

THE MANAGEMENT PROCESS OF INSTITUTIONAL AND
COMMUNITY SECONDARY SCHOOL

A Thesis

Prepared for Partial fulfillment of the Master's Degree in Educational
Planning and Management

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M.Ed. Second Year

Academic Year: 2061/062

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Submitted to

Educational Planning and Management

Sukuna Multiple Campus, Indrapur

Faculty of Education

Tribhuvan University

2012

RECOMMENDATION FOR EVALUATION

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I recommend the thesis for evaluation to the Evaluation Committee.

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APPROVAL LETTER

This entitled MANAGEMENT PROCESS OF INSTITUTIONAL AND COMMUNITY SECONDARY SCHOOLS, prepared by Badal Devi Chamling for partial fulfillment of the Master's Degree in Educational Planning and Management, has been evaluated and approved by the thesis Evaluation Committee.

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DEDICATION

To

My beloved parents

Acknowledgement

Firstly, I would like to express my sincere gratitude to my research supervisor Mr. Ganesh Prasad Dahal, lecturer of Sukuna multiple campus, for his continuous guidance, supervision and invaluable suggestions. I am deeply indebted to him for valuable guidance in my research work. Truly speaking without him, this work would have been incomplete as well as worthless.

Similarly, I am grateful to Mr. Laxmi Kumar Shrestha, the coordinator of Post graduate Program of this campus, for his valuable suggestions.

I would like to express my thanks to the campus administration for providing me an opportunity to conduct this research work.

I am equally indebted to the lecturer and chairperson of Practice Teaching, Sukuna Multiple Campus, Mr. Chandra Mani Rai for his academic support and cooperation during my research.

My thank goes to my daughters Sulakshan Rai and Subhechchha Rai whose innocent eyes always inspired me for new creative works and this study as well.

Finally, I express my heartfelt thanks to informants specially to the principal/Head Master, teacher, SMC chairperson who provided me information about the management process of institutional and community secondary schools.

Badal Devi Chamling

ABSTRACT

This thesis entitled "The Management Process of Institutional and Community Secondary School" endeavors to compare and contrast the management process of institutional and community secondary schools. One of the major problems that majority of the schools face is one of management. On this background this study was undertaken to study the management process which included planning, organizing, staffing, leading and controlling in institutional and community secondary schools.

This study gathered field data from the institutional and community secondary schools of 'Sukuna Resource Centre'. The seven schools were chosen for questionnaire and interview. This is a qualitative study which analyzed data theoretically and aggregated tables were prepared for all items in the data collected.

This study found that managerial process of planning to be weaker in community schools in comparison to the institutional schools. The implication of the plan in institutional schools was more effective. Both schools had no officially written chart. There was the provision of assistant head teachers. Institutional schools provided limited responsibilities to the department head. The principal of institutional schools was better and more active in operating on the basis of scientifically developed organizational structure. In community schools, the authority of appointing permanent teachers according to quota was in the DEO. The authority of appointing temporary teacher outside quota was in SMC. The process of appointing staffs in institutional schools looked easy and comfort and doesn't take long time. Democratic leadership style was adopted in both types of schools. Class observation was used as internal supervisory in both types of schools but the frequency of internal supervision was

low in both types of schools. Both the schools had adopted controlling process. In all area of controlling, institutional schools were ahead of the community schools.

Chapter one encompasses general background, statement of the problem, rationale of the study, objectives, research questions and delimitation of the study.

Chapter two deals review of the related literature and theoretical framework of the study.

Chapter three is very important which includes research design, population, sampling procedure research tools, sources of data and data collection procedure.

Chapter four incorporates analysis and interpretation of data.

Chapter five includes finding, conclusion and recommendation of the study.

Table of content

RECOMMENDATION FOR EVALUATION	ii
APPROVAL LETTER.....	iii
Acknowledgement	v
ABSTRACT.....	vi
Table of content	viii
List of Table.....	xii
Abbreviation	xiii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study	1
1.2. Statement of the problem	2
1.3. Rationale of the study.....	3
1.4. Objectives.....	4
1.5. Research questions	4
1.6. Delimitation of the study.....	4
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	6
2.1. Review of the related literature.....	6
2.2. Theoretical Framework.....	9
2.3 Implication of the study	16
CHAPTER THREE: RESEARCH METHODOLOGY	17
3.1 Research Design.....	17
3.2 Population	17
3.3. Sampling procedures:.....	18
3.4. Research tools	18
3.5. Sources of data.....	19

3.5.1. Primary sources of data.....	19
3.5.2. Secondary source of data	19
3.6. Data collection Procedure	19
CHAPTER FOUR: EXISTING MANAGEMENT PRACTICE.....	20
4.1. Introduction.....	20
4.2. Management practices of institutional schools	20
4.2.1. Planning :	20
4.2.2. Organizing.....	20
4.2.3. Staffing.....	21
4.2.4. Leading and Controlling	24
4.3. Management practices of community schools	25
4.3.1. Planning	26
4.3.2. Organizing.....	26
4.3.3. Staffing.....	26
CHAPTER FIVE: COMPARATIVE STUDY OF MANAGEMENT PRACTICE.....	32
4.1. Introduction.....	32
4.2. Planning	32
4.3. The difference in planning procedure.	34
4.4. Types of plans developed by institutional and community schools.	34
4.4.1. Difference in developing the types of plan	35
4.5 Organizing.....	35
4.5.1 Organizational structure and job description	35
4.5.2 Job description of assistant headmaster / principal.....	36
4.5.3. Job description of Department heads	37
4.5.4. Organizing principles.....	38

4.4. Staffing.....	39
4.4.1. Introduction.....	39
4.4.2. Human Resource Planning.....	39
4.4.3. Criteria for identifying the need of staff	40
4.4.4. Teacher recruitment and selection	40
4.4.5. Tenure of Teachers.	41
4.4.6. Orientation and training of the human resources	41
4.4.7. Staff development activities in institutional and community school.	41
4.4.8. Process of performance appraisal of teachers.....	42
4.4.9. Teacher Promotion.....	43
4.4.10 Benefits provided to teachers / staffs in institutional and community school	44
4.4.11. Teacher Transfer	45
4.4.12. Teacher dismissal and retirement.....	45
4.4.13. Selection of Head teacher / principal	45
4.4.14. Service conditions for headmaster / principal.....	46
4.5. Leading and Controlling	46
4.5.1. Headmaster's / Principal's Leadership Style	46
4.5.2. Motivation.....	47
4.5.3. Co-ordination	48
4.5.4. Communication.....	49
4.5.5. Supervision	50
4.5.6. Controlling procedure used in schools.....	50
CHAPTER SIX: PROBLEMS.....	52
1. Planning	52
2. Organizing.....	52

3. Staffing.....	53
4. Leading and controlling	53
CHAPTER SEVEN: FINDING, CONCLUSION AND RECOMMENDATIONS	54
5.1. Findings.....	54
5.2. Conclusion	56
5.3. Problems and Recommendation	57
References.....	61
Appendix I: School Management Questionnaire.....	63
Appendix II: Questionnaire for Headmasters / Principals	69
Appendix III: Questionnaire for Teachers	71
Appendix IV.....	73

List of Table

Table 1: Population of the study	18
Table 2: Vision Mission, goal and Objectives of the schools.....	33
Table 3: Types of plans developed by institutional and community schools	34
Table 4: Job description of Assistant Headmaster / Vice Principal.....	37
Table 5: Job description of Department heads of institutional / community schools	37
Table 6: Principles adopted in institutional and community schools	38
Table 7: Criteria for identifying the need of staff	40
Table 8: Staff development activities in institutional and community school.....	41
Table 9: Criteria used in appraising performance of the staff	42
Table 10: Criteria used in staff promotion in institutional/community school	43
Table 11: Benefits provided to teachers/staffs	44
Table 12: Techniques of staff motivation in institutional /community school	47
Table 13: Techniques of co-ordination in institutional/community school	48
Table 14: Communication channels / media used in institutional/community schools.....	49
Table 15: Supervisory procedure	50
Table 16: Controlling procedures in schools	51

List of Figure

Figure 1: Organizational Structure of Community and Intuitionl Schools	36
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Abbreviation

NESP – National Education System Plan.

BC – Before Christ.

BS – Bikram Sambat.

SLC – School Leaving Certificate.

VMGO – Vision, Mission, Goal and Objectives.

DEO – District Education Office.

SMC – School Management Committee.

MOE – Ministry of Education.

IIEP - International Institute for Educational Planning

SBM – School Based Management.

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

The concept of management was realized since with the period of human civilization. Rome civilization (300 BC – 100 BC), organized structure in the development of Egypt gave the notable contribution for the management in antiquity. The medieval period is regarded the time period from the end of the eighteenth century up to the beginning of twentieth century (Koirala, & Shrestha, 2059, p.1). Industrial revolution of Britain was the cause. So the medieval period was started which gave the new mode to the administration. From the twentieth century till now is the period of modern age of administration.

In the context of Nepal, *Gurukul Shiksha pranali*, *Buddhakalin*, *Lichchhabikalin*, *Mallakalin education system* were notable starting point while discussing upon management in the school education. The first secondary school was Darbar High school which was established institutionally by Janga Bahadur Rana in 1933 B.S NNEPC – 2011, ARENEC – 2018, NESP – 2028 – 2032, Educational commission 2055 are the educational commissions which brought the secondary school in this phase school levels.

The secondary schools of Nepal are managed and run by both institutional and community systems. A community school is government – aided whereas an institutional school in Nepal is maintained on the fees of the users.

His majesty government gave the permission to open the private schools or private boarding schools since 2036 B.S. Then, the schools were opened in many numbers and

are being run now a days. They don't get any fund from the government. There are 4888 schools from primary up to secondary (Gantabya, Anusandhanatmak Patrika, 2066)

The term 'management' is the process of planning, organizing, leading and controlling the work of organizational members and of using all available organizational resources to reach the organizational goal. Schools are educational organizations that have to carry out many management functions and process in order to achieve their goals and objectives through strengthening the schools internal management.' (Koirala & Shrestha, 2059, p.29). One of the major problem of majority of the schools they are facing, is management. Much has changed within the last two or three decades in education in Nepal. Newer challenges have come in the schools programme due to the innovation of science and technology. There is a great deal of competition among the schools. The curricula of the schools do not quite meet the challenges. The problem is that the schools of today need leadership with modern management perspectives. Before we come to the definite plan we have to know and understand the present scenario. In this context, the study is conceptualized.

