

Community Participation in Socio-Economic Development through Secondary Education in one of the Remotest Regions of Pakistan

Siddiqa Jabeen¹, Muhammad Nisar Ul Haq^{2*}, Iftikhar Hussain¹

¹Department of Educational Development, Karakoram International University, Skardu Campus;

²Department of Educational Development, Karakoram International University, Gilgit - Baltistan.

*E-mail: dr.nisar@kiu.edu.pk,

Tel.: +92 300 5553 322

Received for publication: 24 February 2018.

Accepted for publication: 03 July 2018

Abstract

This research study was designed to find out the role of community participation in Socio-economic development through secondary education in one of the remotest regions in Pakistan. The objectives of study were to investigate to what extent the community is involved in dissemination of secondary education in public sector, to find out the benefits of community involvement in secondary education, to unpack the issues and challenges faced by teachers due to lack of community participation and to stumble on the character of education in socio-economic development of Baltistan region.

Researcher used stratified sampling technique. There are six tehsils in district Skardu i.e. Skardu, Gamba Skardu, Gultari, Kharmang, Shigar and Rondu. To give representation to wide spread geographic region of the Skardu District, these Tehsils were divided into two groups. The group 1 was comprised of Skardu, Gamba Skardu and Roundu while the remaining three Tehsils (Gultari, Kharmang, Shigar) were put into group 2. Seventeen institutions were taken as sample of the study from six Tehsils of the Skardu District formed 44.7% of available 38 Public Sector Secondary Schools in Skardu. Two teachers and the head teacher were contacted for the purpose of data collection from each sample school. Opinion of 13 community notables was also sought through structured interview. The data were analyzed by using descriptive and inferential statistics, chi square and percentage methods.

On the basis of findings it was concluded that majority teachers and head teachers of secondary schools viewed that the community participation is necessary part of education, majority of teachers, head teachers and community notables viewed that the main reasons of lack of community / parents participation are illiteracy, unawareness and busy life due to economic pressure, all respondents' teachers, head teachers and community notables have supported the statement that the parent's active participation can enhance the student's achievements, and all respondent have responded that Education plays a vital role in socio-economic development of the society.

The recommendations of the study included that there is great need to make aware the parents about the importance of their participation in child's educational achievement, raise awareness about the relation between school and community, repeated contacts and meetings with the SMC members, conduct of seminars, workshops can play a vital role for the development of community participation in education, community members can invite in co-curricular activities like Parent's days, cleanliness weeks, and prize distribution ceremonies and national and Islamic events, there may be a counseling center in school where counseling of students may be conducted and parents and community members may also be invite, through community involvement it can be

possible to make more and more registration of children in the school, and media both print and electronic is also an effective source through which community can be motivated to participate in education.

Keywords: Community Participation, Socio-Economic Development, Secondary Education, Remotest Region in Pakistan

Introduction

It is an undeniable truth that education is the only key to success. Without education any nation cannot be developed. If we see towards the developed country they focused on education by keeping it on first priority. Community is an important stake holder of education system. Without involving this any educational system will be failed.

For the better academic results of a student three factors are very important. Educationist said that in schools there are three angles of a triangle and that are Students, teachers and parents. If any angle fails to perform its duty, it means the triangle is not complete or not fulfills the definition of a triangle. So in this context the engagement of parents and community is very necessary in betterment of school and student but unfortunately there was a large difference in public and private sectors. So the study has been held in secondary schools of public sector to find out to what extent the parents of public schools students was involved in the education of their children.

The community of any educational institution greatly influences the system and syllabus of that institution. So without involving the community assets the institution can't run smoothly. The school community partnership has a remarkable outcome for school community and parents. The first goal of school community partnership may be to boost up the students out comes so it needs to be encouraged.

A community has vast influence on schools with respect to philosophical foundation of education as well as the culture and civilization have also big influence on education and educational set up is constructed for that respective community, and also the parents are one of the important stake holders of education that's why without the collaboration and involvement of these stake holders, educational goals cannot be achieved. The reason of lack of parents and community participation in education in public sector was also due to the unawareness of parents as well as teachers from the benefits of their participation to achieve the educational outcomes. It is required to consume community resources to overcome the difficulties of education system.

Objectives of the study

1. To investigate to what extent the community is involved in dissemination of secondary education in public sector.
2. To find out the benefits of community involvement in secondary education in Baltistan region.
3. To evaluate the issues and challenges faced by head teachers due to lack of community participation in education.
4. To unpack the issues and challenges faced by teachers due to lack of community participation in education
5. To stumble on the character of education in socio-economic development of Baltistan region.
6. To give recommendations to increase the community participation in Baltistan region.

Significance of the study

This research study may be beneficial for following;

Openly accessible at <http://www.european-science.com>

1. The study may be an initiative step for research in researcher's context to discover further knowledge.
2. The study may also be helpful for the researcher to find out the importance of community involvement for socioeconomic development of researcher's context.
3. Hopefully the study may be significance for the teachers for further research.
4. The study may also be beneficial for department and university in contribution to generate knowledge.
5. This study may be helpful for those concern parents who are conscious with their children's education.
6. It may also help full for the school administrators and head teacher.
7. This study may also be significant for the teachers who are really committed to their students and want to do something for the betterment of their students as well as community.

Methodology

This study was descriptive in nature and researcher has conducted surveys and interviews to collect data from sample of the study.

Population

According to Gay (2000) stratified sampling is the process of selection of sample in such a way that identify sub groups in the population which are symbolize in the sample in the same ratio that they exist in the population (p.129).

