

The Attitude of Teachers and Parents of Students towards the Implementation of School Management Committee (SMCs) at Elementary Level

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Abstract

The primary purposes of the present study were to analyze the attitude of the teachers and parents towards the implementation of School Management Committee as elementary level and to examine the significant difference in the attitude of parents (rural and urban) and teachers (male and female). The descriptive survey method was adopted for conducting research, where 20 elementary schools (10 rural and 10 urban) of Sambalpur district, Odisha were taken, from which 160 samples were selected randomly composing both parents and students as a whole. A five-point attitude scale was prepared for collecting relevant data from the sample groups, and the simple percentage technique and 't' test was applied to analyze the obtained data. The findings of the study revealed that Majority of parents and teachers agreed that the formation of the School Management Committee at the elementary level is a good step taken by the Government. Both rural and urban parents differed significantly in their attitude towards the implementation of the School Management Committee. In comparison to rural and urban parents, rural parents had a more favorable attitude than urban parents towards SMC. There was no sign of the difference between male and female teachers towards the implementation of the School Management Committee. Both showed an equal favorable attitude.

Keywords

School Management Committee; Elementary Level; Attitude of Parents and Teachers



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INTRODUCTION

Education is a powerful tool that plays an essential role in improving the social and economic status of any nation. It empowers the skilled citizen of the country for better self-esteem and strengthens. Education plays a crucial role in nation-building and helps to make social change.

To improve quality in public education, all citizens should be integrated, without the distinction between the haves and the absence, rural and urban, linguistic and local languages etc. Although the number of schools has grown since independence, the number of dropouts at the end of school is high. If illiteracy is to be

completed, the level of dropping out of the school should be reduced, and quality education should be provided. The elementary education in India is the foundation of education that is underpinned by government policy directives under the amendment of 86th of the Constitution of India. The universalization of Elementary Education (UEE) is one of the most important educational goals that have been developed in India since independence and builds a high awareness in the community about the importance of school education (Meher & Patel, 2018). The SSA is attempting to make all education essential for the co-operation of the school system community. The Indian government emphasized free and compulsory education for all children from the age of 6 to 14 years, and finally in 2009, the right to access children to free and enforce education in India. In April 2010, free and compulsory education was described as the 8th Basic Fundamental rights and according to it, in the whole country under the age of 6 to 14 it would receive free and compulsory education. Section 21 (A) of the Right to Education Act, 2009 (RTE) approves the establishment of School Management Committees (SMCs) in all

provinces, government-funded schools, and individual schools in the country. The RTE Act considers the SMC as a core unit of a decentralized governance system through parental involvement in school work. In the end, the School Management Committee (SMCs) has been established in all urban and rural schools in the country mainly taking parents of learners, teachers, school head and local authorities. School Management Committees (SMCs) form an essential bridge between the community and the school, playing an additional role in providing schools to schools to ensure that all the basic needs of the school are met as guidelines for Rights and Education 2009.

The School Management Committees play an essential role in determining the strategic goals of the schools to achieve higher academic performance in both academic and non-academic areas. SMCs also use human resources and materials that make it an integral part of teaching and learning activities besides non-profitable and also create a link between local communities and schools in the development of effective learning environment (Meher & Patel, 2018). To maintain a unique attitude of the community and the existing power relationship, the committee endeavors to

ensure the representation of different parts of the community on the School Management Committee. In the central model rules, the composition suggested that there should be three fourth (75 percent) members of the School Management Committee from the parents/guidance. From them, 50 percent will be women. The weaker sections will be represented in the SMC in proportion to their population in the village. Rest one fourth (25 percent) will be; (one-third local authority, one third school teacher, one-third students).

LITERATURE REVIEW

Tripathi and Bajpai (2012) conducted a research study on the village education committees (VECs) in Uttar Pradesh and found out that in Uttar Pradesh, at some places VECs were formed against the norm. The members of VEC are not so aware, no timely reorganization of VEC and absence of VEC members wards from VEC managed denotes passive or no participation of the community in educational management. Mishra and Gartia (2013) conducted a study on the administration of elementary education in Odisha and the role of the village education committee about their

