CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Managing people is important for managing organizations. Organizations need people and people need organizations. It is people who staff, lead, and control organizations.

All people possess energy and physical strength. But these alone do not make them human resources. People become Human resources when they combine energy and physical strength with competencies. Competencies consist of knowledge, skills, attitudes and potential for growth. They are acquired.

Human resource is an inexhaustible unlimited resource which impacts the use of other natural or physical resources by an organization. The efficient use of other resources depends upon the quality of the Human resources the organization. If competent manpower is absent in the organization, physical resources will be wastage. Therefore, the modern analysis considers human resources as human capital which is defined as the sum total of the knowledge, skills and aptitudes of people inhabiting the country at a particular time. In a broader sense, it includes initiative, resourcefulness, capacity for sustained work, right values, interests and attitudes, and other human qualities conducive to higher output and accelerated economic growth. Thus, it is increasingly recognized that economic development not only depends upon the growth of physical capital, but also upon the growth of human capital (Rao, 1990).

Human resources are the people who are ready, willing and able to contribute to organizational objectives. They are the focus of HRM. HRM is about managing people. It is management of human energy and competencies (Dr.Govind Ram Agrawal 2066).

Human Resource Management refers to the policies and practices involved in carrying out the people or human resource aspects of a management position, including recruiting, screening, training, rewarding and appraising (Decenzo and Robbins).

HRM is concerned with management of human resources whose ability is used for production basically non living things. But for transferring knowledge and for producing educated and qualified citizens also human resources are used. Schools are those institutions that transfer knowledge and produce educated citizens. So, schools are those institutions, where human resources work for producing HR with full of knowledge, skill, ability and competencies to work in future. HRM is importance for schools whose crucial equipment and production are both

human resources. Schools are the basis for development of nations. Without proper knowledge of the subject no one can work with full capacity. So schools and development is the ladder of every nation to succeed in this competitive era.

Nepal is a landlocked county located between China on the edge of the Himalaya Mountains range and India on the plains to the south. It has an enormous physical diversity. Conventionally described in terms of three main geographical regions: Terai (Plains), Hills and Mountains. The country is divided into five development regions and 75 districts. It is one of the least developed countries in the world with approximately 42 percent of the population living below the poverty line. Agriculture provides the livelihood for some 80 percent of the population and accounts for nearly 40 percent of its GDP. GDP per capita is estimated at us dollar 269 (CBS 2003). Nepal is a multi – lingual, religious and ethnic society. According to the 2001 census, more than 50 percent of the total population speaks Nepali as their mother tongue followed by Maithili (12%). Other main language is Bhojpuri, Tharu, Tamang, Newari, Magar, Rai and Awadhi. Recent estimates suggest that the population of Nepal has reached 26 million. Whilst the population centers continue to expand, some 80% of its people live in rural settings.

Educational development has been rapid since the introduction of a comprehensive National Education system Plan in 1971, with the number of primary schools increasing from 10,600 at that time to over 27268 in 2003. In 2002, the NER at the primary level (grade 1-5 was 83.5%, Lower secondary (grade 6-8) and secondary level (9-10) have also expand rapidly, but from a smaller base. In 2002, the NER for the L.S.L. was 42.5 percent but only 26.3 percent for the secondary level. Boys enjoy greater access to schooling in Nepal and this is reflected in NERs by gender (MoEs 2005)

All the statements reflected the facts of education of schools of Nepal. Lalitpur is also a district of Nepal among 75 districts. Lalitpur district is located between Kavrepalanchowk (east), Kathmandu (west), Kathmandu and Bhaktapur (north) and Makawanpur (south). Lalitpur is full of natural beauty with different climate from place to place, forest, religion, brooks and culture. Its total area is 385 sq. km. Among this 152.96 is agricultural land, 152.53 is forest and 80.51 others. Lalitpur district is the important place of capital city. Although it is nearer with capital, only some places are developed such as Kupondole, Lagankhel and Jawalakhel but most of the parts are very far from the development such as Gotikhel, Gimdi, Bhattedada. In this district 401 public schools and 534 private schools were established and they provide education today also. But the performance level and quality of education is different in public schools and private schools. The great threat for Nepal in education sector is double standard in education. This seems from the beyond of control of government in 2064 private schools result was 80.7% and public schools result was 61.08%. The measurement scale for quality education is S.L.C.

which is accepted all over Nepal. Public schools teachers are claimed to be trained but performance is low in comparative with private schools. The following tables prove this claim.

Table No. 1.1
EDUCATIONAL REPORT OF LALITPUR DISTRICT ACCORDING TO FLASH I (2065)

S.N.	Types of School	Total no. of Schools		Public Schools' Teachers Quota	Total no. of Students in Public School		Total no. of Students in Private School	
		Public	Private		Girls	Boys	Girls	Boys
1	Pre. Primary	193	200	–	2030	2138	12572	14340
2	Primary	106	74	1009	15943	14943	13575	17223
3	Lower Sec.	40	25	301	6904	5492	10336	12171
4	Sec.	38	181	256	5182	2542	6473	8065
5	10 +2	24	54	–	–	–	–	–
	Total	401	534	1566	30059	25115	42956	51799

Source; Saikshik Jhalak 2065, DoE Lalitpur

Table No. 1.2.
SLC RESULT ANALYSIS 2064, LALITPUR

DESCRIPTION	TOTAL 2063	TOTAL 2064	PUBLIC. SCHOOL RESULT 2064	PVT & BOARDING SCHOOL RESULT 2064
TOT Students	7901	8545	2408	6137
Pass in Distinction With I Div.	936	1129	21	1108
Pass in I Div.	3628	3993	654	3339
Pass in II Div.	1665	496	791	496
Pass in III Div.	43	14	5	9
Total Pass	6272	6432	1471	4952
Pass Percent	79	75.16	61.08	80.07
Total public School	57	58	–	–
Total private and Boarding School	164	179	–	–
Total school Appeared in SLC	221	237	–	–

Source; Saikshik Jhalak 2065, DoE Lalitpur

HRM is related with HR management. Schools are those places whose effective equipment and production are living things. Schools produce competitive Human resources with full of skill and quality. And HRM is developed for Human resources management. So the effective tools for improve quality is correct implementation of HRM in daily working period. That's why a comparative study on HRM of public schools and private schools in Lalitpur district is essential to confirm the fact, are there really variation in performance in S.L.C. and implementation of HRM in public schools and private schools. To conduct the study the selected schools and their introduction are as follows;

a) Shree Bajra Barahi Higher Secondary School

Bajra Barahi Temple is the famous temple of Kathmandu valley. It is located in Chapagaon of Lalitpur district. Shree Bajra Barahi Higher Secondary School got its name from the goddess Bajra Barahi and it was established in 2012 B.S. as public school.

Before Nepal got democracy Nepalese people were little bit conscious on education, information, rights and development so, as the citizens of Chapagaon. But after democracy primary level schools were established rapidly. Being an important part of capital city and Lalitpur district a primary school was established in the Chapagaon in the name of goddess Bajra Barahi called Bajra Barahi Rastriya Saha Sikshyalaya in 2012. It developed year to year and now it is running as Shree Bajra Barahi Higher Secondary School (publiclic School). It got permission for secondary level education at 2033 B.S.

The school is rich in Physical infrastructure with trained and qualified teachers. It has enough play ground for students. Location of the school is accessible and pleasant to the teachers and students.

HRM implementation trend are as follows;
- Recruitment, promotion, transfer, facilities and dismiss of the staffs depends upon government policies and rules for public schools.
- It has daily routine for daily work such as class room teaching, Tiffin.
- It arranges staff meeting, parents- staffs meeting and SMC−staffs meeting.
- It manages leisure periods to the teachers, and scholarship for students.

b) Shree Saraswati Higher Secondary School

Saraswati is the name of Hindu religious goddess as the symbol of education. Saraswati tempe has located in Lele of Lalitpur district. In the name of goddess Saraswati, Shree Saraswati Higher Secondary School (public) was established in the year 2012 B.S. as Shree

Saraswati Rastriya Prathamik Vidhyalaya. It got permission for secondary school education in 2036 B.S. Now it is running as Shree Saraswati Higher Secondary School (public). It has qualified and trained teachers, well infrastructure and playground.

HRM implementation trend are as follows;
- Recruitment, promotion, transfer, facilities and dismiss of the staffs depends upon government policies and rules for public schools.
- It has daily routine for daily work such as class room teaching, Tiffin.
- It arranges staff meeting, parents- staffs meeting and SMC−staffs meeting.
- It manages leisure periods to the teachers to study and scholarship for students.
- It has created homely environment for staffs and students.

c) Shree Chhampi Devi Secondary School
Shree Chhampi Devi temple is located in Chhampi of Lalitpur district. In the name of goddess Chhampi, Shree Chhampi Devi Secondary School (public) was established in the year 2016 B.S. as primary school. It got permission to conduct secondary level education in 2043 B.S. and now it is running as Shree Chhampi Devi Secondary School with a plan of being higher secondary school in future.

HRM implementation trend are as follows;
- Recruitment, promotion, transfer, facilities and dismiss of the staffs depends upon government policies and rules for public schools.
- It has daily routine for daily work such as class room teaching, Tiffin.
- It arranges staff meeting, parents- staffs meeting and SMC-staffs meeting.
- It manages leisure periods to the teachers to study and scholarship for students.
- It organizes different training for teachers as resource school.

d) Holy Temple English Secondary School
Chhampi VDC had only one public school before the establishment of Holy Temple English Secondary School. Children had gone to Chapagoan or other places to read in private schools. Having realized the crucial situation to get proper education Mr. Bimal Thapa established H.T.E.S.S. in the year 2053 as primary level. The school had 30 students and 5 teachers at the starting year. The school got permission to run secondary level in the year 2059 and running now as H.T.E.S.S. It has service as well as profit oriented motives from the

beginning period with a motto to make a competent citizen in the society.

HRM implementation trend are as follows;
- It selects, recruit and dismiss its staff according to the school necessity.
- It organize meeting according to the situation.
- It has daily routine for daily work.
- It manages leisure periods for teachers.

e) Tika Bhairav Boarding School

Tika Bhairab is the name of a god and the school is located in Tika Bhairab of Lalitpur district. Mr. Prakash Bahadur Khatri established Tika Bhairab English Boarding School in 2054 in the name of the god Tika Bhairab as primary school and got permission to run secondary level education in the year 2060. And now it is running as Tika Bhairab Boarding School, having all the required facilities, maintaining quality education to the students.

HRM implementation trend are as follows;
- It selects, recruit and dismiss its staff according to the school necessity.
- It organize meeting according to the situation.
- It has daily routine for daily work.
- It provides leisure periods for teachers to study more oriented subjects.
- It is located in remote area so it has the policy to give first period leisure to the teachers (college students).

f) Valley English Secondary School

Valley English Secondary School is another private School established in the year 2048 B.S. as primary school by Mr. Rabin Sharma with a genuine thinking of the national development through education. It had all total 12 students and 3 teachers in the beginning period. It got permission to run secondary level in the year 2053 B.S. and now it is running as Valley English Secondary School.

HRM implementation trend are as follows;
- It selects, recruit and dismiss its staff according to the school necessity.
- It organizes meetings according to the situation.
- It has daily routine for daily work.
- It manages leisure periods for teachers.
- It provides study facilities to the staffs.
- It is in urban area; therefore it organizes different competition for students.

- It has developed homely environment for both teachers and students.

1.2 STATEMENT OF THE PROBLEM

Educational expansion is a recent phenomenon in Nepal. Broad based development of popular education began only in the later half of the twentieth century, in 1951, with the establishment of MoE and the adaptation of a constitution that made a right in the ensuing years. Growing from a base line of 321 primary schools and 11 secondary schools, the number of primary school reached 14,500 in 1990 and the number of secondary schools reached 3964 at the lower sec. level and 1,953 at the upper secondary level (Shrestha 1992). From 1981 through the date of this study, the structure of education confirmed to a 5+2+3 system, with the first 5 years of primary education compulsory and provided free of charge (khaniya and Kiernan 1995). In recent years, lower secondary level textbooks have been provided free of charge to the whole students.

Government policies, plans and budgets are all for public schools. Private schools are free from government in control and management. But the institutions getting help from the government are poor in performance while private schools are performing better. In 2064 the pass percentage in SLC of public schools was 61.08% and of private schools was 80.07% of Lalitpur district. The variation in result was 19.62%. But most of the teachers of public schools were trained than private schools. This proved that public schools are not performing effective in SLC examination and not implementing human resources in full fledged way. The differences in the educational quality between public schools and private schools are increasing day by day and these institutions are producing two standards in educational quality and this is the greatest threat for nation. Nowadays schooling of children is associated with the prestige of parents. The following problems were identified in implementation of HRM and maintaining same standard in educational quality in Lalitpur district.

- Lack of coordination between public schools and private schools.
- Lack of effective control and correct direction.
- Lack of job security in private schools.
- Lack of work responsibility in public schools Human resources.
- Lack of motivation in public schools.
- Lack of implementation of training skills in class room in public schools teachers.
- Lack of supervision from DoE.
- Lack of team work in public schools.
- Lack of coordination between Principal and staffs in both schools.
- Lack of self decision in recruitment of teachers in public schools.
- Lack of facilities for teachers in private schools.
- Lack of interaction between parents, school committee and school teachers regularly.

However, the private schools are better in result maintaining own prestige in society although their teachers are beyond of permanency, personal development and equal facilities as in public schools. But public schools performance in SLC is lower than private schools although they are controlled, guided and facilitated by government as well as teachers are provided salary and facilities by government. To compare the HRM in public schools and private schools, the present study focuses on the following fundamental questions:

1. What tools of HRM are implementing in public schools and private schools.
2. Do the results of S.L.C. of public and private schools really vary with each other?
3. Is the class room management is necessary in better performance?
4. Can schools expect better performance from the teachers only often they are trained?
5. Is there any relation between total number of teachers and total number of students?
6. Do the schools have separate HR section and HR manager?

1.3 JUSTIFICATION OF THE STUDY

It is said that the process of learning never ends, and training being a part of it, does neither. One after another new, knowledge, technology, teaching concept and teaching methodology and opinion keep creeping in to the educational sector and hence to be very effective, the employees (mainly teachers) in the institutions must be aware of such developments and human resource is one of the important resources of any institutions. By human resources, it is not just the physical body but is the knowledge, capacity and skill of the staffs that contributes to achieve the goals of the institutions. HRM of schools is valuable management of schools because the schools work to produce important and valuable Human resources for nation.

Today, most of other organizations in Nepal are aware of this fact that produce non living things or play important role in financial sector such as bank, noodles, beer factories, hospitals. Exception of one or two schools famous as top schools in Nepal use HRM but HRM is not famous for other schools. In Lalitpur, district also schools are eager for quality education and developing physical infrastructure but they are less concentrate in HRM of valuable HR who are source of knowledge and help in daily work of schools. There are all total 401 public schools and 534 private schools in Lalitpur district with valid permission. But it is not possible to cover all the schools of Lalitpur district to complete this study. So three from public and three from private schools are chosen, which will represent all the public and private schools of Lalitpur district. This study on comparative study on HRM of public and private schools in Lalitpur district will incorporate the following issues.

