CHAPTER – III
PLAN AND PROCEDURE OF THE STUDY

3.0 INTRODUCTION

The present chapter presents the plan and procedure followed in the study. It includes the details about the population of the study, sample selected for the study, sources of data, research tools used to collect data, process of data collection and data analysis.

3.1 THE SETTING OF THE STUDY

The present study is carried out by using empirical survey method to study the managerial problems of un-aided private secondary schools of Manipur state. The state lies at a latitude of 23°83'N – 25°68'N and a longitude of 93°03'E – 94°78'E. The total area covered by the state is 22,347 square kilometers (8,628 sq. m). It is in the North-East part of India and it is shared international border with Myanmar (Burma) in east, and surrounded by three Indian sates, in north by Nagaland, in west by Assam and in south by Mizoram. Locations of Manipur state with numbers of districts are shown in Map of Manipur and Map of India. Geographically Manipur state has two distinctive features i.e. a) Valley region, and by Hilly region. The Valley region occupies around 10% of total area of Manipur and that includes four districts namely; i) Imphal East district, ii) Imphal west district, iii) Thoubal district, and iv) Bishnupur district. The Hilly region occupies almost 90% of total area of Manipur and the five districts that constituted this region are; i) Urkhrul district ii) Senapati district, iii) Churachanpur district, iv) Chandel district, and v) Tamenglong district.

3.2 POPULATION OF THE STUDY

As per Census 2011, the total population of Manipur is 2,570,390. Of this, the rural population is 1,736,236 (67.5%) and the urban population 834,154 (32.5%). Manipur state has been divided into hilly region where mainly the tribal people viz., Naga, Zombi, and Kuki lives. In urban valley areas, the Meitei, Bamon (Brahmins) and Pangal people lives. There are in total 776 secondary schools in the state of Manipur in year o 2012. Out of these schools, 467 are private un-aided secondary schools (BSEM, 2012). These private un-aided secondary schools of Manipur were established by private management committees and are recognized by Board of Secondary School Manipur. For the present study all these 467 private un-aided

secondary schools of Manipur was taken as population for the study of the state. All nine districts of Manipur is shown in the following map of Manipur and the location of Manipur state is also indicated in Map of India in fig. 3.1, below.
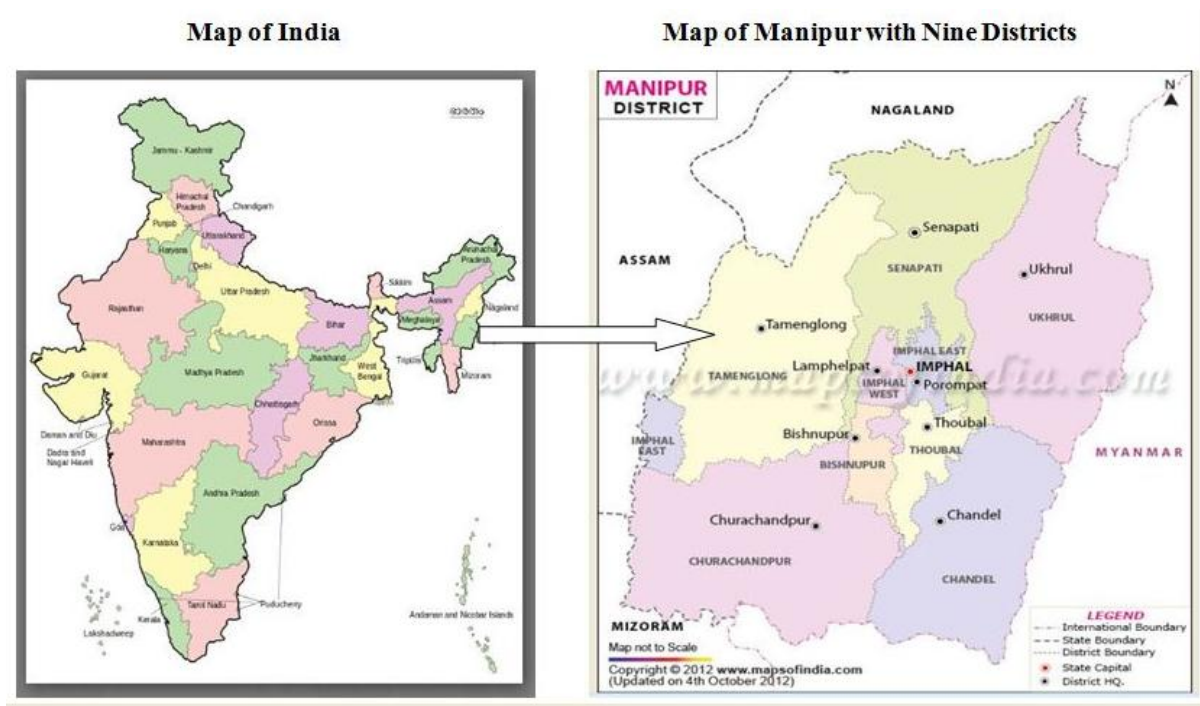

