

The Influence of Community Involvement in School Management System in Bhutan: A Perspective from School's Principal

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ABSTRACT

Decentralization and community involvement within the management of faculty systems at district level may be a concept that was instituted way back in 1990 in Bhutan after careful and progressive study made up by other developing countries. Realizing that community involvement is significant for quality improvement of colleges, the Govt. of Bhutan decided to transfer the college management authority to the community as a reform measure for college improvement. For many years it served the purpose to its zenith but slowly the community participations minimized and took turn in less support in functioning to the school management. School management too gave less importance in community involvement in managing school and for the sake of involvement school selected few board members with less responsibility. Now after many year of decentralizing the school autonomy to the community involvement, it's losing its participation in class development program. To check on community relationship with school, 38 principals from different levels of schools are chosen as the sample of the study. This paper attempts to debate on the perception of principals on community involvement sharing responsibilities within the management of the faculties. The study revealed that the bulk of the community members attended few meetings to which they were invited. The study further established only a few parents assisted their students with school work while small percentage of the community members discussed school matters with the scholars. The study further established that although there existed a decent relationship between the colleges and therefore the community, only a minority of the community were involved in deciding process in these schools.

Keywords: community involvement, grassroots, Bhutan, school management

1. INTRODUCTION

Education is that the fulcrum of sustainable development that holds the key to "social inclusion". It's one in every of the required conditions for advancing quality of life. In other words, universal access to quality knowledge

and skills ensures that everyone has a civil rights to play a full part in work and society [1]. Thus, it is essential to integrate the marginalized and vulnerable society into the event process promoting equity and active citizenship through a well-developed education and training system. Therefore, one must occupy the center-stage of

the event agenda in every society. However, even when the advantages of education are obvious, it's yet to amass the specified urgency within the event agenda of several nations [2]. As it is the case with the faculties within the developing countries and more. In Bhutan where community gets involved within the schooling process it isn't a big concern. An important contributor to the success of youngsters in schools is the involvement of family which influence on children performance [3]. DeGrauwe, (2006), stated that in most of the Organization for Economic Co-operation and Development (OECD) countries, legislation has been put *in-situ* to foster and enhance collaboration between teachers and fogeys [4]. This relationship helps in good governance at schools and consequently enhances children's development in learning. A study on school community relationships for the last 15 years discovered that some strategies of parent and community involvement within the educational process substantially improve the standard of student's educational experiences as well as their achievement in elementary and secondary schools [5]. But contradictory to this Campbell, (2012) facts out that the duty of education leaders is to bring antagonize educational reforms through researchers. This includes understanding the features of effective parent and community participation, related conditions in educational systems and communities under which such involvement has the foremost beneficial impact [6]. It is not even clear who is guilty for parents and community involvement within the performance of the secondary schools in most of the developing countries.

Wright and Dolores (2009) study reveals that the teachers recognizes the worth of community involvement for several reasons that results in student academic success, garnering parent support in matters of discipline and college attendance and generally fostering parent-school cooperation [7]. The teachers agrees on their expectations target specific ways in which parents can involve their efforts in school-reinforce academic achievement, supporting teachers in matters of discipline and help students understand the necessity and value of education [8]. Additionally, family-community oriented teachers link their expectations of oldsters to the family-parent commitment to the well-being of the kid by giving time to the kid and normally being involved within the child's life. The teachers believe that parents involvement and sharing responsibility helps lot is school development and academic performance [9]. Additionally to provide a top quality education for children, teachers feel that other expectations included solving all the child's problems and also the family's problems that have immerse impact on health, drug problems, discipline and psychological problems. Grant (2009) in contrast about differences in the concept of "teacher" by the parents, particularly as they differ between a good [10]. The better school management system recognized that a lot of school use teachers as resources for problem-solving. This can be true for few countries where the community involvement publicly middle school management is proscribed and most of the responsibility left only to the teachers.

Effective school-community relations raise student persistence and achievement. The

students achievement is positively associated with involvement in class, and schools it even encourages the high levels of parent involvement outperform than lower levels of performance where the parents involvement are low [11]. Perrone (2008) argues that although every community has persons with experience who could further enrich life in schools, many faculties don't utilize community resources to their full advantage [12]. Schools that have relied on teachers alone continue to have been limited by the experience base that teachers bring around their classrooms. In support Fullon and Watson (2013) says that so on grasp the school-community relationship one needs to; address the character of the connection that exists, how parents and teachers can work together for varsity improvement and also the way teachers is integrated into the community [13].