1.2.Statement of the problem

It purposes to examine the existing management practices and principles of community and institutional secondary schools of Morang district with respect to practices on planning, organizing, staffing, leading and controlling. Whether, the schools have developed their clear vision, mission, goal, objectives and institutional plan. Schools need to develop organizational chart. Organizing principles are necessary to apply. How the staffing functions of the schools are carried out (with respect to human resource planning, training, promotion, benefits). The headmaster/principals are capable

in practicing in academic, organizational administrative duties and responsibilities or not. The inspection and supervision function need to be carried out. The above mentioned points help to show the differences in the management process in both types of schools. The attraction of the students is going towards institutional school more than community schools. The result of S.L.C. of institutional schools seems more stronger than community schools now a days. Why it is happening? Is there any role of management process of schools? To study about it, is tried in this study.

1.3.Rationale of the study

It is the attraction to be appointed in the community schools of the qualified persons and the result of S.L.C. is become the subject of debate now a days. It is because the institutional schools have about two-third contribution on it. What the reality can be there. It is only one case, not all there are many issues like as training, experiences, strategic plan etc. The modern perspectives, explosion of knowledge, impact of science and technology etc are the challenges to update the managerial practices and skills. The management practices and skills can be better if it is based on the new development management theories.

This study will be significant for the interested researchers on comparative study of schools management. It will be equally significant for the educationalists and the persons who are related to school administration. The finding of this study will be useful to solve the problems arose in schools management. It will be fruitful for those who engage in schools administration in this area. It will be equally important for the administration of the community schools and institutional schools. At these points, I see the significance of the study.

1.4.Objectives

This research has the following objectives:

- i. To study the existing management practices of community and institutional schools.
- ii. To compare and contrast the management practices adopted in these schools.
- iii. To identify the problems / challenges faced by these schools.
- iv. To suggest the ways of solving such problems.

1.5. Research questions

- i. What does the school management mean?
- ii. Are there differences in the existing management practice adopted by community school and institutional school?
- iii. What are the difference in the management procedures adopted by community school and institutional schools?
- iv. How do the community and institutional schools applying planning, organizing, staffing and leading strategy in the management process?
- v. What challenges do community schools and institutional school face?
- vi. What are the suggestive ways to overcome the difficulties?

1.6.Delimitation of the study

As there is a time and resource constraint, this study is delimited within as the following points say.

- i. This study concentrates on the institutional and community schools of Morang district.

- ii. The study is delimited within planning, organizing, staffing and leading process of the research area.
- iii. Whatever the related respondents are provided the information, the study is based on their response.
- iv. The result cannot be generalized on other related area because of the small sample size.
- v. It is delimited within Indrapur resource centre, Morang. It is delimited within Indrapur resource center's both types of schools regarding the aspects of planning, organizing, staffing, leading and controlling. It is studied in 2068 B.s.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Review of the related literature

In this chapter some related articles, books, journals, are studied regarding the issue. In this process the findings and recommendations are studied in order to find the gap between institutional and community school management system.

Bajracharya (2062) has studied on this topic 'The management process of Institutional and Community Schools of secondary schools.' He found that institutional schools has school vision officially developed by a team of educational experts whereas it was developed on the basis of the Head teacher's own personal view. Yet both school had strategic plan. Principal of institutional school was better in operating on the basis of scientifically developed organizational structure. Job security of institutional school was weaker in comparison to community school. (Bajracharya 2062)

Duhou(1999), in this respect brought IIEP report and confirmed that through SBM, schools are provided with more control over the direction that the organization will pursue. Both its goals and strategies for reaching them are primarily determined at the school level. Control over the budget is considered at the heart of SBM efforts. Thus it is important to provide schools with control over the budget and the power to reallocate current resources to more productive areas, as seen appropriate by the school. Resources in the wider sense have been defined to include knowledge, power, material, people, time and finance. Control over the defining of roles and the hiring and development of staff as well is also important. At the other extremes, schools are given control over the curriculum as part of SBM. Each school

decides what teaching materials are to be used, as well as the specific mode of delivery. Staff determine their own professional development needs and contract with whoever they wish to meet those needs.

Duhou (1999), stated in the IPE report that definitions of SBM confirmed that the concept refers to the management of resources at the school level rather than at a system or centralized level. It is important to use 'national' or central' goals, standards and benchmarks to focus SBM reform efforts on high levels of student learning and to funnel the energies of school staff to the changes in curriculum and instruction needed to produce that level of learning. There should be a clear communication of central goal and visions to the school level. All the teachers and other professional in the school community should be involved in the decision making forums and work teams. He further added that by selecting their own staff, schools will be able to build a cohesive core of staff committed to the school's mission, vision and culture.

Pande (1987), in this regard said in his study report about the critical aspects of community secondary education in Nepal. As he mentioned the top was the District education officer, under him was the regional education director and under him was the secretary of education and culture who was in direct contact with the school and coordinated all the activities for the school. Secondary school enrollment had quadrupled over the past 15 years. As such administration need have also expanded. However, school administration in Nepal has not undergone adequate changes to suit the management needs of the schools. The school administration system works just as a replica of the total structure of the government bureaucracy. The administrative machinery is basically staffed not with education experts but with administration.

In the IIEP report Duret and Hogan (1998), reported about the management of teachers in different countries like Botswana, South Africa and Uganda. The report says that the conditions of service of teachers in Botswana have been improving since the inception of the Teaching service Management, formerly known as the Unified Teaching Service. There have been a number of interventions by government to bring them on par with the civil service. In particular, the implementation of the revised national policy on education will, hopefully not only improve the condition of teachers, but also bring about a better way of deploying and managing teachers at all levels. Similarly the management system in transition in South Africa is characterized by a move towards more decentralization and greater democratization, but it has not yet become efficient in practice. Some of the major weaknesses are there is absence of national vision and mission for teacher supply, utilization and development.

The same study in Uganda also showed some weaknesses in teacher management. There the management of teachers levels a plenty of room for improvement. There is inadequate policy frame work for the implementation of teacher management and teacher support system. Financial and human resource to implement policies is limited. Statutory powers conferred upon the Education Service Commission are also limited. There is general lack of accountability at all levels within the system.

Reflection of above studies showed that recommendations provided to overcome the weaknesses are that the teacher management information system should be improved so that it is capable of capturing, analyzing, storing and disseminating timely and reliable information on teacher management. MOE.'s attention should be drawn to in-service

programmes. Newly drafted terms and condition of service for teacher should be piloted first before implemented. Government should provide teachers welfare, decent staff housing and sanitation. And finally routine management process and reward system should be reviewed to respond to current challenges of the staffing system.

Koontz and Weihrich (1990), the managerial function of staffing is filling, and keeping filled, positions in the organization structure. An organization's human resource management process consists of eight steps. The eight steps are: (a) human resource planning, (b) the additional of staff through recruitment, (c) the reduction of staffs through recruitment, (d) selection (e) orientation (f) training, (g) performance appraisal, and (h) career development.

2.2. Theoretical Framework

Robins, DeCenzo, Bhattacharyya & Agrwal (2009) express as planning encompasses defining the organizations objectives or goals, establishing an overall strategy for achieving those goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities. It is concerned, then, with ends as well as with means. Planning establishes objectives or standards that facilitate control. If organizational members are unsure of what they are attempting to achieve, how can they determine whether they have achieved it? In planning, objectives are developed. In the controlling function of management, performance is compared against the established objectives.

Agrawal (2011) Mentions that top down management system is management driven where top managers determine goals and formulate plans. The formulated plans are communicated to middle and lower managers for implementation and controls. On the

contrary bottom of planning system is driven by middle and lower level managers. Which is formulated at the operational level and sent it to the upper level to get approvals. This is the decentralize system of planning. The planners blend these two planning system and make participative planning called Management By Objective (MBO). In this system both the top level managers and subordinates sit together and make plan and take equal initiation to implement the plan. Another system of planning is team planning in which a team is constructed to make a plan and the team prepares a draft plan which forward to the top level management and finalize by the top managers.

Robbins, Judge & Sanghi,(2009) mentioned that the planning function encompasses defining goals, establishing an overall strategy for achieving the goals and developing a comprehensive set of plans to integrate and coordinate activities. For this, the management authority should determine the present status of the organization, survey the environment, set the objectives, forecast the future situation, state the actions and resource needs, evaluate the proposed action, revise and adjust the plan according to the changing condition, and communicate throughout the planning process (Rue & Byars, 1992). Doing so, the management authority should have some managerial skills i.e. conceptual skills, human relation skills and technical skills. The objects can be achieved within the schedule time frame by applying an appropriate methods and skills.

Another aspect of management is organization system. Robbins, Judge & Sanghi (2009) say that organization is the legal structure which organizes all the actions and tasks determined by planning. The structure organizes human resources, physical resources, financial resources, and determines service delivery process, labor division, size and volume of goods and services in the production process. Organizing is the creation of structure for

performing job. It includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made in the given structure. The term 'organizing' refers to grouping activities, assigning activities and providing necessary authority to carry out the activities of an organization. Organizing always defines work to be performed, breaks work into duties, duties into positions, position into manageable units, assigns work, revises and adjusts the organizational structure in the light of control results and changing conditions, and communicates throughout the organizing process (Rue & Byars, 1992). It focuses on the systematic management of organizational functions. It can be said that the organizing is the system of functioning that is determined by the planning process. It is a system of making path which creates and maintains the relationships between all organizational resources by indicating which resources are to be used, when, where and how they are to be used for getting organizational goals (Certo, 2003). It involves differentiation and integration. Differentiation indicates the division of works for specialization purposes and integration indicates proper coordination between the divided works or department or units (Agrawal, 2011).

