



## **THE ATTITUDE OF TEACHERS TOWARDS THE IMPLEMENTATION OF SCHOOL MANAGEMENT COMMITTEE (SMCS) AT PRIMARY LEVEL**

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### **Abstract:**

Community has always been crucial to providing young people with meaningful education, and members of a community have taken on the responsibility of educating their own children. The main goals of the current study were to explore any significant differences in teacher attitudes (between male and female) and to analyze the teachers' attitudes towards the implementation of the School Management Committee (SMC) at the primary level. The descriptive survey approach was used to conduct the study, and samples from 160 randomly chosen primary schools in District Kangra were gathered from 33 of them. Data was provided for gathering pertinent information from the sample groups as well as the straightforward percentage. According to the study's findings, the majority of teachers thought that the government had made a wise decision in creating a primary school management committee (SMC). There was not a noticeable distinction in how the School Management Committee was implemented between male and female teachers.

**Key Words:** School Management Committee; Primary Level; Descriptive Survey; Random Sample; Percentages.

### **Introduction:**

India is a cosmopolitan and pluralistic society, and this country has a long history of valuing education. The most effective method for a country's development is education. It is a continual process that lasts a lifetime and works towards a learner's overall growth. It improves man's culture and gets rid of social problems/evils. Education is a treasure because it provides knowledge and skills to learn new things and develop their existing talents.

It enhances not only the creativity of mind but also cultivates values, morality, and a sound intellectual character. There are numerous and diverse strategies and methods needed for knowledge transfer. Only through this mechanism of education is it possible to change the socioeconomic circumstances of any country. It fortifies one with power and goal-setting skills and equips citizens with analytical skills that boost confidence. It fosters the development of values, abilities, and capacities, including academic learning. This adds people in making career plans and contributes significantly to the creation of a modern society with progressive principles. Therefore, it is unavoidable that education plays a part in promoting social and economic advancement. The Right to Education Act 2009 (RTE-2009) offers community members a variety of involvement options.

Community participation and its co-operation in school operations and engagement takes the shape of the School Management Committee (SMC). The purpose of the SMC is to actively engage local communities in the development, execution, and evaluation of school improvement initiatives. The main stakeholders (parents) feel a sense of ownership and responsibility, and it strengthens the relationship and networking between the school and the community. The SMC is crucial to achieving the objectives of the RTE Act 2009. The public's knowledge is raised, and a strong sense of ownership and responsibility over government policies and projects is developed and monitored.

The SMC's main goal is to provide community stakeholders 'more influence' over how the school is to run. According to the Act, the SMC shall endeavor to increase parental and community involvement in school operations and offer tools for better management at the school level (Sethi and Muddgal, 2017). One of these tactics was the 'coordinated effort' offered by the community and school management committees' (SMCs) collaboration activities. At the primary school level, where teachers and school administration must deal with young children properly, technically and carefully as they develop their physic, intellect and personalities here. The SMCs are essential for upholding standards, constructing and maintaining school facilities, and fostering collaboration between educators and students (Robertson et al, 2020). One of the primary objectives of the decentralized system of governance is to strengthen school management committees (SMCs). The general secretary of the SMC at the school level shall be the head teacher or senior teacher. He or she will organize the election of the SMC, create the SMC by holding a general body meeting, and manage the daily non-academic school improvement activities through participatory decision-making (Lohana,2016).

### **Review of Literature:**

Charu and Alka (2017) investigated how SMC members contributed to the 2009 Right to Education Act's implementation. Descriptive survey makes up the study. The information was gathered from SMC members of Delhi Municipal Corporation Schools. For the purpose of examining the role of SMC members in the RTE Act's implementation, a questionnaire with both closed-ended and open-ended questions was created. The gathered information was methodically compiled and qualitatively examined. The study's findings indicate that SMC is not functional in the schools that were under investigation.