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- Comparison of performance in S.L.C. of public schools and private schools in Lalitpur district.
- Important of class room management.
- Implication of teachers training in class room.
- Separate section of HR office and HR manager.
- Different tools of HRM practicing in public and private schools.
- Barriers in implementation of HRM.
- Total no. of staffs and total no. of students.
- Management of teachers to get better result in S.L.C.

1.4 OBJECTIVES OF THE STUDY

Human Resource and its management to improve educational quality in school is the main factor of the schools. So a comparative study on HRM of public and private schools in Lalitpur district by comparing total no. of staffs and total no. of students and , comparing management of teachers comparing the relation between no. of trained teachers and performance of schools, comparing HRM tools, and comparing educational quality of the schools, is the main focus of this study. To achieve this goal, the study has following specific objectives:

1. To compare HRM of public and private schools of Lalitpur district.
2. To compare the S.L.C. results of public and private schools of Lalitpur district.
3. To test the variance in S.L.C. results of public and private schools of Lalitpur district.

1.5 SIGNIFICANCE OF THE STUDY

Knowledge, technology, teaching methods, expectation for quality education, schools and competition are increasing day by day. New and advanced technologies have made work easier and can solve problems within a few seconds in all sector but learning and teaching depends upon enough knowledge of the subjects, training and devotion in facilitator and also depends upon the learner's ability, desire and interest in learning. But it all depends upon the management. Facilitator and learners are both human resources so to obtain the ambition of the institutions should use HRM properly.

Human resource is the core and important component of all institutions and is to hard to manage it because human resource is only one asset of the institutions who has ideas, honesty to succeed the institutions and can failure the institutions with different activities and can change own according to the present time and can use own skill for better progress of the institutions.

It is necessary to make comparison of different institutions and drawing conclusion that enhance other institutions, new comers and planning to use their HR in favor of the institutions. So a comparative study on HRM of public and private schools of Lalitpur district has great significance.

This study is focused on a comparative study on HRM of public and private schools in Lalitpur district and conducted to provide basic and necessary information about HRM process in schools. This current study will help in decision making about selection of HRM tools and HRM of staffs according to own school's aim, capacity and environment to perform better in future.

This study has been guided to manage the valuable Human resources and to get output by motivating staffs. This research work will be valuable assets for planners, academicians, students and public in general who have interest on HRM of schools.

1.6   LIMITATIONS OF THE STUDY
The major limitations of the study are as follows;
- The study is based on the data of 3 to 4 years.
- This study is limited to six schools. Of the total schools three from public and rest of the schools are taken from private sectors.
    a. Shree Bajra Barahi Higher Secondary School (Public)
    b. Shree Saraswoti Higher Secondary School (Public)
    c. Shree Chhampi Devi Secondary School (Public)
    d. Holy Temple Secondary School (Private)
    e. Tika Bhairab Secondary School (Private)
    f. Valley English Secondary School (Private)

- The dependability of the outcomes of the research is based on the accuracy of the provided data by schools and DoE, Lalitpur.
- HRM is mainly focused on Teachers management.
- As a research student the study is unbiased but the resources and time limited.
- Mainly the study is concentrate on comparative study on HRM and performance in S.L.C. of schools in Lalitpur district, other topics are not touched.

1.7   ORGANIZATION OF THE STUDY
This thesis will be organized into five chapters as; Introduction, Review of Literature, Research Methodology, Presentation and Analysis of Data, Summary, Conclusion and Recommendation.

The brief outline of each of these chapters has been given as below;

CHAPTER 1: INTRODUCTION
The first chapter introduces the subject, presents the research problems with the objectives of the study, along with the justification, significance of the study and limitations. The current conditions and

problems faced in HRM of public and private schools in Lalitpur district are stated in this chapter.

CHAPTER 2: REVIEW OF LITERATURE

This chapter would be devoted for the brief review of the related studies and findings are presented and various related literature are quoted. Previous research on the various subjects, books, journals and unpublicized thesis are reviewed. This chapter consist conceptual review for schools HRM and HRM of other institutions, historical review of educational development, empirical review for HRM and educational problem and statistical review for fact and necessary statistical data of Nepal and Lalitpur district. The basic conceptual framework of school HRM are illustrated and discussed.

CHAPTER 3: RESEARCH METHODOLOGY

This unit would present methodology used in the study. It comprises research design, population and sampling procedures, nature and sources of data, their collection methods and also the procedures and statistical tools applied.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

The fourth chapter focuses on presentation and analysis of data. This chapter will be divided into numbers of sections. Data are analyzed applying the quantitative and qualitative tools such as tables of collected data, graphs, gini coefficient, correlation, probable errors, one way ANOVA tables and qualitative analysis of data. In the last of this chapter extracted findings on the basis of analysis have presented.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION

The final and the last chapter contains the summary of the whole study, Conclusions of the study have been presented and at last suitable and concrete measures are suggested in the form of recommendation.

CHAPTER 2
REVIEW OF LITERATURE

This chapter highlights the existing literature and research studies to the HRM and education of public and private schools. It also reviews the historical background of education in Nepal. So far, the HRM on Pub and private schools in the context of Nepal are concerned, some studies have been under taken from research reports. However there are many studies related to HRM and education but not combined of this.

2.1 CONCEPTUAL REVIEW

In countries where children's schooling faces many barriers of direct and indirect costs, as well as accessibility of schools, family decisions about children's schooling depend upon not only on available resources but also on what it is hoped that education will do for the children (as individuals) and for the collective interests of the household   (Papanek 1985:319)

Universalization of the first level education is a prerequisite for enabling the rural populace to participate effectively in development activities as well as forging national identity and integration (CERID/WEI 1984: i).

Public schools teachers do not put their children in schools where they teach. They themselves do not have faith in their own school system. While the Government is paying them in a decent way, they are not interested in work. Their interest is somewhere else. The Government failed in disciplining the teachers. It tried but it could not control the teachers, therefore, it has decided to hand over schools to local communities hoping that SMC members would be able to control and discipline teachers. Teachers are opposed to, the transfer initiative because they now know that it is not possible to get paid without hard work and dedication. We will bring unruly teachers under control. Teachers will not be paid if they do not come to schools and if they do not teach. (Stephen Carney, Min Bista and Jytte Agergaard. 2066: Education In NepaL: 235)

Schools are social service oriented sectors through the incentives of only social service or with profit earnings. Financial sectors business organizations are backbone to develop nations but education is the basis for development and the schools are educational provider. So the basis for developing the nation is schools. But in Nepal the schools are developing two qualities in school education. The developers are private schools and Pub schools. Private schools are providing higher qualification and Pub schools performance is lower than private schools.

Nepalese government has taken a strong desire of achieving the goal Education For All (EFA) and Millennium Development Goal (MDG) targets, the pilot is envisaged as providing "Critical experiences" for successfully up – scaling the transfer of management of government funded schools to communities. In the economic period of (2065-2066) Nepalese government has set an aim that " Naya Nepalko adhar, Sikshya Sabiko Moulik Adhikar."

Lalitpur district is also an important part of the nation and to devotion in the national goal it has developed a mission that is "Sabaiko Lagi Gunastariya Sikshyako Pratyabhuti, Samunat Lalitpurko Adhasha Pratispardhi Janashakti". And its dream is to develop the district as capital for education. But the schools are providing different quality in education. This problem must be addressed and must be removed. This will only be possible if the schools manage their qualified, trained skilled and valuable human resources using the tools of HRM and adding new tools in it such as class room management. This study, therefore suggests a need of an effective HRM implementation in schools. Therefore, these knowledge based institutions should be developed HRM tools suitable for them and implementation for better performance and to develop equal and best quality in both kind of schools(Public and private). The human resources have to be managed best because human resources is the hub of the institutions without human resources institutions will be only skeleton. So human resource is the most important and valuable factor for the developing of the institutions including other natural and physical resources to improve its all round effectiveness.

2.2 HISTORICAL REVIEW OF EDUCATION DEVELOPMENT IN NEPAL.

2.2.1 Sanskrit Educational System in Nepal

In educational history of Nepal, Nepali educational trend was developed when Kirati were ruling in Nepal. There was two difference trend of education in Nepal in that time. One was Sanskrit educational system and another was Gurukul educational system. In that time people learned from their own family, monks or neighbors who could teach them. But Gurukul educational system was so developed that people were influenced by it.

In Gurukul educational system students used to go to teachers recident and learnt there. They read their religious books, such as Gita, Bedh, Mahabharat Etc.

2.2.2. Buddhist Educational System in Nepal

In ancient time, like Sanskrit educational system, Buddhist educational system was also very famous in Nepal. Yujurbedh, Sahnhita were the famous books of Buddhist education system. So this educational system was related with Buddha Dharma and it was taken in Gumbha the holy place of Buddha Dharma.

In this educational system there was no gender discrimination. Both boys and girls could learn and study. The monks taught the students.

2.2.3. Educational System in Nepal in the period of Lichhabi Kings

The ruling period of Lichhabi kings was called the golden age of Nepal. In that period everything was developed. Such as education, culture, system, law, archaeology, astrology etc. Lichhabi kings were very interested in culture, astrology and archaeology. In that time Nepali used to go to ' Nalanda and Bikramsila' for higher education for higher education. Education institutions were run by Guthi and people who wanted to help in development of education. Guthi might be government groups, families and personnel. The famous ruler of that period was Amshubarma and he divided the educational system according to religion in Nepal. Such as Bihar, Gumbha, Temple etc. Those schools were run in those holy places. And the books were also related to religion. Such as philosophy, bedh, religious etc. They taught Calligraphy also.

2.2.4. Educational System in Nepal in Malla Kings Period

In this age also, education for people was not compulsory. Education was only for higher family who were related with rulers' family. But some system of development was shown in this time. Such as, the education was compulsory for Brahmin and Bouddhacharya of Bihar. In this age Jayasthiti Malla, divided the people into different commercial group and trained them, to run business. Sanskrit language was well developed in this age.

2.2.5. Educational System in Nepal When Prithvi Narayan Shah united Nepal in One Garland as Nepal and Before Rana ruled Nepal

1825 B.S. was the important period of Nepal. From this year new task was started. The nation started to give the education for the orphan of military who got martyrdom while fighting against enemy. Prithvi Narayan Shah who united nation started to give the scholarship from nation. This was the milestone work in history of Nepalese education. He gave scholars to read Sanskrit, Pharasi, and Techhnical knowledge in other country.

But all the time was spent in war and development of military force, so the development of education could not growth rapidly. Bhimshen Thapa who was the national hero of Nepal in this time had done good work in development of Nepal. He brought the specialist of military education from France and gave military education to military of Nepal.

But the ruler of country was involved in united of nation so the development of education could not take correct speed.

2.2.6. The Special Tasks Which Were Done in Rana's Periods

Rana family ruled 104 years in Nepal. And this age was the black age in Nepal's development and Nepalese development. They had run

fascism in Nepal for 104 years. They did all the development for their own growth, for families and relatives. Jangha Bahadur Shah was the first Rana ruler of Nepal who took the responsibility in own hand with force. He kept Nepal very far from development and change. He kept the people as slave and he kept them illiterate but he did some good work in for his own Rana family.

When he returned from Britain, he understood the importance of education and mostly he gave emphasis on English education. So he established English school in 1910 according to British Educational System. The objective of the school establishment was to improve the relation with British and to make literate to own family. This was the first step to develop the education through organization rather than from temple or Gumbha. The school worked under the supervision of British supervisor. Because of the funds possible other schools which were running by Guthi were not running smoothly and their conditions were worst. After the opening of English School, to run it smoothly, Jangha Bahadur Rana established one educational office and educational division in 1995. And he made his own son Babar Jangha, the first education director. When Dhir Shamsher chose as educational director, then he started to take admission of the sons of the workers in the palace of Rana's. The Durbar High school was linked with Kalkatta University, so in the end of school, the students should be gone to Kalkatta University to complete their schooling. But the cost was paid by the govt. of Nepal. And, in 1952 Bir Samsher gave permission to admit the common people to read in Durbar High School for the first time. Up to 1927, in the period of Jangha Bdr. Rana, there was running one Sanskrit School which was called Narayanhiti Sanskrit Pathsala. Jit Jangha, The son of Jangha Bahadur also opened one Sanskrit School to perform religious work of Hindu. This school was running in personal donation of Jit Jangha. In 1932 the hermit Sadhananda Adhikari opened Sanskrit school in Dingla of Bhojpur. They were all informal schools. Ranipokhari Sanskrit Pathsala was the first formal school established under the rule of government and established by the government of Nepal in 1934 B.S. According to the history, the students were taught Astrology, Philosophy, grammar, Bedh, Poem, Sanskrit, Shanhita and other religious books related with Hindu religion. Bir Samsher was the first person who was worried for education for common people also. He started the technical school. He gave scholarship for students and sent them international countries for further study. In the period of Bir Shamsher, he organized meeting for discussion about the future plan of education. In Rana's ruler some Rana's were aware about education. They wanted to teach the common people. So to literate the common people, Dev Shamsher opened language schools in different parts of Nepal. In his period 57 language schools were opened to teach common people. In his time he started to give the primary level education to the common people with help of national hero Moti Ram Bhatta and Jaya prithvi Bahadur Singh. He announced to open too many primary level schools and literate common people. So it was the

courageous step for the common people as free. He distributed boards and Akshyaraanka book which was the book used in primary level and developed by Jaya Prithvi Bdr. Simgh. So Dev Shamsher was called the lover of education and development in Rana's family.

But in Nepal those who wants to do good for country, cannot settle in proper place. Dev Shamsher Rana was also fired from Prime Minister Post. He was replaced by Chandra Shamsher Rana. Chandra Shamsher closed all the primary level schools because he wants to bend down Dev Shamsher to Rana's family. Chandra Shamsher wanted to raise himself as the best prime minister, according to his task, he opened an English Medium School in Sirha called Chandra Middle School. He opened another schools also such as Kanya School, Hisab-Kitab School, Pass Jach School. He also established Gorkha Bhasha Prakashani Committee. Gorkha Shikshya first, Second and Third was published from Pashupath press. He also established tri-Chandra college. At first it was affiliated with Kalkatta University, later it changed relation with Kalkatta University and joined with Patna University. Of India.

And in the regular development of education sector Bhim Shamsher established Technical school. Juddha Shamsher started Agricultural School. And 16 Kartik 1990 was the important date of educational history of Nepal. The full mark of that S.L.C. examination was 8000 and pass mark was 280.

In 1993 in the period of Juddha Shamsher he established first educational board. Another important date of Nepalese educational history was 28 Chaitra 1995, the prime minister gave permission to open private school from common people. And this was the important and giant step of Rana prime minister because they did such work for common people. In 1996 B.S. Magh 8, Nepalese government published the act to be followed to open and to run private boarding school from common people. This was the first act or law in education field of Nepal. This law clearly showed the way, work and duty of school supervision committee, curriculum, people's participation, school's committee and overall sector of education in which people could take participation. After this law the school opened with permission from govt. could get aid from government And to check the physical environment of school, qualification of teacher, and to set the quality level of education, government established one office called Inspector of school.