Figure no. 3.1 Map of India and Manipur state

(http://www.mapsofworld.com/india/manipur/)

3.3 SAMPLE FOR THE STUDY

The total of 467 private un-aided secondary schools constituted of 312 from valley region and 155 from hilly region. So, proportionally 32 (about 10%) of valley schools and 16 (about 10%) of hilly region schools were selected by using stratified random sampling method. Therefore a total of 48 schools have been selected as sample for the study. The selection procedure was as follow. First**,** Strata was based on two distinctive Geographical regions i.e. Valley region, which had 312 (66.80%) of private un-aided secondary schools and Hilly region, which had 155(33.19%) of private un-aided secondary schools. So, 10% of the schools i.e., 32 from valley region and 16 from hill regions were selected. Second**,** strata was based on districts of these two regions, five districts are found in hilly region, and name of districts, numbers of schools in each district are listed as: i) in Urkhrul district had 41 schools, ii) in Senapati district had 33 schools, iii) in Churachanpur district had 28 schools, iv) in

Chandel district had 27 schools, and v) in Tamenglong district had 26 schools. Four districts of valley region, and its names, numbers of schools in each district are: i) Imphal East district had 82 schools, ii) Imphal West district had 86 schools, iii) Thoubal district had 70 schools and iv) Bishnupur district had 74. The selection of schools was 10% of these schools to make it total 32 and 16 schools from these two types of districts. In third strata, four Valley districts schools were bifurcated into Urban and Rural area, proportionately 10% of schools i.e. total 20 from urban areas, 12 from rural area were selected. The stated numbers of schools 20 schools from urban, 12 schools from rural and 16 schools were selected randomly as sample of the present study. Further from these selected sample schools, the working school principal, one president/secretary, two senior school teachers having more than 5 years of teaching experience in the same school were randomly selected and one head clerk from each school of the schools was selected for further sampling of the study. The detail of the sample of the present study is shown in the table no. 3.1 below.

Table No. 3.1. Sample Schools Selected from the Total Number of Schools Areas-Wise

Two Regions	Valley Region (312 Schools)								Hilly Region (155 Schools)					Total
Total no. of schools in Respective Districts	Imphal East 82		Imphal West 86		Thoubal 70		Bishnupur 74		Urkhrul 41	Senapati 33	Churchanpur 28	Chandel 27	Tamenglong 26	9 Districts & 467 Schools
Total no. schools in Urban, Rural & Hilly Areas	Urban 50	Rural 32	Urban 53	Rural 33	Urban 45	Rural 25	Urban 47	Rural 27	Hill 41	Hill 33	Hill 28	Hill 27	Hill 26	467 Schools
Total no. of schools selected for the study	5	3	5	3	5	3	5	3	4	3	3	3	3	48 Schools
No. of Personnel Selected	From each school, 5 personals were selected; 1 secretary, 1 principal, 2 senior teachers, & 1 Head clerk. Therefore, total no. of persons selected from the sample schools was (48 schools x 5persons)= 240 persons													240 Persons

3.4. SOURCES OF DATA FOR THE PRESENT STUDY

Researcher has collected data from different sources during the year 2013-14 according to the objectives of study. The sources of data as per are mention below as per objectives.

Objective - I: Management problems with regard to HRM, Finance and Materials of private un-aided secondary schools

The data needed for HRM were; Staff recruitment process, Staff development program, Staff motivation, Welfare of staff, Incentives/salary to staff, Task distribution, Task specification, Service rules used in schools by staff members,

Mechanism for communication among staff members, Feedback mechanism used by principal for staffs, Guidelines available for HRM, practices followed and problems faced by management body of the sample schools of study. The sources of data for the above were; Principals of schools, Management members like the President/Secretaries, Clerical staff and the teachers themselves.

Data needed for studying finance management were the budgetary provisions, process of budget preparation, different sources of finance, autonomy of the school authorities to use finance for different purposes, auditing and accounting process. The sources of the data available were the School budget for last few years, Minutes of different meetings to prepare budget, the President, Secretaries, school clerical staff and principals themselves.

Data needed for studying materials management of the schools were total area available for school, condition and use of school building, total no. of classrooms, size of classrooms and their conditions, library with different facilities and its use, availability and use of teaching equipments and materials, sports materials & playground, materials for co-curricular activities, availability of computer laboratory and their use, nature and number of equipments in science laboratory, availability of cooler for safe drinking water, Guidelines available for using these materials and equipments in schools. The sources of data were the dead stock register, records of library and laboratory equipments and maintenance, the teachers, principals, and secretaries and presidents of the schools.

