

## **CHAPTER - V**

### **FINDINGS, SUMMARY AND IMPLICATIONS OF THE STUDY**

#### **5.0 INTRODUCTION**

This chapter presents the findings, suggestions and implications for administrators, researchers, policy makers and teachers to improve the system of education. The details have been presented under Human resource management, Finance management and Material management.

#### **5.1 HRM PROBLEMS AND SOLUTIONS IN SCHOOLS**

The following management problems and solutions were found with regard to HRM.

##### **A. RECRUITMENT**

1. It was found that many teachers of sample schools took long leaves without informing to schools authorities. This is major problem for SMC and principals to manage their schools. To overcome this problem, SMC members need to include in schools service rules certain provision like; a teacher need to deposit one month salary or one month notice if s/he wants to leave their schools immediately. Creating healthy working environment in schools also would help to resolve this problem.
2. Local news paper was not a successful mode of advertisement in all the sample schools. Only few candidates were turn up for the interviews when they advertise in newspaper. SMC members and principals have used personal contacts for selecting teachers for vacant posts and candidates were informed from schools to attain walk in interviews at the schools' campus.
3. It was found that interview call letters took more time and did not provide any certainty that it reached to candidates for their interviews. SMC and principal have used phone calls as main means of communication for teachers' interviews.
4. It was found that in most of the sample schools, principal/and secretary only formed teachers' selection committee. A committee consisting of secretary, school principal and subject experts are not formed as committee. Secretaries felt that they could select competent teachers without subject experts in the selection committee. SMC members said that they shall form the teachers' selection committee consists of school secretary, principal and subject experts during teachers' interviews.

5. Lack of trained candidates in different subjects at the time of interviews was one of the major problems in the state of Manipur. Therefore, SMC members have instructed to the teachers' section team to select un-trained graduate candidates as regular teachers in the schools. SMC members and principals conducted walk in interviews as per the convenient time of candidates as candidates are not available.
6. In all the sample schools, members of the teachers' selection committee were not given any specific guidelines from the SMC and no TA & DA was given to the members of selection team. It was found that all the selection committee members were from the same schools and SMC believe that team members were aware of the school requirements. Also, they do not have the provision to provide TA and DA to the members of selection team.
7. Majority of sample schools have given simple joining letters to the selected teachers. It consists of date of joining and consolidated salary to be paid. Only few schools have issued appointment letters to the selected candidates with detail information and service rules. Most of the urban and hilly schools have issued appointment letters to the selected teachers and some matters were written on that letters like date of joining, probation period, salary, CLs.
8. It was found that none of the schools maintain any waiting list of the selected candidates. As the trained candidates are not easily available, selection committee members appointed teachers even if they are untrained and allowed them to join immediately and most of them have joined. This is practiced to run the schools.

## **B. STAFF DEVELOPEMENT**

9. It was found that few principals have paid less attention in the areas of staff development activities. They have no provision for staff development activities in their schools. Principals have given assurance for arranging staff development activities especially for un-trained selected teachers through in-house training.
10. It was found that few sample school principals directly nominated the teachers for outstation staff development activities and only few principals have send their teachers outstation for staff development activities. Principals have suggested that their teachers be send for outstation programs to Manipur Board, NCERT, and B.Ed. colleges in their state.

11. It was also found that most of rural sample schools do not have facility for organizing workshops in their schools. Principals send their teachers to outstation for workshops and seminar. It was found that most of urban and hilly sample school principals have organized workshops and seminar in their schools by invited experts. In these schools sufficient facilities are available for arranging such staff development activities.
12. It was found in all the sample schools of three regions that teachers were informed to share their new knowledge from outstation workshops and seminar among them by making some presentations.

### **C. TASKS DISTRIBUTION**

13. It was found that few sample school principals have assigned school tasks on the spot to teachers and it leads to problems on teachers for performing it. Principals have instructed to share the overlapping of works among senior teachers till new teachers were appointed in the schools. Principals had to do such allotment on urgent basis to accomplish certain works.
14. It was found that few school teachers of sample schools were not given guidance by their principals. The principals of these schools felt that their teachers are experienced and are capable to perform their tasks independently.

### **D. TASKS SPECIFICATION OF TEACHERS**

15. It was found that majority of the sample school teachers have taught more than their subject specialization in different classes and they found it difficult to do it properly. Principals have allowed their teachers to teach their main subjects in the secondary section as per their interest, ability, requirement of the subjects. But they said that to run the schools, they have assigned other subjects also to be taught by them. But the total number periods are as per teachers' workload.
16. It was found that few school principals have given non-teaching work to their teachers and it disturbed their teaching activity. School principals said that during crisis, they have to do it to manage the schools. But they feel that such tasks shall be done by non-teaching staffs.