Padma Shamsher announced the first constitutional law of Nepal in 2004 B.S. So, Nepali common people got right to live as people from the law which was announced by the nation, for the first time from this nation. After this period the quantity of school grew rapidly. And the history of taking education from Inn, Temple, Bihar Cloister, stopped slowly. government published notice to make loose the law to open school.

To supervise well manage the increasing number of schools and to draw clear vision of 'Basis Education" the government divided Nepal into three parts according to the educational field as Janakpur, Kathmandu and Palpa and in each sector it opened Deputy Inspector of school in 2004. To develop the educational sector and to improve the quality of educational in 204, the government opened training center to train the teacher, called basic Teachers Training Center. In the president of Mrigendra Shamsher who was the director of general of Public Instruction Committed a meeting and establish Planning Commision of University involved 25 members in B.S. 2005. After this time Nepal got Democracy System and all the works of Rana stopped. (Translated from Vidhalaya Nirikshyak Pratiyogita Digdarshan; 2062.

2.2.7. Modern Educational System in Nepal

Nepal got new ruling system from revolution. Nepalese people fought with Rana courageously to remove them from the government So from the courageous steps of all Nepalese people, they removed Rana's the autocratic ruler of Nepal in 7 Falgun 2007 and established democracy. Onwards this time people got awareness about education and started to establish schools for all people who want to read. government also helped in this task. In 2009 in the president of Rudra Raj Pandey establish National Educational Board with 20 members. And it recommended preparing National Education Planning Commission after studying the improvement of educational field in Nepal.

After the revolution, Nepal's education system totally changed. It developed according to the international education system. Many political parties ruled Nepal on different times. To improve the quality and quantity of educational board committee, planning commission, national level educational board were established and are establishing today also such as;

- National Educational Board: 2009.
- National Educational Planning Commision: 2010
- Educational in Nepal: 2011
- Overall National Education Committee 2018 (Translated from Vidhalaya Nirikshyak Pratiyogita Digdarshan; 2062)

2.3 EMPERICAL REVIEW
2.3.1. Human Resource Management

Human resource Management is the process of accomplishing organizational objectives by acquiring, retaining, terminating, developing and properly using the human resources in an organization. (Ivancevich, Donnelly, Gibson.

Human resource Management refers to the policies and practices involved in carrying out the people or human resource aspects of a

management position, including recruiting, screening, training, rewarding and appraising(Gary Dessler).

Human resource management is comprised of the staffing, development, motivation and maintenance functions (DeCenzo and Robbins).

"Human resource management encompasses those activities designed to provide for and coordinate the human resources of an organization" (Byars and Rue).

Wendell French, using the process- system view has defined, "HRM is the systematic planning, development, and control of a network of interested processes affecting and involving all members of an organization." These processes include:
1) Human resource planning
2) Employee recruitment, selection and socialization
3) Employee training and development
4) Career development
5) Job and work design
6) Compensation, benefits and rewards
7) Performance appraisal
8) Safety and health
9) Employee/ labor relations.

Emerging Philosophies in HRM (Dr. Binod Atreya: Arunodaya – 2061)

The introduction of "economic rationale" and "managerialism" in the public management has made significant impacts in the systems and processes of human resources management. Human resources are required to produce expected results and are more accountable than before. Accountability and responsibility has been increased because the public is well informed and educated than before. There is an emerging shift from compliance to rules and regulations to result-based management. Introduction of market mechanisms in the public sector not only has changed the working style of the employees but has also made the services competitive. Due to globalization and development of information technology, employees are bound to be competitive rather than cozy, must think globally rather than locally, benchmark themselves with other best performers, must embrace flexibility and change rather than being rigid and stable, and must concentrate on building multiple intellectual heritages for their development and success in this modern competitive world. As a result of these factors new philosophies in human resources management are emerging, which are as follows;

➢ **HR management in the public sector should be similar to private sector practices.**
In the last two decades, one of the important drivers of reform was to introduce the market-based mechanisms in the public sector based on the assumption that the public sector can do best if it is managed in a

businesslike manner. Driven from the philosophy of managerialism, it was being thought that in a market driven economy where competition matter most, it does not matter who delivers the service so long the services meet the quality and standard expected by the public.

> ➢ A Shift from a Permanent Career Service to a Contractual Service.

The thrust for the public service to be competitive with the private sector, emphasis on producing greater results with minimum costs, the introduction of market mechanisms- outsourcing and contracting public service functions, and downsizing of public service necessitated the rise of contractual service, a departure from the permanent career service in the public service. Permanent jobs have been gradually replaced by contractual jobs in countries such as Australia, Canada, Finland, New Zealand, and United States while Japan and France still follows the traditional permanent career service. The main philosophy behind introducing contracts is to introduce logic of competitive behavior in the public service. Contracts are no longer a management tool but a way of life for all concerned. Governments in this model become the agency of hiring contractors and consultants and an agency for monitoring and evaluation of performance targets specified in a contract. This shift has also demanded different expertise (contract preparation, contract selection, negotiation, setting performance targets, and indicators, monitoring and evaluation) in the public sector.

2.3.2. Educational Psychology
Educational psychology is the science of education. (E.A. Peel).

Educational psychology is the study of those facts and principles of psychology which help to explain and improve the process of education. (Kolesnik Walter)

The more teachers know the experimental psychology the more he knows how to teach. (Montessori).

2.3.3. Learnings
"Insight is sudden awareness of relationship among various elements in a situation. It reflects the capacity to combine elements in a meaningful whole." (Kohler)

Learning is change in original or ready made behavior through experience, training and practice. (Educational Psychology 2065)

Operant conditioning may be caused as a sort of learning which is based on response contingent reinforcement. It involves increasing the behavior by following it with a reward, or decreasing a behavior by following it with punishment. (Educational Psychology 2065)

When pleasant or satisfying consequences follow or attained a response tend to be repeated and painful or annoying consequences attained a response tend to be eliminated. The greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond. According to this law success and failure play a very important role in the learning process. Effects also concerns with the feeling or emotional state of an individual. (Educational Psychology 2066)

2.3.4. Teaching Learning Relationship

Learning is usually defined as gaining knowledge or skills by studying from experience, from being taught, etc. A more specialized definition of learning might be relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble and Gramezy in Brown).

Similarly Teaching is defined as showing or helping someone to learn how to do something giving instruction, guiding in the study of something providing with knowledge, causing to know or understand (Brown, 1994:7)

On the other hand, teaching is a work of a teacher. The teacher guides and facilities learners enabling them to learn setting the conditions for learning. It is not teaching unless there is modification in the learner behavior. Teaching takes place when there are teacher and learner but learning only takes place when the learner shows some changes in his behavior. A teaching becomes successful if the theories of teaching are in harmony with the theories of learning. So, a theory of instruction (as noted by Jerome Bruner quoted in Brown,1994:8) should specify the following features;

- The experiences which most effectively implant in the individual a predisposition toward learning.
- The ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner.

In the modern concept of the psychology of teaching the teacher does not pour the knowledge and information. S/he is not a dictator but a facilitator in student's learning. So in the process of teaching learning a teacher can facilitate his/her students as follows;

- Setting up context/ situation in which students take chance of their own learning.
- Developing students study skills because that is what they will need in their higher education irrespective of their specialization.
- Understanding learners, their needs, their learning characteristics and then addressing their needs by exploiting their learning characteristics. (Awasthi et al)

2.3.5 Teachers Role

Teacher is a person who helps learners, acquire knowledge and skills by giving information, guiding them, causing to study, etc. Teacher's role has remained more important in the societies where modern

technologies have not yet reached. Traditionally, teacher has been authority in the class who imports the knowledge lying in him by means of tutoring. The teacher, in modern society, is not a tutor, but s/he has to perform multi-roles in the education system. Some of the roles of a teacher are as follows. (Harmer, 1991:235)

- The teacher as controller.
- The teacher as assessor.
- The teacher as organizer.
- The teacher as promoter.
- The teacher as participant.
- The teacher as resource.
- The teacher as tutor.
- The teacher as investigator.

Quality of a Good Teacher

- Command over the subject.
- Command over the Language.
- Knowledge of psychology.
- Training
- Experience
- Professional Loyalty
- Punctuality
- Social qualities
- Feeling of co-operation
- Friendliness
- Self Confidence
- Original and Critical outlook
- Dynamic personality
- Good voice
- Dress and Appearance
- Impartiality
- Innovative

(by Harmer, 1991:235)

Teachers Can Enhance Their Professional Expertise and Knowledge throughout Their Career by

- Reflecting their own teaching
- Learning from his/her own experience
- Questioning his/her own old habits
- Interacting with other teachers
- Working in a group
- Sharing problems and success with colleagues
- Observing colleague's class
- Getting feedback from Colleagues
- Getting feedback from student
- Attending conference and in-service courses
- Reading books and journals

- Doing classroom research
- Networking

<div align="right">(by Awasthi et al)</div>

Full form of "TEACHERS"
    T = Truth
    E = Efficiency
    A = Affection
    C = Command over the Subject
    H = Humor and Honest
    E = Eagerness
    R = Resourcefulness

<div align="right">(Translated from Teaching License Practice Book)</div>

2.3.6. Definition of International/National Specialist in Development and Education

It is the process through which people and groups become aware of the interplay of societal and cultural forces at work in their lives and learn how they can act individually and jointly to influence and eventually control the dynamics of these factors.. Therefore its empowerment spans a broad spectrum of human development parameters, from access to safe water, primary health care and basic education through skill acquisition, including the ability to use communication media (Nepal HDR; 2004:13)

In Prof. Todaro view the common characteristics of underdeveloped countries are low levels of living, characterized by low income, high inequality, poor health and inadequate education.

Prof. (Celland) : In 1960's development became a human resource development oriented concept, people were regarded to be the pivot and their development rising process through training, education and exposure was the essence of development process that led to higher and rising per capita income."

Contrary to popular belief, education appears to promote entrepreneurship at least as powerfully as cultural factors important though these have sometimes been. Legal restrictions on the ownership of land forced the Jews of medieval Europe into Commerce and Cultural taboos often create economics opportunities for ethnic minorities (Migrant Hakka Chinese dominate northern India's leather tanning industry, which is thought to be polluting by high-caste Hindus). But, more generally entrepreneurship is a matter of skills, not cultural inheritance. That is why entrepreneurship may be one of the most important channels through which education raises economic productivity ….. In Malaysia, even when ethnicity and family wealth are controlled for, entrepreneurs in larger enterprises are more educated than enterprises are more educated than entrepreneurs in smaller firms". (WDR, 1991:56).

2.3.7. Disparities in S.L.C. Performance

Saurav Dev Bhatta explores the disparities in student – performance by subject, gender, region and type of schools (public and private). Bhatta focuses on the 2060 B.S. and finds that schools and students have performed poorly in Mathematics, Science and English and average scores in all subjects and average pass rates are significantly high in private schools than in public schools.

2.3.8. Improvements in the Quality and Relevance

Unlike participation, however, it is difficult to observe improvements in the quality of education. Traditionally, most of Nepal's efforts at quality improvement have focused on providing better 'inputs'. These include, among others, increasing the number of trained teachers, improving the duration as well as quality of training, improving the quality of the curriculum and textbooks, and improving school physical facilities.

Historical data on the number of trained teachers are unavailable so it is difficult to make comparisons with early period. Nonetheless, official data for 2008 shows that 85 percent of all public school teachers (grades 1-10) are either partially or fully trained (DoE 2008), and the National Center for Educational Development (the organization responsible for teacher training) estimates that 97 percent of public school teachers will have been trained by the end of 2009. There have been frequent revisions in the school curriculum and textbooks. A national curriculum framework is in place since 2006 to define the principles, structures and approaches upon which specific curriculum elements can be developed. There are also provisions for the development and use of local curriculum at primary and secondary levels. Student assessment mechanisms have also been improved: there is an emphasis on continuous assessment system at the primary levels, and more scientific testing through the use of specification grids at higher levels.

However, Nepal does not administer regular achievement tests to track student learning outcomes across both space and time. Some sporadic efforts in achievement testing have shown significant regional disparities and little improvements over time in student learning outcomes in the core subjects. Instead, the results of School leaving certificate (SLC) examination – a national examination conducted at the end of grade 10- have been widely used as a proxy indicator of school quality, and they show equally striking disparities by gender, region and type of school. In recent years, educational policy and program documents pedagogy and instructional processes in order to raise student learning outcomes, although evidence from the schools indicates that this is yet to be realized (Pramod Bhatta; Education in Nepal).

2.3.9. Disparities in Performance between Public and Private Schools

- In 2060, approximately 79 percent of the students taking the SLC exams came from public schools, and approximately 73 percent of the schools in the nation were public schools.

- Based on the 2060 results, it is clear that public schools on average lag far behind private schools in terms of performance. Compared to an average pass rate of 85 percent for private schools, the pass rate of public schools was only 38 percent. Similarly, while an overwhelming majority of private schools had pass rates in the 80-100 percent range, less than 7 percent of the public schools had such high pass rates. Also, the average SLC score of private schools was around 39 percent above that of public schools.
- The average scores and pass rates for public schools are lower than those for private schools in all subjects in all subjects, with particularly high pass rate differences in Mathematics, Science and English. The differences in pass rate and average score between the two school types are relatively low in HPE.
- Overall, the variations in performance across schools are greater across public schools than across private schools. The subjects in which SLC performance varies the most across schools are Mathematics, Science and English. But the performance in these three subjects varies much more across public schools than across private schools.

2.3.10. Songs about Gender Discrimination
<u>Lamentations of an Uneducated Daughter</u>
Far from here there is rice and corn and mustard in the garden.
Listen to the lamentations of a daughter.
I was very eager to go to school.
I cried because I could not to go to school.
God, you fate (bhabi), you visited this sin on me.
You caused me to be born in a poor family.
My peers go to school, carrying books.

It is difficult for me to even recognize the letter 'ka' (first letters of Nepali alphabet)
When my peers go to school,
I feel that I am unlucky.
When my friends carry schoolbooks and notebooks, they become happy.
But I have to carry heavy loads.
I will spend my life wanting to study,
But my life will be spent enslaved.
(Skinner Debra and Holland Dorothy: Education In Nepal)

<u>Tyranny over Women</u>
Listen sisters, Listen society,
Today I am going to speak about tyranny over women.
The male and female born from the same womb,
Do not have equal rights.
The son gets the ancestral property at the age of fourteen,
Whereas the daughter has to get married when she is only twelve.

