

Role of PTA in Development of School, Teacher and Children

Kamlesh Singh

Principal, Jain College
Gwalior (MP)

Sweta Gupta

Research Scholar, School of Management
Studies, Jiwaji University, Gwalior (MP)

K. S. Thakur

Dean, Chairman and Head, School of
Commerce and Business Studies
Jiwaji University, Gwalior (MP)

Abstract

The attitudes of the teachers and parents towards the children academic, all-round development and educational achievement have created a great gap between the school-teaching-learning programme and the thus make it difficult to achievement educational goals. Achievement of educational goals largely depends on the qualities of professionally dynamic teachers, parental sensitivity to the child's academic needs and the school and government concern about the dynamic nature of the society and need to develop such curriculum that will satisfy the aims and the goals of education. In order to evaluate the role of PTAs in education, a school-level data set covering government-recognized schools is generated from the Bhopal city. Data is collected from parents and teachers as well as members of PTAs from the government recognized institutions. Being a descriptive research, the study population consisted of 14 head teachers, 57 teachers, 39 parent 20 students of class eight and nine. Qualitative data collected from 18 items in the questionnaire were analyzed. Interaction with the head teachers revealed that they had a number of limited opportunities and faced many challenges in the implementation of Educational programs.

Keywords:

Parent Teacher Association, Children, Development of School, Education, Educational programs.

Introduction

The achievement of any program largely depends on the availability and management of human and material resources. The Universal Basic Education (UBE) may become only a political point without the intervention of governments, supervisors and parents in schools. Many of the educational initiatives have failed mainly because the teacher-parent factors were not given the due consideration and were not involved successfully in such practices and programs. The achievement and functionality of educational goals largely depends on the contribution of teacher and parents and quality of teachers. Teachers are the one who directly interact with the students and better understands the learning need of the student; therefore teachers must be involved in curriculum development projects. Teachers should also understand that the parents are the central point in child education and thus are critical factors for the success of any educational program.

The school communities, through P.T.A. should be involved in development of various academic and non academic aspect of curriculum. Opinions of the citizens of the community should be given due consideration while doing the evaluation and adaption of the educational programs. Research and

experimentation at school level should be based on parents and teachers opinions. Current study investigates the role of PTA in development of school, teachers and children for effective learning and means of acquiring functional curriculum and vibrant society for the execution of educational goals.

Literature Review

Mannathokoi M. C. & Mangopeii B. (2013)^[1], research work had been carried out in Botswana, with intent to know the importance of parental involvement in primary school education. This study investigate the causes of limited parental involvement in their children's schooling and tries to identify strategies to help minimize these barriers and improve academic performances in primary schools. Findings of the study show that parents, especially of remote areas, indicated that they were not aware that they were supposed to offer teaching assistance services in schools. Teachers in the same areas indicated that parents were not cooperative in contributing to their children's learning. There are many benefits of community involvement in school programmes but this requires that both local schools and education regions adopt specific strategies for developing effective school-community partnership programmes. Not having a formal defined programme was found to be the main barrier to community involvement in schools. Therefore education policymakers, schools and communities should establish appropriate programmes to help schools and communities work as partners in order to gain high student performances.

Muralidharan K. (2013)^[2], in the past decade India has witnessed progress in primary school access, infrastructure, pupil-teacher ratios, teacher salaries, and student enrollment. Many researches show that Indian primary schooling system is not doing enough in preparing the generation of children that represents India's "Demographic Dividend" with even the basic skills that will enable them to participate in the process of India's economic growth. Research points out that merely increasing the inputs to primary education will not change the student learning in a meaningful way unless accompanied by significant changes in pedagogy and/or improvements in governance is done. Paper suggests the some reforms in the field of education need to be done specially re-evaluating the entire curriculum, teacher performance measurement and management is necessary. Research strongly supports using locally hired short-term teaching assistants that are targeted to the level of learning of the child. Research suggests the best approach for implementing reform agenda in the field of primary education would be for the Central Government under the 12th Plan to prioritize learning outcomes and provide states with pools of flexible funding that will allow them to experiment with ways of improving learning outcomes in a cost-effective way.