Objective - 2: Solving the Management problems related to HRM, Finance and Materials Management in unaided Private School
The data needed to fulfill this objective was by having data about the problems resolved during last few years regarding HRM, Finance and Materials management of the schools. These data were available with the sources viz., school records, minute of school management committee meetings, letters from principals and presidents to different stake holders like teachers, parents, students, and government regarding the problems resolved.

Objective - 3: Suggest Measures for the improvement of Management of private un-aided secondary schools

The data needed for this objective will be the suggestions that will be tendered by the school principals, presidents, secretaries, teachers and other staff about the problems they encountered and the way they can be resolved in the areas of finance, human resource management, and material management. The sources of data were all the people related to managing schools viz., the presidents, secretaries, teachers and parents.

3.5. TOOLS AND TECHNIQUES USED FOR THE STUDY

The following tools have been used by researcher for collecting data for the study.

- i) Observation
- ii) School Documents Survey
- iii) Un-structured In-depth Interviews
- iv) Group Discussion

The details of these tools are presented below.

3.5.1. Observation

Researcher had observed physical and material facilities available and how these facilities were being used by the sample schools. The main points used in observation were finalized with experts. The different points to be observed were; Area of School Campus, Condition and Maintaining of school building, Numbers of Class Rooms and its Condition, Condition and facilities available in school Library, Facility in Science Laboratory and its use, Playground facility, Sports materials, Staff room and facilities available inside it, School office facilities and how these facilities are maintained in the office, Drinking water facilities and other facilities available in these schools. Researcher had cross verified the observed points by personal visit to all the selected sample schools and had made a note of all the points to be observed before going for the observation. (*Appendix –A)*

3.5.2 Documents of Sample Schools

Researcher had prepared a list of school official documents which were used in functioning of school for the present study. The official documents were; staff list, staff meeting minutes, advertisement of vacant of teaching post/s, attendance registered of staff, service rule book, school time table, leave reports of staffs,

joining/appointment letters, school annual calendar, access the current salary register, documents used for school budget preparation for current and previous year, Report for audit, Salary register of staffs, Map of the school (Land available for the school), Receives for purchasing science equipments, sports materials. All these information were factual as well as primary data for the present study. Researcher had made a note of these documents collected from the sample schools. (*Appendix-B*)

3.5.3 Un-structured In-depth Interviews

In order to collect data about Human Resource Management, Finance Management and Materials Management of schools, in-depth interviews of school personals viz., Secretary, Principal, senior Teachers and Head clerk of sample schools was needed. To carry out the in-depth interviews, the researcher developed a possible list of lead points on which questions can be asked and discussed with guide. After the discussion, researcher improvised the lead points and made it finalized. The points that needed to be addressed during the interviews with school personals are listed below.

i) In-depth Interview on HRM

The in-depth interviews that were conducted with the different personals are as below.

a) **Secretary of the School Management:** The interview on Human Recourse Management of school with the Secretary were; Staff Recruitment, Staff development activities, Staff motivation, Service rules used in schools, Incentives Provided like Salary etc., Mechanism of communication, Feedback from trustee to principal and staff, Self Appraisal of staff, and any other Problems on HRM. Detail tool is mentioned in the *Appendix –C.*

b) **School Principal:** It includes Staff Recruitment, Staff Development Activities, Staff motivation, Service rules used in schools, Incentives Provided and Salary structure, Task distribution and Task specification, Mechanism of communication, Feedback provided by principal to staff, and other Problems of HRM. Detail tool is mentioned in the *Appendix -F.*

c) **Senior Teachers:** It includes Process of Recruitment, Staff development activities, Staff motivation, use of service rules, Incentive/salary given to them, Task distribution and Task specification, Mechanism of communication among staffs and

with Management, and Feedback from Principal to staff. Detail tool is mentioned in the *Appendix –I.*

ii) Finance Management

Like HRM, data on finance management problems also were collected from School Secretary, Principal, and Senior teachers of schools. The points for in-depth interviews with these people include the following.

a) **School Secretary:** It includes the Budget provision, Process of budget preparation, Sources of finance, Autonomy of using school finance by principal, Auditing of school finance, and Problems faced after budgeting. Detail tool is mentioned in the *Appendix –D.*

b) **School Principal:** It includes the points like Budget provision, Process of budget preparation, Sources of finance, Autonomy of using school finance by principal, Auditing of school finance, and Problems faced after budgeting. Detail tool is mentioned in the *Appendix-G.*

c) **Senior School Teachers:** It includes points viz., Salary Structure (basic or consolidate salary) given to staff and regularity of salary, and any other incentives given to them. Detail tool is mentioned in the *Appendix –I.*

iii) Materials Management of School

In-depth interviews with school secretaries, principals, senior teachers and head clerks include the points as mentioned below for each of them.

