan/Provincial government of Khyber Pakhtunkhwa

INTRODUCTION

Education is a process of socialization, and it is the responsibility of a society to select the best education system for its development and prosperity. This is why; the provision of education in Pakistan is a state responsibility (Government of Pakistan, 2004). To honour this obligation, Government of Pakistan is providing necessary education to masses through Federal and Provincial Education Departments, ranging from Elementary to Higher level consisting General as well as Professional education.

Delivering quality education is the aim of every government and hence of an educational institute. For attainment of this aim, it is necessary that government, educational institutions, parents and community should collaborate with each other. Only their joint efforts can make this goal a success. However, in the past decades communities and some governments had a misconception that imparting education was the responsibility of educational institutions and their teachers alone. Due to this reason communities did not bother to think about their cooperation and involvement with educational institutions. Parents simply got their children admitted in schools and thought it to be a sufficient thing on their part. They considered teachers and schools to be fully responsible for academic and moral growth of their children. Since academic and character development needed attention of parents and community as well from which parents and community was unaware, therefore, it adversely affected qualitative improvement and quantitative expansion of education. It also hampered moral foundations and character building of students. With the passage of time it became clearer that like every other process education also needed different types of

inputs for its success. For example, consider growth of a crop, which needed not only efforts of a farmer but also enough and timely provision of water, fertilizers, security, in time sowing, and sunlight for its usual growth. Lack of even a single input amongst these could hamper growth of that crop. Exactly, same is the case of successful growth of a student. He/she also wants different types of inputs for his/her expected qualitative and quantitative growth, in which teachers, Head teachers, school environment, parent's interest and over all care of community are equally important. After reconsidering failures of schools, it was then rightly felt by policy makers and educationists that imparting education was not the sole responsibility of a teacher and a school alone but also of parents and community as a whole, because an educational institution has certain limitations, and those limitations could be covered only if other stake holders cooperated with it. Importance of parental cooperation is obvious from the fact that a student spends only six hours in his/her educational institution, whereas he/she spends remaining eighteen hours at home with parents, family members and community.

The process of successful education, therefore, needed active participation of all of the above stakeholders such as teachers, Head teachers, parents, community members, local representatives, activists, social organizers, notable's, philanthropists, Education Department and government etc. Parents can help a student in doing their homework assigned by teachers. The community could keep a contact with a school in its repairs and developmental schemes and similarly review progress and performance of schools/educational institution. In case of shortage of teachers, community workers could teach as teachers. Other community members could highlight the importance of education in the minds of parents and students, could arrange free tuition centres for students, could contact parents, meet teachers, and

officers of Education department etc. In this way a favorable environment could be created for education of children in a community. A community could create a sense of competition with other communities. With the participation of all such stakeholders, the educational process could become a two-way activity, i.e. from school to community and from community to schools. This could make development and a rise in educational activities. Some countries have a satisfactory level of community participation in educational institutions that is why; their educational institutions were better qualitatively and quantitatively.

Academic and social improvement of a student was directly related with the rate of participation of stakeholders; the higher the rate of participation of a community, the higher the results were and vice versa. Such participation of parents, families, social workers, social activists, volunteers, notables, philanthropists and public representatives was known as Community Participation in education. Due to its importance Governmental, educational, social and political leaderships greatly emphasized it in school's management and educational activities. In modern and developed countries like the United States of America, United Kingdom and Japan, community boards were involved in schools affairs. They raised funds, set curriculum according to their own needs, appointed appropriate staff, solved school problems and helped school administration in many ways. That is why, their educational institutions from schools to universities performed very well. Even communities in Africa were too much cooperative with their educational institutions. The need of Community participation in education and health was, therefore, felt necessary by every one.

Feeling this importance of community participation in education, Federal and Provincial Governments in Pakistan directed all Public sector schools to constitute, organize and then keep active community participatory bodies like The Parents

Teachers Associations (PTA's) / Parents Teachers Councils (PTC's), and Schools Management Committees (SMC's), so that schools might be morally and materially supported by these community participatory bodies. Provincial Education Department tried to persuade parents for their involvement in educational institutions. On the direction of Government, Provincial Finance Department granted budgets for class room consumable items (CRC) and petty repairs to all public sector elementary and secondary schools each year. These budgets were purely at the disposal of these elected community participatory bodies in consultation with the Principal/Head Master of concerned school. For this purpose, a guide book was published by Elementary and Schools Education departments (E& SE) in Khyber Pakhtunkhwa in June 2007. In this guide, a code of conduct and certain rules and regulations were given to run such community participatory Councils and Associations in schools. In addition to this obligatory community participation in education, voluntary community participation was already present in Pakistan in the form of welfare organizations and Non governmental organizations (NGO's) since long.

By rule, such community participatory councils as PTC's, PTAs, SMC's etc were of the responsibility to perform certain functions like checking students absenteeism, reducing dropouts, increasing enrolments, stopping of external interference in schools, hiring of teachers from pupils fund on temporary basis, hiring rented buildings in case of non availability of public sector building, raising of funds for schools/students, providing financial support to deserving students, visiting offices and contacting officers of department, convincing passive teachers to be dutiful, stopping of unfair means in Board examinations, provision of drinking water, construction of wash rooms for students, celebration of important national days, walks, and arranging parents days etc.

This study was designed to see how a community can be effective in qualitative improvement and quantitative expansion of education, resulting from effective community participation in generating funds, managing developmental works of educational institutions and arranging different functions for awareness of community about education. Since every system needs some improvement, therefore, suggestions were sought from the stakeholders to improve community participation in educational institutions and strengthening school – community relations in the province of Khyber Pakhtunkhwa.

1.1 Statement of the Problem

The study was aimed at investigating the effectiveness of community participation in length and breadth in academic, social and developmental betterment of educational institutions.

1.2 Objectives of the Study

Following were objectives of the study:

1. To explore the extent of awareness of people about importance of community participation in educational institutions.
2. To see how educational institutions involve community members.
3. To judge academic, financial, administrative, economic, social and national contributions of community participation in educational institutions of Khyber pakhtunkhwa (KPk).
4. To propose some new ideas in community participation in education.

1.3 Significance of the Study

The study was considered to be significant in the sense that it will develop awareness for more and more community participation amongst stakeholders. It will

suggest new ways and means for friendly, positive and fruitful cooperation/interaction between educational institutions and community. Similarly it will point out new issues for future research.

1.4 Delimitation of the Study

The study was delimited to Public sector Boy's High and Higher secondary schools in some selected districts of Khyber Pakhtunkhwa.

1.5 Assumptions

It was assumed that community participation was effective in public sector educational institutions of the province.

1.6 Method and Procedure

1.6.1 Population

Following constituted population of the study.

- 1 25 EDO's, DO's and DDO's of Elementary and secondary education in the province.
- 2 1472 Principals and Head masters of boy's high and higher secondary schools in the province.
- 3 1472 chairmen of boy's high and higher secondary schools in the province.
- 4 2944 class teachers of tenth class of these 1472 schools.
- 5 73600 parents of the students of 10th class of these schools.

1.6.2 Sample

Only five districts were selected to be the sample of study. These districts were representatives of their particular geographical and cultural environment. These included: Kohat from southern districts of the province; Nowshera from

Peshawar division; Mardan from Mardan division; Buner from Malakand division and Abbottabad from Hazara division in east.

- 1 Five Executive district officers of elementary and secondary education of the above five districts.
- 2 100 Principals / Head masters of high and higher secondary schools of these districts i.e. 20 from each district.
- 3 100 chairmen of PTC's of the same schools.
- 4 500 teachers of these schools i.e. five teachers per school.
- 5 500 parents of these schools i.e. five parents per school.

1.6.3 Research Instruments

Data were collected through:

- Five questionnaires, one each for (i) Educational Managers (Executive District Officers, District Officers, and Deputy District Officers), (ii) Principals/Head Masters, (iii) Chairmen PTCs, (iv) Teachers and (v) Parents of students.
- Interviews of the sample respondents.
- Budget books/charts/policies/public records, proceedings of workshops.
- Record of EMIS (Educational management information system).

1.6.4 Collection of Data

Data were collected through visits to all the concerned offices and schools, where the questionnaires were handed over to respondents and they were briefed that how to fill and return it through a registered mail.

1.6.5 Analysis of data

Data were collected and tabulated in light of objectives of the study and was analyzed by applying suitable statistical techniques.

REVIEW OF RELATED LITERATURE

This chapter is composed of two parts. First one is conceptual framework of community participation in education and second part is review of literature. Community participation in educational institutions was an important topic and had a lot of literature and contributions at its credit.

2.1 WHAT IS COMMUNITY?

According to Heine (2008, p.1) Community has two literal meanings (i) a group of people living in the same vicinity and under the same regime, and (ii) a group of people having common interests. According to him a community is an evolving state of like minded individuals, however, one thing remains intact and that is “place”. Accurate & Reliable Dictionary (2012, p.1) defines community as “A body of people having common rights, privileges, or interests, or living in the same place under same laws and regulations”. Community participation in education means that a community should support a Government, its Education Department and its schools in their general educational activities, such as qualitative and quantitative improvement of education, construction of its infrastructure, maintenance of its facilities and should correspond with Educational managers and government.

An Educational organization published a manual, namely “Facilitator’s Guide”. It aimed at facilitating all stake holders of schools and community for quality education. According to it, Community Involvement in Education (CIE) meant that a community should visit schools, monitor teaching-learning process and support teachers and schools in order to raise a responsible child. Objectives of CIE should be (i) to increase the rate of attendance of students, (ii) to increase girl’s retention, (iii) to

observe teacher's teaching, (iv) to increase the number of visits of parents to review student's performance, and (v) guiding students about moral character. It pointed out several necessary steps for strong school-community relations. These steps were (i) regular communications between parents and schools, (ii) collaboration with School Management Committees (SMC's), (iii) warm welcome to parents, (iv) treating parents with respect, (v) helping children to develop good study habits, (vi) strengthening home environments, and that (vii) parents should share their skills and knowledge with schools. The guide advised to set date, place, time and objectives of any meeting of community with schools. Parents, community leaders and Educational managers should be informed about meetings well in time. Beside it a chairperson and secretary should not dominate in meetings. A secretary of council should (i) thank participants, (ii) talk respectfully to parents, (iii) state ideas, (iv) value participants/contributors, and (v) summarize final decisions of action plan (UPHOLD's Integrated Education Strategy ,USA, 2010).

2.2 ROLE OF A COMMUNITY IN EDUCATION

Sharma (2011, pp 1-3) wrote that a Community is an informal and active agency of education. It can play a number of roles in promotion of education. These roles may be (i) increasing attendance in schools, (ii) financing of education, (iii) maintaining good atmosphere in schools, (iv) catering physical facilities, and (v) providing media of informal education.

Mkhabela (2011, pp 62-65) said that all communities value education for their children. Education is one of the public good; therefore, a community must protect and preserve it. It should be used as a tool for social development. Extensive research proved that there is a strong link between community participation in schools and excellent school attendance along with improved academic achievement of students.

A sincere and committed community can arrange a lot of facilities for educational activities. It can provide free teachers, space, financing, teaching-learning material and help in school administration. It can check absenteeism of students/teachers, increase enrolments of students and improve academic conditions of a school.

2.3 ROLE OF HEAD TEACHERS IN COMMUNITY INVOLVEMENT

Moyer (2012, p.285) surveyed more than 700 Heads of schools and 138 teachers and community members. He said that the most responsible person for community involvement was a school Head. He found that for effective involvement of a community, a Head teacher should plan four steps as the condition to success for effective community participation. These steps were (i) readiness to accept credit and use community resources, (ii) suitable selection of community volunteers inclusive of all the sections of a community (iii) assigning of objectives and responsibilities to each community worker, and (iv) training of community volunteers. He said that community involvement was a high-risk phenomenon with no guarantee of success; different schools can produce different outcomes. It was, therefore, necessary to involve a rational proportion of community. He incorporated an important table in his article, which showed (i) type of community involvement, (ii) probable assignments for that community, (iii) criteria for effectiveness of its involvement, (iv) possible outcomes of its involvement and (v) performance evaluation of its contributions.

Benedetto *et al* (2002, pp.1-5) said that a Principal must develop a strategy for school- community relations which should consider community's value and power hierarchy. According to them a Principal can (i) interpret school programmes for the community, (ii) communicate with parents, (iii) arrange visit for parents, and (iv) coordinate with parent's associations. They said that a Principal can recruit community-minded teachers and select such teachers who should be beneficial for

their communities. They advised Principals to participate in civic activities outside their schools. They said that a Head teacher might encounter some problems like (i) losing control over their administration, (ii) differences in opinions with community members, and (iii) teacher's hesitation to cooperate with the community. The article said that a Principal can evaluate school-community relations by (i) determining the needs of community for various programmes, and (ii) by surveys of staff members in various public and social places. According to the article a Head teacher can increase involvement of community by (i) inviting parents, (ii) development of a community file, (iii) career planning days, (iv) holding parent's conferences, (v) allowing school facilities for community use, (vi) recruitment of community volunteers (vii) mailing school news letters, (viii) developing a volunteer programme and (ix) arranging joint tours of school and community.

According to a report of UNICEF, the decision of a Head teacher was like a barometer of a school's child-friendliness. A friendly admission policy of a school Head could be helpful in increasing enrollment; his struggles to develop and train his teachers could improve class room standards. His adequate involvement could raise curriculum standards. He should work with other government agencies and should promote link between school and community. According to the report, a successful Principal should concentrate on the four broad goals (i) promotion of powerful teaching-learning techniques to provide educational achievements (ii) cultivation of effective sense of community involvement, (iii) expansion of student's social behaviour, and (iv) development of families' educational culture (UNICEF, 2009).

2.4 ROLE OF TEACHERS IN COMMUNITY PARTICIPATION

Teachers can enhance community participation in required amounts. Michael (2003, pp 1-7) said that outstanding teachers should regularly communicate with

parents of students, because understanding a family was necessary to effectively work with students. Such a teacher can promote (i) better attendance of students, (ii) higher rates of graduation from good schools, (iii) parent-student satisfaction from school, (iv) reduced number of negative behaviour of students and (v) higher reading in mathematics. Report quoted a research of the University of Pepperdine, according to which, ninety three percent of teachers reported that parent involvement issues were included in their courses. Some respondents said that their most popular subject was parent conferences. Report recommended that new teachers should (i) visit master teachers in classrooms to observe and critique parent conferences. (ii) collect important information from parents, (iii) handling difficult situations and (iv) connect with parents on telephones. The report said that in the United States it was required that those districts that receive more than \$ 500,000 per year must allocate 2% of those funds for parental involvement activities. Participation of a community will be effective in educational institutions if it fulfills all the approved parameters of involvement in educational institutions. Approved parameters were those functions of community which were given in various guides of community involvement in education. They included (i) formation of community participatory organizations inside an educational institute, (ii) meetings of such organizations on regular basis; (iii) setting up of agenda's for such meetings, (iv) setting up of goals to be achieved for the qualitative and quantitative betterment of institutions, (v) construction and maintenance of such institutions, (vi) character building of students, (vii) social orientation of students and staff, (ix) arrangement of functions in schools, (x) arrangement of walks, (xi) financial and moral help of weak and intelligent students, (xii) increasing enrollment and checking absenteeism, and (xiii) meeting with Educational managers for the solution of school's problems, etc.

2.5 TRADITION OF COMMUNITY PARTICIPATION IN PAKISTAN

There were several successful and effective examples of community participation in Pakistan. Recently National communities, International agencies and different welfare organizations helped Government of Pakistan in the terrible earthquake of October 2005 in which a number of districts suffered badly. The said communities and welfare organizations provided cash, food material, medicines, shelters and even temporary schools to the suffered districts on volunteer basis. It was difficult alone for the Government to manage such a disaster without the cooperation of communities. In 2009, Government of Pakistan started a Military operation in its Northern and Southern zones for securing peace in the region. In this operation millions of families suffered and left their homes for about six months. These families were called Internally Displace Persons (IDPs). It was difficult alone for the government of Pakistan to provide food, shelter and medicines to all of them. The same communities/agencies/welfare organizations helped government in that emergency. Millions of people were adjusted in central districts of the province of Khyber Pakhtunkhwa by different communities/Social organizations on humanitarian basis. They were provided with food, medicines, clothes, and residences for several months on free of cost basis. In July 2010, a severe flood destroyed about a quarter of population of Pakistan. Again those same communities, social and welfare organizations helped bereaved people of Pakistan. These three cases were notable examples of community participation in Pakistan in overcoming emergencies. Since in the above three calamities government alone was not in a position to tackle the whole situation, therefore, feeling its dire need, communities provided large extent of relief to the affected people. That help was admired by National and International media. In the case of these calamities, beside other helps, some of the social and

Educational organizations established schools in Nowshera, Charsadda, and Mansehra districts of Khyber Pakhtunkhwa with proper uniform, books and buildings for the effected students.

In Pakistan, some schools and colleges were also serving students under the name of “Private–Public collaboration” (PPC’s) in which private management used public sector school’s buildings for imparting education in evening shift to students. In short, community participation was now a sort of facilitation for governments and authorities itself. But the major challenges in this respect were motivation, mobilization, organization and sustainability of community participation.

International/National level activities also needed support of communities. It was a common observation that regular Armies and law enforcing agencies in all countries needed community support for the success of various tasks. For instance, in its war of 1971 with India, Pakistan lost its Eastern province. Out of many other causes of that tragedy, one was the lack of local community support of those people with Pakistan Army. Pakistan would have never lost that province, if community support was available to its forces.

2.6 TRADITION OF COMMUNITY PARTICIPATION IN SOCIAL AND RELIGIOUS LIVES OF KHYBER PAKHTUNKHWA

The tradition of community participation was a very interesting feature in the social and religious lives of the people of Pakistan and particularly of Khyber Pakhtunkhwa. On the occasion of wedding ceremonies in villages/towns, the surrounding neighbourers arranged caterings, sitting places, and served guests with water, tea and meals for the whole day. Serving guests of the said family at such functions was regarded as the social obligation of the whole community. Similarly, at the time of death/mourning in a certain neighbouring house, members of that

community served the family of deceased person for three consecutive days with food, tea, caterings and feelings of condolence. It was a common saying that happiness became doubles if it was participated by someone and sorrows were halved if shared by others. In fact community is the main character in doubling happiness and minimizing sorrows of the people of this region. Time and resources were spared by every one for these occasions. This type of participation obliged bereaved families.

Construction of mosques and religious schools (Madrassah's) throughout rural areas of Pakistan and particularly in the province of Khyber Pakhtunkhwa was a task of community participation. Communities collected donation for acquiring of suitable land for such constructions. They contributed among themselves for construction of building. They kept a proper person in these mosques as their religious/spiritual teacher and paid regular salary to him. The whole cost of maintenance of these mosques and religious schools, their electricity and fuel charges were born purely by the concerned community. Community kept the whole mosque clean and tidy without the services of salaried sweepers, because every individual acted as a sweeper whenever it was considered necessary. Government paid no budget for any of the said activities. The communities were also 100% effective in their participation in the construction, maintenance, salaries and other charges of its religious schools. Those students who receive religious education in these schools (Madrassah's) paid no fee for tuitions and food; they were, in fact, financed by communities out of their charities/alms. In various places, these students collected food two times a day free of charges. People donated them clothes and books also. From previous several centuries, mosques and religious schools depended on the participation of their respective communities in rural and urban areas. Only in cantonment areas of

Pakistan, government paid charges of construction of mosques and of their maintenance.

Farmers and growers participated with each other in harvesting of crops, in cleaning of agricultural production and in securing the produce in Pakistan. On these occasions, the host family arranged food and servings for the participants. Such activities formed basis of unity and happiness in villages. These were some examples of community participation/support which were present without any aid of the state.

In the province of Khyber Pakhtunkhwa (formerly known as North West Frontier Province of Pakistan) community participation in education was made obligatory and practical by government through Education Department from the previous two decades. In the beginning members of community were nominated to assist schools, later on proper elections were held for this purpose. Elections of community members hold several times since that. Elected councils of schools were renewed after every three years. During this time a grant of amount ranging from 0.08 million to 0.15 million was given to each public Primary, Middle, High and Higher secondary school of both males and females. These amounts were part of educational budgets and were liable to reconciliation in District Account offices. According to the prescribed method, chairmen and Head teacher drew and spent these funds on the approved demands of schools. Twenty per cent of these amounts were meant for class room consumable (CRCs) items such as chalk, duster, boards etc, while remaining eighty percent was to be spent on minor repairs such as paint, white wash and small scale construction works. Its expenditure statements and voucher files were deposited in triplicate to District Education Offices. In the mid of 2011 a third party validation audit was conducted by the provincial government.

In the month of November 2011, Provincial Directorate of Elementary and Secondary Education of the province hold meetings of Principals/Head Masters at each district to guide them to conduct fresh elections of PTCs/SMCs. Guide books of PTCs were provided to all schools. Principals/Head Masters were asked in turn to held meetings of their respective feeding Middle and Primary schools for their guidance. Then fresh elections were held in all elementary and secondary schools of the province. This time elections were much more propagated and it was tried that at least 75 % of parents should participate in this activity. After elections, photo state copies of PTC guides were provided to new members so that they could knew about their responsibilities. Construction works in schools will be the responsibility of PTCS/SMCs in future.

2.7 COMMUNITY PARTICIPATION AND ITS SUSTAINABILITY

Since community participatory activities were voluntarily run by societies and communities, therefore, they were related with the morale of that community. If morale of community was high, community participation was also high and vice versa. Many of the times, it faced problem of sustainability. Sustainability meant to hold up; to maintain and to keep it up. It meant devising a sustainable system which could improve educational standards. From the following two sources, sustainability of community participation could be understood.

Orr (2004, pp.14-15) said that sustainability processes were the methods of carrying an activity flexibly and persistently. Thus enabling communities to participate more effectively. It was, in fact, a form of continued process of community participation. He said that some of the communities looked into larger organizations that should be able to provide long run funding for their projects. He said that sustainability of projects depended upon the skills of the community i.e. the skills of

linking parents, arrangement of meetings, collection of resources and skill of computer operations etc. These skills when combined with economic assets of a community can develop social assets. These assets consisted of the ability to negotiate with agencies and organizations, setting up offices, keeping up accounts, reporting activities and development of partnerships. All these skills contributed to sustainability and confidence building. The report said that there were certain things that could enhance sustainability. They were (i) a shared vision and mission, (ii) involvement of more and more parents around that vision, (iii) sharing expert knowledge of child development, (iv) increased parental involvement and (v) families support. In the end, the article said that if sound knowledge and good processes achieved participation, many of the projects would have thrived and continued.