1. Population for this study included all the following from the Skardu District.
2. Headmasters
3. Headmistresses Secondary Schools 38
4. Principals
5. Teachers of Secondary Schools (Estimated) 228 (6 teachers for secondary classes)
6. Prominent community members 13

Table 1. Tehsil Level Public Sector Secondary School (SSC) of District Skardu

S. No	Tehsil	Boys		Girls		Total No. Of Schools
		Urban	Rural	Urban	Rural	
1	Skardu	4	1	4	1	10
2	Gamba Skardu	3	2	1	1	7
3	Gultari	0	1	0	0	1
4	Kharmang	0	4	0	3	7
5	Shigar	0	5	0	3	8
6	Roundu	0	4	0	1	5
	Total	7	17	5	9	38

Source: Director of Education Baltistan Region

Sample

The sample consisted of Head and two Secondary School teachers from each Public Sector Secondary School were taken as sample in Six Tehsil of the Skardu District. Researcher used stratified sampling technique. Skardu District is consisted of six Tehsils i.e. Skardu, Gamba Skardu, Gultari, Kharmang, Shigar and Rondu to give representation to wide spread geographic region of the Skardu District. The researcher selected all Tehsils For the purpose of this study. 17 institutions

were selected through draw in the Tehsils where it was possible. The available 38 Public Sector Secondary Schools included 24 boys and 14 girl's institutions in Skardu District. Number of institutions 17 taken as sample of the study from six Tehsils of the Skardu District formed 44.7% of available 38 Public Sector Secondary Schools in Skardu.

Table 2. Institutions taken as sample from each Tehsil of Skardu District

<u>Tehsil</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Skardu,	2	2	4
Gamba Skardu,	2	1	3
Gultari,	1	0	1
Kharmang	2	1	3
Shigar	2	1	3
Rondu	2	1	3
Total	11	6	17

Source: Director Education Baltistan Region.

Research Instruments

Two questionnaires having closed and open ended questions were designed for the purpose of data collection.

Questionnaire 'A' was developed for teachers of Public Sector Secondary Schools

Questionnaire 'B' was developed for Heads of Public Sector Secondary Schools

Both the questionnaires were constructed separately as according to their job specifications, consisting of three parts in each. Part I was about the bio-data of the respondents, Part II was about the opinions of respondents regarding community participation and Part III consisted of open ended questions to get their opinions about improvement of Community Participation in Baltistan Region. Questionnaires were also included three point rating scales. Questionnaires were developed to get the opinion of teachers and heads of Public Sector Secondary Schools. All the questionnaires were improved by the expert. After the improvement of the questionnaires, pilot testing was carried out in two institutions of Skardu districts, and necessary changes were made in tools for data collection.

Interview Schedule

An interview schedule was also designed to get the opinion of the community notables/ representatives/ stake holders, and educationists were interviewed by the researcher to get their opinion regarding community participation in Education, keeping in view the practice of Community Participation in Baltistan Region.

Best and Kahn (2005) procedure was followed. The interview was carried out keeping in view the availability and convenience of the interviewees. The responses were recorded on a tape recorder and then were transcribed on paper. (Nisar-Ul-Haq 2011)

Data Collection

The researcher obtained departmental support letter from the Assistant Professor Department of Education Karakoram International University, Skardu Campus for the purpose of data collection. The data collection was started in December 2013, and was completed in January 2014 in entire sample Tehsils of the Skardu District. Data were collected through personal visits in sample Tehsils. For the purpose of interview the researcher took time from the respondents by phone.

Data Analysis

The methodology of data analysis is done by using descriptive and inferential statistics and percentage method.

Chi-Square was applied using the following formula:

$$\chi^2 = \sum_{\text{cells}}^{\text{all}} \frac{(F_e - F_o)^2}{F_e}$$

Fo = Frequency observed

Fe = Frequency expected

df = Degree of freedom

Review of Related Literature

“Education is a diamond which appears to be of a different colour (nature) when seen from different angles (point of view or philosophy of life)” (Aggarwal, 2004). The systematic development and cultivation of the natural power by inculcation and example (Webster dictionary thesaurus, 1995, p. 308). “Process of nourishment and nurture of the innate powers such as intellectual, spiritual, and moral of the child” (Sahu, 2002).

Education is not the quantity of information that is plant into our brains as undigested and not assimilated thing in whole life of the persons. It is an ongoing process of rebuilding of experiences, exploring the inner abilities of the individual and it is an investment which gives yield and return after a span of time to the individual as well as to the whole society. It is a development of producing well balanced personalities, emotionally stable, morally sound, mentally attentive, ethically upright, physically powerful, socially and economically efficient, religiously sound, vocationally self-sufficient and habitually progressive.

Community is an important stake holder of education system. Without connecting this any educational system will be unsuccessful. The families and communities should hold from the beginning and keep them up to date and give them chance to play a part from the starting, not at the end.

The community and parents participation in education can fruit high academic achievement and also higher the schools improvement. Parents participation and learning can sustain and higher the grades of purples. Researchers have proved that strong and regular parents participation will positively effects the students achievement and also helpful for their motivation. (NEA policy brief p.1)

Secondary Education

According to Collins English Dictionary secondary education is (school) education for pupils between the ages of 11 and 18. In Pakistan the term is defined as; the education level in which class 9th and 10th is included is known as secondary education.

Community (Definition)

According to Schaeffer (1992) “community can be defined as the group of persons who share similar culture, language, class, religion, tradition and race.”

Types of Community

Nisar-Ul-Haq (2011) quoted that Zenter (1964) enlisted three aspects of communities. Firstly, formally or informally community is a group structure in which persons play function which are incorporated around ambition connected with the troubles from joint livelihood and consumption of habitation and space. Secondly, individuals of the community have some level of

combined recognition with the shared space. Lastly, the community has a level of restricted independence along with task.

Bray (1996) has identified three types of community:

- a. Geographic community, more distinctively based on place of habitation like village, town or district.
- b. Community based on religious, cultural or racial identification.
- c. A community based on similar family or educational matter of interests. It consists of groups like parent associations.

