

EXPLORING THE ROLE OF SCHOOL COUNCIL IN PROMOTING ELEMENTARY EDUCATION IN PUNJAB-PAKISTAN.

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ABSTRACT- *The objective of this research paper was to explore the role of school council in developing Elementary Schools in Punjab province of Pakistan. This research is descriptive in nature and survey method was used for data collection. Data was collected through a structured questionnaire named, "School Management Survey Inventory (SMSI)". Data were collected from the members of school council (Head Teachers, Teachers, Parents, and Community Members). The questionnaires were distributed among 238 respondents. The data were analysed by using Statistical Package for Social Sciences (SPSS). It was concluded that school council members were actively participated in meetings and majority of them were dissatisfied with the dealings of Head teachers. They were also dissatisfied over fund allocation in schools. During survey, the School council members recognized that they were failed to play an effective role in school development. Thus, we conclude that School Council did not perform according to their mandate.*

Keywords: *School Management Committee, Teaching Qualit Community members.*

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1. INTRODUCTION

Every Government want to transform educational system to improve the quality of education. One of the strategy is to form school management committee consisted of school heads, teachers, parents and community leaders. This committee is assigned the task of taking decision about the working of schools, teaching practices and provision of required facilities. (Tessier et al., 2005). School Management Committee sometimes seen as a manifestation of efforts to create a market among schools in systems of public education. School management committee is often contentious in the early stages of adoption, but it invariably gains acceptance after a period of time to the point that few stakeholders seek a return to a more centralized approach in school operations (Durrant et al., 2003). The objective of this Committee is to build capacity to support different segments of schools. For teachers, this has taken the form of professional development that deals with such topics as needs assessment, curriculum design, research-based pedagogy, and continuous monitoring (Arif & Rafi, 2007). For principals and other leaders it helps strategic planning, human resource management, policy making, planning, resource allocation, community building, and boundary spanning between schools and other organizations in the private and public sectors that can support the working of schools (Naz et al., 2012).

As per (Faraone & Khan, 2006) School Management Committee (SMC) helps the school in, surveying the school advance through parents meetings, correspondence between the school and guardians, supporting the school's different exercises and activities for example sorting out get-togethers for the understudies and so forth. Guardians are urged to include in the social and enthusiastic improvement of their kids. The point is to connect with guardians as basic accomplices who effectively add to the compelling working of the school.

1.1 Objectives of study:

The objectives of study are outline below: -

- To examine the impact of School Management Committee (SMC) on the implementation of education in elementary schools
- To examine the role of School Management Committees in improving quality of teaching and learning.

2. LITERATURE REVIEW

Khuwaja, Selwyn, & Shah, (2005). As shown in Handbook for School Council: A school council is a legitimately constituted body comprising guardians, instructors, students leaders, etc (where pertinent) from the nearby school group who, while speaking to the premiums of all understudies, cooperate with the end goal of upgrading the nature of educating and learning and enhancing the levels of understudy accomplishment in their school" (Wiesenberg & Stacey, 2006).

There is no single meaning of school council. A school council extensively alludes to a school-based panel made out of the individuals like central, guardians, instructors and group members. Successful school council structures, including the entire school, can offer handsome benefits to both the group and the individual (Consortium, 2009). They concentrate on understudies learning and improve their accomplishments. They look for dynamic and important parent-group linkages. They give clear comprehension of parts, obligations and basic leadership to their individuals with common trust and regard for each other (Snipes, Doolittle, & Herlihy, 2002).

Punjab Government established school councils under Punjab Education Sector Reform. As indicated by School Council Policy (2007), the individuals from school council comprise of least 7 and maximum 15 members including parents/gaurdians, educators, and general individuals (Andrabi, Das, Khwaja, Vishwanath, & Zajonc, 2007).

The objectives of SMCs are to secure the welfare of the kids, to understood guardians' significance in their youngsters training, to useful include guardians in their kids' schools, to diminish the drop-out rate of kids and educator's truants

(Sijtsma, 2009). To build up a solid connection amongst home and school, so guardians and educators may work together in the instruction of the kids (Dean, 2005). To improve a connection between the instructors and the overall population to work for the advancement of the physical, mental, social and profound training of the kids (Memon, 2007).

It was discovered that School Council has targets/obligations to address different basic approach issues i.e. (access and nature of training by embracing the different measures, for example, expanding the enrolment, diminishing dropout rate, expanding degree of consistency and endeavors are made to control educator's truancy (Snipes et al., 2002). Arrangement of physical offices at optional school and help in keeping up action base learning at foundation and so on. In any case, the discoveries show that School Council isn't performing its due role because of different reason. (Andrabi et al., 2007). Union Nazims who is the administrator could understand the problem because he has to visit twice in a year. Again they visit school, when result is declared (Killion & Ottem, 2002).

The Nazim of Union Council being Chairman of School Council chooses the name of School Council Members after having their interviews. At the point when individuals concur the District Education Officer tells the names of these School Council Members (Weeks et al., 2008). Generally the time of School Council participation is 2 years which begins after the notice by concerned District Officer (Shamim, 2008). It is fundamental for all school individuals to go to the meeting, if a school council part does not go to 3 meeting ceaselessly, the enrollment is crossed out (Sanda et al., 2008).

School council are presently ready to make proposals to their principals and school boards² on any issue. Principals and school sheets, thusly, must counsel with school councils on an assortment of issues that influence understudy learning. They should likewise consider suggestions made by school councils and report back to the councils on how they intend to follow up on their recommendation (Faraone & Khan, 2006).

