



Role of School Councils in School Administration: Exploring Performance, Opportunities, and Challenges

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Abstract- School councils consist of teachers, parents and other community members were established to assist schools in the provision of quality education and school facilities. This qualitative case study was conducted to explore the role of school council in school administration and what challenges did they face in this collaboration. Population for this study was school council members including parents, community members, teachers, and head teachers in District Punjab. The method of sampling was purposeful. This study involves data from different sources including documents and interviews of different stakeholders of the school council. The documents involved the School Council Act, SBAP (school-based action plan)/ proceedings of meetings with school councils, order book, resolutions passed by the school council, notifications, meeting notices, school inspection register for SC, the record of financial affairs, stock register. The framework analysis approach introduced by (Ritchie & Spencer, 1994) was used for the analysis of data in this research. After analysis seven themes emerged which includes academic role, administrative role, financial role, selection, perception of inability, motivation and time. These results can be applied to transform school council in an efficient supporting body in school education department.

Key Words: School council, community

I. INTRODUCTION

Community involvement in school administration is recognized as a crucial element in achieving educational goals, especially in developing countries. The studies conducted at the national and international level shed light on the significance of community involvement in achieving access and quality of education (Behlol, 2017; Crozier & Davies, 2007; Lasky, 2000; Vincent, 2000; Tondeur, 2013). Community involvement leaves everlasting positive effects on students' learning process and career (Epstein, 1992, 1995, 2006). Other studies underscored the improvement in students' and teachers' attendance and cognitive abilities of students because of community involvement (Bruno, Filmer&Patrinos, 2011). A study conducted by Taniguchi and Hirakawa (2016) has reported that participation of the community helps in improving school management which indirectly affects the academic achievements and cognitive skills of students in a positive way. Furthermore, it has been noted that learning outcomes and performances are positively affected by the autonomy of schools, assessment of students' learning performance, and making schools accountable before parents and various stakeholders of education (Burns et al. 2011). Despite many positive results, community and school collaboration face many challenges in its realistic implementation. Campbell (2011) emphasized understanding the basic features and traits of an effective community and its cooperation with schools. Onsomu and Mujidi (2011) reported that in most of the countries, community participation is not favored and supported by school teachers and they do not lure parents to participate more in managing school activities. Naidoo and Anton (2013) suggested that in a large number of cases, the chance of participation in business-related activities of the school, decision-making processes, maintaining the infrastructure of schools, and creating a fair accountability mechanism is not given to parents and community members. Communities and parents are not supported to participate and create a process of decision-making that is not bureaucratic, less biased, and less burdensome on school finances and are not allowed to bring changes in the contemporary system for increased community participation. In Pakistan, community and schools have been collaborating through school councils for many years but their collaboration doesn't yield any fruitful results. The existence of school councils cannot be considered effective and practical as they lack the vigor and spirit to achieve the given mandate and the level of participation and ownership is still at an embryonic stage. A large number of school councils in Pakistan are just theoretical bodies in a state of dormancy and the principal teachers monitoring the whole dormant process (Nasira, 2010; Hopkins, 2001). Current literature and studies conducted on the topic of community involvement have indicated that there are several forms and levels of participation of communities especially in educational processes (Epstein, 1995; Ngoun, 2012; Sanders, 2001; Griffin & Steen, 2010; Pak, 2012). This research evaluated and examined the community involvement in school administration according to the

framework of responsibilities of the School Council explained in School Council Policy 2013. The study aimed at exploring the role of school councils in school administration and the challenges they faced during this collaboration.