In Bhutan, quality education is in every discussion of recent times among parents and teachers for very while. A rise in dropout rate from schools is the results of poor quality which symbolize the ineffective learning happening in schools. Without active involvement of the community in class management system, the standard improvement isn't within the slightest degree possible. Quality education requires the collective efforts of teachers, students, parents and community. In several major education systems of the times, devolution of authority with provision for community participation at school governance has become a priority. Political parties, generally support this new policy. Therefore, the govt. supports decentralization within the provision of education, finding roots on the final word belief

that the local governments were more in tune with the necessities of their constituents. Then it will be better place to deal more diligently with emerging situations including those of access and equity. It's also believed that authorities can easily mobilize nearby communities within the formulation and implementation of policies particularly those regarding the availability of social services. Additionally to promoting responsiveness of the communities to educational activities in their areas, active involvement is probably visiting extend accountability and resource mobilization. The purpose of this study was to examine the influence of community involvement in school management in Bhutan.

2. METHOD AND MATERIAL

2.1. Research Design

The study adopted quantitative research approaches for collection of information within the field. Quantitative research approach was accustomed support qualitative findings. Questionnaires were the foremost instruments used under this design Information obtained under five broad questionnaire can easily be interpreted as they emanate from standardized question given to any or all respondents.

2.2. Research design Population

The study is a qualitative design aimed to check the influence of Community relationship with the school management of schools in Bhutan. The major instruments for data collection were questionnaires. The open-ended nature of this research method allows the respondents to

answer the questions according to their own frame of reference [14].

Data collection and annlysis

Data was collected through the questionnaires and interviews. All the data was sorted and then analysed using microsoft excel.

3. RESULTS AND DISCUSSION

3.1. Demographic study for the respondent

The responses show that 94.9 % respondents (principals) were male while 5.1% were females. This shows the number of male respondents was higher than that of female respondents. It also shows that there is gender disparity in the schools of Bhutan. Among these 56.5% respondents were primary school principal, 23.1% respondents were secondary's principal and 20.5% were high school principal. The research findings showed that the biggest percentage of principals were 59% which held a master degree in their education level, 38.5% of the respondents held Bachelor's degree and 2.5 % had Primary Teaching Certificate (PTC) only. The result shows that 17.9% of principals have less than 5 years of teaching experience, 12.8% of teachers have been teaching between 6-10 years, 20.5% have been teaching period between 11-15 years, 48.7% were teachers experience 15 years and above.

3.2. Nature of community Involvement

Principals of Bhutan views on the above statements were sought, and on statement

whether '*Which means of communication do principal often use to reach to parents?*' and the responses shows 79.5% use to communicate through phones, 17.9% corresponds through verbally, and only about 2.6% uses the older methods of communication through circular and notices. Also asked the respondents on the duration of meeting school held with the parent's shows that 71.8% meet termly, 23.1% meet quarterly and 5.1% meet annually. Regarding the parent's attendance 58.8% shows good and 7.7% shows fair meaning parents does turn up for the schedule meeting in most of the schools. On the statement of '*Whether community does invite the school for any community events*' about 83.8% respondent said yes and 16.2% said no. This indicates that there are still some schools where community doesn't encourage the school participation. On the statement '*Which officials frequently visit*' the schools have the responses of three types such as 36.8% states that the Chief District Education Officer (CDEO) visit, 52.6% for Asst. District Education Officer (ADEO) visit and 10.5% states that none visit. This means that there are school which are neither visited by CDEO nor by ADEO during one academic session. On the statement for '*What purposes the school invite community/parents*', the responses received records the highest of 69.2% for PTA meetings followed by 20.5% for academic follow up, 7.7% to discuss on disciplinary issues and 2.6% on development related activities.