Parents engage in great trickery,
Sending their daughter weeping to her husband's house.
Parents send the son to school,
Whereas they are afraid to provide education for the daughter.
Father bought books and pens for my younger brother,
Whereas he wove a basket (for carrying a loads) for me, the daughter.
My name is Kamala who has studied only to the eight grade,
But who has a great desire for further education.
Parents, don't take me out of school,
See if I can study well or not!
Parents, if you provide me an education, I won't fail,
And later when I hold a job, I will repay you.
We women are also energetic and want justice,
We also have the right to hold a job.
A red ribbon tied around black hair,
We women are always deprived in Nepal.
Women have even climbed Mt. Everest and reached the moon,
Women have done so many things in this world.
Women of other countries are pilots.
We Nepalese women will be happy if we get the chance to be great women.
Therefore, women of Nepal, this is not the time to be silent,
Let's fight to obtain our rights.
(Skinner Debra and Holland Dorothy: Education in Nepal)

2.4. STATISTICAL REVIEW
These targets are from the EFA National Plan of Action 2003.

<div align="center">Table No. 2.1.

TARGETS INDICATORS OF NEPAL FOR EFA</div>

S.N.	Indicators	2001	2008/09	2015
1	Gross Enrolment Rate of Early Childhood/ Pre School	13	51	80
2	Percentage of new Entrants at grade, with	08	60	80
3	Gross intake rate at grade 1	141	110	102
4	Net intake rate at grade 1	53.7a	95	98
5	Gross enrolment rate	123	104	105
6	Net enrolment rate	81	96	100
7	Percentage of gross national product channeled to primary education sub sector	1.7b	2.3	2.5
8	Percentage of total education budget channeled to primary education sub sector	55.6b	60	65
9	Percentage of teachers with required qualification and training	15	99	100
10	Percentage of teachers with required certification		99	100
11	Pupil teacher ratio	39	37	30
12	Repetition rate			
12.1	Class one	39	10	10
12.2	Class five	9	3	3
13	Survival rate to grade 5	66	85	90
14	Coefficient of efficiency	60	83	80
15	Percentage of learning achievement at grade 5	40	60	80
16	Literacy rate			
16.1	Age group 15 – 24	70	82	95
16.2	Age group more than six	54c	76	90
17	Adult literacy rate (age group upper than 15	48c	66	75

<div align="right">*(Generic: MoE 2065)*</div>

These targets are from the EFA National Plan of Action (2003). The minor inconsistencies in the targets for 2009 and 2015 are a result of educational analytical work undertaken after the completion of the EFA Nation Plan of Action. A for 1997, b for 1999, c from 2001 census

TARGET INDICATORS OF NATIONAL AND LALITPUR DISTRICT

S.N.	Performance Indicators	District Status 2008	National Targets 2009	District Targets 2008/09
1	Ger-Eco/PPC	33	51	40
2	NER-ECD/PPC	31		30
3	%of Grade -1 with ECD	56.6	60	60
4	Gross Intake rate in Grade 1	179.1	110	135
5	Net Intake rate in Grade 1	85.25	95	90
6	GER	164.7	104	135
7	NER	92.7	96	95
8	%of Teachers with required qualification and Training	85	99	90
9	%Of Teacher with required Certification	98	99	99
10	Pupil-Teacher ratio	31	37	32
11	Repetition Rate(I-V)	22		12
11a	Grade 1	13.6	10	10
11b	Grade 5	5.8	3	3.5
12	Survival Rate to Grade 5	68	85	74
13	Coefficient of Efficiency		83	
14	% of Learning Achievement at Grade 5	46	60	52
15	Literacy Rate			
15a	Age Group 15-24	72	82	75
15b	Age Group 6+years	69	76	72
16	Adult Literacy Rate (15+years)	48	66	55
17	Literacy Gender Parity Index 15+years	0.62	0.9	0.79
17a	Gender Parity Index (School Age)	0.89		1
17b	Promotion rate of Grade 5	84.25		87.65
18	Promotion Rate of Grades I-V	78.22		84.45
19	Primary Completion Rate	35.68		46.67
20	Drop Out rate of Primary Level	18.8		
20a	Drop Out Rate of grade I	34.4		
20b	Drop Out Rate of Grade V	13.8		

(Generic: MoE 2065)

2.5. CONCEPTUAL FRAMEWORK

Various researchers have conducted nationally and internationally on the issue and problems of quality education and differences in educational quality in same country, but is difficult to find the any researcher have conducted to analyze the comparative HRM of public schools and private schools. HRM word and tools are familiar in business or financial sectors, mostly on banks but it is not familiar in schools. Schools do not have separate HR section and HR manager to manage the valuable human resource of them although they are related with HR more than other sectors. Therefore this study tries to identify HRM trend on public and private schools in Lalitpur district and conducted to provide

basic and necessary information about HRM trend and barriers about it which are facing by Pub and private schools of Lalitpur district.

HRM is the challenging job for all organizations. Those organizations whose aims are profit earning is serious to manage their human resources because of the aim. Those organizations which are public are facing hundred no. of problems in operating organizations and providing services. Such as political power, social pressure, government rules, employees dissatisfaction. Public schools are also government controlled schools and in present time the plan of government is handling it to the school management committee to manage it through community. But public schools performance in S.L.C. is poor than private schools. It is the great threat for public schools because S.L.C. is the measuring scale of educational quality provided by the schools and measuring scale of HRM for best performance. This point proves that public and private schools have different trend of HRM. Therefore this study is focused on HRM trend of these two kinds of schools and performance in S.L.C. This current study has helped in decision making processes about how HRM should be implemented in schools to perform better in education quality and in S.L.C. tom prove own best in society. The result from this study has provided answer to the following questions.

1) Are there really differences in performance of public schools and private schools in S.L.C.?
2) Are they really developing two kinds of quality in education?
3) Are there positive relationship between higher no. of teachers and higher no. of students?
4) Do there positive relation between no. of trained teachers and better performance in S.L.C.?
5) Which school has greater income inequalities?
6) Are they applying same tools of HRM?
7) Do the schools have separate HR sector or Hr manager with proper knowledge of HRM?

This study, on the basis of the survey conducted at schools, tries to explore the above mention issues.

CHAPTER 3

RESEARCH METHODOLOGY

Research Methodology is a systematic way to solve the research problem. It describes the methods and process applied in the overall presentation of the study. This research methodology is based on scientific method and efforts have been made to present and explain the specific research methods for the sake of attaining the research of objective. It includes research design, source of data, population and sample data gathering, procedure and data processing procedures.

Research means to research the problems again and again to find out something more about the problem. Methodology refers the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind it. Thus research methodology is a way to systematically analyze the logic behind problems so as to find out something about the problems. (Mahat, Kiran, 2008).

An appropriate choice of research methodology is a difficult task. Which is must necessary to support the study in realistic term with sound empirical analysis. So that the study uses the following research methodology like research design, population and sample, data collection procedure methods of data analysis, methods of presentation etc. detail explanations of the above points are given which seems appropriate to understand methodology in details.

3.1. RESEARCH DESIGN

The main objective of this research is directed to comparative study on HRM of public and private Schools in Lalitpur district and their performance in S.L.C. of selected schools. The research design has been carried out by using quantitative and qualitative analysis method. Mostly the primary data will be used for analysis but some secondary data also will be used for the fulfillment of objectives. This study will be based on the descriptive and analytical method. In order to analyze and interpret the findings, a suitable research methodology must be applied. This section focuses on the methodologies employed for the analysis and interpretation of implementation of HRM and their performance in S.L.C.

3.2. NATURE AND SOURCES OF DATA
- Statistical data (primary and secondary)
- Interview with Principal, administrator and staffs.

3.2.1 Primary Data

Primary data are collected through survey of selected schools and personal interview with the Principals and staffs of the different posts.

3.2.2. Secondary Data

Secondary data are collected from the different sources. The sources include different types of reports, books and magazine.

3.2.3. Questionnaire

Structured and unstructured questionnaires were prepared for the collection of data. Different sets of questionnaire were specially prepared for the interview of Principals and the staffs.

3.3. POPULATION AND SAMPLE SIZE
3.3.1. Population

The well- specified or identifiable group of people, events or things of interest that the researcher wishes to investigate is known as population. Population is whole aggregate number in which the researcher has to study. All schools of Lalitpur district are taken as the population.

3.3.2 Sample Size

Population is a larger unit so it is time consuming, tedious and nearly impossible to analyze each and each and every individual of the population. So only a part of population is considered. That finite subset of any population is called sample. Three schools from public and three schools from private are taken as sample. And sampling method is purposive sampling method. The sample schools are listed as follows.

3.3.2.1 Public Schools
- Shree Bajra Barahi Higher Secondary School (S.B.B.H.S.S.)
- Shree Saraswati Higher Secondary School (S.S.H.S.S.)
- Shree Chhampi Devi Secondary School. (S.C.D.S.S.)

3.3.2.2. Private Schools
- Valley English Secondary School (V.E.S.S.)
- Tika Bhairab English Secondary School (T.B.E.S.S.)
- Holy Temple English Secondary School (H.T.E.S.S.)

3.4. VARIABLES AND OPERATIONALISATION

The variables which used in this study are listed below. Depending on data availability and the variable with reliable data will be selected from the list.
- Salary
- Facilities
- Total no. of students
- Total no. of staffs
- Total no. of trained teachers
- Qualification of teachers
- Performance in S.L.C.
- Training
- Study facilities
- HRM tools

- Scholarship
- Rewards
- Picnic
- Relation with public and private Schools

3.5 DATA COLLECTION TECHNIQUES / INSTRUMENTS

Research has been based on primary data and some secondary data and has been analytical as well as descriptive in nature.Appropriate statistical tools and graph tools will be used.

- Reports of DoE, lalitpur
- Publicized and unpublished reports of the schools
- Websites
- Books, magazines, newspaper and journals
- Previous studies and reports./ thesis

Besides the above mentioned sources, the researcher will conduct a detailed review of the relevant literature in order to acquire the indepth information and data. For the review purpose, the relevant literature will be collected from libraries and other available reliable resources.

3.6 RELIABILITY

The quantitative data of this research is collected from the records of schools and the published reports of DoE, Lalitpur. So the quantitative data will be reliable. Significance tests will be performed for statistical significance of the results whenever necessary. However the qualitative data obtained from the interview and questionnaire will only be the perceptions.

3.7 METHODS OF DATA ANALYSIS AND TOOLS

For the analysis and interpretation of the raw data and informatio9n basically the following tools are used.

3.7.1 Tabulation of Raw Data

The data will be presented in different tables

3.7.2. Graphical Presentation of Tabulated Data

The tabulated data will be presented in different graphs

3.7. 3. Statistical Tools

The following statistical tools will be used in this research for analyzing and interpreting the data and information in order to draw the best possibly reliable conclusions:

a) G. C. coefficient
b) Pearson's coefficient of correlation
c) Probable Error
d) One Way ANOVA

Procedures
a) Gini Coefficient (G.C.)

G. C. coefficient is a measure of concentration derived from Lorenz curve. As the degree of concentration in the concerned variable increases, so does the curvative of the Lorenz Curve and thus area between the curve and the equal distribution line becomes larger. Hence, G.C. is given by

$$G.C. = \frac{\text{Area between the Lorenz Curve \& } 45^0 \text{ line}}{\text{Total area below the } 45^0 \text{ line.}}$$

The value of G.C. is always a non – negative as it is the ratio of two areas, i.e. $0 \leq G.C. \leq 1$

i) For Individual Series

$G.C. = 1 + 1/n - 2/n^2 y + (ny_1 = (n-1) y_2 + \cdots\cdots\cdots + y_n$

Where $y_{1} \leq y_2 \leq \leq \ldots\ldots\ldots\ldots\ldots < y_n$

Y be the variable under study and y_1 y_2 y_3 ……….. y_n be the values of Y and n be the number of observations.

ii) For Grouped Data

$G = 1/100 [X_i y_{i+1} - X_{i+1} y_i]$ percent

Where X_i denotes the group and Y_i denotes the values.

b) Correlation Coefficient

Correlation refers to the relationship of two or more variables. It is the statistical analysis which measures and analyzes the degree of extent to which two variables fluctuate with reference to each to each other.

Correlation is the numerical measurement showing the intensity of relation between two variables. One variable may be called independent and other dependent variable. Dependent variable is measured in terms of the independent variable.

Positive and negative Correlation:

If two variables tend to move together in the same directions is called positive and reverse is called negative correlation.

Correlation coefficient is a single figure which expresses the degree of relationship between two variables. It's value ranges from -1 to +1.

Table No. 3.1
Interpretation of Correlation coefficient

Degrees	Positives	Negatives
Perfect	+1	−1
Significant(VeryHigh)	+0. 75 to + 1	−0.75 to −1
High	+ 0.5 to 0.75	−0.5 to −0.75
Low	+ 0.25 to + 0.5	−0.25 to −0.5
Insignificant.	0 to 0.25	0 to −0.25
Absent	0	0

Karl Pearson Method of Computation of Correlation

Karl Pearson, a great biometrician and statistician, suggested a mathematical method for measuring the magnitude of linear relationship between two dependent and independent variables. Pearson's method is the most widely used method in practice and is known as Pearson Coefficient of correlation. It is denoted by 'r' and is given by ;

$$r = \frac{\text{Covariance of xy}}{\sqrt{\text{Variance of x}}\sqrt{\text{variance of y}}}$$

Where

$$\text{Covariance of X,Y} = Cov(X,Y) = 1/n \sum(x-x)(y-y)$$
$$\text{Variance of X} = Var.\ X = 1/n\sum(x-x)^2$$
$$\text{Variance of Y} = Var.\ Y = 1/n\sum(y-y)^2$$
$$\text{So, } r = \frac{Cov\ (x,y)}{\sqrt{var\ x}\ \sqrt{var\ y}}$$

$$= \frac{1/n \sum(x-x)(y-y)}{\sqrt{1/n\sum(x-x)^2}\ \sqrt{1/n\sum(y-y)^2}}$$

Putting x−x = u; and y−y = v

$$r = \frac{1/n \sum uv}{\sqrt{1/n \sum u^2}\sqrt{1/n\sum v^2}}$$

$$r = \frac{\sum uv}{\sqrt{\sum u^{-2}}\sqrt{\sum v2}}$$

Where u = x−x
    v = y−y

This method is suitable to test either HRM in schools is important nor not to get best result. So the researcher will use this technique in this study to fulfill the objectives.

c) Probable Error (P.E.)

The Probable Error is used to measure the reliability and test of significance of correlation coefficient. It is calculated in the following ways.

$$P.E. = 0.6745\ \frac{1-r^2}{\sqrt{n}}$$

Where,
 r = Correlation Coefficient
n = Number of observations.

So, P.E. is used in interpretation whether the calculated value of r is significant or not.

  i)   If r > P.E., it is insignificant.

ii)   If r < 6 P.E., it is significant.

iii)   If P.E < r < 6 P.E. nothing can be concluded.

iv)   Limits of the population correlation coefficientis obtained by r ± P.E.

To test the reliability of r the researcher will use P.E. in this thesis.

d) One Way ANOVA Analysis

The computation in an analysis of variance problems are usually summarized in tabular form. The table is known as an analysis of Variance (ANOVA). ANOVA table is used to display the various sources of variation, along with the sum of squares, degrees of freedom, means squares associated with these sources and f ratio. The analysis of variance table for one way classification with k samples of n observations each is shown in the table.