Purpose of Study

School Councils are formed to include the voice of the community and to make sure their involvement in the administration, management, and process of decision-making in schools. Community participation has the capability and possibility to play a vital role in the development of education. Effective participation process can lead to increased and equal access to education for different groups of the community, improvement in quality of education and retention, publicizing the details of different mechanisms and procedures, and effective accountability mechanism. Empirical findings revealed many benefits of involvement of the community in school administration in different parts of the world but unfortunately in our country, the situation is quite different. Mostly school councils' participation is limited to signing the bank checks only. They don't participate in most of the important decisions of the school. (Nasira, 2010). At this stage, the situation is unclear about why we could not achieve the required benefits from the school councils. There is a strong need to evaluate community awareness about the objective of school councils; the nature and level of performance of this institution at present; what are the ground challenges to its true implementation and what are the opportunities which offer some room for further improvement in the current situation. That's why this research aims to investigate the school council members' awareness level regarding their responsibilities as a member; the nature and level of their current participation; what are underlying challenges to implement it in its true spirit.

Research Questions

1. What is the performance level of school councils in school administration according to School Council Policy 2013?
2. What challenges do school councils face during their involvement in school administration?

II. METHODOLOGY

A qualitative case study approach was used in this study to investigate the roles, functions, and nature of school councils in school management. We can define qualitative research as studying people in their natural environment and striving to explain or interpret different phenomena according to the meanings people bring to them (Denzin & Lincoln, 1994, p. 2). Qualitative research draws conclusions and deductions from the known subjective experiences of people. Social scientists who interpret different people's experiences are usually interested in their thoughts, relations and associations, and emotions on a particular subject. In the case of this study, a qualitative case study approach was used since this study aimed at investigating the involvement of the community in school administrations and decisions making processes. This helped to conduct an in-depth analysis of the chosen topic.

Respondents

School council members include parents, community members, teachers, and headteachers. Higher administrations of each district also countersign every activity of the school council and give feedback over. It was a necessity for this study that we have data from each group of members to have an in-depth understanding of the role of school councils in school administration. We choose headteachers, teachers, SC members, and higher administration authorities for each selected school council under study.

Sampling

The method of sampling was purposeful for this study. Purposeful is in the sense that it can provide an opportunity to select a sample who share particular criteria and fulfill the purpose of the study. As we need multiple data sources which include documents and interviews from teachers, headteachers, and school council members. The researcher faced difficulty to have all types of data from a single source which was necessary to have a better understanding of the role of SC. Therefore, it was decided to select only those places where I could easily have all types of data. The researcher didn't follow any hard and fast rules for the selection of sample size. He kept on collecting data until he felt saturation, the point where new themes stop to emerge.

Data Collection Methods

This case study involves data from different sources including documents and interviews of different stakeholders of the school council. Data was collected through semi-structured interviews with participants from the school council. Participants were given written informed consent before they participated in the study. Interviews were recorded and transcribed. Each transcript was reviewed against audio recordings to verify it for accuracy. Hand-written contemporaneous notes were also made during each interview to maximize accuracy in capture significant details.

Each interview transcript was analyzed separately. After analysis of each transcript, emergent themes were given to the participant in a member-checking session. At the member checking sessions, participants were given a secondary informed consent form that provided the opportunity to exercise increased control over their disclosures as a means to protect their confidentiality.

Documents analysis

Document analysis was the first form of data collection. The researcher collected and analyzed all those documents which were relevant and available for this research. These documents involved the School Council Act, SBAP (school-based action plan)/ proceedings of meetings with school councils, order book, resolutions passed by the school council, notifications, meeting notices, school inspection register for SC, the record of financial affairs, stock register.

Interviews

Individual interviews were conducted with key informants. Key informants are the persons who can provide most of the information related to the community involvement process in school administration. Key informant interviews (KII) were conducted with headteachers, co-signatory, and AEOs/DDEOs.

Focus Group Discussions

To collect qualitative data, focus group interviews were conducted. They played a significant role and assisted the researcher to obtain a sufficient quantity of information from many of the people at one time (Marshall & Rossman, 2006) and deduce a broad range of ideas and deductions (Barbour, 2008; Kayrooz & Trevitt, 2004). They also enabled the researcher to understand and realize the views and impressions of the involving people about the topic and it helped him to get more information from the discussion as well as his observations (Freeman, 2006; Stewart & Shamdasani, 2014). The members of the school councils, school staff, teachers, and principal teachers were included in focus group discussions. The information and data obtained from these group discussions and arguments of different people contributed to enhancing the validity, rationality, and reliability of research.