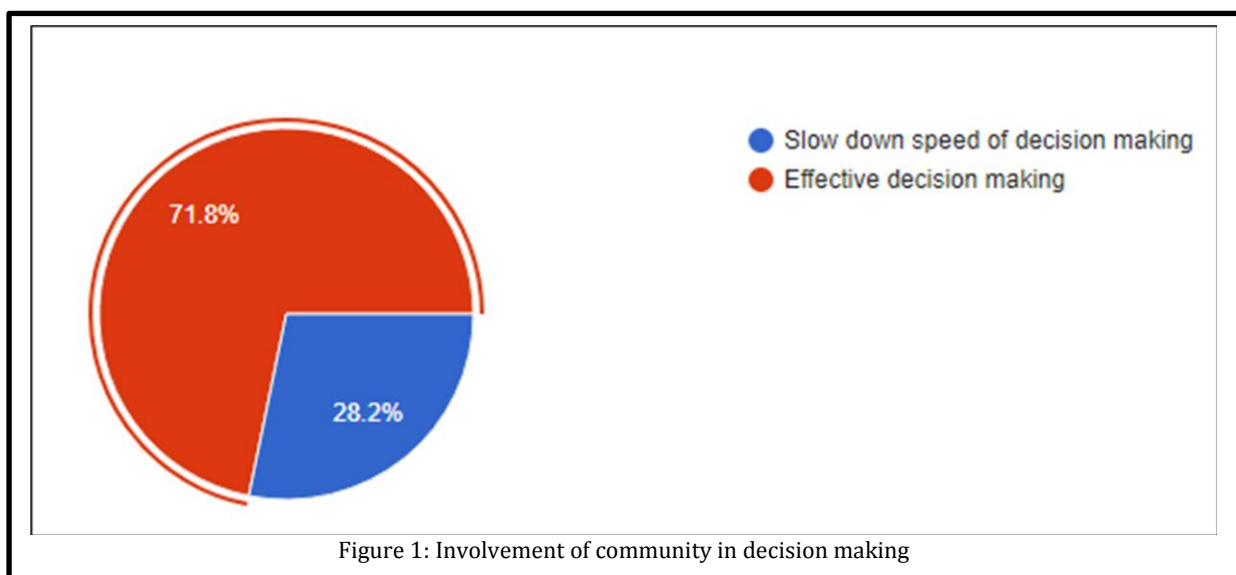
3.3. Opportunity of community involvement in management of school

On the statement of 'How frequent does parents visit the schools', the responses shows 64.1% of occasional visit, 20.5% of frequent visit, 12.8% of very frequent visit and 2.6% of never visited by parent. It can be concluded that there are some schools which are never visited by parents even on the invitation by the schools at many occasion. When asked about the 'Purpose of the parent's visit', most responses 'for their children admission and to solve school issues' and next 'for meetings, disciplinary issue of their child and parenting education' and there are some schools when the parents visit school 'to work with the subject teachers and class teachers over the individual development plan of their child' which is very important. It is concluded that parents do visits the schools on the invitation of the schools only and shows no initiative of their own. On the statement of 'What projects have parents undertaken in the school in the last two years', the responses shows that about 7.7% under no initiative, 5.1% of no project, and 2.6% on each of academic planning, campus fencing, collaborative planning, construction, and other minor works. This static also shows about parent's non participant in any of the school

developmental activities. New , when given the statement on 'How often does principal visit pupils' home', about 84.6% of respondent gave occasional visit, 10.3% never visited and 5.1% often visited. The result shows that there is a sence of concern by the principal about their children. The feeling of being caring and responsible gets disconnected when some of the school principals never visited students place.

3.4. Impact of community involvement on the management of the school

On the statement on 'How does community involvement affect decision making' the respondent show as shown in fig 1. From the figure we can come to the understanding that 71.8% of respondents support community involvement in decision making and about 28.2% respondents doesn't favors the involvement of community as they thing it slow down speed of decision making. On the statement 'How often do the community members initiate new projects at your school' the results show that 64.4% of respondets sometime initiate the school's new project, 7.7% only on sometime initiative and the alarming of 28.2%



of hardly ever support by the community to the school.

On asking about *'The knowledgeable members of the community on various school management issues'*, the responses recorded that 21.8% gave positive responses and 28.2% doesn't support the above statements. It means there are few schools located in the community where most parents are illiterate and doesn't concern about the school issues. For those with the relevant knowledge, when asked *'Are they willing to be involved for your school's progress'* the responses is 65.8% yes and 34.2% no which is an indication of 50% community support and willing to help school during the time of needs.

3.5. Challenges faced by the community involvement in management of school

It was the opinion generated finding on the statement *'What hinders community participation in their children's school management'* and the respondent have different views on this. Few principal voice out that *"There household works and limited knowledge on the importance of parental collaboration"* is the main issue faced by the community to get involved in school affairs. Few principals shared *"Parents don't bother to participate unless of*

their personal interest" which also hinder the community relationship. Some of the problem such as lakh of time, busy schedule, parents job status, limited time and resources and illiterate parents are some of the challenges faced by the community while providing support to the school. On the statement *'Greatest challenges the principal face in establishing partnership with parents and other members of the community'* the responses are illiterate parents with less education on importance of education and positive parenting, less bothered parents and location of their residence very far from schools, when taken extra steps by the schools some of them do not feel comfortable, parents busy schedule, ignorance and illiteracy of few parents and lack of cooperation from parents who doesn't have their children in the school are some of the major challenges face while establishing partnership.

