



## MANAGEMENT OF THE SECONDARY SCHOOLS IN TIRAP DISTRICT OF ARUNACHAL PRADESH WITH REFERENCE TO HEADS OF THE INSTITUTIONS

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**Abstract:** *Management is the specific organ of every institution, on the performance of which the survival of the institution is depended. Even the best of teachers or other functionaries and their great efforts fails if the management pattern is ill. But it is not the machine but the humankind that manages the educational institutions in order to reach heights. In this connection, the striking role could be played by the heads of the institutions. The interest of the researchers therefore, was to study management by the heads of institutions. Thereof, normative survey method was used and 10 heads of secondary schools in Tirap district, Arunachal Pradesh were taken as sample of study by using random sampling technique. 2 sets of standardized tools (1.questionnaire 2.Information schedule) developed by Lamtishababha Diengdoh (2014) were used. Percentage as the medium of analysis had shown that 100% of Heads in private and government aided schools are involved in deciding policies and procedures for students' admission, laying down of rules and procedures of evaluation, day-to-day requirements of staffs, allotment of courses and finalization of courses. These functions are shared in government schools. The selection and prescription of textbooks is a duty of Heads in both private and government aided schools. Under management of academic fields, Heads are involved in admissions of students, scheduling the work of teachers, deciding workload of students, and deciding examination schedule. Apart from this, 100% of the Heads in private schools prepares school budgets. 100% of them determine laboratory, library and other financial support in both private and government aided schools. Ironically, in the government schools we do not find any functions carried out by Heads in the areas of appointment of teachers, teachers' promotion and in taking decision for teachers' further studies. It is but seen in private and government aided schools. Nonetheless, they have role in allowing the teachers to undergo further studies for the improvement in the teaching learning process even in the government schools.*

**Keywords:** Management; Head of institutions; Secondary schools; Tirap district; Arunachal Pradesh.

**Introduction:**

Management is the specific organ of the modern institution, on which the survival of the institution rests. It is obliged to give direction to the institutions it manages, sets its objectives, organize resources for their results. Interestingly, there is no single accepted definition of educational management as its development is observed in several disciplines like business, industry, political science, economics, administration and law. **Webster's Encyclopedia Dictionary of the English language** defines the word 'manage' as to handle, direct, govern or control in action or use. Thus, by extension the word 'management' is defined alike with 'the act or manner of managing, handling, direction or control' and 'skill in managing' executive ability'. Another definition is given by **G. Terry Page & J.B. Thomas**, "Educational management is the theory and practices of the organization and administration of existing educational establishments and system". Management is thus understood as the responsibility for accomplishing results through the efforts of people.

This process involves some stages such as designing, planning, controlling, decision making, forward communication, subordinate performance and feedback communication. Therefore, management begins with planning (decision making) and set forth norms, standard, rules and regulations, procedures, plans and policies to guide subordinate behavior.

Human beings have tried hard to make their lives easy and good. They have maximum use of their resources to overcome their problems and difficulties. An appropriate use of means and resources for realizing specific objectives is known as management. Likewise, quality education is an important aspect at all levels. School education, especially secondary school is a valuable stage for student's development. It is an important phase in student's life for preparing adults for their roles. This stage of education is linked with vocational education of students and their career. It is therefore very important to come up with the studies of management which will assists all the stakeholders of management system to solve various problems related to the management institutions.

**Review of related literature:**

**Misra (1984)** conducted a study on Educational Administration in Orissa and found that there was absence of suitable and efficient educational bureaucracy in Orissa, lack of proper and suitable advisers to the government in educational matters and the educational administration was dealt with in the same manner as the general administration. **Nair** in **(1989)** analyzed the existing system of management of arts and science colleges in Kerala and found that no colleges made use of formal information system and its adversely affected planned utilization of resources. Yet in another study conducted by **Rao (2011)** concluded that 70% of Government and Local Body managements, the planning and development bodies were either non-existent or inactive. The same was prevalent in about 77% of the Private Aided managements and all of

the unaided managements. The study conducted by **Ahmad, Rehman, Iqbal, Ali, Budshah (2013)** concluded that overall system of education in Pakistan is affected due to acute shortage of financial support. There is lack of motivation among teachers towards teaching profession due to fewer facilities available in the service. Teachers get fewer salaries as compared to other professional in the country. The study also concluded that there are no facilities of accommodation for teachers posted in remote or outstations. Due to political interference in the process of selection, under qualified teachers are appointed who cannot effectively manage the process of teaching and learning in schools. **Singh, T.T. (2016)** found that Private schools yielded better school results in Manipur. Besides they were suggested for the involvement of community and parents in their management system.