## **E. SERVICE RULES IN SCHOOLS**

17. It was found that most of the sample schools do not have written service rules books. Some norms were mention in the appointment letter. Most of the school authorities have instructed verbally the service rules to the staff members. It was expected to give written school service rules to avoid confusions among the staff members.
18. It was found that majority of rural and hilly schools have tried to follow the school service rules but most of sample school authorities have not taken any serious action against the staff members who have not followed the school service rules properly. In few sample schools, school authorities have warned teachers for not following the schools service rule and some teachers were terminated from the schools for not following schools service rules properly.

## **F. TEACHERS' MOTIVATION**

19. It was found that most of rural sample school principals did not recognize their teachers' innovative ideas. Rural and hill school principals have not yet started any award system for their teachers. Principals shall listen to their teachers' innovative ideas and recognize them so that they can bring positive change in schools.
20. It was found that there were differences of ideas among the teachers in these schools which were creating difficulties to have healthy working environment. Few schools teachers have shared their ideas in the staff meeting but their ideas were rarely implemented in the schools. School principals have tried to create healthy working environment through open discussion and they have followed the instructions given by the schools authority. It was also fact that in private un-aided schools, principals' decision was not the finale decisions.
21. It was found only few sample schools have offered further study facility to their teachers. SMC and principals have suggested providing further study facility to their teachers but it shall be through distance mode and without much disturbance of school works.

## **G. PROCESS OF COMMUNICATIONIN SCHOOLS**

22. It was found in most of sample schools that school secretaries have follow downward communication in their schools i.e., from them to principal and from

principal to teachers. Teachers were not permitted to communicate directly to secretaries. Secretaries said that they can take better decision without listening to their teachers about the schools. Teachers should approach to their principals for any issue and latter principals would discuss with secretaries.

23. It was found that verbal communication sometime created misunderstanding among principals and teachers. So, written circular was used when important matters are to be communicated to their teachers. Written circular gave clear message to principals and teachers in schools.

#### **H. INCENTIVES AND SALARY OF TEACHERS IN SCHOOLS**

24. It was found that most of the sample school teachers were offered fixed salary and most of them were satisfied with the salary offer to them even though salary was less and sometime irregular. SMC members gave teachers' salary depend on the sources of their school finance.
25. In rural and hill areas, incentives were nil for teachers. Principals said that they cannot do anything in this regard because of lack of schools finance. SMC members and Principals however suggested that they would like plan such facilities to their teacher in future.
26. It was found that in all three areas, there was no bonus facility for teachers. Principals felt positively about such facility to be given to teachers but due to shortage of schools' finance, school authorities find it difficult to provide bonus to their teachers. School secretaries said that provision of bonus facility is not there in their schools however regular annual increments were given to all teachers.
27. It was found that half of sample SMC members provide other facilities to their teachers for sustaining them in their schools i.e. tuition fee exemptions for children of teachers, free bus service to commute from school to home and residential facilities are available for outstation teachers. SMC members need to provide similar facilities to teachers which help them to sustain in schools.

#### **I. FEEDBACK GIVEN TO TEACHER**

28. Few sample school principals do not provide feedback to their teachers. Majority of sample schools do not have any written feedback system. Sample school principals have suggested that feedback to their teachers be given as per their teachers' work performance by principals.

29. It was found that few principals did not provide guidance to their teachers whenever they face any problems. School authorities and principals shall try to provide suitable feedback to their teachers for their encouragement.
30. It was found that majority of the rural school principals and few of urban school principals do not take any serious actions against teachers who do not perform school activities properly. Principals' main aim was to complete the assigned tasks with quality by following the guideline given to teachers. Teachers should perform their work up to satisfactory level and in case of non-performance suitable actions shall be taken on them as suggested by secretaries.
31. It was found that rural and hill sample schools principals have not recognized their teachers' good works. Principals have agreed that it is better to recognize the good works of teachers in schools to enhance the motivation of teachers. They suggested that they would start in the coming years.

## **5.2 FINANCE MANAGEMENT PROBLEMS AND SOLUTIONS IN SCHOOL**

The following problems and solutions were found by School Authorities on Finance Management.