Olukotun (2008) conducted a study in Nigeria on the sustainability of community projects. Objectives of his study were to know the mechanism which leads to sustainability and to highlight the conditions for it. He said that rural communities shared each other in joys and sorrows, in reaping of crops and managing its storage, in construction of a house and in fighting against social evils. Similarly, communities constructed and repaired schools, roads and bridges. He mentioned an example of a village in Amuro district of Kogi State, where “Tuesday” was chosen by the community to work on community projects. During that work, men carried manual work and their women used to provide food and water to them. The community contributed two-third resources from themselves, while remaining one-third came from government side. Community came to help and their inadequacies were not evident. This attitude encouraged oneness and love for each other. According to the paper, present day cooperative movements of cities started from rural communities. The concept of monthly donations also came from the rural

communities. But it was strange to see that those same communities did not take interest in most of the projects started by government. No matter that government launched valuable schemes but lastly they were abandoned. The article said that since communities were not consulted and involved in those works, therefore, they failed. He recommended that projects would sustain (i) if communities were taken into confidence in its conception and implementation, (ii) it was also necessary for governments to help in cash or in kind, (iii) community leaders should take the sustainability of a project as a challenge, and (iv) participatory approach of community participation should be used.

2.8 EVOLUTION OF THE CONCEPT OF COMMUNIT PARTICIPATION IN WORLD

At world level, communities were serving educational institutions not only in advanced countries such as USA, UK and Japan but in developing countries also. With the development of the thinking that communities can serve their people and governments in various fields such as education and health, more and more community members were taking part in development of social sectors.

The concept of community participation in educational institutions dated back to early nineteenth century. In the whole world people as well as governments acted to solve their social problems through participation of communities. Some of the notable countries along with their experiences in the field of community participations were as under:

2.9 COMMUNITY PARTICIPATION AND THE UNITED NATIONS ORGANIZATIONS (UNO)

A seminar was arranged on the topic of community participation, whose findings revealed that success or failure of any project depended on participation of

community and the degree of its community involvement in the said project. The participants of seminar discussed major issues of community participation in education, in which first one was “What mechanism was required to promote community participation in education in rural areas”? Its answer was that first of all, one should study community and serve its elders and then start a school there. Second point was to give training for participation, and third point was the need to use existing community structure. About the constraints to successful community involvement, it noted that (i) the villagers hesitated to express themselves, (ii) social issues such as approaches to gender equality was a hurdle, and (iii) lack of infrastructure such as transportation and communication were also creating problems. For the promotion of community participation, the seminar recommended that (i) Programmes/projects should be launched on a small scale, (ii) Capacity building in terms of education and training was necessary, (iii) Mobilization of local resources were necessary, (iv) Continuous efforts for parent involvement were essential, (v) Information dissemination through networking were compulsory, (vi) Religious leaders were critical for the life of community as a source of motivation (vii) School’s Principals and teachers should be focal persons in local development initiatives, (viii) role of Multi-governmental agencies was inevitable, (ix) Local and foreign financial institutions should help such involvement, (x) role of each partner be clearly delineated, and (xi) systematic planning was essential for success of community participation in education (UNESCO,2002)

2.10 COMMUNITY PARTICIPATION IN USA

United States of America has a good deal of experience in community participation. Henry (2001, pp.12-30) said that not only a classroom but also the whole physical building and social environment of a school could be improved with

the help of community participation. He disclosed about a town Davidson, whose community was active and interested in construction of a school through self contribution. The community decided to collect funds for a new elementary school to replace the old one. Its teachers decided to have the method of “Team teaching” in their elementary school. Davidson school had already a committee of teachers and parents, all of them were eager to participate in designing a new school (2001, p.23). The community was involved in planning the design of a school for 600 students, with a gymnasium to be constructed and to be used as a community centre for public. For this purpose, various workshops were held and interviews were conducted among thirty teachers of the school to develop a consensus about design of that new school. Local artists wanted the design to include places to exhibit student’s work and art of local community. The teachers supported creating a school that would have a healthy interaction with Davidson community. They stressed on the need of such a design of a school where physical facilities should be linked with teaching methods and also to avoid noisy corridors in it. At last, final design of the school was approved with cluster of classrooms having their own relatively private outdoor area and play areas where every cluster was at a distance from other cluster, having green lawns in between them in order to avoid noise and disturbance thereon. As a result of their thinking and exercises of designing, Rosa Parks Elementary school resulted after a long inclusive community planning process which had a positive impact on community. Davidson community could use its facilities like that of a multipurpose room for public meetings, celebrations and performances. Construction of this school with the help of community participation fostered community intercommunications and attainment of many positive social goals. The school won award for

demonstrating connection between good participation, good design and good consequences.

Antunez (2001, pp.53-59) found that besides other advantages of parental involvement in schools, it could improve social behaviour of students and stop them from use of alcohol, violence and antisocial activities. Students of high schools could develop a more realistic plan about their future. He said that instead of income or social status, the best predictor about student's success was their parental involvement in their education. He said that in USA, schools depended on local businesses, faith based organizations, medical assistance and legal services to provide good education to students. It said that schools of the future must build good relations with business communities and homes. The article said that barriers in parental involvement included (i) language problems of parents, (ii) considering involvement as a form of interference in schools, (iii) mismatch between schools and parents timing schedule, (iv) lack of knowledge about schools system, (v) lack of self confidence amongst parents and (vi) bitter past experiences. The article said that in order to support parental involvement in education, (i) schools policies should be made with parents in mind, (ii) respect for cultural diversity must be kept in mind, (iii) meetings should be conducted in community languages, (iv) power sharing relationships should be offered to encourage parents, (v) a sort of personal touch was necessary, (vi) perseverance in maintaining parental involvement was a must and (vii) administrative support for parental involvement was necessary. The article suggested (i) providing flexible timings for meetings, (ii) enabling familiarity with families, (iii) recognizing the contributions of parents and giving respect to them, and (iv) incorporating their ideas in curricula.

Blud (2002, pp.40-45) noted positive and convincing relationship between family involvement and student's academic, behavioral, and social improvement irrespective of their racial/ethnic and educational background of their parents. He noted that parental intervention at home brought about higher students achievement in life. Test scores grew forty percent higher in schools with outreach to parents as compared to those schools where level of outreach was lower.

Bray (2003, pp.1-22) observed that in some cases the initiatives of governments and communities' were harmonious to each other, but in others cases, they were in conflict with each other. Sometimes communities supplemented resources of state run schools but in other cases they operated their own schools. He said that participation of community in education restarted after Second World War, and it was encouraged through several declarations. These declarations said that since Education was a social responsibility encompassing governments, families, communities and NGOs alike, it therefore, required commitment and participation of all of them in a grand alliance that transcended diverse opinions and political positions. The report gave as much as 94 definitions of the word "community". It said that though major responsibility of education lies with a government, but due to its inability and unwillingness to serve, communities started participation to fill gap and secure quality education. According to the paper, community provided more than 60 % of inputs for primary education in state run Cambodia's school system. In 1998, 115 community primary schools were operated in Cambodia parallel with 128 fully government primary schools. In China 32.4 % of primary schools and 7.4 % of lower secondary teachers were employed by communities. In 1998-99, 19.1 % were community schools and other 14.7 % were operated by religious bodies in Togo. In Tanzania in 1999, 42 % secondary schools were community institutions, amongst

them 38% were private, 7.8% were seminaries and only 11.3% were government schools. About Pakistan, the paper said that community schools flourished from 1979. The paper described that differences in application brought about deterioration in management which adversely affected teaching learning processes. Racial and ethnic factors also played a major role in community-run schools. Similarly, management committees also came from richest circle of society and not from the learned leadership. The paper showed fear that Pakistan's political figures were involved in schools through capturing PTCs. It said that in earlier history of world, state authorities were not in favour of community participation and it was considered as subversive, but with the passage of time and with advocacy of international donours, it gained acceptance and acceleration. For example, Indonesian government chose to work with religious and other communities. Hungary, Poland and Russia went tolerant but had no larger resources. Singapore also chose to encourage some community initiatives. The paper concluded that although there were some problems like increase in racial, social and geographic disparities, community initiatives in education were, however, desirable. It said that a strong government was necessary to use community participation positively.

A report published in USA stated how to involve parents, families and members of community with schools so that all children could benefit. Schools must create a welcoming environment that can attract all stakeholders to participate. It said that power of one parent may be limited, but if they joined together their power could increase manifold. Not only parents and students, but every one in community can gain from good schools. On one side, it can popularize a community while on the other hand it could improve quality of life of that community. Business could get educated and productive labour, work force, and artisans from educational

institutions. Similarly, business community could provide internships, scholarships and guidance to students. The article suggested that (i) parents must be invited to schools, (ii) their involvement should be valued, (iii) good ideas should be communicated with them through phone and letters, (iv) collaboration of teachers and parents should be arranged, (v) a parent–family resource centre should be established, (vi) unsocial behaviour and violence must be discouraged, (vii) students should be asked to interact with their families, (viii) parents should be educated about higher education, careers and life long learning of their children, (ix) data about volunteers, their skills and availability must be collected, and (x) these volunteers must be encouraged whenever needed. The article introduced a new term i.e. “Parent of the year” in recognition of those parents who regularly visited and contributed to schools. Pictures and messages of those parents were displayed in schools. (Mississippi Department of Education, 2004)

Ceperley(2005, pp.1-7) conducted a review of literature on parental involvement in schools. She gave references of 24 different studies conducted in United States of America on subject of families’ involvement in schools. The review showed names of researchers, years of publications, focus of studies and their findings in three columned tables. Compiler of the review gave four key findings derived from the above 24 studies, which were (i) those children who were supported by their families had higher academic achievements than other students, (ii) continued family involvement helped in continued education of their children, (iii) families of all cultural backgrounds, education and income levels encouraged their children alike, and (iv) parental involvement should be focused on specific knowledge and skills. She said that parental involvement could improve attendance and behaviour of students. She recommended to (i)adopt a family – school partnership policy, (ii)

identification of target areas of low achievements, (iii) professional development for teachers should be offered so that they could work more effectively with families, and (iv) innovative techniques should be thought for creating a learning community.

Howley *et al* (2005, pp.1-5) said that many methods were developed to help schools winning parental involvement but none of these models were developed with rural communities in mind. There were a number of challenges faced by rural life such as isolation, poverty and joblessness etc. Due to poverty in rural areas, parents were unable to provide good education to their kids; therefore, they gave a low ranking to education. Taking into considerations difficulties being faced by rural life, educators could involve families if they visited homes for better home-school communication, and if they used university students and research associates for advocacy and supportive role. Similarly presence of community and business groups inside classrooms could encourage students. The report gave some brief account of models which were working to improve parent involvement in rural areas, these models included (i) Even Start model which worked in Montana and successfully involved parents in their children's education, (ii) The Total Village Project which worked in Virginia and its objectives included increase in parent attendance at meetings and improvement in standardized test results, and (iii) Teacher Parent Partnership model which worked in rural South Carolina, it included training activities for teachers, parents and students involvement tasks.

Smith (2006, pp.1-10) presented a model in which he mentioned three points about community participation i.e. (i) process of community building, leadership development and training of participants, (ii) changes in institutional policies/distribution of powers and (iii) resource allocation. The model said that advocates of the term 'participation' relied on two key arguments: (i) people could

influence through collective decisions, and (ii) people could learn through participation. He distinguished between the terms of i) Popular participation, which meant broad issues of social development, creating opportunities and involvement of common man in social, economic and political life, and ii) Community participation, the involvement of people in local affairs.

An American institute published some very rich hints about community participation, such as i) the emergence of parent-teacher associations, ii) Community Education Committees, iii) their composition and groups, iv) their functions and procedures, v) traditions with respect to community participation, vii) their past successes, viii) how they could be assisted, ix) identification of skills and capacities of community, x) process and transparency of selection of their members, and xi) representation and inclusion of all of the groups etc. The report discussed i) minimum number of meetings, ii) need for trainings of members, and iii) proper ways for involvement of communities. The report also mentioned conditions and indicators of the effectiveness of CECs. The report said that manipulation, decoration and tokenism were the passive forms of participation, where as information as the required state of participation, consultation as the active state of involvement, and decisions making as the ideal states of community participation. It said that community leadership could arise from the religious, political, business and social groups of a society. In its last section, the report described minimum standards of participation of a community as were proposed by Inter-Agency Network for Education in Emergencies (International Institute for Educational Planning, 2006).

Kechia (2007, pp.1-20) recommended nine techniques for solid parent-teacher relationships. She proposed that one should i) make environment of classrooms warm and welcoming, and ii) got extra information about students by sending information

sheets to homes. She proposed to guide parents and welcome them i) to visit classrooms to observe teaching, ii) to award top readers in their presence, and iii) to show flexibility with respect to time.

Agbo, (2007, pp.41-56) cited various references in favour of community relations and then conducted a research on community and teachers perspectives. He was interested in three questions: (i) nature of relationship that existed between school and community, (ii) working of parents and teachers in collaboration for improvement of school, and (iii) that how Euro-Canadian teachers could be integrated into the community?. He found that parents were more likely to involve themselves in Primary grades than in Middle and High schools because Middle school teachers had less time and resources to monitor each student. Similarly middle class parents got responsibility to collaborate with schools while lower class seemed to turnover responsibilities on to the school. Teachers welcome contacts when there was a problem and when they asked parents to come as compared to the parents initiated contact. The paper quoted report of the Royal Commission on Learning, which described “school- community relations as the first engine, and that every school should have a council comprising of Principal, teachers, students and parents that should assume some obligations which teachers now bore alone” (2007, p. 11) The researcher Interviewed 58 community members and 8 teachers about above mentioned questions. All of them suggested i) PTC formation, ii) collective games, iii) story telling sessions iv) occasional class taking of educated parents, and v) celebrating parent’s days/mothers days/ grand fathers days/ uncle/aunt days. The paper concluded that fate of a school depended upon its relationship with community. It said that “A well developed collaborative action plan would support a positive working partnership between teachers and parents” (2007, P.13). If one wanted to

know how best a community could involve itself in school, it needed to provide conditions for involvement and those schools should remove the structures and signs that prevent collaboration.

Another report noted about community participation that (i) although PTAs and SMCs had been established in many schools but there were tensions and contradictions in their duties. Similarly i) their composition was not representative of real community, (ii) relations amongst stakeholders were not smooth, (iii) communities as contradictory to assumption of homogeneity were rather heterogeneous and multi-layered, (iv) there were multiple experiences and understandings of community-school relations, and (v) that the concept of community itself was problematic. According to the report, i) communities were suffering from poverty and passing from a stage of rural to urban migration, ii) girls education was severely suffering due to various reasons, iii) people avoided domination of western culture, iv) parent were the principal community members but were ignorant of importance of schooling, v) teachers criticized parents and parents criticized teachers, vi) children were the main victims, vii) irregular attendance of students resulted in punishment which increased absenteeism / dropouts, and viii) that children were involved in agricultural, business, and household activities. According to the document, community viewed schools as (i) the symbols of modernity, a post colonial product, and an agent of economic and social change, (ii) schools were agents of unwanted westernization and a threat to traditional values, (iii) its system of timings, curriculum, uniforms and rules were rigid, (iv) community schools were in contrast to the unresponsiveness of formal schooling, and (v) local teachers and teaching in local language could bridge gap between schools and communities. The document said that Decentralization and greater advocacy for community

involvement increased community participation in formal education. However, this was regarded as a top-down imposition and not a response to demand from communities for greater involvement. Communities took such participation as an additional burden on their times and resources. Some of the arguments in favour of community participation in schools were (i) mobilizing extra resources for schools, (ii) increased ownership, (iii) enhancement of accountability of educational institutions, (iv) raising school efficiency, (v) orientation of school to local needs, (vi) improvement in educational quality, (vii) democratization of society, (viii) acquisition of managerial skills and (ix) educational decentralization. While difficulties of participation which were described by the report were: (i) it was limited only to cash and kind, (ii) it meant accountability only of Local government than of community, (iii) it was a burden on communities in terms of expenditures and time, (iv) it suffered due to pressure of local politics on school, (v) participation of community was inequitable, (vi) teachers felt threatened by greater community involvement in schools, and (vii) lack of community skills. In the end, the article said that community participation in schooling was working well only in rare cases where there were good understanding and relations amongst schools, communities, and local educational authorities with a history of community mobilization and commitment (University of Sussex, 2007).

According to a report published in the United States, parents and community were responsible for quality education of students. Today all family members were inclusive in student achievements. Involvement of a family has positive effects on Childs success; and that students were inspired and motivated through it. The report said that Parents-school partnerships improved schools, strengthened families, built community, increased student achievement and successes. According to the report in

the United States of America 17 states directed all districts to act upon such policies which involved parents and families. Some states allowed schools to use funds to involve community for student's improvement. People thought that imparting education was responsibility of schools, but schools submitted that they could not do it alone. They wanted to get community help. Lack of parental involvement was the problem of USA also, it was, therefore, necessary for community to involve itself with schools. The report said that some of hindrances in way of community participation included tight time schedule of parents, inconveniences of involvement, lack of know-how, lack of contact from school and lack of transportation.

In order to engage community in schools, following steps were recommended by the report to be taken by government and school authorities: (i) determination of needs, interests and ideas about partnering, (ii) passing of family-friendly laws, (iii) provision of professional development, (iv) provision of training to parents, (v) provision of information about school policies and procedures to parents, (vi) school- community liaisons should be hired, (vii) collaboration with higher education institutions, (viii) an outreach strategy to inform community about involvement, and lastly (ix) effectiveness of family involvement should be evaluated. The report listed following parent-family-community-school partnerships organizations for their endeavors and contributions in the field of parental involvement; (i) National Network of Partnership schools (NNPS), (ii) The Parent-Teacher Home visit Project, (iii) The Chicago Parent Centers Model, and (iv) Parent Institute for Quality Education (PIQE). It advised four steps to promote community involvement in educational institution, (i) parents must perform their role in schools, (ii) parents and families must be assisted, (iii) encouraging laws should be devised, and (iv) rewards must be given on performance. The report included six types of

involvement of community which were (i) parenting, (ii) communicating, (iii) volunteering, (iv) learning at home, (v) decision making and (vi) collaboration with community. Following web sites were given at the end of report for further details i) www.nea.org/parents/parentguides.html, ii) www.finenetwork.org, iii) www.csos.jhu.edu, and iv) www.pta.org (National Education Association, 2008).

Combs(2008, pp.1-24) mentioned different methods for improvement of school-family relations. He suggested that (i) a community should be encouraged to use school facilities after the end of the school timings, (ii) friendly policies with communities should be followed, (iii) talented students should be invited for lunch hosted by local business community and (iv) congratulations should be sent to them. He added that i) such students should be granted discount card for stationery purchase, ii) intelligent students should be invited for interaction with present students, iii) senior citizens should be invited for a lunch sponsored by school, iv) assemblies should be arranged at which students could receive certificates and honours, v) professionals should be invited to guide students for different careers, vi) school activities should be projected on media, vii) a honour roll of students should be hanged in school, and viii) family members should be contacted by faculty members for positive reinforcement.

La Bahn (2009, pp.1-9) laid stress on dynamism of school Principals to make parental involvement effective. He said that parents wanted to cooperate with schools but they did not know its methods. The paper advised ten ways for successful role in schools. Some of them were: (i) frequent contact and communication with parents, (ii) family dreams for future, (iii) hard work on behalf of school for community participation, (iv) active life style, (v) four to five hours home-centred learning per day, (vi) mutual support and problem solving, and (vii) stress on spiritual

development of students. The paper emphasized on discovery of new ways to increase community involvement in schools.

A report addressed major problems like how to connect schools with families and communities. It started work on community participation in 1990; it used various research methods for promotion of academics and career planning of students through community involvement practices (John Hopkins University, 2010).

Skiba & Strassel (2010, pp.1-2) studied role of parental involvement in learning of students and in creation of a positive climate in schools. They identified six ways of parental involvement in which three belonged to home and three to schools. Former three were i.e. i) parenting, ii) learning at home and iii) communication, while later three were i) volunteering, ii) decision making and iii) collaboration with community. Their conclusion was that increased parental involvement could increase success of students and satisfaction of teachers.

Ronald F *et al.* (2010, pp.1-5) Community development (CD) was practice of civic leaders, activists, involved citizens and professionals to improve various aspects of local communities. It empowered individuals and groups with skills for change. According to “The community development challenge report”, they were a set of values and practices which played special role in overcoming poverty, disadvantages, knitting society together at grassroots level and deepening of democracy. Community development practitioners created opportunities for members of a community to taught skills, enabled people to act together to foster social inclusion and equality. The report described as much as fifteen different approaches to community development. About the history of Community development, the report said that community participation occurred throughout history and its aim was a better life through collective efforts. The article divided the World into two zones about

community participation. In Northern hemisphere, Robert Owen was the first thinker who tried to form a more perfect community. In the light of his work, people came together to form Utopian communities with mixed success. In 1960s various foundations were established such as Ford foundation, which attempted to apply business and management skills for development of low-income residents. Such groups came to be known as “community Development Corporations” or CDCs. Federal and Municipal authorities provided funds to CDCs and other nonprofit organizations. These CDCs started to stabilize seemingly hopeless inner city areas of South Bronx in New York. In Southern hemisphere, idea of Utopia brought the concept of community development to Africa; from there it reached India through M.K.Gandhi. Then first Prime minister of India, Mr. Jawaher lal Nehru gave it shape of Integrated Rural development Scheme with a focus on uplift of rural areas. On the same pattern United Nations and World Bank adopted programmes like (i) each one teaches one, (ii) cooperative ventures, (iii) open education, (iv) village nutrition programmes, and (v) village water supply programmes. Canada also saw different movements in 1920s of Social capital. In Bangla Desh, the work of Muhammad Yunas in the field of micro enterprise credit schemes honoured him with Nobel peace prize of 2006.

Education World described an interview from Principal of Riverview Gardens School District of St. Louis County, Missouri, in which he told that parental involvement was a requirement in his school and that they succeeded in provision of internet connections to all of classrooms with the help of 150 parents. Moreover, parents and teachers painted whole school in a few days and that school now looked beautiful and nice (Education World, 2010).