### **Objectives of the study:**

- 1) To investigate the Administrative Functions of Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh.
- 2) To investigate the Academic Functions of Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh.
- 3) To investigate the Financial Functions of Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh.
- 4) To study the role of Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh regarding Teacher's Appointment and Professional Development of teachers.

### **1.12. RESEARCH QUESTIONS**

1. What are the patterns of management in government, government aided and private secondary schools?
2. What are the administrative functions of the Heads of the institutions in secondary schools of Tirap district, Arunachal Pradesh?
3. What are the academic functions of the Heads of the institutions in secondary schools of Tirap district, Arunachal Pradesh?
4. What are the financial functions of the Heads of the institutions in secondary schools of Tirap district, Arunachal Pradesh?
5. What are the role and functions of Heads of the institutions in secondary schools of Tirap district, Arunachal Pradesh with regard to teachers' appointment and professional development?

### **Methodology of the study:**

- **Method:** Normative Survey method of educational research was used.
- **Population:** All the Heads of the institutions in the Secondary schools of Tirap district in Arunachal Pradesh.

- **Sample:** The investigators used random sampling technique. Out of 17 secondary schools in Tirap district 10 (59%) heads of secondary schools in Tirap district were selected as a sample of the present study.

### Tools used:

The researchers used 2 sets of standardized tools developed by Lamtishababha Diengdoh (2014)

1. A questionnaire for the heads of the secondary schools covering administrative function, academic function, financial function and teacher's professional development.
2. Information Schedule.

### Statistical techniques used:

The data collected through questionnaires and information schedule were analyzed qualitatively and quantitatively by using percentage method.

### Analysis and Interpretation:

Findings of Objective 1

**Table -1: Administrative Functions of the Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh**

Items	Responses	Government	%	Private	%	Govt. Aided	%
<b>Responsibility of rules and regulations for proper management of schools</b>	Head	-	-	1	33.33	-	-
	Both Head and Staff members	2	40	1	33.33	-	-
	MC	1	20	1	33.33	1	100
	Govt.	2	40	-	-	-	-
<b>Overall planning of schools</b>	Govt.	3	60	-	-	-	-
	MC	-	-	1	33.33	2	100
	Head and Teachers	2	40	1	33.33	-	-
	Head	-	-	1	33.33	-	-
<b>Policies and procedures regarding students' admission</b>	Yes	3	60	3	100	2	100
	No	2	40	-	-	-	-



<b>Types of admission procedure followed by the schools</b>	Open to all	1	33	-	-	-	-
	On the basis of merit	2	67	-	-	-	-
	Based on admission test	-	-	3	100	1	100
<b>Decision regarding the admission of students in the schools</b>	Head	1	20	1	33	1	100
	Head and Teachers	4	80	2	67	-	-
<b>Pattern of evaluation</b>	1 <sup>st</sup> term and 3 <sup>rd</sup> term	1	20	-	-	-	-
	3 Terminal Examination	-	-	2	100	1	50
	Terminal Tests	1	20	-	-	-	-
	CCE	3	60	-	-	-	-
	Part 1 2 3 4	-	-	-	-	1	50
<b>Deciding the examination schedule</b>	Head	-	-	1	33	-	-
	Head and teachers	4	100	2	67	1	100
<b>Whether having evaluation procedure for students</b>	Yes	4	80	3	100	1	100
	No	1	20	-	-	-	-
<b>Responsibility of laying down rules and procedures for evaluation</b>	Head	2	50	3	100	1	100
	Govt.	1	25	-	-	-	-
	CBSE	1	25	-	-	-	-
<b>Decisions regarding necessary equipments</b>	Head	-	-	3	100	1	50
	MC	1	20	-	-	-	-
	Teachers	1	20	-	-	1	50
	Govt.	3	60	-	-	-	-
<b>School have all the necessary facilities</b>	Yes	2	40	3	100	2	100
	No	3	60	-	-	-	-
<b>Decision on day-to-day requirement of the staffs</b>	Head	2	40	3	100	2	100
	MC	2	40	-	-	-	-
	Govt.	1	20	-	-	-	-