Table No. 3.2
The Analysis of Variance for One Way Classification

Source of variation	Sum of Squares	Degrees of freedom	Mean Square MS	F
Column Means (Among)	SSC	k−1	$S^2_1 = SSC/k-1$	$f = S^2_1/S^2_2$
Errors (Within)	SSE	n−k	$S^2_2 = SSE/n-k$	
Total	SST	n−1		

Procedure

Testing of Null Hypothesis in One−Way Analysis of Variance−Equal Sample Sizes.

Formulate the null and alternative hypothesis.

1) $H0 : \mu_1 = \mu_2 = \ldots\ldots\ldots = \mu_k$

    H_1 : The means are not all equal.

2) Choose the level of significance: decide upon α level.

3) Determine the critical region: Find f_α [k−1, (n−k)] in the f table.

4) Computation: Obtain a random sample of size n from each of the k normal populations. Calculate $T_1, T_2, T_3, \ldots\ldots T_k.; \sum\sum x_{ij}^2$

Compute;

$$SST = \sum_{i=1}^{k} \sum_{j=1}^{n_i} X^2 ij - T^2/N$$

$$\text{SSC} = \frac{\sum\limits_{i=1}^{k} T^2_i}{n} - \frac{T^2}{N}$$

Find SSE=SST−SSC

5) Compute the Analysis of Variance Table (ANOVA)

6) Compute f value: f = MSC/MSE = S^2_1/S^2_2

7) Make decision; i) If calculated value of f is less than tabulated value of f, the null hypothesis Ho is accepted.

ii) If calculated value of f is greater than tabulated value of f, the null hypothesis Ho is rejected.

Therefore to test either the public or private schools are providing same level of educational quality or not, the researcher will use One Way ANOVA Table. And to test the variance of educational quality of one private school to another private schools and from one public school to another public schools.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This section presents analysis, results and discussion of the study. This chapter is divided into two primary sections. In the first section, collected raw data are presented into table. In the second, the tabulated data have been analyzed using various methods described in the Chapter 3 to fulfill the objectives of the study.

Data has been collected for the study from both primary and secondary sources. Primary sources include questionnaire, data collecting forms. Different methods of presentation have been applied to tabulate and present the collected data and have been arranged in graphs and tables.

The main purpose of analyzing the data is to change it from unprocessed form to an understandable presentation. The analysis of data consists of organizing, tabulating and performing its statistical analysis.

4.1 TABULATION OF DATA, GRAPHICAL PRESENTATION FOR CAMPARISION OF COLLECTED DATA FROM SCHOOLS

All the collected data were raw in nature so the tabulation is only one way to present it in understandable way. And graphs are used to compare the tabulated data and to fulfill first two objectives. So the table and graphs of collected data have been presented below.

Table No. 4.1
TOTAL NO. OF STUDENTS OF SELECTED SCHOOLS (2062 – 2065)

Schools →　Years↓	S.B.B.H.S.S.	S.S.H.S.S.	S.C.D.S.S.	H.T.E.S.S.	T.B.E.S.S.	V.E.S.S.
2062	430	690	637	411	294	320
2063	490	724	557	416	307	341
2064	368	742	482	439	315	343
2065	317	630	437	416	387	338

(Source: School Administration)

## TOTAL NO. OF STUDENTS OF SELECTED SCHOOLS (2062 – 2065)
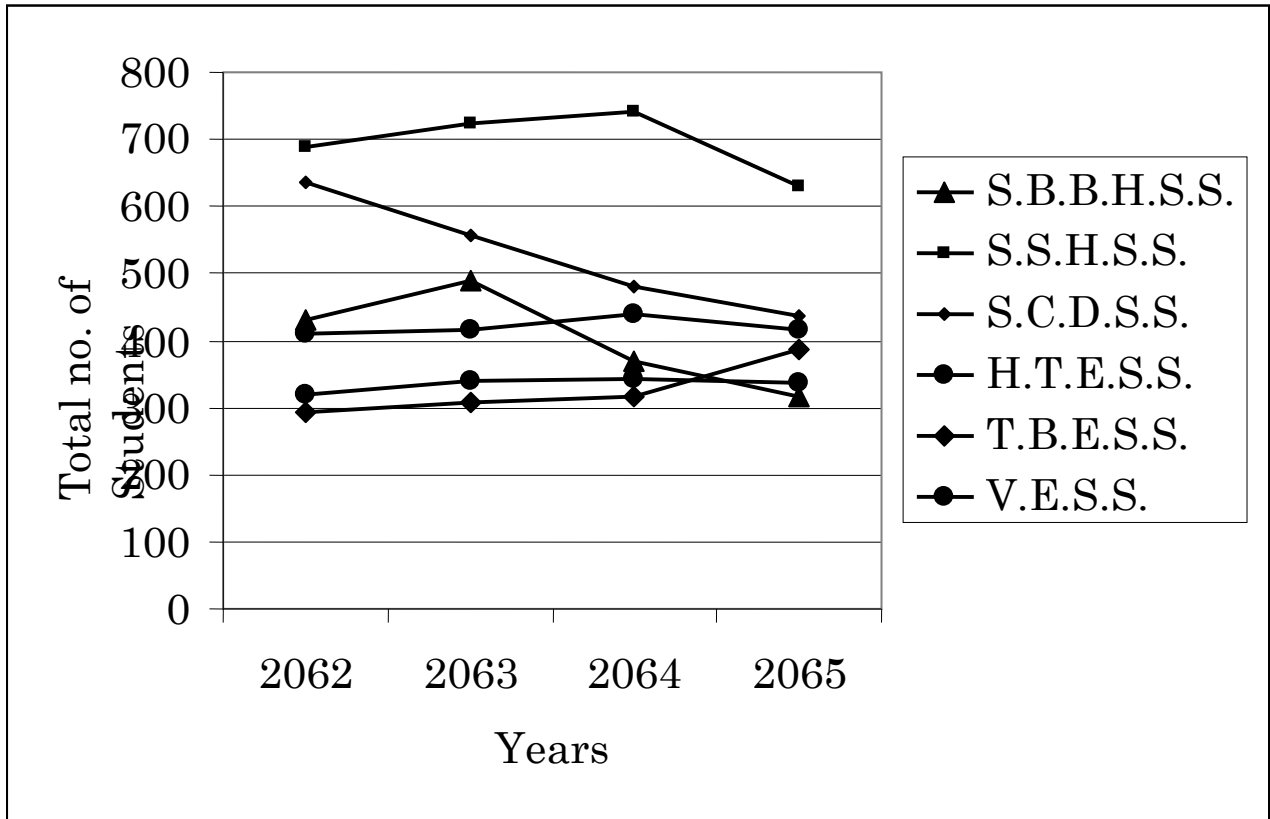
The above table and graph shows that the total number of students of selected schools of the year 2062 to 2065 has been presented. The above table and graph shows that the total number of students of Shree Bajra Barahi Higher Secondary School was decreased in 2065 B.S. compare with 2062 B.S. So as of Shree Saraswati Higher Secondary School and Shree Chhampi Devi Secondary School. The total number of students of Holy Temple English Secondary School, Tika Bhairab English Secondary School and Valley English Secondary School were increased in 2065B.S. in compare with 2062 B.S. This shows that the students of public schools are emigrating from schools and private schools are succeeded in improving the total no. of students year by year.

Table No.4.2
TOTAL NO. OF STAFFS OF SELECTED SCHOOLS BASED ON 2065

Schools	S.B.B.H.S.S.	S.S.H.S.S.	S.C.D.S.S	H.T.E.S.S.	T.B.E.S.S.	V.E.S.S.
Teachers	22	24	19	20	19	20
Peons	3	2	2	2	2	2
Total	25	26	21	22	21	22

(Source: School Administration)

## TOTAL NO. OF STAFFS OF SELECTED SCHOOL BASED ON 2065
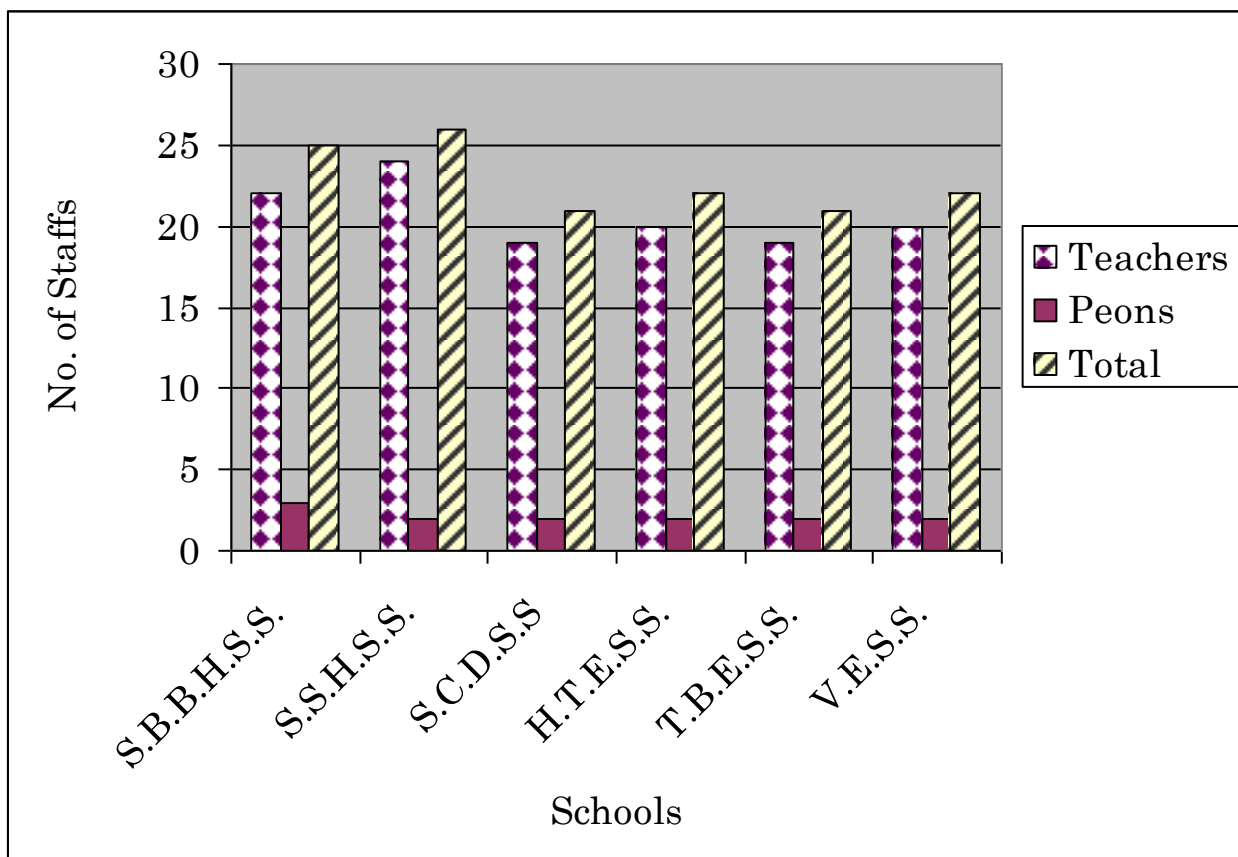
The above table and graph shows the total number of staffs in selected schools based on 2065 B.S. Shree Saraswati Higher Secondary School has highest staffs no. in selected schools and Tika Bhairab English Secondary School has the smallest number of staffs. Total number of staffs is comprised of teachers and staffs. This is mentioned above.

Table No. 4.3.
TOTAL NO. OF TRAINED TEACHERS IN SELECTED SCHOOLS

Schools	S.B.B.H.S.S.	S.S.H.S.S.	S.C.D.S.S.	H.T.E.S.S.	T.B.E.S.S.	V.E.S.S.
Teachers	21	23	16	3	2	5

(Source: School Administration)

**TOTAL NO. OF TRAINED TEACHERS IN SELECTED SCHOOLS**
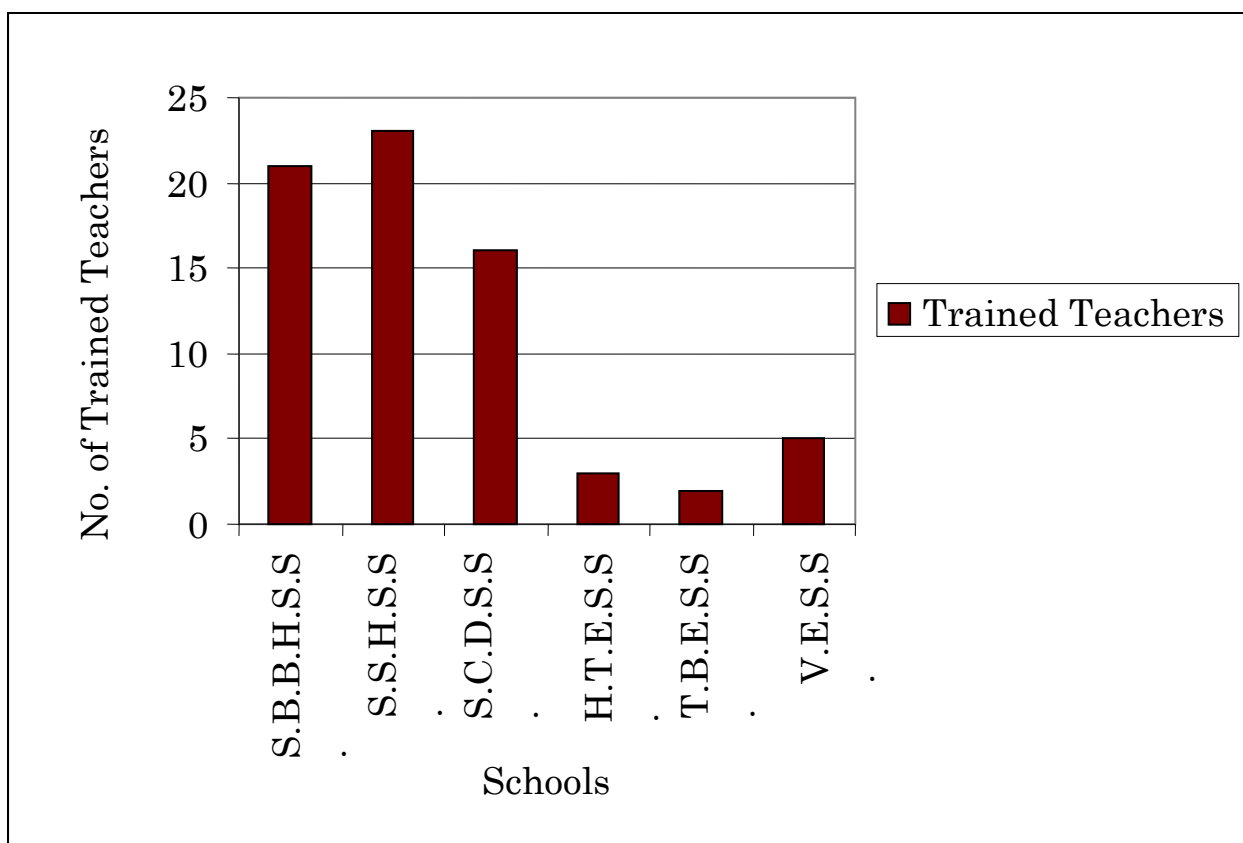
The above table and graph shows that the total number of trained staffs in every selected school. Training makes every person skillful and training makes HR to handle work smoothly. Teaching is a critical job teachers must understand the psychology of every students. For this training is essential. Teachers from Education faculty or teachers training of 10 months have accepted as trained teachers because government has approved it.

