

The effectiveness of the Parent-Teacher Association (PTA) in performing its responsibilities in Zilla Parishad Schools in Parbhani

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Abstract -This study examined the performance of the Parent-Teacher Association (PTA) at Zilla Parishad Schools in Parbhani. The research involved 172 participants, comprising 60 PTA members, 77 primary teachers, and 5 headmasters from 9 Zilla Parishad schools. PTA members were selected purposely, while teachers were chosen randomly.

Data collection utilized questionnaires and interviews, analyzed both quantitatively and qualitatively. Results indicated the PTA's inadequate fulfillment of its roles, with identified factors including lack of training, knowledge, skills, budget, positive attitudes, awareness, commitment, willingness, experience, and time constraints. Furthermore, PTA members lacked motivation and technical support from school leadership. The study recommends implementing capacity-building measures, enhancing motivation systems, and providing additional technical support to address these challenges from the school and other stakeholders.

Keywords: PTA members, lacked motivation, lacked technical support, collaboration

INTRODUCTION

Education is one way that people help the next generation inherit their experience, knowledge, and scientific advances. According to Dewey, learning and education are social, interactive processes, and as such, schools are social institutions that can and ought to be used as vehicles for social change. The concept of community mobilization and involvement has gained significant traction through initiatives such as Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). These government-led programs underscore the importance of collaborative efforts between schools and their surrounding communities. The RMSA's insistence on the presence of a Parent Teacher Association (PTA) in

each school further emphasizes the belief in the transformative potential of community engagement in the educational landscape.

The Parent Teacher Association (PTA) emerges as a vital link between the school, the students, and their families. It serves as a bridge that fosters communication, understanding, and cooperation. The PTA, being an integral part of each school, is mandated not only to support academic endeavors but also to contribute to the holistic development of students. Through its active involvement in school activities, the PTA becomes a cornerstone in creating an environment conducive to effective teaching and learning.

As we delve into the multifaceted role of the Parent Teacher Association, it becomes apparent that its significance extends beyond the confines of financial support or infrastructure development. The PTA becomes a collective force for positive change, influencing the social dynamics within the school community. It plays a crucial role in shaping the educational experiences of students by fostering a sense of ownership, responsibility, and shared commitment towards the overall well-being of the educational institution.

In conclusion, the Parent Teacher Association (PTA) emerges as a cornerstone in the realm of educational support systems, embodying the collaborative spirit between schools and their communities. As we navigate the complexities of contemporary education, the PTA stands as a testament to the transformative power of collective efforts in shaping the future of our societies through the cultivation of knowledge, values, and a shared commitment to educational excellence.

Therefore, the Parent Teacher Association (PTA) is the most widely recognised school support system. It

must fulfill its own obligations in order to effectively carry out and support the teaching and learning process.

PROBLEM STATEMENT

One of the school-level supportive organizations designed to improve the bond between parents and teachers is the parent-teacher association. The improvement of the standard and accessibility of education would be greatly aided by the integration of this association. It supports community engagement in school matters and acts as the connection between the community and the school.

The main objective of this research was to investigate the challenges that PTA members encounter when carrying out their duties as members of the PTA efficiently and to recommend the most effective solutions for the problems in order to minimize the PTA's existing issues.

REVIEW OF RELATED WORK

Pang, I. W. & el al (2003) conducted research on how community involvement affects basic school performance in Ghana's Nanumba District. It makes use of case study methodology and qualitative data to comprehend local involvement in public policy. The Communitarian paradigm of participation and writings by Watt, Bray, and Uemura serve as the foundation for this research. Whereas Patel, Rupal (2021) research study looks at Indian policies and practices after independence, pointing out problems and making recommendations for improvements. The study mentions that in order to provide high-quality education, community involvement is must as stressed in the National Curriculum Framework (2005) and the School management committees are required by the RTE Act of 2009. Russell, K. A. (2009) investigates the effects of community involvement in schools in developing nations. It looks at assessments of participatory methods and concentrates on funding, building, and maintaining schools as well as keeping an eye on teachers and financial strategies. Collaboration enhances resources, boosts responsibility, and expands the potential of participants. Still, issues with equity and benefits that go beyond direct participation need to be addressed. Nineteen decision-making categories pertaining to school operations are included in the study. Priyanka

Pandey & et al (2009) in their research looks at how a community-based information campaign affected academic performance in 610 villages spread over three Indian states. Public gatherings were held as part of the effort to promote school management positions mandated by the state. The findings indicated that while student benefits and community involvement had slightly improved, teacher effort and learning had improved. Future studies ought to look into the long-term effects and whether ongoing efforts improve student performance. The above studies, future recommendations and the literature review the researcher conducted a study to understand the challenges preventing the PTA members from carrying out their duties and responsibilities as PTA members.

RESEARCH QUESTIONS

This study intended to answer the following basic questions:

1. What challenges must PTA members overcome in order to fulfil their responsibilities?
2. How much does the school support PTA in fulfilling its responsibilities?

The research study was carried out with the following goals in mind in order to provide answers to the aforementioned queries.

OBJECTIVES OF THE STUDY

1. To determine the main cause of problems that PTA members encounter when performing their responsibilities.
2. To determine the possible solutions for the problems

RESEARCH DESIGN AND METHODOLOGY

The quantitative questionnaire approach was an appropriate methodology choice since the primary goals of this study were to determine the factors that prevent PTA members from carrying out the tasks they have been assigned and to determine the underlying cause of the issue.

Sample

For the first objective of the study, 60 Parent-Teacher Association (PTA) members and 77 primary teachers from 9 Zilla Parishad schools in Parbhani were included. For the second objective, the researcher conducted interviews with 5 headmasters.