<b>Responsible person (s) for allotment of courses</b>	Head	-	-	3	<b>100</b>	2	<b>100</b>
	Govt.	5	<b>100</b>	-	-	-	-
<b>Responsibility of finalizing the syllabus/ courses for teaching</b>	Head	-	-	3	<b>100</b>	2	<b>100</b>
	Teachers	3	<b>75</b>	-	-	-	-
	MC	1	<b>25</b>	-	-	-	-
<b>Whether involved in selection and prescription of text books</b>	Yes	1	<b>20</b>	3	<b>100</b>	2	<b>100</b>
	No	4	<b>80</b>	-	-	-	-

### Interpretation:

The above table reveals that in the government secondary schools of Tirap district in Arunachal Pradesh, 40% of the responsibility for laying down the rules and regulations for proper management of the schools are taken by Head and other Staff members of schools. Besides, 20% of the responsibility is taken by Management Committee and, 40% by the Government itself in the government schools. Whereas, in private secondary schools, 33.33% by Heads, 33.33% by Head with other staffs of schools and 33.33% by the Management Committee are seen to have taken this responsibility. No role is seen from the Government here. Unlikely, the Management Committee is the sole partaker of laying down the rules and regulations for proper management in the Government aided Secondary schools.

The overall planning of schools is seen to be carried out by the Government which accounts for 60% and it is 40% by Head with Teachers in the government schools. 33.33% of the overall planning is carried out by Head, 33.33% by Head with Teachers and 33.33% by Management Committee in private secondary schools and 100% by Management Committee in Government aided secondary schools.

There exist some policies and procedures regarding students' admission in 60% of the government schools and the remaining 40% schools do not follow any policy and procedure as such. 100% of both private and government aided schools follows some policies and procedures regarding students' admission. The procedure includes admission tests, merit basis selection and open to all selection procedure. In the government schools, 33% is based on open to all selection procedure and the remaining 67% are based on merit selection. 100% of both private and government schools give the admission to students based on admission tests conducted in the school.

In the government schools, 80% of the decision regarding admission of students is taken by Heads along with the Teachers and 40% by Heads themselves. Whereas in private schools, 33% by Heads and 67% by Heads along with Teachers. In government aided secondary schools, 100% by Heads of the institutions.

The table reveals some patterns for evaluation which includes 1<sup>st</sup> term and 3<sup>rd</sup> term, 3 Terminal Examination, Terminal Tests, CCE and Part 1 2 3 4. 50% each of 3 Terminal Examination and Part 1 2 3 4 are used in government aided secondary schools. In the government schools, it is the combination of CCE (60%), Terminal tests (20%) and 1<sup>st</sup> term and 3<sup>rd</sup> term (20%). The private secondary schools used only the pattern of 3 Terminal Examination (100%). Besides, Examination schedules are decided by Heads along with Teachers (100%) in government secondary schools as well as in government aided secondary schools. But in private schools, 33% of the examination schedules are prepared by Heads themselves and 67 % by Heads with Teachers.

Based on the responses of the Heads of the institutions, it came to light that 100% each of private and government aided secondary schools keep evaluation procedures for students whereas, only 80% of the government schools keep the same. Only the Heads of institutions are responsible for laying down rules and procedures for students' evaluation in private and government aided secondary schools. In government schools, it is distributed to Heads (50%), Government (25%) and CBSE (25%).

It was observed that 100% of private and 50% of government aided schools indicated Heads of the institutions to decide necessary equipments for the respective schools whereas only 20% of the government schools pointed that managing committee decides the necessary equipments in the schools. 20% of government and 50% of government aided schools revealed that teachers are responsible for such activities whereas Government's responsibility for deciding the necessary equipments accounts for 60% in the government schools.

100% of the private and government secondary schools responded yes for having necessary facilities in the schools but in government schools, it is only 40%. Apart from it, only the Head of the institution decides on the day-to-day requirement of the staffs in the private and government aided secondary schools. Unlike this, it is a collaborative work in government schools (Head-40%, Management Committee-40% and Government-20%).