planning, attitude, and involvement for improvement of quality education and actual activities or performance they were able to carry out. They found out a big gap between the role perception and performance of VEC members to the maintenance of school building, using parent contact as an essential aspect of the teaching-learning process, implementation of govt. However, most of the VEC members recognized their training needs relating to the activities of the administrative functions of the schools. Masue (2014) conducted a study on the empowerment of school committees and parents in Tanzania, delineating the existence of opportunity, its uses and impact on school decisions. The findings revealed that people seem not to utilize the opportunity fully due to the limitations of their agency and the constraints of the opportunity structure. Kumar (2015) conducted a study on the attitude of teachers towards the school Management Committee in Himachal Pradesh. The objectives of the study were to study the attitude of teachers towards the School Management Committee (SMC) about roles, responsibilities, and functions of SMC, to compare the attitude of male and female teachers towards SMC, and to

suggest remedial measures for effective implementation of SMC in Himachal Pradesh. The findings revealed that the majority of teachers agree that SMC plays its role effectively. Kumar (2016) examined the roles and functions of the school management committees of government middle schools in district Kullu of Himachal Pradesh. The investigator found out that SMC has been given higher responsibilities and functions as cent percent enrolment, enrolment out of children, retention till completion of elementary education, monitoring of school activities, and preparation of school development plans. Rout *et al.* (2016) studied the impact of the school management committee at the elementary level in the Jang district. The findings revealed that the establishment of SMC was a better step for the improvement of elementary education, the school regulation has been improved, and educational performance of the school has been increased, and dropouts roles have been decreased after the implementation of the SMC. Abreh (2017) studied the involvement of school management committees in school-based management of Ghana. The investigator found from that study that the current state of stakeholder's involvement and participation in school-based management within selected communities in these two districts are not well coordinated. Besides, the school governance structure was not fully operational at its best. There was a limited collaboration between the entire SMC membership and the schools they serve. Rout and Sharma (2018) conducted a study on school management committees and the right to education act 2009. It was found out that the community participation would be a central and overarching factor in planning, implementation and monitoring interventions for universal elementary education and to facilitate such massive mobilization and solicit active participation, SMCs as a microcosm of the society can collaborate with the broader community and go a long way. Meher and Patel (2018) conducted a study on the functioning of the school management committee at the elementary level. The primary purposes of the study were to investigate the present status and functioning of SMC in elementary levels of district Jharsuguda and to find out the problems faced by the SMC members in their smooth functioning. A descriptive survey method was employed by the investigator. Thirty elementary schools were selected for the study

through a stratified random sampling procedure, and collected data were analyzed through a simple percentage technique. The investigator concluded that almost all elementary schools SMCs were functioning properly for bringing out overall development of the schools.

THE RATIONALE OF THE STUDY

School Management Committee (SMC) at elementary level functions for the development of the schools in all perspectives. It mainly decentralizes the power of the school between the school authorities and community members, so this is an extension of the village education committee formed earlier to SMC. Thus, it becomes essential for us to study the attitude of teachers and parents towards the SMC. We took both parents and teachers it is because the SMC coordinates the community members in school-related activities and create a balance among the SMC members. It is an example of decentralizing the education system, making it more effective and to encourage the participation of parents in the process of decision making (Meher & Patel, 2018). Therefore, it becomes very much essential to investigate the attitude of parents and teachers towards SMCs in a government

school to get an idea about the same through which educational programs can be successfully organized at the elementary level. SMC plays a significant role in providing education to all, irrespective of any differences at elementary levels. However, in this era, some sorts of problems have been noticed at school level related to mid-day-meal, teacher absenteeism, achievement of children, etc, where the SMC members are also facing some troubles. Thus, it becomes necessary to identify different problems faced by the members of SMCs for universalization of elementary education. From the review of related literature, it can be concluded that mostly in rural areas, parents have a negative attitude towards their involvement in children's schooling. For this purpose, it is necessary to create awareness among parents, mostly in a rural area. Therefore the present study is taken into account. The above-related kinds of literature revealed that a smaller number of studies were conducted about SMC in Odisha, particularly in Sambalpur district. As the role of SMC for the overall development of the primary school is significant and to aware the parents as well as teachers towards their co-operation and

participation in SMCs, the investigator decided to study this area, especially in Sambalpur district.

RESEARCH QUESTIONS

As per the above need of the study, the following questions emerged in the mind of the investigator;

1. What is the attitude of parents towards the implementation of SMC?
2. What is the attitude of teachers towards the implementation of SMC?

In order to find out the answers to the above questions, the investigator decided to conduct a study entitled

‘Attitude of teachers and parents of students towards the implementation of the school management committee at the elementary level’

OBJECTIVES OF THE STUDY

1. To study the attitude of parents and teachers towards the implementation of SMC at the elementary level.
2. To examine the attitude of rural and urban parents towards the implementation of SMC
3. To examine the attitude of male teachers and female teachers towards the implementation of SMC.