a) **School Secretary:** The points on Material management that were to be asked to school secretaries are; construction of school building, use of school building beyond school hour, numbers of class rooms and their conditions, Library facility and use of libraries, Facility of science laboratory, Computer laboratory facility, Teaching Equipments, Sports materials, Materials for co-curricular activities, Drinking water facility, Guideline available for using all these materials and any other problems faced by the secretaries. Detail tool is mentioned in the *Appendix – E.*

b) **School Principal:** The points that were addressed to school principals were about the school building construction, use of school building beyond school hours, Numbers of class rooms and its facilities, Library facility, Science Laboratory facilities, materials and equipments available in it, Computer laboratory facility and its use, Teaching equipments available and their use, Sports materials and their use,

Materials for co-curricular activities and their use, Drinking water facility, Guidelines available for using materials of school and problems faced him. Detail tool is mentioned in the *Appendix – H.*

c) **Senior School Teacher**s: The points that were asked included condition and facilities in staff room, school Library facilities and their use, Computer laboratory facilities for teachers and their use, Science Laboratory and its use, numbers of equipments and their use, Teaching materials and equipments available and their use, and Staff quarters facility etc. *Appendix –I.*

d) **School Head Clerk:** The points that were asked included condition and facilities in maintaining school official documents, i.e., record of advertisement for staff recruitment, files of appointment letters issued to teachers, staff meeting minutes, leaves reports of teachers, students fee slips, salary register, staff attendance register, report of financial audit, and receive of any material purchased in school etc. Detail tool is mentioned in the *Appendix –J.*

3.5.4 Group Discussion

Researcher had planned for Group Discussion of the sample schools. The plan and procedure of Group Discussion was; i) Permission for conducting Group Discussion, ii) Place for Group Discussion, iii) Indentify Main area/topic for Discussion, iv) Numbers of persons included in discussion, v) Duration of Discussion (25 to 30 Minutes), vi) Procedure of conducting the session, vii) Concluding the Discussion, viii) Note down the main points of the Discussion, etc.

3.6 PROCEDURE DATA COLLECTION

The data of HRM, Finance management and Materials have been collected in different phases from selected 48 sample schools by using the above tools. The process of data collection is presented below.

Phase I: Data Collected by Observations from Sample Schools

Researcher visited all 48 selected sample schools of Manipur and observed the condition of school buildings, numbers of class rooms were counted, conditions of class rooms; its wall, furniture, floor, and ventilation. The library was also observed and the points observed were the numbers of books in library, seating arrangement for students and staff in the library, use of library, and the register used for issuing books. The laboratory of science and computer were also observed. The points observed

were the equipments in science laboratory, arrangement inside science laboratory, and space available the science laboratory. In the computer laboratory the availability of computers, software packages, and the arrangements were observed. The other points observed were availability of maps, charts, models, LCD projector, smart board etc were made. The Office of the Principal, staff room, common room, school office, teachers' attendance registrar, salary statement of staffs, file arrangement in school office, numbers of cub board/s available in school and other facilities were observed. Further the total area of school, size of playground, and sports materials etc. were also observed. All these observations were noted down separately for each school.

Phase II: Data collected from School Documents

Researcher had approached to all 48 sample school principals for the collection of documents. After the permission was granted to researcher, he stated the need of collection data from school documents related to management of school. To collect data from these documents, the researcher had to seat in the school office and studied the documents thoroughly. These documents studied by him were staff muster register, map of the school building, teachers' appointment letter/joining report, time table, school calendar, service rules book/files/papers, list of teaching staffs of schools, register for budgeting, salary register, registers for purchase of materials and equipments. The points that were needed for the study were written down by the researcher in his field note.

Phase III: Data Collected by Using In-depth interviews

Researcher interviewed 48 school Secretaries, 48 Principals, 96 Senior-teachers and 48 Head-clerks of the selected sample of 48 schools. He conducted personal interviews separately for Secretaries, Principals, and Senior-teachers in the areas of HRM, Finance Management and Material Management. Investigator conducted separate interview with Head clerk for maintaining the records of school documents and facilities in the school office. Details of interviews of these school-personnel are given below.

a. **In-depth Interview on HRM**

First of all, researcher approached to the school office for the permission from the school principals for meeting. As permission was granted, investigator entered to the principal office, introduced himself to the school principals and explained about the

detail data required and persons to be interviewed for his research. The detail of the in-depth interviews of school secretaries, principals, and senior teachers are mentioned below.