Aziz Ghazala & Khan Md Saeed (2012)^[3], imbalances in education system can be observed in India's educational system. These imbalances are in terms of primary versus higher education, private versus public education and central versus state government. Primary education is one of the most concerned areas of focus in India. Right to Education Act (2009) has been emancipated with the vision that every child should be provided education till the age of fourteen. Primary education system is not sufficient to address the problem of quality of education. The paper concluded that in the absence of honest and efficient delivery system at the lower level of administration, it is not possible to universalizing school education. Many of the peoples from

villages migrate to towns for the purpose of education, and these constitute the influential section of rural population. Some kind of vocational training should be inculcated in the education curriculum to serve the purpose.

Crozier G. (2012)^[4], study points out the need of studying parent-school relationships, educational choice and parents' roles and responsibilities and the dilemmas that the parents are facing. The research on parent-school relationships studies how to develop parent-school relationships and who must be enabled to develop parent-school relationships. The research work highlights the importance of parent-school relationships and involvement of parents of parents is discussed in detailed. Research focuses that parental involvement does not only mean visiting the school but it's a resultant of relationship to the family, economic, social and cultural resources available to them helps in developing successful school relationships. Good parent-school relationships helps educationist to reproduce distinguished social class and also to some extent ethnic relations within society more broadly.

Duflo E., Dupas P. & Kremer M. (2012)^[5], paper investigated the Kenyan Parent-Teacher Associations (PTAs) using two popular approaches: decentralized hiring of contract teachers, meant to decrease pupil teacher ratios at low cost while at the same time strengthening teacher incentives through local control; and School-Based Management training programs, designed to empower parents. Results of the study suggest that in the presence of weak institutions, increases in resources may be undermined by the behavioral responses of existing providers. Results of the study suggest that the impact of contract teacher hiring is indeed sensitive to the institutional circumstance and it is also important to know whether the program is executed as designed.

Kennedy E., Dunphy E., Dwyer B., Hayes G., McPhillips T., Marsh J., O'Connor M., Shiel G (2012)^[6], various pedagogical practices essential for children's early literacy development have been identified in the report as engagement of children in storybook reading and discussion; promotion of children's vocabulary development and the support of children in developing oral and written language. Teachers must engage children in challenging talk and storybook discussion. Parent efforts in promoting language and literacy contribute to children's literacy development. Comprehension strategies should be developed for the child's all around development. Strategies discussed in the paper include activation and connection with relevant prior knowledge sources; generating and answering both teacher and self-generated questions; using monitoring, clarifying and fix-up strategies; creating mental images when reading; inferring; and using graphic organisers and summarisation. Teachers should carefully nurture a mutual classroom learning ecology which promotes motivation and engagement with texts and creates genuine contexts to develop reading.

Kimu A. M. (2012)^[7], principals and teachers are unable to understand the potential benefits that could result from comprehensive parental involvement in schooling, consequently teachers did not view involving parents as part of their roles. It has been proposed in the paper that that in conflict reduction between the school and parents is mainly done by separating the parents and teachers' functions. Most of the schools had no defined parental involvement policy and thus, there were limited formal opportunities in schools for parents to become involved in the education of their children. Even the concept of free education

makes the parents perceive that they no longer needed to be involved in the school. Parents' volunteering in class was never executed, so there were no structures or plans to allow parents to volunteer in the classroom or oversee other activities during the school day. It has been strongly recommended in the paper that parent involvement programme would require designing a specific policy for parental involvement that states the government's perspectives, services, requirements and expectations concerning parental involvement in the schools.

Mukhopadhyay A. & Sahoo S. (2012)^[8], authors examined whether access to secondary education increases enrolment and attendance in primary schools among children in the 6-10 age group. In the recent years policies to improve outcome for primary education have largely paid attention on access to primary schools. The main problem tackled now a day is to improve of quality of education with efforts being made to improve the quality of teachers. People in developing country have to invest in their child's education until they pass high school and major component of the cost of post primary schooling is distance to secondary schools. Results of the study show that the distance to the nearest secondary school is indeed as significant determinant of enrolment and attendance in primary school. Findings of the paper also suggests that impact of secondary schools is heterogeneous and the impact is more when there is a bus stop close to the village and the smaller the villages in the baseline survey, the greater the effect; and the effect propounded larger for boys than for girls.

Roy Niraj Kumar (2012)^[9], in general, intent of the paper is to improve access to basic information in the rural schools by improving connectivity in the field of education, governance, social inclusion, health, Internet access. The paper stresses on development of education level on the basis of Information and Communication Technology (ICT) in rural areas. Current research work drags the attention towards the problems faced in rural education in India. Main problem diagnosed in the research are that teachers of rural schools receive low income, lack of proper infrastructure & facilities such as computer education, sports education and extra-curricular activities and lack of proper transport facilities. There is a need for ICT education in rural areas to provide employment related education through computer technologies and to integrate various government self employment training institute to work for the ICT education programmes etc.