Data Analysis

The framework analysis approach introduced by (Ritchie, Spencer, Bryman, & Burgess, 1994) was used for the analysis of data in this research. It is a type of qualitative method that is appropriately used for applied policy research. This analysis is more suitable to those studies that have specific questions, a limited amount of time to complete the study, a predesigned sample, and fewer problems and hurdles (Ritchie, Spencer, Bryman, & Burgess, 1994). Framework analysis is quite elastic during the process of analysis in the sense that it permits the researcher to analyze the data after its collection or he can analyze the data while collecting it. In the analysis process, the obtained data is first filtered and refined and then arranged according to the pivotal problems and themes (Ritchie, Lewis, Nicholls, & Ormston, 2013).

III. RESULTS

This research aimed at investigating the nature and level of school council members' current participation in school administration and what are underlying challenges in this collaboration. School council policy provides clear and detailed guidelines regarding what role will be performed by school councils' members and what procedures will they adopt in executing these responsibilities. Their role is spread over academic, administrative, and financial responsibilities which emerged as first three themes of this study. Further themes of this research are selection, perception of inability, motivation and time

Academic Role
Academic responsibilities include supporting the school in academic affairs to facilitate students' learning and helping their academic achievements. Through their involvement, schools are expected to become more responsive to students' academic needs. Teachers are expected to enhance their capacity and improve instructional practices in the school. School councils are likely to persuade and support school administration in arranging extracurricular activities in the schools such as Parent Teacher Meeting, Cleanliness Day, Literacy Day, and Awareness about Education Campaign, etc. Moreover, they are required to protect teachers' and students' rights by eliminating physical punishment in the school.

In fact, council members are representatives of parents in the schools. They should actively participate and engage with schools to demand improvements in the school and learning outcomes of their children. Unfortunately, SC members usually hesitate in accepting this responsibility as a parents' representative. From the respondents' data, the researcher found no evidence that SC members try to monitor and evaluate teachers' performance and learning outcomes of their children. They usually participate in two activities. Firstly, when a school runs short of teachers and needs a feeder teacher. It is selected through the mutual consent of SC members. The salary of the feeder teacher is usually adjusted from NSB, which is recorded and signed by members of SC. By engaging SC members, the selection process becomes easy. Member A shared that, *"whenever school needed an extra teacher, we provided a better one from our*

village". Secondly, school council members intervene in schools if a disputed situation occurs between school and parents. Although physical punishment is prohibited in schools still few cases are reported in different areas of the country. In a situation like this, SC members prove the best moderating agent between school and affected family. Member "C" shared experience of his village that,

"Last year parent Z tried to threaten the school and a specific teacher for his child being physically punished by that teacher. It was not a serious injury. Only a few people were exaggerating the situation. The situation was so highlighted that some media persons of the area were involved. We collectively take charge of the situation and settled the dispute within the school".

In a situation like this community usually support schools and doesn't allow a single person to humiliate school teachers. However, SC members also represent parents if a complaint is forwarded to them. Member Y shared that a mother complaint that,

"His son was being discriminated by a teacher based on some rural dispute. They talked to headmaster and teacher to settle down the issue. Now both parties are satisfied".

Above mentioned scenarios are indirectly related to teachers' support in academic affairs. Along with these matters, two responsibilities are directly related to the provision of quality education. First, purchasing of material is needed to support the teaching and learning process. Secondly, provision of the teacher on a temporary basis in case of shortage of teachers.