Table No. 4.4
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF SHREE BAJRA BARAHI HIGHER SECONDARY SCHOOL

Result↓ Year →	2062	2063	2064	2065
Passed	28	27	25	25
Failed	8	18	21	9
Total	36	45	46	34

(Source: School Administration)

Figure No. 4.4
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF SHREE BAJRA BARAHI HIGHER SECONDARY SCHOOL
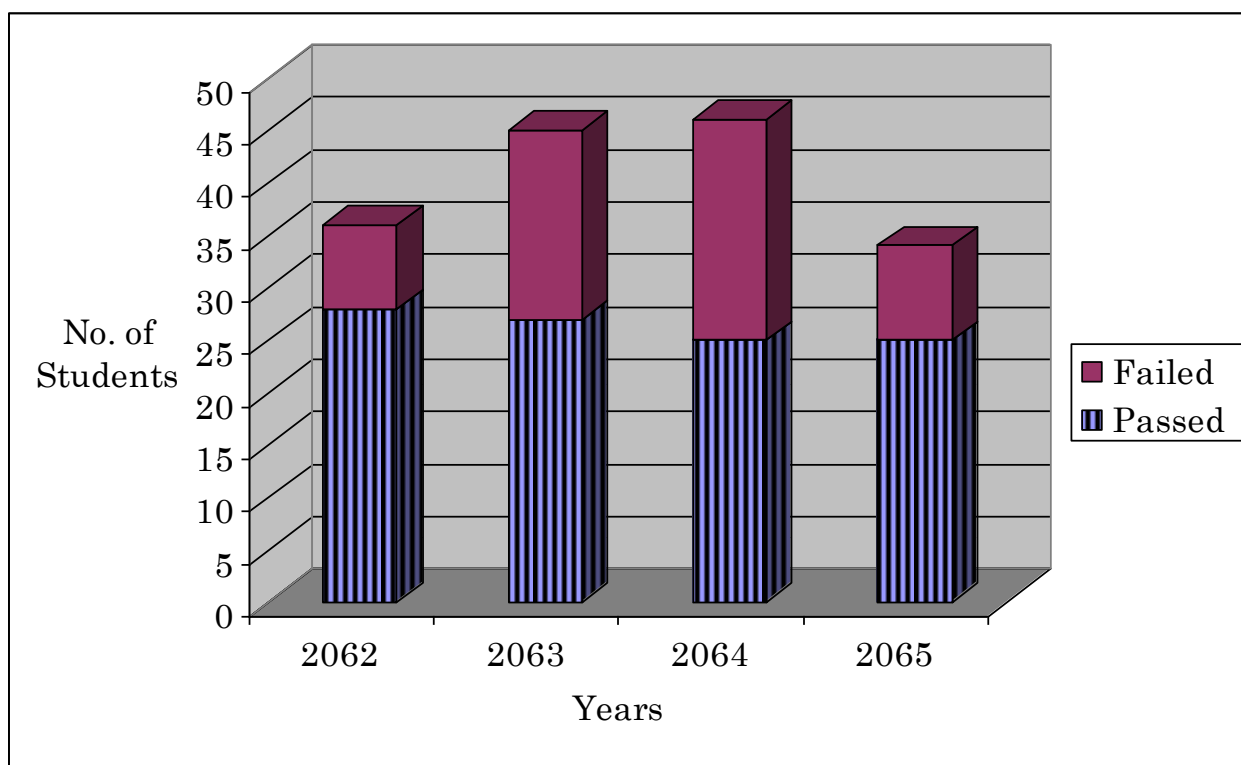
The above table and graph shows that the total number of students appeared in S.L.C. and their results of Shree Bajra Barahi Higher Secondary School from the year 2062 B.S. to 2065 B.S. Twenty eight students were passed out of thirty six students in the year 2062 B.S. Twenty seven students were passed out of forty students in the year 2063 B.S. Twenty five students were passed out of 46 students in the year 2064 B.S. and twenty five students were passed out of thirty four students.
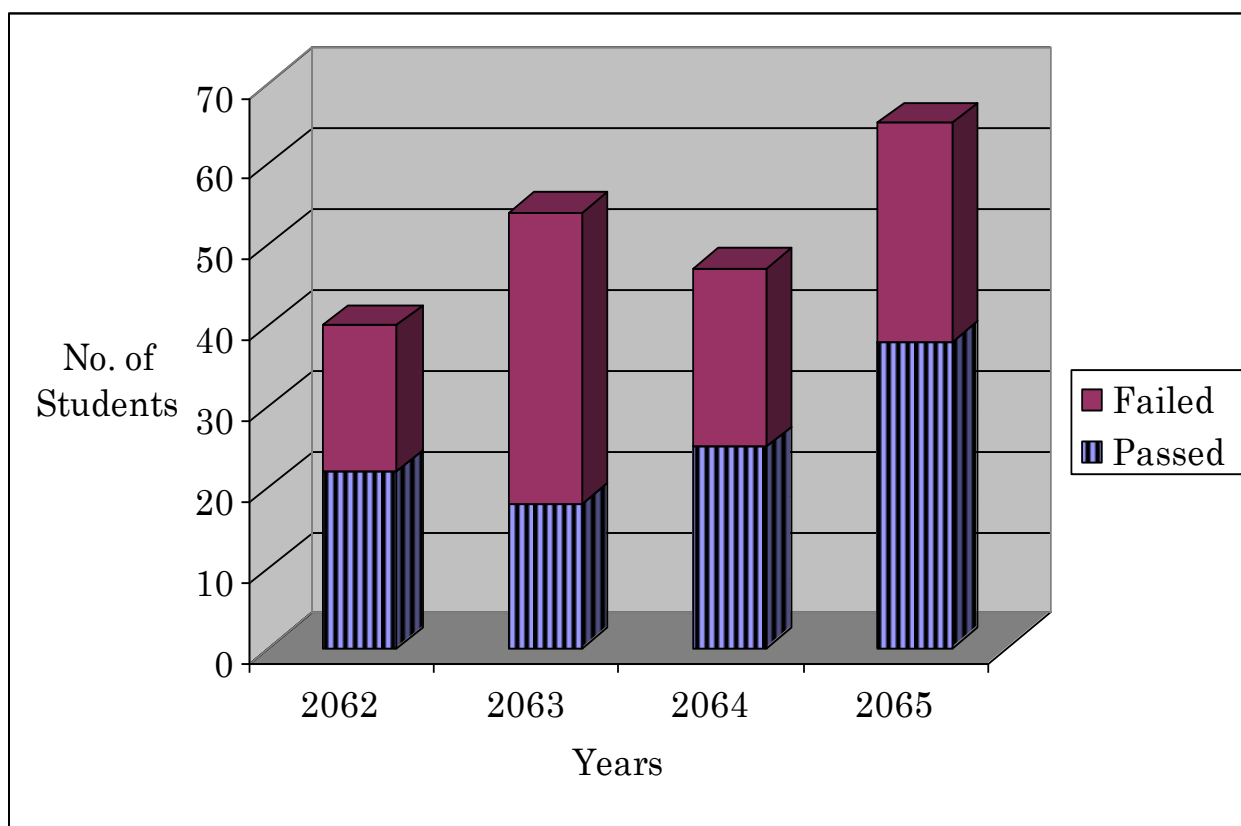
The above table and graph shows that Shree Bajra Barahi Higher Secondary School was not success in maintaining hundred percent results in S.L.C. exam. This focuses the necessity of HRM in school in maintaining the best result. Because other essential helps have been provided by government of Nepal such as salary, funds, educational equipments.

TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF SHREE SARASWATI HIGHER SECONDARY SCHOOL

Result↓Year →	2062	2063	2064	2065
Passed	22	18	25	38
Failed	18	36	22	27
Total	40	54	47	65

(Source: School Administration)

Figure No. 4.5
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF SHREE SARASWATI HIGHER SECONDARY SCHOOL

The above table and graph shows that the total number of students appeared in S.L.C. and their results of Shree Saraswati Higher Secondary School from the year 2062 B.S. to 2065 B.S. Twenty two students were passed out of forty students in the year 2062 B.S. Eighteen students were passed out of fifty four students in the year 2063 B.S. Twenty five students were passed out of forty seven students in the year 2064 B.S. and thirty eight students were passed out of sixty five students in the year 2065 B.S.
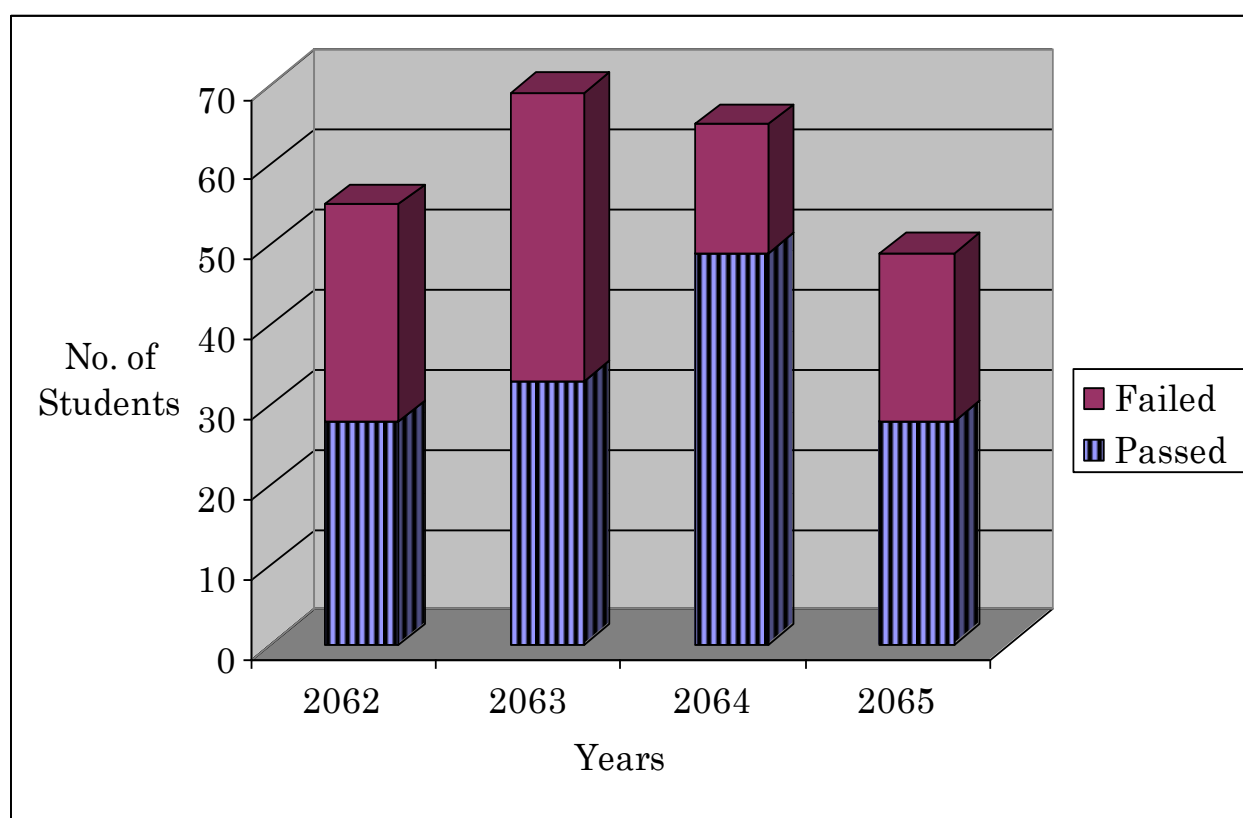
Shree Saraswati Higher Secondary School was not success in maintaining the best result in S.L.C. This focuses the necessity of HRM in maintaining the best result because other helps have been provided by Nepalese government.

Table No. 4.6
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF SHREE CHHAMPI DEVI SECONDARY SCHOOL

Result ↓ Year →	2062	2063	2064	2065
Passed	28	33	49	28
Failed	27	36	16	21
Total	55	69	65	49

(Source: School Administration)

Figure No. 4.6
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF SHREE CHHAMPI DEVI SECONDARY SCHOOL

The above table and graph shows that the total number of students appeared in S.L.C. and their results of Shree Chhampi Devi Secondary School from the year 2062 B.S. to 2065 B.S. Twenty eight students were passed out of fifty five students in the year 2062 B.S. Thirty three students were passed out of sixty nine students in the year 2063 B.S.

Forty nine students were passed out of sixty five students in the year 2064 B.S. Twenty eight students were passed out of 49 students.

Shree Chhampi Devi Secondary School was not success to get hundred percent results. This focuses the necessity of HRM in maintaining the best result because being of public school other helps have been provided by Nepalese government.

