Community Participation in Improving Quality of Education at Secondary School Level

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Abstract
The research study is narrative and it aims to see perceptions of school heads about the role of community in improving the quality of education at secondary school level in the southern seven districts of Khyber Pakhtunkhwa. The region is in a developing stage and badly affected by war and terror after 9/11. The total population of the study is 544 and 105 respondents were selected through a random sampling technique by taking 15 school heads from each district. Twelve open-ended questions were selected in light of the views of experts and were asked from the majority of respondents via face to face and some were interviewed through their cell phones. The responses were presented in narrative summary form and the study concluded that the community is supporting school authority for streamlining quality education but its role is less than the desired expectation. The school authority should adopt a flexible policy for the motivation of the community and ensuring their maximum participation in the school matters.
Keywords: Community, Quality of Education, Secondary Level

Introduction
Quality Education is that education in which the social, emotional, cognitive, physical, and mental development of students sensitively focused regardless of race, socio-economic status, geographic location, and race. The key aim of quality education is to produce creativity as well as developed manpower in a form of well-educated personalities like competent teachers, professors, doctors, engineers, scientists, philosophers, critics, poets, educationists, and writers, etc. (Mistrianingsih, Imron & Nurabadi, 2015). Quality education can be merely ensured by motivating students towards practical learning in this modern era; a qualified teacher always uses his active methodology to transfer his quality knowledge via his strong competency and talent. Quality education is enhanced through evidence-based pedagogy and activity-based teaching-learning process to increase and produce a man of knowledge, confidence, creativity, potentialities, and skills.

Quality of education can be improved in so many ways such as educating parents, improving resources for teachers, and developing new educational models etc. Quality education enables students to develop their basic skills, logical thinking, communication and practical life skills, self-knowledge, environmental harmony and creativity (Anderson, 2013). Improvement in primary, secondary, higher secondary and higher education including technical, vocational, adult and women education is highly essential for ensuring quality standard in implementing and providing basic literacy skills, knowledge, manpower and all educational facilities for maintenance of quality in all educational institutions to compete for the advanced and developed countries in educational perspectives like America, France, China, United Kingdom and Norway (Suheimy, Darwanis, & Abdullah, 2016).

It is very important to rectify and improve the curriculum for bringing quality in educational setup. Our curriculum should contain all physical, social, moral, psychological, mental, and cultural touch in a positive sense so that every educated person of this country may be highly developed from social, moral, intellectual, philosophical, economic, and cultural point view (Cohen, J. 2006).

For quality education, physical and teachers' physical infrastructure, rules, resources, use of latest technology, proper readiness and utilization of science laboratories and functionalization of digital libraries in every institution should also be not ignored and all these factors and elements must be properly functionalized and implemented in educational institutions (Sumarsono et al., 2016). The

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community supports maintaining the quality of education in terms of decision making, planning for school activities, fair distribution of power and promotion of creativity based environment in educational institutions. This may help in enhancing the capacity of humans and empowering the school management in taking effective decisions for the improvement of school in all respects for achieving quality in education (Arifin, 2012). The community may show its role in different ways like it may be supporting agency, advising agency, controlling agency; it may help in school management, in designing curriculum, support in learning and instructional materials for the betterment of the educational set up as a whole so that the quality of education may be ensured in the true sense of the term (Botha, 2006).

Quality of education is impossible to improve without prior responsibilities of the community to be implemented and ensured for the development of education and bringing improvement in the teaching-learning process (Briggs & Willstatter, 2003). The community members are highly responsible for developing the quality of education because students are closely attached and stitched with the community at all aspects throughout their lives; therefore, the community is the key to advance and enhance the quality of education in any region in any country (Anderson, 2013). Quality of education can be highly improved and polished with the shared responsibilities of parents, government, educational officials, educational heads, and community (Kimber & Ehrich, 2011). Community participation has a positive impact on students' character building, psycho-social, development, and better schooling. Students' learning outcomes and quality of education can be enhanced with proper collaborative devotion of parents, principals, and teachers with strong support of the community (Parker & Raihani, 2011). Kechian (2007) projected that school authority should properly facilitate the parents and give due respect to them and consider them an active stakeholder in school improvement. They need motivation and then they can positively contribute to improving the quality of education.