3. RESEARCH METHODOLOGY

The research at hand was descriptive in nature and survey research design was used for data collection. Data were collected with help of one questionnaire named, School Management Survey Inventory (SMSI). Primary data was collected from the members of school council (Head Teachers, Teachers, Parents, and Community Members). The questionnaire was personally filled by the researcher where it was difficult for the respondents to give their response. The population of this study was comprised of all the government sectors schools (Boys & Girls) of District Vehari, Pakistan. Targeting the 141 elementary schools in the said District. In which 66 are govt. girls' schools and 75 are boys' elementary schools and 3 schools are combining. In this study Sample of 10% elementary schools will be selected through stratified random sampling in the District Vehari. Therefore, selected sample of schools was composed of 14 schools out of which 6 schools were female and 8 were male schools. There were about 17 school council members in each school and actual sample of the study was therefore comprised of 238 respondents. There were about 111 female participants and 127 were male. The value of Cronbach alpha was 0.850, which shows high level of reliability of the scale (questionnaire). Thereafter, data was analyzed. Statistical package for social sciences was used for analysis of data and to find out the frequencies, Percentage and Mean score value. The result of Regression was tested on the basis of statistically significance level of 0.05.

4. DATA ANALYSIS

The tables given below describe the classification of respondents according to their gender. It was found there were 127 male and 111 female respondents in the research.

Table 1: Summary of gender wise classification

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	127	53	53	53
FEMALE	111	47	47	100.0
Total	238	100.0	100.0	

According to the below data the classification of respondents according to their age was described. It was found that respondents with age level 20 to 30 years were 81, while with age level 31 to 40 were 142 and. On the other hand, respondents with age level 41 and above were 15. So it can be observed that majority of respondents were belonged to age level 31 to 40 years i.e. about 60% of the sample.

Table 2 Age wise classification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
20 to 30 years	81	34.2	34.2	34.2
31 to 40 years	142	59.6	59.6	93.8
41 and above	15	6.2	6.2	100.0
Total	238	100.0	100.0	

The result shows that 40 head teachers were included in the research whereas 56 parents' members were included in the research. There were 48 teachers, and 84 community members were the part of research.

Table 3: Summary of heads and teachers' frequencies

	Freq.	Perce nt	Valid Percent	Cumulative Percent	
Heads	40	17	17	17	
Parent members	56	25	25	42	
Teachers	48	21	21	63	
Community members	84	37	37	100	
Total	238	100.0	100.0		

The above data indicates that the no of respondents taken from rural and urban areas. It was found that there were 158 students taken from rural areas and 80 students were taken from urban areas.

Table 4: Classification of respondents according to location

	Frequency	Percent	Valid Percent	Cumulative Percent
Rural	158	50.0	50.0	50.0
Urban	80	50.0	50.0	100.0
Total	238	100.0	100.0	

The data in the table reflects that there were five factors of the scale of SMSI. This scale was self-pilot tested by the researcher upon 100 school council members other than the actual sample of the study. Cronbach values were determined for the reliability of the scale. It was found that the factor Funds disbursement got .764 value while Admin role in school council got .798 whereas Role of SMC got .784 and School development got .874 value. Similarly, the value for Functions of SMC was .847. The overall scale value was .836. the value above .8 is satisfactory (Tavakol & Dennick, 2011). Upon the suggestion given by peers and supervisor, 3 items were

omitted from the final draft of the school management survey inventory (SMSI). Therefore, final version of school management survey inventory (SMSI) was comprised 26 items. Much focus was also given to improve grammatical mistakes present in the final draft of the scale.

Table 5 Factor Distribution of school management survey inventory

Sr#	Name of factors	Item serial #	Cronbach alpha
1	Funds disbursement	3,7,21,24	.764
2	Admin role in school council	4,8	.798
3	Role of SMC	1,2,5,6,9,10,15,16,26	.784
4	School development	11,12,13,14,20	.874
5	Functions of SMC	17,18,19,22,23,25	.847
Overall scale value of school 1 to 26 management survey inventory			.836

5. CONCLUSIONS

This study is descriptive in nature and survey research method was used for data collection. Data were collected with help of one questionnaire named, School Management Survey Inventory (SMSI). Primary data was collected from the members of school council (Head Teachers, Teachers, Parents, and Community Members). Researchers introduced the SMSI to the respondents/Participants personally and briefly guide to them how to give response to inventory. There were about 17 school council members in each school and actual sample of the study was therefore comprised of 238 respondents. There were about 111 female participants and 127 were male. Data were collected with help of School Management Survey Inventory (SMSI). This inventory measures the perception of SMC members about the usefulness for school development. School council members accepted that they failed to do an excellent job for school promotion. School council members were agreed that co-signatory was easily available to them in time. School council members were dissatisfied with head teachers disbursement of funds according to

action plan. School council members were agreed to that they always reported to assistant education officer or Monitoring and Evaluation Assistant for the perpetual/continuous absent teacher. Majority of school council members were agreed to that they never strive for increasing students' enrollment. .

6. RECOMMENDATIONS

We would like to make the following recommendations: -

1. School council members should fully participate in the efforts of resolving all problems.
2. Head teachers' role should be leading in the all affairs of school council particularly community mobilizing.
3. The audit of funds should be conducted regularly so that there should be no embezzlement in school funds usage.
4. Strick action should be taken against those head teachers whose funds disbursement is not found proper.
5. There should be regular meetings of the Council and every member must attend the it regularly. Meetings should be decisive and effective.
6. Tasks should also be assigned to every individual school council member so those divisions of work can become an easy the tasks.
7. Trainings of school council members should be carry out regularly so that all deficiencies in school council members should be removed.
8. Each and every school council member should be community mobilizer about the enrollment of students. Their function should be preventive against the dropout of students.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried out in collaboration between two authors.

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