

## SARPANCH, HEADMASTER AND PARENTS INVOLVEMENT IN ACADEMIC ACTIVITIES FOR THE DEVELOPMENT OF SCHOOL

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### ABSTRACT

*A community is a social group, living in a particular given area, sharing a common cultural heritage. Community may be understood as a 'group of social beings living a common life including all the infinite variety and complexity of relations which result from common life or constitute it. The term "participation" can be interpreted in various ways, depending on the context. It includes involvement through enrolling children in school, contribution of money, increasing the student's attendance, participation "in real decision making at every stage," including identification of problems, the study of feasibility, planning, implementation and evaluation. Sarpanch, Headmaster, parents provide provision for involving in the achievement of education goals. These members help to increase effective supervision on academic activities, promoting the enrollment of school, reducing the dropout rate of school and increasing the pass rate, monitoring the teacher's regularity and curricular activities of the school. This study demands survey method of descriptive research studies. The main concern of this method was to describe record, analyze and interpret the data and conditions existing in the target group. Under this method, descriptive information is obtained from the target population, namely, Sarpanch, Headmaster and Parents. For this study, simple random sampling technique was adopted. The objectives of the study are to examine the involvement of Sarpanch in the academic activities of the school, examine the involvement of Head Master in the academic activities of the school and examine the involvement of Parents in the academic activities of the school.*

**Keywords:** Sarpanch, Headmaster, Parents, Involvement, Academic Activities, School Development.

### Introduction

A community is a social group, living in a particular given area, sharing a common cultural heritage. Community may be understood as a 'group of social beings living a common life including all the infinite variety and complexity of relations which result from common life or constitute it.

The term community is derived from the same root as "common" and "communal". It means sharing in common. People living in a community co-operate, share and associate with each other in their day-to-day affairs of life.

Different communities have been living at different levels of social cultural, political, educational and economic development. This is either because they were under the clutches of exploiters who never let them develop or so cut from civilized world that even in the 20th century" some of them are found living in conditions prevalent a thousand years ago. In the present-day world, when colonialism has by and large been put to an end, no community can be left to end its own ways and suffer the pangs of under-development. It is the moral duty of people, nations and governments to vigorously devote their energies towards the development of such communities.

Working with Community for its development should not be a slogan but a practical value proposition and then alone our society is likely to face up the challenges of the life. Of the many agencies of a society that can work towards community development work, education is one and a very important one. On the other hand, the community also performs a certain task for the educational institutions. Communities are settings for educational institutions and serve as instruments of education. They determine the form and curriculum of their schools. They provide cognitive and emotional experiences in which children grow up. School is one of its settings which give opportunity of growth to the child.

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The term “participation” can be interpreted in various ways, depending on the context. Shaeffer clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- Involvement through enrolling children in school.
- Contribution of money, materials, and labor for the development of school.
- Increasing the student’s attendance.
- Consultation on a particular issue of school
- Participation in the delivery of a school services
- Participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation and evaluation.

“A community school would mean that the school is not only teaching the children from the community or area that it serves but is organically linked with the community, has emotional attachment with it, and hence is actively involved with and extends itself into the life and concerns of the community. This linkage or bond will manifest itself in collaborating with the community for provision or support of various kinds of services.”

The committee suggested that one of the essential conditions be that the school would engage itself in meaningful and on-going developmental work with the community. Not as a bit of ritual SUPW or donating some money but entering into a long-term partnership with the community and selectively involving itself with it. Meaningfully a school can establish links with the community, by connecting subjects and curricula of the school with the situations and demands of the community. The headmaster of a school has to work hard to encourage the members of the community to become members of the administration of the school and work for its welfare. Even though there are difficulties, a wise headmaster should make efforts to develop school -community relationship. The heads who take interest in the good community relationship are accepted by the community. Keeping this in view the government of India in 1992 brought 73<sup>rd</sup> amendment to our Constitution permitting the local bodies to participate effectively in the schools.