In the contemporary practice, the managers and the organizers generally adopt six basic elements in the organizing process. The basic elements are designing jobs, grouping jobs, establishing relationships between the jobs, distributing authorities among the jobs, coordinating among the jobs and differentiating among the positions (Griffin, 2009). In the organizing process, there exists job design, departmentation, creation of structure, authority, responsibility, relationships, power and coordination among the employees, units and departments. By this process, organizing promotes work specialization through the division of labor and tries to minimize the misuse of resources. For this, organizing classifies the tasks into smaller groups and makes departments/units/sections. It makes easier for staffing, directing and controlling. The organizing system needs some hierarchies for the proper

coordination among the workers, departments and units. All these organizing activities are directly related to the goal of organization (Hellriegel, Jackson & Slocum, 2007).

In the contemporary practice, the tasks are broken down and divided into smaller components for making departmentation. It means the tasks performed through department system. In this process, it is necessary to determine the individual's work-related responsibilities into the smaller units for better performance and for job specialization. The concept of labor division becomes stronger for job specialization. This type of specialization brings some advantages and disadvantages in the organization. In the advantage side, it brings easier to perform each task for each worker. Transfer time from one work to another reduces and the workers are able to get special knowledge for a special job. They can discover many more equipments and technologies for simplify the job in the learning by doing environment. On the other hand, it brings many disadvantages. The workers may feel boredom during the working time due to the same type of job for a long time. This situation leads to increase absenteeism. The workers may become weaker to other sectors of job due to the presence of labor division. Due to these advantages, the contemporary organizing system brings to use new ideas such as job rotation, job enlargement, job enrichment, job characteristic approach and team work in the present day (Griffin, 2009). This idea encourages the employees to get knowledge and skills for every job of department. Therefore, the departmentation system becomes popular in the contemporary organizing system.

Williamson, Colvin & McDonald (2008) defines staffing' is directly related to human resource management. Human resource is considered as an essential factor to manage the organization in an effective way. The success and failure of organization depend upon the policy, program and quality of human resource management i.e. staffing. HRM is enabling staff to use their qualities in order to fulfill the organizational vision, mission, goal and

objective. This shows that if the organization gives the values on its staff, they are more likely to apply and stay in that organization which reduces the organization's risk and increases reputation. Staffing is the determining and developing human resources through human resource planning, job analysis, recruiting and selecting (Rue & Byars, 1992). It is closely connected with the acquisition of human resource (Ivancevich, 2002). Acquisition of human resource consists of human resource planning, job analysis, job design, recruitment, selection and placement. Here, the contemporary approach of staffing is discussed as below.

It is concerned with human resource planning, job analysis, recruitment, selection process and placement of human resource (Agrawal, 2011). For this, the organizational management has to follow the task of job description and job specification under the job analysis process. The job description is the process of defining duties, responsibilities, authorities, accountability and relationship for the job holders (DeCenzo & Robbins, 2007). Job specification is another important for human resource management (Agrawal, 2011). In the acquisition stage, another important task of management is to apply the recruitment process for selecting the most capable candidates in the required post. Recruitment is the way of locating, identifying and attracting the most competent or capable applicants in the determined post (Robbins, DeCenzo, Bhattacharyya & Agarwal, 2009).

Another important task of management for acquisition of human resource is the selection process. It is a process of choosing the best candidates among the candidates for the position of organization through applying certain rules (Wehrich, Cannice & Koontz, 2010). Generally the candidates fill the form or application for the job and the management of organization applies initial selection method. In this stage, some candidates become fail due to the lack of require documents for the job. In the second stage, the authority starts substantive selection procedures such as written test, performance test, interview, etc. Some candidates become unsuccessful in this stage. In the final stage, contingent selection

procedures such as physical test, medical test background check etc. are applied to select the best candidates (Robbins, Judge & Sanghi, 2009).

The last step of acquisition of human resource management is placement of employees in the organization. In this step, the selected employees/candidates are placed or appointed in the post/position on the basis of defined laws and rules. This is the trial period for the certain period. It is determined that the selected persons are sent for a certain branch/department/office to perform the duty and responsibility with job description in the appointment letter (Weightman, 2002).

Hornby, (2010) says that the management system does not work effectively in the absence of directing system. It is concerned about who performs the task and how to perform the task. It is a process of giving explanation by the leader or manager to the staff regarding what they have to do and helping them to do the task. It is an instruction about what to do something how to do which is considered as an art of guiding somebody to do something in a specific way. The word 'directing' and 'leading' are synonymously used in the present day. However, the word 'leading' is preferable to use instead of directing. Both have the same meaning. Directing/leading is the channeling human behavior towards the accomplishment of objectives. For this, the leader (director) should communicate and explain the objectives to the subordinates assign performance standards, coach and guide his/her subordinates to meet the standards, reward them on the basis of their performance, praise and censure freely, and provide motivating environment (Rue & Byars, 1992).

Subedi (2011) mentioned that it is a continuous task of leader for making decision and integrating them in a specific way. It indicates general orders and instructions to the staff performed by the leader in order to make the task better and effective.

Adhikari (2009) mentioned that the placement of employees in the organization, there should be a provision of special orientation to them. It is a process of providing background information regarding the organization, its rules, regulations, system, condition and organizational cultures to the new employees. By this process, newly appointed employees become familiar to the organization and its staff. Frequent orientation helps the employees to socialize among the organizational family. New employees can get knowledge about the duty so that they can perform their task easily. The major objectives of orientation are to reduce the initial anxiety of new employees as they begin to feel in the new job, to familiarize new employees with their job, the work unit, and the organization as a whole, to facilitate the new employees to perform the duty effectively and to recognize the vision, mission, goal and objective of the organization to the employees.

Northouse (2010) says, generally, directing or leading involves three sub-functions i.e. leadership, motivation and communication. The success of organization also depends upon the ability of leader and his/her direction about the task. Every subordinate looks upon the direction of leader to perform the duty. Therefore, a leader should have the capacity to lead or guide others for achieving the goals. He/she influences the behavior of others so that people involve achieving goals willingly and enthusiastically in the given situation of organization. Leadership makes organizational goals and influence employees behavior towards the goal achievement. The employees become familiar to the organizational culture, task to be performed, standard of performance, rules and regulations, duty and responsibility due to the presence of effective leading role of the leader of the organization. Making them familiar, the leader often tries to influence employees through using power, reason, assertiveness, friendliness, negotiation, inspiration and motivation (Agrawal, 2011).

In the leadership, the leader should have (i) the ability to use power effectively and in a responsible manner, (ii) the ability to mobilize human beings through using different

motivating forces at different times in different situations (iii) the ability to inspire others, and (iv) the ability to act in a manner that will develop a climate conducive to responding to and arousing motivation (Wehrich, Cannice & Koontz, 2010). He/she should have different powers i.e. legitimate power, expertise power, referent power, reward power and coercive power. The power should be used effectively and in a responsible manner for being an effective leading in the organization. As a result, the employees can feel a friendly environment so that they perform their duty enthusiastically. Likewise, the leader should be familiar to different motivation theories, kind of motivating forces and able to apply this knowledge to people and the situations. Due to such quality of leadership, the employees become satisfied during their work time which brings the quality of production. It is generally said that inspiration brings innovation. The leadership should always try to inspire employees to do something new in the organization so that they can go to the upward direction in the field of their performance. The employees can pay many efforts, if there is a conducive climate and positive response towards their efforts. This type of environment is created by the leadership quality.

2.3 Implication of the study

The related literatures as mentioned above help to find out the existing situation of management process in the case of community and institutional schools. Similarly they help to identify the gap concerning the issue of school management. They contribute for making the idea regarding issue. Likewise the theoretical framework helps to built a clear concept in this issue. It helps for understanding different management theories and approaches and how the schools management systems are guided by these theories.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The analysis and interpretation of the study is based on both qualitative and quantitative research designs. For this, quantitative method has been used to analyze planning, organizing, staffing and leading on the one hand. Similarly, the study has concerned with the analysis of feelings and perception of school related people such as teachers, head teachers, and SMC chair persons towards management system. For this, information are described and analyzed regarding the issue.

3.2 Population

This study was basically designed to investigate into the management process of institutional and community schools of Indrapur Resource Centre, with main focus on five areas; planning organizing, staffing, leading and controlling. There were three schools out of twelve secondary community schools and four institutional schools. The head teacher / principals, teachers, chairman of management committee, school administration of each of above mentioned schools were questioned to elicit the information of management process / practices applied in their institution and also of their own view. The following table shows the informants of the study:

Table 1: Population of the study

S. N.	Informants	No. of informants	
		Institutional Schools	Community Schools
1.	Principal / Headmaster	4	3
2.	School Administration	4	3
3.	Teacher	4	3
4.	Chairman of School Management Committee	3	3

Source: Field survey, 2011

Among the different stake holder, above mentioned are more responsible related persons by whom the data concerning managerial process could be achieved. That's why they were selected. The schools were selected randomly.

3.3. Sampling procedures:

The total number of secondary and higher secondary community schools were 12 and more than this were institutional schools. Among them 3 community schools and four institutional schools were chosen for the study. The researcher used the simple random sampling procedure to sample the population.

3.4. Research tools

The interview was used as a research tool for data collection. Some sets of questionnaire were developed were developed to elicit information from the related schools.

3.5. Sources of data

3.5.1. Primary sources of data

The questionnaire for the head teacher / principal (Appendix ii), teacher (Appendix iii), Chairman of school management committee (Appendix iv) are the primary sources of data. The school management survey form for the school administration is also the primary sources of data from whom the researcher elicited the required data for the research.

3.5.2. Secondary source of data

The different kinds of books, journals thesis, some materials from the internet are the secondary source of data

3.6. Data collection Procedure

In order to collect information, the researcher prepared the set of questionnaire, visited the selected schools and established a good relationship with the school administration, school family. She told the relative personalities about the objectives of her research and significance and of questionnaire were given to them.

After a week, the set of questionnaire, forms were collected from the related schools. The data were analyzed.

