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

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Abstract

For the development and prosperity of any society, an educated workforce contributes to productivity and innovation to achieve economic success. In this context, different stakeholders work together to improve quality of education and achieve academic excellence alongside economic success. The Parents Teachers School Management Committee (PTSMC) emerges as a central bridge between different stakeholders, specifically between community and school administration contributing uniquely to educational development. This cross-sectional study was designed to identify and compare the diverse roles of PTSMC in education of higher secondary schools of Quetta. Eight higher secondary schools with functional PTSMC were selected through the purposive sampling, from where, 208 teachers were randomly selected for data collection through a self-structured questionnaire. Findings reveal that PTSMC plays an essential role through the provision of teaching-learning resources, accountability of school funds, resource mobilization, utilization of ICT, and its utmost effort to promote quality education to meet the global educational standards. Among these five basic roles, provision of teaching-learning resources and accountability of school funds were the most important and well-managed roles. However, the utilization of ICT was less effectively managed by PTSMC which needs consideration. Study recommends promoting ICT utilization through resource assessment and skill development programs. Furthermore, there is a need to update policy and build connections with the community through outreach programs.

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INTRODUCTION

Education equips individuals with knowledge, analytical skills, problem-solving, and informed decision-making that directly or indirectly leads to personal growth and self-reliance. To achieve economic success, an educated workforce contributes to productivity and innovation as education forms a basis for the development and prosperity of any society. For this purpose, worldwide educational institutes aim to improve the quality of education and achieve academic excellence alongside economic success through advanced teaching methodologies. To attain this educational excellence, teachers, management, parents, and other stakeholders through active participation must shape the teaching-learning environment for students and make informed decisions for improving the quality of education. Regarding this, different schools form their school management committees (SMCs) that work as a bridge between different stakeholders, specifically between community and school administration and contribute uniquely to educational development. With the aim of allocating and managing resources and budgets, these committees develop accountability and transparency in the education system.

The theoretical framework for the current study is grounded in two fundamental theories such as social capital theory and stakeholder theory. Among the various theories, stakeholder and social capital theories emphasize the importance of teamwork and offer a foundational perspective on stakeholders. By highlighting how stakeholders collaborate to enhance educational quality, these theories emphasize the critical role of collaboration among stakeholders in any organization. However, these hypothetical notions provide a foundation for deep insight into building relationships and interactions among stakeholders, which are crucial to understanding how stakeholders in a team work together on shared objectives to improve educational quality for this study.

These collaborative interactions among various stakeholders are integral to enhancing the education system, improving communication, and fostering a holistic approach to education. However, these committees foster a responsive and inclusive educational framework that identifies the educational needs and desires of various educational groups. Similarly, parents' involvement in educational collaboration positively affects students' motivation and achievement levels. In the same essence, teachers' positive commitment to their professional development with innovative pedagogical strategies and up-to-date knowledge is essential for delivering high-quality instruction.
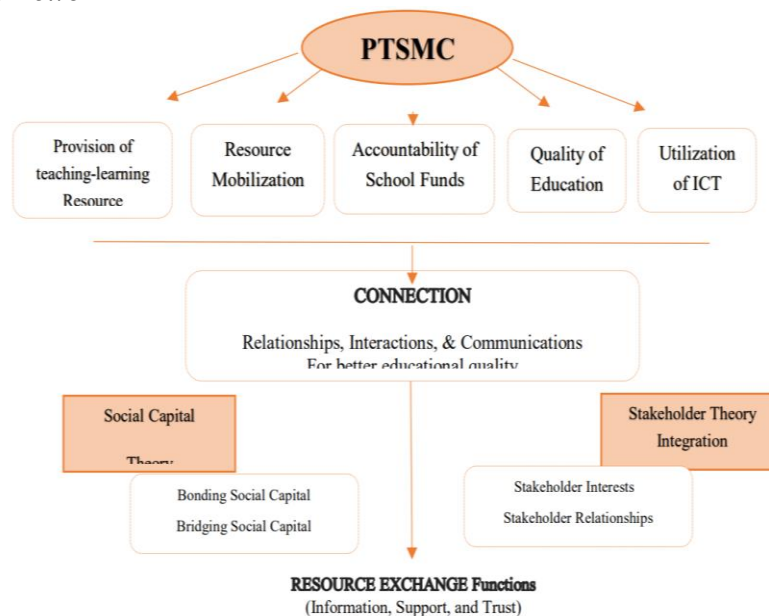
Similar to SMC, the Parents Teachers School Management Committee (PTSMC) emerges as a central bridge linking educators, parents, society, and youth with school management, by the government of Balochistan. In determining the educational landscape, the PTSMC plays a significant role by promoting joint initiatives and shared responsibilities that foster collaboration among numerous stakeholders, communal decision-making, and other engagements, especially in the context of higher secondary education. Therefore, it was important to recognize the crucial role of PTSMC in education at the higher secondary level, especially within the context of Quetta, a city in Balochistan. By examining the various aspects of PTSMC this research study aims to contribute valuable insights that help to identify the strengths of the existing partnership between school management, parents, teachers, and government bodies, ultimately fostering a progressive and holistic learning environment for students. A structural model for this study is illustrated in Figure 1, which is a theoretical

