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## Sarpanch, Headmaster and Parents Involvement in Non-Academic activities for School Development

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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 participate in non-academic activities for the development of school and help to mobilization of resources of school, providing infrastructural facilities, taking good decision making for the development of school, organizing co-curricular activities for school children physical and mental development and also develop the school and Community relationship. 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 non-academic activities of the school, examine the involvement of Head Master in the non-academic activities of the school and examine the involvement of Parents in the non-academic activities of the school.

## KEY WORDS

Sarpanch, Headmaster, Parents, Involvement, Non-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.

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

1. Involvement through enrolling children in school.
2. Contribution of money, materials, and labor for the development of school.
3. Increasing the student's attendance.
4. Consultation on a particular issue of school
5. Participation in the delivery of a school services
6. 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 participate in non-academic activities for the development of school and help to mobilization of resources of school, providing infrastructural facilities, taking good decision making for the development of school, organizing co-curricular activities for school children physical and mental development and also develop the school and Community relationship. 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.

1. To examine the involvement of Sarpanch in the non-academic activities of the school.
2. To examine the involvement of Head Master in the non-academic activities of the school.
3. To examine the involvement of Parents in the non-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.

1. Of what exists by studying and analyzing important aspects of present situation.
2. 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
3. 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.

1. It is essentially cross-sectional.
2. It gathers data from a relatively large number of cases.
3. It is concerned not with the characteristics of individuals but with generalized statistics of the whole population or a representative sample.
4. 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.
5. It does not aspire to develop an organized body of scientific laws but provides information useful to the solution of local problems.
6. 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.
7. 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.

8. Descriptions resulting from surveys may be either verbal or expressed in mathematical symbols.
9. The vast range of phenomena forming the subjects of educational surveys may be classified as:
  - a) Physical conditions related to learning
  - b) Behavioural conditions related to learning
  - c) Pupil's ability to learn or the results of learning
10. It fits appropriately into the total research scheme or the stages in exploring a vast and intricate field of investigation. It may
  - a) Serve as a reconnaissance or getting acquainted stage of research in entering a new area, or
  - b) Represent a specific interest in current conditions within a field that has long since been explored and developed by research.

### **Advantages of survey method**

- a) Flexibility in data collection is possible
- b) Generalization is more legitimate
- c) 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 non-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 Sarpanch, Headmaster and Parents involvement in non-academic activities for school development. The researcher covered the following non-academic activities of the school.

- 1) Mobilization
- 2) Infrastructural facilities
- 3) Decision making
- 4) Co-curricular activities
- 5) The development of school and Community relationship

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

#### **1) Mobilization**

Parents participation in school functions, providing first aid services, good sanitation, providing hygienic education, effective nutrition, health camps, parents role in learning, participation of students in school activities, utilization of community resources and parents contribution in school facilities etc., were covered.

**2) Infrastructural facilities**

It covered the school buildings, site of the school, playground, multimedia technology access, availability of chairs and tables, school gym and facilities for conducting exhibitions.

**3) Decision making**

In this area covered the agenda of the meeting, democratic process in selection of members of the school committee, voluntary participation, good rapport among members, influence of local self-government and inviting concerned authorities for meetings.

**4) Co-curricular activities**

It covered the school assembly, games and sports, boy's scouts and girls guiding, field trips and excursions, hobbies of the students, cultural activities, competitions and debates, school magazine and student's councils.

**5) Development of school and Community relationship**

In this area covered the Parents Teachers Association, local festivals, natural calamities, local experts' guest lectures, picnics and community functions.

**Involvement of Sarpanch, Headmaster and Parents in non-academic activities for school development**

The involvement of Sarpanch, Headmaster and Parents in the non-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 Mobilization**

Members	N	Mean	S.D	F	Sig.(p)	df
Sarpanches	25	20.32	3.72	38.67	0.00**	2,372
H.Ms	25	24.16	2.57			
Parents	325	17.18	4.19			

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 on mobilization. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 17.18 to 24.16. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are relatively better than the Sarpanch and Parents. The obtained 'F' value 38.67 with a df of 2,372 is statistically significant at 0.01 level of significance.

Thus, it may be concluded that in mobilization of services provided in the school like first-aid- services and hygienic education, organizing health camps and utilizing community resources, Headmaster were appearing to be better than Sarpanches, who in turn are better than Parents, which is significant statistically.