With regards to the allotment of courses, it is Government which has the responsibility of allotting the courses in the government schools. Whereas, in private and government aided schools, only the Heads of the institutions are allotting the courses. Finalization of the teaching courses is in the hands of Heads of the schools in Private as well as government aided schools but in government schools 75% is based on teachers and 25% on Management Committee. The table also shows that 20% of government. 100% of both private and government aided schools are involved in selecting and prescribing of text books whereas 80% of government schools were not involved in it.

Findings of Objective 2

**Table- 2: Academic functions of the Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh**

Items	Responses	Government	%	Private	%	Govt. Aided	%
<b>Who takes the decision regarding the admission of the students in the school</b>	Head of the Institution	-	-	1	33	1	50
	Head and Teachers together	5	100	2	67	1	50
<b>Whether responsible for scheduling the work of teachers</b>	Yes	4	80	3	100	2	100
	No	1	20	-	-	-	-
<b>Deciding the work load of the students</b>	Head of the Institution	-	-	-	-	2	100
	Managing Committee	1	20	-	-	-	-
	Inspector of schools	1	20	2	67	-	-
	Teachers	1	20	-	-	-	-
	Government	1	20	-	-	-	-
	CBSE	1	20	-	-	-	-
	Head and Teachers	-	-	1	33	-	-
<b>Involvement in deciding the examination schedule</b>	Head of the Institution	-	-	1	33	-	-
	Head together with the teaching staffs	4	100	2	67	2	100

**Interpretation:**

From the table 2, it can be observed that 33% of the Heads of the institutions in private schools, and 50% of the Heads of the institutions in government aided schools takes the decision regarding the admission of the students in the schools. 100% Head and Teachers together in government schools, 67% in private and 50% in government aided schools are responsible for the same.

It was found that 80% government. Heads, 100% of both private and government aided schools Heads stated that the heads of the institution were responsible for scheduling the work for the teachers.



Besides, workloads of the students are decided collaboratively in government secondary schools by Managing Committee (20%), Inspector of schools (20%), Teachers (20%), Government (20%) and by CBSE (20%). In private schools, it is shared between Inspector of schools (67%) and Head with Teachers (33%). Workloads of the students are decided by Heads only in government aided schools.

We can see 100% involvement in deciding the examination schedule by Head together with the teaching staffs in government and government aided schools. In private schools, 67% involvement is seen among the Head and teaching staffs. The remaining 33% involvement is seen among the Heads of the schools.

### Findings of Objective 3

**Table - 3: Financial functions of the Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh**

Items	Responses	Government	%	Private	%	Govt. Aided	%
Do you prepare school budget	Yes	3	60	3	100	-	-
	No	2	40	-	-	1	100
Who take the decision with regards to the financial needs of the school	Head	1	20	1	33.33	-	-
	Head together with the teaching staffs	1	20	1	33.33	-	-
	Managing Committee	1	20	1	33.33	2	100
	Government	2	40	-	-	-	-
Who determines laboratory, library and the other financial support needed by the institution	Head	3	75	3	100	2	100
	Managing Committee	1	25	-	-	-	-
	Teachers	-	-	-	-	-	-

### Interpretation:

Three questions were asked to the Heads of schools regarding financial arena. It came to light that 100% of the Heads in private schools responded 'Yes' to the question of preparing budget in private schools and in contrast 100% of the Heads of government aided schools responded 'No' to the same. 60% of the Heads in government schools agreed to their function of preparing school budget.

Decision on financial needs are taken by 20% of Heads, 20% of Head with Teaching staffs, 20% of Managing Committee and 40% by Government itself in the government schools. In the private schools this work is distributed among Heads (33.33%), Head with Teaching staffs (33.33%) and Managing Committee (33.33%). Besides, Managing Committee takes 100% of this responsibility in the government aided schools.

However, laboratory, library and the other financial support needed by the institution are determined by Heads of schools in both private and government aided secondary schools. In government schools, it is 75% for Heads and 25% is rest on Managing Committee.