Committee for Academic Excellence described as many as 92 different and interesting suggestions for involvement of families and communities in education. It was suggested that parents should set a specific time each day for doing homework and to listen to students reading for thirty minutes. Similarly a note book should be created for homework and for record and communication with school and home. It suggested parents for limiting Tele Vision watching and provided suggested list of Tele Vision programmes to view and discuss with their children, to sign homework, to attend workshops for parents that how to motivate their children to do homework, to create positive behaviors and select a career, and to arrange reading and story telling gatherings. About School/Home communications it suggested school Principals to i) write their school's mission statement at school gate for every one, ii) to repeat key messages, iii) contact parents using variety of methods, iv) design colorful sheets for information, v) to select a particular date for sending information to parents, vi) use humor, cartoons, interesting designs, success stories and vii) quotations in messages. Similarly it suggested i) holding family information sessions, ii) coordinate communication efforts through PTCs, iii) encourage joint sittings, and ask iv) parents what they expected from their children and schools. The report added to invite parents of at-risk students to school, to set a schedule for "Coffee with the Principals", establish a parent room / parent corner in school, have a bulletin board in school and maximize the number of phone calls to convey positive messages. About use of family relations for schools, the report suggested to i) invite parents to speak, ii) encourage parents to serve as greeter or guide, iii) develop a parent support group on how to provide care to child, iv) invite local agencies and businesses to set up information tables, and v) ask parents how to engage other parents. The report further suggested parents involvement in committees, collaborations and exchanges with

community, and ask students to write to speakers and newspapers for thanks (Richard committee for academic excellence Kentucky, 2011).

Smith (2011, pp.12-15) reported that in the United States parents teachers associations were a common thing. Every school had a PTA. In some schools they were known as Parent-Teacher-Student Association (PTSA), their aim was to facilitate parents in their involvement with educational institutions. It said that there existed a National Parent Teachers Association (NPTA), which was established in 1897. Every member of PTA automatically became member of NPTA. In 1960 its members were about 12 millions, which decreased to 5.2 millions. There were 23,000 local PTAs in the United States.

Fiore (2011, pp.21-42) said that School-community relations were an integral part of educational administration in USA at graduate level; but was sadly viewed as of less importance than other subjects. The changing role of effective school administrator, however, required a stronger understanding of school community relations than ever before (p. xvii). The study laid stress on development of certain skills for effective involvement of community. It said that those skills might be related to behaviour correction, curricular choice made by a teacher, ceremony or celebrations, school testing programme or state regulations. The school administrator must have skills to communicate effectively. Aptitude for listening and dealing effectively was also necessary. Most of schools administrators now rate these relations as of “importance”. Almost all of the associations of education in USA have taken stand in their upcoming Annual conferences that they will work in collaboration with community and families.

Sometimes community participation showed negative effects also, as was mentioned by Khwaja, (2011, pp.1-7) who conducted a research on community

participation. In its abstract, he said that community participation improved results in non-technical decisions but its results were worst in technical decisions, thus it was not desirable in all cases. In the introduction of his research, he said that before 1980's most of developmental projects failed due to lack of community participation, but after 1980's participatory development became an unqualified good in terms of project outcomes and sustainability. He said, however, that there was much less agreement on what did it meant and at which place it was to be used; thus there was a chance for its misunderstanding, misapplication and then its consequent discard. He claimed that community participation was not desirable in terms of project sustainability. This participation was beneficial in those decisions where local inputs and knowledge was required, but was detrimental in case of investment -based projects. According to him, participation was key for community to have a control over initiatives, decisions and planning; the community then might have a say in that activity. The purpose of the paper, he said, was not to roll back process of community participation, but to be cautious in it, and to consider its merits and demerits alike.

2.11 COMMUNITY PARTICIPATION IN UNITED KINGDOM

Crozier *et al* (2005) conducted a research on Bangladeshi and Pakistani community living in UK. The study contacted 157 house holds and 591 parents whose majority belonged to working class. The researchers applied technique of convenient sampling in collection of data. According to the study, most parents had little understanding of the education system of UK. They were generally satisfied with Primary schools but dissatisfied with Secondary schools. Parents said that schools usually provided no information regarding their activities. According to the study, parents desired good education for their children due to their Islamic background. Parents of both ethnic groups viewed their role as providing "behind the scene"

support to the schools. The study recommended that schools should develop a better system of understanding and awareness; they should expect a realistic level of participation from parents. Schools should use their community liaison assistant and that some other family members should also be contacted in addition to fathers and mothers.

A research in the United Kingdom on parents-schools relations mentioned that parents became less and less involved in schools when their child got promoted to secondary classes. The said research found that parent's active involvement produced beneficial impacts on the learning and attitudes of the students. It advised that all parents should participate like that of the parents of primary classes' students, where the rate of participation was much more satisfactory (BBC, 2010).

2.12 COMMUNITY PARTICIPATION IN AUSTRALIA

Goos *et al.* (2007, pp.1-26) on community participation in Australia said that there was no consistent agreement about meaning of the terms "parent involvement" and "community involvement" in Australia. The stakeholders might hold conflicting perceptions about their roles and the role of other stakeholders. The importance of relations, trust and respect enhanced over a long period of their interaction with each other. The researchers found that some parents cared about career of their children, while some of them did not want to be involved actively in all aspects of schools. The study recommended that expertise, background and interests of stakeholders should be used for further improvement.

Government of Australia published a guide. The aim of that guide was encouragement of sustainable and effective bonds amongst schools, families and students. It said that each member was an equally valuable contributor. Student's needs and preferences should be kept in mind. Help should be extended to involve

formerly uninvolved families; and creation of learning environment for students should be made. Similarly, provision of opportunities to families for contributions to schools and contributing for professional satisfaction of school heads and their staff were also necessary. The guide explained family-school relations; importance of such relations and conclusion about its respective research. It said that establishment of relations with parents needed time and commitment, and families which understand problems of schools should not be underestimated. The report contained a vision about family involvement, a set of principles for such involvement, seven key dimensions of effective family- school relations and a set of strategies for the implementations of such a partnership. The purpose of this effort was to guide schools and families on increasing their partnership with each other. The report was prepared by a number of associations which included Australian Council of State School Organisation (ACSSO), the Australian Parents council (APC), State Principals Association (SPA), and the Australian Government (Government of Australia, 2009).

In another report Department of Education of Queensland threw light on essential details of community participation. It said that Queensland state schools valued partnership of parents in helping to enrich learning opportunities for students. This document contained four sections (i) keeping informed, (ii) becoming involved, (iii) making a complaint and (iv) a role for parents and citizens Associations. Under the first section of keeping informed it said that Education Department provided many opportunities for parents to have a contact with school. The schools sent students performance report twice a year to parents, they published information for parents and community which included curriculum offerings, co-curricular activities, social climate of school, strategies used for involvement of parents, and results of certain classes. Many schools produced regular newsletters about their activities; and parents

were encouraged to meet by appointment to discuss their child problems. A magazine was distributed to all parents of students in Queensland State and non state schools about issues affecting education of their children. Second section of becoming involved meant that parents could be involved such as assisting in class rooms, in camps, in co-curricular activities, and in sports etc. Parents were represented in school councils, such councils were elected after every two years, moreover, community participation officers of Department also tried to increase parents and community participation in schools. Various citizen associations were involved in schools for fund raising, local policy making, functions and out of school hour's care. Similarly, volunteer parents ran tuck shop on non profit basis to provide healthy foods. Third section of making a complaint meant that Education department tried to dealt every complaint in a fair and equitable manner, it was, however, responsibility of the parents to put complaint in factual and non threatening manner. The school staff has the right to reply; in case of misconduct or criminal activity parents have the right to contact Misconduct commission or Queensland Police services. A five steps procedure was adopted to reach an outcome which should be in the best interest of students, this procedure was composed of (i) discussion of complaint with class teacher, (ii) in case of non compliance, discussion of complaint with Principal of school, (iii) contacting district officer of schools, if necessary, (iv) contacting Central office of Education in written, and finally (v) Contacting Ombudsman. Parents were also advised to contact their own Parents and Citizens' Association to provide support in these circumstances (Government of Queensland, 2011).

2.13 COMMUNITY PARTICIPATION IN EL SALVADOR

Sawada (2002, pp 1-30) said that performance of community-managed schools in El Salvador was better than formal primary school teachers, and that it should

involve delegation of powers of school administration and teacher's management to the community group. In the end he concluded that decentralization of schools would be more beneficial for community as a whole.

2.14 COMMUNITY PARTICIPATION IN AFRICAN COUNTRIES

In most of the African countries communities were taking part in promotion of education. Abbas (2001, pp 1-10) said that Federal and Local government should control and finance secondary education in Nigeria, while direct community participation should guarantee the role to jointly run primary education.

Academy for Educational Development of Ghana produced several research publications and tools itself as well as in collaboration with other agencies such as World Bank. In one of the publications namely "Involving Communities" the paper provided an understanding of ongoing and previously implemented community participation strategies, and suggested ways to utilize these strategies in future initiatives. Another important tool developed by it was the software of "Planning for Community participation in Education" in 1997, it aimed to assist program planners to make informed decisions about design of a community participation strategy by drawing on the lessons learned from a variety of experiences around the world. For improvement of girl's education it applied those concepts identified in "involving communities". Such as training of a cadre of local trainers, development of suitable training material for it, and preparation of a guide for community participation. It funded another community participatory project developed by USAID/Malawi GABLE project, and launched a Social mobilization campaign. The same design team worked on software which aimed at providing guidance to practitioners on how to work with communities on education. It designed a compact disk (CD) titled "From

Information to Action: Tools for improving community participation in Education". Work started on this CD in 1997 and completed in 2002 (Ghana, 2002).

World Education in collaboration with Save the Children, Academy for Educational Development and Rural radio programmes increased community participation in Guinea where a large disparity between rural and urban enrollments was present. They succeeded in reducing bias towards female education and now parents were supporting education with their own resources there. The authorities supported various NGO's in their mission to increase parental involvement in Guinea, and to enable local government and parents associations to sustain their programmes of community involvement in future (2005, p.1).

A study on community participation in Ghana found that there was a long history of community participation in education in Ghana. There was a large number of schools constructed through the efforts of community, except in 1980's, when that participation came to lowest level due to various reasons, in which one was the idea that provision of education was the sole responsibility of Government. It deprived the system of any meaningful role for communities. Later on Government welcomed community involvement for 100% enrolment and gave it a place in Ghanaian constitution of 1992. Community was composed of several elements including all residents, but not all of them worked. It was noticed that instead of improving their own schools, rural parents sent their children to their urban relatives. Parents disliked decision of government which assigned duties to them without considering their capabilities. The report mentioned some new forms of community participation in Ghana such as (i) community role in decision-making, (ii) affecting curriculum, (iii) management of schools, (iv) participation in teaching for some culture oriented themes, (v) protection and maintenance of schools property, (vi) supervision of pupils

attendance, (vii) motivation of teachers, and (viii) supervision of pupils studies at home. Involvement of community in managerial and teaching activities provoked teachers and Head teachers who considered it as an inappropriate interference. In Ghana, community participation was regarded as a mean than as an objective in itself, as was projected in various studies of UNICEF (Ghana, 2010).

Essuman (2010, P.1) found that though there was much to say about community participation in Ghana but all of it was theoretical and very less was in practical. Much of decisions were made by elites and more educated member of locality, and they left no space of real representation for general members of community.

Taeko (2012, p.1-3) said that government of Zambia decentralized basic education with emphasis on active community participation and increased accountability of teachers. His study explored parental and community involvement in all type of schools using interviews, document analysis and observations as the source of information. The study found that there was a lot of gap between policy of community participation and its implementation. The paper found that parents and communities lacked ability, volunteerism and professionalism to involve in education. The researcher therefore, dropped his assumption of homogenous, equal and willing community participation in schools. According to him, main cause of such situation was acute poverty of parents and their cultural context. The study showed that teachers and district officials too lacked willingness to mix up with community and to respond to demands of parents and communities even when they liked to do so.

2.15 COMMUNITY PARTICIPATION IN TURKEY

A report published by Turkish government mentioned various achievements made by Turkey. Turkish government wanted to make a bond between schools and

industrial sector, so that business and production could be increased. They increased their per capita income through this technique. The report said that, in non-formal ways, Business and Educational cooperation had a long tradition in Turkey in the form of apprenticeship. Formally this cooperation was also present in the form of practical training in industrial sectors in Vocational Education and Training (VET). The report recommended that it was better to strengthen importance of school and business cooperation at local level. For this purpose it was suitable to employ a responsible person for such cooperation between business and school (European Training Foundation, 2010).

A detailed policy report namely “Youth in Turkey 2008”, prepared by United Nations Development Program (UNDP) to promote Human Development in Turkey, described in its chapter 5 namely “Participation” that Tokenism, Manipulation and Decoration were termed as Non-participation by Roger Hart’s Ladder of participation (p.77). The report termed Community involvement as “Social participation” and said that due to lack of public revenues certain affluent families made investment in education of their children which enabled them to avail higher education more conveniently. The policy report said that the Earthquake of 1999 taught volunteerism to Turkish society. With the amendments in Primary curriculum, volunteerism programmes were implemented in schools and Elective communal sensitivity courses including other voluntary activities were started in university programmes (p.81). Hundreds of thousands of youth were engaged in voluntary services and this trend was on the increase in society. The tradition of volunteerism was present in Turkish society since Ottomans Empire. Community involvement was of such importance in Turkey that on page number 90 of the Policy Report 10 commandments were given in

which first one was that “Thou shall acknowledge that People should always be at the centre of all concerns” (UNDP, 2008).

16th International Roundtable seminar on School, Family and Community partnerships on “Growing Knowledge on Partnerships and Improving Practices” held on 13th April, 2012 at Vancouver, British Columbia. A number of papers were presented in it. Two of these papers were about family involvement in Turkey. First one was presented by Elif Karsli & Martha Alleasht of University of Georgia, Athens on the topic of “ A cross-Cultural perspective on Father Involvement in Early Childhood Education: Turkey and the United States”. In this paper various educational fatherhood initiatives from the two countries were outlined. Second paper was presented on the topic of “Parental Involvement among Turkish immigrant families in Germany: Links to young Children’s Development of Reading skills”. This paper was presented by Julia Deteret & Kathleen V of the University of Osnabruck, Germany. They examined 49 Turkish immigrant families living in Germany with respect to family and school related factors linked to young children’s successful development of early reading skills.

2.16 COMMUNITY PARTICIPATION IN MALAYSIA

In the past, Malaysian government was reluctant about participation of communities in education. A very negligible role was assigned to communities to play in education. This was pointed out in a seminar of UNESCO. The proceedings of that seminar said that Malaysia had a centralized system of educational administration; it has 14 states in which all schools were run by government. There were a small number of private schools, which offered admissions to those who dropped out from government schools. Community participation was present in Malaysian private schools since colonial period. School PTAs collected money and then spent it in

consultation with Head Master of schools. Government did not allow community to interfere in administration of schools. Owing to this feature, community in Malaysia did very little to contribute to education (UNESCO, 2001).

Present day Malaysia was, however, accepting community participation in education but still there were many efforts to be done in its implementation. This was obvious from the report of Sharifah *et al* (2005, pp 1-9) who conducted a study in Malaysia to know teachers perception toward family involvement in primary education. Presently parental involvement was restricted to PTAs only and teachers were regarded as the sole responsible persons of educating students in Malaysia. The researchers conducted a survey of 553 respondents from 20 primary schools of Petaling district, in which Stratified random sampling was used. Their statements were about teacher's perception of school-family partnership, school's practices of involvement of families and barriers in these involvements.

They found that parental involvement conception was partial and that parents were main barriers to school and family partnership. Parent's lack of time, job commitments, negative behaviour and lack of skills proved to be basic hurdles in this line. Partnership meant assistance in escaping dilemma of whom to blame for failure of child in their education. A strong partnership was necessary for quality education. They suggested that a comprehensive model of parental involvement was necessary, where parental participation should surpass from home based activities to school based instructional activities. A school should recognize significance and potential of family members in education of children. The researchers said that separate responsibilities of schools and of families were no more successful for children now. According to the study, a paradigm shift was compulsory in order to coordinate schools and families. It would reduce blaming of and finger pointing towards each

other. “They concluded that school-family partnerships would only be successful when students, families, teachers and communities collaborated and interact with one another in children’s learning process” (p.8).

2.17 COMMUNITY PARTICIPATION IN INDONESIA

Amaliah (2010, pp 1-145) conducted research in Depok city of Indonesia and found that parental involvement was effective there before introduction of a new scheme known as Free School Programme (FSP). Due to introduction of this scheme, parents were now not bound to contribute schools financially. Due to this change in policy, parents decreased their interest in contacts with schools. Therefore, old scheme should be reintroduced to make decentralization and involvement of parents more effective.

Pradhan *et al* (2011, p.1) conducted a study in Indonesia on strengthening of school committees in public primary schools. Statistical tools were used for inferences. The study took two years in its completion and it studied two types of school committees. It said that existing school committees with the help of grants and trainings demonstrated no or limited effects; while other type of school committees with outside ties, linkage and elections gave good results in learning.

2.18 COMMUNITY PARTICIPATION IN IRAN

Abrisham (2010, pp.1-4) said that in developed countries the role of community participation was important in educational planning and development. But in Third world it faced certain problems. He noted difficulties in Iran in his paper. In introduction of paper he referred to some review of topic and certain definitions of the term. He said that participation broke isolation of community and gave them an opportunity to have independence and control over issues. He said that (i) manipulation, (ii) information, (iii) consultation, (iv) interaction, (v) partnership and

(vi) empowerment were common types of community participation. According to him, main barriers in the way of community participation in Iran were “(i) inability to analyze the changing socio-cultural dimensions of educational system, (ii) lack of understanding of policy process and (iii) lack of access to information” (p.2). He noted another important problem of participation and that was heterogeneity of society. In conclusion of the article, he said that in order to promote cause of education, it was necessary to enroll students, to boost morale of school teachers, to provide them security and housing, to repairs and maintain buildings of schools, to monitor teaching staff, to attend meetings of school, and help students in their studies.

2.19 COMMUNITY PARTICIPATION IN AFGHANISTAN

Afghanistan was the world's most suffered country. Rehabilitation works were going on, and here the involvement of community was a valuable asset in development of education. About community participation in education in Afghanistan, Wajidi (2010, pp.1-3) said that communities in Afghanistan started realizing worthiness of education much more than ever before. The enrolment increased from 1 million to 7 millions since 2001. Government launched a female scholarship programme to train secondary school girls for teaching line in female schools so as to cover shortage of female teachers. The problem of security closed more than 450 schools in southern Afghanistan. The community and Ministry of Education (MOE) in Afghanistan reopened almost half of those closed schools. Under the given situation, MOE in Afghanistan aimed to promote community participation in education since 2004. The system was based on traditions of Jirga/Shura, in which a group of people sat to resolve a problem by joint considerations and implementations.

Sullivan and Branelly (2009, pp.1-100) said that in war ravaged countries such as Afghanistan, Lebanon, Iraq and West bank, infrastructure of education was destroyed, teachers and students killed/wounded and students were inducted in military militias. Remaining student lot took no interest in receiving education and often left their schools in early years. Though community participation in conflict stricken countries was not necessarily positive, but it enjoyed power to normalize situation of schools. In such countries the community participation provided land, material and financial resources to education. The study recommended that i) confidence building, ii) healing of relations, iii) revitalization of traditional authorities, iv) structures, v) understanding of each partner's role and vi) cultural context were necessary for improvement of community participation in education.

2.20 COMMUNITY PARTICIPATION IN EDUCATION IN INDIA

India is the second most populous country of the world, since it was also a developing country, therefore, its government tried to involve its communities in education. The concept of community participation reached here from Africa through Gandhi and its first Prime Minister implemented the concept in his regime. Government of India published a report which said that National Policy on Education set goal to decentralize elementary education in 1986, the policy advised community involvement. 73rd and 74th amendments of the Indian constitution proposed decentralization, transfer of powers and community participation in India. Accordingly, Village Educational Committees (VECs) were assigned task of mobilizing the community, construction of schools and improvement of teaching quality. For this purpose a fund of Rupees 40,000/ was allocated since 1993-4 to more than 47000 Upper primary schools for the acquisition of teaching-learning material. Total expenditures under this head were 8,163 million from 1992-3 to 1995-6. In the

state of Bihar, organization of VECs and community involvement was started since 1991 (Government of India, 2010).

Pryanka Pandey *et al* (2008, pp.1-7) evaluated effects of community based information campaign in which community was informed about their roles and responsibilities in management of schools. After the campaigns it was found that its effects were positive in bringing good changes in reading, writing and arithmetic of students and that in some schools improvement appeared with respect to provision of uniforms, stipends and mid day meals. The study recommended further research in long term effects of such campaigns.

Boaduo *et al* (2009, pp.1-26) conducted a study on forty five selected primary and secondary schools. Data was collected for this purpose through questionnaires, interviews and local performance between January 2005 to December 2006. Respondents of the study consisted of ten parents, ten learners, and ten head teachers/teachers, ten members of school governing bodies and ten members of PTAs. It was found that teachers were effective and learner's performance was higher in those schools where community involvement was visible and apparent. But result was opposite in those schools where parental involvement was nominal. The study recommended that member of PTAs should be literate and be given adequate training about their responsibilities. It also recommended effective and efficient collaboration among all stake holders.

Dash and Panda (2009, pp.1-12) conducted a study in the Indian state of Orissa. It said that people's participation was a must for successful implementation of elementary education. The study said that if school served community through its educational services, and society helped schools in its services then both of them could transform each other. The report said that success stories of strong Village

Education Committees could act as an example for weak VECs. The research said that the role of community proved to be successful in management, admissions, teaching learning activities, healthy and clean environment and financial support to schools.