3.6. Determine the possible solution in enhancing the community involvement in management of school

On the statement *'Suggest solutions to enhance school-community relationship in management of schools'* different views of the respondent have been recorded as given in table 1. Among many,

Figure 1: Suggest solutions to enhance school-community relationship in management of schools

S. no.	Responses
1.	Strong School Management Board to institute to enhance community relationships
2.	SMB chairperson must be influential in the community
3.	Make the community feel that school is theirs
4.	Parents have their share responsibilities and some of them cannot commit for school project
5.	Maximize frequency of meeting and have good bonding with local leaders
6.	Builds trust and respect, share information timely and accept their suggestions
7.	Schools need to advocate on impact of parental involvement in school management
8.	Finding a suitable time by inviting parents, meeting them frequently and making them understand about the school management system

these are some of the responses that are commonly shared by all the respondent.

Karen and Warren (2011) suggest that the extent of partnership between home and schools are mostly influenced by teachers' and parents' practices, attitudes and beliefs [15]. The extent of family school collaboration is affected by various school and teacher practices, characteristics related to reporting practices, attitudes regarding the families of the youngsters within the school, and both interest in and understanding of how effectively to involve parents. Although there's increasing recognition of the precise role that parent's involvement in school plays is within the achievement of students, many previous analyses indicates that parent-teacher relations are more considered as those of separation [4]. In other words, schools and home seldom collaborate as closely as maybe expected. Sanders (2007) argues that structural factors like governance, curriculum, group memberships, and ethnic-specific parenting styles have more serious implications for links between home and schools than beliefs and attitudes of fogeys and teachers [16].

There are vast untapped educational talents within the family and opportunities outside the normal formal classroom structure that will be useful to varsities [17]. Families are among the only resources an instructor will encounter, she writes, and regardless of where you teach, families are guaranteed resources of human experience.

When teachers create close working connections with a family, school get to

understand that the entire child is being taken care [18]. Family concerns and intuitions about children appraises our teaching and help teachers to better understand the children's behavior. The next benefits of individuals and teachers partnerships are the willingness of partners in home-school relations implies that people and teachers are eager to work together as partners in education. However, teachers are resentful of parent participation [19].

Chadwick (2012) in his study found that teachers didn't want more parent-initiated contact. Indeed teachers were often resentful of parent initiated contact, and they welcomed contact when there was a controversy and even they asked the parent to return for a consultation [20]. As per Alatorre (2009), parent teacher contacts usually operated in an exceedingly context of teacher control, with parents asked to assist the teacher [21]. This limits involvement of parents and community members as designed by the teachers which further restricts community participation at school management. The community and parents are ready to pool local resources that are relevant to the education for their children, imply that teachers and parents share equal power, and fogeys have the empowerment, information, and know how- on a way to influence important decisions.

Fiorre (2011) contends that supporters overemphasize parents-school links because they overlook the capability relations that exist between home and school [22]. Lawson (2007) believes that there can't be real homeschool partnerships because partnerships thrive on equality of power, but parents don't have an

influence base from which to influence important decisions [23].

In previous study it is stated that parents' educational skills are often quite weak especially parents of working-class and lower-class children, aren't always an academic resource [24]. This further creates constraints within the school community relationship leading to less community involvement within the schooling process.

4. CONCLUSION

The study set out to determine the influence of community involvement in school management in Bhutan. Specifically, it was intended to examine community participation school support services, community involvement in motivating school development program, and community involvement in maintenance of school infrastructures and how each of these affected community relationship with the schools. A sample of 39 respondents was selected from study population of 500 principals of primary, secondary and high school in Bhutan. Data was collected by use of self-administered closed ended questionnaires and few open ended questions. Research findings based on the responses received revealed that all constructs of community had a significant positive effect school management in Bhutan. Nevertheless, the study therefore recommending government should make a policy directing community to participate in the school management system which will enhance the smooth functioning of the schools and also enhance academic performance of their children. Community should have participated

school physical infrastructure which includes: buildings, science laboratories, repairing broken material, and school compound were found to play an important role in facilitating academic achievement.

5. ACKNOWLEDGEMENT

NA

6. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

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NA

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