IMPACT OF SCHOOL MANAGEMENT COMMITTEES ON SCHOOL MANAGEMENT AT ELEMENTARY LEVEL IN DISTRICT JHANG
(A CASE STUDY)

Rao Khalid Parvaiz, M. Imran Yousuf, Qaisara Parveen, Wajiha Kanwal, M. Tayyab,
Division of Continuing Education, Home Economics and Women Development, PMAS-Arid Agriculture University,
Rawalpindi, Pakistan.
raokhalid@uaar.edu.pk
(Presented at the 5th International. Multidisciplinary Conference, 29-31 Oct., at, ICBS, Lahore)

ABSTRACT: *The people sharing in planning and managing for improved learning opportunity are essential. To ensure the involvement of local community, the government of Pakistan experimentally launched an idea in 1994 by establishing School Management Committees (SMCs). This research highlighted the impact of School Management Committees on School Management at Elementary Level in district Jhang to predict the performance of such committees, given their levels of education, group dynamics, and complexity of decisions. The proposed study was descriptive in nature. The targeted sample of the study was all the male female DEOs/Dy.DEOs/AEOs of the district Jhang. After collecting data one data sheet was developed in excel work sheet and it was tabulated, analyzed and interpreted by using the statistical formula's frequency of the summed values, percentage, means and standard deviation of all values. In the light of the findings of the research study, it was concluded that School Management Committees (school councils) were working to solve the problems; further school council decisions were not being implement accordingly.*

INTRODUCTION:

School Management Committee (SMC) is an organization at school level used for community to contribute and organize their human being and physical assets for the growth of essential education at the local stage. This organization has potential to obtain management authority from the District Government that allows involvement, facilitation, mobilization and to encourage effectiveness of school education. These committees are supposed to add to identifying, predict, implementing and monitoring all learning activities and to increase the community's share of assets in charge allocation projects. The plan requirements in the [1] National Education Policy (1998-2010) point out that at the rural community level, the chairman of the School Management Committee, who will be a chosen person, will continuously evaluate educational progress in the locale of his field. Governments' key plan for create grassroots society sharing in the assistance of Government based necessary education has been via the formation of SMCs and the associations of teacher parents [2].

The Pakistani government took an initiative for the establishment of SMCs in 1994, similar patterns has also been followed as a School Councils (SC). Education system of province in the country broadcast this regulation to District Education Officers (DEOs) to set up school councils by way of as a minimum 09 members in every one schools of all area of Pakistan. In Punjab the SMCs consists of head teacher which usually be chairperson of school council and the others are Teacher Member, Parents Member and other stakeholders, significant figure of community, formers, community organization representatives, public organization officers, and armed forces retired persons from the society considered as a General Member. In order to strengthen the standard of education and to complete the development program school management committees were established under Social Action Program (SAP) Sep 22, 1994.

The idea was to ensure the participation of local community in school management. Now every primary, elementary and secondary school has SMC consisting on teachers and members of local community. "Leader of the institution has to direct and generate ability to work in his subordinate. The orders should be based on principles, ethic, and stability of institution and requirements of all stakeholders of the institution. The manager must be ensured the formation of techniques to coordination and strategies for achievement brilliance inspiring improvement and construct information and capability" [3](Besterfield 2003). To implementing the plans in education the School management has adopted procedure to make sure the collaboration, contributor, interfering and participation of others in the efficient attainment of lays main importance on communication of community both in and outside the tool. [4].

To perform the role in a society the education teaches a community member about his culture, molding his behavior according to the situation and trains him for future tasks. The Pakistan has also needed same describes structure of education for solidarity, harmony unitedness among community [5]. School is a place to promote cooperation and acceptance of students towards new challenges of the world as members of the school community. [6].

Society based associations, for example, School Management Committees (SMCs) and other Panchayati Raj Institutions (PRIS) have assumed a huge part in the nearby influence and working of schools in India. The as of late presented RTE Act has made the development of SMCs compulsory. Notwithstanding government archives and the topical paper, change in structure of Local legislation and society sharing in middle level learning in India [7].

OBJECTIVES OF THE STUDY

1. To study the performance and role of the School Management Committees.
2. To assess the need of School management committees for better management.

MATERIAL AND METHODS

The study comprised on the following population: The public sector boys and girls elementary Schools located in district Jhang. DEO's/Dy. DEO's/AEO's of district Jhang. Sampling Technique: All the AEOs/Dy.DEOs/DEOs of the district Jhang were considered as sample population of the study. Development of Research Instrument: For data collection questionnaire was used as a tool. The Questionnaires: In the wake of creating questionnaire on five point Likert scale, they were checked from a gathering of masters to make content legitimacy of the questionnaires. The items of questionnaires were arrangement with structure of school administration, foundation of SC (School Council), components influencing SC, obligations of School Committee, money related system of School Gathering, observing of School Council, academic environment of school and at the end of examination apparatus the respondents were given the chance to offer proposals to offer how to enhance School Committee and school administration. The filled in questionnaires were collected personally.