Shrawat and Roy (2017) studied the expected responsibilities and duties of the school management committee. Then, determine and recommend solutions to ensure the group operates efficiently. Data from 390 members of the school administration committee were gathered using a descriptive survey method and a questionnaire. Utilizing percentages, a quantitative analysis of the data was performed. Following a conversion into frequencies, the responses to the questionnaire were transformed into percentages. Findings showed that members participated in the supervision of children's entrance, attendance, and involvement but neglected to fulfill some of the most important tasks and responsibilities necessary for the programme to run properly.

Mehar and Patel (2018) explored how the SMC operates in the district of Jharsuguda's elementary schools. The primary goals of the study were to examine the current condition and operation of SMC in Jharsuguda's elementary levels and to identify any obstacles to the SMC members' efficient operation. The Jharsuguda district's primary schools and the SMC's functionality in those schools were the sole subjects of this study. The descriptive survey method was used for this investigation. Using a stratified random selection technique, 30 elementary schools from the Jharsuguda district were chosen for the study, 15 of which were located in urban regions and 15 in rural ones. Self-made open-ended questionnaires were created and presented to selected SMC members in order to gather data from the sample groups.

Baral et al (2019) explore the important differences in attitudes of parents (rural and urban) and teachers (male and female) and the attitudes of the teachers and parents towards the implementation of the School Management Committee at the elementary level. The descriptive survey approach was used to conduct the study and 20 primary schools 10 rural and 10 urban in the Sambalpur district of Odisha was used. From these, 160 samples comprising both parents and pupils as a whole—were randomly chosen. For the purpose of gathering pertinent information from the sample groups, a five-point attitude scale was created. The data was then simply percentage zed. The result showed that the majority of parents and teachers who participated in the study felt that it is important to establish a school management committee at the elementary level.

Shemahonge (2020) analyzed how much the school management committees (SMCs) affect the primary schools in the Shinyanga district's overall school performance in terms of quality improvement. The study used comparative case studies as part of a qualitative methodology. Three schools provided a total of 75 respondents, who were carefully chosen and included in the survey. Focus groups, semi-structured interviews, and a study of the literature served as the research tools. The CIPP model by Stafflebeam served as the inspiration for the conceptual framework. Along with the model, two theories—the General Systems Theory (GST) and the Total Quality Management (TQM) theory—were also applied. Despite the fact that 33% of the participants in the study received no training, it was discovered that SMCs are generally knowledgeable of their tasks. It was discovered that the organs are unaware of their involvement for planning. It was discovered that committees control the majority of fundamental tasks that are amenable to quality improvement.

### **Objectives of the Study:**

- To study the attitude of teachers towards the implementation of SMC at the primary level.
- To examine the attitude of male teachers and female teachers towards the implementation of SMC.

### **Hypotheses of the Study:**

- There exist significant differences between the attitude of male and female teachers towards the implementation of SMC

### **Research Methodology:**

The research's methodology is crucial to any research project. Therefore, there are several research methods, such as experimental, survey, historical, case study method, etc., to follow the research procedure. In the current study, the researcher employed the descriptive survey method in order to gather a thorough description of existing phenomena with the goal of using the information to support current conditions and practices or to develop clever plans for their improvement with regard to SMC.

### **Population:**

The investigator selected all of the primary school teachers as the population for the current investigation. 33 primary schools were chosen at random from the entire primary school population of 11 education blocks of Kangra district of Himachal Pradesh. 80 male primary teachers and 80 female primary school teachers were chosen to make up the study's sample of 160 teachers from the entire district.

### **Data Collection:**

The data for the present study was collected individually by the investigator. The investigator personally visited the chosen schools and filled the survey.

**Statistical Technique:**

The investigator used the simple percentage technique to analyze the opinions of educators in accordance with the research topic they were given, and a ‘t test’ was performed to determine whether there exist a statistically significant difference between the attitudes of male and female primary teachers.

**Analysis and Interpretation:**

The major task of the study was to examine the attitude and challenges of primary teachers about SMC, which are being faced by SMC in schools. In pursuance of that, research instruments developed, were to seek answers to research questions and to test some of the findings emerged from the review of related literature.

