

Impact of School Council on Head Master Efficiency at Government Primary School in Punjab

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Abstract

The purpose of the study is to find out impact of the school councils on the awareness and efficiency of headmasters of public schools about administrative, financial and academic issues of institutions. The population consists of public schools(primary)of Tehsil Jampur, district Rajanpur. Convenient and simple method of sampling was adopted to measure the views of head masters. For data collection, a questionnaire comprising 22 items was usedfor head masters'views. For data analysis, the researchers used SPSS tofind out simple percentage.A greater number of total headmasters believed that School Councils could have a control of different tasks about administrative and academic matters of the institution. Similarly, headmasters were of the opinion that School Councils could have an impact of great extent on financial issues of institution. The results show that the schoolcouncilsare alsofound helpfulforheadmastersin different administrative, academic and financial matters of institution.

Keywords: *School council, Headmasters'awareness, organizational role, economic role and educational role.*

Introduction

School council or school management council had appeared as a planned beneficiary council for school development. It provides a chance for parents and other community members to enhance the students' performance and success. School Council is defined as: "A school council is an officially constituted body consisting of the members i.e Headmaster, parents, teachers, community members from the nearby area of school. These members attempt together for the function of quality of education and development of the school (Amad et al, 2019; Mazoor, 2019; Alberta Edcation, 1999).

The school council generally proposes to the school-based team including the members like head teacher, parents, instructors and society members. Useful school council, concerning whole institution, can give huge profit to society. (School Council UK, 2009). They deal with special treatment to pupils for learning improvement. They try to find active and important parent-community relations. The school council provides caring of roles, responsibilities and decision making to members with trust and respect of each other (School Council Guide, 2002). According to Punjab Education system, head teachers take three major responsibilities within institution including administrative, financial and academic; which are performed for the betterment of students, school and society. They are anticipated to facilitate their teachers and students by civilizing their educational abilities and classrooms setting constructive for teaching learning method. The administrative role of head teacher is his fundamental task. They search out staffing requirements; arranging timetables, continuing report essential by provincial or district government (Khalid et al. 2019; Iqbal et al. 2015; Khan et al. 2014). Head master (HM) is supposed to be the chairman and a teacher associate of a school council. His duties are to collect applications for chairman in order to change association in school council (SC). Headmaster is the only permanent part and member in school council (SC) where as other members can be replaced with two-third majority of the members. Headmaster sends letter of meeting to all school council (SC) members. Attendance of Headmaster is necessary in all the meetings of school council (SC). It is observed that Pakistan has been containing most terrible position in education than any other Asian country by UNDP. Basic causes of this low position are clear and act as barriers in educational achievement and performance. These causes are :teacher absence, insignificant literacy rate including drop outs and weak management. Literacy rate only increases 50% of the whole while just 45% of school aged children were enrolled in 2003. It is also revealed by researchers (Iqbal et al. 2015) that one-fifth teachers never check students' homework, 1/10 school had no structure of building to learn and with small or no admission to the school, only 1/3 of girls were capable to sign their names (Ahsan et al. 2015; Ahmad and Iqbal 2015). On account of these, Punjab Government launched school councils program (School Council Policy, 2007). On the role of School Council Policy (2007), the school council has of minimum 7 and maximum 15 members including parents of children, teachers and common members. Ratio of the parents must be 50% of whole part the school council. School headmaster is the president/chairman of school council. Headmaster must be signatory of the school council bank account.

The school council has become an effective beneficiary of global education development. It provides an opportunity for parents and other members of the community to improve student performance and achievement. As stated in the "School Council Handbook": "The school council is an organization composed of legal persons, composed of the principal, parents, teachers, community representatives and local school community students (if applicable). They represent the interests of all. At the same time. , Work

together to improve the quality of teaching and the learning level of students at school" (Alberta Education, 1999.). Hoy's analysis of Pakistan in collaboration with Action Aid (2010) shows that there is a gap between educators and the community. Due to dissatisfaction and distrust of the state mechanism for social and economic benefits, ordinary people have no right to participate in the school council. This further shows that the trend of school council authorization lies in the quantitative aspect of education. However, more than ten years later, the school council failed to provide the hardware aspects of school management and school atmosphere. According to the policy of the school council (2007), the members of the school council include parents/guardians, teachers and general members, with a minimum of 7 and a maximum of 15. Parent representatives shall account for 50% of the total parent representatives. member. The principal of the school is the co-chairman of the school council. He should also be the trustee of the school council account.