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Table No. 4.7
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF HOLY TEMPLE SECONDARY SCHOOL

</div>

Result ↓ Year →	2062	2063	2064	2065
Passed	5	7	16	16
Failed	0	0	0	0
Total	5	7	16	16

(Source: School Administration)

<div align="center">

Figure No. 4.7
TOTAL NO. OF STUDENTS APPEARED & PASSED IN S.L.C. FROM 2062 TO 2065 OF HOLY TEMPLE ENGLISH SECONDARY SCHOOL
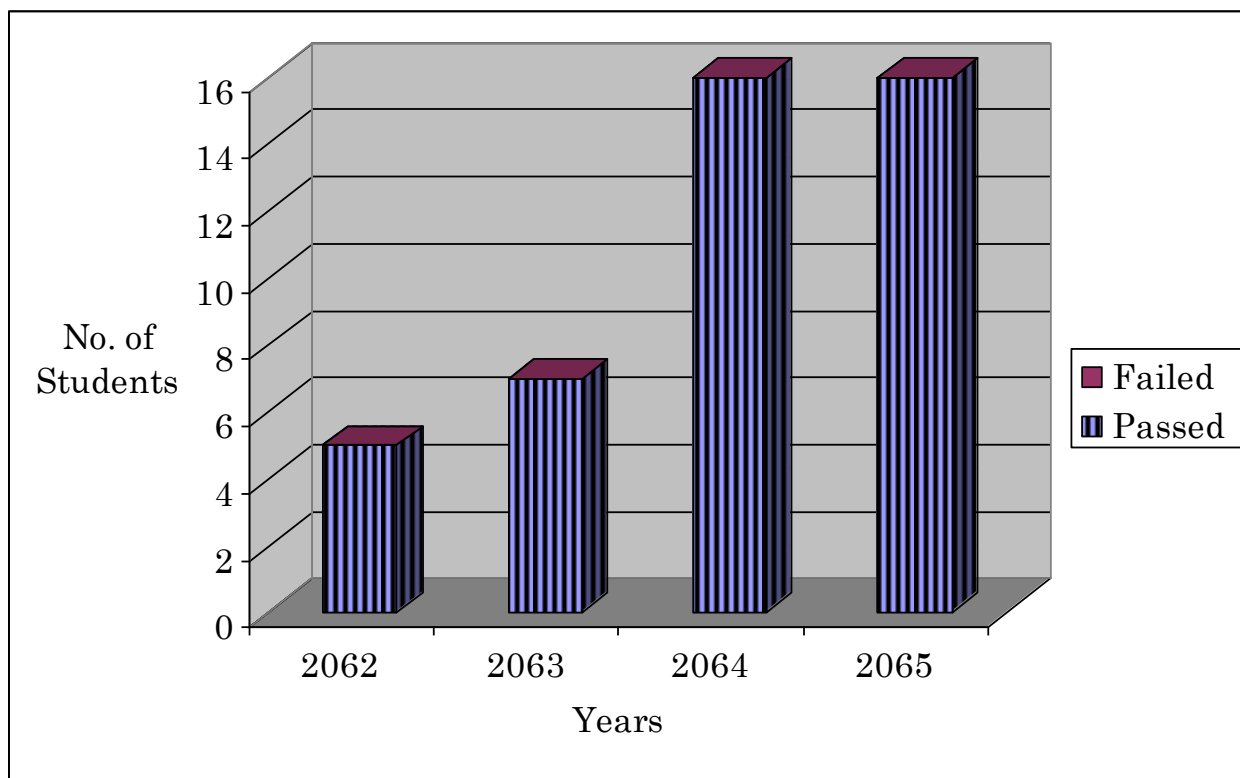
</div>

The above table and graph shows that the total number of students appeared in S.L.C. and their result from the year 2062 B.S. to 2065 B.S. of Holy Temple English Secondary School. Five students were passed out of five students in the year 2062. Seven students were passed out of seven students in the year 2063. Sixteen students were passed out of sixteen

students in the year 2064 B.S. and sixteen students were passed out of sixteen students in the year 2065 B.S.

Holy Temple English Secondary School was success in maintaining 100 percent results and satisfied guardians. The measurement scale of educational quality is S.L.C. because it is accepted by government and all over Nepal. The result of S.L.C. reflected that HRM could devote in maintaining the best result if the organization applies it with true sense.

Table No. 4.8
TOTAL NO. OF STUDENTS APPEARED & PASSED IN S.L.C. FROM 2062 TO 2065 OF TIKA BHAIRAB ENGLISH SECONDARY SCHOOL

Result ↓ Year →	2062	2063	2064	2065
Passed	6	5	8	17
Failed	0	1	0	0
Total	6	6	8	17

(Source: School Administration)

Figure No. 4.8
TOTAL NO. OF STUDENTS APPEARED & PASSED IN S.L.C. FROM 2062 TO 2065 OF TIKA BHAIRAB ENGLISH SECONDARY SCHOOL
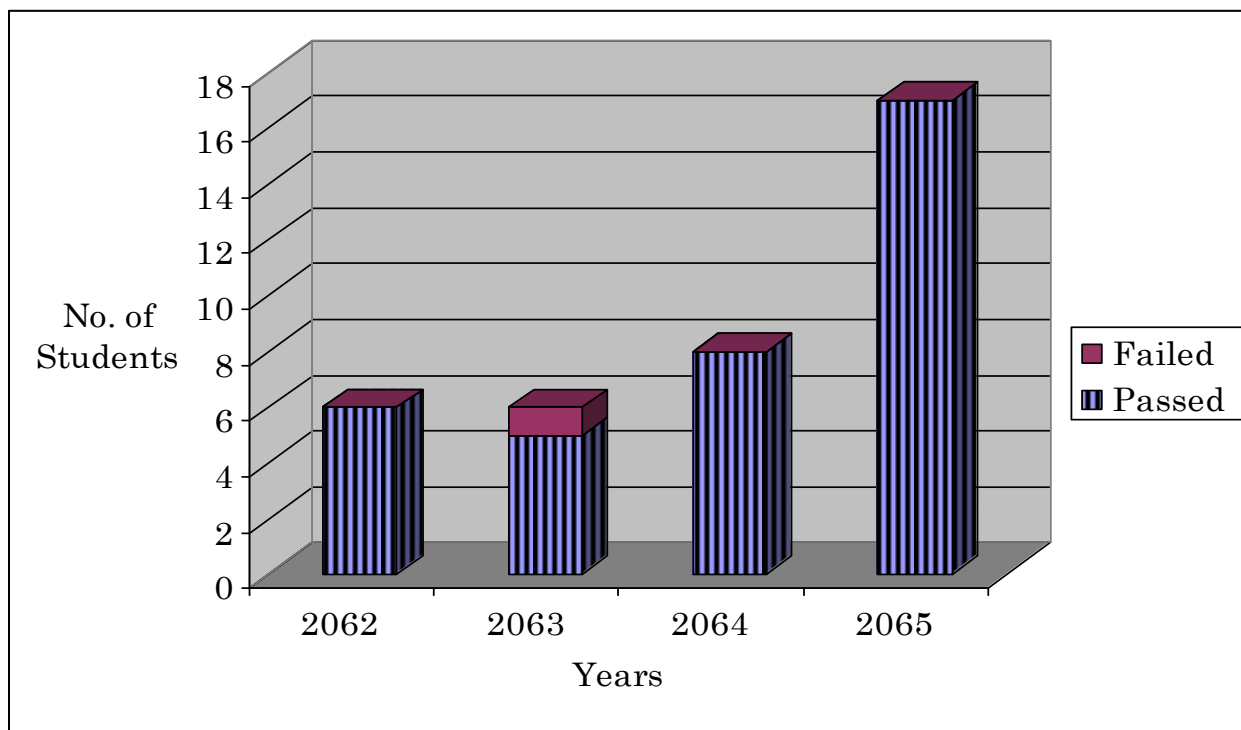
The above table and graph shows that the total number of students appeared in S.L.C. and their results of Tika Bhairab English Secondary School from the year 2062 B.S. to 2065 B.S. Six students were passed out of six students in the year 2062 B.S. Five students were passed out of six students in the year 2063 B.S. Eight students were passed out of eight

students in the year 2064 B.S. Seventeen students were passed out of seventeen students in the year 2065 B.S.

Tika Bhairab English School is also a private school and was success to maintain 100 percent results in the year 2062, 2064 and 2065. But it was unsuccessful in 2063 to maintain 100 percent result. With analyzing the result of 2063 Tika Bhairab English School used HRM in full competency and secured 100 percent result in 2064 and 2065. This proves that HRM is essential to handle the school for the best education quality and for the best result.

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Table No. 4.9
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF VALLEY ENGLISH SECONDARY SCHOOL

</div>

Result ↓ Year →	2062	2063	2064	2065
Passed	15	18	17	32
Failed	0	1	0	0
Total	15	19	17	32

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(Source: School Administration)

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<div align="center">

Figure No. 4.9
TOTAL NO. OF STUDENTS APPEARED AND PASSED IN S.L.C. FROM 2062 TO 2065 OF VALLEY ENGLISH SECONDARY SCHOOL

</div>

<div align="center">

45

</div>

The above table and graph shows that the total number of students appeared in S.L.C. and their results of Valley English Secondary School from the year 2062 B.S. to 2065 B.S. Fifteen students were passed out of Fifteen students in the year 2062 B.S. Eighteen students were passed out of nineteen students in the year 2063 B.S. Seventeen students were passed out of seventeen students in the year 2064 B.S. Thirty two students were passed out of thirty two students in the year 2065 B.S.
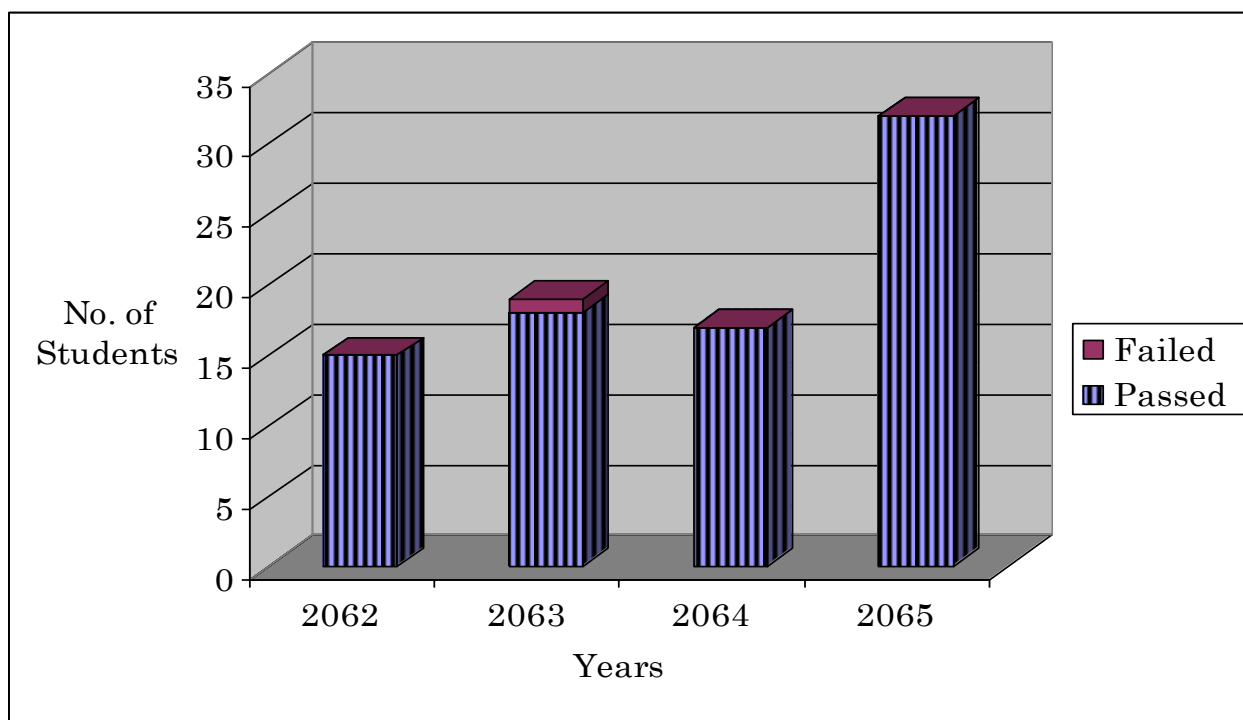
Valley English School is also a private school and was success to maintain 100 percent results in the year 2062, 2064 and 2065. But it was unsuccessful in 2063 to maintain 100 percent result. With analyzing the result of 2063 Valley English School used HRM in full competency and secured 100 percent result in 2064 and 2065. This proves that HRM is essential to handle the school for the best education quality and for the best result because human resources are primary resources and other resources are secondary resources for organizations.

Table No. 4.10
TOTAL PASSED PERCENT OF SAMPLE SCHOOLS FROM YEAR 2062 TO 2065 IN SLC

Schools → Year ↓	S.B.B.H.S.S.	S.S.H.S.S	S.C.D.S.S.	H.T.E.S.S.	T.B.E.S.S.	V.E.S.S.
2062	77.77	55.0	50.91	100	100	100
2063	60	33.33	47.38	100	83.83	94.74
2064	54.35	53.19	75.38	100	100	100
2065	73.53	58.46	57.14	100	100	100

(Source: School Administration)

Figure No. 4.10
TOTAL PASSED PERCENT OF SAMPLE SCHOOLS FROM YEAR 2062 TO 2065 IN SLC
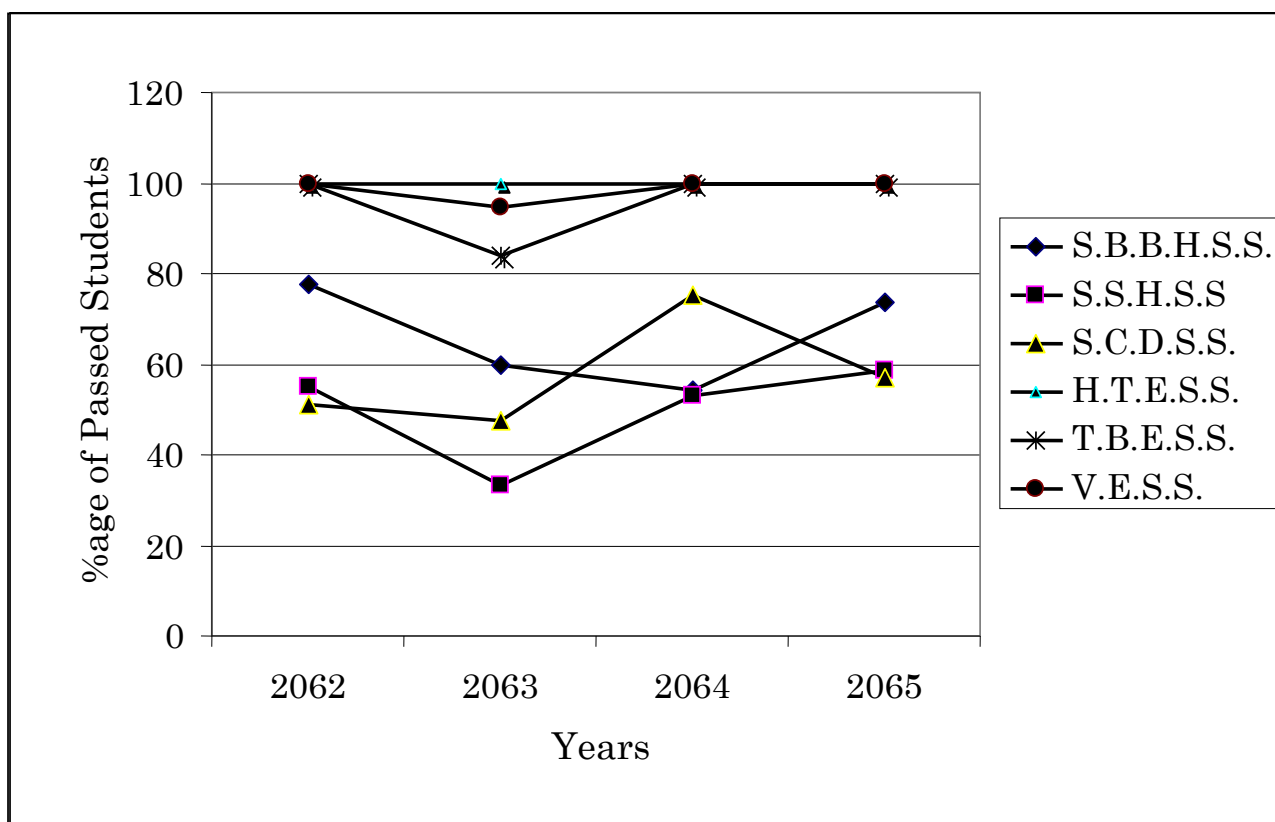
The above table and graph shows that the pass rate of sample schools from year 2062 to 2065. The performance of private schools were higher and better than public schools because private schools passed percent were more than 80 percent and public schools pass rate were lower than 79 percent. This proved the HRM in private schools were result oriented in private schools than public schools.

