

Functioning of School Management Committee: What do its Members Perceive?

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Abstract : *Education was faith in ancient India and faith worked wonders even without money. Each individual was supposed to contribute, according to her/his status, towards its progress. This tradition permeated Indian education right from the Vedic times up to almost the end of the Nineteenth Century. This study is to obtain the perceptions from a sample of School Management Committee (SMCs) members towards various aspects of Elementary Education such as Enrolment, Drop-out, Quality of Education, Utilization of Grants, Physical facilities & its development, Mid-day meal. It used a 26-item five-point scale developed and standardized by the researcher. Descriptive and inferential statistical tools such as means, t-test and ANOVA were used to analyze data using the Statistical Package for Social Sciences (SPSS). The findings revealed that the members did not differ significantly in their perceptions about functioning of SMC based on gender and designation, but did differ based on their academic qualifications.*

Keywords: *School Management Committee, Elementary Education, Utilization of Grants, Quality of Education*

Introduction

As a matter of priority, the essential components of a good school need to be understood, especially by the parents. Parents and children are the primary stakeholders of an education system and it is they who bear the brunt of the faulting school system. They need to be given opportunities and support to bring about a change in the education system. Our role is to make them realize that they hold the powerful key to initiate the process of reversing the decline in schools, through their constructive and collective engagements with the school and other stakeholders. Community members, especially parents, can contribute in the following respects: (i) Support in preparing school development plan and implementation of the same; (ii) volunteer to spend time with children in schools and teach variety of skills; (iii) bridge the distance between the school and block/district authorities by representing the school at various platforms; (iv) help teachers perform their job better by supporting them in material development, supporting teachers in distribution of materials to groups, helping children to learn various crafts, musical instruments and other skills available in the community etc.; and (v) work as support teachers when teacher goes on leave.

As per our constitutional amendment of article 45, the nation provides free and compulsory education to all children of 6-14 years irrespective of caste, religion and gender. Now Right to Education Act

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(RTE)-2009 also focuses on free and compulsory education at elementary level by strengthening school management committees. It made compulsory to form school management committees in every school of government sector for strengthening the government schools with community participation.

Structure of SMC

As per RTE Act-2009, under section 21, it is mandatory to form SMCs in all Govt. schools. In the SMC, elected members of local bodies, parents, teachers and others will act as members. In this committee 1/3 rd of four parts will be parents as members. Parent members will be elected from all communities. It is compulsory to take 50% women as members in the SMC. The SMC consists President, Vice-President, Honourable Member, Parent Members, Special Invitees and Member Convener. The elected SMC will work for 2 years period and monitor the school functionaries, participate and prepare recommendations for school development plans, monitor the school grants utilization, perform other duties recommended by the government. The SMC meeting will be conducted at least once in a month and resolutions will be recorded as per agenda minutes. Member convener will conduct the SMC meeting.

Objective of the Study

- i. To study the perception of members of SMCs about different areas of elementary education such as Enrolment, Drop-out, Quality of Education, Utilization of Grants, Physical facilities & its development, and Mid-day meal.
- ii. To study the difference in the perception of members of SMCs about the above areas of elementary education, based on their gender, designation, and academic qualifications.

Hypotheses of the Study

- H_{01} There is no significant difference between the male and female SMC members about the functioning of SMCs at elementary education level.
- H_{02} There is no significant difference in the perceptions of SMC members, based on their educational qualifications, about functioning of SMCs at elementary education level.
- H_{03} There is no significant difference in the perceptions of SMC members basing on their designation about functioning of SMCs at elementary education level.

Limitations of the Study

This study is limited to: (i) formal school system; (ii) government elementary schools in urban area of Visakhapatnam district in Andhra Pradesh state; and (iii) fifty SMC members of different SMCs.

Methodology

Sampling

The members of SMCs were selected on the basis of simple random sampling procedure. The filled in schedules of 50 members were selected from 15 Elementary schools. The details of variables of the members are as follows:

Design of the Study

Table 1: Variable-wise Distribution of SMC members

S.No.	Variable	Category	Number	Total
1.	Gender	Male	35	50
		Female	15	
2.	Educational Qualification	Primary	21	50
		Secondary	19	
		Higher	10	
3.	Designation	Chairman	3	50
		Vice-Chairman	4	
		SMC Member	43	

Description and Standardization of the Tool

The researcher developed a questionnaire consisting of 26 items, each with five alternatives viz. SA– Strongly Agree, A – Agree, N – Neutral, DA – Disagree, SDA – Strongly Disagree. The items mainly covered the areas such as: Enrolment (6 items), Dropout (4 items), Quality of Education (6 items), Grants Utilization (3 items), Physical Facilities and Development (4 items) and Mid-day meal programme (3 items).