i.   School Secretaries

Researcher took prior appointment from the school secretaries to conduct the in-depth interviews. Meeting the secretary in the school office, he initiated the interview about the management of human resources management in schools, i.e., how he came to know about the vacant teaching post/s in school, what is the general procedure/s to know such vacant posts in their school. After knowing the vacant number of posts, what was the procedure followed to fill up the vacant post/s. How do they advertise those posts, what was the process of recruitment of teachers, what was the process of interview, how and when was the letter of appointment issued to the selected teachers, what was the condition of service and service rules available in school? How the staff development activities were planned and organized in school? How much time it takes to fill up teaching positions? He was also allowed to speak any other points that he felt shall be shared with the researcher. During the interview, the researcher noted downs all the points that were shared by the secretary. The interview on HRM took almost 50 minutes on an average. After the interview, the researcher sat down and prepared detailed field note about the whole interview. In the same manner, all the 48 interviews were conducted by the researcher with the school secretaries about the managerial problems of HRM in school.

ii. School Principal

As the interview was with school secretaries, the interviews of the Principals were also the same way. The researcher took prior appointment with the school principals and met them at the time given by the principals. Meeting the principal, he initiated the interviews by establishing rapport and then asking the broad questions as to how they manage human resources in their schools. The main points were; Process of indentifying vacant teaching post/s in his school, how he planned for appointment of teachers for these vacant posts, the process that was followed in their school for advertisement of teaching posts, communication technique followed to invite applicants for the interviews, about the composition of selection committee members to conduct interviews, process that were followed for conducting interview of the applicants, whether they conducted interviews for all subjects together or subject-wise, how appointment letters to selected teachers were issued? What were the

contents of appointment letter? What were the staff developments activities planned and implemented in their schools? How task distribution among teachers is made and how task specifications of teachers are done in their school? How the communication among the staff members, teachers and principal is established? How secretary and principal motivate their school teachers etc. were asked in an informal an unstructured manner. The interviews with principals took on an average one hour. During the interview, the researcher noted the important points and immediately after interviews, he sat down and prepared the detailed notes of the points that emerged from the principal's interview.

iii. School Teachers

First of all, researcher requested school principal for permitting any two senior teachers working for last five years or more than five years in their school to have an interview with him. To conduct the interview, first of all, researcher introduced himself to the two senior school teachers and initiated the interview. Teacher's interview was focus on how they were selected, process of selection adopted by school, issuing appoint letter to them, information mentioned in appointment letter, school service rule in force, how principal allocate school work to them, whether principal used task specification before assigning school task to them, how they were motivated by schools principal, whether they had any staff development activities undergone in their school, whether school authorities allow them to go for staff development activities out campus. The interviews with teachers were conducted individually and it took 40 minutes on an average. The researcher took all the care to note down all the points made by the senior teachers. After the interview with each teacher, the researcher sat down and prepared the detailed note about the main points that emerged in the interview.

b. In-depth Interviews on Finance Management

i. School Secretary

After the interview on HRM was completed, researcher initiated interview with school secretary about the School Finance Management. In the interview, he raised the questions related to the sources of schools finance, the process of schools budget preparation, numbers of persons involved in budget preparation, what kinds of problems he faced during and after the school budget was prepared, what were the ways to mange those problems, whether school principal was given freedom to utilize school budget, internal or external audit of schools budget, difficulties after school

budget was prepared, how those difficulties were solved by him. Interview took 40 minutes on an average. The researcher took all the care to note down all the points made by the secretaries. After the interview with each school secretary, the researcher sat down and prepared the detailed note about the main points that emerged in the interview.

ii. School Principal

As the interview on HRM was completed, researcher had initiated interview on school Finance Management with Principal. In the interview he raises the questions related to the main sources of schools finance, are there any autonomy of using school finance by the principal, whether regular audit is done of schools finance, are there any irregularity of the students tuition fees and how measures are taken by the principal for making regular payment of students' tuition fees? Interview took 30 minutes on an average. The researcher took all the care to note down all the points made by the principals. After the interview with each principal, the researcher sat down and prepared the detailed note about the main points that emerged in the interview.

iii) School Teachers

Similarly, after the interview on HRM was completed, investigator initiated interviews with senior teachers. In the interviews he asked questions related to regular payment of salary, satisfaction about the salary, amount of increment, any other incentive or bonus given to them from school and any other points they would like to share and reflect on schools finance. The interviews took 30 minutes for each teacher. The researcher took all the care to note down all the points made by the senior teachers. After the interview with each teacher, the researcher sat down and prepared the detailed note about the main points that emerged in the interview.