framework of this study that creates understanding of the PTSMC roles and interactions among members (stakeholders) to promote quality of education as illustrated by the theories.

Figure 1
Theoretical Framework

LITERATURE REVIEW

The Parents Teachers School Management Committee (PTSMC), as a cooperative organization, enhances community engagement in schools to promote shared governance, responsibilities, and collective decision-making to uphold educational quality (Qayoom, 2023). By involving parents, teachers, school management, and other stakeholders as representatives of the committee, it contributes to the management and development of schools (Arcaro, 2024; Kakar et al., 2022). By the Government of Balochistan, this committee was initially established in 2013 as a collaborative body that brings together key stakeholders from the school community to ensure effective governance (Nasar & Kakar, 2017). After 10 years of its formation, in 2023 a subsequent notification updated the committee structure by including representatives from community, youth, government, and non-government bodies in the committee. This notification mandates that all schools must implement this policy and establish their own PTSMC, aiming to improve educational quality and foster a durable educational environment in Balochistan (Arora & Awasthi, 2021). Additionally, the school committee performs four crucial functions as per the educational policy of Government of Balochistan: it serves as an entity of assessment, assistance, oversight, and arbitrator (Muhammad et al., 2017; Mogute, 2013), with the main objective to ensure education quality at the grassroots level, decrease dropout rates by increasing enrollment in school, and support government activities within and outside schools (Editor-in-Chief, 2016). In Balochistan, the education system is not so well developed as in other provinces of Pakistan.

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There are many weak areas in several aspects of the overall education system in Balochistan such as unstructured educational planning. Thus, the PTSMC helps to develop and build a strong relationship between all stakeholders to fill this gap and improve the education system (Balochistan Education Sector Plan 2020-2025, 2020; UNICEF, 2015).

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Thus, the role of school committees extends beyond administrative functions, the committee is responsible for different functions in terms of; provision of teaching-learning resources such as textbooks, technology, labs, and classroom supplies (Geofrey, 2015), resource mobilization and allocation through various strategies like fundraising, grant applications, community contributions, and partnership development (Ismail, 2020; Muhangi, 2019; Herwan et al., 2018), accountability and transparency of school funds management by examining the detailed financial reports and statements to ensure accuracy and adherence to financial policies (Riadi, 2021; Sehrawat & Roy, 2021, put efforts in improving the quality of education e.g. through tutoring, co-curricular activities, after-school educational programs, and workshops, for improving educational quality (UNICEF, 2015), meetings with parents to address educational challenges and hurdles faced by students and parents in the teaching-learning process which ultimately improves the quality of education, (Fahrurrozi & Yulis, 2023; Mansur et al., 2023; Gunawan & Uyuni, 2022; Nuraya et al., 2021) and utilize and integrate Information and Communication Technology in education beyond traditional textbooks that supports, and fosters research and critical thinking skills among students, and caters different learning styles and paces (Mkandawire, 2024; Kogan & Packwood, 2023).

Research Objectives
The current study was based on two research objectives.
1.   To identify the diverse roles of PTSMC in promoting education of higher secondary schools of Quetta.
2.   To compare the effectiveness of diverse roles of PTSMC in promoting education of higher secondary schools of Quetta.