The pilot testing was done on 10 SMC members randomly selected from the schools taken as sample. Item Analysis was carried out to find out the Difficulty and Discrimination Index of each item. The Reliability Coefficient of the Tool was calculated using split half method and found to be 0.72. The items which were not answered by all SMC members which are left as blank were deleted.

Table 2: Overall perceptions of SMC members towards functioning of School Management Committees (SMCs) in Elementary Education

S.No.	Area	N	Min.	Max.	Mean	Mean %	Std. Dev.
1.	Enrolment	50	18	27	22.44	74.80	2.10
2.	Dropout	50	8	19	13.38	66.90	2.42
3.	Quality of Education	50	14	25	18.96	63.20	2.81
4.	Grants Utilization	50	5	13	8.80	58.67	1.71
5.	Physical Facilities & its Development	50	7	16	11.58	57.90	2.52
6.	Mid Day Meal Programme	50	7	13	10.62	70.80	1.58
7.	Overall response	50	73	96	85.78	65.98	5.25

It can be observed from the above table that, SMC Members have positive high attitude in the aspects of Enrolment, Dropout, Quality of Education, Grants Utilization, Physical Facilities and its Development, Mid Day Meal Programme and Overall response towards Functioning of School Management Committees (SMCs) in Elementary Education.

Verification and Interpretation of First Hypothesis

The first hypothesis of the present states that “there is no significant difference between the male and female SMC members towards the functioning of SMCs at elementary level.” This hypothesis is tested and the results are shown in the following table-3.

Table 3: Mean, Standard Deviation, and t-value of Male and Female SMC Members' Perception Scores

S.No	Area	Gender	N	Mean	Std. Dev.	t-value	p-value
1.	Enrolment	Male	35	22.26	2.02	0.94 ^{NS}	0.35
		Female	15	22.87	2.29		
2.	Drop-out	Male	35	13.29	2.38	0.42 ^{NS}	0.68
		Female	15	13.60	2.56		
3.	Quality of Education	Male	35	18.63	2.67	1.28 ^{NS}	0.21
		Female	15	19.73	3.06		
4.	Grants Utilization	Male	35	8.94	1.66	0.90 ^{NS}	0.37
		Female	15	8.47	1.85		
5.	Physical Facilities & Development	Male	35	11.77	2.67	0.82 ^{NS}	0.42
		Female	15	11.13	2.17		
6.	Mid Day Meal Programme	Male	35	10.43	1.52	1.32 ^{NS}	0.19
		Female	15	11.07	1.67		
7.	Overall response	Male	35	85.31	5.16	0.96 ^{NS}	0.34
		Female	15	86.87	5.48		

NS: Not Significant

The 't' values for all the areas found to be insignificant. This shows that there is no significant difference between male and female SMC Members with respect to Enrolment, Dropout, Quality of Education, Grants Utilization, Physical Facilities and its Development, Mid Day Meal Programme and Overall response towards Functioning of School Management Committees (SMCs) in Elementary Education. Hence, the null hypotheses is accepted.

Verification and Interpretation of Second Hypothesis

The second hypothesis of the study is "there is no significant difference in the perceptions of SMC members basing on their educational qualifications towards the functioning of SMCs at elementary level." The ANOVA results of this hypothesis are shown in the following table-5.

Table 4: Summary of Analysis of Variance (ANOVA) – Perceptions of SMC Members Based on their Educational Qualifications

S. No.	Area	Ednl. Qua.	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	P-value
1.	Enrolment	Pri.	21	22.62	BG	16.11	2	8.05	1.89 NS	0.16
		Sec.	19	21.79	WG	200.21	47	4.26		
		Higher	10	23.30	Total	216.32	49			
2.	Dropout	Pri.	21	13.10	BG	24.41	2	12.21	2.19 NS	0.12
		Sec.	19	14.21	WG	261.37	47	5.56		
		Higher	10	12.40	Total	285.78	49			
3.	Quality of Education	Pri.	21	19.48	BG	21.63	2	10.82	1.40 NS	0.26
		Sec.	19	19.05	WG	364.29	47	7.75		
		Higher	10	17.70	Total	385.92	49			

