



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

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### 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). 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.

Education is a multi-faced picture of society, in which many shades of life can be seen. The most important segment of society is the student. They need sense of relationship especially at early age through their parents, family and teachers. The concept of teachers and community relationship always supportive and provides sense of secure and safer environment. Students need a sense of physical and psychological safety for learning to occur, since fear and anxiety undermine cognitive capacity and short circuit the learning process. A research study conducted by Gonzalez, T. (2015), explained that effective and lively relationship between teachers and community significantly make the outcomes of teaching learning process efficient. Students can take bold steps to go advance in their academic and professional life afterwards due to strong relationship of their teachers and parents. (Osher et al., 2018).

The benefits of school managements’ council and teacher parent relationships bring a positive development of behaviour during Social Emotional Learning (SEL) skills. This also serve as an intrusion on skills, attitudes, behavior, and academic performance of students (Taylor, Oberle, Durlak, & Weissberg, 2017). 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 S M C and their productive role in education and particularly in high schools the purposed study has been designed to see effectiveness of the S M Cs. 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. (Noguera, et al., 2017).

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 belief system of students brings them at higher levels of risk for weak results with poor upshots children from deprived families, humble background and all with learning difficulties were more harmed by negative teacher parents' relationship and much more benefited if these relationships are positive. (Roorda, Koomen, Spilt, & Oort, 2011). According to Fiore, (2016) the role of school, parents and school management councils have great importance in the education system to cater the needs of students through the collaborative efforts of all he mentioned, are the following:

- The school authorities get great support from community members to run the affairs.
- School management Councils can provide an environment with which the culture, customs, traditions, values and heritage of the population will be safeguarded with natural flow of required education.
- The requirements of the contemporary society can be met with the help of school management councils.
- The school management councils have the potential to extend their support for the overall improvement of school regarding building, playground and co-curricular activities.
- In the response of school management support and efforts, the school can give in return the best services of education by working together for the behavioral development and preparing more promising students for the future.

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.



to administer the survey.

### 2.5 Analysis 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);

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

### 3. Results

To analyze the relationship of teachers and community members, though the working of school management councils, the following statements were presented to the sample population of the study and feedback are given in table 1 and 2. The data items of table 1 revealed that the relationship of teachers and community through school management councils played an important role in the development of students' future. 89% of the respondents were agreed that discipline may be maintained through the code of relationship between teachers and community and this regard 11% were found disagreed. 70% of the respondents were agreed that welfare of teachers' community may safeguarded through this relationship, whereas 30% were not agreed with this statement. According to the results about effective planning of activities in schools, 98% were agreed and only 2% were found disagreed.

The statement about improving the monitoring system of school about students' progress indicated that 94% respondents were agreed and 6% were disagreed. Results of this table about development of effective system of communication highlighted that 99% respondents were agreed that these ties of relationships show good way of communication between school authorities and community members. The process of decision making has 91% respondents in the favor that relationship of teachers and community help a lot to make sound decision in school with the help of school management council. As far as the security and safety of schools concern the results of the statement indicated that 100% were agreed that due healthy relations between school administration and community, the school remained secure from any unwanted situation.

The data analysis of table 2 expressed that the use of school resources for local community also beefed up the relationships in general among students, teachers, and specifically to community members. The statement about the use of classroom after school closing indicated that 86% agreed and 14% disagreed. As far as the use of library books was asked it has equal results i.e. 48% in favor and 52% in the opposing side. The statement about the use of school hall for social and cultural events, indicated that 89% were agreed and 11% were found disagreed. 100% respondents were agreed to use the playground for local community to play and no one were found against this statement. The respondents show 100% agreement with the statement that school can be used for religious events for community and no one was found against this. Flower show and Fun fare can provide opportunity to local public to participate about this statement, 91% of the respondents were agreed and 9% were disagreed about this statement.

**Table 1: Effectiveness of SMCs**

Sr.#	Statement	Agree		Disagree	
		f	%	f	%
1	Maintaining discipline of students at school and home	100	89	12	11
2	Providing wellbeing of teachers	78	70	34	30
3	Effective Planning of activities in school	110	98	02	2
4	Improving the monitoring system of school for students' progress	105	94	07	6
5	Developing effective system of communication	111	99	01	01
6	Effective and efficient process of decision making	103	91	09	09
7	Help to safeguard the school safety and security	112	100	00	00

**Table 2: Use of School Resources**

Sr.#	Statement	Agree		Disagree	
		f	%	f	%
1	School Classrooms can be used by the community after closing hours or on holiday	96	86	16	14
2	Library books of school available students' parents for weekends	58	48	54	52
3	School halls can be used by the community for social/cultural events	100	89	12	11
4	Play grounds of School can be used by the community for local/evening games	112	100	00	00
5	School masque can be used by community during religious events	112	100	00	00
6	Flower show and Fun fare can provide opportunity to local public to participate	103	91	09	09

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 healthy 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.

The data analysis and conclusion of the study indicated that school management councils and teachers' relationships are important in the entire spectrum of education. The significant element of teachers and community relationship through school management councils is that it provides feedback to authorities as well as to the stakeholders of the school. It has been the hallmark of many research studies

that the highest results and outcomes of academic achievements related to the supportive and positive relationship between teachers and community. (Oakes et al., 2017). Other phenomena also to be noted that the matter related to students can be solved easily and well in time in the environment school and community. The use of school resources can be shared and safeguard jointly at local level. These relationships also provide an opportunity to make sure that best possible use of public money along with collected funds from students which is called non salary budget (NSB) may carried out.

#### **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.

As Agabi and Okorie (2005) explained that classrooms and halls of secondary school can be used for different educational, social and training purposes make the relationship strong between school and community and make best use of available resources. These results of this study can be concluded that the relationship between teachers and school management councils has important role to play for smooth and safe sailing of education endower in which students are our prime assets

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