Prabhakar, N.P *et al* (2011, 1-9) conducted a research. Objectives of their paper were to explore existing conditions of planning framework and community involvement in schools. SPSS-17 system and Chi-square technique was used for analysis of data. 188 schools which formed about 34 % of total secondary schools were taken as sample. It was found that planning framework was unsatisfactory in government schools, whereas it was satisfactory in private institutions. About community involvement, the paper found that a few percent of public sector schools were highly involving parents. They said that through involvement of all stake holders in the process of decision making, the school system could create more effective learning environment for children. The paper talked about “Programme of Action (POA)”, according to this programme a Village Education Committee (VEC) should be formed consisting of not more than 15 members, and that it should be delegated necessary financial and administrative powers, such as school visits, attendance checking, repair & maintenance and budgetary recommendations. The paper quoted other research articles as well, such as Awasthi and Patel’s study (2008) in four districts of the state of Gujrat, which found that all schools constituted committees as per norms. Findings of Wankhede and Anirban’s (2005) however, contradicted theme of VECs in West Bengal. Similarly Sandanana and Chandrashekar reported about Karnataka that not all members took part in meetings. Schools also did not conduct any meeting for the last half a year, and a number of schools have not even maintained and kept record. The researchers divided schools into three groups as (i)

Public schools, in which only a few had the planning bodies with all stake holders, (ii) Aided private schools, which had the planning bodies, with all concerned personnel's, and (iii) Unaided private schools, where the parents and community were not involved in planning committees. About community participation the paper pointed out that it had its own problems such as increasing number of private efforts in education. It quoted Jennifer (2006) that community participation in education was a great deal more complex than the term alone typically suggested. All such researchers showed that though community participation increased the access to schools and improved the quality of education, yet its impact varied and was not necessarily positive. In its conclusion, the paper showed dissatisfaction over planning framework and community participation in the state of Orissa.

Dsouza (2011, pp.1-43) said in her thesis about community participation and decentralization of Pratham project in Indian Gujarat that although community participation was a difficult thing but all members of community should be included in it. She concluded that community participation was the first step of decentralization if community was to be empowered. She recommended that for long sustainability of community participation all volunteers should emerge as independent groups with commitment and knowledge and who could tackle various issues just like government schemes.

2.21 COMMUNITY PARTICIPATION IN EDUCATION IN PAKISTAN

In Pakistan, voluntary community participation showed success in construction, maintenance and development of mosques, religious schools and Hujrah's (Common places where community sat for consultation, refreshments, and sharing of joys/sorrows with each other). Community performed all services of most of their mosques/religious schools without any financial help of government.

Similarly community also showed its success in construction, maintenance, and development of Hujra's. Success in cases of mosques and Hujra's depended on consultative body within that community and their system of monthly donations. Such consultative bodies found in every locality of the country duly elected/nominated by its concerned community. The concerned consultative bodies were true representatives of community participation in religious and social services. These bodies/committees were responsible for cleanliness, electrification, furniture, water supply and almost all other requirements of mosques and hujra's. One could see both of those places in good conditions in all over the country. Any one could feel successes of these committees of mosques and hujra's. Another feature of successful feature of community was its efforts of solution of criminal/land cases. Wherever such problems arose, community formed a delegate known as Jirga. The said delegate/jirga contacted both sides and resolved the matter without the aid of courts and expenditures.

In the case of Educational services, Government of Pakistan launched and supported community participation in education from the very beginning. Educational Policies in Pakistan mentioned the importance of community participation in its text. Here, latest two Education policies were quoted: National Education Policy 1998-2010, gave importance to Schools Management Committees(SMCs) and said that: "At the village , chairman of a School Management Committee, who will be an elected person, shall constantly review educational development in the area of his/her jurisdiction and ensure implementation of key policy provisions. The chairperson will also remain in constant touch with education authorities of the area and serve as the key supplier of information through supervisor as well as the Assistant district Education Officer" (Government of Pakistan,1998).

The Draft National Education Policy (2009, pp.30-31) said that SMCs/PTAs have had limited success and that too were either due to a dynamic Head teacher or to a local NGO. It said that in rural areas these bodies were controlled by influential political persons. Beside it, Head teachers were untrained to work with communities. Main hurdles were lack of acceptance and misunderstanding of the concept both at community and at school level. The new policy determined to be collaborative with all stake holders. It gave five policy actions which were i) strengthening of SMCs through involvement of students, teachers, educationists, parents and society (STEPS), ii) lengthening tenure of SMCs, iii) moving from financial audit to performance audit system, iv) training of Head teachers in social mobilization and v) launching of awareness campaigns at grass root level (Government of Pakistan, 2009).

About non involvement of communities in planning and implementation, Siraj (2002, pp.1-7) conducted a study and said that communities were not involved in planning, formulation and implementation of programmes. They were not delegated any meaningful authority for it. He recommended more effective levels of involvement and overcoming resistance of bureaucracy.

Rafi (2003, pp.1-8) stated that to make participation effective in schooling, public-sector reforms needed to be carried out to alter the power relations between parents, teachers, and government officials. In general, he said that NGO's schools performed only marginally better than government schools with respect to community participation.

Keeping in view welfare of students, teachers and parents, Federal Directorate of Education in Pakistan felt the need of vigilant and active Parents Teachers Associations to work in every Federal government educational institution. In this

connection, Multi-Donor Support Unit (MSU) launched fresh concept of PTAs. According to this concept, these bodies have to work on non-profit basis to improve quality of and access to education in a community. It should be a non-political forum where members of community represented the communities. Aims and objectives of the bodies should be (i) to work for well being of each student, (ii) awareness enhancement amongst parents regarding their role in quality education, (iii) encouragement of parent's positive involvement and to motivate parents (iv) optimum utilization of facilities being provided in schools, (v) to decrease drop outs of students, (vi) to decrease absenteeism of students and teachers, (vii) to develop good relations between parents and schools, and (ix) to mobilize community resources for schools improvement. To launch the PTA's under this scheme, one day workshops were held, followed by election in all 396 institutions, and lastly a cell was established in Federal Directorate to monitor and evaluate its activities. The document reviewed situation of PTAs in provinces too. It said that Khyber Pakhtunkhwa was the first province to start PTAs. About 17000 organizations formed in this province to this date. In this province, numbers of total members were one hundred and nineteen thousands. In the province of Sind, PTAs were formed in the year 1994. Some 27000 PTAs were formed, out of which training was delivered to 22 % of bodies. There were eleven members in a PTA in the province of Sind. Chairman was from amongst the parents, co-chairman was the Head of school, three members were from teachers, and six others from parents and other community members. In the province of Balochistan, PTAs were formed in 1995. Government allocated more than 66 million rupees on the mobilization of communities. About 10,000 bodies were formed so far. In this province the body of PTA consisted only of five members, i.e. one Head teacher, three parents and one official from Education department. In the beginning,

pace of work in Balochistan was not satisfactory because the scheme was launched in a hurry, but induction of an official of Education department later on demonstrated a good change in schools (Government of Pakistan, 2003).

Shahid (2004, pp.252-260) said that School community co-operation was something more basic than parent- teacher or student- community relations. He included a whole chapter on the topic of Community participation in his book. In this chapter almost each and every detail about involvement of parents and community was given. Some of its main points were (i) there must be an effective coordination amongst educating agencies, home, school, neighbor hood, community and the state; for the social, moral, spiritual, physical and mental growth of children, (ii) no educational endeavour will succeed until and unless parents and teachers were brought together and entered into an intimate dialogue, and (iii) parents should try to understand limitations of school. He said that the result of several studies indicated that progress of a child at school was more closely correlated with factors in home environment than with his intelligence, therefore, parental help was a must for children, (iv) a clever child might not do well due to unpleasant and unhealthy home and surroundings; the educational authorities should, therefore, be vigilant and apply corrective measures well in time (v) parents should took a positive interest in education, teachers and institute of their wards, (vi) a school could be a home away from the home, where the thinking love of a teacher replaced the sentimental love of a mother. He said that it would be pleasant if teacher became the only true parents and parents became the only true teacher of children, (vii) parents could help in form of home work, disciplinary problems, moral and religious education, curricular and co-curricular programmes, schools improvement and developmental works, and (viii) goal of home-school relations was to bring about understanding between teachers and

parents. To secure Community Cooperation, the author suggested that (i) teachers should visit homes of children, whenever it was possible, pleasant, necessary, and when both parents were present, (ii) parents visits to school were also necessary at regular intervals, so that they should be acquainted with educational goals of the school, and then to apply it on their own children; it was better for parents to visit one by one and to remained there for some time, (iii) parents should participate as a resource person and they would be welcome by modern teachers, (iv) teachers should also participate in parents groups, such as Mother's club or Father's associations, (v) teachers should send a letter with result cards, indicating points where parents could assist a teacher; this letter should contain all necessary details about his students like giving equal importance to his mental, social and physical development, comparison of students, aims of school, pupil's difficulties, and suggestions for improvement, such letters should be cordial, friendly, informal and informing, with simple language, (vi) that parents-teachers conferences should be arranged but not in hurried or in tense environment and progress reports should be handed over to parents on that occasion, (vii) Parents-teacher Associations should be organized, and (viii) let us study community, use community and involve community in educational process (2004-5, P.262). The author said that a teacher should study community in order to understand background of the pupils, to utilize community as a resource, to utilize community leadership for development of school, and that school was now regarded as "Capital" of the community; it should act as a watch tower instead of an Ivory tower. He further said that School community relations could improve by touching topics like Education week, Clean up week, Youth week, Public safety week, Civic beauty week, Local history, Protection of local resources, School camping. The book said that invite Literary and co-operative societies to school and allow them to use school hall

and furniture. According to the author, school can serve as the centre of Adult Education and Social Education. School should launch campaigns against social evils, such as drinking, gambling, borrowing etc. For winning Community Support, he pointed towards such points as: (i) an atmosphere of warmness was necessary at school, (ii) start with real immediate problems, (iii) team work including both adults and children, (iv) plan big but begin with small and then expand as rapidly as was possible, (v) arrange for appropriate self appraisal by the group it self, (vi) develop appropriate structure and organization, (vii) long, hard traditions and much inertia to be overcome in school, and (viii) importance of individual teacher should never be forgotten or ignored.

Ajmal (2006, pp.1-219) conducted Doctoral study in which he said that without community participation education was a one way restricted process and that meaningful interaction between schools and community was part of educational reforms in Pakistan. According to him, Educational Sector Reforms 2001-5 gave more discretion to District government to involve communities. He indicated eleven models of community participation in review of literature in which Javaid, A. Model and Zaidi, S. Models were already developed in Pakistan by respective researchers. He said that his aim was to assess present situation of community participation in Pakistan and to propose an indigenous model in this respect. Objectives of his study were to (i) evaluate ongoing practices of community participation, (ii) to learn about awareness and reactions of stake holders, (iii) to see association and correlation of opinions of respondents and (iv) to suggest a better model for community participation. His study was delimited to 125 schools of District Attock, in which Lickert scale opinionnaire was used by him. Findings of his study were (i) most of respondents were of the view that community participation was helpful in

management of public sector schools, (ii) there was positive association in opinions of respondents, (iii) political involvement, lack of communication and lack of resources were main hurdles in the way of community participation and (iv) there was no single model of participation to be followed by stake holders. The researcher used Chi-square technique for testing of hypothesis. In summary of study he said that parents being the main stake holders of participation were unaware of their importance and that there was lack of community participation in public sector schools, which was a main cause of their ineffectiveness in academic results. He recommended that training of community members, proper communication, provision of incentives to community and curbing political involvement were essential for development of community participation in country. In his own proposed model the researcher included parents, non-parents, social workers, leaders, professionals, volunteers, politicians, senior citizens, teacher unions in outer circle of model; neighbours, Government department, religious institutions, school councils, PTAs, SMCs, and pressure groups in second row; Head teachers, students, supporting staff and teachers in third row; while school was shown in core of the model.

Sajjad (2006, pp.139) conducted M.Phil research in District Jehlum (Punjab) on community participation and recommended that for the success of community participation: (i) passive members of PTC/SMC must be replaced, (ii) politicians should support community participatory bodies, (iii) continued monitoring from government was necessary, (iv) an educational and financial expert was a must for each SMC from Department side, and (v) suitable honorarium must be paid to SMC members.

Owing to the importance of SMCs in educational institutes and miserable conditions of primary schools of interior Sindh province, a pilot project was

conducted by District Government Khairpur in collaboration with Sindh Devolved Social Services Program (SDSSP), and Leadership for Environment and Development (LEAD). The name of project was “SMC Strengthening Pilot Project Khairpur”. It was launched in December 2006 and estimated to end in March 2007. Its objective was to strengthen 20 SMCs in two union councils of district Khairpur (Interior Sind), i.e. 10 SMCs in each union council. Those two union councils which were included in the study were Gambat and Sobho Dero. For this purpose a Memorandum of Understanding (MOU) was signed by the above three groups. After signing memorandum, Elementary & Secondary Education Department of the district was contacted and 10 each schools were selected with consultation of District Coordination Officer Khairpur in both union councils. Each of the three groups nominated one representative from their side and they visited each school along with an Assistant District Educational Officer Primary (ADEO). There they met with SMC members and other notables of village. In meetings, some requirements of the said schools were targeted to be financed and completed by all three groups and SMCs of the said schools. Each school demanded different type of facilities such as drinking water, water tanks, toilets, fans, rooms etc. The requirements were judged and approval was granted for their procurement. A sum of 10 Million rupees was distributed amongst all schools and SMCs were asked to complete the work in given time. Each school was visited by the team in suitable intervals in which it was noted that SMCs members were taking keen interest in repairs and developmental works of schools and it was felt that if they were the owners of education/schools. Members of SMCs were also asked questions from visiting/monitoring teams. Reports of these visits were discussed in district with DCO, who gave suitable instructions for further progress. The works assigned to each SMC were then completed in stipulated time

and all related parties were satisfied over it with complete files and records of work. Each member of SMC was defending other members and was working in collaboration with each others. The teams recommended that i) in future SMCs of more backward and far flung areas should be selected, ii) only those SMCs should be selected which were more passive in their functions, and iii) SMCs should be selected independently and not on the choice of District Government. (District Government Khairpur, 2007)

Shah (2009, p.1) found in his Doctoral study that through Devolution plan of 2001, public representatives were empowered to solve problems of the people in Pakistan at their doorsteps. For this purpose EDO's and DCO's were provided with a new set of rules of business for educational administration at district level. But the system could not activate community participation in education and that performance of community representatives was not positive and according to expectations. The researcher recommended training of public representatives in his study.

Haq *et al* (2009, pp 1-3) conducted a study whose objective was academic comparison between Community Model schools (CMS) and Government Higher secondary schools (GHSS) of Board of Intermediate and Secondary Education Rawalpindi for the years 2006, 2007 and 2008 for HSSC examination. In this study 102 community schools and all Government Higher secondary schools were taken as a sample. They found that GHSSs were better in securing more A¹ grades; however, pass percentage of Community Model schools was better than GHSSs. They recommended that public – private ownership scheme should be introduced in all of the provinces and free books should be granted to Community Model Schools also.

Iqbal and Ahmad (2009) studied community schools established by Ammal project and supported/financed by FEF, DPE, DFID and an NGO in districts of Dir,

Dera Ismail Khan and Mardan. They examined the rationale of establishment of those schools, different roles of financiers, mechanism of sustainability of those schools, their benefits to community in terms of access, quality, employment opportunities and future problems of such schemes. The study was experimental in its nature. Data were obtained through interviews and study of the relevant records. It was seen that mismanagement of public sector primary schools was the reason of lack of motivation of their teachers, and absence of their parental involvement. And these were sufficient reasons for establishment of community schools by Ammal project. Primary Education Programme of NWFP stressed the involvement of community in improvement of enrolment and quality of community schools. DFID helped the said project financially. The target of Ammal project was to develop 90 community based schools in above three districts of the province. According to the study the project served the policy of 'Education for All' and enrolled 4137 students including boys and girls who were otherwise deprived of education. Similarly it gave teaching employment to as much as 1112 male and female teachers. Ammal community project provided a good example of public-private partnership. Village Education Councils of the project identified suitable places and local teachers for schools. The study revealed that best inputs of teaching were used in those schools. As for as failures of project was concerned, it was noted that expenditures details of project were not updated, employees were not cooperative in some schools, and problem of certification of students was not resolved. Similarly issue of sustainability embarrassed stakeholders, sectarian differences in Dera Ismail Khan affected scheme and NGO culture received opposition in Dir District. The report recommended that (i) government must prefer a community partnership model that should suit environment and culture of the area and should be implemented with minimum charges, (ii)

advocacy and publicity for such innovative schemes was necessary, (iii) attitudinal change in society regarding support and encouragement of education was necessary (iv) sustainability of community schools should be linked with income generating skills to be introduced in these schools and (v) Foundation should be supported morally for initiation of such schools.

A booklet was developed to assist communities and teachers for improvement of schools with the help of strong school community links. The booklet was divided in six portions and it contained 29 ways to improve schools. Its page 6 and 7 showed the details of functions and constitution of SMCs/PTAs/PTCs. Pages 8 and 9 discussed how participation of children should be made sure, in this context various techniques were given on these two pages. On pages 15, 18 and 19 community's role in maintenance of ground, fence wall and cleaning activities were described. Page 21 discussed help of community in growing plants and trees. The uses of community in the construction of water tanks, drains and improvement of sanitation facilities were discussed on pages 22 and 23. On page 24 arrangement of two street signs for traffic awareness on the road side was given. The booklet was full of pictures and coloured portions which showed community members at work in school (Government of Pakistan, 2010).

USAID (2010) conducted a study in Pakistan in collaboration with local organizations such as RISE (Revitalizing, Innovating, Strengthening Education), AIR (American Institute for Research), IRC (International Rescue Committee), Sungi Development foundation, SRSP (Sarhad Rural Support Programme), and NRSP (National Rural Support Programme). The study was conducted in earthquake stricken areas of Kashmir and Khyber Pakhtunkhwa. The report showed that Khyber Pakhtunkhwa was the first province to form Parent Teachers Councils in 1993. But in

this task neither the communities were consulted nor were they oriented and trained. Ministry of Education (MOE) judged this weakness and termed it as “limited success”. Draft Education Policy of 2009 gave some recommendations for its improvement. When earthquake of October 2005 devastated formal education structure and system, and everything went to a stand still, various donor agencies started programme of “Build back better”. In that connection, the rehabilitation of schools was started by the name of “RISE”. The objective of the programme was to involve community in education. One of the three component activities was increased community participation at school management; this was to be achieved with the help of mobilizing 2300 communities; so that they should be more engaged and supportive to their schools. Work done by RISE was noted to be successful and it involved communities effectively. In its assessment methodology, one district from Kashmir i.e. Bagh and one from KPK i.e. Mansehra were selected for in depth study. In this regard girls and boy primary and middle schools in equal number were selected. Those schools were funded by RISE. Six questions were asked from their PTCs/SMCs in which topics like governance and management, networking and linkages, resources, support to students, gender and sustainability were touched. A three day training workshop regarding responsibilities and functions was also delivered to them. RISE gathered and convinced local communities about their role and importance in provision of quality education to their children. It converted those passive observers into highly motivated social activists. It trained those social activists and then assigned 15-20 SMCs/PTCs to them to be visited once a month to strengthen them. After every 4-6 months they were allowed to assess work done by SMC/PTC. In this way, it proved to be a feed back to them along with further motivation. RISE organized thought provoking programmes and social messages through local radio. It

arranged transport and local accommodation for female teachers. It also arranged 284 male and female voluntary teachers. Management tools were provided to SMCs/PTCs (2010, p.18). RISE provided 45,000/= Rupees yearly to 50% SMCs/PTCs for their developmental expenditures payable to them in two equal installments. These community bodies were instructed to encourage teachers and to accelerate co-curricular activities. These bodies arranged study tours and made purchases of raw materials for their schools (2010, p.27) Most important part of the study was its conclusions and recommendations. Which were i) government needed to embrace and facilitate greater community mobilization, ii) SMC/PTC members should be motivated, iii) these community bodies should develop Schools Improvement Plans (SIPs), iv) clusters of PTCs should be formed and v) public recognition of community participation was necessary. In the end, the study suggested further broad based study in future (Government of Pakistan, 2010).

Haroona *et al* (2010, pp.1-12) conducted a research study in district Islamabad. It included several schools. The study was comprised of the same pattern of research, i.e. introduction, review of literature, methodology, findings, conclusions and recommendations. Their objectives were to i) investigate the role of school councils, ii) to find out merits and demerits of these councils and to make these councils effective. In their article, they gave a wide review of literature. It recommended further research to investigate effectiveness of school councils by i) including more Districts in the study, ii) strengthening of Schools Management Committees, iii) lengthening of the tenure of SMCs, iv) government should move from financial audit to performance/output based audit, v) Principals/Head masters/Head mistresses should be trained in involvement of community, and vi) awareness campaigns should be launched.

Faryal Khan (2010) said that decentralization of schools management in developing countries produced little benefits, whereas, the same decentralization caused great changes in developed countries. She said that school based governance was not a magic bullet and no one size of it fits to all. She said that community involvement in schools was helpful in democratization of societies, and since each country possessed its own peculiar situation, therefore, it has to tackle the problem of educational governance according to its own requirements.

Chaudhary (2011) collected data from 1000 respondents on the question of community participation. He said that parents and community members were unaware of difficulties being faced by educational institutions where their children spent a good deal of time. He recommended a new model developed by him for the success of community participation in educational institutions.

2.22 COMMUNITY PARTICIPATION IN AZAD KASHMIR

Government of Azad Jammu & Kashmir established Schools Management Councils under Notification No; 683-86/planning/s-t, dated 04-5-1998, in order to involve community and local leadership in functioning of schools. Government of Azad Jammu & Kashmir (AJ & K) published a 12 pages manual containing all necessary details for functioning of such participation. It enlisted members of such committees, the process of selection of such committees, duration of committees, meetings of the committees, objectives and duties of committees, financial duties regarding public funds and private funds, sample book for income and expenditures of public funds and sample book for income and expenditures of private funds, financial laws and methods, office bearer and their duties, responsibilities of Secretary of the committees, responsibilities of the Education Officers, guidelines/directions for

expenditures and list of education material which might be purchased (Government of Azad Jammu & Kashmir, 2006).

2.23 INVOLVEMENT OF COMMUNITY IN EDUCATION IN THE PROVINCE OF KHYBER PAKHTUNKHWA (PAKISTAN)

Khyber Pakhtunkhwa (NWFP) was the first province of Pakistan to launch community participation in educational institutions. In order to enhance community participation in the province, Elementary Education Foundation (EFF) was established (2012, p.1) by Government of Khyber Pakhtunkhwa under an ordinance in 2002. Its Board of Directors was headed by Chief Minister of the province; its mission was “To promote the elementary education through community participation and to supplement government activities with the help of non-governmental educational institutes”. Its objectives were i) improving literacy through community schools, ii) to improve quality of education through teachers training, iii) to enhance community participation in education, iv) to streamline teachings of maddaris (religious schools) and mosques, and v) to introduce innovation in literacy and to enhance social, functional literacy and post literacy (Elementary Education Foundation, 2012).