Participation

There might be various definitions of the term 'participation'. Schaeffer (1994) has given several definitions of participation:

- a. Involvement through pure use of service (like enrolling children in school)
- b. Involvement of society through donation (money, material labor etc.)
- c. Involvement through presence (parents – teachers meetings)
- d. Involvement through consensus on a problem
- e. Involvement through participation in rescue of service
- f. Participation by implementing delegated powers
- g. Involvement by participating in choice making, feasibility study, planning, implementation and assessment etc.

Community Participation

According to The World Bank report (1999): For better out comes it is needed to effort jointly by every section of society and ply their positive role in students education which can be done effectively by an association between groups of society school and parents it is necessary to undertrained that globalization of education is not the goal of focus of education and community participation. It cannot extra ordinarily solved the issues in education. Particularly in developing countries but it is a process of improvement in educational standard and enhancement of freedom in humanity. These issues can be solved if there is effective coordination in institution, parents and available social groups in society.

Heneveld and Craig (1996) have categorized five categories of parent and community support that are related to the region:

- a) Children come to school prepared to learn;
- b) The community provides financial and material assistances to the school;
- c) Communication between the institutions, parents, and community is common;
- d) The community has a meaningful role in school supremacy; and
- e) Community members and parents assist with teaching.

Numerous researchers like Colletta and Perkins (1995) have suggested various means of community participation. They included:

- a. Through research and data collection
- b. Carrying out dialogue with decision and policymakers
- c. Undertaking school management
- d. Curriculum designing and modifying
- a. Development of educational aids
- e. Renovation and construction of educational institutions

Some Assumptions about Participation

Sheldon Shaffer (1994) has presented some assumptions about participation these assumptions are given below:

- i. Participation is a proceed of decision making about individuals life and also performing actions on these decisions to brings profits for individuals community and society at large scale.
- ii. Participation has become an essential, if not adequate, feature of progress. Project and programs of development are to be expected more related, more sustain able the extent that they appoint their objective in their plan, implementation, and assessment.
- iii. Participations are not solutions for development of education. It cannot resolve the issues, and they should not be used as a substitute for sober, logical public attempts to plan, and savings basic education more powerfully and with greater thoughts.
- iv. Sharing and mutual approaches are needy on, and affect by, communal, artistic, economic and political context. What works in one kingdom may not work in another. These approaches are therefore cannot be affective and similarly treated in all regions of the world.
- v. Celebrative and participative approaches have drawback as well as profit, expenses as well as reserves. They are often complicated to apply, can be chancy as well as favorable.
- vi. On the Bases of case studies and projects reviews, it is concluded that under the accurate situation, and given the correct safety measures, the superior participation is more helpful in improving the quality and the demand of fundamental education.

Social Development

J. Estes (1994) enlisted some definitions for social development:

- a) Social development is the processes through which individuals are assisted to know the richness of the political, social, and economic potentials that already present within them.
- b) It is a multi-disciplinary and cross-sectarian field of practice that search for to improve the social and material well-being of people the world over (Estes, 1990, 1993a; Jones & Pandey, 1981; Meinert & Kohn, 1987; Paiva, 1977).
- c) It is experienced across all geo-political limits and at all levels of political, social, and economic civilization is social development (Jones & Pandey, 1981; Estes, 1993b; Friere, 1985; Korten, 1990; Midgley, 1984).
- d) Development-directed community work perform also occurs at the local, state, and national levels (Bolan, 1991; David, 1991, 1993; Hollister, 1982; Kendall, 1990; Lee, 1988; Price, 1987).
- e) Social development also refers to the recognition of new, but sustainable systems of "inter-personal" and "inter-national" contacts that are directed by an expedition for increased social integrity, harmony, and the pleasure of basic human requirements.

The Goals of Social Development

J. Estes (1994) had viewed that there is an extensive union present between development experts concerning the targets of social development practice:

1. The recognition of more balanced ways to social and economic development
2. The project of the highest priority to the fullest probable human development
3. The fullest possible participation of public everywhere in determining both the means and results of development.
4. The elimination of absolute poverty universally in the world.
5. The eradication of barriers to development which, in every society, have been used to dominate historically underprivileged population groups, but especially women, the old, the poor, children and youth, disable people, political and economic immigrant, the mentally ill as well as individuals who have been disadvantaged on the basis of race, religion, traditions, social class, background, and sexual orientation.

6. The recognition of new social arrangements that speed up the pace of development and promise the satisfaction of basic needs of people everywhere.

7. The transformation of societies toward more humanistic ethics based on social justice, the promotion of peace, and the achievement of the fullest possible human development.

Economic Development

According to Bhattacharjee; Economic development is process of progressive alter in the economy-changes which improve the level of living of the population. Economic development needs persistent increase in real income along with technological and institutional changes that register development. Technical and institutional changes bring qualitative transformation of the entire society. And in this transformation the most important role is played by capitals both human and physical.

Physical capital refers to the non-human assets such as buildings, equipments, machinery etc., that is, something which is concrete. It was believed in early years that physical resources are the most important factor for economic development. Physical resources are no doubt important for increase in the quality and quantity of yield. Human capital refers to the accumulation of productive skills and technical knowledge personified in labor. It is substitutable but not transportable. Human capital is the education, skill and experience that people bring to the workplace. Human capital is that part of human resource which has technical information and capable for further invention.

There are three indicators for measuring human development. These are:

- 1 Longevity as calculated by life expectancy at birth;
- 2 Educational attainment as measured by adult literacy and
- 3 Combined primary, secondary, and tertiary enrollment percentage and standard of living as measured by real GDP per capita.

Along with all these indicators the most important one is education. Education can speed up the rate of progressive change of the economy. It helps to produce human capital for accelerating economic development of a state. Importance of education in economic development has been comprehended from time immemorial. It is the aspect which can influence both the other two indicators of HDI (Human Development Report (HDI) 1996).