#### **Need and Importance**

Sarpanch, Headmaster, parents provide provision for involving in the achievement of education goals. These members help to increase effective supervision on academic activities, promoting the enrollment of school, reducing the dropout rate of school and increasing the pass rate, monitoring the teacher’s regularity and curricular activities of the school. These members have a strong role to play in the development of school and the students. These partnerships result in sharing and maximizing resources, while also helping students develop healthy behaviours and promote healthy families.

#### **Objectives**

The following are the objectives of the study.

- To examine the involvement of Sarpanch in the academic activities of the school.
- To examine the involvement of Head Master in the academic activities of the school.
- To examine the involvement of Parents in the academic activities of the school.

#### **Methods and Procedures**

According to the objectives, this study demands survey method of descriptive research studies. The main concern of this method was to describe record, analyze and interpret the data and conditions existing in the target group. Under this method, descriptive information is obtained from the target population, namely, Sarpanch, Headmaster and Parents. The obtained information was analyzed and data was interpreted to know the involvement of target group. Basic instrument of survey method is questionnaire i.e., a set of questions printed or typed in a definite order on a form or set of forms. Sarpanch, Headmaster and Parents have to answer the questions on their own. Researcher had to carefully determine exactly about the type of questions, items of questions, sequence of questions. In the present study, the normative survey method was used to obtain information about functioning of Sarpanch, Headmaster and Parents. Therefore, the normative survey method is described in detail here under.

#### **Normative Survey Method**

Normative survey method is a method of research, which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes relationship or trends that are going on. It is otherwise called “Normative survey” or descriptive survey or status survey. Worthwhile survey studies collect three types of information.

- Of what exists by studying and analyzing important aspects of present situation.
- Of what we want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts otherwise consider to be desirable, and
- Of how to get there through discovering the possible means of achieving the goals on the basis of the experiences of others or the opinions of experts.

#### **The Characteristics of Normative Survey Method**

The following are the characteristics of normative survey method.

- It is essentially cross-sectional.
- It gathers data from a relatively large number of cases.
- It is concerned not with the characteristics of individuals but with generalized statistics of the whole population or a representative sample.
- It deals with clearly defined problems and has definite objectives. It requires an imaginative planning, a careful analysis and interpretation of the data and a logical and skillful reporting of the findings.
- It does not aspire to develop an organized body of scientific laws but provides information useful to the solution of local problems.
- As already mentioned, surveys vary greatly in complexity, some concerning only with the frequency count of events, while others seek to establish relationship among events.
- Surveys may be qualitative or quantitative. At one level surveys may consist of naming and defining the elements of various phenomena, e.g., the qualities of a good administrator. At another level they may involve ascertaining the amounts of constituents or the number of students falling in the categories of distinction, first class, second class, third class and failure.
- Descriptions resulting from surveys may be either verbal or expressed in mathematical symbols.
- The vast range of phenomena forming the subjects of educational surveys may be classified as:
  - Physical conditions related to learning
  - Behavioural conditions related to learning
  - Pupil's ability to learn or the results of learning
- It fits appropriately into the total research scheme or the stages in exploring a vast and intricate field of investigation. It may
  - Serve as a reconnaissance or getting acquainted stage of research in entering a new area, or
  - Represent a specific interest in current conditions within a field that has long since been explored and developed by research.

#### **Advantages of Survey Method**

- Flexibility in data collection is possible
- Generalization is more legitimate
- It is not expensive, it is low cost

There are different external researches that are commonly used in the field where flexibility in the data collection is possible. Instrumentation chiefly aimed at developing methodology, selecting appropriate tools to enquire the objectives or developing tools to collect the data procedure of collecting the data and other statistical techniques to be adopted to explore the study.

Normative survey method has been employed to analyze the involvement of Sarpanch, Headmaster and Parents in academic activities for the development of school.

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure that the researcher adopts while selecting items from the sample. There are different types of sample design. For the present study, simple random sampling technique was adopted. This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected.

The selection of units from the population is done in such a manner that every unit in the population has an equal chance of being chosen and the selection of any one unit is in no way tied to the selection of any other. The law of chance is allowed to operate freely in the selection of such a sample and carefully controlled conditions are created to ensure that each unit in the population has an equal chance of being included in the sample. To prevent the researcher from biasing the results by exercising direct control over the selection of units, several devices are employed to draw samples from population.