c. In-depth Interview on Material Management

i. School Secretary

All the 48 school secretaries were interviewed individually by the researcher in their school complexes. Prior appointment was taken from the secretaries for the interview. As per the points to be covered in the interview, enough care was taken by the researcher to cover all points while conducting the interview. Initially rapport was established between the researcher and the secretary and he was made comfortable. Language was not the barrier as the secretary was allowed to speak in Manipuri and English. He was allowed to speak at length about problem that he encounters in

material management of the school. The interview took 30 minutes on an average. Immediately after the interview, the researcher prepared a fare copy of the whole process including the main points that emerged.

ii. School Principal

As the interview on school finance was completed with principals, investigator interviewed each school principal of sample school on Management of Materials in their schools. In the interview he asked questions related to use of school building during and after school hours, total numbers of class rooms and its facilities, library facility, numbers of books available and used by the teachers and students, science laboratory facilities and its materials and equipments available inside it, computer laboratory facility and its numbers, what are the feasibility of using the computers by teachers and students? What are the teachings aids available and use of it by the teachers in the class? What are the sports facilities and proportionate of sports materials as per the numbers of students? Whether hygienic drinking water facility available in schools campus? The interview took 40 minutes on an average. Immediately after the interview, the researcher prepared a fare copy of the whole process including the main points that emerged.

iii. School Teachers

Teachers were also interviewed by researcher related on material available in the sample schools and how they used such facilities. What are the facilities available inside the staff room, library facility ant its use by them? Are there any computer laboratory facilities for teachers, staff quarters facility, transport facility from school for them? The interviews took 20 minutes for each teacher. The researcher took all the care to note down all the points made by the senior teachers. After the interview with each teacher, the researcher sat down and prepared the detailed note about the main points that emerged in the interview.

iv. Head Clerks

At last, researcher had interviewed each Head Clerk of the sample schools about maintenance of school official documents, i.e. a record of teachers advertisement, appointment letters of all teachers, staff meeting minutes, leaves reports of all teachers, students' fee slips, salary register, staff attendance register, report of financial audit, and receive of any material purchased in school etc.

Phase IV: **Group Discussion (GD)**

To conduct GD, researcher had asked for permission from school secretary and principal. A place for Group Discussion was decided at school after Principal permitted for conducting it in schools. The members of GD were school Secretary and Principal. In the beginning, researcher explained the purpose & process of GD to members. After a brief introduction about GD, investigator put up the fist point for discussion and it was about the scarcity of trained teachers in private un-aided secondary schools in Manipur and latter it was focused on what were the probable solutions for such issues in their school. Another point was problems of school finance management and its probable solutions. Once the points were discussed in the group suggestions the investigator noted down the suggested points and read out the points noted by him. At the end of the discussion, he thanked all the participants for their valuable contribution in the discussion.

3.7 PROCEDURE OF DATA ANALYSIS

In order to achieve the objectives of present study, data collected by in-depth interviews from school secretaries, principals, senior teachers and head clerks, about the HRM, Finance Management, and Material Management, the field reports were read and re-read by the researcher. The emerging themes were noted and different categories were developed accordingly to present them in tabular form. The data collected from principals and secretaries about all the three aspects of management; HRM, Finance, and Materials were collated and presented together as it is about a school. However, the teachers' data were treated separately for each aspects of management. The data from Group Discussion with secretaries, and principals were categorized as per the three aspects of management taken in this study. The data from schools documents and observations were also categorized as per the emerging categories under HRM, Material and Finance management. The data under these managements were analyzed separately for Valley Urban schools, Valley Rural schools, and Hill region schools separately as per the following steps.

Step - 1: Data collected from all the 48 sample schools as per the geographical regions i.e. Valley urban, Valley Rural and Hill regions were separated and categorized into HRM, Finance and Material management.

Step – 2: Responses of schools personnel through in-depth interviews, data from schools documents and observations, and Group Discussion were put in tabular form under sub headings of the main headings of Human Resource Management, Finance Management and Materials Management in each geographical region.

Step – 3: Different sub themes that emerged from the above responses were tabulated and each sub theme's frequencies were counted and a percentage was calculated.

The detail analysis of the main heading and sub-heading are mentioned below:

3.7.1 Human Resources Management: After the in-depth interviews were over with the selected principals, secretaries, and senior teachers the prepared field reports about the interviews were read and re-read by the researcher for its content analysis. He noted down the emerging points that are common and specific. The data were tabulated under HRM were categorized under the sub headings; Staff Recruitment, Staff development, Service rule, Motivation of staff, Task distribution, Task specification, Teachers' satisfaction on their salary, Feedback mechanism, and Communication process in school. The data from observations, documents and group discussion were collated under the categories that emerged.