HYPOTHESES OF THE STUDY

1. There exist significant differences between the attitude of parents belongs to the rural and urban areas.
2. There exist significant differences between the attitude of male and female teachers towards the implementation of SMC.

SCOPE/DELIMITATION

1. The present study was delimited to all the elementary schools of Sambalpur district only.
2. Further, the study was delimited to study the attitudes of teachers and parents of the students studying in selected rural and urban elementary schools towards the implementation of the School Management Committee (SMC).

MATERIALS & METHODS

Method

The method of the study plays an essential role in any research work. So, in order to follow the research procedure there exist different methods of research like experimental, survey, historical, case study method, etc. In the present study, the investigator used descriptive survey

method for conducting research where a detailed description of existing phenomena was collected with the intent of employing data to justify current conditions and practices or to make intelligent plans for their improvement regarding SMC.

Participants

In the present study, all the teachers of selected elementary schools and parents of the students studying in those schools were selected as the population by the investigator. Out of all the elementary schools of Sambalpur district, 20 elementary schools were selected through simple random sampling procedure, from which ten schools were from the rural area, and ten from the urban area were taken into account. The sample of the study consisted of 160 parents and teachers from Sambalpur district as a whole, out of which 80 parents, 40 from the rural area and 40 from the urban area and 80 teachers, 40 male teachers, and 40 female teachers from both areas were selected.

Instrumentation

The collection of data is essential in every research study. The tool is the instrument through which the information

and data are collected, and techniques are the procedure and process through which tools are used for data collection. For the present study, the investigator used a five-point attitude scale, prepared by the investigator with a consultation to the guide and experts. The attitude scale was based on the five-point Likert attitude scale towards the SMC consisting of 5 options viz: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The instrument was validated by taking the expert's judgment about the same.

Data Collection

The data for the present study was collected personally by the investigators. The investigators visited the selected schools personally and administered the tools to the teachers and parents.

Statistical Technique

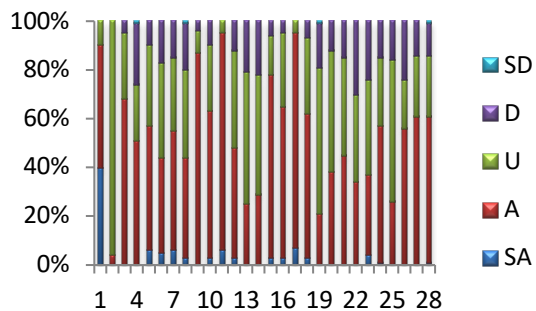
As per the research problem was taken by the investigator, a simple percentage technique was used by the investigator to study the attitude of parents and teachers, and 't' test was employed for analyzing the significant difference between the attitudes of parents from rural and urban areas and male and female teachers.

ANALYSIS AND INTERPRETATION**Table 1.** The attitude of parents of students towards the SMC (in terms of percentages)

No	Statements	SA	A	U	D	SD
1	The formation of SMC at elementary level is a good step taken by the Government.	40	50	10	-	-
2	In the process of formation of SMC, the female representation is according to the norms of the RTE Act 2009.	-	4	96	-	-
3	Most of the SMC members are energetic and young.	-	68	27	5	-
4	The majority of SMC members are young.	-	51	23	25	1
5	SMC members are aware of their roles and responsibilities.	6	51	33	10	-
6	Most of the SMC members are well aware of the post and positions held by them in the SMC.	5	39	39	17	-
7	SMC members take responsibility for regularity of teachers as well as students.	6	49	30	15	-
8	SMC members maintain cooperation with community.	3	41	36	19	1
9	The meeting of SMC holds periodically.	-	66	7	3	-
10	All the SMC members ask the children about their difficulties in learning.	3	60	27	10	-
11	SMC ensures enrolment of non-	6	89	5	-	-
	enrolled children.					
12	SMC members discuss the development of student performance.	3	45	40	12	-
13	SMC members provide a required number of books to the students.	-	25	54	21	-
14	SMC inspire the students for environmental awareness.	-	29	49	22	-
15	SMC ensures regularity of attendance of children in the school.	3	75	16	6	-
16	SMC discusses the problems related to schooling.	3	62	30	5	-
17	SMC adopts suitable measures for checking the quality of MDM program.	7	88	5		-
18	SMC checks the number of classrooms according to the number of students.	3	59	31	7	-
19	SMC maintains the properties and amenities of the school, e.g. school building, drinking water, toilet, etc.	-	21	60	18	1
20	SMC takes necessary decisions for the universalization of elementary education.	-	38	50	12	-
21	SMC helps to organize various co-curricular activities.	-	45	40	15	-
22	SMC prepares students for participation in various competitions and exhibitions.	-	34	36	30	-
23	SMC regulates the	4	33	39	24	-