Interlinks Between Education & Economic Development

According to Tilak (1994), a number of studies have already supported the view that education and economic development are interrelated. There is a two way linkages between education and economic well-being. Education contributes to economic development and economic development in turn contributes to human well-being by increasing available opportunities for them. Economic growth directs to the reorganization of existing production structure which in turn creates the requirement for various skills. These skills are obtained by means of formal and informal institutional instruction and education. It is not exactly possible to assert which is the reason and which is the outcome.

Education not only provides better return in the form of higher income but also influences other essential features of life. Education helps to create consciousness about the health and nutrition which are most significant for productivity growth of man power. With increased income and better health individuals are more interested to learn new technique and to innovate new thoughts for further improvement. As a result, demand for education further increases boosting educational development. The function of education, thus, can be understood from three separate but interrelated perspectives

- (a) Education as a basic human need in itself;
- (b) Education as a means of meeting other basic needs; and
- (c) Education as an activity that sustains and accelerates overall development (Tilak: 1994)

Results

This study aimed to investigate community participation in socio-economic development through secondary education in one of the remotest region in Pakistan. The study was descriptive in nature; therefore, questionnaires and interview guide were used for the purpose of data collection. The collected data were tabulated and analyzed by using percentage methods and chi square method.

Demographic Variables (Teachers & Head Teachers)

1. The majority of respondent teachers 78% was male and only 22% were female, and also majority of head teachers were male and 12% were female. So this finding indicates that the majority of teachers and head teachers in girls school comprises of male.

2. The sample Tehsils and the number and percentage of responses of teachers and heads of Secondary Schools. It was evident from the finding that Tehsil Skardu has maximum number of teachers and head teachers (8 & 4 respectively) and Gultari has minimum number having 2 & 1 teachers and heads of Secondary Schools respectively. Group I included Tehsils Skardu, Gamba Skardu and Rondu having 20 teachers and 10 heads of Secondary Schools. While group II consisted of Tehsils Gultatri, Kharmang and Shigar having 14 teachers and 7 head teachers.

3. The major number of schools (8 boys & 4 girls) of Skardu consisted of rural locality and 3 boys' school and 2 girls were consisted of urban locality from the selected sample of study.

Combined Analysis of Questionnaire 'A' and 'B'

1. 27 out of 34 (79.4%) teachers of secondary schools have view that the community participation is necessary part of education. 07(20.6%) teachers were also agreeing with the statement. No one was denying from the importance of role of community in education. 100% (82.4% are strongly agree and 18% are agree) of head teachers respondents were also agreeing that importance of community participation is obvious in education.
2. Majority of teachers (85%) have agreed (both strongly agree and agree) that the community is involved in the education of their children only by admitting them in school. Only 14% have the view that community is participating much more then enrolling their children in schools. Majority (71%) of head teachers were also agreeing that the community is only involved in enrolling of their children in school. While 29% of them were disagreeing with the above statement.
3. The teacher's/ head teacher's point of view regarding to the community participation in education by contributing money, material, and labor, most of them 53% were disagreeing with the statement while 47% were agreeing with such level of community participation. And there was no difference between their points of views. There was also no significant difference between the views of teachers and head teachers about the community participation in decision making, planning and implementation. Majority 56% teachers and 53% head teachers were agreeing while 44% and 47% head teachers were disagreeing regarding the above statement.
4. Majority of respondents' teachers (94%) and all respondent head teachers (100%) were supporting the statement that the parent's active participation can enhance the student's achievement. Only 6% teachers were disagreeing with the above statement.
5. Majority of teachers and head teachers (both 82%) were agreeing their conscious awareness about the children whose parents visit at school. And the only remaining 18% were denying this fact.
6. There was a thought collision of teachers and head teachers about the parent's attendance at school whenever they are invited on regular bases. Majority of teachers; 56% were disagreeing while 44% were agreeing of the statement, while majority of head teachers 77%

were agreeing and only 23% were disagreeing. 59% teachers were agreeing that most parents ensure their presence in PTMs while 41% of them were disagreeing. Majority of head teachers 94% were also agreeing that parents attend PTMs and only 6% of them were disagreeing.

7. Most of respondents; teachers (50%) and head teachers (53%) have view that parents and community members did not provide any feedback regarding the term wise and/or annual exams result which obviously helpful for betterment of system. On the other hand 50% teachers and 47% head teachers have view that the community and parents provide feed backs about the results. 33 teachers among 34; 97% were agreeing and 16 out of 17 head teachers were also agreeing that good feed backs provided by community members and parents were considered for decision making
8. All respondent head teachers 100% and majority of respondent teachers 82% were agreeing that only those parents who take care of their children education visit the school. But there were some teachers 18% who have view that it is not necessary that only those parents who are concern toothier children education visit the school so there may be some other reasons of their visit.
9. Most of teachers (68%) and head teachers (77%) were agreeing that some parents are just problem creator and visit the school just to point out the mistakes. While some teachers (32%) and head teachers (24%) were positive thinkers and have view that parents did not visit the school just to point out the mistakes, Most of the respondents (88% teachers & 82% head teachers) think that some of the parents visit the school just to point out their weaknesses and such parents did not encouraged them on their progress. And only a few (12% teachers and 18% head teachers) were disagreeing.
10. All the teachers 33 out of 34 (97%) and head teachers 17 out of 17 (100%) were agreeing that unnecessary and negative participation of community in education causes problems and issues to the school administration.
11. All the teachers (94%) and head teachers (94%) have the view; that the major cause of lack of community participation is unawareness of community about the importance of their participation in education. Only 2 teachers out of 34 and 1 head teacher out of 17 was disagreeing the statement. Majority of teacher 25 of 34 (74%) were agreeing that the parents are very busy due to which they cannot take part in education of their children and also majority of head teachers; 12 out of 17 (76%) were also agreeing with the above statement.
12. Majority of teachers and head teachers were agreeing that more schooling has directly associated with more economical benefits. From 100% of respondents 94% teachers and 82% head teachers were supporting the statement has meaning that education has vital role in economic development. 100% of respondents (both teachers and head teachers) were agreeing that education play an obvious role in socio-economic development. All the teachers and head teachers (100%) were agreeing that the academic achievement of learners has direct impact on economic growth of both family and country.
13. Majority of sample schools were offering both science and arts in their schools. Along with these schools most of other schools were offering only arts courses while a few were offering only science courses in their system.
14. About 50% of the schools contained both computer and science labs while 12% of these schools contained only science labs and only few of them contained computer labs. And about 30-35% of these schools were suffering from deficiency of this basic facility.
15. 26 out of 34 teacher respondents (77%) have view that the student's achievement will be good; 6 of them have view that the achievement will be satisfactory; while 2 teachers of