I. **Recruitment:** All the responses given by Secretaries, Principals and Senor Teachers were entered in the tables as per the sub-themes in each region i.e. Urban, Rural and Hill. The sub themes are: Identification of vacant teaching post in school, Advertisement of vacant post, communication to the applicant about the date and place of interview, Formation of selection committee, Guidelines for selection in interview, Issuing appointment letter to the selected candidate. After all the responses were entered to different tables, researcher counted frequencies of each responses and calculated percentage of each responses. If any other points that was observed by the researcher and could not be adjusted in any heading in the table, such points find special mentioned in the interpretation and discussion of the data.

II. **Staff Development Activity:** All the responses given by Secretaries, Principals and Senior Teachers were entered to different tables as per the sub-themes in each region i.e. Urban, Rural and Hill. The sub themes are: Identification of areas for staff development, Frequency of organizing staff development activities in school, Criteria for attaining staff development activity outside

school, Experience sharing by teachers who had attended off-campus staff development activity, and Encouragement to staff for staff development. After all the responses were entered in different tables the researcher counted frequencies of each responses and calculated percentage of each responses.

III. **Staff Motivation:** All the responses given by Secretaries, Principals and Senior Teachers were entered to different tables as per the sub-themes in each region i.e. Urban, Rural and Hill. The sub themes are: Recognition of teachers' innovation, any award given to teachers, and Opportunity for further studies. After all the responses were entered to different tables and researcher counted frequencies of each responses and calculated percentage of each responses.

IV. **Use of Service Rule:** All the responses given by Secretaries, Principals and Senior Teachers were entered to different tables as per the sub-themes in each region i.e. Urban, Rural and Hill. The sub themes are: Service rule, Service rules that are followed strictly, and any action taken for not following service rules. After all the responses were entered to different tables, the researcher counted frequencies of each responses and calculated percentage of each responses.

V. **Feedback to Staff:** All the responses given by Secretaries, Principals and Senior Teachers were entered to different tables as per the sub-themes in each region i.e. Urban, Rural and Hill. The sub themes are: Criteria of feedback from trustee to principal and principal to teachers, ways to communicate feedback to teachers. After all the responses were entered to different tables, researcher counted frequencies of each responses and calculated percentage of each responses.

VI. **Problems of HRM and Its Probable Solution:** All the responses given by Secretaries and Principals were entered to different tables as per the sub-themes in each region i.e. Urban, Rural and Hill. The sub themes are: List of Problems of Human Resource Management confronted by School Management Committee, and Principals, List of Probable solutions suggested by School Secretaries and Principals related to HRM. After all the responses were entered to different tables as per categories, the researcher counted frequencies of each responses and calculated percentage of each responses.

3.7.2 Finance Management: After the in-depth interviews were over with the selected principals, secretaries and senior teachers, the prepared field reports about the interviews were read and re-read by the researcher for its content analysis. He noted

down the emerging points that are common and specific across the field notes. The data were tabulated under Finance Management were categorized under the sub headings for all three regions separately i.e. valley urban, valley rural and hilly region. The emerging headings were: Budget provision, Process of budget preparation, Source of school finance, Autonomy of using school finance by principal, Audit of school finance, Problems school finance and ways to resolve it. The data from observations, documents and group discussion were collated under the categories that emerged.

The details of data which were entered into different sub- headings are mentioned bellow:

I. **Budget Provision**: All the responses given by Secretaries and Principals for different budgetary heads were entered in the tables and percentage analysis was carried out.

II. **Process of Budget Preparation**: All the responses given by Secretaries and Principals were entered to different tables as per the sub themes in each region i.e. Urban, Rural and Hill region and sub-themes are: Need analysis of School finance, Number of persons involved in budget preparation, Problems during and after budget preparation, Consideration of previous year financials deficit etc. After all the responses were categorized and entered in different tables, the researcher counted frequencies of each response and calculated their percentages.

III. **Source of School Finance:** All the responses given by Secretaries and Principals were entered in different tables as per the sub themes that emerged for the three regions; Urban, Rural and Hill. The sub-themes are; Students' tuition fees, Donation from members of society, Deposit from students' fees, Problems of source of finance and ways to resolve them. After all the responses were entered to different tables, the researcher counted frequencies of each response and calculated the percentage.

IV. **Autonomy of Using School Finance:** All the responses given by Secretaries and Principals were entered in different tables as per the sub themes in each region i.e. Urban, Rural and Hill regions. The sub-themes are; Freedom to use school finance by principals, any guideline for using school finance, any maximum limit of school finance can be used by principals. After all the

responses were entered in different tables, the researcher counted frequencies of each responses and calculated percentage of each response.