	developmental works of the school.					
24	SMC ensures regular teacher training on the matter related to school safety.	1	56	28	15	-
25	SMC takes decisions for the solution of the personal problem of students, e.g. health, flooding etc.	-	26	58	16	-
26	SMC helps in the expansion of facilities of school as per school.	-	56	20	24	-
27	SMC tries to inspire the parents for their children's learning.	-	61	25	14	-
28	SMC regulates all the expenditure of schools.	1	60	25	13	1

Figure 1. The Attitude of Parents of students towards the SMC



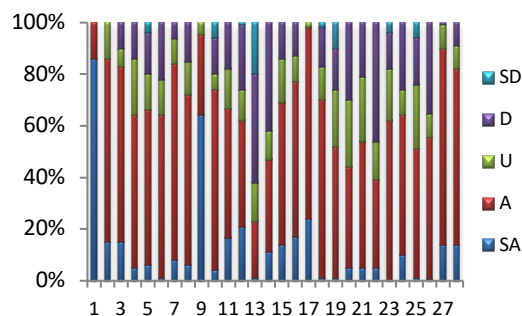
The analysis of the above table and figure reveal the attitude of parents of elementary school students towards the SMC, where it was found that maximum percentages of parents show positive attitude towards the SMC at elementary level.

Table 2. The attitude of teachers towards the SMC (Analyzed in terms of percentages)

No	Statements	SA	A	U	D	SD
1	The formation of SMC at elementary level is a good step taken by the Government.	86	14	-	-	-
2	In the process of formation of SMC, the female representation is according to the norms of the RTE Act-2009.	15	71	14	-	-
3	Most of the SMC members are energetic and young.	15	68	7	10	-
4	The majority of SMC members are young.	5	59	22	14	-
5	SMC members are aware of their roles and responsibilities.	6	60	14	16	4
6	Most of the SMC members are well aware of the post and positions held by them in the SMC.	1	63	14	22	-
7	SMC members take responsibility for regularity of teachers as well as students.	8	75	10	6	-
8	SMC members maintain cooperation with the community.	6	66	13	15	-
9	The meeting of SMC holds periodically.	64	31	5	-	-
10	All the SMC members ask the children about their difficulties in learning.	4	70	6	14	6
11	SMC ensures the enrolment of non-enrolled children.	16	48	15	17	-

12	SMC members discuss the development of student performance.	21	41	12	25	1
13	SMC members provide the required number of books to the students.	1	22	15	42	20
14	SMC inspire the students for environmental awareness.	11	36	11	42	-
15	SMC ensures regularity of attendance of children in the school.	14	55	17	14	-
16	SMC discusses the problems related to schooling.	17	60	10	13	-
17	SMC adopts suitable measures for checking the quality of MDM program.	24	74	2	-	-
18	SMC checks the number of classrooms according to the number of students.	1	69	13	15	2
19	SMC maintains the properties and amenities of the school, e.g. school building, drinking water, toilet, etc.	1	51	22	16	10
20	SMC takes necessary decisions for the universalization of elementary education.	5	39	26	30	-
21	SMC helps to organize various co-curricular activities.	5	49	25	21	-
22	SMC prepares students for participation in various competitions and exhibitions.	5	34	15	46	-
23	SMC regulates	-	62	20	14	4
	developmental works of the school.					
24	SMC ensures regular teacher training on the matter related to school safety.	10	54	10	26	-
25	SMC takes decisions for the solution of the personal problem of students, e.g. health, flooding etc.	1	50	25	18	6
26	SMC helps in the expansion of facilities of school as per school.	1	60	10	39	-
27	SMC tries to inspire the parents for their children's learning.	14	76	9	1	-
28	SMC regulates all the expenditure on schools.	14	68	9	9	-

Figure 2. The attitude of teachers towards SMC



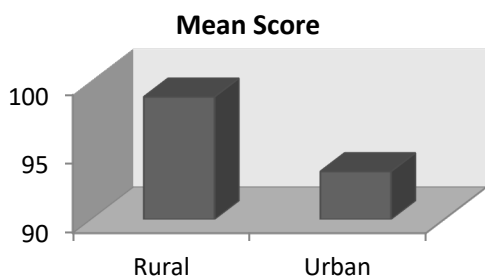
The analysis of the above table and figure reveal the attitude of teachers of elementary school students towards the SMC, where it was found that maximum percentages of teachers show positive attitude (Agreed) towards the SMC at elementary level.

