Impact of School Management Councils on Teachers Community Relationship: An Analytical Study

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ARTICLE DETAILS

ABSTRACT

The main objective of the study was to analytically evaluate the working of School Management Councils in relation to teachers/parents’ association with the results and outcomes of students at school level. This research work was carried out in the frame work of descriptive type of research planning, for which data was collected by means of conducting a survey, from the selected group of population in the targeted area. All the secondary schools of district Jhelum, Punjab Pakistan were constituted the population of the research study. A set of Questionnaires was developed and used to collect data, from the heads, teachers of schools and community representatives. The validity of these questionnaires was checked by pilot testing in two schools (not included in the sample). This study would be useful to improve the current situation in educational and social fields. The SMCs can be utilized for building a bridge between the schools and the local community to improve the standard of education. As the SMC is based on grass root approach to improve rate of literacy, through the involvement of students, teachers, heads and community representatives. After analytical analysis of the collected data, the study highlighted that SMC can positively influence the educational system, the study also indicated that the respondent equally agreed and disagreed with the statement that the workings of School Management Councils (SMCs) help to bring the students in school and also assisted the school authorities to produce good results. In this way the functioning of these school councils may become effective to decrease dropout ratio and increase the number of students in these schools, and to solve many administrative and academic problems at local level. The outcomes of this research work suggested that the role of SMCs may be more elaborated that they can work independently for the betterment of students in general and specially for the community.

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1. Introduction

Education is a lifelong process of a human being. This process formally starts when a child gets admission in a school. According to Guinness Encyclopedia; “The process of education always opens a new window of learning for each generation and also make them able to challenge the established facts about knowledge, skills and values of the previous group”. (1987, p. 624). Pakistan has inherited a British colonized system of education which is centralized one having all authorities lying with government by head of institution without any involvement of community. As Rondinelli and his colleagues described that the rapid growth and development of education sector at world level stressed the volume of administrations to uphold the level of quality. (1999). In addition, maximum number of developing countries were fronting the huge monetary issues due to declining market trends of export, crises of fuel and energy and lack of interest of foreign investors in the local market. These all awaken the administration to find some feasible way out to make use of available resources in an effective way. Moreover, people of the local communities become frustrated and asking questions why central authorities have control of the matters which are directly linked with them and locally can be resolved. These and other problems of the same nature bring people group together to demand the decentralization of administration and management programs in most part of the world.

Keeping in view the present education system of Pakistan, the government has realized the immediate need of reforms in the different fields of education through devolution plan. Under devolution plan the public representatives as well as local community were assigned a specific role to contribute for the cause of education. Educationists are agreed on this point that the education sector cannot improve until or unless parents and community are involved in the school administrative and financial affairs.

School Management Committees which were later on renamed as School Management councils (SMCs) were assigned the role to apply themselves in better implementation of the school activities in higher secondary school level. Various studies reveal that the working of SMC in the majority of the schools of Punjab worked up to the marks. The working of these schools proved better than other schools, keeping in view the importance of the SMC and their productive role in education and particularly in high schools the purposed study has been designed to see effectiveness of the SMCs. The main objective of this committee is to ensure the participation of the local people for the purchase of equipment of school and to facilitate the school administration in school affairs.

The SMCs are responsible for
- Repair and decoration of school buildings
- Providing teaching aids
- Purchase of furniture for teachers and students

The school management councils are supposed to provide an authority to education officers and teachers so that they can utilize all the resources in maximum level for the betterment and development of education system.

A teacher is always interested to take along the parents and other stakeholders to their school and at workplace (classroom) to discuss and coordinate the issues related to teaching/learning process so that the relationship of these two vital groups make the education system more effective and efficient. Teacher as a motivational and social leader has an important place in the society, because this is the teacher who has role of spine and backbone of the society and therefore the whole education system
relies upon him. Research Studies in this field of education discovered that the relationship among teacher, students and community have great impact on students’ behavioral development, academic results and outcomes of the education system. In this way when students experienced a positive relationship among different segment of society, community and their teachers they become more confident and open to learn.

Student as a child start learning in a multifaced system of education, in which he come a across with parents, family, peers, school & class fellows, teachers and other people in the school and community. This is therefore many researchers and social scientists of the field of education as Bronfenbrenner, 1994 and Epstein 2011 agreed and supported that when there is a chance of overlapping of spheres of inspiration, encouragement and caring from and of the family, school and community students learning chances are brighter than before. This and other theories of the same phenomena have been reinforced from the last two decades of research (Galindo & Sheldon, 2011; Henderson & Mapp, 2002; Sanders & Sheldon, 2009) that both qualitative and quantitative effect the students learning through the influence of family, teachers and community relationships.

The committee consists of teachers, parents and elected representatives of the locality to cooperate with the government and provide resources for education so that education should be made free for all. Efforts should be made for the success of education in a spirit to strengthen the educational process only and not to criticize it.

Every School Management Council (S M C) consist of these members
- Head of institution Chairperson
- 2nd Headmaster Secretary
- Teachers Member.
- Students Studying in the same institution. (any three)
- Locals Three public representative of that locality.

The plan of this research study was to examine the process and practices of these school management councils at high school level. The objectives of the study were to evaluate the operational process of SMCs in Government High School, to analyze the relationship between teachers and parents to produce better results and to suggest measures for further improvement of the SMCs.