them have view that the achievement will be below average. But on the other hand all head teachers (17) 100% have view that the active participation of parent have good impact on their children's achievement. Majority of teachers (93%) and head teachers (100%) have view that lack of parent's participation will reduce the student's achievement.

16. 25 of 34 teachers have view that they visit the school occasionally, while 9 out of 34 were saying that any community notable did not visit their school at all. 11 out of 17 head teachers have view that these figures visit their schools on regular or occasional bases, while 6 of them were saying that they did not visit the school at all.
17. 74% teachers agreed and 27% disagreed with the statement of their inputs about the career counseling of their students. 59% of head teacher respondents agreed while 41% of them disagreed with this statement.
18. Most of teachers have view that they are encouraged by parents and community members on their good performance, while 41% of them have responded that they were not encouraged by the parents and community members on their good performance regarding education.
19. Majority of teachers (82%) given the answer that they are living in their personal houses while 15% were living in rent house only 3% were living in the house provide by their community.
20. 65% of respondent have respond that they did not arranged extra coaching for their weak students. 35% of them have respond that they are running coaching classes for the weak students.

Analysis of Open Ended Items

21. The majority of teachers 77% did not arranged any extra coaching classes for the students. 32% teachers have view that they have lack of time, 9% have view that the students and/or parents shows lack of interest about the coaching classes, 27% have view that lack of awareness about the importance of coaching is also a reason; 32% of them did not respond for the statement.
22. Head teacher's point of view about the parent's complaints regarding the teachers. Most of them (59%) have view that they receive the complaints from parents occasionally; 6% were responding that they receive the complaints on regular bases while 35% have respond that they did not receive any complaints regarding to teachers from parents and 42% of head teachers respond that they react regularly for the complaints; 29% were saying that they respond for the complaints on need bases while 29% were responding that they did not take any decision or reaction regarding the parent's complaints.
23. 12 % of head teachers respond that they arranged the PTMs on monthly bases; 59% responses were, they arranged these meetings on quarterly bases; 18% were telling that they arranged these meeting after every six months; and 12% were responding that these meetings are held two to four times in a month in their school.
24. It was the finding that all of the Head Teachers arranged PTMs at their school. 12 % of them responded that they arranged the PTMs on monthly bases; 59% responses were, they arranged these meetings on quarterly bases; 18% were telling that they arranged these meeting after every six months; and 12% were responding that these meetings are held two to four times in a month in their school.
25. 15 Out of 34 teachers and 8 out of 17 head teachers were responding that they have arranged career counseling program in their school 1 to 3 times. 6 teachers and 1 head teacher having response that they conducted this program in their school 4 to 6 times.

26. 62% teachers and 53% head teachers recommended that the community participation in education can be enhanced by arranging seminars, workshops, motivation campaigns and by conducting PTMs, SMC meeting at schools. 29% teachers and 41% head teachers were suggesting that community and parents participation can be boosted up by encouraging the parents and community members to participate in education, by giving them awards on their active participation.

Analysis of Interview Schedule for Community Notables/ Representatives:

27. Most of the respondents were thinking that any educational institution cannot run smoothly without its community. Because community and education are interrelated and community is a main source of development in education. Majority of respondents have the view that the participation of parents is an undeniable fact. Parents can play an effective role in the preparation of their children from going to school till their completion of their homework and better relationship with the school administration. Without participation of parents children education could not be completed.
28. Majority of the responses were either least contribution or negligible contribution of community towards education in our society. And there is very little serious participation of community and parents and educational system.
29. Majority of the respondents had never been an SMC member but involved in decision making of many institutions; both negative and positive decisions. A few interviewees had remained a member as well as they had been involved in decision making.
30. Most of the opinions were that economic development is also impossible without education. Development in the field of Natural resources, Agriculture, Mining, Tourism, Dairy farming, and fruit processing cannot be completed without education. Majority of respondents were arguing that Education has great impact on social development. Social development means cultural, civilization, spiritual and material development on the basis of values. A civilized, well-mannered, fair and equal nation can be made with the help of education. Behavioral changes and crystal clean way of life, better relationship with near and dears also can be adopted through education.
31. Most of the experts viewed that the community participation has both positive and negative impact on the performance of the school and teachers. Positive participation always impacts positively and negative impact may be that some notables and political figures only cause a problem to the school management just for their personal purposes.
32. Majority of the experts responded regarding their visit to school that either they visit personally or call from school depends on the situation.
33. Most of the opinions about the responses of school management for their suggestions regarding school development depend on the way of thinking of school administration. Suggestions given in a positive manner always respond positively.
34. Majority of the respondents have suggested enhancing community participation in education. The schools should arrange different co-curricular activities like parents' days, celebration of national Islamic events and invitation of parents and community notables will enhance community participation in education.

