

Community Participation in School Development



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Abstract

The study was aimed to find the association of school effectiveness in relation to community participation. The analysis has been done in two phases i.e (i) School effectiveness in relation to different dimensions (construction, maintenance and upgradation of school infrastructure, resource mobilization, management of the school, organising socio-cultural activities and improving academic environment of the school) of community participation, and (ii) School effectiveness in relation to overall community participation. Descriptive method of research, followed by evaluative approach, was used in the conduct of present study. The universe of the study was secondary schools of the state of punjab comprising of three districts namely Ludhiana, Bathinda and Mansa were selected on random basis with due consideration to high, average and low literacy rate districts of punjab. Hence, 60 schools were selected from all the three districts, affiliated to Punjab School Education Board, Mohali. For identification of effective schools, the *School Inventory* was administered to the 60 principals' or its nominee selected schools who is aware of all the activities of the school. By adopting the criteria of Q_3 and Q_1 , 15 more effective schools and 15 less- effective schools were classified and remaining ones were considered as average effective schools. community members from each more-effective and less-effective schools were selected incidental purposively, to investigate their participation in the school activities. The final sample size came out to be 152. For this purpose, School community Interaction schedule was used. It has 42 items covering five above mentioned dimensions. Each item is given a maximum score of 1 to 'Yes' and 0 to 'No'. The minimum score is '0' and the maximum score to be given 42.

Keywords: School Community Interaction, School Development.

Introduction

School is an idealized epitome of social life. It is a miniature form of the community. The school is brought into existence by the community for its own development and betterment. The community fixes up certain aims and objectives. In order to realize those objectives schools are established. No school can exist without the community because it draws its population (teachers and pupils) from it. Likewise a community cannot do without a school. Community ideals are constantly influencing the school and the school in its turn is moulding the community by polishing its children into enlightened citizens.

Colletta and Perkins (1995) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction. Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

The most successful schools are those which have close relations with the communities in aspects like joint formulation of aims, determination of goals and values, selection of teachers and sharing of responsibilities (Katz, 2000). There are different ways of forging relationship between the schools and the community. One of such ways

is parent -teacher association. Successful parent- teacher association can play a crucial role in promoting successful community school relationship. In this regard teachers and school administrators develop strategies to encourage interaction with the community and the parents (Panah, 2003, Rose, 2003). Building school community relations provide opportunities to the children to come in contact with the immediate environment and the community life around them. For this aim, school curriculum can be organized in such a way that the children are able to link and relate the information and knowledge gained at schools to their daily life experiences (Johnson & Goode, 1996; Dash, 2004 and Adam, 2005).

Objectives of the Study

- To find out the association of
1. School effectiveness in relation to community participation in terms of different dimensions naming improvement of school infrastructure, resource mobilization, organising socio-cultural activities, management of the school and improving academic environment and
 2. School effectiveness in relation to overall community participation.

Hypothesis

There exists a real association between school effectiveness and community participation with dimension wise and overall.

Methodology

Descriptive method of research, followed by evaluative approach, was used in the conduct of present study.

Sample Size and Sampling Technique

The universe of the study was secondary schools of the state of punjab comprising of three

districts namely Ludhiana, Bathinda and Mansa were selected on random basis with due consideration to high, average and low literacy rate districts of punjab.Hence, 60 schools were selected from all these three districts , affiliated to Punjab School Education Board, Mohali.then 15 more-effective and 15 less-effective schools were identified. Community members from each locality of these 30 schools were selected incidental purposively, to investigate their participation in the school activities. Hence, the final sample size came out to be 152 community members.

Tool

School Community Interaction Schedule: For Community Members (Self- structured)

**Analysis and Discussion of Results
School Effectiveness in Relation to Community Participation**

To find out the association of school effectiveness in relation to community participation, the analysis has been done in two phases i.e (i) School effectiveness in relation to different dimensions (construction, maintenance and upgradation of school infrastructure, resource mobilization, organising socio-cultural activities, management of the school and improving academic environment of the school) of community participation, and (ii) School effectiveness in relation to overall community participation. For this purpose, School community Interaction schedule was used. It has 42 items covering five above mentioned dimensions. Each item is given a maximum score of 1 to 'yes' and 0 to 'no'.The minimum score is '0' and the maximum score to be given 42. The details about the analysis of the data are presented as follows:

**Table 1
Comparison of More-Effective and Less-Effective Schools on Community Contribution to School**

| Dimensions | Community Participation | | Bi-serial Correlation | Standard Error of Bi-serials | t-value |
|---|-------------------------|-------------------------|-----------------------|------------------------------|---------|
| | More-Effective Schools | Less- Effective Schools | | | |
| Construction,maintenance & upgradation of school infrastructure | Mean=7.4 | Mean=6.1 | .40 | .094 | 3.81** |
| | S.D.=1.41 | S.D.=2.57 | | | |
| Resource mobilisation | Mean=2.53 | Mean=1.74 | 0.37 | .096 | 3.57** |
| | S.D.=1.33 | S.D.=1.34 | | | |
| Organising socio-cultural activities | Mean =4.59 | Mean =3.76 | .32 | .099 | 3.07** |
| | S.D.=1.30 | S.D.=1.93 | | | |
| Management of school | Mean=10.09 | Mean=8.82 | .27 | .048 | 2.31* |
| | S.D.=3.62 | S.D.=3.13 | | | |
| Improving academic environment of the school | Mean=7.8 | Mean =6.4 | .45 | .091 | 4.33** |
| | S.D.=1.39 | S.D.=2.37 | | | |
| Overall community participation | Mean=32.4 | Mean=26.82 | .44 | .092 | 11.87* |
| | S.D.=3.98 | S.D.=1.23 | | | |

*: 0.05 level of significance, **: 0.01 level of significance

It is observed from the table 1 that the mean scores of community members on construction, maintenance and upgradation of school infrastructure of the more effective schools came out to be 7.4 (S.D.=1.41) and 6.1 (S.D.=2.57) in the less effective schools. The value of bi-serial correlation .40 indicates moderate degree of association between the school effectiveness and

community participation in construction , maintenance and upgradation of school infrastructure. The calculated 't' value 3.81 turned out to be significant at .01 level.

It also shows that the mean scores of community members on construction, maintenance and upgradation of school infrastructure of the more effective schools were found to be higher than the

mean scores of the less effective schools. It means that in the more effective schools the community participation on construction, maintenance and upgradation of school infrastructure was better than the less effective schools. So, it can be concluded that there is a positive relationship between community participation and school effectiveness.

The table 1 exhibits that the mean scores of community members on resource *mobilisation for the schools* came out to be 2.53 (S.D.=1.74) in the more effective schools and 1.33 (S.D.=1.34) in the less effective schools. The bi-serial correlation .37 indicates low degree of association between the school effectiveness and community participation in the resource mobilisation for the schools. The calculated 't' value 3.57 came out to be greater than the table value at .01 level.

The table further shows that the mean scores of community members on resource mobilisation for the schools of the more effective schools were found to be higher than the mean scores of the less effective schools. It means that in the more effective schools the community participation on resource mobilisation for the schools was better than the less effective schools. So, it can be said that there is a positive relationship between community participation and school effectiveness.

The perusal of the table 1 reveals that the mean scores of community members on *organising socio-cultural activities* came out to be 4.59 (S.D.=1.30) in the more effective schools and 3.76 (S.D.=1.93) in the less effective schools. The bi-serial correlation .32 indicates low degree of association between the school effectiveness and community participation in organising socio-cultural activities. The calculated 't' value 3.07 came out to be greater than the table value at .01 level. The difference in the mean scores reveals that in the more effective schools the community participation on organising socio-cultural activities was better than the less effective schools. So, it can be said that there is a positive relationship between school effectiveness and community member's participation in organising socio-cultural activities.

It may be noted from the table 1 that the mean scores of community members on *management of school* came out to be 10.09 (S.D.=3.62) in the more effective schools and 8.82 (S.D.=3.13) in the less effective schools. The value of bi-serial correlation .27 indicates low degree of association between the school effectiveness and community participation in the management of school. The calculated 't' value 2.31 came out to be greater than the table value at .05 level. Therefore, it can be said that it is significant at .05 level. So, community participation in management of school is related to school effectiveness.

The table 1 exhibits that the mean scores of community members on *improving academic environment of the school* came out to be 7.8 (S.D.=1.39) in the more effective schools and 6.4 (S.D.=2.37) in the less effective schools. The bi-serial correlation .45 shows moderate degree of association between the school effectiveness and community participation in improving academic

environment of the school. The calculated 't' value 4.33 came out to be greater than the Table value at .01 level.

The table further shows that the mean scores of community members on improving academic environment of the school of the more effective schools were found to be higher than the mean scores of the less effective schools. It means that in the more effective schools the community participation on improving academic environment of the school was better than the less effective schools. So, community participation helps in improving the school effectiveness.