CHAPTER FOUR: EXISTING MANAGEMENT PRACTICE

4.1. Introduction

The collected data has been analyzed and interpreted descriptively with the helps of simple statistical tools like tables and illustrations. The data has been tabulated. The data has been analyzed on the basis of the five terms like planning, organizing, staffing, leading or controlling. Existing management practices of community and institutional school has been studied separately as follows.

4.2. Management practices of institutional schools

4.2.1. Planning :

The term 'planning' includes many statements related to institution which need to be goal oriented of the institution. Some of them which the researcher took to study are vision, mission, goal and objective statements.

The institutional school's vision statement is to insure the fruitful citizens providing quality education, mission is to produce competitive manpower, goal is to produce the manpower who could hold the prestigious position in every field and objective is to produce qualitative manpower in a reasonable cost.

The studied schools were found that they had made the plans to run the institution's academic, and educational activities such as strategic plan, operational, annual work plan and daily lesson plan. The institutional school had strategic, operational, annual work plan and daily lesson plan.

4.2.2. Organizing

This topic includes organizational structure and job description of assistant head master/principal, job description of department heads and organizing principles to study the

organizational structure of institutional is in vertical shape. Founder principal was of the top and under this level was vice principal under this was department heads, under this teacher/staffs and at the bottom level was non-teaching staffs.

Job description of assistant headmaster/vice principal in institutional schools are watching class works, maintaining schools records and supervising teachers/students.

The job descriptions of department heads of institutional schools are as follows:

- Co-coordinating the activities within the departments providing general supported supervision, asking tasks to the teachers and scheduling general support and supervision.

The organizing principles adopted in institutional schools are unity of command, authority and responsibility, scalar chain and span of control.

4.2.3. Staffing

This topic includes the following aspects to study how the staffs were governed in the studied schools. Generally human resource planning in institutional school is depend totally on the school administration. Under this, teacher recruitment, orientation and training, promotion, teachers transfer, dismissal and retirement etc.

4.2.3.1. Human resource planning: In institutional schools, human resource planning was done by administrative department.

4.2.3.2. Criteria for identifying the need of staffs: The institutional schools took the following points while appointing the staffs.

- Student number
- Number of periods to be taught.
- Other academic and administration related works load and subject to be taught.

4.2.3.3. Teacher recruitment and selection: The staffs were recruited and selected by the founder principal in institutional schools.

4.2.3.4. Tenure of teacher: The average teaching load per week for a teacher in institutional schools was 33 periods. In institutional schools the teachers were loaded with the responsibility of conducting extracurricular activities taking the responsibility of the class teacher.

4.2.3.5. Staff development activities: Staff development activities hold in institutional schools are as follows:

- Short term training.
- Subject teachers meeting.
- Short study tour.
- Routine adjustment.
- Provision of consultant.

4.2.3.6. Process of performance appraisal of teachers: The teachers performance is evaluated by the founder principal in institutional schools. The criteria used for appraising performance of the staffs are as follows:

- Teaching ability
- Use of learning methods and skills.
- Loyalty to teaching profession.
- Collection, preparation and use of teaching aids.
- Participation in extracurricular activities.
- Discipline and attendance.
- behavior with other teachers and school staffs.

4.2.3.7. Teacher promotion: The criteria used in institutional schools for staff promotion were as follows:

- experience.
- Academic qualification.
- Student progress.
- Schools need.
- Ability.
- Performance.
- Work efficiency.
- Sincerity.
- Regularity and dedication.
- Attending extra activities.

4.2.3.8. Benefits provided to teachers: The following are the benefits provided to the teachers in institutional schools:

- Pension.
- Grade increment.
- Free education for children.
- Provident fund.
- Dashain bonus.
- Leave cash.
- Free transport.
- Training allowance.

4.2.3.9. Teacher Transfer: In institutional school, the principal had the authority to dismiss or give retirement to any teacher in case of any incompetence or failure.

4.2.3.10. Selection of headmaster/principal: In institutional school, the principal founded the school himself/herself to become the principal.

4.2.3.11. Service conditions for headmaster/principal: In institutional school, the principal had the sole authority to handle the administration. They were supervision work, community relation work inspection, supervision up keeping various school records etc. There was no age bar limitation for the principal when to retire.

4.2.4. Leading and Controlling

This topic includes the following points:

4.2.4.1. Headmaster's/principal's leadership style: In institutional school, the principal's leadership style was democratic but not satisfactory. The logic they gave that in institutional school, the teachers said that, personal contact with teaching staffs and department heads was very limited.

4.2.4.2. Motivation: The techniques of staff motivation in institutional school were given below:

- Rewarding.
- Close contact.
- Involvement in decision making.
- Salary increment.
- Democratic behavior of principal.
- Incentives.

4.2.4.3. Coordination: The techniques of coordination in institutional schools were used in institutional schools are as follows:

- Right of decision making.
- Sharing of work.
- Regular meeting.
- Regular contact.

- Personal dealing.
- Programming.
- Mutual understanding.
- Programming.
- Mutual understanding.
- Discussion with faculty.

4.2.4.4. Communication: Communication channels/media used in institutional schools were meeting, notice, meet, notice board service, letter, advertisement, pamphlet etc.

4.2.4.5. Supervision: The supervision procedures used in institutional schools were given below:

- Class observation.
- Provide suggestions.
- Demonstration class.
- Study class/homework.
- Study lesson plan.

4.2.4.6. Controlling procedure used in schools: Controlling procedures used in institutional schools were given below:

- Establishment of standards.
- Measurement of actual performance.
- Comparison of actual performance with set standards.
- Corrective action.

4.3. Management practices of community schools

Community schools has its own management practice. In this topic the existing management practices in community schools has been conducted.

4.3.1. Planning

Community schools have its own planning procedure. Community schools vision, mission, and goal statements are to fulfill the skilled manpower to develop trained manpower and to develop school as a recognized academic institution. Community schools had strategic, operational and annual work plan. There was not found daily lesson plan.

4.3.2. Organizing

This topic includes organizational structure and job description of assistant headmaster/principal, department heads and organizing principles.

The DEO was at the top in the community schools, under this SMC, headmaster/principal, teacher staffs and non teaching staffs at the bottom. The community schools' vice principals' job description are maintaining school records, checking developing activities and school facilities, preparing routines, to operate additional activities, watching class work and homework and supervising teachers and students.

4.3.3. Staffing

This topic includes the following aspects to study how the staffs were governed in the studied schools.

- a. Human resource planning
- b. Criteria for indentifying the need of staff.
- c. Teacher recruitment and selection
- d. Tenure of teachers
- e. Orientation and training of the human resources.
- f. Staff development activities.
- g. Process of performance appraisal of teachers.
- h. Teacher promotion.

- i. Benefit provided to the teachers.
- j. Teacher transfer.
- k. Teacher dismissal and retirement.
- l. Selection of head masters.
- m. Service conditions for head master/principal

4.3.3.1. Human resource planning: In community schools, it was done by SMC and the final decision was taken by the DEO.

4.3.3.2. Criteria for identifying the need of staffs: The community schools took the following points for this purpose.

- Student number.
- Subject to be taught.

4.3.3.3. Teacher recruitment and selection: The staffs were recruited by the DEO according to quota by applying legal procedures. Outside quota they were recruited by the SMC.

4.3.3.4. Tenure of teacher: It was 28 periods a week in community schools. The teachers of community schools had less work load than that of community schools.

4.3.3.5. Staff development activities: Staff development activities hold in community schools are as follows:

- Subject teachers meeting
- Workshop/seminar
- Training/refresher training/subject training
- Staff meeting.

4.3.3.6. Process of performance appraisal of teachers: In community schools, the headmaster, resource person the DEO and SMC were who evaluated the teachers' performance. The criteria they used were as follows:

- Knowledge of subject matter

Use of teaching methods/skills

Loyalty to teaching profession

Classroom management

Teaching ability

Collection, preparation and use of teaching aids

Teachers behavior with children.

4.3.3.7. Teacher promotion: The criteria used in community schools for teacher promotion are as follows:

Experiences

Academic experiences.

Student progress.

Ability.

Seniority.

Work efficiency.

4.3.3.8. Benefits provided to teachers: The following are the benefits provided to the teachers of community schools.

- Pension.

-Grade increment.

-Insurance.

-Free education for children.

-Provident fund.

-Medical allowance.

-Gratuity.

-dashain bonus.

-Leave in cash.

-Retirement allowance.

4.3.3.9. Teacher Transfer: In community school, the headmaster had the authority to dismiss only the temporary teachers and non-teaching staff appointed by SMC for dismissal of permanent teacher appointed had to file a complain at DEO and DEO could give the final decision. The retirement policy in community school was mainly the age bar. Shikshya Kitab Khana worked out all the procedure for retirement of any permanent teacher appointed by MOE in community school.

4.3.3.10. Selection of headmaster/principal: In community schools the headmaster was appointed by the teacher service commission under MOE.

4.3.3.11. Service conditions for headmaster/principal: In institutional school, the principal: In community school, the headmaster had to create proper physical environment, supervision and management. The age limit for retirement of the principal is 60 years.

4.3.4. Leading and Controlling:

4.3.4.1. Headmaster's/principal's leadership style: In community school, the headmaster's leadership was democratic but not effective as it ought to be. The headmaster was not efficient in taking corrective action in case of any deviation.

4.3.4.2. Motivation: The techniques of staff motivation in community school were given below:

- Rewarding,
- Close contact,
- Recognition,
- Staff development,
- Incentives,
- Promotion,
- Involvement in decision making,

- Facilities,
- Salary increment,
- Understanding and solving personal problem,
- Democratic behavior of headmaster.

4.3.4.3. Coordination: The techniques of co-ordination used in community schools were given below.

- Right decision,
- Sharing of work,
- Regular meeting,
- Mutual understanding,
- Discussion with faculty,
- Regular meeting,
- Mutual understanding.

4.3.4.4. Communication: Communication channels/media used in community schools were given below:

- Circular,
- Meeting,
- Oral instruction
- Telephone,
- Notice,
- Notice board service
- Pamphlet.

4.3.4.5. Supervision: The supervisory procedures used in community schools were given below:

- Class observation,

- Students interview,
- Study class/homework,
- Study lesson plan,
- Inspection from out,
- Provide suggestion,
- Demonstration.