METHODOLOGY
The current study was quantitative in nature and was the adequate choice as the research seeks to investigate various roles of PTSMC and its impact on education of higher secondary

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schools in Quetta. Positivism is embodied in the philosophical approach that deems objective reality as a set of measurable and quantifiable metrics (Park et al., 2020). The independent variables were the provision of teaching-learning resources, resource mobilization, accountability of school funds, PTSMC collaboration to promote quality of education, and utilization of Information and Communication Technology (ICT). The dependent variable was the teachers' perception of the role of PTSMC and its impact on education as the outcome. There was a two stage sampling. At first stage, eight higher secondary schools with functional PTSMC were selected through purposive sampling method representing both urban and rural schools. In second stage, from these schools, a sample of 208 teachers of whom 109 were males and 99 were females, selected through random sampling. The majority were in the age range of 31 to 35year, majority had experience of more than 10 years in the field and the highest qualification was a 'Masters' degree. A structured questionnaire based on 51 items with addition to demographic characteristics was used. The tool was found with strong reliability (Cronbach alpha .972).

FINDINGS

The study addresses the following two research questions.

Research Question 1: *What are the diverse roles of PTSMC in promoting education in higher secondary schools of Quetta?*

The diverse roles of PTSMC to promote education in higher secondary schools of Quetta was measured through five parameters i.e. provision of teaching-learning resources by PTSMC, resource mobilization by PTSMC, efforts by PTSMC for quality education, accountability of school funds by PTSMC, and utilization of ICT by PTSMC. Table 1 demonstrates the descriptive statistics of these five diverse roles of PTSMC to promote education in higher secondary schools of Quetta i.e. provision of teaching-learning resources (M = 38.88, SD = 7.887), resource mobilization (M = 36.59, SD = 7.503), efforts for quality education (M = 37.17, SD = 8.095), accountability of school funds (M = 38.97, SD = 8.599), and utilization of ICT (M = 30.34, SD = 7.950). The highest mean score was observed for "accountability of school funds' and the lowest mean score was observed for 'utilization of ICT'. These values indicate the extent to which respondent teachers perceive these factors**.**

Table 1

Descriptive Statistics of Diverse Roles of PTSMC to Promote Education in Higher Secondary Schools of Quetta

Role of PTSMC	M	SD
Provision of Teaching-Learning Resources	38.88	7.887
Resource Mobilization	36.59	7.503
Efforts for Quality Education	37.17	8.095
Accountability of School Funds	38.97	8.599
Utilization of ICT	30.34	7.950

Research Hypothesis (H_1): PTSMC plays significant roles to promote education in higher secondary schools of Quetta.

Null Hypothesis (H_0): PTSMC does not play significant roles to promote education in higher secondary schools of Quetta.

Factor analysis was performed on various roles of PTSMC in promoting education in higher

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secondary schools of Quetta like; provision of teaching-learning resources, resource mobilization, efforts for quality education, accountability of school funds, and utilization of ICT. Table 2 interprets the findings from the correlation matrix and the total variance explained based on factor analysis results. The correlation coefficients indicate strong relationships among the variables, where 'resource mobilization' has a strong correlation with 'efforts for quality education' (r = 0.840) and 'teaching-learning resources' (r = 0.777). Similarly, 'efforts for quality education' shows significant positive correlation with 'accountability of school funds' (r = 0.697) and with 'utilization of ICT' (r = 0.684). Meanwhile, 'accountability of school funds' also strongly correlates with 'utilization of ICT' (r = 0.716). However, all correlations are statistically significant as *p*-values are less than .05 ($p < .001$) indicating that the relationships observed are unlikely to have occurred by chance.

The strong inter-correlations suggest that the variables might be measuring related constructs for example, improving resource mobilization may positively affect the quality of education. Similarly, the variable provision of teaching-learning resources has the weakest correlation with the utilization of ICT (r = 0.540) indicating a somewhat weaker direct relationship in comparison to other factors.

The initial eigenvalues indicate how much variance is explained by each component extracted from the factor analysis, for example, the first component explains 75.543% of the total variance which suggests that it captures the majority of the information in the data, and this is quite substantial. Similarly, the second component explains 10.065% of the variance, and the third component explains 7.053% of the variance, while the remaining fourth and fifth components explain progressively less variance, indicating their lesser contribution to the overall structure of the data.