1. It was found that few sample schools have not plan their school budget on different headings. SMC members have used schools finance on the basis of the need and priority of the schools as the source of school finance was limited. They have experienced no advantage of planning school budgets in different headings for their schools.
2. Few sample school authorities have not done need analysis of schools, did not consider last year financial deficits while current school budgets were planned by them. Sample school authorities have managed the available school finance based on the requirements of schools and they have experienced no problem in managing their schools.
3. It was found that majority of sample school principals were not involved in the schools budget preparation and it was mostly plan by SMC members. Few sample school authorities have considered the tentative school budgets prepared by the school principals while current school budgets were prepared. Involved experience person on budget, parents and school head in budget preparation may help in better school budget plan. SMC members felt that they are the right

persons to plan and use their schools finance for the development of their schools.

4. It was found that majority of sample schools have irregularity of sources of finance (students' tuition fees) and slow process of loan released from local bank and lack of sources of finance. SMC and principals have used different methods for making regularity of schools' sources of finance, i.e. sent reminder circular to the parents for paying the tuition, sent circular with the late fine per day to the parents, issued the examination admit cards to the students after the clearance of the tuition fees dues in the schools office. SMC members were looking forward for donation from society members for overcoming school financials problems.
5. Majority of the sample schools have faced problems of school budgets implementation like: excessive expenditure beyond planned budgets, irregular sources of school finance, vouchers were not maintained, students left schools without paying tuition fees and delayed staff salary. SMC have instructed to school principals to follow planned school budgets strictly, keep all the vouchers at school office, delayed staff salary for some days, sending Circulars to parents with late fine of their wards tuition fees, issued students documents after they pay their tuition fees dues at school office, allow parents to pay tuition fees with concession, delayed staff salary and used of secretary's personal finance.
6. It was found that majority of sample school authorities did not allow their school principals for using schools' finance directly. SMC members said that they are the highest decision making body in un-aided private schools therefore they allow their school principals to use school finance with their permission.
7. It was also found that majority of the sample school principals have not given any specific guidelines from the school authorities for using schools finance. SMC members believe that principals are in the schools mainly for looking after the academic development of students and they demand the financials requirements and use it for the schools.
8. It was found that in most of the rural schools, SMC members have not taken seriously the auditing of schools finance. SMC said that all the sources of school finance collected from tuition fees are already used for their development and thus auditing has little importance in schools.

### **5.3 MATERILA MANAGEMENT PROBLEMS AND SOLUTIONS**

The following problems and suggestions were found in case of school materials management of un-aided private schools.

#### **A. SCHOOL BUILDINGS**

1. It was found that only few sample school buildings are located at the populous area and at hill slope. Also one school was with large cracks in one the school buildings. SMC members have constructed their schools with required numbers of classrooms and these schools were constructed almost 25 year ago. School authorities of hilly school have planned for relocate the school building which had a large cracks.
2. It was found that few sample schools were constructed in small area and these schools did not have much chance for future expansion of classrooms. SMC and principals of these schools have managed with single classroom and less enrolment of students.
3. It was found that few school buildings were constructed over a period of time. Manipur Board members need to do proper physical verification of school building before permission was given for construction of schools. SMC members have constructed their school buildings depend on their sources of school finance and permission from Manipur Board.
4. It was found that few sample school buildings were made up of wooden walls and these schools needed proper maintenance. Hilly sample schools were needed more maintenance for their school buildings. SMC members and principals have used wooden walls in their schools as these materials are easily available in local areas. But they suggested that they need to have proper maintenance of the schools buildings.
5. It was found that most of sample schools buildings were not used at the optimum level. Only few sample school buildings were used for teaching learning activities as well for other activities. SMC and principals have used their schools buildings for tuition classes after schools time. They have used it for board exam centre, competitive exam centre, NOS centre and morning and afternoon shifts. They said that their school building should use for the development of student and society.

## **B. CLASS ROOMS**

6. It was found that in few sample schools classrooms (walls, floor) were needed proper maintenance and wooden furniture in classrooms were also needed in better condition. SMC members have given assurance for better maintaining the furniture and classrooms. They said wood is easily available in local area and used it as furniture in their schools.

## **C. SCHOOL LIBRARY**

7. It was found that most of the sample schools have not appointed qualified librarians and most of the rural schools have less facility of libraries. They have only few text books that were available in the staff rooms in these schools. SMC said that it is difficult to select qualified librarian and they were not easily available. Principals have assigned the library duty to any one of teachers who can manage school library. School need more finance for purchases more books and keep a separate library.
8. It was found that most of sample school libraries have no modern technology facilities due to lack of computer facilities and lack of electric power supply. School principals have purchased more books as their schools have no facility of internet. They are looking for solar plate for electric power supply.
9. It was found that half of sample schools libraries did not have separate library periods in the schools time table. Principals said that they have used one of the class rooms as library for keeping the books and other reference materials. They allow students to use these books when they get time during school hour.