Provincial government provided legislative support to community involvement in Education sector in the year 2005/06-2007/08 .It promulgated “North West Frontier Province Provincial Reform Programme II under the heading “Encouraging public-private partnerships and community involvement”. Its clause No; 30 said that Government has “strengthened PTAs at almost all 20,000 primary schools and started providing them funds that PTAs were now using for minor repairs in schools. The PTAs would become more important in future as they got involved in

other activities, such as monitoring and reporting on teacher absenteeism”. (Government of Khyber Pakhtunkhwa, 2005).

Government of Khyber Pakhtunkhwa took steps to involve community in educational institutions since 1993. It published a guide which was known as PTC Guide (2007, pp.1-13). It contained all necessary details regarding composition, formation, responsibilities and powers of a PTC. Since PTC was the main organization of community participation in the province, therefore, it was necessary to give its details in review of literature. About introduction of a PTC, the Guide said that “the responsibility of improvement in the condition of the school directly lay on parents, teachers and especially school council” (p.1). According to this guide, formation of a PTC was compulsory for all schools ranging from elementary to higher secondary and of both sexes. About objectives of a Parents teacher council the guide said that it should be (i) improvement in quality of education, (ii) timely execution of developmental projects at school, and (iii) ensuring participation and co-operation of parents and community in educational activities. According to the guide, composition of a council will have four of its members to be elected amongst Parents, who in turn, will elect a chairperson among themselves. The unelected members consisted of a Principal/Head master/Head mistress/Head teacher as a secretary of council, an influential person of locality chosen by parents, a retired government servant, and a councilor of same locality. All of them combine to become eight members. For the procedure of constitution of PTC, the given conditions should be fulfilled: (i) presence of at least 25% of parents of students at the time of election, (ii) a PTC shall be elected for a period of three years only, (iii) at least four members shall constitute the quorum for a meeting, (iv) if child of a member leave school, council shall elect a new member in his place within a month, and (v) a general body meeting shall be

convened after every six months by chairperson that shall review performance of PTC. According to the manual, responsibilities of the council were: (i) administrative, (ii) promotion of education and development, and (iii) financial duties. Under administrative and developmental responsibilities, the council should try to increase enrolments, discourage dropouts, motivate parents and provide conducive teaching/learning environment. It should create awareness about importance of education, arrange walks, organize debates and National festivals, provide financial assistance to poor but intelligent students, encourage activity based learning, stress on character building of students, help school in co-curricular activities, ensure regularity of teachers and to check their continuous absence. Similarly it should help in the repair and maintenance of the school. Moreover, it should purchase furniture, science equipments out of PTC funds, provide basic facilities, and monitor construction. Solution of problems of students and teachers was also its duty. Maintenance of good working relationship amongst school, community and welfare organizations also came in its range. If necessary, it should collect funds for school and approve scholarships and prizes to students. (pp 5-6). According to the manual its financial responsibilities were (i) each school should open an account that was to be jointly operated by chairperson and secretary. All monetary transaction of PTCs should be operated through this account, (ii) funds to be utilized on need basis and according to priorities, (iii) minor civil works and repairs should be undertaken and monitored by PTCs, (iv) its income and expenditures statements should be submitted to EDOs, (v) its funds were not lapsable, (vi) all decisions should be taken with majority of votes, and (vii) funds should be spent on any of the need of school. According to this guide, the responsibilities of the chairperson were: (i) to preside over all meetings, (ii) listening to opinions of all members, (iii) opening of a bank account and working as a

co-signatory, and (iv) developing mutual understanding and consensus. The guide described the responsibilities of a PTC secretary as (i) keeping records of meetings, income and expenditures, (ii) approval seeking for withdrawal of money, (iii) signing of all expenditures and records from the chairperson and members, (iv) details of income and expenditures to be shared with all members, (v) holding meetings at least quarterly, and (vi) sending a copy of the record to the EDOs. The guide bounded officers of the Education department to (i) resolve problems identified/reported by the PTCs (2007, p.10), (ii) attend meetings if possible, monitor the activities, accounts and took timely corrective measures, (iii) in the case of failure of PTC in solution of a problem, bring the situation into the notice of high ups, (iv) take action against the teachers/staff within ten days, if the complaint proved to be correct, (v) approval and recommendations regarding grant of scholarship and appreciation certificates, and (vi) to ensure implementation of the policies of government. Its meetings were to be held on this agenda (i) at least on quarterly basis, (ii) hold emergency meetings on the written request of at least three members, (iii) endorsement of the decisions of the previous meetings, (iv) review of progress, (iv) identification of future plan (2007, p.12), (v) review of the overall educational activities and physical facilities of the school, (vi) suggest steps for the promotion of educational and co-curricular activities in the school, and (vii) performance of PTC. The guide provided the format for the convening of meeting and invitation of its members (2007, p.14). Similarly, the format of entering the proceedings of meetings was given on page no; 18. The guide showed various other formats, such as that of cash book. According to the financial procedure issued by the Finance Department vide letter No; BOV/FD/3-10/2006-07, dated 9th June, 2007, a PTC could spend RS; 200,000/ on maintenance and developmental works in a school (Government of Khyber Pakhtunkhwa, 2007).

International Rescue Committee conducted a study in districts of Nowshera and Charsadda in October 2010. Its aim was to provide qualitative information about schools after the devastating floods of July 2010. The report said that 297 public sector schools were completely damaged while 671 were partially damaged. About community participation, the report found that in some schools Parent Teacher Councils (PTCs) were very active, they were busy in cleaning mud and maintenance of schools. In some other schools, these councils were only partially active, while in others they were completely dead. The report recommended (i) active involvement of communities in schools, (ii) reactivation of PTCs/ SMCs, (iii) proper trainings of teachers/PTC members on the subject of disasters, and (iv) psychosocial support and information on students/teachers well being (Education Needs & Resource Assessment, 2010).

In order to officially involve the communities in schools, the Department of Elementary & Secondary Education, Khyber Pakhtunkhwa compiled a manual, in which job descriptions of Educational Managers (EDO's, DO's and DDO's) were mentioned. According to this manual the responsibilities of an Executive District Officer of schools (EDO) with respect to community participation were (i) s/he should ensure community awareness campaign and its planning, (ii) he should attend meetings (if necessary) with the elders of community , (iii) should ensure that PTCs were formed in all of the government schools, (iv) consolidate and send the lists of schools for allocation of funds and occasionally check its utilization, (v) should judge that all expenditures were incurred in accordance with the criteria of Finance department, and vi) should initiate mass awareness campaigns about the out of school children (2010, p.23). A District Officer of schools (DO) should (i) supervise the community awareness programme, (ii) attend meetings of PTAs, (iii) contact different

agencies and donors to seek their technical/financial assistance, (iv) should arrange awareness through media and publicity, (v) monitor formation of PTCs in all government schools, (vi) should motivate community participation, and (vii) should draw and disburse PTC funds among schools (2010, p.39). An Assistant District Education Officer of schools (ADEO) Establishment & Primary should (i) arrange celebration of National days, (ii) help DO in different organizations, (iii) should approach media, (iv) assist DO in PTC formations, (v) make arrangements for meeting with representatives and prominent figures, (vi) should prepare plan for “Education for All” (EFA) implementation and (vii) should make efforts to increase the quality of education and enrolments of schools (Government of Khyber Pakhtunkhwa, 2010).

The review of above related literature and importance of community participation/involvement in educational institutions, made it necessary to study and analyze the same in educational institutions of the province of Khyber Pakhtunkhwa. This study was, therefore, an endeavour in this direction.

METHOD AND PROCEDURE

This chapter dealt with the discussions of methods and procedures adopted in the study. Following methods and procedures were used for the collection of data, relevant information and educational investigations.

- Population
- Sample
- Instruments
- Design and procedure
- Data analysis

3.1 POPULATION

Population of the study consisted of the following:

1. All of the 25 districts of the Khyber Pakhtunkhwa.
2. All of the Educational Managers (EDO's, DO's, and DDO's).
3. All of the 1472 Principals/Head masters.
4. All of the 1472 chairmen of the Parents Teachers Councils of the above mentioned school.
5. 2944 class teachers of tenth classes of the above mentioned schools.
6. 147200 parents of the students of tenth classes of these schools.

3.2 SAMPLE

Following formed the sample of the study:

- 1 Five districts i.e. District Kohat from the southern zone of the province, Districts Nowshera from the Peshawar division, District Mardan from Mardan division, District Abbottabad from Hazara division, and District Buner from Malakand division.

- 2 One each EDO, DO, DDO from the above mentioned five districts.
- 3 100 Principals/Head masters of the boys high/higher secondary schools.
- 4 100 Chairmen of PTCs i.e. one each from the above mentioned schools.
- 5 500 teachers from the above 100 school i.e. 5 from each school.
- 6 500 parents from the above 100 schools of the students of 10th class.

Table 1: Profile of the sample of the above five districts of Khyber Pakhtunkhwa

DISTRICTS	Educational Managers	Principals/H.Ms	Chairmen PTCs	Teachers	Parents
Abbott abad	3	20	20	100	100
Buner	3	20	20	100	100
Kohat	3	20	20	100	100
Mardan	3	20	20	100	100
Nowshera	3	20	20	100	100
Total	15	100	100	500	500

Abbotabad have 62 boys high/higher secondary schools, Buner have 40, Kohat have 44, Mardan have 68 and Nowshera have 56 such schools, i.e. 270 boys schools in all. Amongst the sample of 20 schools from each district, equal number of urban and rural schools was selected. The addresses of schools were obtained from Education offices of those districts.

The researcher got an introductory letter from the administration of Northern University Nowshera. (See appendix). He went to all the districts personally. There he visited each education office and the selected schools. He handed over a set of questionnaires related to every Educational Manager and Principal/H.M along with a

stamped and self addressed return envelopes. He briefed them about the theme of study, procedure of filling of the questionnaires and its importance.

3.3 RESEARCH INSTRUMENTS

Questionnaire was the main instrument used in collection of data from all of respondents. Five different questionnaires were developed. One each for Educational Managers i.e. EDO, DO, DDO; one each for a Principal/H.M, PTC chairman, teachers and similarly for parents. Those questionnaires included different items regarding the community participation in educational institutions. Each statement of the questionnaire had three options to be answered i.e. Mostly, Rarely and Not at all. Respondents were asked to put a tick mark to the item which they considered most suitable for showing the effectiveness or ineffectiveness of the community participation in educational institutions. The questionnaires had items of following nature:

- Formation of bodies of communities/organizations such as PTCs or SMCs.
- Meetings and agendas of these bodies.
- Awareness of parents regarding participation in educational institutes.
- Financial powers of these bodies.
- Administrative powers of such organizations.
- Social aspect of their involvement.
- National aspect of their participation.
- Interaction of community with the teachers.
- Visits of community members to the parents.
- Their terms with the education officers and offices.
- Their contributions regarding student improvement in academically/socially.
- The role of community in the maintenance of schools.

- Provision of raw material in maintenance works.
- The importance of community in providing temporary teaching staff.
- Their efforts to increase enrolments.
- Decrease in student's absenteeism due to community efforts.
- Provision of books/note books/uniform/school bags to deserving students.
- Any of their most successful achievement in educational institutions, so far.

Suggestions from stake holders of the community for further strengthening and development of the role of community in educational institutions were also sought. Since the study was about the contribution of the whole community, therefore, questions were developed so as to encompass all spheres of their services to schools.

3.3.1 Pilot-Testing of Research Instrument

Questionnaires were pilot tested on locally available educational managers, principals/H.Ms, chairmen PTCs, teachers and parents. Some items were revised with the consultation of above functionaries, while some new questions were added and irrelevant items were deleted. The advisor of the study also pointed out some flaws, which were corrected immediately. In the end, final shape was given to questionnaires. Questionnaires included following number of items.

- 1 Questionnaire regarding Educational managers contained 10 items.
- 2 Questionnaire of Principal/Head Masters composed of 35 items.
- 3 Questionnaire of chairmen PTCs consisted of 17 items.
- 4 Questionnaire of teachers contained 15 items.
- 5 Questionnaire of parents of the 10th class students composed of 10 items.

3.4 COLLECTION OF DATA

Data was collected from the above mentioned five districts. The researcher visited each district, and there with the help of an associate, reached most of schools.

Some questionnaires were sent to far flung schools with the help of research associates. Since return envelopes were also provided to the respondents, therefore, most of the questionnaires returned within two weeks. Those respondents whose mail was still not received were contacted telephonically, and they also sent it in about further two weeks. About 75 % questionnaires were received in this way.

Table 2: Summary of data collection

Category	Type of tool	No; of participants	Returned/Received	Percentage
Educational Managers	Questionnaire	15	15	100
Principals/H.Ms	Questionnaire	100	75	75
Chairmen PTC	Questionnaire	100	75	75
Teachers	Questionnaire	600	450	75
Parents	Questionnaire	600	450	75

3.5 ANALYSIS OF DATA

The data obtained by the tool was tabulated, interpreted, and analyzed by using chi-square technique. Following pattern of chi-square (Garrett, 2000, p.253) was used in chapter 4 of the study.

H₀: The community participation in schools was ineffective.

H₁: The community participation in schools was effective.

TABLE 3: The Chi-square table

	Mostly	Rarely	Not at all	Total
f _o				
f _e				
Residual				
(f _o - f _e) ²				
(f _o - f _e) ² / f _e				

$\chi^2 =$

df = $\alpha = 0.05$

Table value =

If the value of calculated chi- square (χ^2) is equal or greater than the table value at $\alpha = 0.05$, the null hypothesis (H_0) will be rejected, consequently (H_1) will be accepted. If the value of calculated chi-square is smaller than the table value, the null hypotheses will be accepted.

Where

H_0	Denoted null hypothesis that the community participation was ineffective.
H_1	Denoted the alternative hypothesis that the community participation was effective.
f_o	Denoted the observed frequency
f_e	Denoted the expected frequency
Residual	Denoted the difference between the observed and the expected frequencies.
$(f_o - f_e)^2$	Denoted square of the difference between the observed and the expected frequencies.
χ^2	Denoted calculated value of chi-square
df	Denoted degrees of freedom
α	Denoted level of rejection
Table value	Denoted value of chi-square in interaction with the degrees of freedom and corresponding probability of 0.05

ANALYSIS AND INTERPRETATION OF DATA

In this chapter responses to questionnaires were presented and analyzed. The order of these questionnaires was as following:

- 1 Questionnaires from Educational Managers i.e. EDOs, DOs, DDOs.
- 2 Questionnaires from Principals/Head Masters of schools.
- 3 Questionnaires from Chairmen of Parents Teachers Councils (PTCs).
- 4 Questionnaires from teachers of schools.
- 5 Questionnaires from parents of the students of the 10th classes.

Each and every statement of questionnaire was analyzed using the Chi-square test. Those statements which were common amongst these questionnaires were analyzed by using Variance for the purpose of comparison.

4.1 RESPONSES OF EDUCATIONAL MANAGERS (EDOs, DOs, DDOs)

H₀: Community participation in schools is ineffective.

Table 4: Community awareness campaigns were planned and carried out in districts

	Mostly	Rarely	Not at all	χ^2
f_o	0	9	6	8.4
f_e	5	5	5	
Residual	-5	4	1	
$(f_o - f_e)^2$	25	16	1	
$(f_o - f_e)^2 / f_e$	5	3.2	0.2	

$$\chi^2 = 8.4 \quad \alpha = 0.05 \quad df = 4 \quad \text{Table value} = 9.488$$

Table 4 shows that Chi square value (8.4) was smaller than the table value (9.488), therefore, Null hypothesis is accepted i.e. Community awareness campaigns were neither planned nor carried out in districts by Educational Managers of Education department.

H₀: Community participation in schools is ineffective.

Table 5: Meetings regarding importance of community participation were held with the elders of the communities.

	Mostly	Rarely	Not at all	χ^2
f_o	0	9	6	8.4
f_e	5	5	5	
Residual	-5	4	1	
$(f_o - f_e)^2$	25	16	1	
$(f_o - f_e)^2 / f_e$	5	3.2	0.2	

Table 5 indicates that Chi square value was smaller than table value, therefore, Null hypothesis is accepted and Alternative hypothesis rejected i.e. Meetings were not held regarding the importance of community participation with the elders of the community by Educational Managers in their respective districts.

H₀: Community participation in schools is ineffective.

Table 6: The formation and functioning of PTCs were ensured in the district

	Mostly	Rarely	Not at all	χ^2
f_o	9	6	0	8.4
f_e	5	5	5	
Residual	4	1	-5	
$(f_o - f_e)^2$	16	1	25	
$(f_o - f_e)^2 / f_e$	3.2	0.2	5	

Table 6 depicts that Chi square value was smaller than the table value, therefore, Null hypothesis is accepted and Alternative hypothesis rejected i.e. formation and functioning of PTCs were not ensured by Educational Managers in schools of their respective districts.

H₀: Community participation in schools is ineffective.

Table 7: Lists of schools were consolidated and sent for allocation of PTC funds

	Mostly	Rarely	Not at all	χ^2
f_o	15	0	0	30
f_e	5	5	5	
Residual	10	-5	-5	
$(f_o - f_e)^2$	100	25	25	
$(f_o - f_e)^2 / f_e$	20	5	5	

The analysis of table 7 explains that value of Chi square is greater than Table value, therefore, Null hypothesis is rejected and it is concluded that lists of schools were consolidated and sent for allocation of PTC funds by Educational Managers in schools of their respective jurisdictions.

H₀: Community participation in schools is ineffective.

Table 8: Utilization of funds placed at the disposal of PTCs were checked occasionally

	Mostly	Rarely	Not at all	χ^2
f_o	3	9	3	4.8
f_e	5.0	5.0	5.0	
Residual	-2.0	4.0	-2.0	
$(f_o - f_e)^2$	4.0	16.0	4.0	
$(f_o - f_e)^2 / f_e$	0.8	3.2	0.8	

Table No; 8 reveals that Chi square value was smaller than table value, therefore, Null hypothesis is accepted and Alternative hypothesis rejected i.e. utilization of funds were not checked occasionally by these officers of department in their concerned districts.

H₀: Community participation in schools is ineffective.

Table 9: Funds distribution was ensured according to the criteria of the Finance department

	Mostly	Rarely	Not at all	χ^2
f_o	15	0	0	30
f_e	5	5	5	
Residual	10	-5	-5	
$(f_o - f_e)^2$	100	25	25	
$(f_o - f_e)^2 / f_e$	20	5	5	

Table Number 9 shows that value of Chi square was greater than Table value, therefore, Null hypothesis is rejected and it is concluded that Educational Managers ensured funds distribution according to the criteria of the Provincial/District Finance Department.

H₀: Community participation in schools is ineffective.

Table 10: It was assured that the fund was spent properly and according to the rules.

	Mostly	Rarely	Not at all	χ^2
f_o	15	0	0	30
f_e	5	5	5	
Residual	10	-5	-5	
$(f_o - f_e)^2$	100	25	25	
$(f_o - f_e)^2 / f_e$	20	5	5	

Table No; 10 depicts that value of Chi square was greater than Table value, so, Null hypothesis is rejected and concluded that Educational Managers ensured that PTCs funds were properly spent in schools of their district.

H₀: Community participation in schools is ineffective.

Table 11: Mass awareness campaigns about out of school children were initiated with the help of community, to improve the quality of education.

	Mostly	Rarely	Not at all	χ^2
f_o	3	9	3	4.8
f_e	5.0	5.0	5.0	
Residual	-2.0	4.0	-2.0	
$(f_o - f_e)^2$	4.0	16.0	4.0	
$(f_o - f_e)^2 / f_e$	0.8	3.2	0.8	

Table No; 11 indicates that Chi square value was smaller than table value, therefore, Null hypothesis is accepted i.e. mass awareness campaigns were not launched by Managers of Education department in their own districts for the improvement of quality of education.

4.1.1 Analysis of open ended statements regarding achievements/successes through community participation in schools in the case of Educational Managers.

According to the analysis of open ended statements of these officers, 40% claimed that they have achieved large scale enrolments through community participatory efforts. 20 % said that they attained quality in education; further 20% responded that they reduced absenteeism of students and last 20% claimed that they controlled unwanted interference through community participation efforts.

4.1.2 Analysis of suggestions made by Educational Managers for the improvement of community participation in schools

Through the analysis of suggestions, it came into picture that 40% Educational Managers suggested regular meetings and awareness of PTC's, another 20% recommended proper training of PTC members and last 40% requested for the use of media.

4.2 Responses of Parents

H₀: Community participation in schools is ineffective.

Table 12: The association of parents and teachers worked properly in the schools

	Mostly	Rarely	Not at all	χ^2
f_o	10	39	401	632
f_e	150.0	150.0	150.0	
Residual	-140	-111.0	251	
$(f_o - f_e)^2$	19600	12321	63001	
$(f_o - f_e)^2 / f_e$	130	82	420	

Table No; 12 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and alternative hypothesis is accepted, i.e. according to parents, the Associations of parents and teachers worked properly in schools.

H₀: Community participation in schools is ineffective.

Table 13: The school contacted about the academic performance of your child

	Mostly	Rarely	Not at all	χ^2
f_o	44	153	253	146
f_e	150.0	150.0	150.0	
Residual	-106	3	103	
$(f_o - f_e)^2$	11236	9	10609	
$(f_o - f_e)^2 / f_e$	75	0.06	71	

Table 13 indicates that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. schools contacted parents about academic performance of their child.

H₀: Community participation in schools is ineffective.

Table 14: The school invited you on the occasion of parent's days

	Mostly	Rarely	Not at all	χ^2
f_o	93	135	222	58.5
f_e	150.0	150.0	150.0	
Residual	-57	-15	72	
$(f_o - f_e)^2$	3249	225	5184	
$(f_o - f_e)^2 / f_e$	22	1.5	35	

Table No; 14 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. schools invited parents on the occasion of parent days.

H₀: Community participation in schools is ineffective.

Table 15: The school informed you about the conduct of your child.

	Mostly	Rarely	Not at all	χ^2
f_o	34	145	271	188.5
f_e	150.0	150.0	150.0	
Residual	116	-5	121	
$(f_o - f_e)^2$	13456	25	14641	
$(f_o - f_e)^2 / f_e$	90	0.5	98	

Table No; 15 reveals that Chi square value was greater than table value, so, Null hypothesis is rejected and Alternative hypothesis accepted i.e. schools informed parents about conduct of their children.

H₀: Community participation in schools is ineffective.

Table 16: School informed you about health and cleanliness of your child

	Mostly	Rarely	Not at all	χ^2
f_o	95	161	194	33.8
f_e	150.0	150.0	150.0	
Residual	55	11	44	
$(f_o - f_e)^2$	3025	121	1936	
$(f_o - f_e)^2 / f_e$	20	0.8	13	

Table 16 indicates that value of Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. schools informed parents about health and cleanliness of their child.