Conclusions

Major conclusions drawn on the basis of findings of the study are as under:-

- Majority of head teachers were also male and the number of female teachers were few and also the majority of teachers and head teachers in girls school comprises of male. Major

number of schools of Skardu consisted of rural locality and minor number of schools comprises urban locality from the selected sample of study.

- There was no significant difference between views of teachers and head teachers regarding the importance of community involvement in education.

- There was no significant difference in the views of teachers and heads regarding the community is only involved in enrolling of their children in school in District Skardu. There was also no significant difference in the views of teachers and heads about the School community is involve through contribution like money, material, labor there is very less involvement in this regard.

- There was also no significance difference between the views of teachers and head teachers about the community participation in decision making, planning and implementation there was very low contribution of community.

- The parent's active participation could enhance the student's achievement and also make the teachers conscious about their children, low participation of parents could make lower the student's achievement.

- Head teachers and teachers agreed that good feed backs provided by community members and parents are considered for decision making.

- There was complete agreement between teachers head teachers and community notables that negative participation of parents and community cause problems.

- Causes of lack of parents and community participation in education were illiteracy, unawareness, busy life due to economic pressures, free education, and social behavior.

- Education plays a vital role in socio-economic development, social development means according to all respondents cultural, civilization, spiritual and material development on the bases of values. A civilized, well-mannered, fair and equal nation can be made with the help of education. Behavioral changes and crystal clean way of life, better relationship with near and dears also can be adopted through education. Every positive change may be easily accepted by an educated society as compare to uneducated one. It may be easy to make understand anything to the educated person as compare to uneducated person. Due to lack of education our government has spent most of its budget on defense and security organizations to maintain law and order situation. Education plays an obvious role in economic development, means Development in the field of Natural resources, Agriculture, Mining, Tourism, Dairy farming, and fruit processing could not be completed without education. They also have view that the keys of economic development are well aware by an educated person as compared to an illiterate one so an educated person can groom in the economical field as compare to the illiterate one.

In Pakistan, the government has given importance on community participation in the Education Sector Reforms 2010 and launched government of Punjab took a decision in February 2001 to integrate Community Participation Projects in order to upgrading the schools. For this purpose pilot projects were initiated in districts of Chakwal, Sargodha, Narowal and Bahawalnagar.

This study was descriptive in nature and researcher has conducted surveys to collect data from sample of the study. Sample of the study was determined by using stratified sampling technique. School heads both female and male, two teachers male and/or female from each sample school were contacted for the purpose of data collection. Structured interview was also conducted with prominent community leaders regarding their perception of socio economic development through education. This study was initiated with the conceptual structure of community participation in socio-economic development of Baltistan Region. Keeping in view the role and importance of

community participation in education, and also the role of education in context of social development and economic development; argued in detail. In this regard two types of questionnaires were developed for teachers and head teachers of secondary schools of Skardu District.

Major findings of research exposed that most of the teachers serving in these schools were male; and the number of female were very low in this field. The study also revealed that male teachers and head teachers were serving in girls' schools, and the most of them were belonging to that area, most of the schools of Skardu District were rural according to the locality and large numbers of secondary students were also male.

Responses of teachers and head teachers and community notables regarding the causes of less parent's participation in their children education revealed that lack of time, Illiteracy, lake of sense of responsibility, unawareness and busy life due to economic pressure. They also viewed that parents active participation can boost up the students achievement and lack of participation can impact negatively on their academic performance. These responses were in complete agreement with the statement that Students' academic achievement is determining how and to what degree parental involvement affects student achievement. Positive involvement of parent can raise the child academically. (Hut, Hansen, Underwood, Razzouk 2010)

Most of the opinions were that economic development is also impossible without education. Development in the field of Natural resources, Agriculture, Mining, Tourism, Dairy farming, and fruit processing cannot be completed without education. They also have view that the keys of economic development are well aware by an educated person as compared to an illiterate one so an educated person can groom in the economical field as compare to the illiterate one.

Majority of respondents were arguing that Education has great impact on social development. Social development means cultural, civilization, spiritual and material development on the bases of values. A civilized, well-mannered, fair and equal nation can be made with the help of education. Behavioral changes and crystal clean way of life, better relationship with near and dears also can be adopted through education. Every positive change may be easily accepted by an educated society as compare to uneducated one. It may be easy to make understand anything to the educated person as compare to uneducated person. Due to lack of education our govt. has spent most of its budget on defense and security organizations to maintain law and order situation.

Recommendations

One the bases of findings of this research there are some areas needed further improvements:

1. There is great need to make aware the parents about the importance of their participation in child's educational achievement, raise awareness about the relation between school and community. Secondly repeated contacts and meetings with the SMC members, conduct of seminars, workshops can play a vital role for the development of community participation in education.
2. Community members should invite in co-curricular activities like Parents day, cleanliness week, and prize distribution ceremony, national and Islamic events.
3. There should be career counseling center in school where counseling of students should be conducted and parents and community members should also be inviting.
4. Through community involvement it can be possible to make more and more registration of children in the school, the other effective source is media both print and electronic media through which community can be motivated to participate in education.
5. SMCs, schools and teachers should play their practical role in fact it is a good forum where community can share and discuss all the educational related issues and contemporary trends and demands.

6. Parents should encourage teachers and school administration on their good performance.

7. Community should participate to support the schools in fulfillment of shortage of teachers, and provide better residence to the non-local teachers, by which good teachers will attract and quality of education can be improve.

8. Schools should invite our national heroes and well reputed personalities in our institutions. Students will meet with them and listen them about their life stories about their success which motivate the student for further learning.