Table 2

Factor Analysis of Role of PTSMC to Promote Education in Higher Secondary Schools of Quetta

Correlation Matrix [a]		Provision of Teaching-Learning Resources	Resource Mobilization	Efforts for Quality Education	Accountability of School Funds	Utilization of ICT
Provision of Teaching-Learning Resources	Correlation	1.000				
	Sig. (1-tailed)					
Resource Mobilization	Correlation	.777	1.000			
	Sig. (1-tailed)	.000				
Efforts for Quality Education	Correlation	.682	.840	1.000		
	Sig. (1-tailed)	.000	.000			
Accountability of School Funds	Correlation	.677	.665	.697	1.000	
	Sig. (1-tailed)	.000	.000	.000		
Utilization of	Correlation	.540	.654	.684	.716	1.000

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| ICT	Sig. (1-tailed)	.000	.000	.000	.000	
				Components		
Total Variance Explained		1	2	3	4	5
Initial Eigenvalues	Total	3.777	.503	.353	.236	.131
	% of Variance	75.543	10.065	7.053	4.715	2.623
	Cumulative %	75.543	85.609	92.662	97.377	100.0

a. Determinant = .021

Extraction Method: Principal Component Analysis.

Figure 2 demonstrates a scree plot of factor analysis that effectively illustrates the variance explained by each component, guiding decisions on component retention. The first component shows a significantly higher eigenvalue compared to the others indicating a majority of the variance in the data. Additionally, a steep drop is observed in eigenvalues from the first to the second component (the first component captures most of the information), while the remaining components add little additional value.

Figure 2

Screen Plot of factor Analysis
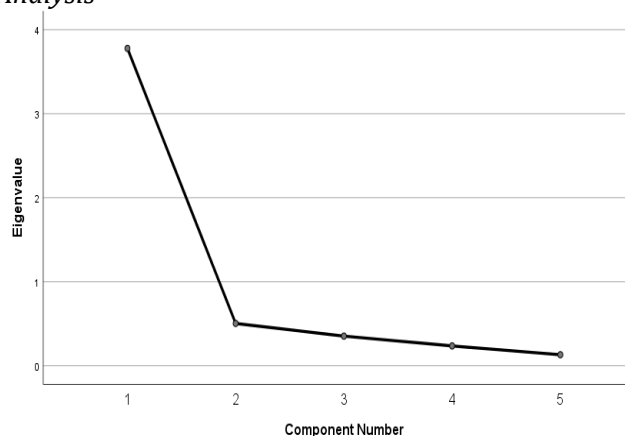
Research Question 2*: Which roles of PTSMC have the most significant impact in promoting education in higher secondary schools of Quetta?*

Research Hypothesis (H$_2$): There is a significant difference in the effectiveness of various roles of PTSMC in promoting education in higher secondary schools of Quetta.

Null Hypothesis (H$_0$): There is no significant difference in the effectiveness of various roles of PTSMC in promoting education in higher secondary schools of Quetta.

Table 3 reports the related samples of Friedman's Two-Way Analysis of Variance by Ranks to compare the rankings of various roles of PTSMC including provision of teaching-learning resources, resource mobilization, accountability of school funds, efforts for quality education, and utilization of ICT by PTSMC in promoting education in higher secondary schools of Quetta. The results indicate that with 4 degrees of freedom test statistic was found 374.396 with significance (p < .001). The results demonstrate that there is a statistically significant

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difference in the rankings among the different categories so the research hypothesis that there is a significant difference in the effectiveness of various roles of PTSMC in promoting quality education in higher secondary schools of Quetta is accepted.

Table 3

Two-Way Analysis of Variance by Ranks Summary for Various roles of PTSMC

Test Statistic	374.396
df	4
Asymptotic Sig.(2-sided test)	.000

Figure 3 appears to be a visual representation of pairwise comparison of various roles of PTSMC and each node represents various roles for the effectiveness and importance perceived by the respondents including provision of teaching-learning resources (Mean Rank = 3.73), **r**esource mobilization (Mean Rank = 2.90), accountability of school funds (Mean Rank = 4.01), efforts for quality education (Mean Rank = 3.03), and utilization of ICT (Mean Rank = 1.34). A thicker red line shows a statistically significant difference between the two roles it connects such as where accountability of school funds has the highest mean rank of 4.01, and provision of teaching-learning resources (3.73), indicating that these might be perceived as the most effective or important roles of PTSMC. Meanwhile, blue lines suggest no significant difference. In this instance, utilization of ICT by PTSMC (1.34) was perceived as the least effective or underutilized roles.