H₀: Community participation in schools is ineffective.

Table 17: School informed you about examination and results of your child.

	Mostly	Rarely	Not at all	χ^2
f_o	43	92	315	279
f_e	150.0	150.0	150.0	
Residual	-107	-58	165	
$(f_o - f_e)^2$	11449	3364	27225	
$(f_o - f_e)^2 / f_e$	76	22	181	

Table No; 17 depicts that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. parents were informed about examination and results of their children.

H₀: Community participation in schools is ineffective.

Table 18: PTC informed you about educational position of school.

	Mostly	Rarely	Not at all	χ^2
f_o	166	166	118	10.2
f_e	150.0	150.0	150.0	
Residual	16	16	32	
$(f_o - f_e)^2$	256	256	1024	
$(f_o - f_e)^2 / f_e$	1.7	1.7	6.8	

Table No; 18 indicates that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. PTC informed parents about educational position of schools.

H₀: Community participation in schools is ineffective.

Table 19: PTC corresponded with you about students problems.

	Mostly	Rarely	Not at all	χ^2
f_o	116	190	144	19.24
f_e	150.0	150.0	150.0	
Residual	34	40	-6	
$(f_o - f_e)^2$	1156	1600	36	
$(f_o - f_e)^2 / f_e$	8	11	0.24	

Table No; 19 explains that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. PTCs corresponded about student problems.

H₀: Community participation in schools is ineffective.

Table 20: You were invited in the annual sports functions.

	Mostly	Rarely	Not at all	χ^2
f_o	158	118	174	11.06
f_e	150.0	150.0	150.0	
Residual	8	32	24	
$(f_o - f_e)^2$	64	1024	576	
$(f_o - f_e)^2 / f_e$	0.42	6.8	3.8	

Table No; 20 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. schools invited parents in the annual sports functions.

H₀: Community participation in schools is ineffective.

Table 21: You were informed about repair works of the school building by PTC

	Mostly	Rarely	Not at all	χ^2
f_o	176	111	163	12.8
f_e	150.0	150.0	150.0	
Residual	16	39	13	
$(f_o - f_e)^2$	256	1521	169	
$(f_o - f_e)^2 / f_e$	1.7	10	1.1	

Table No; 21 indicates that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. information were provided to parents about repair works of school building.

H₀: Community participation in schools is ineffective.

Table 22: Influential people take interest in solution of school problems

	Mostly	Rarely	Not at all	χ^2
f_o	118	131	201	26.2
f_e	150.0	150.0	150.0	
Residual	-32	-19	51	
$(f_o - f_e)^2$	1024	361	2601	
$(f_o - f_e)^2 / f_e$	6.8	2.4	17	

Table No; 22 depicts that value of Chi square was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. influential people take interest in solution of school problems.

H₀: Community participation in schools is ineffective.

Table 23: Parents met officers of Education department for solution of problems

	Mostly	Rarely	Not at all	χ^2
f_o	59	126	265	146.8
f_e	150.0	150.0	150.0	
Residual	-91	-24	115	
$(f_o - f_e)^2$	8281	576	13225	
$(f_o - f_e)^2 / f_e$	55	3.84	88	

Table No; 23 indicates that the value of Chi square was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. parents met with officers of Education Department for solution of problems.

H₀: Community participation in schools is ineffective

Table 24: Community provided means for repair and rehabilitation of school.

	Mostly	Rarely	Not at all	χ^2
f_o	56	100	294	213.7
f_e	150.0	150.0	150.0	
Residual	-94	-50	144	
$(f_o - f_e)^2$	8836	2500	20736	
$(f_o - f_e)^2 / f_e$	59	16.7	138	

Table 24 reveals that Chi square value was greater than table value, so, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community provided means for repair and rehabilitation of schools.

H₀: Community participation in schools is ineffective.

Table 25: Parents met teachers and students to hear their problems.

	Mostly	Rarely	Not at all	χ^2
f_o	88	140	222	60.67
f_e	150.0	150.0	150.0	
Residual	-62	-10	72	
$(f_o - f_e)^2$	3844	100	5184	
$(f_o - f_e)^2 / f_e$	26	0.67	34	

Table No; 25 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. PTCs met teachers and students to hear their problems.

H₀: Community participation in schools is ineffective.

Table 26: Parents solved problems of shortage of teachers, water and electricity

	Mostly	Rarely	Not at all	χ^2
f_o	47	120	283	285
f_e	150.0	150.0	150.0	
Residual	-103	-120	133	
$(f_o - f_e)^2$	10609	14400	17689	
$(f_o - f_e)^2 / f_e$	71	96	118	

Table 26 reveals that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. parents solved problems of shortage of teachers, water and electricity.

H₀: Community participation in schools is ineffective.

Table 27: Needy students were helped and encouraged by local representatives and parents.

	Mostly	Rarely	Not at all	χ^2
f_o	95	168	187	31
f_e	150.0	150.0	150.0	
Residual	-55	18	37	
$(f_o - f_e)^2$	3025	3024	1369	
$(f_o - f_e)^2 / f_e$	20	2	9	

Table 27 shows that the value of Chi square was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. needy students were helped and encouraged by local representatives and parents.

H₀: Community participation in schools is ineffective.

Table 28: Community made school environment peaceful and free of interference.

	Mostly	Rarely	Not at all	χ^2
f_o	126	143	181	10.5
f_e	150.0	150.0	150.0	
Residual	-24	-7	31	
$(f_o - f_e)^2$	576	49	961	
$(f_o - f_e)^2 / f_e$	3.8	0.3	6.4	

Table 28 indicates that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community made school environment peaceful and free of interference.

H₀: Community participation in schools is ineffective.

Table 29: You endeavored to make school a pleasant place for children

	Mostly	Rarely	Not at all	χ^2
f_o	44	100	306	254
f_e	150.0	150.0	150.0	
Residual	-106	-50	156	
$(f_o - f_e)^2$	11236	2500	24336	
$(f_o - f_e)^2 / f_e$	75	17	162	

Table No; 29 depicts that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative Hypothesis accepted i.e. parents endeavoured to make school a pleasant place for the children.

H₀: Community participation in schools is ineffective.

Table 30: Participation of community can improve conditions of schools

	Mostly	Rarely	Not at all	χ^2
f_o	3	17	430	764
f_e	150.0	150.0	150.0	
Residual	-137	-133	280	
$(f_o - f_e)^2$	18769	17689	78400	
$(f_o - f_e)^2 / f_e$	125	117	522	

Table No; 30 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. parents thought that participation of community can improve the conditions of school.

4.2.1 Analysis of Parents suggestions for further improving the relations between schools and communities.

22.4% parents suggested nothing. Remaining 77.6 % gave different type of suggestions, such as (i) activation of PTCs, (ii) arrangement of parent days, (iii) regular meetings, (iv) control on Television programmes, (v) reduction in playing cricket matches, (vi) cooperation with Head of schools (vii) empowerment of PTCs, (viii) to admit the children of educated and influential people, (ix) meeting with Members of Provincial Assemblies, (x) holding of PTCs meetings on holidays, (xi) finishing of political interference, (xii) presence of EDO's as necessary in meetings of PTCs, (xiii) sincerity of school Head and members, and (xiv) moral uplift of students.

4.3 Responses of Principals/Head Masters of schools

H₀: Community participation in schools is ineffective.

Table 31: Community participatory bodies (PTCs) were committed to schools

	Mostly	Rarely	Not at all	χ^2
f_o	51	23	1	50.20
f_e	25.0	25.0	25.0	
Residual	26	-2	-24	
$(f_o - f_e)^2$	676	4	576	
$(f_o - f_e)^2 / f_e$	27.04	0.16	23	

Table 31 reveals that Chi square value was greater than the table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. School Principals stated that community participatory bodies were committed to their schools.

H₀: Community participation in schools is ineffective.

Table 32: Meetings of PTC were held regularly

	Mostly	Rarely	Not at all	χ^2
f_o	50	20	5	42
f_e	25	25	25	
Residual	25	-5	-20	
$(f_o - f_e)^2$	625	25	400	
$(f_o - f_e)^2 / f_e$	25	1	16	

Table No; 32 depicts that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. meetings of PTCs were held regularly by Principals/Head Masters.

H₀: Community participation in schools is ineffective.

Table 33: Chairman and members attended the meetings

	Mostly	Rarely	Not at all	χ^2
f_o	44	30	1	38
f_e	25	25	25	
Residual	19	5	-24	
$(f_o - f_e)^2$	361	25	576	
$(f_o - f_e)^2 / f_e$	14	1	23	

Table 33 reveals that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e chairmen and members of PTCs attended meetings regularly held at schools.

H₀: Community participation in schools is ineffective.

Table 34: Community was aware about the importance of their involvement in schools

	Mostly	Rarely	Not at all	χ^2
f_o	24	39	12	15.04
f_e	25	25	25	
Residual	-1	14	-13	
$(f_o - f_e)^2$	1	196	169	
$(f_o - f_e)^2 / f_e$	0.04	8	7	

Table No; 34 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community was aware about their importance of involvement in schools

H₀: Community participation in schools is ineffective.

Table 35: Community members kept a contact with school.

	Mostly	Rarely	Not at all	χ^2
f_o	17	50	8	39
f_e	25	25	25	
Residual	-8	25	-17	
$(f_o - f_e)^2$	64	625	289	
$(f_o - f_e)^2 / f_e$	2.5	25	11.5	

Table shows that Chi square value is greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community members kept a contact with schools.

H₀: Community participation in schools is ineffective.

Table 36: Community cooperated in solution of problems.

	Mostly	Rarely	Not at all	χ^2
f_o	27	39	9	18.16
f_e	25	25	25	
Residual	2	14	-16	
$(f_o - f_e)^2$	4	196	256	
$(f_o - f_e)^2 / f_e$	0.16	8	10	

Table No; 36 depicts that Chi square value was greater than table value, so, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community cooperated in solution of problems of schools.

H₀: Community participation in schools is ineffective.

Table 37: Community/ PTCs/SMCs were involved in improvement of academic conditions

	Mostly	Rarely	Not at all	χ^2
f_o	56	17	2	61.5
f_e	25.0	25.0	25.0	
Residual	31	-8	-23	
$(f_o - f_e)^2$	961	64	529	
$(f_o - f_e)^2 / f_e$	38	2.5	21	

Table No; 37 reveals that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community /PTCs/SMCs were involved in improvement of academic conditions of schools.

H₀: Community participation in schools is ineffective.

Table 38: Parents were contacted for academic purposes

	Mostly	Rarely	Not at all	χ^2
f_o	53	21	1	54.6
f_e	25.0	25.0	25.0	
Residual	28.0	-4.0	-24.0	
$(f_o - f_e)^2$	784	16	576	
$(f_o - f_e)^2 / f_e$	31	0.6	23	

Table No; 38 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. parents were contacted for academic purposes by Principals/Head Masters of schools.

H₀: Community participation in schools is ineffective.

Table 39: Response of community/PTCs/SMCs was positive

	Mostly	Rarely	Not at all	χ^2
f_o	27	42	6	25.6
f_e	25.0	25.0	25.0	
Residual	2.0	17.0	-19.0	
$(f_o - f_e)^2$	4	289	361	
$(f_o - f_e)^2 / f_e$	0.16	11.5	14	

Table No; 39 explains that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. response of community/PTCs/SMCs was positive in various matters of schools.

H₀: Community participation in schools is ineffective.

Table 40: Examination results were discussed with the community members

	Mostly	Rarely	Not at all	χ^2
f_o	26	25	24	0.08
f_e	25.0	25.0	25.0	
Residual	1.0	.0	-1.0	
$(f_o - f_e)^2$	1	0	1	
$(f_o - f_e)^2 / f_e$	0.04	0	0.04	

Table No; 41 reveals that calculated value of Chi square was smaller than table value, so, null hypothesis is accepted and Alternative hypothesis is rejected i.e. examination results were not discussed with the community members.

H₀: Community participation in schools is ineffective.

Table 41: Co-curricular activities were arranged with the help of community

	Mostly	Rarely	Not at all	χ^2
f_o	17	42	16	17
f_e	25.0	25.0	25.0	
Residual	-8.0	17.0	-9.0	
$(f_o - f_e)^2$	64	289	81	
$(f_o - f_e)^2 / f_e$	2.5	11.5	3	

Table No; 41 illustrates that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. co-curricular activities were arranged with the help of community in schools.

H₀: Community participation in schools is ineffective.

Table 42: Co-curricular activities were fruitful

	Mostly	Rarely	Not at all	χ^2
f_o	42	28	5	27.8
f_e	25.0	25.0	25.0	
Residual	17.0	3.0	-20.0	
$(f_o - f_e)^2$	289	9	400	
$(f_o - f_e)^2 / f_e$	11.5	0.3	16	

Table No; 42 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. co-curricular activities were fruitful.

H₀: Community participation in schools is ineffective.

Table 43: Community was involved to increase enrolment and decrease absenteeism

	Mostly	Rarely	Not at all	χ^2
f_o	54	19	2	56
f_e	25.0	25.0	25.0	
Residual	29.0	-6.0	-23.0	
$(f_o - f_e)^2$	841	36	529	
$(f_o - f_e)^2 / f_e$	33.6	1.4	21	

Table No;43 depicts that Chi square value was greater than table value, so, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community was involved to increase enrolment and decrease absenteeism in schools.

H₀: Community participation in schools is ineffective.

Table 44: Community helped the school in cash/kind.

	Mostly	Rarely	Not at all	χ^2
f_o	1	30	44	38.4
f_e	25.0	25.0	25.0	
Residual	-24.0	5.0	19.0	
$(f_o - f_e)^2$	576	25	361	
$(f_o - f_e)^2 / f_e$	23	1	14.4	

Table No; 44 indicates that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community helped schools in cash and in kind.

H₀: Community participation in schools is ineffective.

Table 45: Community was helpful in financial help of orphans, poor and talented students

	Mostly	Rarely	Not at all	χ^2
f_o	2	21	52	50.6
f_e	25.0	25.0	25.0	
Residual	-23.0	-4.0	27.0	
$(f_o - f_e)^2$	529	16	729	
$(f_o - f_e)^2 / f_e$	21	0.64	29	

Table No; 45 explains that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community was helpful in financial help of orphans, poor and talented students.

H₀: Community participation in schools was ineffective.

Table 46: Community provided stationery/uniforms/school bags to deserving students

	Mostly	Rarely	Not at all	χ^2
f_o	3	13	59	71
f_e	25.0	25.0	25.0	
Residual	-22.0	-12.0	34.0	
$(f_o - f_e)^2$	484	144	1156	
$(f_o - f_e)^2 / f_e$	19	5.8	46	

Table No; 46 depicts that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community provided stationery/uniforms/school bags to deserving students of schools.

H₀: Community participation in schools is ineffective.

TABLE 47: The locality showed interest in developmental works of school.

	Mostly	Rarely	Not at all	χ^2
f_o	11	40	24	17.04
f_e	25.0	25.0	25.0	
Residual	-14.0	15.0	-1.0	
$(f_o - f_e)^2$	196	225	1	
$(f_o - f_e)^2 / f_e$	8	9	0.04	

Table No; 47 shows that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. locality showed interest in developmental works of schools.

H₀: Community participation in schools is ineffective.

Table 48: Community involved itself in purchase of raw material for school

	Mostly	Rarely	Not at all	χ^2
f_o	10	24	41	19.04
f_e	25.0	25.0	25.0	
Residual	-15.0	-1.0	16.0	
$(f_o - f_e)^2$	225	1	256	
$(f_o - f_e)^2 / f_e$	9	0.04	10	

Table No; 48 reveals that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community involved itself in purchase of raw material for the maintenance of schools.

H₀: Community participation in schools is ineffective.

Table 49: Work done by PTC/SMC was satisfactory

	Mostly	Rarely	Not at all	χ^2
f_o	52	20	3	55
f_e	25.0	25.0	25.0	
Residual	27.0	-5.0	-22.0	
$(f_o - f_e)^2$	729	25	625	
$(f_o - f_e)^2 / f_e$	29	1	25	

Table No; 49 depicts that the Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. work done by PTC/SMC in schools was satisfactory.

H₀: Community participation in schools is ineffective.

Table 50: The community was informed about hiring of teachers and monitoring of teaching-learning

	Mostly	Rarely	Not at all	χ^2
f_o	20	17	38	10.5
f_e	25.0	25.0	25.0	
Residual	-5.0	-8.0	13.0	
$(f_o - f_e)^2$	25	64	169	
$(f_o - f_e)^2 / f_e$	1	2.5	7	

Table No; 50 shows that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community was informed about hiring of teachers and motoring of teaching-learning process in schools.

H₀: Community participation in schools is ineffective.

Table 51: Community could successfully be used in reducing interference and unfair means

	Mostly	Rarely	Not at all	χ^2
f_o	29	36	10	14.64
f_e	25.0	25.0	25.0	
Residual	4.0	11.0	-15.0	
$(f_o - f_e)^2$	16	121	225	
$(f_o - f_e)^2 / f_e$	0.64	5	9	

Table No; 51 depicts that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community was successfully used in reducing interference in schools and discouragement of unfair means in Board examinations.

H₀: Community participation in schools is ineffective.

Table 52: A resource person amongst the community was invited for saying something on carrier planning to students

	Mostly	Rarely	Not at all	χ^2
f_o	18	32	25	3.92
f_e	25.0	25.0	25.0	
Residual	-7.0	7.0	.0	
$(f_o - f_e)^2$	49	49	0	
$(f_o - f_e)^2 / f_e$	1.96	1.96	0	

Table No; 52 shows that calculated value of Chi square was smaller than table value, therefore, null hypothesis was accepted and Alternative hypothesis rejected i.e. resource persons amongst community members were not invited for saying something on carrier planning to students in schools.

H₀: Community participation in schools is ineffective.

Table 53: Community elders were asked to participate in national days in school

	Mostly	Rarely	Not at all	χ^2
f_o	32	35	8	17.6
f_e	25.0	25.0	25.0	
Residual	7.0	10.0	-17.0	
$(f_o - f_e)^2$	49	100	289	
$(f_o - f_e)^2 / f_e$	2	4	11.6	

Table No; 53 explains that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community elders were asked to participate in national days in school.

H₀: Community participation in schools is ineffective.

Table 54: The community showed interest and participation in social activities

	Mostly	Rarely	Not at all	χ^2
f_o	9	41	25	20
f_e	25	25	25	
Residual	-16	16	0	
$(f_o - f_e)^2$	256	256	0	
$(f_o - f_e)^2 / f_e$	10	10	0	

Table No; 54 depicts that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community showed interest and participation in social activities.

H₀: Community participation in schools is ineffective.

Table 55: Community members were invited on parent's days

	Mostly	Rarely	Not at all	χ^2
f_o	53	19	3	51.43
f_e	25.0	25.0	25.0	
Residual	28.0	-6.0	-22.0	
$(f_o - f_e)^2$	784	36	484	
$(f_o - f_e)^2 / f_e$	31	1.4	19	

Table No; 55 indicates that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community members were invited in parent days.

H₀: Community participation in schools is ineffective.

Table 56: The community was invited to arrange walks of social, academic, health and national importance

	Mostly	Rarely	Not at all	χ^2
f_o	11	39	25	15.68
f_e	25.0	25.0	25.0	
Residual	-14.0	14.0	.0	
$(f_o - f_e)^2$	196	196	0	
$(f_o - f_e)^2 / f_e$	7.8	7.8	0	

Table 56 shows that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community was invited to arrange walks of social, academic, health and national importance.

H₀: Community participation in schools is ineffective.

Table 57: Elected members of community showed interest and participated in school programmes

	Mostly	Rarely	Not at all	χ^2
f_o	15	47	13	28.8
f_e	25.0	25.0	25.0	
Residual	-10.0	22.0	-12.0	
$(f_o - f_e)^2$	100	484	144	
$(f_o - f_e)^2 / f_e$	4	19	5.8	

Table No; 57 reveals that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. elected members of community showed interest and participated in school programmes.

H₀: Community participation in schools is ineffective.

Table 58: Community was asked by the school to solve problems of lack of staff, absenteeism of students and tussle with the department

	Mostly	Rarely	Not at all	χ^2
f_o	34	29	12	10.6
f_e	25.0	25.0	25.0	
Residual	9.0	4.0	-13.0	
$(f_o - f_e)^2$	81	16	169	
$(f_o - f_e)^2 / f_e$	3.2	0.64	6.8	

Table No; 58 shows that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community was asked by the school to solve the problems such as lack of staff, and absenteeism of students.

H₀: Community participation in schools is ineffective.

Table 59: PTC/SMC tried to solve problems/conflicts conveyed to them

	Mostly	Rarely	Not at all	χ^2
f_o	33	29	13	8.9
f_e	25.0	25.0	25.0	
Residual	8.0	4.0	-12.0	
$(f_o - f_e)^2$	64	16	144	
$(f_o - f_e)^2 / f_e$	2.5	0.64	5.7	

Table 59 reveals that calculated value was smaller than table value, therefore, Null hypothesis was accepted and Alternative hypothesis rejected i.e. PTCs/SMCs did not try to solve problems/conflicts conveyed to them by school administration.

H₀: Community participation in schools is ineffective.

Table 60: Other social and Non- governmental organizations also helped the school

	Mostly	Rarely	Not at all	χ^2
f_o	11	34	30	12.04
f_e	25.0	25.0	25.0	
Residual	-14.0	9.0	5.0	
$(f_o - f_e)^2$	196	81	25	
$(f_o - f_e)^2 / f_e$	7.8	3.2	1	

Table No; 60 shows that Chi square value was greater than table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. other social and non-governmental organizations helped schools.

H₀: Community participation in schools is ineffective.

Table 61: Education department was kept informed about the meetings and activities of community

	Mostly	Rarely	Not at all	χ^2
f_o	48	26	1	44.04
f_e	25.0	25.0	25.0	
Residual	23.0	1.0	-24.0	
$(f_o - f_e)^2$	529	1	576	
$(f_o - f_e)^2 / f_e$	21	0.04	23	

Table 61 indicates that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Education department was informed about the meetings of the community participatory organizations.

H₀: Community participation in schools is ineffective.