2. Methodology

A descriptive research design was adopted for the execution of this research study. For collection of data a survey was conducted to collect information from the set of respondents of district Jhelum. The following procedural steps were taken to execute the research study.

2.1 Population: All secondary schools of district Jhelum
- Heads of Secondary Schools 97
- Teacher teaching at Secondary School level 1465
- Community representatives 291

2.2 Sample

A convenient random sample was drawn with equal participation of boys and girls. The detail is given as under:

- 16 Government Secondary School of target area.
• 16 heads of Secondary School
• 48 teachers teaching in secondary classes of Secondary Schools
• 48 community representing being the members of SMCs

Following tools were used to collect data. (Set of questionnaires for:)

• Heads of Schools
• Secondary School Teachers (SSTs).
• Community Representatives (Parents, SMC’s members)

2.3 Preparation of Questionnaire

Three Questionnaires were prepared consisting of 10 items each in questionnaire to collect data from the head teachers, teacher teaching in secondary classes and community representatives in the school locality.

2.4 Collection of Data

Questionnaires were sent to sample selected secondary school heads, teachers teaching in secondary classes and community representatives of the SMCs of sample schools in the district Jhelum the validity of these questionnaires were checked by pilot testing in two schools (not included in the sample).

The questionnaires consisted of 10 items with a 5-point scale accompanied by an explanatory letter to each respondent. The questionnaires were sent through experiences and qualified teachers who were initially briefed about how to administer the survey. The questionnaires were sent and collected through experiences and professionally qualified head, teachers and community representatives.

2.5 Analysis and Interpretation of the Data

The data was tabulated and presented in tabular form by applying percentage formula for its analysis.

According to Gay, L.R. (2012, p.499)

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\text{Percentage (\%) = \frac{\text{No of responses}}{\text{Total No. of response}} \times 100}
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3. Results

In the light of the results calculated, findings of this study, conclusions were drawn and recommendations were made to evaluate and analyze the working of SMC with respect to relationship between teachers & community of the schools of the district Jhelum. It showed that the respondent equally agreed and disagreed with the statement that the working of School Management Councils have increase the population of School through the enrollment of new students. It indicated that majority of the respondent (62%) disagreed and 38% agreed student dropout in secondary school level decreased as a result of this council. It revealed the respondents (56%) agreed, 31% disagreed and 13% uncertain with the statement, i.e. presence of teacher has been improved. Council. It showed majority of respondents (75%) agreed, 19% disagreed with the statement, i.e. with the help of SMCs the physical facilities are being used properly now. Council. It showed majority of respondents (75%) agreed and 12% disagreed that with statement, i.e. the help of SMCs the illegal use of school building being avoided now. It showed majority of respondents (81%) agreed and 13% disagreed that with the help of SMCs good relations are developing between government and non-government institutions. It showed
majority of respondents (63%) agreed and 25% disagreed with contribution of SMCs for fulfilling the school requirement at local level. It showed majority of respondents (63%) agreed and 31% disagreed with the statement, i.e. community has been motivated by council to send their children to school happily. It showed majority of respondents (44%) disagreed, 37% agreed and 19% uncertain with the statement, i.e. with SMCs the compulsory education act has been implemented now.

It showed majority of respondents (88%) agreed, 12% uncertain with the statement, i.e. functions and meeting held according to the annual calendar now. It showed that (89%) respondents agreed, 11% disagreed and no one uncertain with the statement, i.e. SMC facilitates in developing heathy relationship between teachers and parents. It showed majority of respondents (67%) agreed, 14% disagreed and 19% uncertain with the statement, i.e. the SMCs are contributing in co-curricular and extracurricular activities. It showed majority of respondents (77%) agreed, 13% disagreed and 10% uncertain with the, i.e. statement that the SMCs are using the local resources for the financial requirements. It showed majority of respondents (75%) agreed, 6% disagreed and 19% uncertain with the statement, i.e. the SMCs are regularizing the function to be held for prize distribution. It showed majority of respondents (92%) agreed, 6% disagreed and 2% uncertain with the statement i.e. the working of SMCs enhance the using local resources for the development of school projects. It showed majority of respondents (92%) agreed, 4% disagreed and 4% uncertain with the statement, i.e. contribution of SMCs for the implementation of approved project.

4. Conclusions
On the basis of the previous section of the study (findings) the given below results are captured and concluded in this section; SMCs have contributed in the increase of the strength of students and also decrease the dropout. The presence of teacher has not been improved significantly. Majority of school facilities are being used properly now. The illegal use of school building being avoided now. Good relations are developing between government (teachers) and non-government personal (Community members). SMCs are fulfilling the school requirement at local level. Community has been motivated by council to send their children to school happily now.

On the basis of the conclusion drawn from the last section of conclusion a few commendations are suggested here. It is suggested that the School Management Councils may have the authority to tackle the problem of students’ strength by increasing the involvement of the local community. It is recommended that the SMCs may be given training to motivate the community to decrease the student dropout from school. It is recommended that the head of the institution and teacher may coordinate with the Local community for the compulsory act of education This is also suggested that the operational procedure may be more flexible and independent to effectively share the task of education at local level.

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