Figure 3

Pairwise Comparison of Various roles of PTSMC
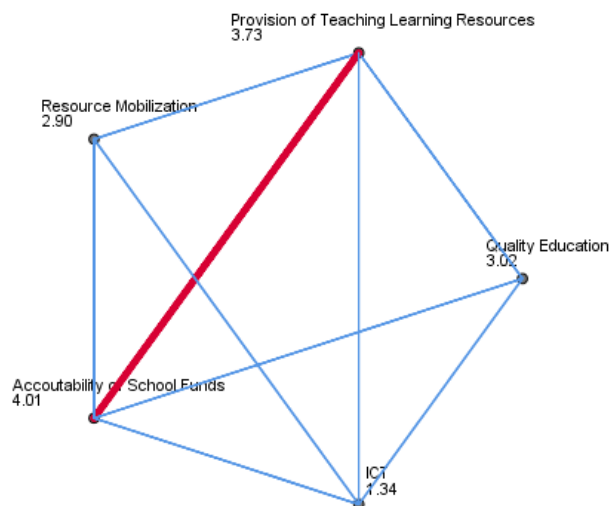
Note: Each node shows the sample number of successes, providing insights into which areas are prioritized or need more attention.

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DISCUSSION

The role of PTSMC in shaping educational quality is increasingly recognized as a critical area of study because it serves as a bridge between different stakeholders such as parents, teachers, school administration, and other government and non-government representatives, fostering strong collaboration among them to improve educational quality and standards. According to the survey report of Quetta Voice Web Desk (2020), in Balochistan, nearly ten thousand PTSMCs have been formed to ensure transparency in the cluster budget. The main aim of establishing these committees is to improve utilization of school funds for primary, secondary, and high schools with an average cluster budget between 2 and 3 million, and financial powers devolved to the headmasters or headmistresses of schools. Regardless of these efforts by Government of Balochistan, there are still many challenges such as inadequate facilities in schools and bureaucratic delays. Quetta Voice Web Desk (2020) also highlighted that majority of PTSMCs are inactive with passive parental participation, though the active committees have limited members such as parents, headmaster/headmistress, and teachers only.

Due to the limited number of members, the committee cannot effectively collaborate on mutual goals as effective collaboration between PTSMC members is crucial for fostering a supportive and need-based learning environment for students, which ultimately promotes inclusion in the educational system as highlighted in literature (Kakar, 2023; Qayoom, 2023; Ismail, 2020). To engage the broader community, PTSMC supports school governance by creating a network of resources. This not only provides opportunities for innovative ideas in the education system to enrich the educational experience but also facilitates educational expenditures that can benefit students and teachers alike. Despite all of these benefits of PTSMC, there is still a need for deeper understanding into the progress of PTSMC, its roles, and how it works to upsurge the quality of education.

Subsequently, the findings confirm the significant impact of PTSMC in various domains including the provision of teaching-learning resources, mobilization of resources, accountability of school funds, utilization of ICT, and PTSMC's efforts to enhance educational quality and standards by employing a range of statistical analyses. Furthermore, findings highlight the positive role of PTSMC through active engagement and participation in educational decisions which not only improve educational outcomes but also support the achievement of quality education. Each role of PTSMC is equally important and significant for improving quality education according to findings of the study. However, among the five significant roles, provision of teaching-learning resources and accountability of school funds are the key roles as identified by the participants.

The findings are supported by previous studies that highlighted stakeholders' involvement including parents, management, teachers, and community in establishing quality standards in educational governance (Khan & Nudrat, 2024; Mardon & Shah, 2024; Rumagit et al., 2024) and encourage students for educational goals (Aselebe et al., 2024; Ismail, 2020). Meanwhile, Qayoom (2023) emphasized the significant involvement of parents and the community in the education system including designing curricula, implementing policy, and planning educational activities for students that not only provide motivation to students but build their confidence. A study by Mahmood et al., (2020) in a study on analyzing the monitoring role of school councils in secondary schools of Punjab, concluded that school councils of urban areas

are effective up to some extent but in rural areas school councils remained ineffective.