Table 62: Education department encouraged the efforts of involving communities in schools

	Mostly	Rarely	Not at all	χ^2
f_o	35	34	6	21.2
f_e	25.0	25.0	25.0	
Residual	10.0	9.0	-19.0	
$(f_o - f_e)^2$	100	81	361	
$(f_o - f_e)^2 / f_e$	4	3.2	14	

Table No; 62 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Education department encouraged the efforts of involving community in schools.

H₀: Community participation in schools is ineffective.

Table 63: Participation of community organizations was stable, sustained and organized

	Mostly	Rarely	Not at all	χ^2
f_o	25	39	11	15.6
f_e	25.0	25.0	25.0	
Residual	.0	14.0	-14.0	
$(f_o - f_e)^2$	0	196	196	
$(f_o - f_e)^2 / f_e$	0	7.8	7.8	

Table No; 63 reveals that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. participation of community organizations was stable, sustained and organized.

4.3.1 Analysis of achievements made by Principals/Head Masters through Community Participation

23% of Principals/Head Masters said that they achieved nothing through community involvement practices. Remaining 77% claimed different types of achievements, such as reduction in absenteeism of students, increase in enrollments, construction of additional class rooms, construction of boundary walls, arrangement of drinking water, arrangement of alternative routes for people, procurement of furniture, moral development, play ground leveling, curbing of encroachments, electrification, free stationery, obtaining construction materials, confidence building between schools and community, improvement of students behaviour, better academic results, solution of teachers problems, and white washing of school building.

4.3.2 Analysis of suggestions advised by Principals/Head Masters for further strengthening of Community Participation in Education

13% of Head of schools gave no suggestions, remaining 87% suggested awareness of community, attractive environment, regular meetings, co curricular activities, compulsory visits of community members, devoted members, confidence building, impartial elections, incentives to PTC members, involvement of highly qualified persons, fully authorized and organized PTCs, propagation through electronic and print media, continuous interaction, submission of results to parents, remuneration to

PTC members, sincerity of Head of schools, training and orientation of PTC members, and lastly discouraging of political interference.

4.4 Responses of Chairmen of Parents Teachers Councils

H₀: Community participation in schools is ineffective.

Table 64: Principal/Head master hold meetings of PTC/SMC.

	Mostly	Rarely	Not at all	χ^2
f_o	65	10	0	98
f_e	25	25	25	
Residual	40	-15	-25	
$(f_o - f_e)^2$	1600	225	625	
$(f_o - f_e)^2 / f_e$	64	9	25	

Table No; 64 depicts that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Principals/Head masters hold meetings of PTCs/SMCs/ community participatory organizations.

H₀: Community participation in schools is ineffective.

Table 65: Educational aspect of the school was discussed

	Mostly	Rarely	Not at all	χ^2
f_o	67	7	1	106
f_e	25.0	25.0	25.0	
Residual	42.0	-18.0	-24.0	
$(f_o - f_e)^2$	1764	324	576	
$(f_o - f_e)^2 / f_e$	70	13	23	

Table No; 65 reveals that Chi square value was greater than the table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. educational aspect of school was discussed in PTCs/SMCs/Community participatory meetings.

H₀: Community participation in schools is ineffective.

Table 66: Educational situation came under discussion but no practical steps were taken for its improvement

	Mostly	Rarely	Not at all	χ^2
f_o	53	19	3	51.4
f_e	25.0	25.0	25.0	
Residual	28.0	-6.0	-22.0	
$(f_o - f_e)^2$	784	36	484	
$(f_o - f_e)^2 / f_e$	31	1.4	19	

Table No; 66 states that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. educational situation came under discussion but no practical steps were taken for its improvement.

H₀: Community participation in schools is ineffective.

Table 67: Parents were contacted to discourage the absenteeism of students

	Mostly	Rarely	Not at all	χ^2
f_o	57	15	3	69
f_e	25	25	25	
Residual	34	-10	-22	
$(f_o - f_e)^2$	1156	100	484	
$(f_o - f_e)^2 / f_e$	46	4	19	

Table 67 reveals that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. parents were contacted to discourage student's absenteeism in schools by PTCs/SMCs/Community participatory bodies.

H₀: Community participation in schools is ineffective.

Table 68: The performance of teachers was discussed in the meetings

	Mostly	Rarely	Not at all	χ^2
f_o	49	22	4	41
f_e	25	25	25	
Residual	24	3	21	
$(f_o - f_e)^2$	576	9	441	
$(f_o - f_e)^2 / f_e$	23	0.36	17.6	

Table No; 68 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. performance of teachers was discussed in meetings of PTCs/SMCs/Participatory bodies held in schools.

H₀: Community participation in schools is ineffective.

Table 69: You discussed with teachers about teaching- learning situation of the school

	Mostly	Rarely	Not at all	χ^2
f_o	34	22	19	5
f_e	25	25	25	
Residual	9	3	-6	
$(f_o - f_e)^2$	81	9	36	
$(f_o - f_e)^2 / f_e$	3.24	0.36	1.4	

Table No; 69 indicates that table value is smaller than table value, hence, null hypothesis is accepted and Alternative hypothesis rejected, i.e. chairmen of PTCs/SMCs did not discuss with teachers teaching-learning situation of the school.

H₀: Community participation in schools is ineffective.

Table 70: Principal hold meetings regarding the repairs and maintenance of school

	Mostly	Rarely	Not at all	χ^2
f_o	65	6	4	96
f_e	25	25	25	
Residual	40	19	21	
$(f_o - f_e)^2$	1600	361	441	
$(f_o - f_e)^2 / f_e$	64	14	18	

Table No; 70 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Principals hold meetings of PTCs/SMCs/Participatory bodies regarding repairs and maintenance of schools.

H₀: Community participation in schools is ineffective.

Table 71: Students and staff were briefed about certain social problems

	Mostly	Rarely	Not at all	χ^2
f_o	26	25	24	0.08
f_e	25	25	25	
Residual	1	0	1	
$(f_o - f_e)^2$	1	0	1	
$(f_o - f_e)^2 / f_e$	0.04	0	0.04	

Table No; 71 reveals that Chi square value was smaller than table value, therefore, null hypothesis is accepted and Alternative hypothesis rejected, i.e. students and staff were not briefed about certain social problems by PTCs/SMCs/Participatory councils

H₀: Community participation in schools is ineffective.

Table 72: You spoke on any of the topic of national interest

	Mostly	Rarely	Not at all	χ^2
f_o	22	23	30	1.52
f_e	25	25	25	
Residual	3	-2	5	
$(f_o - f_e)^2$	9	4	25	
$(f_o - f_e)^2 / f_e$	0.36	0.16	1	

Table 72 states that Chi square value was smaller than table value, therefore, null hypothesis is accepted and Alternative hypothesis rejected, i.e. Chairmen of PTCs/SMCs/Councils did not speak on topics of national interest to students and staff of schools.

H₀: Community participation in schools is ineffective.

Table 73: You solved any issue between the school and any of an individual

	Mostly	Rarely	Not at all	χ^2
f_o	33	20	22	3.92
f_e	25	25	25	
Residual	8	5	-3	
$(f_o - f_e)^2$	64	25	9	
$(f_o - f_e)^2 / f_e$	2.5	1	0.36	

Table No; 73 depicts that Chi square value was smaller than table value, therefore, null hypothesis is accepted and Alternative hypothesis rejected, i.e. PTCs/SMCs/Community councils chairmen did not solve any of the issues between schools and individuals.

H₀: Community participation in school is ineffective.

Table 74: You met with the Education Department about the problems of school

	Mostly	Rarely	Not at all	χ^2
f_o	28	18	29	2.96
f_e	25	25	25	
Residual	3	7	4	
$(f_o - f_e)^2$	9	49	16	
$(f_o - f_e)^2 / f_e$	0.36	1.96	0.64	

Table 74 shows that Chi square value was smaller than table value, therefore, null hypothesis is accepted and Alternative hypothesis rejected, i.e. chairmen PTCs/SMCs/Councils did not meet Education Department about the problems of schools.

H₀: Community participation in schools is ineffective.

Table 75: In case of your visit, officers of Education department fulfilled your demands

	Mostly	Rarely	Not at all	χ^2
f_o	67	1	7	116
f_e	25	25	25	
Residual	42	-24	-24	
$(f_o - f_e)^2$	1764	576	576	
$(f_o - f_e)^2 / f_e$	70	23	23	

Table No; 75 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. officers of Education department fulfilled demands of PTCs/SMCs

H₀: Community participation in schools is ineffective.

Table 76: Other social/welfare organizations also helped schools such as provision of uniforms, stationery, and scholarships

	Mostly	Rarely	Not at all	χ^2
f_o	16	22	37	9.26
f_e	25	25	25	
Residual	9	3	12	
$(f_o - f_e)^2$	81	9	144	
$(f_o - f_e)^2 / f_e$	3.2	0.36	5.7	

Table No; 76 shows that Chi square value was smaller than table value, therefore, null hypothesis is accepted and Alternative hypothesis rejected, i.e. other social/welfare organizations did not help schools in terms of provisions of uniforms, stationery, and scholarships

H₀: Community participation in schools is ineffective.

Table 77: PTC funds were spent rightly in schools

	Mostly	Rarely	Not at all	χ^2
f_o	67	1	7	116
f_e	25	25	25	
Residual	42	-24	-24	
$(f_o - f_e)^2$	1764	576	576	
$(f_o - f_e)^2 / f_e$	70	23	23	

Table No; 77 depicts that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. PTC funds were spent rightly in schools.

H₀: Community participation in schools is ineffective.

Table 78: Principal kept you informed about issues and problems of the school

	Mostly	Rarely	Not at all	χ^2
f_o	67	4	4	106
f_e	25	25	25	
Residual	42	-21	-21	
$(f_o - f_e)^2$	1764	441	441	
$(f_o - f_e)^2 / f_e$	70	18	18	

Table No; 79 reveals that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Principals informed chairmen PTCs/SMCs about issues and problems of schools.

H₀: Community participation in schools is ineffective.

Table 79: You provided furniture and raw material to the school without assistance of government

	Mostly	Rarely	Not at all	χ^2
f_o	19	14	42	18
f_e	25	25	25	
Residual	-6	-11	17	
$(f_o - f_e)^2$	36	121	289	
$(f_o - f_e)^2 / f_e$	1.4	4.8	11.5	

Table No; 79 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. chairmen PTCs/SMCs provided furniture and raw material to the school without assistance of government.

4.4.1 Analysis of suggestions made by chairmen of PTCs for further improvement of community participation in schools

Those who suggested nothing were 29.3%, remaining 70.7% suggested propagations of community participation through media, appointment of social organizers, awareness of people, cooperation of parents, awareness of masses,

cooperation of Education department, induction of educated members, empowerment of PTCs, closure of political interference, inviting dignitaries, review of councils, regular contacts and training of members of PTCs.

4.5 Responses of the teachers regarding community participation in schools

H₀: Community participation in schools is ineffective.

Table 80: Community takes interest in contacting about the progress of their children

	Mostly	Rarely	Not at all	χ^2
f_o	43	267	140	168
f_e	150.0	150.0	150.0	
Residual	-107.0	117.0	-10.0	
$(f_o - f_e)^2$	11449	13689	100	
$(f_o - f_e)^2 / f_e$	76	91	0.7	

Table No; 80 depicts that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Community contacted teachers about the progress of their children's.

H₀: Community participation in schools is ineffective.

Table 81: Chairman of PTCs takes interest in increasing the cooperation between school and community

	Mostly	Rarely	Not at all	χ^2
f_o	156	225	69	81
f_e	150.0	150.0	150.0	
Residual	6.0	75.0	-81.0	
$(f_o - f_e)^2$	36	5625	6561	
$(f_o - f_e)^2 / f_e$	0.24	37.5	44	

Table 81 shows that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. chairmen of PTCs/SMCs takes interest in increasing cooperation between schools and community.

H₀: Community participation in schools is ineffective.

Table 82: Chairman PTC met you regarding academic conditions of the school

	Mostly	Rarely	Not at all	χ^2
f_o	109	198	143	26.3
f_e	150.0	150.0	150.0	
Residual	-41.0	48.0	-7.0	
$(f_o - f_e)^2$	1681	2304	49	
$(f_o - f_e)^2 / f_e$	11	15	0.3	

Table No; 82 states that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. chairmen PTC met teachers regarding academic conditions of schools.

H₀: Community participation in schools is ineffective.

Table 83: Community elders participated in solution of school problems

	Mostly	Rarely	Not at all	χ^2
f_o	68	179	203	69
f_e	150.0	150.0	150.0	
Residual	-82.0	29.0	53.0	
$(f_o - f_e)^2$	6724	841	2809	
$(f_o - f_e)^2 / f_e$	45	5.6	19	

Table No; 83 shows that Chi square value was greater than table value, so, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community elders participated in solution of school problems.

H₀: Community participation in schools is ineffective.

Table 84: Principal/H.M welcomed positive involvement of community in school

	Mostly	Rarely	Not at all	χ^2
f_o	404	39	7	648
f_e	150.0	150.0	150.0	
Residual	254.0	-111.0	-143.0	
$(f_o - f_e)^2$	64516	12321	20449	
$(f_o - f_e)^2 / f_e$	430	82	136	

Table 84 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Principals/Head Masters welcomed positive involvement of community in school.

H₀: Community participation in schools is ineffective.

Table 85: Community and other social organizations provided relief to deserving students like uniform, books etc

	Mostly	Rarely	Not at all	χ^2
f_o	67	161	222	81
f_e	150.0	150.0	150.0	
Residual	-83.0	11.0	72.0	
$(f_o - f_e)^2$	6889	121	5184	
$(f_o - f_e)^2 / f_e$	46	0.81	34	

Table No; 85 reveals that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community and other social organizations provided relief to deserving students like uniform, books etc.

H₀: Community participation in schools is ineffective.

Table 86: Community participation was beneficial for the schools

	Mostly	Rarely	Not at all	χ^2
f_o	341	63	46	365
f_e	150.0	150.0	150.0	
Residual	191.0	-87.0	-104.0	
$(f_o - f_e)^2$	36481	7569	10816	
$(f_o - f_e)^2 / f_e$	243	50	72	

Table No; 86 states that Chi square value was greater than table value, so, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community participation is beneficial for the schools.

H₀: Community participation in schools is ineffective.

Table 87: Community encouraged the school administration

	Mostly	Rarely	Not at all	χ^2
f_o	138	205	107	33
f_e	150.0	150.0	150.0	
Residual	-12.0	55.0	-43.0	
$(f_o - f_e)^2$	144	3025	1849	
$(f_o - f_e)^2 / f_e$	0.96	20	12	

Table No; 87 shows that Chi square value was greater than the table value, therefore, Null hypothesis was rejected and Alternative hypothesis accepted i.e. community encouraged the school administration.

H₀: Community participation in schools is ineffective.

Table 88: Community involvement should be encouraged in schools for academic and social improvement.

	Mostly	Rarely	Not at all	χ^2
f_o	67	205	178	76.8
f_e	150.0	150.0	150.0	
Residual	-88	55.0	88.0	
$(f_o - f_e)^2$	7744	3025	784	
$(f_o - f_e)^2 / f_e$	51.6	20	5.2	

Table 88 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community involvement should be encouraged.

H₀: Community participation in schools is ineffective.

Table: 89: Other NGO's and Social organizations supported your school and staff.

	Mostly	Rarely	Not at all	χ^2
f_o	341	63	46	365
f_e	150.0	150.0	150.0	
Residual	191.0	-87.0	-104.0	
$(f_o - f_e)^2$	36481	7569	10816	
$(f_o - f_e)^2 / f_e$	243	50	72	

Table No; 89 states that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis i.e. Other NGO's and social organizations supported schools and staff.

H₀: Community participation in schools is ineffective.

Table 90: Persons of good repute were invited by the school to have a speech on any important topic to students and staff

	Mostly	Rarely	Not at all	χ^2
f_o	76	215	159	64.5
f_e	150.0	150.0	150.0	
Residual	-74.0	65.0	9.0	
$(f_o - f_e)^2$	5476	4225	81	
$(f_o - f_e)^2 / f_e$	36	28	0.54	

Table No; 90 shows that Chi square value was greater than table value, therefore, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Persons of good repute were invited by schools to have a speech on important topics to students and staff.

H₀: Community participation in schools is ineffective.

Table 91: Community participation reduced absenteeism in school

	Mostly	Rarely	Not at all	χ^2
f_o	116	137	197	24
f_e	150.0	150.0	150.0	
Residual	-34.0	-13.0	47.0	
$(f_o - f_e)^2$	1156	169	2209	
$(f_o - f_e)^2 / f_e$	8	1.1	14.7	

Table 91 shows that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. Community participation decreased absenteeism in schools.

H₀: Community participation in schools is ineffective.

Table 92: Community was good enough in promoting a friendly environment in the school

	Mostly	Rarely	Not at all	χ^2
f_o	207	169	74	63
f_e	150.0	150.0	150.0	
Residual	57.0	19.0	-76.0	
$(f_o - f_e)^2$	3249	361	5776	
$(f_o - f_e)^2 / f_e$	22	2.4	38.5	

Table No; 92 depicts that value of Chi square was greater than table value, so, Null hypothesis is rejected and Alternative hypothesis i.e. Community was good enough in promoting a friendly environment in the schools

H₀: Community participation in schools is ineffective.

Table 93: Community participation needed to be strengthened in schools

	Mostly	Rarely	Not at all	χ^2
f_o	367	71	12	482
f_e	150.0	150.0	150.0	
Residual	217.0	-79.0	-138.0	
$(f_o - f_e)^2$	47089	6241	19044	
$(f_o - f_e)^2 / f_e$	313	42	127	

Table No; 93 reveals that Chi square value was greater than table value, hence, Null hypothesis is rejected and Alternative hypothesis accepted i.e. community participation need to be strengthened in schools.

4.5.1 Analysis of suggestions put forwarded by teachers

15% teachers suggested nothing, remaining 85% suggested awareness, incentives, non interference, social mobilization, use of media for propagation, inclusion of educated members, co curricular activities, dedication of members,

encouragement of community, evaluation of PTCs, interaction with parents, keen interest, sharing of information, more autonomy of PTCs, inviting persons of good repute, sincere member ship of PTCs, and proper training of community members.

Table No; 94 **Consistency of common Statements through Variance:**

Common statements from different respondents were analyzed in order to see that which of them is more consistent, and the result was as under:

Variance					
Group Statistics					
	VAR	N	Mean	Std. Deviation	Variance
The educational aspect of the school was discussed.	PTC Chairman	75	1.12	.366	0.134
	Parents	450	1.54	.667	0.445
The Principal hold meetings regarding the repairs of school.	PTC Chairman	75	1.19	.512	0.262
	Parents	450	2.18	.822	0.676
You met the Education department about the problems of school.	PTC Chairman	75	2.01	.878	0.771
	Parents	450	2.53	.707	0.499

Above analysis through Variance shows that those responses were more consistent whose variances were small. In the first statement, the response of the chairmen PTCs was more consistent. In the second statement, the response of chairmen PTCs was more consistent. And in the third statement, the responses of parents were more consistent.

DISCUSSIONS

In the light of above analysis, discussions about each respondent is as under:

About Educational Managers (EDOs, DOs, DDOs) it was hypothesized that on their part the community participation in educational institutions was ineffective. The data were analyzed and analysis showed a very realistic situation which resembles to the ground realities. It was found that Educational Managers were not successful in five points, i.e. (i) launching community awareness campaigns in their respective districts, (ii) meeting with the elders of community about their involvement in education, (iii) ensuring the formation and functioning of community bodies in schools, (iv) occasional checking of utilization of PTC funds, and (v) arranging campaigns for improvement of quality of education. The said Managers were, however, successful in three aspects (i) consolidation of the lists of schools for allocation of PTC funds, (ii) ensuring funds distribution to schools, and (iii) ensuring that the PTC funds were spent properly in schools.

About responses of the parents, it was hypothesized that their participation was ineffective in educational institutions. Their responses contained nineteen statements. Analysis of their statements showed that in all of the nineteen situations their participation was effective i.e. (i) Parents Teachers association worked properly, (ii) schools contacted them about academics of their children, (iii) they were invited in parent days, (iv) schools informed them about conduct, health, cleanliness, and examination results of their child, (v) PTC corresponded with them about academic position of school and students problems, (vi) they were informed about repair works of school, (vii) they take interest in the solution of school problems, (viii) they met with teachers and officers of Education Department, (ix) they helped school in its

repair works and deserving students, (x) they made environment of schools pleasant and friendly, and (xi) community participation could improve condition of schools. This exemplary situation is somewhat strange in the sense that there is no dissatisfaction amongst the parents about their relations with the schools, as was realistically registered by the Educational Managers in the earlier discussion. In fact, community participation is not so effective in other countries as was mentioned by parents in this case. Other research studies noted different results from their analysis, such as Ajmal (2006) found that parents being the main stake holders of participation were unaware of their importance and that there was lack of their participation in public sector schools which was the main cause of their ineffectiveness in academic results.

It was hypothesized that Principals/Head Masters of schools would term community participation in schools as ineffective. Their responses comprised of thirty three statements. Out of these, in thirty one statements the respondents termed community participation as effective, while in the remaining two cases they stated it as ineffective. The situations in which the community participation was effective were: (i) commitment of PTCs/SMCs, (ii) regularity in meetings of bodies, (iii) attending meetings by chairmen and members, (iv) contact and cooperation with schools, (v) awareness of community about involvement, (vi) discussion of examination results with them and their interest in improvement of academic conditions of school, (vii) positive response of community, (viii) arrangement of co curricular activities and their fruitfulness, (ix) increasing of enrollments and decreasing absenteeism, (x) helping schools in cash/kind, (xi) financial help of deserving students and provision of stationery/uniforms, (xii) purchase of raw material for school, (xiv) reduction of interference, (xv) celebrations of days, (xvi)

problem solving and meeting with officers of Education Department. Similarly, they showed the effectiveness of community in walks etc. Only two cases in which they showed ineffectiveness of community were (i) not discussing examination results with community and lack of activities on career planning of students. Though Principals/Head Masters responded that community participation in educational institutions was effective mostly, but this view was different from ground realities and some of the studies mentioned in the review of literature are in contrast with it, like that of Prabhakar, N.P *et el* (2011, 1-9) who found that a few percent of public schools were successful in involving parents. Similarly, Siraj (2002, pp.1-7) also found that communities were not involved in planning and other necessary works.