Administrative Role

Under *administrative responsibilities* school councils are needed to add their voices in administrative affairs so that the schools can become more effective. They need to involve and assist schools to accomplish a School-Based Action Plan (SBAP) to identify and prioritize the basic needs of school keeping in view available resources. They are required to monitor teachers' attendance and interfere in case of absentees from teachers. They are expected to enhance parents' awareness regarding education to decrease dropout and increase enrolment. They should assist in the provision of free books. They can take necessary measures in case someone misuse and have illegally possession of school property. Furthermore, they are responsible to address any social issue affecting the provision of education. They are also required to interfere in facilitating a democratic working environment in the school. Finally, it is their responsibility to convene ten meetings annually and maintain administrative records such as Notification of the School Council, Register for the Council's Session proceedings, and School-Based Action Plan by countersigning these documents.

The nature of administrative responsibilities is widespread and complex. However, from the interviews, it was revealed that SC members were present only in preparing a school-based action plan. They are usually called to prepare an action plan for a year. Ideally, they have to prepare a School-Based Action Plan by keeping in view available resources and by consulting with the local community. However, it doesn't happen practically. School Councils don't have the financial resources to execute any plan. SC members think that available resources are the only property of the school and that have no right to prioritize work against these resources. They only participate if the school faces a problem in executing some plan. An SC member shared that,

"Our school had a big stock of scrap. The school administration was hesitant to sell that material. We collectively passed a resolution to sold that old material and buy some new thing out of that money".

Usually, headmasters hesitate to take such decisions involving the selling of some school property, whether it is a scrap. SC can use his power in such matters. An SC member Q shared another situation where their sport used to benefit the school,

"The school had a stock of woods. It was collected by trimming school trees and few trees were dropped in a storm. For the school, it was difficult to sell them because it involved a lengthy process. We on spot took the decision and sold that stock at an auction. This money was used to buy classroom furniture. If we were not taken action timely, these woods would have rotten".

Financial Role

The *financial responsibilities* of school councils allow them to participate in the financial affairs of schools so that schools become accountable to the local community along with departmental administration. They are responsible to execute SBAP by spending financial resources of schools including NSB (non-salary Budget) and FTF (Farog-e- Taleem Fund). Through school council policy schools are directed to consult each financial affair of school with them. They maintain the financial records of the school such as Cash Book, Receipts, Bank Account Statement, and Stock Register. They are encouraged to generate local financial resources to support school facilities through donations. Finally, they are needed to ensure transparency in spending school funds including NSB (non-salary Budget), FTF (Farog-e- Taleem Fund) and donations, etc.

During interviews, respondents share some roles which they play by utilizing available financial resources. These roles center on physical and infrastructure development in the schools and categorized as,

- Construction of further infrastructure like classrooms, veranda, toilets, boundary wall, tuff tile and bricks soling, etc to provide better living experience in the school.
- Repair and maintenance of existing infrastructure.
- Repair and purchase of furniture for classrooms, offices, and laboratory, etc.
- Provision and extension of water facility
- Provision of electricity
- Maintenance of school playground and purchase of sports material
- Provision of teaching and learning material
- Procurement of stationery
- Temporary appointment of teachers

SC members are likely to make sure transparency in the purchasing of different types of material. For this purpose, they are required to maintaining and monitoring records of each financial transaction. However, in this regard, SC members' awareness and participation are rare. They seem a passive partner from planning to implementation. They have no concern with the monitoring of financial transactions. They just sign, where they are asked to do. They don't check details of material purchased and their rates etc.