Scope of the Study

The study may be proved helpful for policymakers, education departments, and school heads to maximize the role of community in streamlining the school matters in a more befitting way. The study may help the school authority, teachers, and parents to enhance quality education with maximum participation of the community in reforming the school matters. It may help in creating awareness among the stakeholders for the crucial role of community and the school heads may give the proper role to the community due to their prominent role in strengthening the quality education at the secondary level. The policymakers may acknowledge the needed role of the community in developing a policy of education at the secondary level.

Literature Review

Combs (2008) talked in this regard that to see positive results of the community participation in school matters, they need to be properly facilitated and may be allowed after school timings and flexible policy may be set to catch their free time in the school improvement plan. Community is directly involved in educational success, social, and cognitive development of students; well-developed and matured community provides special support to parents, principals and teachers to polish and improve the educational standard and quality of students' learning as well as their academics (Sumarsono et al., 2016). Students can better avail of all educational opportunities in the circumstances when the community favors them to avail free of any terror, horror, war, illiteracy, uncertainty and other community based or social problems (Mistrianingsih, Imron & Nurabadi, 2015). The community may show its role in different ways such as support of educational policymakers, giving supporting advice, help in school management, help in designing curriculum, support in learning and instructional materials, etc. (Reddy & Devi, 2015).

The community may fully help the government, educational heads, parents, and teachers to understand the needs of students about education. Students can easily understand and learn socio-cultural beliefs, dealings, and the nature of each region with the help of a supportive, advanced, and accommodating community (Suheimy, Darwanis, & Abdullah, 2016). The developed and advanced community always provides financial and material support to schools for improvement in the quality of education (Bregje & Jules, 2007). The community may help effective communication among students, parents, and teachers, and thus education level may be easily enhanced (Cousin & Deepwell, 2005). The community should never be ignored in educational set up to improve or enhance the poor educational aspects because the community is the key to open the quality gate of the educational

system as a whole (De-Laat & Broer, 2004). It is very important to develop our community first for better enhancement and standardize the quality of education without any hurdle (Fontaine & Millen, 2004). It is very essential and necessary for the community to fully participate in school-related matters/functions and assist the government/ concerned officials of education departments including secretary education, director education, district education officers, principals as well as teachers, parents, and students in the implementation of all rules and regulations.

The community support may be proved helpful in streamlining all the related matters to quality education in the form of planning, advising, mediating, monitoring, and evaluation (Hodkinson & Hodkinson, 2004). The community may extend direct help to parents, teachers, heads, and students, it can play a significant role in developing the quality of education in any region in any country and without the support of community, quality or progress in educational setup would be very difficult to be maintained (Justesen, 2004).

Conceptual Framework

Methodology
This narrative research aims to see the role of community in enhancing the quality of education at secondary school level in the southern districts oh Khyber Pakhtunkhwa. A narrative qualitative research design was followed for conducting the study. The southern region is in the developing stage and consisted of seven districts including Kohat, Hangu, Karak, Bannu, Lakki Marwat, Tank, and D.I. Khan. It was badly affected by the war of terror after 9/11. The population of the study was constituted all the heads of the secondary school of southern districts of Khyber Pakhtunkhwa. Total 105 male secondary school principals of southern districts were randomly selected, being a male researcher and avoiding gender barriers on communication taking 15 male respondents from each district. Twelve items were finally selected in light of the feedback received from the experts in open-ended forms. The respondents were freely allowed to talk in response to those questions including community support in improving /supporting the quality of school education in one way or the other. The items are related to whether parents contact school authority about the progress of their sons, the participation of the community in PTC meetings, their involvement in school problems, financial support to needy students and healthy environment, provision of physical facilities, taking interest in extracurricular/social activities / participating in the annual days etc. Researcher personally visited majority of selected schools and some were interviewed through either cell phone or landline phone for collecting the data. The effort was of success nature and 75% of respondents gave proper feedback to the questions related to community support for maintaining quality at the secondary school level.