As far as the responses of Chairmen PTCs/SMCs were concerned, it was assumed that community participation in educational institutions was ineffective. The analysis showed that in nine cases it was effective, while in six cases it remained ineffective. The situations in which it was effective were that Head of schools hold meetings regularly, in these meetings educational aspects of schools were discussed, practical steps were taken to improve the situation of academics, parents were contacted through community participatory bodies to reduce absenteeism of students, performance of teachers were also discussed in meetings, Principals/Head Masters hold meetings about repair and maintenance of schools, Education Department fulfilled the demands of PTCs/SMCs when approached, PTC funds were spent rightly, Principals kept informed community participatory bodies about the problems of schools, and chairmen of community bodies provided furniture and raw materials even without the help of government. The cases in which these bodies remained ineffective were discussions with teachers, briefing staff and students about social problems, speeches on topics of national interests, issues solution between schools

and individuals, meeting with Educational Managers. As chairmen of such bodies played practical roles in community bodies, therefore, their responses seemed to be based on reality. Their responses should, therefore, be considered as the most balanced one in comparison with that of Principals/Head Masters. These responses were more in line with that of the responses of Educational Managers, they were also in line with other studies of conducted by other researchers which showed partial effectiveness.

It was assumed that community participation would be ineffective in educational institution in the point of view of teachers. The analysis, however, showed that all statements of teachers showed effectiveness of community participation. According to them community, community elders and chairmen PTCs take interest in schools. They said that their Principals/Head Masters welcomed positive involvement of community. Community participation was beneficial in their views for schools and its administration. They said that community and other social organizations helped deserving students. This participation reduced absenteeism and was good enough in promoting friendly environment. These responses of teachers also showed ideal situation. There should be somewhat dissatisfaction on the participation of community in their responses.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

Community participation in education is an important aspect of school management. The whole world is trying to involve communities for the betterment of qualitative and quantitative aspects of educational institutions. This study was designed to find out the effectiveness of community participation in public sector boys high/higher secondary schools of the province of Khyber Pakhtunkhwa, Pakistan. Its objectives were i) to see how the educational institutions were involving the community members, ii) to see the extent of the awareness of people about the importance of their participation in educational institutions, iii) to judge the academic, financial, administrative, economic, and social contributions of community participations in schools and iv) to propose some new ideas in community participation in education which were in practice in other countries. The sample of the study comprised of five districts of the province of Khyber Pakhtunkhwa. In these districts the Educational Managers, Head teachers, Chairmen of PTCs, Parents of students and Teachers were included. The study was based on questionnaires that were separately filled from Educational managers, Principals/Head Masters, Chairmen of parent teacher councils, Parents of students, and teachers of those same schools. Various questions of qualitative and quantitative nature were asked from the above stake holders regarding their contacts with the schools and community, in which they were asked that whether the community participation was effective or not. The data so obtained was arranged, tabulated and analyzed by means of Chi-square

test in a number of tables in order to find out the effectiveness of community participation in schools.

5.2 CONCLUSIONS

On the basis of analysis of data, following conclusions were drawn:

- 1 There were no efforts from Educational Managers to carry out community awareness campaigns, to meet with the elders of community, to check utilization of funds occasionally and to bring improvement in quality of education.
- 2 There were no efforts at district level to know about the formation and functioning of the PTCs/SMCs at schools.
- 3 The PTCs and Principals did not discuss the results with the parents.
- 4 Resource persons amongst the community members were not invited to speak on career planning of students.
- 5 PTCs did not discuss teaching-learning situation of school.
- 6 Students and staff were not briefed by PTCs/SMCs about social problems.
- 7 PTCs/SMCs did not speak on topics of national interest to staff and students.
- 8 PTCs/SMCs did not meet officers of Education Department about school problems.
- 9 Community participation was successful in checking absenteeism and increasing of enrolment.
- 10 Community involvement was helpful in granting uniforms, school bags and financial aid to deserving students.
- 11 Involvement of community was helpful in reducing unwanted interference in educational institutions.

- 12 Participation of community was beneficial in encouraging school administration.
- 13 Friendly relations were developed as a result of such bodies between schools and communities.
- 14 Provision of raw material was available to schools at economical rates with the help of such participation.
- 15 Utilities like electricity and water was granted by community to schools on friendly terms.
- 16 An atmosphere of cooperation developed due to the efforts of schools and communities.
- 17 Other social and non governmental organizations helped students and schools on certain occasions.
- 18 Communities arranged co-curricular activities in collaboration with schools.
- 19 Walks and social gatherings were held with the help of communities.
- 20 Schools were made pleasant and peaceful for students by community members.

5.3 RECOMMENDATIONS

Following are the recommendations for further improvement of community participation in educational institutes:

- 1 As it was found that there were no efforts at the district level to make plan for community participation and to meet with the elders of the community for their involvement in education. Similarly there were no campaigns for mass awareness of people. Therefore, it is recommended that proper meetings should be arranged for it at district level. Such meetings will be more

beneficial at large halls, where Educational managers and chairmen of all schools along with their head teachers can talk and discuss targets for community. It will be better if DCO's of the district and press representatives be present on the occasion.

- 2 Since there were no efforts at district level to know about the formation and functioning of the PTCs/SMCs at schools, therefore, all schools should compulsorily send the attendance signatures of parents and members at the time of elections. On the occasions of PTCs elections, inspections by monitoring team will also be suitable.
- 3 Principals and PTCs should discuss examination results with community twice a year, so that academic situation may improve.
- 4 Resource persons such as doctor, engineers, professors, lawyers should be arranged amongst community members to say something on career planning.
- 5 PTCs should discuss teaching-learning situation of school in their general body meetings of April and February. It may be possible with the help of class wise/subject wise strategy. If once adopted this strategy will bring a revolution in academics of schools.
- 6 Students and staff should be briefed by PTCs/SMCs about social problems like pollution, cleanliness, misuse of mobiles. This is possible with the help of social workers of the community.
- 7 PTC/SMCs should speak on topics on national interest, this will be possible if retired government servants, professors, and lawyers are invited in morning assembly.
- 8 These community participatory bodies should meet officers of Education Department about school problems. It will be easy if such visits are arranged

in summer or winter vacations. On these occasions schools are usually closed and there is enough time to do a task.

- 9 Communities efforts in successful controlling of absenteeism and increasing of enrollments should be appreciated by Education Department through thanksgiving in print media.
- 10 Government should encourage communities for their efforts to grant uniforms, school bags and financial aid to deserving students through electronic media.
- 11 Education Department should give reward to those PTCs/SMCs who successfully reduced unnecessary interference in schools.
- 12 Media should project the efforts of communities who encouraged their respective school administrations.
- 13 Friendly relations between schools and communities should be more strengthened by both of the sides.
- 13 Friendly relations were developed as a result of such bodies between schools and communities.
- 14 More repair and construction powers should be delegated to PTCs/SMCs so that they can work on school projects more economically.
- 15 Those communities should be appreciated by District governments who provided electricity and water to school from their own resources.
- 16 Governments should grant some special funds to such community participatory bodies, who promoted an atmosphere of cooperation between schools and communities.
- 17 Other social and Non governmental organizations should be rewarded for their efforts to help deserving students and schools.

- 18 Those communities who arranged co-curricular activities in collaboration with schools should be honoured with shields and extra PTC budgets.
- 19 In future, District Coordination Officers, Executive District Officer and other Educational Managers should join walks and gatherings arranged by community for their respective schools.
- 20 Pleasant and peaceful atmospheres of school should be maintained by those communities for longer periods.

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APPENDICES*Appendix -1*

QUESTIONNAIRE FOR THE EDUCATIONAL MANAGERS,
ELEMENTARY & SCHOOL EDUCATION DEPARTMENT,
KHYBER PAKHTUNKHWA.

Respected sir,

As your good self knows very well that educational process in public sector schools will be successful if communities participate and help the schools. The importance of community participation in educational institutions is felt at international level. Elementary & School Education department, Khyber Pakhtunkhwa, has in its manual namely “Job Description for the Officers of Elementary & Secondary Education in District”2010, has included the following major activities in the context of community participation to be the duty of an EDO/DO/DDO. You are requested to fill the questionnaire so that the effectiveness of community participation in educational institutions of Khyber Pakhtun khwa may be judged for research purposes.

Your name, please.

Name of District.

S.No	Statements	Mostly	Rarely	Not at all
1	You plan and carry out community awareness campaigns in your district.			
2	You attend meetings (where necessary and possible) with the elders of the communities to discuss with them the importance of community participation in school affairs.			
3	You ensure that PTC's have been formed in all high/higher secondary schools and are functioning properly.			
4	You consolidate and send lists of schools for allocation of funds under classrooms consumables and repairs.			
5	You occasionally check the expenditures / utilization of funds placed at the disposal of PTC's.			
6	You ensure that PTC's funds are distributed according to the instructions/criteria of finance department.			
7	You are sure that the amounts are spent properly and according to the rules and instructions.			
8	You initiate mass awareness campaigns about the out of schools children/youths and illiteracy in the district with the help of community/ NGO's/ CBO's/ CCB's/ elected representatives to improve the quality of education.			
9	Kindly describe any of its most successful and fruitful aspect.			
10	Will you please give some suggestions for the effectiveness of community participation in educational institutions.			

QUESTIONNAIRE FOR THE PRINCIPALS / HEAD MASTERS
ON EFFECTIVENESS OF COMMUNITY PARTICIPATION IN
EDUCATIONAL INSTITUTIONS IN KHYBER PAKHTUNKHWA

Respected sir!

As your good self knows very well that the help and contributions of parents and community is of too much importance for a school. Government has not only ordered to form Parents Teacher's Associations (PTAs)/Parents teacher's council (PTC's)/ Schools Management Committees (SMC's) etc, but also grants fund every year to be spent on the approval of these bodies in schools. A school head can bring any problem into the notice of parents and other community members, and can solve it with their help.

In the following questionnaire, you are requested to kindly show the effectiveness of this community participation in your own school, the information will be treated only for research work. You can tick any one of the following options i.e. Mostly (M) /Rarely (R)/ Not at all (N)

Your name, please (Not necessary) -----

School's name -----

Name of the District -----

S.No	Statements	Mostly	Rarely	Not at all
1	Community participation bodies such as PTC/SMC are committed to your school.			
2	You regularly hold its meetings.			
3	Its chairman and members attend the meetings.			

4	The community is aware about the importance of their involvement in schools.			
5	The community members keep a contact with your school.			
6	The community cooperates with you in solution of school problems.			
7	You involve community/PTA/SMC in Improvement of academic conditions of your school.			
8	You contact parents for academic purposes.			
9	In case of your contact, the response of the community / PTC/SMC is positive.			
10	The examinations results are discussed with the community members.			
11	You arrange extra academic activities with the help of community.			
12	These extra academic activities are fruitful.			
13	You involve the community to increase enrolment and decrease absenteeism.			
14	The community helps the school in cash/ kind			
15	The community is helpful in financial help of orphans, poor and talented students.			
16	The community / PTC/SMC provide stationery / uniform / school bags to the deserving students.			

17	The stake holders of the locality show practical interest in developmental works of school.			
18	The community members involve themselves in buying and purchasing of the required raw materials for school.			
19	The work done by PTC/SMC's is satisfactory.			
20	You inform the elected members of community about hiring of teachers on temporary basis from school fund/ or to monitor teaching learning condition of school.			
21	You are successful in using the community for social benefit of the school i.e. reducing interference, curbing unfair means in exams.			
22	You invite a retired government person / resource person of the community to say something on carrier planning to your students.			
23	You have asked the community elders to participate in Iqbal's day, Quaid's day, Pakistan day and 14 th August etc.			
24	The community shows interest and participation in social activities.			
25	You invite the community members in parent days.			
26	You invite them for arranging walks of social, academic, health and national importance.			
27	The elected members of community participate and show some interest in all school programs.			

28	You request the community members to solve the problems such as lack of staff, absenteeism of students, and tussle with your department.			
29	The PTA/PTC/SMC tries to solve problems / conflicts conveyed to them by you.			
30	Other social and Non governmental organizations also help your school.			
31	You keep your department informed about meetings and activities of Community.			
32	The Education department supports and encourages your efforts of community participation in school.			
33	The work of these community Participatory organizations is stable sustained and organized.			

34. Kindly describe any one of your most successful achievement which you have got due to the involvement of community members in your school.

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Kindly give some possible suggestions for further effectiveness of community participation in educational institutions.

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QUESTIONNAIRE FOR CHAIRMAN OF P.T.A / P.T.C / S.M.C OF SCHOOL

Respected sir!

As you know that schools and education are very important for the development of community. The community has elected you to cooperate with the school and to solve those problems which are related to community. Government also favors community participation in schools and provides some budget every year, so that it can be spent in schools on the consultation of community. The condition of a school can be improved if community participates with it, and vice versa. Being a chairman of parents teachers association (PTA) community board/ association you are requested to fill the following questionnaire in order to judge the effectiveness of community participation in schools, and to find new ways and means to improve the schools through community collaboration, the information will be used for research purposes only.

Your Name please

Name of your school.

District

S.No	Statements	Almost	Rarely	Not at all
1	The Principal/Head Master of your school hold meetings of PTA/PTC.			
2	The educational aspect of the school is discussed.			
3	If the educational situation comes under discussion, it has improved.			
4	You arrange free tuition classes in summer vacations for at risk students of the school.			
5	The parents are contacted to discourage the absenteeism of the students.			
5	The performance of the teachers is discussed during the meeting.			
6	You talk with teachers regarding teaching learning situation of the school.			
7	The Principal held meeting regarding the repairs of school.			
8	You ask the students and staff about social problems.			
9	You speak on the topic of national interest in school.			
10	You solve issues between the school and the community.			
11	You meet with the Education department about the problems of school.			
12	The Education department the problems in response.			
13	Other social / welfare organizations help your school, such as provision of uniforms, stationery, scholarships etc to students.			
14	The PTC funds are rightly spent in the school.			
15	The Principal keep you inform about the issues and problems of school.			
16	You provide furniture, raw material to the school without the assistance of government.			
17	Kindly give some suitable suggestions to further promote the cooperation between the schools and the community.			

QUESTIONNAIRE FOR TEACHERS REGARDING EFFECTIVENESS OF
COMMUNITY PARTICIPATION IN EDUCATIONAL INSTITUTIONS OF
KHYBER
PAKHTUNKHWA

Respected teacher!

As you know that imparting education is not the sole responsibility of a teacher or of a school, but parents and community are also fully responsible to be cooperative and involved with the schools. Due to this very importance, government has ordered the formation of community participative bodies in public schools. These bodies are formed amongst the parents by election; these bodies are given some discretionary powers and also some budget. To see the effectiveness of such type of community participation in schools, a questionnaire is presented in your honor. Kindly fill it appropriately; the data obtained will only be used for research purposes. Tick any one of the options ie. Mostly (M), Rarely(R), not at all (N).

Your name (Not necessary) -----

School address -----

District -----

S.No	Statements	Mostly	Rarely	Not at all
01	The community takes interest in contacting you about the progress of their children.			
02	The chairman of the PTA/PTC etc takes interest in increasing the cooperation between school and community.			
03	The chairman of the PTA/PTC meets you regarding the academic conditions of the school.			
04	The community elders participate in problem solutions of school.			
05	Your Principal/H.M welcomes the positive involvement of community in school.			

06	The community and other social organizations provide relief to the needy students like uniform, books etc.			
07	Community participation is beneficial for the schools.			
08	The community encourages the school administration.			
09	The community involvement should be encouraged in schools for academic and social improvement.			
10	Other N.G.O's and social organizations also support your school and staff.			
11	Persons of good repute are invited by your school to have a speech on any important topic to students and staff.			
12	Community participation has decreased absenteeism in your school.			
13	The community is good enough in promoting a friendly environment in the school.			
14	Community participation needs to be strengthened in schools.			

15 Give some suggestions for the smooth development of school Community relations

QUESTIONNAIRE FOR PARENTS REGARDING EFFECTIVENESS OF
COMMUNITY PARTICIPATION IN EDUCATIONAL INSTITUTIONS OF
KHYBER
PAKHTUNKHWA

Respected parents!

As you know that education is a very compulsory requirement for the success of your child, for this purpose you have admitted them in school, it is the duty of the teacher and the school to teach and guide him. Along with the school, the parents and the community can also play an important role in the educational process by keeping a good relationship with the school. The following questions have

been developed so as to see the effectiveness of the community participation in schools. You are requested to kindly fill it. This information will be used only for research purposes.

S.NO	STATEMENTS	ALMOST	RARELY	NOT AT ALL
01	The Principal of the school have a contact with you regarding the academic achievement of your child.			
02	The Head of the school invites you in their academic and social functions, such as parents day/annual day.			
03	The school contacts you to minimize the absentees of your child.			
04	The teachers of the school inform you about the misbehavior of your child.			
05	The chairman of the school PTA/PTC contacts you for the solution of problems.			
06	The school administration keep you inform for financial assistance of the needy students.			
07	The Principal of the school request you for the repairs of school furniture/building.			
08	The performance of the school has been improved due to community participation.			
09	You contribute the school in cash and in kind.			
10	Kindly give some suggestions for further effectiveness of the community participation in schools.			

List of schools included in the study:

District Nowshera

1. Government High School No;1 Nowshera cant;
2. Government High School No; 2 Nowshera cant;
3. Government High School No; 1 Nowshera city.
4. Government Higher secondary school Pir Piai.
5. Government High school Pir Piai.
6. Government High school Aza khel Payan.
7. Government High school Aza Khel Bala.
8. Government High school Pabbi.
9. Government High school Taru Jabba.
10. Government Centennial Model High school Akora Khattak.
11. Government High school Bagh ban pura Akora Khattak.
12. Government High school Wattar.
13. Government High school Dheri kati khel.
14. Government High school Shaidu.
15. Government Higher secondary school Khair abad.
16. Government High school Rashakai.
17. Government High school Afrido killi.
18. Government High school Dag Ismail Khel.
19. Government High school Adamzai.
20. Government High school Ghandheri Payan.

District Mardan:

1. Government High school No; 1 Mardan.

2. Government Centennial Model High school, Bank Road Mardan.
3. Government High school No;3
4. Government Higher secondary school No;4
5. Government High school No; 1 Bicket gunj.
6. Government High school No;2 Bicket gung
7. Government High school siri Bahlol.
8. Government High school Takht Bhai.
9. Government High school sharqi Hoti.
10. Government High school Labour colony.
11. Government High school Sher garh.
12. Government Higher secondary school Lund khwar.
13. Government Higher secondary school Manga.
14. Government Higher secondary school Baghdada.
15. Government Higher secondary school Gujar Ghari.
16. Government Higher secondary school Shehbaz Ghari.
17. Government High school Sawal dher.
18. Government High school Katti ghari.
19. Government Higher secondary school Katlang.
20. Government High school Saro shah.

District Kohat:

1. Government High school No; 1.
2. Government High school No; 2.
3. Government High school No;3.
4. Government Comprehensive Model school.
5. Government High school Jarma.

6. Government High school Togh Bala.
7. Government High school Tapi.
8. Government High school Kharmatoo.
9. Government High school Sumani Payan.
10. Government High school Khadar Khel Khot.
11. Government High school Tappi.
12. Government Centennial Model school.
13. Government Higher secondary school Billi tang.
14. Government High school Behzadi Chakar kot.
15. Government High school Mandoori.

District Abbott abad:

1. Government High school No; 1.
2. Government Centennial Model High school No; 2.
3. Government High school No; 3.
4. Government High school No; 4.
5. Government High school Mandian.
6. Government High school Jhangi.
7. Government Higher secondary school Bagnotar.
8. Government Higher secondary school Langrial.
9. Government High School Mir Pur.
10. Government High school Nawan Sheher.
11. Government High school Khalabat.
12. Government High school Harno.
13. Government High school Kakool.
14. Government High school Ayubia.

15. Government High school Nathiagali.
16. Government High school Palkot.
17. Government High school Bagh.
18. Government High school Katwal.
19. Government High school Samandar Katak.
20. Government Highs school Thandyani.

District Buner:

1. Government High school Nawagai.
2. Government High school Suwari.
3. Government High school Kawga.
4. Government Centennial Model High school Daggar.
5. Government High school Nogram.
6. Government High school Jangai (Chamla).
7. Government High school Dewana Baba.
8. Government Higher secondary school Agarai (Chamala).
9. Government High school Khanano Dheri.
10. Government High school Pir Baba.
11. Government High school Hisar.
12. Government Highs school Bagra.
13. Government High school Goqand.
14. Government High school Krapa.
15. Government High school Nawan Killi.
16. Government High school Amnawor.
17. Government High school Batara.
18. Government High school Maradoo.

19. Government High school Topai.

20. Government High school Nan Sair.

T-Test

Group Statistics

VAR00002		N	Mean	Std. Deviation	Std. Error Mean
The educational aspect of the school is discussed.	PTC Chairman	75	1.12	.366	.042
	Parents	450	1.54	.667	.031
The Principal hold meetings regarding the repairs of school.	PTC Chairman	75	1.19	.512	.059
	Parents	450	2.18	.822	.039
You meet the Education department about the problems of school.	PTC Chairman	75	2.01	.878	.101
	Parents	450	2.53	.707	.033

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
The educational aspect of the school is discussed.	Equal variances assumed	117.013	.000
	Equal variances not assumed		
The Principal hold meetings regarding the repairs of school.	Equal variances assumed	72.219	.000
	Equal variances not assumed		
You meet the Education department about the problems of school.	Equal variances assumed	10.921	.001
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
The educational aspect of the school is discussed.	Equal variances assumed	-5.260	523	.000
	Equal variances not assumed	-7.886	170.026	.000
The Principal hold meetings regarding the repairs of school.	Equal variances assumed	-10.179	523	.000
	Equal variances not assumed	-14.116	146.902	.000
You meet the Education department about the problems of school .	Equal variances assumed	-5.638	523	.000
	Equal variances not assumed	-4.833	90.678	.000

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
The educational aspect of the school is discussed.	Equal variances assumed	-.416	.079
	Equal variances not assumed	-.416	.053
The Principal hold meetings regarding the repairs of school.	Equal variances assumed	-.998	.098
	Equal variances not assumed	-.998	.071
You meet with the Education department about the problems of school	Equal variances assumed	-.516	.091
	Equal variances not assumed	-.516	.107

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
The educational aspect of the school is discussed.	Equal variances assumed	-.571	-.260
	Equal variances not assumed	-.520	-.312
The Principal hold meeting regarding the repairs of school.	Equal variances assumed	-1.190	-.805
	Equal variances not assumed	-1.137	-.858
You meet with the Education department about the problems of school.	Equal variances assumed	-.695	-.336
	Equal variances not assumed	-.727	-.304