DATA ANALYSIS:

After collecting the information about the performance of SMCs from District School Management Officers data sheet was administered on excel work sheet and was tabulated, analyzed and interpreted by using such relevant statistical formula as frequency, percentage, mean and standard Deviation in the light of objectives of the study.

Table 1. Administration responses about purposes of School Councils

Items	Responses (% age)					MEAN	S.D.
	SA	A	UNC	DA	SDA		
SMCs Establishment a better step for the improvement of Education	80.6	8.3	5.6	5.6	0	1.3611	.83333
The purpose is to make some plans for the betterment of the school	77.8	16.7	5.6	0	0	1.2778	.56625
The SMCs are helpful for better management of the schools	61.1	19.4	11.1	8.3	0	1.6667	.98561

The item 1 in table 1 shows that 80.6% officers fully considered the establishment of SMCs as a better step for the improvement of education, whereas only 5.6% did not considered so. The item 2 shows that huge majority 77.8% officers were strongly agree and 16.7% also agreed with the statement the purpose of SMCs is to make some plans for the betterment of the school, the 5.6% neutral with the statement. The item 3 shows that the sufficient 61.1% officers were strongly agree and 19.4% also agreed with the statement the SMCs are helpful for better management of the schools, the 11.1% neutral and only 8.3% were disagree with the statement.

The item 1 in table 2 shows that the sufficient 61.1% officers were strongly agree and 25% also agreed with the statement the conditions of schools developed by SMCs, the 5.6% neutral and only 8.3% were disagree with the statement. The item 2 shows that the majority 61.1% officers were strongly agree and 27.8% also agreed with the statement the teacher attendance level has been increased after the establishment of

SMCs, the 2.8% neutral and other 8.3% are disagree with the statement.

The item 3 shows that huge majority 69.4% officers were strongly agree and 19.4% also agreed with the statement the admission ratio in the schools has the 2.8% neutral and other 5.6% are disagree with the statement.

Table 2. Administration responses about Impacts of School Councils

Items	Responses (% age)					MEAN	S.D.
	SA	A	UNC	DA	SDA		
Schools' conditions developed by SMCs	61.1	25.0	5.6	8.3	0	1.6111	.93435
Teachers' attendance level increased through SMCs.	61.1	27.8	2.8	8.3	0	1.5833	.90633
Admission ratio increased through SMCs.	69.4	19.4	5.6	5.6	0	1.4722	.84468
Dropout ratio decreased through SMCs.	75.0	16.7	2.8	5.6	0	1.3889	.80277
Teaching learning process improved	72.2	22.2	0	5.6	0	1.3889	.76636
school regulation improved	75.0	16.7	8.3	0	0	1.4167	.87423
educational performance increased	69.4	16.7	8.3	5.6	0	1.5000	.87831
The SMCs reduced the problems of management in the schools	69.4	25.0	5.6	0	0	1.3611	.59295

The item 4 shows that majority 75% officers were strongly agree and 16.7% also agreed with the statement the dropout ratio decrease through SMCs, the 2.8% neutral and other 5.6% are disagree with the statement. The item 5 shows that majority 72.2% officers were strongly agree and 22.2% also agreed with the statement teaching learning process has been improved by functioning of SMCs and only 5.6% are disagree with the statement. The item 6 shows that 75% officers showed their response in favor of the statement the school regulation had been improved by SMC and only 8.3% respondents did not considered such improvements by SMCs. The item 7 reveals that 69.4% officers were strongly agree and 16.7% also agree with the statement the educational performance of the schools have been increased , the 8.3% neutral and other 5.6% were disagree with the statement. So the majority of respondents were agreed that the educational performance of the school have been increased. The item 8 reveals that 69.4% officers were strongly agree and 25% also agree with the statement, "the SMCs reduce the problems of management in the schools" but the only 5.6% neutral with the statement.

Table 3. Administration responses about Internal Efficiency of School Councils

Items	Responses (% age)					MEAN	S.D.
	SA	A	UNC	DA	SDA		
Members participate in meetings	75.0	19.4	0	5.6	0	1.3611	.76168
Members cooperate in providing the financial resources	69.4	25.0	5.6	0	0	1.3611	.59295
members are involved in purchasing	63.9	30.6	5.6	0	0	1.4167	.60356
Members provide financial support	83.3	16.7	0	0	0	1.1667	.37796
Members complain about the behavior of the school administration	0	5.6	5.6	33.3	55.6	4.3889	.83761

The item 1 in table 3 reveals that 75% officers were strongly agree and 19.4% also agree with the statement the majority of the members of SMCs participate in meetings of SMCs and only 5.6% were disagree with the statement. The item 2 reveals that 69.4% officers were strongly agree and 25 % also agree with the statement that SMCs members of the schools cooperate in providing the financial resources to their relevant schools, but the 5.6% officers show neutral point of view. The item 3 reveals that majority 63.9% officers were strongly agree and 30.6 % also agree with the statement that SMCs members were involved in purchasing for school, but the only 5.6% officers showed neutral point of view. The item 4 reveals that total majority 83.3% officers were strongly agreed and 16.7 % also agree with the statement that SMCs members provide financial support to their relevant schools. The item 5 reveals that 55.6% officers were strongly disagree and 33.3% also disagree with the statement, " the members of SMCs complain about the irresponsible behavior of the school administration" the only 5.6% agree and other 5.6% are neutral with the statement.