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Results of the Study
It is a narrative research study and here its results are summed up in a summary form. The gist of the study taken from the views of the respondents is that majority of the parents contact school authority on the progress of their sons and getting feedback about their progress, they also take remedial measures like home study or arranging tutor or engaging them in academies. They properly communicate with teachers about school matters of their sons and remain in contact with teachers regarding their academic matters. The community members attend meetings of PTC which are held for improving the school matters. The meetings are usually held for utilization PTC funds and sometimes meetings are arranged for some other emergent matters. The fund utilization of PTC, the concerned principal/headmaster is mainly handling the matter, the community members of the PTC are just remaining limited just to attend meetings and they are not in touch whether the amount is fairly utilized or not, it can be stated their role is just related to put signature on the paper but the actual process is done through the school administration. The community also takes interest to resolve the problems of the schools but they do not take any practical step for its resolution themselves and they think that it is the responsibility of the principal/headmaster /Government to solve the school problems. The community does not do any practical steps for supporting the needy students. The community does not fully support the school authority for promoting a healthy environment of the school conducive for learning.

Community does not assist properly the school set up in the renovation of building or provision of physical resources or similar other areas which may enhance quality education. They do not provide any financial support to school or involve themselves in promoting educational activities. The community does not support the academic condition of the school. Similarly, the results of the students are not discussed with community members. Community members are taking an interest in social activities. Similarly, selected members of the community are participating in all the educational programs regularly. The responses may be summed up that the community is interested in that school may provide quality education to their sons/students but they do not consider their responsibility /duty to be part of the school improvement plan and contribute either physically or financially to support the school in its smooth running. They think that it is the responsibility of the government to provide quality education on a priority basis.

Discussion
The study suggests that the community is doing only lip service to the betterment of the school improvement. The community is aware of the importance of the education that it is mandatory for the progress of the country as well of their community but they are not motivated how to help the school in providing quality education to the students. Educational Policy 2009 strongly emphasizes on PPP, public-private partnership for strengthening the standard of education. It is the slogan of the globe that public-private partnership is vital for bringing quality in education. Here in Pakistan, for the last more than seven decades, the education was given on top of its agenda by every successive government but no practical step was taken for streamlining the education matters. Now the size of the problem has become so gigantic that it can't be solved merely through government efforts until and unless the participation of every individual is ensured for the promotion of quality education. (Ghaffor, A, 1994)

Nasir (2012) reports in this regard that providing quality education is the main focus of every government as well as educational institutions. It can be done through the collective efforts of parents, community members, societies, educational institutions, and government. Community participation in supporting quality education is an important trend in uplifting nations, societies, and states socially and developmentally. Community participation has been encouraged for a few years in the world to assist education officers as well as government in the betterment of educational institutions. The Government should properly check whether the school heads properly invite the community members or not in the PTAs meetings to get them involved fully in the school improvement plan and return, the parents/community members should play an active role in maintenance/repair work of the school.

Antunez (2001, pp.53-59) talked in this regard that parental support with school authority promotes the social behavior of students and thus they can be engaged in creative activities instead of indulging them in violence and undesired activities. Blud (2002, pp.40-45) concluded that congenial set up of family counts too much in molding students' academic, social, and behavioral background. Parbhakar et al. (2011) concluded that less quantity of public schools got success to assist parents to

take an interest in educational matters. Jensen (2009) debated that economic set up is essential for creating a conducive environment in the school. Siraj (2005) also concluded that various communities were not showing their interest in educational planning and work.

Conclusion and Recommendation

The study concludes that community support is crucial and mandatory for the sustainability of quality education at the secondary level. The community members of PTC of concerned schools are interested in promoting school improvement plans but they are not contributing the desired role as expecting from them. Awareness needs to be created at the grass-root level for their motivation and public-private partnership policy which is reflected in Educational policy 2009 may be ensured in real sense for streamlining all the matters related to secondary level quality education.

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