Selection

The policy provides clear guidelines regarding the formation of the school council. Schools are directed to conduct a general body meeting for the selection of members. CEOs are responsible to inform all stakeholders through headteachers at least three days in advance of the finalized date of the meeting. AEO chairs General Body Meeting and describes the participants regarding objectives and benefits of the school council. Later he identifies names of willing persons for membership. If the number of willing persons exceeds the limit of maximum reserve seats, the selection process is completed through the election. The voting right is only restricted to one of the parents of the student studying currently there. Either father or mother can participate in voting. By adopting any modes of election AEOs on the spot finalize the names of school council members. These members in turn select the name of co-chairman/co-signatory with a simple majority. A records the proceedings of General Body Meeting and notifies members. He issues notification regarding the formation of the school council on the spot for the next two years. These copies are also sent to Deputy District Education Officer (Dy.DEO), Executive District Officer (Education) (EDO), and concerned bank manager. There are also guidelines to change any member in case of death, migration, voluntary withdrawal, or head teacher retirement. Moreover, there are also procedures for cancellation of membership in case of dissatisfactory performance, lack of interest, absence in the meeting, creating hurdles, misusing school funds, and any other reason.

However, from the interviews, it was revealed that schools adopted poor practices for the selection of school council members. The schools perceived school councils as a problem for them and tried to manage this election in their favor. School staff selects the members of their own will. They even didn't inform the parents about the general body meeting. None of the parents participated and voted for the member of their own choice. The department mere took it as a formality and this existed only on papers. A community member astonished at our question and added that:

"I was just called in the school by the headmaster and told about the membership of the school council. I replied that I didn't know such affairs and requested to choose another person as a member. The headmaster explained that you are required nothing except to sign on minutes of meetings. The school is already doing a good job".

Keeping in mind the formalities involved in school councils' involvement in school affairs, teachers tried to choose the persons with easy availability. A teacher explains the scenario in a humorous way that:

"The time we were selecting the members for school council, we considered only one thing. We selected only those members in the school council who daily passed by our school gate to their fields and came back again with fodder for their animals. They are usually in hurry and don't bother to step down their carriage. We just signed where we want without disturbing them and wasting their time in meetings".

Schools tried to select members who are unable to play an active role in school administration. Another challenge arises when schools don't dissolve the school council after two years and select a new council with the mutual consent of parents. Once selected members remain in the council until some major issue like death. School administration tries its best to avoid new selection. They usually ignore many issues including, absence, non-serious attitude, and migration. A teacher from an elementary school shared that, *"One of our school council members went abroad for a job. He stayed there for two years. We somehow, managed him in his absence and didn't change member. Now he is onboard".*

Ideally, the said member would have replaced by a new selection but this did not happen practically. School managed his absence until he came back.

Perception of Inability:

School administration is not a simple and easy job. It requires multiple skill sets which may include administration skills, academic skills, and financial management skills. School council members usually don't have such skills to provide their input for the planning and accomplishment of these tasks properly. Each stakeholder perceives community members including co-signatory incompetent to participate in school planning and administration. Teacher A from a high school pointed out that *community members don't have proper knowledge about school affairs. So their involvement cannot be fruitful.* School staff with this perception usually don't welcome community members and discourage their participation. Headmasters and teachers finally don't attempt to increase community participation in school affairs and believe this irrelevant in school improvement. A headmaster shared that,

"School councils don't need to enter in every matter of school. This will create problems for schools because they don't have knowledge of many things. They should involve only in case of disputes between parents and school or if schools' rights are not protected by the community".

Heads use the school council as a shield in case of disputes with the community and parents. In normal situations, they are not called to attend school. Contrary to this, SC members also hesitate to go to schools and participate in decision-making. They feel that their voice has no importance. They are not being heard. Their views and suggestion are often sidelined by the school. As a result, they got discouraged and avoid participation. As a community member added that,

"Why should we go to school? We feel that the school head doesn't incorporate our suggestions and sideline them during implementation".