The simple random sampling, which ensures the best results, is an ideal plan theoretically. However, from a practical point of view, a complete listing of population, unit by unit may not be possible. If possible, it may involve very high cost which a researcher or an organization may not be able to afford.

Simple random sampling is neither possible nor feasible if lists of units do not exist or if such lists are incomplete. Sometimes lists are available, but not in such a form as to permit simple random sampling. Moreover, if there is more heterogeneity among the units of the population, a simple random sampling may not necessarily represent the characteristics of the total population, even if all selected units participate in the investigation.

The researcher had taken 375 members from 25 government Primary schools i.e., 25 Headmasters of school and 325 parents of school and 25 Sarpanches from 25 villages of Shankarpally mandal, Rangareddy district, Telangana state as a sample to find out the involvement of Sarpanch, Headmaster and Parents in the academic activities for the development of school.

Tools are the instruments through which the data required for the study were connected. In the present study the researcher used Questionnaire for the purpose of collecting the relevant data.

A questionnaire was prepared with 100 items of 100 minimum score, 300 maximum score including both positive statements and negative statements. It was used in survey method to assess the community involvement in school development. The researcher covered the following academic activities of the school.

- Supervision
- Promoting enrolment
- Reducing dropout rate and increasing pass rate
- Regularity of teachers and
- Curricular activities.

In each area of academic activities of the school were covered the following sub areas.

- **Supervision**

It contains the academic performance, parent's co-operation, Mid-Day-Meal, teachers teaching, suggestions of teachers and parents, co-operation with authorities, staff meetings and administrative supervision.

- **Promoting Enrolment**

It consists of Improvement of enrolment, providing scholarships, tracing irregular students, persuade the parents of non-attending children, drop outs, hostel accommodation and free government books.

- **Reducing Dropout Rate and Increasing Pass Rate**

The aspects of this area are parents overcome financial problems, good nutrient food, domestic work, retention, remedial classes, special interest on girl students, counseling classes and study materials.

- **Regularity of Teachers**

It contains the finding irregular teachers, regular attendance of teachers, using interesting teaching methods, class room teaching, providing guest lectures, multimedia lessons, awards and rewards.

- **Curricular Activities**

The components of this area are in-service training programmes for teachers, instructional material, revisions in school curriculum, school calendar, review the students and teachers' attendance, finding learning disabilities of students, flexible scheduling of school timings and hand books for teachers.

### Involvement of Sarpanch, Headmaster and Parents in the academic activities for the development of school

The involvement of Sarpanch, Headmaster and Parents in the academic activities for the development of school were explained in the following way.

**Table 1: Showing the Scores of Sarpanch, Headmaster and Parents Involvement on Supervision**

Members	N	Mean	S. D	F	Sig.(p)	df
Sarpanches	25	18.64	2.75	1.77	0.17	2,372
H.M's	25	19.44	2.61			
Parents	325	18.31	2.98			

Note: 2,372-Level of Significance:  $\geq 3.00$  at  $p=0.05^*$  level and  $\geq 4.61$  at  $p=0.01^{**}$  level

Table 1 shows the scores of Sarpanch, Headmaster and Parents involvement in the academic activities such as supervision. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 18.31 to 19.44. The obtained 'F' value 1.77 with a df of 2,372 is not significant. Though there appears to be a slight difference in the Mean scores of Sarpanch, Headmaster and Parents in supervision, still it is not statistically significant. However, it may be observed that in supervision, Headmasters appears to be better than the Sarpanches and Parents.

Thus, it may be concluded that in supervision of the school activities Headmasters were found to be relatively better than the Sarpanches, who in turn are better than the Parents, which is not significant statistically.