9. Government should allocate fund regarding the more and more community and parents motivation.

References

- Bray, M. (1996). *De-regionalization of Education: Community Financing*. Washington, DC: The World Bank.
- Billups, J. O. (1990). Toward social development as an organizing concept for social work and related social professions and movements. *Social Development Issues*, 12(3), 14-26.
- Bolan, R. (1991). The state and social development in Poland: Responding to new realities. *Social Development Issues*, 14(1), 37-55.
- Bargal, D. (1981). Social values in social work: A developmental model. *Journal of Sociology and Social Welfare*, 8(1), 45-61.
- Campfens, H. (1990). Issues in organizing impoverished women in Latin America. *Social Development Issues*, 13(1), 20-43.
- Campfens, H. Ed. (2007). *Community Development around the World: Practice, Theory, Research, Training*. University of Toronto Press. Toronto, Buffalo, and London.
- Colletta, N. J. and Perkins, G. (1995). *Participation in Education*. Environment Department Papers. Paper No.001. Participation Series. Washington, DC: The World Bank.
- Cariño, I. D. and Valisno, M. D. (1994). The Parent Learning Support System (PLSS): School and Community Collaboration for Raising Pupil Achievement in Philippines. In *Partnerships and Participation in Basic Education*. Edited by Sheldon Shaeffer. Paris: UNESCO, International Institute for Educational Planning.
- DHAC (Department of Health and Aged Care) & GISCA (National Key Centre for Social Applications of Geographic Information Systems) 2001. *Measuring remoteness: Accessibility/Remoteness Index of Australia (ARIA)*. Occasional Papers: New Series No. 14. Canberra: DHAC.
- Estes R.J. (1994). *EDUCATION FOR SOCIAL DEVELOPMENT: CURRICULAR ISSUES AND MODELS*. Reprinted from *Social Development Issues* 16(3):68-90, University of Pennsylvania
- Estes, R. J. (1988). International experiences of American social work educators. *Journal of International and Comparative Social Welfare*, 4(2), 1-17.
- Estes, R. J. (1990). Development under different political and economic systems. *Social Development Issues*, 13(1), 5-19.
- Estes, R. J. (1992). *internationalizing social work education: A guide to resources for a new century*. Philadelphia: University of Pennsylvania School of Social Work.
- Estes, R. J. (1993a). Group work in international perspective. In D. Fike & B. Rittner (Eds.), *Working from strengths: The essence of group work* (pp. 122-147). Miami: Barry University Center for Group Work Studies.

- Estes, R. J. (1993b). Toward sustainable development: From theory to praxis. *Social Development Issues*, 15(3), 1-29.
- Epstein, J. L. (1995). School/Family/Community Partnerships: Caring for the Children We Share. *The Phi Delta Kappan*. v.76 (May 1995). pp.701-712.
- Greene.MC Reflections on Post Modernism and education. *Educational Policy*
[http://www.sociology.guide.com/education/education and social change](http://www.sociology.guide.com/education/education%20and%20social%20change)
- Goldring, E. B. (1994). Community and Parents' Participation in Curriculum Decisions. *The International Encyclopedia of Education*. 2nd ed. Volume 2. By Husén, T. and Neville, T. Eds. New York: Elsevier Science Ltd.
- Govt. of Pakistan (2003). Education Sector Reforms: Action Plan 2001-2005. Islamabad, Ministry of Education.
- Govt. of Pakistan (1998). National Education Policy 1998-2010. Islamabad, Ministry of Education.
- Govt. of Pakistan (2003). National Plan of Action on Education for All (2001-2015). Islamabad, Ministry of Education.
- Govt. of Pakistan (2004). The Development of Education: National Report of Pakistan. Islamabad, Ministry of Education.
- Govt. of Pakistan (2005). National Education Censuses. Islamabad, Ministry of Education.
- Govt. of Pakistan (2009). National Education Policy. Islamabad, Ministry of Education.
- Govt. of Punjab (2002). Progress Report CPP. Lahore, Department of Education.
- Govt. of Punjab (2001). Project Up-Gradation of Schools Through Community Public Partnership. Lahore, Department of Education.
- Govt. of Punjab (2004). Punjab Education Statistics. Lahore, Department of Education.
- Garrett, H. E. (1997). *Statistics in Psychology and Research in Education*, 6th ed. Lahore. Pakistan. Combine Printers Pvt. Ltd P.263.
- Gay, L.R. (2000). *Educational Research: Competencies For Analysis and Application*. 5th ed. Rawalpindi, S.T. Printers
- Hansen. A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement. Research and Development, Educational Testing Service, Princeton, NJ 08541, USA
- Nisar-Ul-Haq, (2011). A study of the effectiveness of public private partnership in school education in Punjab. International Islamic University Islamabad.
- Heneveld, W. & Craig, H. (1996). *Schools Count: World Bank Project Designs and the Quality of Primary Education in Sub-Saharan Africa*. Washington, DC. The World Bank.
- Jonhson, H.G. (1964), "Towards a generalized capital accumulation approach to economic development, "in *Economics of Education*, edited by Mark Blaug (1971), Penguin Books Ltd. England.
- Meinert, R., & Kohn, J. (1987). Toward operationalization of social development concepts. *Social Development Issues*, 10(3), 4-18.
- Marshall, A. (1961). *Principles of Economics* (9th Ed. Variorum, 2 vols.), with annotations by C. W. Guillebaud. London: MacMillan.
- McDonough, M. H. & Christopher W. W. (1998). *Toward School and Community Collaboration in School Forestry. Lessons Learned from Thai Experiences*. Michigan State University, USA.
- Nayak, R. K., & Siddiqui, H. Y. (Eds.)(1989). *Social work and social development*. New Delhi, India: Gitanjali Publishing House
- Roekel .D. V.(2008). Parent, Family, Community Involvement in Education, NEA Education Policy and Practice Department | Center for Great Public Schools |1201 16th St., NW, Washington, D.C. 20036 p.1