An active and safe learning environment is very important to every student. Without a safe and positive learning environment, students may feel isolated, uncomfortable and participate in bullying, violent behavior, crime or other disruptive behavior (Yogeeswaran et al.2019). There are four different types of schools, namely, open, closed, participatory and non-participatory. Human beings always like to cooperate with others, and their performance and behavior in the social organization environment is called participation. Institutional participation is a multifaceted object consisting of three basic components; behavior, emotion, and cognition. (Frederick, Blumanfield and Paris, 2004).The school atmosphere is also understood as a place of norms, values and expectations that contribute to personal practice, social, emotional and physical feelings. These contents can briefly introduce the following aspects: safe living, teaching process, interpersonal relationships and skills, organizational environment and motivation. Among many factors, the teacher-student relationship effectively promotes the school atmosphere, including academic performance (Maxwell et al. 2017). Low participation can lead to poor school performance (Kothan, 2011). Managers can create a school atmosphere by developing strong relationships, teaching basic knowledge and setting an example. Classroom and school rules and regulations may be clarified and students' learning problems may be understood to find their solutions; so that students can achieve good results.

The National School Climate Council (2012) defines academic atmosphere as "quality of school life". The quality here includes school strategy, timetable, management knowledge base and teacher attitude. The academic atmosphere is related to academic performance. Learning practice, caring and a good classroom teaching environment will produce a sense of attachment. The mutual trust, support, respect, and understanding between teachers and students will affect the school's atmosphere, appreciation, and relationships with parents and other community members. Good communication creates a positive atmosphere. The reason for the lack of education is due to the unethical attitudes and behaviors of non-professional educators and principals (Arain, Arshad & Ahmed, 2019).

This relationship is based on the trust established between the teacher and the school's internal authority. The administration can increase work input and create a positive school atmosphere. Teachers who are actively engaged in work can be empowered to mold schools into productive schools. Gulbahar (2017) pointed out that there is an important high-level positive relationship between participants' understanding of teachers' work engagement and their understanding of institutional trust. Sabri, Ilyas, and Amjad (2013) found that career decision-making promotes and is affected by self-esteem, but the level of motivation affects career. Gender differences indicate that boys are more confident about their future than girls (Javed and Tariq, 2016). The importance of school atmosphere to learners and teachers cannot be overemphasized. The school atmosphere has a huge impact on the quality of teaching and learning activities, and students accept and pay attention to the school's curriculum. The school atmosphere, academic support facilities and subjects have a significant impact on learners' academic performance. According to the "Punjab State Teachers and Principal Education Act", the principal has to play his role not only for academic achievement but also for administrative and financial issues as well. They can play a role in helping teachers' improvement in their teaching skills and classroom environment, which is conducive to teaching. The managerial responsibilities of class teachers are also their main responsibilities. They determine personal requirements; prepare timetables and maintain records required by the district or provincial government. When faced with financial situations, they will prepare a budget for the school, and then send the budget to government department office for revenue generation and expenditure occurrence (Khan, 2012). The principal (HT) is the co-chair of the school council, co-signatory and teacher. He/she is usually responsible for collecting applications from the chairperson to change the school committee (SC) membership. Head Teacher sends the meeting notice to all S.C members to meet the issue and enhance the quality of education.

The United Nations Development Program ranks Pakistan as the country with the worst education level. The reason is obvious, because there are many obstacles to the success of education, such as teacher absenteeism, low literacy rate (including high dropout rate, low retention rate and equal opportunities). In 2003, the literacy rate was only slightly higher than 50% of the total, and only 45% of school-age children were enrolled. One-fifth of teachers had never attended class, one-tenth of schools had no teaching buildings and almost no chance to attend school, and only one-third of girls could sign (McCutcheon, 2007). Therefore, the Punjab government took the initiative to establish a school council ("School Council Policy", 2007) on the basis of the reform of the decentralized education sector in Punjab.

Obviously, it can be seen that the Punjab State School Council is largely effective. The purpose of the proposed study is to test the views of head of public school on the influence of the school board on academic, administrative and financial matters of the school. In addition, the researchers tried to explore the views of head of public school where school councils do not exist. So, the aims and objective of the paper is to measure

the impact of school council on the performance and efficiency of head of school. Efficiency and performance are measured on the basis of perception of head teacher related to academic, administrative and financial performance of the head of the school. This is first kind of paper in which worst and most backward area of Punjab is selected.

2. Methodology

2.1 Design of Study

The design of the study is qualitative and intends to address the aim of study by using positivist philosophical assumptions. However, considering this research design, the study acquired the data by using questionnaire.

2.2 Sample, Sampling and Measures

Researchers selected all primary public schools head teachers of Tehsil Jampur District Rajanpur; Punjab, Pakistan to achieve the objective of the study. Tehsil Jampur consists of generally rural area. Researcher chose the 90 head teachers of public primary school both male and female from Tehsil Jampur, District Rajanpur. A questionnaire was used as a research tool to measure the perception of head teachers. The scale of administrative measures is taken from Lindsay *et al.*, (2017), support in academic matters is taken from Wang and Eccles, (2012) and MacGregor *et al.*, (1999) is used to adapt the scale of financial concerns. However, using three measures – as per study model, we finalized the scale of study and is then distributed for data collection. The questionnaires were distributed self-administratively and were followed back on weekly basis. To collect the data, random sampling technique was applied.