Table no. 1: PTA members duties and responsibilities

Sr.no	Statement		PTA (60)		Teacher (77)	
			NR	%	NR	%
1	PTA released the following Important role in your school?	yes	33	55	38	49
		no	27	45	39	51
a	Raise funds by mobilizing the community	yes	24	40	28	36
		no	36	60	49	64
b	Enhance the bond between schools and parents	yes	24	40	30	39
		no	36	60	47	61
c	Manages and administers school finance.	yes	27	45	34	49
		no	33	55	43	51
d	Teaching brings back dropout students	yes	24	40	30	39
		no	36	60	47	61
e	monitor the teaching learning process	yes	24	40	30	39
		no	36	60	47	61
f	Establishes and executes through the annual school plan.	yes	12	20	18	35
		no	48	80	59	65
g	Working on teacher and student discipline	yes	18	30	23	30
		no	42	70	54	70
h	To solve the problems encountered	yes	20	34	28	36
		no	40	66	36	64
2	Evolve teacher performance.	yes	24	40	30	39
		no	36	60	47	61
3	Assess the way the school plan is being implemented.	yes	15	25	23	30
		no	45	75	54	70
4	Do you feel that PTA members carry out their duties and responsibilities correctly?	yes	14	30	15	19
		no	46	70	62	81

Table 1 firmly indicates the degree of PTA dedication and attempts to carry out significant responsibilities at the school level. In response to item A, 24 (40%) PTA members and 28 (36%) teachers said that the PTA organized events and raised money, while 36 (60%) PTA members and 49 (64%) teachers said that the PTA did not complete the task. In regards to item B, 36 (60%) of PTA members and 47 (61%) of teachers stated that PTA did not increase the link between parents and school, whereas 24 (40%) of PTA members and 30 (39%) of teachers claimed that PTA was strengthening the relationship between parents and school. Regarding item C, while 27 (45%) of PTA members and 34 (49%) of teacher respondents concurred that PTA oversees and manages school finances, 33 (55%) of PTA members Concerningly, 43 (51%) of the teachers who answered said "no."

Regarding item D, 36 (00%) PTA members and 47 (61%) teacher respondents attested to the fact that the PTA was not bringing back students who had dropped out. Regarding item E in the same table, thirty (39%) of the teachers who responded and twenty-four (40%) of the PTA members agreed that PTA members keep an eye on the teaching and learning process. In addition, 18(35%) of the teachers who responded to item F stated that the PTA creates and carries out the school's yearly plan, according to 12(20%) of PTA respondents. Regarding item G, 18(30%) PTA members and 23(30%) teacher respondents concurred that PTA members did not contribute to the discipline of students and teachers.

In response to item H, 20 (34%) PTA members and twenty (36%) teachers said that the PTA was not provided with a remedy for the issue that arose. Regarding teacher performance review, 36 (64%) of teachers who responded and 40 (66%) of PTA members agreed that PTA did not carry out teacher performance evaluations. Furthermore, in reference to item J, twenty (34%) PTA members and twenty-eight (36%) teacher respondents said that the PTA did not assess how the school plan was being implemented. 36 (64%) of the teacher respondents replied "no," compared to 40 (66%) PTA respondents.

The researcher asked the participants to determine whether or not PTA members have correctly laid out the aforementioned major obligations in item 2 of the same table. Of the total respondents, 14 (or 30%) of the PTA members and 15 (19%) of the teachers said that the PTA members had done a good job carrying

out their tasks. Teachers responded that PTA members did not fulfil their tasks as intended, while 4670% of PTA members and 62(81%) of PTA members agreed. We can infer from the analysis that when we contrasted the actual practice with the specified mission and the result. The PTA has not successfully carried out its obligations at the school level. The aforementioned ten pivotal positions are the fundamental responsibilities and constitute the daily operations of PTA. This suggests that there was a problem with the PTA's structure.

SUMMARY OF THE INTERVIEWS RESPONSE

Five headmasters were interviewed by the researcher, and the following is an overview of their responses:

Three semi-structured interviews were carried out with the PTA chairman, a representative teacher, and a student representative from the school in order to supplement the insights obtained from questionnaires completed by PTA members, teachers, and students. The purpose of these interviews was to learn more about the challenges the PTA faces in carrying out its responsibilities.

The interviewees unanimously identified a lack of readiness, negative attitudes towards responsibilities, and insufficient knowledge of their roles as primary issues hindering the PTA's effectiveness. They highlighted a deficit in willingness, commitment, and training, coupled with budgetary and time constraints, as additional challenges. The school's leadership was also noted for not providing necessary technical and professional support.

According to the interviews, PTA members were not motivated or showed any interest because the school had not used any motivational strategies in a while. The participants offered a number of suggestions to address these problems, including conducting capacity-building training to enhance awareness, abilities, and attitudes; utilising a variety of motivational techniques; providing direct, forceful feedback on development; and guaranteeing technical assistance. In order to encourage a sense of ownership and dedication to school activities, they also underlined the necessity of joint planning, action, and evaluation. Furthermore, it was believed that developing connections with other stakeholders and assigning adequate funds were essential measures to lessen these issues.

CONCLUSION

The research at Primary School concluded that the Parent-Teacher Association (PTA) was not effectively fulfilling its duties, primarily due to members' lack of clarity about their roles and responsibilities. This issue was compounded by insufficient orientation and support from school leaders. Key factors contributing to the PTA's ineffectiveness included negative attitudes, lack of willingness and commitment, inadequate training, and a general lack of knowledge about school management. Additionally, logistical issues such as time constraints and budget shortages played a significant role. The study highlighted the need for school leadership to provide more robust support, including technical and financial assistance. It recommended solutions like capacity-building training and comprehensive support strategies to enhance the PTA's functionality and active participation in school affairs.

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