Bhattacharjea S., Wadhwa W. & Banerji R. (2011)^[10], educational planners and policy makers should understand the difficulties of translating policy into practice. Proper assessment should be done for continuous and comprehensive evaluation of education system. The purpose of assessments should be to evaluate the performance of schools, not of the children. If the assessment is based on students learning then proper mechanism should be designed to focus attention on the question of what schools can do differently to help children learn better. Study recommends that there is a need to develop deeper understanding of the realities in which schools operate, teachers teach and children learn, then only we can build a system that will guarantee meaningful education for all. In these circumstances Right of Children to Free and Compulsory Education Act (2009) provides a new policy context and a new series of opportunities to organize schools differently. Teacher recruitment and training, student assessment and tracking, textbook content, and so on, should be revised.

Buzdar Muhammad Ayub and Ali Akhtar (2011)^[11], study explores

the role of Primary School Teachers (PSTs) for mobilizing community to achieve the target of Universal Primary Education (UPE). Study intent to explore the existing situation of teachers' role in mobilizing community to enhance primary school enrolment and reduce drop-out rates. Study was conducted in only two districts of Southern Punjab; Dera Ghazi Khan and Rajanpur. Results of the study show that there was no in-service training for PSTs which facilitate them to mobilize community for accomplishing UPE targets. Higher offices plays in effective role in this regard. There should be provision of special trainings for PSTs so as to make them capable to organize and mobilize community and parents to reduce dropouts from school. Paper also suggests that some empowerment programmes should be formulated for PSTs and higher offices of Education Department should enhance their participation in UPE campaign.

Oghuvbu E. P. (2011)^[12], primary school curriculum modules and the role of school supervision has been discussed in the paper. Achievement of the primary education objectives in Nigeria or any other underdeveloped or developing country largely depends on the management of human and material resources and sufficient implementation of the primary school curriculum modules. It has been pointed out in the paper that Universal Basic Education (UBE) may be a meager political point and not educational achievement if, government, supervisors and parents do not help teachers and pupils involved in the process. Paper also identifies roles of school supervision in effective SCHOOL inspection, regular workshop for school inspectors, headmasters and teachers on the understanding and relevance of the curriculum contents. There is a need of formation of standing curriculum supervision committee at the central, state and local government levels, for allocating funds on time and for effective study of the curriculum modules and for the positive coordination required in the implementation of the curriculum modules.

Objectives of The Study

Following are the main objectives of the study:

- To find attributes of PTA necessary for primary education.
- To find the impact of PTA activities on Child Development.
- To find the impact of PTA activities on Teachers and School Administration.
- To open vista for future researches.

Hypothesis

H1 -There exists relationship between PTA activities and child development.

H2 -There exists relationship between PTA activities and Teachers involvement and teachers training.

H3 -There exists relationship between PTA activities and School administration.

Research Methodology

The Study: Exploratory in nature.

Sample Design

Sampling Population: Questionnaire was distributed in person at different locations of Bhopal city in between October 10–December 15, 2013.

Sample Frame: Sampling frame included all elements in the population who were present in the Bhopal city during the time of

data collection.

Sampling Technique: Purposive convenient sampling technique was exercised to select the sample elements.

Sample Size: A total of 150 questionnaires were distributed, and 130 of them were returned. The respondents included 71 males and 59 females.

Tools Used for Data Collection: Self designed questionnaire was utilized to collect data which intends to measure impact of PTA activities on child development, teachers and school administration. Data was collected on a Likert type scale, where 1 stands for minimum agreement and 5 stands for maximum agreement.

Tools Used for Data Analysis:

- The measure was standardized through computation of reliability and validity.
- Correlation was applied to check whether relationship between PTA and child development, teachers and school administration exists or not.

Data Analysis

Reliability of the Scale

Reliability of all the items was tested using Cronbach's alpha and resulted in Cronbach's alpha 0.739. It is considered that the reliability value more than 0.7 is good. It can be clearly in statistics that reliability value is acceptable standard value, so all the items in questionnaire are highly reliable. The reliability statistics is shown in Table 1.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
0.739	18

Validity Test

Validity of the questionnaire was checked through face validity method and was found to be high.