The table 1 shows that the mean scores of *overall community participation* came out to be 32.4 (S.D.=3.98) in the more effective schools and 26.82 (S.D.=1.23) in the less effective schools. The bi-serial correlation .44 indicates moderate degree of association between the school effectiveness and total community participation. The calculated 't' value 11.87 came out to be greater than the table value at .01 level. Therefore, it can be said that it is significant at .01 level. The difference in the mean scores reveals that in the more effective schools the total community participation was better than the less effective schools. So, it can be said that there is a positive relationship between school effectiveness and community member's participation.

Since the overall and dimension wise association between school effectiveness and community participation both in case of more effective schools and less effective schools turned out to be significant .

Hence, the Hypothesis of the study that there exists a significant association between school effectiveness and community participation with dimension wise and overall is accepted.

It can be interpreted that a significant majority of the community members belonging to the more effective schools participates more in the school activities as compared to less effective schools. It can also be observed that high community participation is associated with increasing school effectiveness.

Therefore, on the basis of above analysis it can be interpreted that:

1. There is significant association of school effectiveness in relation to community participation (*construction, maintenance and upgradation of school infrastructure, resource mobilisation for the schools, in organising socio-cultural activities, in management of school and in improving academic environment of the school*) and overall.

From the above discussion and results on school community interaction showed that there is a higher community participation in improving school complex, organizing socio-cultural activities, resource mobilization of school, management of the school and improving academic environment of the school in more effective schools. It is in similarity to the findings of Creemers and Werf (1998) conducted a study on effects and cost of community participation and found that there is a positive effect

of community participation in management, evaluation and monitoring and teacher professional development.

Similarly, the findings of the other researchers also confirmed the present study results that there is a positive effect of community participation in school effectiveness. Rao (1998) revealed that community participation is enhancing school effectiveness by motivating the youths. Parental involvement plays a significant role in the children's social-emotional, developmental, and academic school functioning (Henderson & Mapp, 2002 and Sheldon & Epstein, 2005). Examples of parental school involvement include parent participation in the education of their children through different behaviors, such as volunteering at school functions, communicating with school personnel, homework assistance, attending school events, participating in parent-teacher associations (PTAs), and attending parent-teacher conferences (Hill & Taylor, 2004; Lee & Bowen, 2006 and Stewart, 2008). By maintaining close relationships and frequent communication with the schools, parents can greatly contribute to their children's school-related outcomes and to the enhancement of more caring and responsive school environments (Barnard, 2004; Houtenville, & Hall, 2007; Arnold & Ortiz, 2008). Bordoloi and Bordoloi (2012), Ranjan (2012) revealed there is a real association between school effectiveness and community participation as overall and in all the five dimension such as community participation in improving school complex, community participation in resource mobilization, community participation in organizing social-cultural activities, community participation in the management of school and community participation in improving academic environment of the school.

Educational Implications

The finding of the present study revealed that higher community participation is related with the school effectiveness. Community members should be an integral part of school activities. School activities must be organised in collaboration with the School Management Committee (SMCs). SMC must actively engage in the programmes meant for development of the school. Teachers' should be trained so that they can seek the whole hearted cooperation from the community in terms of parental involvement in the education of their children, volunteering at school functions, communicating with school personnel, homework assistance, attending school events, participating in parent-teacher associations (PTAs), and attending parent-teacher conferences. Various programmes should be organised for the awareness of community. Parental involvement should not be the only responsibility of the parent to initiate and maintain. Because of barriers that some parents experience while relating to schools, there seems to be a need to expand the meaning of parental school involvement to include the use of services offered by the school to parents and families in need. By addressing the needs of parents, schools can help parents to involve more. Schools could create involvement opportunities and welcoming

environments to allow meaningful participation for parents of all backgrounds. Therefore, educational policies at the local, state, and federal levels can potentially set standards for schools to create a welcoming culture for diverse students and their families. To address the obstacles of school community interactions, schools could engage in community outreach efforts while demonstrating cultural competency and community empowerment within the school. For example, schools can take actions to engage parental expertise by inviting them to share their cultural traditions and skills with students at the school.

To gauge the pace of changes in the secondary school education and efficiency, evaluation strategies need to be developed. Hence research studies will have to be initiated in the broad framework of the national policy and state intervention on the improvement of school inputs, teacher competencies and learning outcome of students. This calls for measurement tools to be developed, parameters of success and also potential issues in school education to be taken care of as a consequence of the implementation of *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*.

Conclusion

It is summarized that positive and strong associations between the school and community played a key role in not only children's all round development but also on the effectual working of the school.

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