The attitude of rural and urban parents towards the implementation of the School Management Committee (SMC)

Table 3. Significance of difference between the attitude of rural and urban parents towards the implementation of the School Management Committee (SMC)

Parents	N	Mean	SD	't' value	Inference
Rural	40	98.87	5.50	4.30	Significant at 0.05 level and at 0.01 level
Urban	40	93.47	5.77		

Figure 3. Mean scores of rural and urban parents



As we can see in the table-1 that there exist signs of difference between the attitude of rural parents and urban parents towards the implementation of the School Management Committee (SMC) ($t=4.30$, $df= 78$). It can be seen from the table that the obtained value (4.30) is higher than the table value (1.99) at 0.05 levels and table value (2.64) at 0.01 levels. It revealed that the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted. So the attitude of urban and rural parents differs towards the implementation of

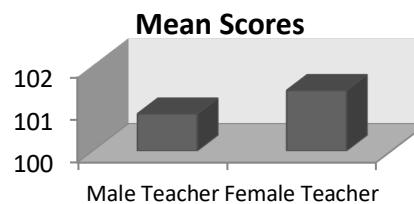
SMC; however, figure-A also shows the mean difference between rural and urban parents.

The attitude of male teachers and female teachers towards the implementation of the School Management Committee (SMC)

Table 4. Examining the difference in the attitude of male teachers and female teachers towards the implementation of the School Management Committee (SMC).

Teachers	N	Mean	SD	't' value	Inference
Male	40	100.87	8.97	0.23	Not significant at 0.05 level
Female	40	101.42	11.86		

Figure 4. Mean scores of Male and female teachers



As we can see in Table 2 that there is no sign of the difference in the attitude of male teachers and female teachers towards the implementation of School Management Committee (SMC) ($t=0.23$, $df=78$). It was found out from the table that the obtained 't' value (0.23) is less than the table value (1.99) at 0.05 level and (2.64) at 0.01 level. So, this is not

significant statistically. Hence we accept the null hypothesis (H_0) and reject the alternative hypothesis. Although the figure-B shows mean the difference in between the male and female teachers, still regarding the statistical significance there exists no such difference in their attitude

MAJOR FINDINGS

After analysis and interpretation of collected data, the following findings emerged from the present study.

1. The majority of parents and teachers agreed that the formation of the School Management Committee at the elementary level is a good step taken by the Government.
2. Most of the parents showed a positive attitude towards the formation of the School Management Committee, but some of the parents were not sure about the roles and responsibilities are taken by the members of SMC.
3. The majority of teachers showed a favorable attitude towards the implementation of School Management Committee, its functions, roles, and responsibilities taken by the members of SMC.
4. Both rural and urban parents differed significantly in their attitude towards the implementation of the School Management Committee.
5. In comparison to rural and urban parents, rural parents had a more favorable attitude than urban parents towards SMC.
6. There was no sign of the difference between male and female teachers towards the implementation of the School Management Committee. Both showed an equal favorable attitude.
7. Out of all the parents, only 4 percent were agreed, 96 percent were not sure; on the other hand, out of all teacher 15 percent were firmly agreed, 71 percent were agreed, and 14 percent were not sure that female representation in SMC is according to the norms of the RTE Act-2009.
8. Near about 68 percent of parents and 68 percent of the teacher were agreed that most of the SMC members were energetic and young.
9. The majority of parents and teachers were agreed about awareness of SMC members about their roles, responsibilities, post, and positions held by them in SMC, maintain co-operation with SMC.