Correlation Analysis

	Resources	Enrollment	Management	active involvement	decision	Teacher training	Teacher involvement	pta academics	Child academic improvement	child development	program implementation	decreasing dropout	reducing barrier	access to aids	pt members welcome	school information	tablet together	School result	
active involvement	Pearson Correlation	.080	.133**	.219**	1	.215**	.124**	.181**	-.004	-.006	-.004	.107*	.155**	.099*	.096*	.165**	.036	.236**	.069
	Sig. (2-tailed)	.062	.002	.000		.000	.004	.000	.924	.893	.931	.012	.000	.021	.025	.000	.401	.000	.104
	N	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548
Decision	Pearson Correlation	-.096*	.123**	.241**	.215**	1	.191**	-.038	.093*	.009	.015	-.073	-.031	-.031	-.082	.011	.021	.074	-.025
	Sig. (2-tailed)	.024	.004	.000	.000		.000	.372	.030	.826	.718	.087	.470	.473	.056	.802	.629	.082	.564
	N	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548	548

*. Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

Active role of PTA is correlated with the, Enrolment, school management, decision making by PTA, teachers training, teachers involvement, program implementation, reducing drop-outs, reducing barriers, access to aids, school welcomes PTA members and PTA & school management tackles together.

Decisions taken by PTA is found to be correlated with resource development Enrolment, school management, PTA active involvement, teachers training, teachers involvement and PTA improves academics.

Results and Discussion

There exists significant correlation at .05 level of significance between PTA active role and teacher training and teachers involvement in school activities and PTA decisions and teacher training and teachers involvement in school activities; this proves second hypothesis H2: There exists relationship between PTA activities and Teachers involvement and teachers training.

There exists significant correlation at .05 level of significance between PTA active role and Enrolment, school management, decision making by PTA, program implementation, reducing drop-outs, reducing barriers, access to aids, school welcomes PTA members and PTA & school management tackles together; and between PTA decisions and resource development Enrolment, school management and PTA improves academics.; this proves second hypothesis H3: There exists relationship between PTA activities and School administration.

There exists no significant correlation between PTA activities and child academic improvement, child development; PTA decisions and child academic improvement, child development.

Findings of The Study

The findings of the study are:

1. To ensure the quality of school education it is mandatory to provide well qualified and trained teachers for pre primary schools.
2. Free food distributed in pre primary schools plays a significant role in attracting the poorest sections of society to attend school regularly. Such schemes should be maintained and extended.
3. There is need to provide quality primary education for disadvantaged groups living in poor and remote areas.
4. Play material and expensive library books in most of the visited schools were locked up in cupboards. Such materials in primary schools should be made available to children to use regularly.
5. Contact between the primary school, incoming students and their parents or guardians are needed to be maintained.
6. Information flow needs to be smooth, particularly in relation to students' achievement.
7. There was not any provision for emphasis on practical knowledge of children in most of the school.

Conclusion

Parental involvement in schools is characterized by varied level of interaction that exists among the school administration, teachers and parents. There is a need of parental involvement in their children's education but parental involvement is found to be

limited. Parents and teachers acknowledged that there is need of more parental involvement for up-gradation of quality of their children's education. The present investigation focuses on the role of PTA in development of school, teacher and students suited to public primary schools. It has been accepted by the PTA partners that this process requires the investment of time, resources and efforts. Implementation of such programs enables the teachers and parents to hold the parental involvement as school practice and can help them with regard to overcoming the limited prospects and weaknesses in the schooling of some learners. The involvement of parents will definitely help teachers' understanding of their child and vice versa will help parents in knowing their child's educational setting. Teacher and parents can mutually agreed upon educational goals would be attained.