Table 1: The attitude of teachers towards the SMC in Kangra district of Himachal Pradesh

No	Statements	Yes	Percentage	No	Percentage
1	The formation of SMC at primary level is a good step taken by the Government.	121	75.6	39	24.37
2	Most of the SMC members are energetic and young.	101	63.1	59	36.8
4	The majority of SMC members do come on time to attend the meeting	77	48.12	83	51.87
5	SMC members are aware of their roles and responsibilities.	98	61.25	62	38.75
6	Most of the SMC members are well aware of the post and positions held by them in the SMC	86	53.75	74	46.25
7	SMC members take responsibilities for regularity of teachers as well as of students.	92	57.5	68	42.5
8	SMC members maintain cooperation with school.	111	69.37	49	30.62
9	Meetings of SMC held on time period	127	79.37	33	20.62
10	All the SMC members ask their children at home about their difficulties in learning.	42	26.25	118	73.75

Source: Primary Survey

The elementary school teachers' attitudes about the SMC can be observed by looking at the table previously indicated. It was shown that the majority of elementary school teachers had positive attitudes about the SMC. Teachers' attitudes on the establishment of SMC at the primary level are favorable in 75.6% of cases. While just 48.12 percent of SMC members arrive on time for the teachers' meeting, 63.1% of members have a positive attitude and are young and active. Members who make up 53.75 percent of the membership have favorable opinions on the committee members' positions and posts. 57.5 percent of the committee's members began their meetings on a regular and periodic basis. 69.37 percent of members still work with the schools. While 73.75 percent of members do not inquire about learning difficulties in children, 26.25 percent of members convened a meeting to discuss the challenges faced by school students.

**Objective II:**

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

Table 2: Investigating the attitudes of male and female teachers in relation to the implementation of the School Management Committee (SMC)

Teachers	N	Mean	SD	't' Value
Male	80	103.9	12.18	
Female	80	106.6	9.64	

Source: Primary Data

There is not a significant distinction between male and female teachers' attitudes on the implementation of the School Management Committee (SMC), as shown in Table 2. The table revealed that the obtained 't' value (0.27) is less. Accordingly, this is not statistically significant. Since the alternative hypothesis is rejected, so we adopt the null hypothesis (H0).

**Major Findings and Conclusion of the Study:**

The outcomes that follow from the current study were drawn after the analysis and interpretation of the data that had been gathered. The majority of teachers concurred that the Government's decision to establish the School Management Committee at the elementary level is a wise one. The majority of instructors were supportive of the creation of the School Management Committee, although the majority of the members were unsure of their obligations to the school. The majority of teachers expressed support for the creation of the School Management Committee, as well as for the tasks and responsibilities that its members have taken on. They also expressed awareness of the members' positions and posts. Nearly 57.5% of instructors strongly agreed that the SMC meetings should be held on a regular basis. The difference in attitudes between men and women towards the committee members cannot be compared. The SMC members are performing a range of activities, such as making the necessary efforts to enrol children, boosting the retention of children, and enhancing the learning environment, it can be inferred after carefully examining everything mentioned above. SMC

significantly contributes to the institution's overall development. According to the SMC's further justification, it may be inferred that decentralization of school education is the fundamental component of education in India, where both the central and state governments are actively involved in the sector. The results of the study suggest, however, that the active involvement of both school officials (Teachers and head teachers) and community members as a whole will undoubtedly improve the quality of education in relation to access, equity, inclusion, expansion, and excellence at the elementary level as a whole; as a result, the SMC must be greatly empowered at the school level.

**Suggestions for Further Research:**

- A similar study can be undertaken at the middle and secondary level.
- A comparison study examining how teachers in rural and urban areas use the School Management Committee to raise the standard of instruction at the elementary and secondary levels may be conducted.
- It is necessary to carry out a similar type of study by expanding the demographic coverage and geographic scope to include other state districts.

**Limitation of the Study:**

- The present study was delimited to all the primary schools of Kangra district only.
- Further, the study was delimited to study the attitudes of primary school teachers' towards the implementation of the School Management Committee (SMC).

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