## **D. COMPUTER FACILITY IN SCHOOL**

10. It was found that only few sample schools have adequate computer systems as per number of students enrolled in the schools and few hilly and rural schools do not even have computer systems. Most of the computer teachers took theory classes than practical classes. As number of computers systems were less in the schools. Principals have instructed to the computer teachers that students should form small groups and different batch for using computer. They are looking forwards for donation from society members. Most of urban schools have sufficient number of computers system and qualified computer teachers were

appointed in these schools and most of the time they do maintenance of computers.

#### **E. SCIENCE LABORATORY FACILITY**

11. It was found that most of sample school principals did not maintain any demand register for purchasing science materials and equipments. But this has been a common practice in other schools. In these schools, principals verbally discussed with science teachers and purchased in their schools.
12. It was found that majority of sample schools do not have separate science laboratory and more number of rural schools did not have science laboratory than the urban and hilly schools. School principals have used a room in their schools as science laboratory with some materials of science. They have planned to arrange more science materials in these science rooms.
13. Majority of sample schools did not have sufficient number of equipments according to the total number of students enrolled in the schools. Principals have instructed to science teachers to demonstrate the available science materials to their students as the materials are less and develop a small science laboratory in their schools.

#### **F. TEACHING AIDS FACILITY IN SCHOOLS**

14. It was found that majority of sample schools have less teaching aids and few available teaching aids that are there lack in quality. SMC need to allot appropriate finance for teaching aids. Principals have purchased teaching aids with less quality as per source of school finance and these teaching aids could be used by more teachers in their classes.
15. It was found that most of the sample schools did not maintain teaching aids systematically in their schools. Principals have given assurance for maintaining teaching aids. They plan to buy map stands, and racks for keeping different types of teaching aids. In few sample schools separate audio visual room with LCD are also available.

#### **G. SPORTS FACILITIES**

16. It was found that majority of sample schools did not maintain sports demand register for purchasing sports materials. School principals have discussed with

physical education teachers verbally about the requirement of sports materials and purchased it

17. Majority of sample schools have small size of play ground as per the prescribe norms of Board. Principals of these sample schools have asked sports teachers to purchases more indoor sports materials and their schools' annual sports day were organized in nearby big playgrounds.
18. It was found that few sample school principals have not done need analysis of sports material in their schools. Principals and physical education teachers have decided to buy some sports materials which are commonly and frequently used by students.
19. It was also found that most of rural and hilly schools have not sanctioned all the demanded sports materials by teachers. Principals instructed to teachers to buy the sports materials which can be used in groups. They wanted to involve all students in games and sports.

## **H. DRINKING WATER FACILITY**

20. Only few sample schools have used simple water filter for purification of drinking water. Majority of sample school in all three regions did not have problems of sources of water. Few schools have water tanks, ponds, well and rain water harvesting systems. Principals have used simple water filter for drinking water in their schools. These water filters are maintained periodically.

## **5.4 SUGRESSIONS FOR BETTER MANAGEMENT OF SCHOOLS**

1. Teachers leave schools without informing the authority. To avoid this, the school shall develop certain service rules to ask the teachers to inform them well in advance or pay certain compensation.
2. School authorities need to appoint professionally trained school subject teachers as per the guideline of the Boards of Secondary Education, Manipur for imparting quality education. A record of teachers can be maintain for the teachers working in the un-aided private schools by the Manipur Board which can check the appropriate number of teachers in each un-aided private schools.

3. School principals shall form a schools subject committee from different un-aided private schools so that they can discuss the new trends of education, challenges and new approaches and new teaching methods.
4. School principals may encourage young talented and interested graduates to join the teaching profession and for educating future generation children.
5. Instead of schools secretary or principals only to select teachers in their schools, a proper selection committee comprised of school secretary, principal and subject experts need to be formed.
6. SMC and principals shall follow the method of personal interview followed by demonstration lesson for selection of teachers.
7. School authorities need to organized regular workshops and seminar with regards to new trends of education to the teachers for enhancing the professional knowledge.
8. All the sample school teachers need to allow for sharing their experience and acquired new knowledge from outstation workshops to the other staff members in respective schools.
9. School principals need to distribute the schools tasks on time by considering the interest, ability of the teachers and nature of the tasks of the schools.
10. Sample school principals need to assign the academic activities to the teachers rather than non academic activities of the schools.
11. All the sample schools need to have written service rules and make aware to all the staff members of the schools for systematic management of the schools.
12. School authorities and principals need more encouragement to the teachers for better performance in the schools.
13. All the sample schools teachers need more and suitable feedback from schools principals.
14. For better schools finance management, experts and principals shall be involved. Also the knowledgeable and experience parents need to be included while schools budgets were prepared. It will bring more transparency of schools finance management to all the members of the schools.
15. Regular audit is needed for all the schools for better finance management by the private schools authorities.
16. Schools authorities need to select the suitable location of the schools building for better learning for the students.