On the other hand, community members don't perceive their participation as important. They have a low educational background and don't have a positive attitude towards schools. They believe that only teachers and headmasters are responsible for school planning and decision. As a community member shared his opinion that *"Teachers are doing their business very well; we don't need to participate at all. We only interfere if they call us for some discussion".*

Community members usually have trust in school staff and avoid interfering. However, it is not a general fact. Few members believe that their contribution will add to the betterment of the school. Even if they don't have the required skills and teachers have enough skills to manage all school affairs. Co-chairman X shared that, *"Even without school council, schools can manage their operation well. However, our contribution can add a lot and make their job easy".*

Another community member added that

"Teachers usually need help from the local community in purchasing material and dealing with the community. We provide better labor when needed. And manage building material at lower costs when maintenance of the building is required."

Motivation:

It's important to know that what factors make people work for the school as SC members. For what reasons would they spare time to participate in school decision making. SC members always look for some motivation for their contribution. This may be in the form of some monetary reward or recognition. As respondent P who is Co-chairman in that council and a prominent figure of the village and is a very influential person of the community shared that,

"I have roots in this school. I studied in this school. Then my sons got their education from this school. Now my grandsons are studying here. We are three generations who are affiliated with this institute. This long term relationship imposes a duty on me to take part in school affairs and add my part".

People usually have a strong affiliation with the schools they attended during their academic careers. This sense of belonging compels them to sacrifice their time for the betterment of the school. They feel good when going to school, sitting with teachers, talking about school problems, and recommending a solution. Secondly, people relate the importance of school with the importance of education. Some people cannot find an opportunity to attend school and are finally deprived of education. He will perceive the importance of education more than any other. If a person like this gets a chance to manage school affairs, he will participate enthusiastically. As shared by an SC member, whose children are also studying in that school, *"I was unable to receive education opportunity because of long distance from home to school. Therefore, I believe his school is a blessing for the future of our children".*

Actually, he recognizes the importance of education. As a result, he shows his willingness to add his efforts to the betterment of the school and education quality.

Another type of motivation is a continuous collaboration between school and community even before the formation of the School Council. Community member T who has his land in the neighborhood of school shared that,

“We have a strong sense of ownership for this school. The reason is that my father donated land for the school building from his property. When school started we participated three times in the construction of the mud wall. We have been always willing to provide our assistance for the betterment of school”.

It reveals that the community was incorporating into school administration even before the formation of the School Council. They were contributing to the provision of school with resources. The platform of the School Council organizes them through mutual management of all financial resources. Motivation to participate and a sense of ownership are rooted back in the traditions of people. The only difference that occurred after the formation of the school council was the reporting of school council activities in an organized fashion.

Few members look for monetary rewards for their services. A headmaster reported that his co-chairman borrow some money from each NSB grant which he never returned. The amount is usually low upto five thousand. This has become a routine. Another headmaster shared that,

“Whenever this school is awarded NSB, the co-chairman demands some paying-off to sign checks for funds withdrawals”.

These members are motivated for monetary rewards. They serve time for some extrinsic motivation. These cases provide room for leakages of funds by the school also.

Time:

School Council (SC) consists of at least nine members. However, it can be up to seventeen members depending upon the availability and willingness of people to offer their services for the betterment of the school. The policy provides clear guidelines regarding selection criteria. For instance, educated parents had to be preferred against the parent member category. Similarly for general members only willing people who can spare time for school support had to be selected. They might be farmers, shopkeepers or some retired persons from government services or ‘Numberdaar’ of that village. They were preferred to have a good track record of effective participation in welfare activities for the local community.

Data from headmasters and teachers revealed that school council members don't provide proper time for school support. When they are called for a meeting they usually feign of some other important assignments. A school head shared his experiences that,

“Our co-signatory and two other members are shopkeepers. They have to go to Fruit and vegetable market (SabziMandi) daily to purchase fresh vegetables and fruits for their shops. We hardly find spare time from them to consult school issues. They just come for few moments to sign checks to withdraw funds”.

SC members are usually busy and find no time, especially during school times. These are usually peak working timings for each profession. School administrations have to call SC members during school time. After these hours school staff is not available in the school. However, these hours are very busy for school council members too. It is usually difficult for them to spare time during these hours. Another headmaster shared that,

“My co-signatory is a good farmer. He prefers his crops upon everything. He never compromises going to fields. Whenever we called him, he answered that you are master of your profession. I have trust in you. You decide whatever suits you. I shall sign that resolution”.