#### Findings of Objective 4

**Table - 4: Teacher's Appointment and Professional Development functions of the Heads of the institutions in Secondary Schools of Tirap district, Arunachal Pradesh**

Items	Responses	Govt.	%	Private	%	Govt. Aided	%
<b>Who takes decisions with regards to the appointment of teachers</b>	Head of the Institution	-	-	2	67	1	50
	Managing Committee	-	-	1	33	1	50
	Education Department	4	80	-	-	-	-
	Government	1	20	-	-	-	-
<b>Who takes the decision for teacher's promotion</b>	Head of the Institution	-	-	2	67	0	-
	Managing Committee	-	-	1	33	2	100
	Inspectors of schools	4	100	-	-	-	-
<b>Are teachers allowed to undergo further studies for the improvement in the teaching learning process</b>	Yes	4	80	3	100	2	100
	No	1	20	-	-	-	-
<b>Who takes the decision if a teacher has to undergo higher studies</b>	Head of the Institution	-	-	1	33.33	2	100
	Managing Committee	-	-	1	33.33	-	-
	Education Department	4	80	-	-	-	-
	Government	1	20	-	-	-	-
	Individual	-	-	1	33.33	-	-

#### Interpretation:

The table indicates clearly that Heads of school has no role in appointment of teachers in government schools as it is rest with Education Department (80%) and Government (20%). The appointment of teachers

are decided both by Heads (50%) and Managing Committee (50%) in government aided schools. In private schools 67% is rest with Heads and 33% with the Managing Committee.

100% of the decision for teachers' promotion is rest in the hands of Inspector of schools in government schools. In private it is 67% Head of schools and 33% with Managing Committee. The Managing Committee takes 100% responsibility of it in government aided schools.

80% of Heads in government schools and 100% of Heads in both private and government aided schools revealed that teachers are allowed to undergo further studies for the improvement in teaching learning process. The decision for teachers to undergo higher studies is decided by Education department (80%) and Government (20%) in the government schools at secondary level. In government schools it is only Heads of the respective schools. The same is distributed among Heads (3.33%), Managing Committee (33.33%) and the Individual themselves (33.33%).

### **Discussion and Conclusion:**

Management pattern of different types of schools stands alike in some arenas and remain different in some fields. The difference in management patter is somehow responsible for bringing different types of results among the learners. Therefore it is very important to learn from one another and alter areas that require modifications.

The findings of the study revealed most of the functions to be resting in the hands of the Heads of the schools. We saw that under administrative functions, 100% of the Heads of schools in private and government aided schools are involved in deciding Policies and procedures regarding students' admission even if it is only 60% in government schools. Decision regarding the admission of students in the schools is totally taken by Heads in government schools, 80% Head of schools with teachers in government schools and 67% of Heads with Teachers in private schools are seen to be deciding the same. Heads of institutions are also involved in deciding examination schedules. We see 100% of Heads in government schools, 67% in private and 100% in government aided schools to be involving in this function. Interestingly the responsibility of laying down rules and procedures of evaluation is rest completely with the Heads in private and government aided secondary schools though it is 50% in government schools. Decisions regarding necessary equipments are also taken by the Heads in the schools which is 100% in private schools. Decisions on day-to- day requirements of staffs, allotment of courses and finalization of courses/syllabus are completely rest in the hands of Heads in Private and government aided schools. These functions are shared in government schools. In selection and prescription of textbooks is also completely a duty of Heads of schools in both private and government aided secondary schools.

Under management of academic fields, Heads of schools are involved in admissions of the new or old students (100% in all types of schools), scheduling the work of teachers (100% each in private and

government schools, 80% in government schools), deciding workload of students (100% in government aided schools), and deciding examination schedule (100% in government private and government aided schools).

The investigation also revealed financial management that 100% of the Heads in private schools prepares school budgets and 100% of them determine laboratory, library and other financial support needed by the institution in both private and government aided schools.

Ironically, in the government schools we do not find any functions carried out by Heads in the areas of appointment of teachers, teachers' promotion and in taking decision for teachers' further studies. It is but seen in private and government aided schools. Nonetheless, they have role in allowing the teachers to undergo further studies for the improvement in the teaching learning process including the government schools.

Every education system demands for the proper management of institutions for development and change. It is a collaborative work where every partaker is assigned some duties and functions. Lacking of one function affects the whole system. Henceforth, the responsibility of management should be the first focus of Heads of institutions and every partaker of the respective institution.

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