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4.	Grants Utilization	Pri.	21	9.43	BG	14.63	2	7.31	2.66 NS	0.08
		Sec.	19	8.42	WG	129.37	47	2.75		
		Higher	10	8.20	Total	144.00	49			
5.	Physical Facilities & Dvlopmnt	Pri.	21	12.67	BG	42.89	2	21.44	3.74*	0.03
		Sec.	19	10.84	WG	269.29	47	5.73		
		Higher	10	10.70	Total	312.18	49			
6.	Mid Day Meal Programme	Pri.	21	10.52	BG	4.31	2	2.16	0.86 NS	0.43
		Sec.	19	10.42	WG	117.47	47	2.50		
		Higher	10	11.20	Total	121.78	49			
7.	Overall response	Pri.	21	87.81	BG	159.16	2	79.58	3.14 NS	0.05
		Sec.	19	84.74	WG	1189.42	47	25.31		
		Higher	10	83.50	Total	1348.58	49			

**Significant at 0.05 level and NS: Not Significant*

Note: Ednl.Qua.-Educational Qualification; Pri.-Primary; Sec.-Secondary; BG-Between Groups; WG--Within Groups

The ANOVA results show that there is no significant difference among the SMC Members based on their Educational Qualifications with respect to all areas except Physical facilities and its development. Hence, part of the null hypothesis is accepted. With regard to ‘Physical Facilities and its Development’ the F-value is found to be significant at 0.05 level. This shows that there is a significant difference among the SMC Members basing on their Educational Qualifications with respect to ‘Physical Facilities and its Development’. Hence, part of the null hypothesis is rejected.

Verification and Interpretation of Third Hypothesis

The third hypothesis of the study is “there is no significant difference in the perceptions of SMC members basing on their designation towards the functioning of SMCs at elementary level.” It is tested and the ANOVA results of this hypothesis are shown below in table-5

Table 5: Analysis of Variance (ANOVA) – Perceptions of SMC members basing on their Designation towards Functioning of School Management Committees (SMCs) in Elementary Education

S. No.	Area	Desig.	N	Mean	Groups	Sum of Squares	df	Mean Squire	F-value	P-value
1.	Enrlment	Chrmn	3	21.33	BG	4.16	2	2.08	0.46 NS	0.63
		VC	4	22.75	WG	212.16	47	4.51		
		SMCM	43	22.49	Total	216.32	49			
2.	Dropout	Chrmn	3	13.67	BG	2.04	2	1.02	0.17 NS	0.84
		VC	4	14.00	WG	283.74	47	6.04		
		SMCM	43	13.30	Total	285.78	49			
3.	Quality of Education	Chrmn	3	21.00	BG	16.98	2	8.49	1.08 NS	0.35
		VC	4	19.75	WG	368.94	47	7.85		
		SMCM	43	18.74	Total	385.92	49			
4.	Grants Utiliztion	Chrmn	3	9.33	BG	7.57	2	3.78	1.30 NS	0.28
		VC	4	10.00	WG	136.43	47	2.90		
		SMCM	43	8.65	Total	144.00	49			

5.	Physical Facilities & Dvlopmt	Chrmn	3	11.67	BG	2.02	2	1.01	0.15 NS	0.86
		VC	4	12.25	WG	310.16	47	6.60		
		SMCM	43	11.51	Total	312.18	49			
6.	MDM Program	Chrmn	3	10.33	BG	3.51	2	1.75	0.70 NS	0.50
		VC	4	11.50	WG	118.27	47	2.52		
		SMCM	43	10.56	Total	121.78	49			
7.	Overall response	Chrmn	3	87.33	BG	98.98	2	49.49	1.86 NS	0.17
		VC	4	90.25	WG	1249.60	47	26.59		
		SMCM	43	85.26	Total	1348.58	49			

NS: Not Significant.

Note: Desig-Designation; Chrmn-Chairman; VC-Vice Chairman; SMCM-SMC Member; Bwn Grp-Between Groups; Wtn Grp-Within Group)

The ANOVA results of the above table show that there is no significant difference among the SMC Members based on their Designation with respect to Enrolment, Dropout, Quality of Education, Grants Utilization, Physical Facilities and its Development, Mid Day Meal Programme and Overall response. Hence, the null hypothesis is accepted.

Conclusion

Specific provisions have been made for democratization of schools and for parents and local communities to play their due roles in shaping and running of the schools in the form of School Management Committees (SMC) and preparation of School Development Plan. The effective functioning of School system is directly proportional to the involvement of SMCs. In the present study it is inferred that gender and designation of the SMC members have no say on functioning of SMCs, whereas their academic qualifications have something to say. The perceptions of the members with respect to gender and designation are same but perceptions of the members with different academic qualifications are different.

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