Each and every role of PTSMC has its own importance and has a great impact on promoting quality education in higher secondary schools in Quetta. But among the five key roles, including; provision of teaching-learning resources, resource mobilization, accountability of school funds, efforts in promoting quality education, and utilization of ICT in schools, the most significant role of provision of teaching-learning resources was observed which has an essential aspect for creating a conducive learning environment. Through access to adequate teaching-learning resources such as textbooks, learning materials, technologies, and related aids, teachers and students empower each other and effectively engage in the educational process. Previous studies also support these findings and revealed that provision of teaching-learning resources is the top priority of the school committees which facilitate educational standards (Laka & Mediatati, 2024; Yanto, 2021; Rukanto & Harapan, 2018). The second most significant role observed by participants was the accountability of school funds that foster transparency and trust among stakeholders. The finding proposes that funds are used appropriately and effectively in higher secondary schools in Quetta by the PTSMC, which helps build a strong foundation for sustainability in school development thereby maintaining community support for quality education. Similarly, literature highlighted that accountability of school funds managed by the school committee supports transparency in the system for better utilization of each and every resource for the educational delivery (Arif et al., 2024; Supriatna et al., 2024; Aguba & Etikuo, 2023).

However, the findings indicate that the third most important role identified is PTSMC's effort in promoting quality education. PTSMC plays a vital role through continuous evaluation and improvement of teaching practices and curriculum standards, but struggles to set benchmarks for educational outcomes. In this instance, resource mobilization is particularly difficult in resource-constrained settings, especially where traditional funding is limited. However, PTSMC exerts considerable efforts in resource mobilization and provision of teaching-learning resources, securing funds and materials from various stakeholders, necessary to implement educational programs and initiatives.

Additionally, PTSMC's role in the utilization of ICT to improve educational quality is important especially to establish global standards. For this purpose, PTSMC ensures and supports innovative teaching and learning methods that reflect a modern approach aligned with today's technological advancement. Though, in the utilization of ICT, the findings are not satisfactory, there is still a gap in leveraging technology to improve educational delivery in higher secondary schools in Quetta. Lack of utilization of ICT by PTSMC, could be the reason for limited resources and access to ICT and related equipment and management issues in Quetta. Conversely, PTSMC has to be more active in its role in the utilization of ICT to meet global demands and standards in all educational levels. Multiple studies found that schools that integrate digital technologies to engage students in teaching-learning process are more likely to achieve their educational goals effortlessly (Antony-Newman, 2024; Bordoloi et al., 2024; Sun et al., 2024).

CONCLUSION

The current study concludes that to promote quality education in higher secondary schools in Quetta, PTSMC plays an essential role through the provision of teaching-learning

resources, accountability of school funds, resource mobilization, utilization of ICT, and its utmost effort to promote quality education to meet the global educational standards. By uncovering the importance of active participation and engagement of all stakeholders in the committee, the study highlights the strong role played by parents and community in educational governance. The study highlights that each role of PTSMC is important to promote educational quality, among these five basic roles, provision of teaching-learning resources and accountability of school funds were the most important and well-managed roles of PTSMC in higher secondary schools in Quetta. However, the utilization of ICT was less effectively managed by PTSMC which needs consideration for further educational development.

RECOMMENDATIONS

The study highlights that PTSMC plays an effective role in promoting quality education in Quetta. However, the lack of ICT utilization could be a hurdle in promoting quality education. To address this issue, it is recommended that schools should update and meet the requirements of advanced technology in schools and prioritize the training of PTSMC members and educators in the effective use of ICT tools and revise teaching materials to incorporate advanced technology. Furthermore, to enhance the skills of PTSMC members, the government should conduct regular workshops and training sessions: specifically on resource mobilization, decision-making, policy formulation and implementation, budget management, and accountability which could help foster transparency in the education system.

Moreover, the government should conduct assessments or surveys to identify schools that lack adequate teaching-learning resources and lower financial support to promote quality education, and arrange meetings with the members of PTSMC of those schools to resolve issues and challenges faced by the committees and schools in promoting quality education, particularly schools from remote areas. Additionally, the government ought to review and update the composition of PTSMC as per the 2023 policy, which stated that PTSMC should consist of eleven members for each school and each member should be actively engaged in decision-making.

Furthermore, strengthening connections through meetings between the members of PTSMC and the community via outreach programs aimed at expanding learning opportunities, providing resources, meeting specific needs, and designed to foster a more holistic approach to student development, as a result, PTSMC can help advance quality education. Through systematic monitoring of educational outcomes, PTSMC can enable data-driven decision-making and implement improvement plans.

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