V. **Audit of School Finance:** All the responses given by Secretaries and Principals were entered to different tables as per the sub themes in each region i.e. Urban, Rural and Hill region and sub-themes are: Frequency of audit, Audit is done either internally or externally. After all the responses were entered to different tables then researcher counted frequencies of each responses and calculated percentage of each responses emerged from content analysis.

VI. **Problems Faced During and After School Budgeting:** All the responses given by Secretaries and Principals were entered in different tables as per the sub-themes in each region i.e. Urban, Rural and Hill region. The sub-themes are; List of problems of school finance and ways to resolve these financial problems in future. After all the responses were entered and tables are prepared, the researcher counted frequencies of each responses and calculated percentage of each response.

3.7.3 Material Management: Data on Material Management collected from school personnel were categorized under the sub-headings for all three regions separately i.e. valley urban, valley rural and hilly region. Categorization of data under different sub-headings were; Land and size of school building, Number of class rooms and facilities inside, Library facility, Science laboratory facility, Sports materials, Computer facility, Drinking water facility, Teaching equipments and materials. The data from observations, documents and group discussion were collated under the categories that emerged.

The details data which were entered in to different above sub- headings are mentioned bellow:

I. **Land and School Building:** All the responses given by Secretaries, Principals and investigator's observations were entered in different tables as per the sub-themes in each region i.e. Urban, Rural and Hill region. The sub-themes are; Sufficient area for construction of school, Process of school construction, Possibility of school building expansion, Use of school building beyond school official time. After all the responses were entered to different tables then

researcher counted frequencies of each responses and calculated percentage of each response.

II. **Number of Class Rooms and Its Facilities:** All the responses given by Principals, senor teachers and researcher's observations were put to different tables as per the sub themes in each region i.e. Urban, Rural and Hill region and sub-themes are: Sufficient numbers of class rooms, Condition and facilities inside the class rooms and Conditions of furniture in class rooms. After all the responses were entered to different tables, researcher counted frequencies of each responses and calculated percentage of each response.

III. **Teaching Equipments and Materials**: All the responses given by Principals, senior teachers and investigator's observations were put to different tables as per the sub themes in each region i.e. Urban, Rural and Hill region and sub-themes are: Numbers of teaching aids and equipments in schools, Quality, relevant and maintenance of these materials in schools. After all the responses were entered to different tables, researcher counted frequencies of each responses and calculated percentage of each response.

IV. **Library Facility**: All the responses given by Principals, secretaries and senior teachers and researcher's observations were entered to different tables as per the emerging sub- themes in each region i.e. Urban, Rural and Hill region. The possible sub-themes are; Different sections of books, numbers of reference books, Seating arrangement and facilities inside library. After all the responses were entered in different tables, the researcher counted frequencies of each responses and calculated percentage of each responses for content analysis.

V. **Science Laboratory Facility**: All the responses given by Principals, secretaries, senior teachers, head clerks and researcher's observations were entered in different tables as per the sub themes in each region i.e. Urban, Rural and Hill region. The possible sub-themes are; Dead stock register for purchasing materials and equipments, Numbers of equipments and its use, Maintenance of these materials, and Space available inside laboratory. After all the responses were entered in different tables, the researcher counted frequencies of each responses and calculated percentage.

VI. **Sports Materials:** All the responses given by Principals, secretaries, senior teachers and researcher's observations were entered in different tables as per the sub themes in each region i.e. Urban, Rural and Hill region. The possible sub-

themes are dead stock register of sports materials, Need analysis of previous year's sports materials, demanded and sanctioned sports materials, Quality of sports materials, and Size of playground and its utility in schools. After all the responses were entered in different tables, the researcher counted frequencies of each responses and calculated percentage.

VII. **Computer Facility:** All the responses given by Principals, secretaries, senior teachers, head clerks, and researcher's observations were entered to different tables as per the sub-themes in each region i.e. Urban, Rural and Hill region. The possible sub-themes are; number of computers, maintenance of these computers and use of these computers. After all the responses were entered to different tables. The researcher then counted frequencies of each response and calculated their percentages.

VIII. **Drinking Water Facility:** The responses collected from the secretaries, principals, senior teachers, head clerks, and researcher's observations were entered in different tables as per the sub-themes in each region i.e. Urban, Rural and Hill region schools. The possible emerging sub-themes are; facilities of drinking water, hygienic level of water and regularity of water supply. After all the responses were entered in different tables, the researcher counted frequencies of each response and calculated their percentages.

IX. **Problems of Material Management and its Probable Solutions:** The responses collected from the principals, secretaries, head clerks and senior teachers and researcher's observations were entered in different tables as per the emerging subthemes from content analysis. The possible sub-themes in each region i.e. Urban, Rural and Hill region are presented under each managerial problem as faced and suggested by principals and secretaries.