Table 4. **Administration responses about Supervision of School Councils**

Items	Responses (% age)					MEAN	S.D.
	SA	A	UNC	DA	SDA		
You are always helpful for SMCs to implement the feasible plans	63.9	30.6	5.6	0	0	1.4167	.60356
You verify all the members of SMC proposed by the heads of relevant schools.	83.3	16.7	0	0	0	1.1667	.37796
You verify only those members, who are representatives of local community.	83.3	16.7	0	0	0	1.1667	.37796
You investigate the performance of the SMC	75.0	25.0	0	0	0	1.2500	.43916
You have observed comparatively better planning and management after making SMCs	80.6	19.4	0	0	0	1.1944	.40139
You have observed the better attendance level among the students after establishment of the SMCs	72.2	22.2	5.6	0	0	1.3333	.58554
You suggest increasing the powers of SMCs.	50.0	33.3	8.3	8.3	0	1.7500	.93732

The item 1 in table 4 reveals that huge 63.9% officers were strongly agreed and 30.6% also agreed with the statement you are helpful for SMCs to implement the feasible plans, whereas only 5.6% respondents were neutral with the statement. The item 2 reveals that huge majority 83.3% officers were strongly agree and 16.7% also agree with the statement you verify all the members of SMC proposed by the heads of relevant schools. The item 3 reveals that totally majority 83.3% officers were strongly agree and 16.7% also agree with the statement you verify only those members, who are representatives of local community. The item 4 reveals that total majority 75% officers were strongly agree and 25% also agree with the statement you investigate the performance of the SMC. The item 5 reveals that total majority 80.6% officers were strongly agree and 19.4% also agree with the statement that you observed comparatively better planning and management after making SMC. The item 6 reveals that 72.2% officers were strongly agree and 22.2% also agree

with the statement, but the 5.6% officers were neutral point of view. The item 7 reveals that 50% officers were strongly agree and 33.3% also agree with the statement, "you suggest increasing the powers of SMCs" but the 8.3% neutral and only 8.3% were disagree with the statement.

CONCLUSIONS:
After findings of the study the following conclusions were drawn out:The administration at elementary level schools in district Jhang considered the establishment of SMCs as a better step for the improvement of Education and the conditions of the schools were developed by SMCs. They were also in favor of the purpose of SMC is to make some plans for the betterment of the school and the officers agreed that they were always helpful for SMC to implement the feasible plan. They also considered that the attendance level of the teachers and admission ratio has been increased after the establishment of SMCs. They agreed that the dropout ratio in the schools has been decreased and the teaching learning process has been improved by functioning of SMCs. They were agreed that the school regulations have been improved and educational performance of the schools have been increased through SMCs. They declared that all members of the SMCs proposed by the heads of relevant schools and taken by the local community. The administration of the district Jhang also supported that majority of SMCs members participate in the meetings and they were investigated the performance of SMCs and planning and management have been better after making SMCs. The Education officers observed that the attendance level among students, help in fund raising for development, involvement in purchasing for schools were main objectives achieved through SMCs. They considered that SMCs reduce the problems of management of the schools SMCs were found helpful for better management of the schools, the powers of SMCs should be increased.

REFERENCES
1. Government of Pakistan. 1998. National Education Policy 1998-2010, Islamabad: Ministry of Education. Khan, S. R. 2000. Educating the Educators: Power Devolution and Community Participation in Basic Education: The News, April 23, 2000.
2. Khan, S. R. 2000. Educating the Educators: Power Devolution and Community Participation in Basic Education: The News, April 23, 2000.
3. Dale H Besterfield, Total Quality Management, Prentice, Hall 3rd Edition, 2003.PP 29-30.
4. Shami, Pervez A. and Ahmad, Mirza Taudhiddin. 2006. Educational Planning and Management & Management Information System-Terms, Concepts and Definitions, Islamabad: Academy of Educational Planning and Management.

6. Sarwar, M., Yousuf, M. I. and S. Hussain. 2010. Attitude towards Democracy in Pakistan: Secondary School Teachers' Perceptions. Journal of College Teaching & Learning, 7(3): 33-37.

7. Yousuf, M. I., Sarwar, M., G. Darth, Naseer-ud-Din. 2010. Peace perceptions of prospective teachers for promoting peace activities for school setting in Pakistan. J. College Teach & Learn. 7(3): 53-58.

8. Govinda R. and M. Bandyopadhyay. 2010. Changing Framework of Local governance and Community Prticipation in Elementary Education in India, CREATE Pathways to Access Research Monograph No.35, New Delhi/Brighton: NUEPA and University of Sussex.