17. Sample schools need follow guideline of Manipur Board in terms physical facilities like library facilities, science materials, appointing qualified librarian, music teachers, and physical education teachers.
18. Manipur Board needs to do personal visit and verify the physical requirements for establishing school before permission granted.

#### **5.4.1 IMPLICATIONS OF THE STUDY**

The following implications have been derived from this study for providing and sustaining quality education in schools.

1. Private schools authorities and principals need to select competent candidates, assign the suitable school tasks as per the staffs' interest, ability, arrange relevant staff development activities, and provide suitable feedback to the teachers. It can help in proper human resource management in schools.
2. Schools authorities need to think & find the sufficient sources of schools' finance and its management. Schools authorities shall provide reasonable salary at par with the govt. schools staff, purchase sufficient materials for science laboratory, books in the library, sports materials, playground which help in development of the schools.
3. Finance is a basic problem in all the private schools and therefore they shall regularize their sources of revenue and ensure its timely collection.

#### **5.4.2 EDUCATIONAL ADMINISTRATORS**

1. Educational administrators shall identify the hindrance or challenges for managing the schools with the limited sources in terms of human resources, finance, and materials.
2. Educational administrators' need to understand better about the management of human resources, schools finance management and management of physical facilities available in the schools for the development of students and achieving the vision of the schools.
3. Certain policy about the parents' involvement, community participation, and policy for donation collection be worked out.

### **5.4.3 POLICY MAKERS**

1. Policy makers may prepare appropriate schools service rules, make aware of the available service rules to all the staff members and implement the service rules for smooth functioning of the schools.
2. Schools need to do proper inspection by the efficient educational inspector and give suitable guidance for the development of the schools after the inspection.
3. Training programs for school authorities, administrator on managing human resources and finance planning of the schools are needed.

### **5.5.0 FURTHER RESEARCH**

1. Future research study can be conducted on the comparison of quality education between government schools and private un-aided schools.
2. Another research study can be conducted on the top ranking schools in the Board examination with respect to curriculum transaction, quality of teachers, other factors which have contributed for better results.
3. Study shall be undertaken to understand as to how qualified teachers can be appointed and retained.
4. How these schools can be strengthening in terms of quality can be studied.

### **5.6.0 CONCLUSION**

Un-aided private school authorities and principals shall have to manage the human resources in the schools properly for imparting quality education to the students. Appointing competent teachers and arranging relevant staff development activities could help teachers for improving their professional competencies. Along with the human resource management by the schools authorities, another important factor is schools finance management. The private un-aided schools do not get any financials grant from the government. They have to ensure revenue collection and use of these resources properly. The staff members shall get proper salaries and in time at par with the government schools staffs so that private schools teachers could be motivated to perform better works of the schools and do not leave the schools.

The school authorities and principal needs to do systematic management of schools. The schools authorities of the private un-aided schools have faced many problems and one of main problems was the lack of trained schools subject teachers when. It is

found that professionally trained teachers are not available. For managing the insufficient numbers of teachers in schools, they have selected the graduate candidates as teachers and send them for attaining workshops organized by the SCERT or organized staff development activities inside the schools with the help from the invited experts. Schools principals have tried to distributed the schools' tasks as per the ability and interest of the teachers. Teachers could do better work if they were assigned the right types of tasks from the schools principals. Schools authorities have faced difficulties to manage the schools with limited sources of schools finance but they have adopted some means for making regular sources of schools finance. The main sources of schools finance was from the students fees only. Many of the sample schools have less materials in the science laboratory, library, computer systems and sports materials. Most of the sample schools have no problems of drinking water facilities in their schools. The schools authorities have managed for regular source of water for students and staff members in the schools.

Private schools are the better result schools in Manipur. They can still be better, if they involve the community and parents in their management. There is a need of management transparency and the stake holders' satisfaction. These schools have to reorient themselves by changing their vision, mission and objectives as per the need of changing time.