- OECD (1997). *Parents as Partners in Schooling*. Paris: OECD, Center for Educational Research and Innovation.
- Oxford University Press. United Nations Economic and Social Commission for Asia and the Pacific. (1992a). *Proceedings of the fourth Asian and Pacific ministerial conference on welfare and social development(ST/ESCAP/1070)*. Bangkok.
- Patil. Namita P. (2012). *Role Of Education In Social Change*. International Educational E-Journal, {Quarterly}, ISSN 2277-2456, Volume-I, Issue-II, Jan-Feb-Mar2012.
- Patil. *Role Of Education In Social Change*. International Educational E-Journal, {Quarterly}, ISSN 2277-2456, Volume-I, Issue-II, Jan-Feb-Mar2012 Ismailsaheb Mulla Law college, Satara, Maharashtra, India.
- Paiva, J. F. X. (1977, June). *A conception of social development*. Social Service Review, pp. 327-336.
- Psacharopoulos, George and Mauren Woodhall, ,(1991), *Education For Development An Analysis For Investment Choices A World Bank Publication*, Oxford University Press
- Schultz, W.T., 1981, *Investing In People The Economics Of Population Quality*, Hindustan Publishing Corporation(India)Delhi
- Ram Ahuja (2005). *Society in India concepts, Theories and Recent Trends*. New Delhi: p.215
- Ram Ahuja (2005). *Social Problems in India* New Delhi. p.1-26
- Roedel. *Parent, Family, Community Involvement in Education*. NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036
- Sanders, D. S. (Ed.). (1982). *the developmental perspective in social work*. Honolulu: University of Hawaii School of Social Work.
- Sanders, D. S., & Matsuoka, J. K. (1989). *Peace and development: An interdisciplinary perspective*. Honolulu: University of Hawaii School of Social Work.
- Sanders, D. S., & Pedersen, P. (Eds.). (1984). *Education for international social welfare*. Honolulu: University of Hawaii School of Social Work. *Social professions and movements*. Social Development Issues, 12(3), 14-26.
- Shut & Razzouk, *A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement*. Department of Educational Psychology and Learning Systems, Florida State University, Tallahassee, FL 32306, USA
- Shaeffer, S. (Ed.) (1992). *Collaborating for Educational Change the Role of Teachers, Parents and the Community in School Improvement*. Paris: UNESCO, International Institute for Educational Planning.
- Shaeffer, S. (Ed.) (1994). *Participation for educational change: a synthesis of experience* Paris: UNESCO: International Institute for Educational Planning
- Stevens, Philip and Weale, Martin,(2003), "Education and Economic Growth". National Institute of Economic and Social Research, 2, Dean Trench Street, London SW1P 3HE
- The World Bank (1993). *Islamic Republic of Pakistan Baluchistan Primary Education Program: Staff Appraisal Report*. Washington, DC. The World Bank
- The World Bank (1995a). *The Gambia: Why Gambian Households Under invest in Education of Girls*. Washington, DC. The World Bank.
- The World Bank (1997). *Primary Education in India*. Development in Practice Series. Washington, DC. The World Bank.
- The World Bank (1999). *Community Participation in Education*. Washington, DC. The World Bank.
- Tilak, B G Jandhyala, (1994), *Education for Development in Asia*, Sage Publication, New Delhi

- Underwood. A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement, Intelligent Automation, Inc., Rockville, MD 20855, USA
- United Nations. (1990a). the fourth United Nations development decade [Resolution 45/199 of December 1990]. New York.
- United Nations. (1990b). The Paris declaration and programme of action for the least developed countries for the 1990s [Resolution 45/206 of 21 December 1990]. New York.
- United Nations Center for Human Rights. (1992). Teaching and learning about human rights [HR/PUB/92/1]. New York.
- United States Department of Health and Human Services. (1994). Social security programs throughout the world, 1993. Washington, DC: Social Security Administration.
- United Nations Development Programme. (1993). Human development report, 1993. New York: Oxford University Press.
- United Nations Development Programme. (1994). Human development report, 1994. New York:
- United Nations Economic and Social Commission for Asia and the Pacific. (1992b). a social development strategy for Asia and the Pacific: Toward the year 2000 and beyond (ST/ESCAP/1170). Bangkok.
- UNESCO (2005). Links Between the Global Initiatives in Education, Education for Sustainable Development in Action. Technical Paper N 1.
- WCEFA (1990). World Conference on Education for All. WCEFA Framework for Action. New York: WCEFA Inter-Agency Commission.
- Williams, J. H. (1994). The Role of the Community in Education. The Forum For Advancing Basic Education and Literacy, Volume 3, Issue 4, September 1994. Cambridge. Harvard Institute for International Development.
- World Bank. (1990). World development report, 1990: Global poverty. New York: Oxford University Press.
- Zenter, H. (1964). The State and the Community. *Sociology and Social Research*. 48: 420. pp. 414-427.

Web References

- https://www.google.com.pk/search?hl=en-PK&as_q=education+and+economic+well+being&as_epq=&as_oq=&as_eq=&as_nlo=&as_nhi=&lr=lang_en&cr=&as_qdr=all&as_sitesearch=&as_occt=any&saf
- http://en.wikipedia.org/wiki/Socio-economic_development
- <http://www.education.uwa.edu.au/students/research/sample-proposalsmethodologies/definition-participation.html>
- [https://www.google.com.pk/#q=Collins+English+Dictionary+5th+Edition+\(2000\).+](https://www.google.com.pk/#q=Collins+English+Dictionary+5th+Edition+(2000).+)
- http://scholar.google.com.pk/scholar?q=Arpita+Bhattacharjee%3BEducation+and+Economic+Well+being++A+study+of+inter+linkages&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ei=tXgmU4WLA4SJ0AWH4oH4Dw&ved=0CCMQgQMwAA
- <http://www.tandfonline.com/loi/tied20>
- <http://www.ed.gov/about/offices/list/ovae/pi/cclo/index.html>