**Table-2 showing the scores of Sarpanch, Headmaster and Parents involvement on infrastructural facilities**

Members	N	Mean	S.D	F	Sig.(p)	df
Sarpanches	25	18.24	3.80	9.58	0.00**	2,372
H.Ms	25	22.16	3.91			
Parents	325	18.94	3.65			

Table 2 shows the scores of Sarpanch, Headmaster and Parents involvement on infrastructural facilities. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 18.24 to 22.16. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are relatively better than Parents and Sarpanch. The obtained 'F' value 9.58 with a df of 2,372 is statistically significant at 0.01 level of significance.

Thus, it may be concluded that in providing and improving infrastructural facilities such as school buildings, playground, multimedia technology access, availability of chairs and tables, Headmasters were found to be better than the Parents, who in turn are better than the Sarpanches, which is significant statistically.

**Table-3 showing the scores of Sarpanch, Headmaster and Parents involvement on decision making**

Members	N	Mean	S.D	F	Sig.(p)	df
Sarpanches	25	15.44	3.76	4.30	0.01*	2,372
H.Ms	25	18.80	3.46			
Parents	325	17.66	4.31			

Table 3 shows the scores of Sarpanch, Headmaster and Parents involvement on decision making. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 15.44 to 18.80. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are relatively better than Parents and Sarpanch. The obtained 'F' value 4.30 with a df of 2,372 is statistically significant at 0.05 level of significance.

Thus, it may be concluded that while taking decision making, the administrative abilities of Headmasters were appeared to be more democratic and better than the Parents, who in turn are better than Sarpanches, which is significant statistically.

**Table-4 showing the scores of Sarpanch, Headmaster and Parents involvement on co-curricular activities.**

Members	N	Mean	S.D	F	Sig.(p)	df
Sarpanches	25	14.72	3.40	11.47	0.00**	2,372
H.Ms	25	19.28	2.93			
Parents	325	18.50	4.05			



Table 4 shows the scores of Sarpanch, Headmaster and Parents involvement on co-curricular activities. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 14.72 to 19.28. 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 11.47 with a df of 2,372 is statistically significant at 0.01 level of significance.

Thus, it may be concluded that in co-curricular activities such as conducting school assembly, games and sports, field trips and excursions and cultural activities, Headmasters were appearing to be better than the Parents, who in turn are better than Sarpanches, which is highly significant statistically.

**Table-5 showing the scores of Sarpanch, Headmaster and Parents involvement on the development of school and community relationship**

Members	N	Mean	S.D	F	Sig.(p)	df
Sarpanches	25	19.44	3.48	33.10	0.00**	2,372
H.Ms	25	22.16	3.36			
Parents	325	17.11	3.17			

Table 5 shows the scores of Sarpanch, Headmaster and Parents involvement on the development of school and community relationship. Sarpanches, Headmasters and Parents obtained Mean scores are ranging from 17.11 to 22.16. It may be observed that the Mean scores vary among the members of Sarpanch, Headmaster and Parents. Headmasters are relatively better than the Sarpanches and Parents. The obtained 'F' value 33.10 with a df of 2,372 is statistically significant at 0.01 level of significance.

Thus, it may be concluded that in the developing the relationship between the school and community, Headmasters were found to be better than the Sarpanches, who in turn are better than Parents, which is highly significant statistically.

## RESULTS AND DISCUSSION

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

### 1) Mobilization

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

### 2) Infrastructural facilities

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

### 3) Decision making

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

#### 4) Co-curricular activities

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

#### 5) The development of School and Community relationship

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

## CONCLUSION

The study revealed that the involvement of Sarpanches and parents were found to be low in providing and improving infrastructural facilities. In infrastructural facilities such as school buildings, playground, multimedia technology access, availability of chairs and tables Headmasters should encourage the Sarpanches and parents to improve such facilities further development of schools.

The study also revealed that the involvement of Headmasters was found to be better than the Sarpanches and parents in mobilization of services provided in the school. In mobilization of services like first-aid-services and hygienic education, organizing health camps and utilizing community resources, sanitation facilities, parents and sarpanches involvement were seemed to be low. To overcome this problem the concerned authorities should take necessary measurements to improve such facilities in the schools.

The study also revealed that the involvement of Sarpanches and parents were found to be low in co-curricular activities of the schools. For providing the co-curricular activities such as conducting school assembly, games and sports, field trips and excursions and cultural activities, the managements of the schools should take necessary arrangements.

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