4.3.4.6. Controlling procedure used in schools: Controlling procedures used in community schools were given below:

- Establishment of standards,
- Measurement of actual performance,
- Comparison of actual performance with set standards,
- Corrective action.

CHAPTER FIVE: COMPARATIVE STUDY OF MANAGEMENT

PRACTICE

4.1. Introduction

The collected data has been presented analyzed and interpreted descriptively with the helps of simple statistical tools like tables and illustrations. The data has been tabulated. The data has been analyzed on the basis of the five terms like planning, organizing, staffing, leading or controlling. Under the planning different planning procedure, types of planning and differences between the community and institutional schools are analyzed. Likewise, job description of principals, assistance principals and department heads are analyzed under the organizing system. Similarly, in the issue of staffing human resource planning, criteria of staffing, recruitment of selection process, tenure of teachers, orientation and training of teachers, process of appraisal system, teachers promotion system, teachers transfer and retirement variables are studied. Under the leading process, head teachers leadership style, motivation, coordination, communication, supervision and controlling aspects are studied.

4.2. Planning

School is an organization that must develop the plan to achieve the goals and for further development which means it is necessary to recognize the school as a recognized institution. This section attempts to analyze the plan and development processes of the both schools have kept.

Table 2: Vision Mission, goal and Objectives of the schools.

Statement	Schools	
	Institutional	Community
Vision	To insures the fruitful citizens providing quality education	To fulfill the skilled manpower
Mission	To produce competitive manpower	To develop trained manpower
Goal	To produce the manpower who could hold the prestigious position in every field	To develop school as a recognized academic institution
Objectives	Produce qualitative manpower in a reasonable cost	-

Source: Field survey, 2011

The vision statement of institutional school looks more specific than that of the community school. The community schools have the vision which is wide.

The mission statement keeps the organization focused towards achieving the aim. It shows the concept of the organization's future target. It is as a saying as "*Arju Dristi*." The vision statement of the institutional school is more students focused whereas the mission statement of community schools seems to be a bit of vague.

The goal statement, institutional has kept gives the more emphasis to the students. So institutional schools are truly student centered where as community schools are not serous to the students future. The goals of community schools are institution centered.

The objective statement of institutional schools is to produce qualitative manpower in a reasonable cost but this is the matter of controversy today.

And the community schools have not found the objective statement.

4.3. The difference in planning procedure.

Institutional Schools have found more serious to the students and their future that might hold the prestigious position in every field. They are fully student centered. So the two-third contribution of institutional schools in SLC result is the result to the institutional schools' planning procedure. Whereas, community schools have found a bit carelessness for the students future. It also has not its clear objective. The above table No. 1 clears the differences and institutional schools are more specific in planning procedures than that of community schools.

4.4. Types of plans developed by institutional and community schools.

A school as an organization should develop different types of plans in order to ensure the future. They are such as strategic plan, operational, daily lesson and annual work plan.

The following table shows the responses obtained from the studied schools.

Table 3: Types of plans developed by institutional and community schools

Types of plan	Schools	
	Institutional	Community
Strategic Plan	Yes	Yes
Operational Plan	Yes	Yes
Annual Work Plan	Yes	Yes
Daily Lesson Plan	Yes	No

Source: Field survey, 2011

The table No. 2 show that both type of schools have Strategic Plan, Operational Plan, Annual work Plan. Institutional has daily lesson plan also but community schools have not. In institutional schools, strategic plan is made by founders, operational plan is by principal and teachers and daily lesson plan is made by individual subject teacher. It views that without annual work plan, they can't step forward to success.

The community schools have strategic plan, operational plan, and Annual work plan but have not daily lesson plan. Strategic plan is made by school administration and annual work plan is made by school teachers. About operational plan and daily lesson plan, the community schools have found as carelessness.

4.4.1. Difference in developing the types of plan

Both types of schools seem sincere to make strategic plan operational plan annual work plan. But community schools haven't made daily lesson plan to run the school teaching activities effectively.

4.5 Organizing

Organizing is a part of management that involves establishing an internal structure which indicates the roles of people of an organization. An attempt was made to inquire whether the schools developed organizational structure / chart and job description, what about the delegation of authority to assistant headmasters, department heads, teachers by the head master. What about the provision of assistant headmaster and department head there is.

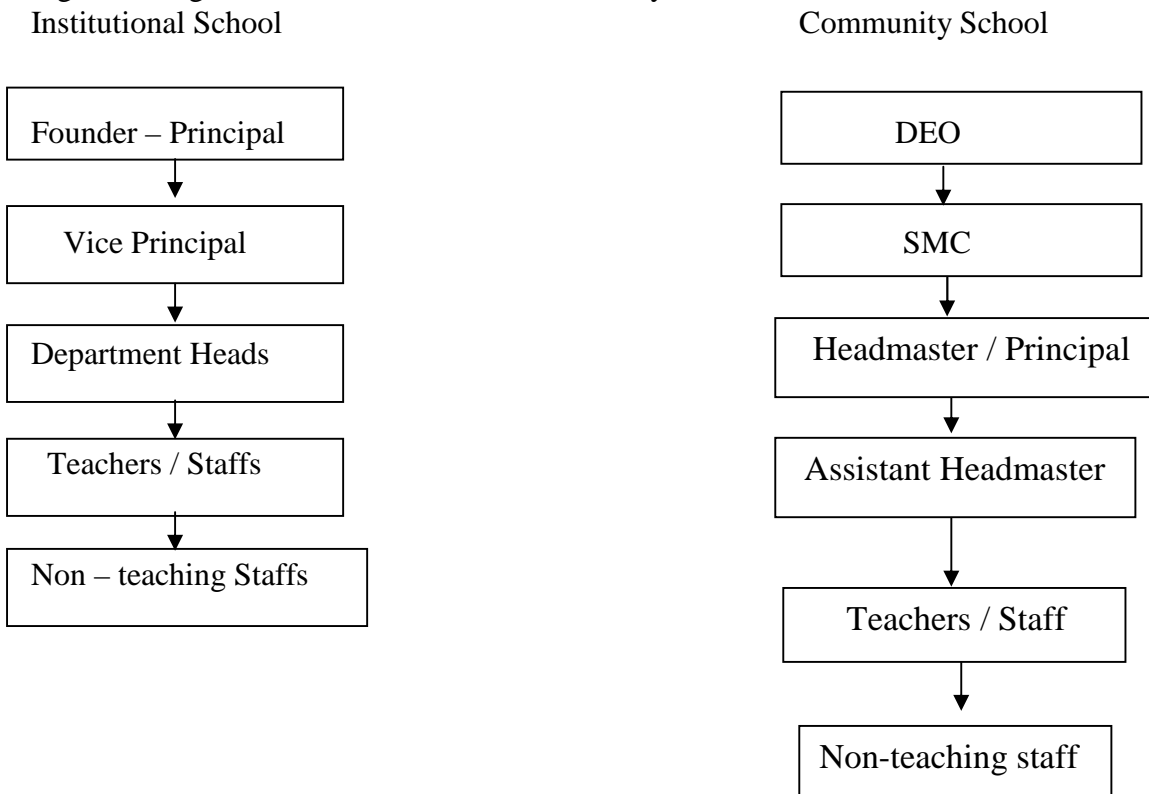
4.5.1 Organizational structure and job description

This study found that school organizing means a process to develop organizational structure in chart in order to indicate how departments are tied together along the principle of lines of authority. The study showed that both the studied institutional and community

schools had horizontal organizational structure. It was not found to be printed in any official document. These organizational structures were prepared by the researcher herself on the basis of the information collected.

Here it is purposed found the organizational structure on the following table.

Figure 1: Organizational Structure of Community and Intuitional Schools



Source: Field survey, 2011

It was found that the sole authority and responsibility in school, it is wide spread ranking from district level to school level. There is no provision of department heads.

4.5.2 Job description of assistant headmaster / principal

The following table shows the job description of assistant headmaster / principal of institutional and community schools.

Table 4: Job description of Assistant Headmaster / Vice Principal

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Watching class work	1.	Maintaining School records
2.	Maintaining school's records	2.	Checking developing activities and school facilities
3.	Supervising teachers / students	3.	Preparing routines
		4.	To operate additional activities
		5.	Watching class work / homework
		6.	Supervising teachers and students.

Source: Field survey, 2011

The above table shows that limited authorities are delegated to assistant headmasters / principals in institutional schools where as there is no hesitation to delegate some authorities to the assistant headmasters in community schools. The assistant headmaster/ principal of community school seems more strength in power using of rights than that of institutional school.

4.5.3. Job description of Department heads

Table 5: Job description of Department heads of institutional / community schools

S.N.	Schools	
	Institutional Schools	Community Schools
1.	Coordinating the activities within the departments	No
2.	Providing general supported supervision	No
3.	Assigning tasks to the teachers	No
4.	Scheduling general support and supervision	No

Source: Field survey, 2011

The above table shows that there is no department heads in community schools. There is found it in institutional schools some of the points of job description looks confusing as they might not be under the department heads such as co-coordinating the activities within the department. It might be under the rights of the principal. The school and school teachers and staffs are supervised by the founder– principal and assistant principals. But in community schools it is done by the head- teacher, assistant head-teacher along with SMC and MOE.

4.5.4. Organizing principles

There are many principles that falls under organizing. An attempt was made to investigate which principle they followed in their institutions. The following table shows it.

Table 6: Principles adopted in institutional and community schools

Organizing principles	Schools	
	Institutional Schools	Community Schools
Unity of command	Yes	Yes
Authority and responsibility	Yes	No
Scalar chain	Yes	No
Span of control	Yes	No

Source: Field survey, 2011

It was found that both institutional and community schools applied the organizing principles in the organizational structure of their respective school. Unity of command suggests that each person within an organization should report to one and there is only one direct superior and others take directives from the same superior. Scalar chain is the

command that runs from the top of the organization to its lowest rank. Authority is the right to give orders and the power to exact obedience and responsibility is accountability for authority. Span of control is the number of sub-ordinates that one manager can supervise directly.