10. Near about 66 percent of parents were agreed, and 68 percent of teachers were strongly agreed that the meeting of SMC held periodically.
11. Near about 60 percent of parents and 70 percent of teachers were agreed that SMC asks the children about their difficulties in learning.
12. Near about 89 percent of parents and 48 percent of teachers were agreed, and 16 percent of teachers were strongly agreed that SMC ensures the enrolment of non-enrolled children.
13. Near about 88 percent of parents and 74 percent of teachers were agreed that SMC checks the quality of the MDM program.
14. Near about 59 percent parents agreed, 31 percent were not sure, 10 percent disagreed; on the other hand, about 69 percent teachers were agreed, 13 percent were not sure, and 15 percent disagreed that SMC checks the number of classrooms periodically.
15. Near about 45 percent parents were agreed, 40 percent were not sure, 15 percent disagreed; on the other hand near to 54 percent teachers were agree, 25 percent were not sure, and 21 percent disagreed that SMC organizes various co-curricular activities and inspire students for participation in various competitions and exhibitions.
16. About 26 percent of parents were agreed, 58 percent were not sure, 16 percent disagreed; on the other hand, only 10 percent teachers were firmly agreed, 54 percent were agreed, 10 percent were not sure, and 26 percent disagreed that SMC ensures regular teacher training program for school teachers.
17. The majority of parents and teachers, near about 60 percent of parents and 68 percent of teachers were agreed, and 14 percent of teachers were strongly agreed that SMC regulates all the expenditure of school.

DISCUSSION OF THE RESULTS

After going through the above analysis and results of the study, it can be said that in all elementary schools of Sambalpur district SMC is formed and in almost all elementary school, SMCs are functioning correctly for bringing out overall development of schools as because as both the parents and teachers showed favorable attitude towards it. The findings of the present study matched with the study of Kumar (2015), who conducted a study on

the attitude of teachers towards SMC in Himachal Pradesh and found out that majority of teachers agree that SMC plays its role effectively. It is also matched with the findings of Kumar (2016), who found out that SMC has been given higher responsibilities and functions as cent percent enrolment of children, retention till completion of elementary education, monitoring of school activities and preparation of school development plans. In the present study majority of parents and teachers were agreed that the formation of SMC is a better step taken by the Government, which is matched with the findings of Rou et al. (2016) who viewed that the school regulation have been improved and educational performance of the school have been increased, and dropouts roles have been decreased through SMC. The findings of the present study also matched with the findings of the study conducted by Meher and Patel (2018), who concluded that almost all secondary school SMCs were functioning properly for bringing out overall development of schools and the parents as well teachers are satisfied with the same.

Suggestions for Further Research

The below noted suggestions could be considered for further research:

1. A similar study can be undertaken at the primary level.
2. A comparative study may be undertaken to study the role of the School Management Committee between rural and urban teachers in improving the quality of education at the elementary level.
3. There is a need to conduct a similar kind of study by extending the population coverage and areas from other districts of the state.
4. A causal-comparative study can be conducted to examine the impact of the school management committee on the administration of elementary schools in India.

Educational Implications of the Study

The findings of the study have specific implications, which may be laid down as under;

1. The State Government should provide guidance and counseling for SMC members.
2. The School Management Committee has to be constituted through proper elections and ensure appropriate representation of women,

- disadvantaged groups, weaker sections, and local authority.
3. The training of the School Management Committee has to be focused and intends towards empowering them at the grass-root level of functionaries for the decentralized system of education for effective functioning to achieve the goal of RTE.
 4. SMC should ensure admission of children in the appropriate class, specialized training and completion of school education of these children to attain the goal of Universalization of Elementary Education.
 5. It should ensure productive and output-oriented meetings as per schedule for the development of the school as well as improvement of student's performance.
 6. The SMC members must be involved in admission, enrolment, teaching, distribution of study materials, books, uniforms, etc.
- non-enrolled children, beautify the school environment, etc. The objectives of the present work revealed about the attitude of the elementary school teachers and student's parents towards the SMC, in this regard the findings of the study revealed that most rural parents are well aware of various functions, roles, and responsibilities of SMC members but among urban parents most of them not sure about various dimensions of SMC, it may be because of their less involvement in their child's education, so in this field proper awareness among the urban parents should be created by organizing some sorts of orientation programs in their locality, so that they will be conscious about the status and functioning aspects of SMC at schools. In case of teachers' attitude it can be said that all the teachers are oriented and aware of the SMC and their functioning, so according to them SMC plays an active role in the overall development of the school. As per the rationale of the SMC further it can be said that the decentralization at school education is the core area of education, as in India we see education in the concurrent list, where both the central and state govt. Play an active role. However, the findings of the study help to infer that the active

CONCLUSION

After discussing the above finally, it can be stated that the SMC members are performing various functions like they are taking essential steps to enroll the non-enrolled children, increase the retention of

participation of both the school authorities and community members as a whole surely enhance the quality of education in relation to access, equity, inclusion, expansion, and excellence at the elementary level as a whole, so the SMC must be empowered at school level to a great extent.

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