References

- Mannathokoi M. C. & Mangopeii B. (2013), "Barriers to Parental Involvement in Primary Schools: A case of Central North Region of Botswana" *International Journal of Scientific Research in Education*, MARCH 2013, Vol. 6(1), pp. 47-55.
- Muralidharan K. (2013), "Priorities for Primary Education Policy in India's 12th Five-year Plan", Forthcoming in the *NCAER-Brookings India Policy Forum 2013*, pp.2-47.
- Aziz Ghazala & Khan Mohd Saeed (2012), "What Ails Primary Education In India? A Critique of Public Policy", *International Journal of Academic Research in Progressive Education and Development*, ISSN: 2226-6348, Vol. 1, No. 1, pp.279-290.
- Crozier G. (2012), "Researching parent-school relationships", *British Educational Research Association (BERA)*, available online at www.bera.ac.uk, pp. 2-10.
- Duflo E., Dupas P. & Kremer M. (2012), "School Governance, Teacher Incentives, and Pupil-Teacher Ratios: Experimental Evidence from Kenyan Primary Schools", seminar held at the Harris School, Harvard, UC Santa Barbara, the World Bank, Dartmouth College, NEUDC, pp. 1-41.
- Kennedy E., Dunphy E., Dwyer B., Hayes G., McPhillips T., Marsh J., O'Connor M., Shiel G (2012), "Literacy in Early Childhood and Primary Education", Commissioned research report, Research conducted on behalf of the National Council for Curriculum and Assessment, © NCCA 2012 ISSN 1649-3362, pp. 1-412.
- Kimu A. M. (2012), "Parent Involvement in Public Primary Schools in Kenya", submitted in accordance with the requirements for the degree of Doctor of Education in the subject Education Management at the University of South Africa, pp. 1-305.
- Mukhopadhyay A. & Sahoo S. (2012), "Does Access to Secondary Education Affect Primary Schooling? Evidence from India", *Institute for the Study of Labor (IZA)*, Germany Discussion Paper No. 6507, pp. 1-33.
- Roy Niraj Kumar (2012), "Information and Communication Technology –Enabled Rural Education in India", *International Journal of Information and Education Technology*, Vol. 2, No. 5, pp.525-529.

- Bhattacharjea S., Wadhwa W. & Banerji R. (2011), "Inside Primary Schools: A study of teaching and learning in rural India", ASER (Assessment Survey Evaluation Research), © Pratham Mumbai Education Initiative.
- Buzdar Muhammad Ayub and Ali Akhtar (2011), "Teacher as Community Mobilizer: Case of Primary School Teachers in Punjab (Pakistan)", International Online Journal of Educational Sciences, ISSN: 1309-2707, www.iojes.net 2011, Vol. 3(2), pp. 448-460.
- Monyaku B. & Mmereki O. A. (2011), "Quality of Primary School Inputs in Botswana" South and Eastern African Consortium for Monitoring Educational Quality, Policy brief, www.sacmeq.org, Number 2, pp. 1-6.
- Oghuvbu E. P. (2011), "Implementation of the Primary School Curriculum Modules in Nigeria: The Role of Supervision" Anthropologist, Vol. 13(2), pp. 147-150.
- Syal R. (2011), "Civil Society Organisations and Elementary Education Delivery in Madhya Pradesh", The Institute for Social and Economic Change, ISBN 978-81-7791-124-4, Working paper series 268, Bangalore, pp. 1-17
- Akech B. A. O. and Simatwa E. M. W. (2010), "Opportunities and challenges for public primary school head teachers in the implementation of free primary education in Kisumu Municipality, Kenya: An analytical assessment", Educational Research and Review, ISSN 1990-3839 ©2010 Academic Journals, Vol. 5 (9), Available online at <http://www.academicjournals.org/ERR2>, pp. 484-491.
- Guloba M. M., Wokadala J. & Bategeka L. (2010), "Does Teaching Methods and Availability of Teaching Resources Influence Pupils' Performance: Evidence From Four Districts In Uganda", Economic Policy Research Centre, Research Series No. 77, pp. 1-55.
- Harma J. (2010), "School choice for the poor? The limits of marketisation of primary education in rural India", Consortium for Research on Educational Access Transitions and Equity (CREATE), Research Monograph No. 23, The Consortium for Educational Access, Transitions and Equity (CREATE) is a Research Programme Consortium supported by the UK Department for International Development (DFID), pp. 1-50.
- Kaushik K. (2010), "Problems and prospects of primary education in Mathura district: A geographical analysis", Journal of Geography and Regional Planning, Available online at <http://www.academicjournals.org/JGRP>, ISSN 2070-1845 ©2010 Academic Journals, Vol. 3(10), pp. 253-261.
- Kruijer H. (2010), "Learning How to Teach - The upgrading of unqualified primary teachers in sub-Saharan Africa, *Lessons from Tanzania, Malawi, and Nigeria*", Education International, Printed in Belgium, ISBN 978-92-95089-52-5, pp.2-116.
- Marphatia A. A., Legault E., Edge K & Archer D. (2010), "The role of teachers in improving learning in Burundi, Malawi, Senegal and Uganda: great expectations, little support", The Improving Learning Outcomes in Primary Schools (ILOPS) Project, Research report on teacher quality, Institute of Education University of London and ActionAid, pp.2-35.