It was found that institutional schools applied unity of command and authority and responsibility. But community schools used only one that is authority and responsibility.

Decision making and the procedure of running the schools are one of the major factors that play a vital role in the management of an organization. An attempt was made to find the process about it in the sample schools. It was found that in institutional schools the principle, assistant principal; department heads received expertise support to take good decision whereas it was not found in community schools.

4.4. Staffing

4.4.1. Introduction

One of the most important factor is the polices and practices adopted in governing teaching staffs. This topic makes an attempt to analyze how teaching staff are planned, selected, appointed, transferred, trained, promoted, evaluated, retired and dismissed on the data collected from the studied schools.

4.4.2. Human Resource Planning

Human resource planning is one of the beginning step of staffing process. An attempt was made to find about how manpower planning in studied school was done. It was found that in institutional school, human resource planning was done by the administrative

department and in community school, It was done by the school management committee and the final decision was taken by the DEO.

Regarding the question of how the schools identified their need for teaching staff, the response given by the study schools are presented in the following table.

4.4.3. Criteria for identifying the need of staff

Table 7: Criteria for identifying the need of staff

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Student number	1.	Student number
2.	Number of periods to be taught	2.	Subject to be taught
3.	Other academic and administration related work load		
4.	Subject to be taught		

Source: Field survey, 2011

The above table shows that institutional school took the various points while appointing the staffs. Other academic and administration related work load was also the important factor that means the energetic, perfect, dynamic, capable staffs are in the first priority for the institution in institutional school. Community school seems a bit of inactive to look the personality when it appoints the staffs.

4.4.4. Teacher recruitment and selection

In institutional school it was found that all the staff were recruited by the founder principal in their own language institution. In community school all the teaching staffs, according to quota_were recruited by DEO on the basis of distributed quota and by applying

legal procedures. The teaching staffs outside quota and non-teaching staffs were recruited by the SMC.

4.4.5. Tenure of Teachers.

The working condition of institutional school was a bit of different than that of community school. The average teaching load per week for a teacher in institutional school was 33 periods. It was more than that of community school. It was 28 periods a week in community schools. In institutional school the teachers were loaded with the responsibility of conducting extra-curricular activities taking the responsibility of class teacher. The teachers had to take the responsibility of the class teacher. It was found that the teacher of community schools had less work load than that of community schools.

4.4.6. Orientation and training of the human resources

An organization's effectiveness depends heavily on and on going self-reviewing program of human resource development. Its effectiveness depends heavily on teacher's development initiatives. Field data on the staff development activities organized in the study schools are presented below.

4.4.7. Staff development activities in institutional and community school.

Table 8: Staff development activities in institutional and community school.

S.N.	Schools	
	Institutional Schools	Community Schools
1.	Short-term training	1. Subject teachers meeting
2.	Subject teachers meeting	2. Workshop / Seminar
3.	Short study tour	3. training, refresher training,
4.	Routine adjustment	4. Staff meeting
5.	Provision of consultant	
6.	Leave in exam	

Source: Field survey, 2011

The table shows that more activities were conducted in institutional schools than that of in community schools. But the principal of community schools said that the staff development activities are conducted more frequently now than before.

4.4.8. Process of performance appraisal of teachers.

The teacher's performance is evaluated by the founder principal in institutional school. The headmaster, resource person, the DEO and SMC were there who evaluated the teachers' performance in community schools. The criteria they follow while appraising the teacher performance are given below.

Table 9: Criteria used in appraising performance of the staff

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Teaching ability	1.	Knowledge of subject matter
2.	Use of learning methods and skills	2.	Use of teaching methods and skills
3.	Loyalty to teaching profession	3.	Loyalty to teaching profession
4.	Collection preparation and use of teaching aids.	4.	Classroom management
5.	Participation in extra curricular activities	5.	Teaching ability
6.	Discipline and attendance	6.	Collection, preparation and use of teaching aids
7.	Behaviour with other teachers and school staff	7.	Teacher behaviour with children

Source: Field survey, 2011

The process of appraising performance of staff in institutional school was through direct observation in the class by founder principal, department head, assistant principal by interviewing a group of students including the class monitors. In community school, teachers were provided a formal questionnaire to fill in and written examination was also taken to appraise the performance of teacher staffs.

4.4.9. Teacher Promotion

An attempt was made to study the criteria used in the sample schools. The following table shows it.

Table 10: Criteria used in staff promotion in institutional/community school

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Experiences	1.	Experience
2.	Academic qualification	2.	Academic experiences
3.	Student progress	3.	Students progress
4.	School needs	4.	Ability
5.	Ability	5.	Seniority
6.	Performance	6.	Work efficiency
7.	Work efficiency	7.	
8.	Sincerity	8.	
9.	Regularity and dedication		
10.	Attending extra activities		

Source: Field survey, 2011

In institutional schools, teachers must be evaluated with many aspects regarding their personal capabilities, strength and their qualification whereas in community schools it was found that it took a bit of less points about it while promoting the staffs.

4.4.10 Benefits provided to teachers / staffs in institutional and community school

Following table shows the existing benefits provided to the teachers/staffs in institutional and community schools.

Table 11: Benefits provided to teachers/staffs

Benefits	Schools	
	Institutional Schools	Community Schools
Pension	Yes	Yes
Grade increment	Yes	Yes
Insurance	No	Yes
Free education for	Yes	Yes
Provident Fund	Yes	Yes
Medical allowance	No	Yes
Gratuity	No	Yes
Dashain bonus	Yes	Yes
Leave in cash	Yes	Yes
Retirement allowance	No	Yes
Free transport	Yes	No
Training allowance	Yes	No

Source: Field survey, 2011

Almost all the benefits provided to teacher in institutional school and community schools were similar but important benefits like insurance, gratuity, retirement allowance were provided in community schools which make the teacher feel secure for future life. The teacher could dismiss just at the decision of the principal but it was not that taken in community school.

4.4.11. Teacher Transfer

The post of teacher in institutional school is not transferable whereas it is transferable in community schools from one school to another.

4.4.12. Teacher dismissal and retirement

In institutional school, it was found that the principal had the authority to dismiss or give retirement to any teacher in case of any incompetence or failure to be followed rules which was under administration. In community school, the headmaster had the authority to dismiss only the temporary teachers and non-teaching staff appointed by SMC. For dismissal of permanent teachers appointed by the teacher service commission under MOE the principal had to file a complaint at the DEO and DEO could give the final decision. The retirement policy in community school was mainly the age bar. "*Shikshya Kitab Khana*" worked out all the procedure for retirement of any permanent teacher appointed by MOE in community school.

4.4.13. Selection of Head teacher / principal

In institutional school the principal founded the school himself / herself and became the principal. In community school the headmaster was appointed by the teacher service commission under MOE.

4.4.14. Service conditions for headmaster / principal

When required about the roles and responsibilities of principal in the sample schools, the response of institutional schools was that the principal had to play the role of good leader guider efficient administrator etc. The responsibilities designated to them were teaching work supervision work, community relation work, inspection, supervision and up keeping various school records etc. In community schools the responsibilities of the headmaster was to create proper physical environment, supervision and management. In institutional school the principal was given the authority to take decisions that would benefit the institution. In community school the principal was given the authority for the academic and physical development of the school. The age limit for retirement of principal is 60 years in community school but in institutional schools founder themselves have the right to decide when to retire.

4.5. Leading and Controlling

Leading is influencing people so that they will contribute to organization and group goals. Leading involves motivation, leadership styles, communication, co-ordination and super vision. In this connection an attempt was made to investigate how headmaster / principals were motivating teachers, what leadership styles were practiced by headmaster / principals.

4.5.1. Headmaster's / Principal's Leadership Style

It was found that democratic style was to be followed by both types of schools. Teachers' response to the leadership style of the principal / headmaster was found unsatisfactory but it was praiseworthy and appropriate to situation in institutional school. The logic they gave that in institutional school the teacher said that personal contact with teaching staff and department heads was very limited. It was only during general meeting which was

conducted at the end of every term. In community school the teachers' response was that the principal's leadership style was not as effective as it ought to be. According to the respondents the head teacher was not efficient in talking corrective actions in case of any deviation. Organization structure might be one of the causes of this problem as the headmaster was not given the full authority to run the school as she/ he is controlled by the DEO.

4.5.2. Motivation

Motivating teachers is one of the most important and most challenging issue for the manager. Headmaster should motivate their teachers in order to help them perform in a desired manner. In this connection, the researcher tried to find out what techniques were used to motivate teachers in the sample schools. The following table shows it.

Table 12: Techniques of staff motivation in institutional /community school

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Rewarding	1.	Rewarding
2.	Close contact	2.	Close contact
3.	Involvement in decision making	3.	Recognition
4.	Salary increment	4.	Staff development
5.	Democratic behavior of headmaster	5.	Incentives
6.	Incentives	6.	Promotion
		7.	Involvement in decision making
		8.	Facilities
		9.	Salary increment
		10.	Understanding and solving personal problem
		11.	Democratic behavior of headmaster

Source: Field survey, 2011

The both types of school had their own techniques of staff motivation. Rewarding, close contact, involving and decision making, salary increment, democratic behavior of head master. Incentives were common in both types of schools. Additional techniques of motivation like reorganization, staff development, promotion, facilities, understanding and solving personal problem were adopted in community school.

4.5.3. Co-ordination

Co-ordination is also another set of task associated with leadership. The table shows what techniques they used.

Table 13: Techniques of co-ordination in institutional/community school

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Right decision	1.	Right decision
2.	Sharing of work	2.	Sharing of work
3.	Regular meeting	3.	Regular meeting
4.	Regular contact	4.	Mutual understanding
5.	Personal dealing	5.	Discussion with faculty
6.	Programming	6.	Regular meeting
7.	Mutual Understanding	7.	Mutual understanding
8.	Discussion with faculty		

Source: Field survey, 2011

Above table suggests that both types of schools used the techniques of co-ordination like as right decision, sharing of work, regular meeting, regular contact, personal dealing, mutual understanding, discussion with faculty and institutional schools used next technique that was programming.