2.3 Ethical Approval and Data Analysis

An ethical approval (for data collection from the concerned respondents of study) was taken from the local Education officer (e.g. EDO Jampur and Rajanpur). After getting the approval, the questionnaire was distributed to the potential individuals including: a cover letter, informed consent describing study objectives and significance, and authority letter to withdraw at any stage to reduce biasedness. After getting the feedback, this data was used to test the study variables by following study conceptualization and an inference was drawn among study variables. For this, Descriptive statistics, reliability analysis, validity tests, correlation and regression analysis tests were applied to evaluate the results from given data and to uncover the perception of head masters about the function of school council working on different issues.

3. Results

The data was analyzed by using SPSS. A total number of 90 questionnaires were distributed and collected for data analysis. The perception and views are recorded, applied and interpreted as under:

Table 1: Descriptive Analysis

Variables	Mean	SD
Administrative Matters	0.67	2.14
Support in academic matters	0.59	1.78
Head Teachers' perception about financial matters	0.88	1.59

The table 1 shows the results of descriptive analysis interpreting the mean value of administrative support as 0.67 with 2.14 of standard deviation, support if academic matters mean value is 0.59 with the standard deviation of 1.78 and the mean value of head teacher perception about school is 0.88 with the 0.59 value of standard deviation.

Table 2: Reliability Analysis

Variables	Cronbach's Alpha
Administrative Matters	0.78
Support in academic matters	0.74
Head Teachers' perception about financial matters	0.82

Table shown the value of Cronbach's alpha indicating the reliability values, where, the administrative matters are measured as 0.78, academic support is measures as 0.74 and head teacher perception is measured as 0.82. The values of Cronbach's alpha indicates that all the values are significant and meeting the standard limit suggested by the empirical criteria of justification.

Table 3: Correlation Analysis

Variables	Administrative Matters	Support in academic matters	Head Teachers perception about financial matters
Administrative Matters	1		
Support in academic matters	0.247*	1	
Head Teachers perception about financial matters	0.319*	0.452*	1

***p-value < 0.05**

The table 3 tabulated the correlation analysis at five percent margin of error with 95.00 percent confidence interval. Our results shown that support of academic matters is significantly correlated with 0.247* (p-value < 0.05). Similarly, head teacher perception is also correlated with administrative support as 0.319* (p-value < 0.05) and with support of academic matters as 0.452* (p-value < 0.05).

Table 4: Regression Analysis

Variables	Beta	t-value	Significance
Support in academic matters	0.566*	2.174	0.000
Head Teachers perception about financial matters	0.433*	1.897	0.000

***p-value < 0.05**

The regression table is tabulated in table (4), showing that support in academic activities is significantly predicted as 0.566* (0.000) with the t-value of 2.174. Similarly, head teacher perception about financial concerns has also significantly predicted as 0.433*

(0.000) with the t-value of 1.897. by this, study hypothesis were found as supported and accepted.

4. Discussion and Conclusion

Village Education Committees in Pakistan Social Action Program Phase I, were introduced and established in 1993 and are currently identified as School Council. Due to insufficiency in study and research on School Councils in the Pakistan, management of the School Council is however to be exposed. Current research planned to find out perception and awareness of headmaster concerning School Councils for performing their functions efficiently. Results of the study proved that majority of headmasters in sample feel that introduction of School Councils will carry out settlement for educational, organizational and economic matters of school. It is also resulted that headmasters were provided support by School Council in resolution the organizational and economic matters than educational matters. This research can be extended further for researchers to find out impacts of a School council on superiority of the education.

Numerous educational management studies concentrated on efficiency outcomes and the most noticeable is the matter of councils (George *et al*, 2019). Correspondingly, this study examined the effect of support of academic matters and the head teachers' perception about financial matters on head master efficiency. Furthermore, this relationship was investigated by using regression analysis. The results have confirmed the significance of effect of study variables in determining head master efficiency. Likewise, in several ways, the results drawn-out and qualified the existing works on relationships among formal strategic planning and organizational performance and with moderating role of school council for head efficiency measurement (George *et al*, 2019). The first hypothesis of study H1 anticipated that support in academic matters is certainly associated with head master efficiency. The positive and significant relation between study variables is highlighted. This is in line with the study of Khan *et al*, (2015).

The second hypothesis of study H2 highlighted that perception of financial matters is also correlated with head master efficiency. This positive relation highlights the value of financial matters, particularly when examined from perspective of organizational perspective. It shows that stakeholder involvement is one of the important antecedent and strengthen the relationship of school performance with strategic formal planning. As predicted in H2, stakeholder involvement is positively moderating organizational performance due to school council. This positive relationship is justified by role of stakeholders including parents, teachers, school head etc.. This result is in line with previous studies showing that the strong role of formal strategic planning on organizational performance and is moderated by stakeholder involvement (Iqbalet *al*, 2015; Khan *et al*. 2019). Among school performance and strategic planning, the positive role of school council and its significance of stakeholder aspect is prerequisite to enhance the school level performance of the head master. The results of H1 and H2, both are in line with the study of Iqbalet *al*, (2015) but this research only focuses on stakeholder involvement as shown in H2.

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