**Table 2: Showing the Scores of Sarpanch, Headmaster and Parents Involvement on Promoting Enrolment**

Members	N	Mean	S.D	F	Sig.(P)	df
Sarpanches	25	18.96	4.16	3.29	0.03*	2,372
H. Ms	25	21.20	3.10			
Parents	325	20.25	3.02			

Table 2 shows the scores of Sarpanch, Headmaster and Parents involvement on promoting enrolment. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 18.96 to 21.20. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are relatively better than the Parents and Sarpanches. The obtained 'F' value 3.29 with a df of 2,372 is statistically significant at 0.05 level of significance. Thus, it may be concluded that in promoting enrolment of children in the school Headmasters were found to be better than the Parents, who in turn are better than Sarpanches, which is significant statistically.

**Table 3: Showing the Scores of Sarpanch, Headmaster and Parents on Reducing Dropout Rate and Increasing Pass Rate**

Members	N	Mean	S. D	F	Sig.(P)	df
Sarpanches	25	19.52	3.84	14.01	0.00**	2,372
H.Ms	25	22.00	2.70			
Parents	325	18.46	3.29			

Table 3 shows the scores of Sarpanch, Headmaster and Parents involvement on reducing dropout rate and increasing pass rate. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 18.46 to 22.00. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are better than the Sarpanches and Parents. The obtained 'F' value 14.01 with a df of 2,372 is statistically significant at 0.01 level of significance.

Thus, it may be concluded that in reducing dropout rate and increasing pass rate of the students, the efforts of Headmasters seem to be better than the Sarpanch, who in turn are better than Parents, which is significant statistically.

**Table 4: Showing the Scores of Sarpanch, Headmaster and Parents Involvement on Regularity of Teachers**

Members	N	Mean	S.D	F	Sig.(P)	df
Sarpanches	25	16.08	3.76	78.87	0.00**	2,372
H.Ms	25	24.08	3.18			
Parents	325	16.35	2.89			

Table 4 shows the scores of Sarpanch, Headmaster and Parents involvement on regularity of teachers. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 16.08 to 24.08. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are better than the Parents and Sarpanch. The obtained 'F' value 78.87 with a df of 2,372 is statistically significant at 0.01 level of significance.

Thus, it may be concluded that in assessing the teachers' regularity, encouraging them to use new methods and in maintaining good rapport with them, Headmasters were found to be better than the Parents, who in turn are better than the Sarpanches, which is significant statistically.

**Table 5: Showing the Scores of Sarpanch, Headmaster and Parents Involvement on Curricular Activities**

Members	N	Mean	S.D	F	Sig.(P)	df
Sarpanches	25	19.52	2.95	14.87	0.00**	2,372
H.Ms	25	23.20	3.31			
Parents	325	19.66	3.14			

Table 5 shows the scores of Sarpanch, Headmaster and Parents involvement on curricular activities. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 19.52 to 23.20. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are better than the Parents and Sarpanches. The obtained 'F' value 14.87 with a df of 2,372 is statistically significant at 0.01 level of significance.

Thus, it may be concluded that in curricular activities i.e., encouraging teachers to attend in-service programmes, preparing and using teaching materials and teaching aids effectively, Headmasters were appearing to be better than the Parents, who in turn are better than the Sarpanches, which is significant statistically.

### Results and Discussion

The involvement of Sarpanch, Headmaster and Parents in all school academic activities appears to be as follows:

- **Supervision**

Headmasters were appearing to be relatively better than the Sarpanches, who in turn were better than the Parents.

- **Promoting enrolment**

Headmasters were found to be better than the Parents, who in turn were better than the Sarpanches.

- **Reducing dropout rate and increasing pass rate**

The efforts of Headmasters were seemed to be better than the Sarpanches, who in turn were better than the Parents.

- **Regularity of teachers**

Headmasters were found to be better than the Parents, who in turn were better than the Sarpanches.

- **Curricular activities**

Headmasters were appearing to be better than the Parents, who in turn were better than Sarpanches.

### Conclusion

The involvement of Sarpanches in the school academic activities was found to be low when compared to the Headmasters. This resulted in the poor quality of educational standards. To overcome this difficulty proper monitoring for Sarpanches should be given so that their regular involvement in supervision

The study revealed that the parents involvement in school academic activities was found to be meagre. For the improvement of academic activities, the parents should attend the school academic meetings without fail for decision making, to strengthen their children education and teachers teaching.

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