4.5.4. Communication

Communication is the process of exchanging information one to the others. It is another aspect associated with the leadership process. The media / channels the studied schools used are given in the following table.

Table 14: Communication channels / media used in institutional/community schools

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Meeting	1.	Circular
2.	Notice	2.	Meeting
3.	Meet	3.	Oral instruction
4.	Notice board service	4.	Telephone
5.	Letter	5.	Notice
6.	Advertisement	6.	Notice board service
7.	Pamphlet	7.	Pamphlet

Source: Field survey, 2011

The above table shows that both types of schools used the equal types of channels / media.

4.5.5. Supervision

Supervision is one of the most important aspect of school management. The following table shows what supervisory procedures the studied schools adopted:

Table 15: Supervisory procedure

S.N.	Schools		
	Institutional Schools		Community Schools
1.	Class observation	1.	Class observation
2.	Provide suggestion	2.	Students interview
3.	Demonstration class	3.	Study class / home work
4.	Study class / homework	4.	Study lesson plan
5.	Study lesson plan	5.	Inspection from out
		6.	Provide suggestion
		7.	Demonstration class

Source: Field survey, 2011

Both types of schools used class observation, providing suggestion, demonstration class, study class/homework, study lesson plan for supervision process. In addition, community schools used student interview, inspection form out. In community school, it was done 3 to 5 times a month whereas in institutional school, it was done frequently.

4.5.6. Controlling procedure used in schools.

The following table shows what controlling procedures are used in sample school.

Table 16: Controlling procedures in schools

Procedure	Schools	
	Institutional Schools	Community Schools
Establishment of standards	Yes	Yes
Measurement of actual performance	Yes	Yes
Comparison of actual performance with set standards	Yes	Yes
Corrective action	Yes	Yes

Source: Field survey, 2011

In response to the enquiry made about the corrective action taken by the study schools in case of any deviation. It was said in institutional school by the founder principal and in community school, the headmaster took this action and by also SMC if necessary.

CHAPTER SIX: PROBLEMS

1. Planning

The Institutional schools had vision, mission, goal and objective statements. But there is no objectives statement although there were vision, mission, goal statements. The institutional schools had strategic plan, operational annual work plan although there were strategic plan, operational and annual work plan. The institutional schools were found more clear about planning statement to improve the school academically.

2. Organizing

To handle internal structure of the institutional, it was found that the institutional schools were founder-principal centered. But the authority was not the headmaster centered fully. It was given to the bottom level from the top according to the level of the organization.

Job description of assistant headmaster/principal was limited in the institutional schools than that of community schools. It was delegated without hesitation in the community schools.

The organizing principles the institutional used by the principals were unity of command, authority and responsibility, scalar chain and span of control. The principal used them according to the situation. The community schools used only unity of command. It seemed as controversy.

The institutional school received expertise support to take decision but it was not in the community schools. The institutional schools were a head technically than that of the community schools.

3. Staffing

The first hand for human-resource planning in institutional schools was of the administrative department. The community schools managed it by the SMC and the DEO took the final decision. So the institutional administrative department would be autocratic. If it happened so, it would be dangerous to keep the healthy environment in the institution as it is the need of the present era.

The criteria for identifying the need of staff the institutional took various aspects. So the working load was heavier than the teachers of community schools with the light of the paid.

The staff development activities the schools hold, found many in the institutional schools. It was less in number in the community schools. But it seems controversy according to the reality what the people see.

The criteria used for staff promotion in institutional schools were many aspects to evaluate the staffs. So the staffs were evaluated deeply which it sometimes could get difficulties.

Benefits provided to teachers in institutional school and community schools were found similar but important benefits like insurance, gratuity, retirement allowance were provided in community schools. They were not provided in institutional schools.

4. Leading and controlling

The leadership styles of the principal/headmasters of both types of schools were unsatisfactory. It was only praiseworthy. The techniques of staff motivation the institutional schools used were very limited.

CHAPTER SEVEN: FINDING, CONCLUSION AND RECOMMENDATIONS

This chapter presents the findings and conclusion of the study. On the basis of findings some important recommendations has been put forward. The following paragraphs present them.

5.1. Findings

The institutional schools had schools vision, mission, goal and objective statements by a team of the founder principal and along with teachers. In community school, it had developed by a team of headmaster / principal, teachers and SMC members. Both the schools had operational plan, strategic plan, and annual work plan but there was no daily lesson plan in both types of school.

Both the schools had no officially written chart. There was the provision of assistant head teachers. Institutional school had also department heads whereas this was not in community school. In both types of school, some responsibilities were provided to the assistant headmasters / principals. In institutional school there were some limited responsibilities to the department head. But it was not in community school. Both the schools had applied organizing principles. The principal of institutional schools used unity of command and responsibility and authority and in community school unity of command the headmaster used. The principal of institutional school was better and more active in operating on the basis of scientifically developed organizational structure. The authority delegated to assistants head teachers / principal department leads in institutional school was limited as compared to the community schools. Expert services were found in both types of school. The involvement of teachers in decision making was in adequate in both types of schools.

In community school the authority of appointing permanent teachers according to quota was in the DEO and the authority of appointing temporary teachers out side quota and non-teaching staff was in SMC. The process is longer and more complicated as the school doesn't have the authority to take the final decisions, it has to wait for the decisions that will make by the DEO. The process of appointing the staff in institutional school looks easy, comfort, doesn't take long time like as in community school. Staff development activities were found in both types of schools. There were no formal rules, regulations and criteria regarding the performance evaluation of teachers both types of schools. There was no teacher transfer inn institutional school and very few cases in community school. The school's staff development activities in both types of schools were inadequate. The formal performance evaluation procedures of institutional school teachers were non-existent. But it was prevalent to some extent. Both the schools provided incentives to teachers. But the job security of institutional school was weaker in comparison to community school.

Democratic leadership style was adopted in both schools. Various means of communication were used in both types of school. Class observation was used as internal supervisory methods in both types of schools but the frequency of internal supervision was low in both types of schools. The practice of situational leadership style by the principal was adopted in institutional school. Different techniques of co-ordination and Channels / Medias of communication were adopted in both types of school.

Both the schools had adopted a controlling process. In all areas of controlling institutional schools were ahead of the community schools.

5.2. Conclusion

As it was mentioned earlier vision, mission, goals and objectives etc are the key components of planning for the quality management. It is important for every school. It was found in both types of schools. But the institutional school was more clearly and ahead of that community schools. It would be better if there were more involvement of leaders in the development process of planning. The community schools needs to be consideration have clear vision, mission, goals and objectives in the immediate future. Institutional school found founder-principal centered on planning community school found wider in the involvement of the personalities on planning. It seems quite good.

Organizing is another major factor for effective management. Organizing structure in the studied schools are in vertical shape. The top point of institutional school's organization was the founder principal but it was SMC then DEO at the pot of community school. Teachers are hardly involved in the decision making in both types of school. The community schools were a head than the institutional school. Job description of institutional school's assistant principals was limited in comparison of community school but they should be very dutiful but they are not so dutiful in community schools. In the whole organizing process the institutional schools are more specific, clear although they are founder principal centered than that of community schools. In this sense, the community school is loss then institutional schools in the organizing process.

Staffing is the another factor in the management. The founder principal has the sole authority while appointing the staffs but SMC, DOE appoints the teacher staffs according to the need in the school. For this there should be quota. The working load of teachers are 33 periods in a week but the teachers in community schools have 28 periods working load in a

week. The teachers are judged and evaluated in every aspects of their personal and education perspectives. The teachers of community schools have more access of benefits like insurance, gratuity etc. It was not in institutional school. The principal are more active for the administration than in the community school. The headmaster's tenure is 60 years where as there is not age bound in institutional school as he is the founder of the school. In this sense, The principal could autocratic which get some difficulties in the personal mutual relationship while administrating the school. There is not job security of the teachers in institutional school as the government of Nepal has not clear looking for private school. They don't have clear vision what the future of boarding school will be. The government should have clear vision, action and supervision over the private boarding school. The teacher-staffs' situation for the job security and says so. There should be the provision of social audit once a year.

There is no the provision of social audit in institutional schools. It should be there so it is becoming business centered whereas there is the provision of social audit in community school.

In controlling and leading process, the headmaster should be seen in the action in the scientific way. The teacher staffs both types of schools should be aware of their responsibility according to the need and necessity.

5.3. Problems and Recommendation

Going through the FINDINGS reflection upon the findings I have derived some recommendations in the following paragraphs.

The institutional schools have clear vision mission goal and objectives. It is more specific than that of community school. The community schools haven't objective statement. The community schools are not cleared in developing vision, mission, goal and objectives although it makes the involvement of teachers, department heads, SMC members, while planning strategic plan, operational plan and annual work plan. The institutional school is founder principal centered while preparing strategic plan, operational plan, and annual work plan. So it needs to make an involvement of expert supportive, teachers, department heads actively while making these above mentioned plans because it can get some difficulties while operating the schools.

It would be better if both types of school prepared strategic plan, operational plan, annual work plan being based on vision, mission, goal and objectives. The daily lesson plans are necessary to make the class activities effective. Both types of schools need to make the daily lesson plans. It is prepared by the subject teacher.

Short term plan long term plan are also the most important for the future academic development. It would be better if they prepared.

In order to make the teachers accountable for performance one can draw the implication that specific written job descriptions should be prepared for assistant head teachers, department heads, teachers and their performance should be appraised on the basis of jobs expected from them if they are found in institutional school. But there are not in community school. If the school has prepared organizational charts with defining the lines of responsibilities and authority to all the members from the highest to the lowest level in the

organizational structure of the school, it will be easy to achieve co0ordination of the work a activities of different individuals.

The institutional school had department head. If they are equipped with adequate resources and authority it will be easy to carry out the responsibilities effectively. School can appoint experts in a part time basis in order to advise principal regarding school management. School should apply the principles of organizing while administrating the school. In the procedure of recruitment of staff in community school must be made simpler and effective.