People have their own business as their priority. They don't give importance to school activities. This happens when schools choose SC members with fewer track records of welfare activities. If a person has no habit of sparing time for welfare activities, they are less likely to spare time for his role as a school council member.

IV. DISCUSSION

These results are supported by different other researchers from the point of view of teachers as well as community members. Mostly teachers assumed that members of community and parents were not able to assist schools affairs because they didn't have required knowledge. As a result, they are neglected and not provided proper room to participate in school businesses (Comer, 2009).

Sometimes parents feel themselves different from school administrations on the bases of education, income or ethnicity. They may feel unwelcome or inadequate and assume their input inferior and useless for school. As a result, school administration assumes that parents and community members are not willing to participate in school issues. This usually happens with the working class members. They have busy work schedules and face constraints in sparing time for school activities (Muthoni, 2015; Onsomu & Mujidi, 2011). Wedam, Quansah, & Debrah, (2015) also identified that poor knowledge regarding school activities was a major challenge. This resulted in sidelining the views of community members.

Wedam et al, (2015) pointed out few challenges that slowdown community participation and administrative role they play. Among these challenges, one major setback is lack of sufficient time for schools. Parents are usually unable to manage time to attend meetings.

V. FINDINGS

The study was an effort to explore the role of SC members in school administration and what challenges did they face during this effort. School councils have many administrative responsibilities in schools such as arranging Parent-Teachers meetings, literacy day, awareness day, and education campaign, etc. School councils are considered to be the protectors of the rights of teachers and other staff. However, we found out that school councils do not fulfill these duties effectively and don't monitor the performance of students and teachers.

School councils help in finding suitable feeder teachers when a school is short of teachers.

School councils act as a bridge between community and schools and protect many riots between parents and schools.

School councils help in purchasing required material for schools and help to maintain the physical and infrastructure development of schools.

School councils monitor the finances of schools and thus in this way schools are accountable before the community. Furthermore, school councils can help to generate new sources of finance thus they provide economic support to schools.

It was found out that the selection process for electing the members of school councils is not transparent and the processes are unfair in many ways. Nepotism and favoritism exist in the selection process and these members who are elected based on nepotism ignore many serious issues such as absenteeism of teachers, non-serious attitude, and migration.

Members of the school councils belong to the local community and they usually have low academic backgrounds thus almost all the stakeholders of education consider them incapable of participating in the administrative affairs of schools.

Some members of the school councils have strong affiliations with the schools in which they studied and they want to serve those schools. Some people want to work for the betterment of schools because they did not get any opportunity to study at their young age. It was found out that these two factors acting as a motivation for people to work for the provision of quality allowed the community to participate in school policies even before the establishment of school councils.

It was found out that time management keeps most of the members of the school councils from participating in school council meetings and other matters of the school. Most of the members are busy during school timings because they are either shopkeepers or farmers. So they prioritize their work over community service.

It was found out that school councils should let those people join the council who have a history of serving the community and have worked for public welfare before.

VI. RECOMMENDATIONS:

Based on findings and limitations of research, two recommendations are suggested. Firstly, this research was based on the data collected from headmasters, teachers and community members. As the findings of this study revealed that selection of the school council members was not fair. Therefore, this school council cannot be claimed as true representation of whole community. There views may differ from the view point of community. That's why further research is recommended based on the data collected from a sample of households which don't include in school council. Our second recommendation is for education administrations. There is an opportunity lies in our culture. We have tradition of collaboration at different community level including mosque and other social activities. However, school area is usually neglected and people feel it the responsibility of government to put all efforts. If people are motivated and their abilities are channelized, this would prove an agent of change and bring more fruitful results in this collaboration.

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