The staff development activities should be lunched in both types of school in order to meet the professional needs of the teacher actively. Principals should be empowered through higher qualifications, higher status, greater incentives school management training and greater administrative, financial and supervisory authority. There should be a system of monitoring the institutionally managed school by DEO can be developed. The process of staff promotion and recruitment in the community school can be simplified and be made periodical by giving the authority to the SMC rather than the long process getting it done through MOE. This will help maintain competency among the teachers of community school.

Both types of schools used democratic leadership. Institutional school used also situational leadership. Community school also needs to use situational leadership effectively both types of school tried more channels of communication. They can apply more techniques of co-ordination such as discussion with faculty, sharing of works. In community school the relation between school and parents is found to be very minimal and hence it needs to be improved. Parents can be encouraged to participate in the school activities in both types of school. The internal supervision observations, discussion, written report, demonstration class,

pre-post feedback to teacher and compulsory homework can be carried out timely in both types of school but especially it is required more in community school.

Performance of the teachers can be measured against the set standards of the school. Comparison can be made between the actual performance and set standards in order to avoid deviation, corrective measures can be taken. Since controlling process was satisfactory in institutional school but the community school had to bring improvement in this. One of the causes of weakness in controlling process in community school might be inadequate authority given to the principal. This implies that the principal of community school must be given enough authority to take necessary corrective actions.

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Appendix I: School Management Questionnaire

1. Basic Information:

- 1.1. Name of the School:
- 1.2. Address :
- 1.3. Year of Establishment:
- 1.4. School Type:
- 1.5. Classes in Operation:

2. Planning

- 2.1. Please state your school's vision :
.....
- 2.2. Please state your school's mission:
.....
- 2.3. Please state all the goals of your school.:
.....
- 2.4. Please state all the objectives of your school:
.....
- 2.5. Who were involved to develop the vision, mission, goals, and objectives?
 - i. It is the headmaster / the principal centered
 - ii. Headmaster / principal, teacher
 - iii. Headmaster / principal, teacher, SMC members
 - iv. Headmaster / principal, teacher, SMC members, DEO representatives.
- 2.6. Is there a Strategic Plan? Yes _____ No _____
- 2.7. Is there an Operational Plan? Yes _____ No _____
- 2.8. Are there Daily Lesson Plans of all subjects? Yes _____ No _____
- 2.9. Is there an Annual Work Plan? Yes _____ No _____
- 2.10. If you have Strategic Plan, Operational Plan, Daily Lesson Plan and Annual Work Plan what are the procedure of developing them?
 - I.
 - II.
 - III.
- 2.11. What is the difficulty while planning all the activities mentioned above?

3. Organizing

3.1. Do you have an organizational chart of your school? Yes _____ No _____

3.2. Do you have Assistant Principals/assistant Headmaster to assist in your work?

Yes _____ No _____

3.3. How many Assistant Principles/Assistant Headmasters do you have? _____

3.4. What are Assistant Principles/Assistant Headmaster major areas of roles and responsibilities? Please tick.

a. Watching class work/home work

b. Maintaining school records

c. Checking development activities, school facilities

d. Preparing routines

e. Supervising teachers and students

f. Others

.....

3.5. How many departments are there in your schools? _____

3.6. If there are departments, what are the major roles and responsibilities of department Heads?

a. Coordination of activities within the department

b. Scheduling and chairing departmental meetings

c. Providing general support and supervision

d. Assigning tasks to the teachers

e. Confering with department staff to discuss ways of improving instruction

f. Others

.....

3.7. Is there a written job description for the department heads? Yes _____ No _____

3.8. Is there a clearly defined job description for each teaching and non-teachings staff?

Yes _____ No _____

3.9. Who are the supervisors to whom each staff of your school should be responsible? Please tick.

a. Principal

b. Assistant headmaster

c. Department head

d. SMC

e. DEO

f. Others.

3.10. What organizing principles do you follow? Please tick.

- a. Unity of command
- b. Scalar chain
- c. Authority and responsibility
- d. Span of control
- e. Others

- 3.11. Are there expertise supports to the Headmaster, Assistant Headmaster and Department Heads in order to take good decisions? Yes _____ No _____
- 3.12. Are there school rules and regulation in order to maintain uniformity and to coordinate activities of different individuals or units? Yes _____ No _____
- 3.13. Are there standardized rules for hiring staffs and dealing with parents ?
Yes ___ No ___
- 3.14. Is there a system of hiring technically sound teacher? Yes _____ No _____
- 3.15. Is there a system of recording in writing of all administrative rules, acts, and decisions? Yes _____ No _____
- 3.16. Can you fire employees if an employee demonstrates incompetence or failure to follow rules? Yes _____ No _____
- 3.17. What is the average teaching load per week?
- 3.18. How is the organizing is challenging?
.....

4. Staffing

- 4.1. Who does the manpower planning in your school? _____
- 4.2. How does your school identify the need of staff? Please tick:
- a. Student number
 - b. Subject to be taught
 - c. Number of periods to be taught
 - d. Staff meeting
 - e. department request
 - f. Other academic and administration related work load
 - g. Others
- 4.3. Who recruits school staff? Please tick.
- a. SMC
 - b. Principal
 - c. DEO
 - d. Others
- 4.4. What type of staff does the school recruit? Please tick.
- a. Academically qualified
 - b. Experienced
 - c. Trained
 - d. On recommendation
 - e. Others
- 4.5. Who does principal/headmaster recruitment?
- a. Open
 - b. SMC
 - c. Founder
 - d. Others

m. Boarding allowance n. Retirement allowance

o. Free education for children

p. Others

.....

4.14. Was there a case of dismissal of staff in your school and why? Yes ___ No ___

Reason _____

4.15. What difficulty do you face in staffing? _____

5. Leading

5.1. Are your staff motivated fully? Yes ___ No ___

5.2. In your opinion, what may be the techniques of staff motivation?

a. Rewarding

b. Involvement in decision making

c. Close contact

d. Incentives

e. Facilities

f. Staff development

g. Promotion

h. Salary increment

i. Life insurance

j. Understanding and solving personnel Problems

k. Recognition

l. Democratic behavior of head master

m. Others

5.3. Which leadership styles do you prefer to practice?

a. autocratic

b. Democratic

c. Laissez faire

d. Situational

e. Others

5.4. What techniques of coordination do you use in order to coordinate the activities or units?

a. Right decision

b. Regular meeting

c. Discussion with faculty

d. Programming

e. Mutual understanding

f. Regular contact

g. Sharing of work

h. Personal dealing

i. Others

5.5. What communication channels / media do you prefer to use in your school?

a. Circular

b. Telephone

c. Letter

d. Meeting

e. Notice

f. Advertisement

g. Oral instruction

h. Meet

i. Pamphlet

j. Email

k. Fax

l. Memo

m. Magazines

n. Notice board service

Appendix II: Questionnaire for Headmasters / Principals

1. Basic Information

- 1.1. Name of the School
- 1.2. Address
- 1.3. Headmaster / Principal's Name
- 1.4. Sex
- 1.5. Permanent Address
- 1.6. Academic Qualification
- 1.7. Training
- 1.8. Major Subject of Specification
- 1.9. Have you received any training on Educational Management? Yes _____ No _____
- 1.10. Did you work as a teacher prior to becoming Headmaster / Principal of this school?
Yes _____ No _____
- 1.11. If yes, how many years of teaching experience do you have? _____
- 1.12. Do you have teaching responsibilities as well ? Yes _____ No _____
- 1.13. If yes, how many periods do you teach in a week? _____
- 1.14. Describe the procedure through which you became school principal.
 - a. Through open competition _____
 - b. founded the school myself and became principal / Headmaster
 - c. Others _____

2. Please comment on the following (on the basis of the present situation at your school. Please also state your level of satisfaction on each heading mentioned below.)

- 2.1. Annual work plan _____
- 2.2. Daily Lesson Plan _____

3. Please comment on the following

- 3.1. Organizational structure _____
- 3.2. Roles and responsibilities of Headmaster / Principal _____

4. Please comment on the following

- 4.1. Headmaster recruitment procedure _____
- 4.2. Professional development / opportunity for professional growth _____
- 4.3. Headmaster / Principal tenure _____

4.4. Headmaster / Principal incentive / benefits _____

4.5. Headmaster / Principal authority, roles and responsibilities _____

5. Please comment on the following

5.1. Staff / Headmaster motivation _____

5.2. Leadership styles _____

5.3. Coordination _____

5.4. communication Media / Channels _____

6. Please comment on the following

6.1. Controlling process _____

Appendix III: Questionnaire for Teachers

1. Basic information

- 1.1. Name of the School _____
- 1.2. Address _____
- 1.3. Teacher's Name _____
- 1.4. Sex _____
- 1.5. Permanent Address _____
- 1.6. Academic Qualification _____
- 1.7. Training _____
- 1.8. Major Subject of Specialization _____
- 1.9. Type of Service _____
- 1.10. Category of appointment _____
- 1.11. Teaching experience _____
- 1.12. How many periods do you teach altogether in a week? _____
- 1.13. In addition to teaching, what other duties / responsibilities do you have to perform as teacher?

2. Organizing

Please comment on the following

- 2.1. Provision of Department (appropriateness, need)

- 2.2. Job assignment / teaching – load (appropriateness, fairness) _____

3. Staffing

Please comment on the following

- 3.1. Teaching and non-teaching staff recruitment (adequacy, criteria) _____

- 3.2. Teacher orientation and training (how it is done, who organizes, frequency) _____

- 3.3. Teacher supervision and evaluation (frequency, criteria, method, purpose) _____

- 3.4. Incentive / benefits (adequacy, satisfaction) _____

3.5. Teacher promotion (criteria, implementation, adequacy, fairness) _____

3.6. Job security _____

4. Leading

Please comment on the following

4.1. Headmaster's leadership style _____

5. Controlling

Please comment on the following

5.1. Controlling process (appropriateness, adequacy) _____

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५. तपाईंको विद्यालयमा सामाजिक लेखा परीक्षण (Social Audit) को प्रावधान छ ? छ भने प्रक्रिया कस्तो छ ?

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६. विद्यालयले हाल भोग्दै आएका समस्याहरू के कस्ता छन्?

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