Table No. 4.11
QUALIFICATION OF THE TEACHERS BASED ON 2065

Schools→ Qualification↓	S.B.B.H. S.S.	S.S.H.S.S .	S.C.D.S.S .	H.T.E.S. S	T.B.E.S. S	V.E.S.S .
S.L.C	5	10	2	2	–	3
+ 2 or Equivalent	5	4	8	10	10	9
Bachelor Degrees	10	7	6	8	9	7
Master Degrees	2	3	3	–	–	1
Total	22	24	19	20	19	20

(Source: School Administration)

Figure NO. 4.11
QUALIFICATION OF THE TEACHERS BASED ON 2065
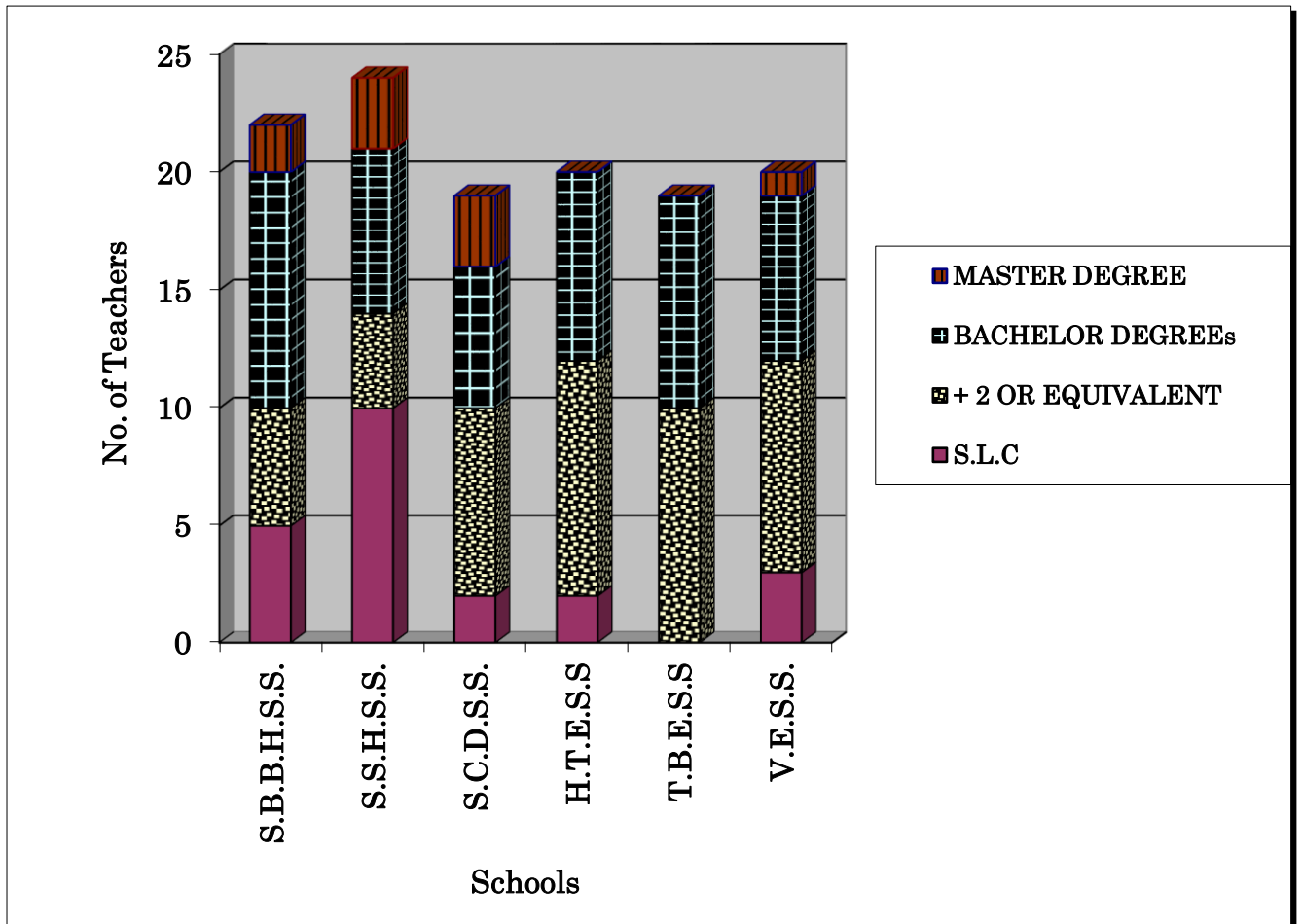
The above table and graph 4.11 deals with the qualification of teachers. Schools are those institutions whose work is knowledge transfer. So the teachers need continuous learning and knowledge updating. They need to transform their experiences into knowledge and transfer to the students with understanding techniques. So qualification of teachers effects in HRM of schools. More teachers of Shree Bajra Barahi Higher Secondary School were Bachelor degree holder and more teachers of Shree Saraswoti Higher Secondary School were S.L.C. pass.

4.2   PRESENTATION AND ANALYSIS OF DATA

This study has three objectives. To achieve the first objective G.C., has calculated and qualitative data have analyzed. T he statistical tools, Karl Pearson Correlation and P.E. errors have calculated for second objective. To obtain the third objective Hypothesis Testing has calculated and analyzed.

4.2.1. Computation of Gini Coefficient

<u>Table No. 4.12</u>
SALARY RANGE OF THE STAFFS OF H.T.E.S.S. AND S.C.D.S.S. BASED ON 2065

S.N	H.T.E.S.S STAFFS	SALARY RANGE	S.C.D.S.S STAFFS
1	13	0-4000	4
2	6	4000-8000	7
3	2	8000-12000	6
4	1	12000-16000	4
Total	22		21

(Source: School Administration)

<u>Table No. 4.13</u>
COMPUTATION OF G.C. FOR H.T.E.S.S

X	C.F. of X	% of C.F. of X	M.D. of salary range(Y)	C.F. of (Y)	%of C.F. (Y)	X_iY_{i+1}	$X_{i+1}Y_i$
13	13	59.09	2000	2000	6.25	-	539.75
6	19	86.36	6000	8000	25	1477.25	2386.25
2	21	95.45	10000	18000	56.25	4857.75	5625
1	22	100	14000	32000	100	9545	-
						$\sum X_iY_{i+1} = 15880$	$\sum X_{i+1}Y_i = 8551$

Where, X = Staffs of Holy Temple English Secondary School
   Y = Mid value of Salary.
    C.F. = Cumulative Frequencies
    M.D. = Mid Value

G.C. = 1/100 ($\sum X_iY_{i+1} - \sum X_{i+1}Y_i$) percent
    = 1/100 (15880 – 8551)percent
    = 73.29 %

The calculated value of G.C. of Holy Temple English Secondary School is 73.29%.

Table No. 4.14
COMPUTATION OF G.C. FOR S.C.D.S.S.

X	C.F. of X	% of C.F. (X)	M.D.of Salary (Y)	C.F. of (Y)	%of C.F. of (Y)	X_iY_{i+1}	$X_{i+1}Y_i$
4	4	19.05	2000	2000	6.25	-	327.38
7	11	52.38	6000	8000	25	476.25	2023.75
6	17	80.95	10000	18000	56.25	2946.38	5625
4	21	100	14000	32000	100	8095	-
						$\sum X_iY_{i+1}=$ 11517.63	$\sum X_{i+1}Y_i =$ 7976.13

Where, X = Staffs of Shree Chhampi Devi Secondary School
Y = Mid value of salary
M.D. = Mid Value
C.F. = Cumulative Frequencies.

$$G.C. = 1/100 \left(\sum X_iy_{i+1} - \sum X_{i+1}Y_i \right) \text{ percent}$$
$$= 1/100 (11517.63 - 7976.13) \text{ percent}$$
$$= 35.42\%$$

Table No. 4.15
G.C. OF H.T.E.S.S. AND S.C.D.S.S.

Schools	H.T.E.S.S	S.C.D.S.S.
G.C.	73.29%	35.42%

The computed G.C. of public school (Shree Chhampi Devi Secondary School) is more than two times smaller than private school (Holy Temple English Secondary School). Therefore the income inequality in Holy Temple English Secondary School was higher in great figure than in Shree Chhampi Devi Secondary School.

Income equalities is the most important tools of HRM which motivate human resources to dedicate in result oriented work. In all public schools, the salary was same for the same post but differed in very figure because of promotion or longer time of being permanent. And in all private schools salary was differed in very small scale. So, above calculated G.C. told that there were higher income inequalities in private schools than in public schools.

4.2.2. Computation of Karl Pearson's Coefficient of Correlation

Karl Pearson's Coefficient of helps a researcher to find out the relation between two variables. So to measure the relation of different variables to fulfill the first two objectives are as follows.

4.2.2.1. Calculation of correlation coefficient to confirm either the higher number of teachers ensure the higher number of students or not.

Table No. 4.16
COMPUTATION OF CORRELATION COEFFICIENT (a)

Schools	X	Y	$u = (x - \bar{x})$	u²	$v = (y - \bar{y})$	v²	Uv
T.B.E.S.S.	19	387	−1.66	2.76	−33.83	1144.47	56.16
S.C.D.S.S.	19	437	−1.66	2.76	16.17	261.47	−26.84
H.T.E.S.S.	20	416	−0.66	0.435	−4.83	23.33	3.19
V.E.S.S.	20	338	−0.66	0.435	−82.83	6860.81	54.67
S.B.B.H.S.S	22	317	1.34	1.80	−103.83	10780.67	−139.13
S.S.H.S.S.	24	630	3.3	10.89	209.17	43752.09	690.26
n = 6	∑X = 124	∑Y = 2525	∑u = 0	∑u²=19.08	∑v = 0	∑v²=62825.84	∑uv= 638.31
	$\bar{x}=$ ∑X/n	$\bar{y} =$ ∑Y/n					
$\bar{x}$ = 124/6 = 20.66	$\bar{y}$= 2525/6 =420.83						

Where,

      X = Total number of teachers
      Y = Total number of students in the year 2065

Now, r =$\sum$ uv/$\sqrt{\sum}$u² $\sqrt{\sum}$v²
    or, r = 638. 31/$\sqrt{}$19.08$\sqrt{}$62825.84
    or, r = 638.31/4.37*250.65
    or, r = 638.31/1095.34
    or, r = +0.59

From table no. 4.16 the calculated value of r is +0.59 which is less than 0.75 therefore the correlation between higher no. of teachers and higher no. of students is high but not significant. So, no school could expect higher no. of students in the basis of only higher no. of teachers. The schools should use HRM to provide educational quality rather than in increment of teachers. Because, from the collected data of schools, the calculated r is + 0.59.

4.2.2.2. Computation of correlation coefficient (b)

The passed percent of public schools were lower than private schools in 2065 also. But the total no. of students in class ten in same class were higher in public schools than private schools. So to find out relation

between the higher no. of students in same class and effects in performance the computation of correlation is as follows on the basis of data provided by sample schools of 2065.

Table NO. 4.17
COMPUTATION OF CORRELATION COEFFICIENT (b) BASED ON 2065

Schools	X	Y (%)	$u = (x - \bar{x})$	u^2	$v = (y - \bar{y})$	v^2	Uv
H.T.E.S.S.	16	100	−19.5	380.25	18.48	341.51	−360.36
T.B.E.S.S.	17	100	−18.5	342.25	18.48	341.51	−341.88
V.E.S.S.	32	100	−3.5	12.25	18.48	341.51	−64.68
S.B.B.H.S.S.	34	73.53	−1.5	2.25	−7.99	63.84	11.99
S.C.D.S.S.	49	57.14	13.5	182.25	−24.38	594.38	−329.13
S.S.H.S.S.	65	58.46	29.5	870.25	−23.06	531.76	−680.27
n = 6	∑X= 213	∑Y = 489.13	∑u = 0	∑u² = 1789.50	∑v = 0	∑v² = 2214.51	∑uv = −1764.33
$\bar{x}$ = ∑X/n=213/6 = 35.5	$\bar{y}$= ∑Y/n=489.13/6 = 81.52						

Where,
    X = Total no. of students in Class ten in 2065 in same class.
    Y = Total passed percent in S.L.C.
Now, 'r' = ∑uv/√∑u² √∑ v²
    or, r = −1764.33/ √1789.50 √2214.51
    or, r = −1764.33/42.30*47.05
    or r = −1764.33/1990.22
    or, r = −0.89

The most valuable management of schools is class room management. Without classroom management number schools can hope for better results in exams. So, as the above calculated r is negative with very high figure – 0.89 means r is negatively significant. This proved that the cause of poor results of public schools were lack of class room management. So to get more pass percent in every exam class room management is compulsory according to the limited time for one period. Because of the limited time one teacher could not give equal emphasis to all the students in one period. So, Class room management is important but the public schools were not seemed to be aware of this to provide educational quality because class room management is also a important part of managing human resources through HRM.

4.2.2.3. Computation of correlation coefficient (c)

The first purpose of this study is to analyze the implementation trend of HRM in public and private schools. Training is the valuable tools of HRM. Training makes human resources full of skill and ability to perform better with knowledge of technique to finish the work. Most the teachers are trained in pub schools but performance is poor. So to fulfill the first objective of this study the correlation coefficient between trained teachers and performance in S.L.C. is mention below.

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Table No. 4.18

COMPUTATION OF CORRELATI0N COEFFICIENT(c) BASED ON 2065
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Schools	X	Y	$u = (x - \bar{x})$	u^2	$v = (y - \bar{y})$	v^2	Uv
T.B.E.S.S.	2	100	−9.65	93.12	18.48	341.51	−178.33
H.T.E.S.S.	3	100	−8.67	75.17	18.48	341.51	−160.22
V.E.S.S.	5	100	−6.67	44.49	18.48	341.51	−123.26
S.C.D.S.S.	16	57.14	4.33	18.75	−7.99	63.84	−34.60
S.B.B.H.S.S.	21	73.53	9.33	87.05	−24.38	594.38	−227.47
S.S.H.S.S.	23	58.46	11.33	128.37	−23.06	531.76	−261.27
n = 6	$\sum X$= 70	$\sum Y$ = 489.13	$\sum u$ = 0	$\sum u^2$ = 446.95	$\sum v = 0$	$\sum v^2$ = 22314.51	$\sum uv$ = −985.15
$\bar{x}$= $\sum X/n$ = 70/6 11.67		$\bar{y}$= $\sum Y/n$ = 489.13/6 = 81.52					

Where, X = Number of trained teachers
      Y = Total pass percent in S.L.C. in the year 2065.

    Now r = $\sum uv / \sqrt{\sum u^2} \sqrt{\sum v^2}$
      or, r = $-985.15/\sqrt{446.95}\sqrt{22314.51}$
      or, r = −985.15/21.14*47.05
      or r = −985.15/994.64
      or, r = −0.99

From the above data the computed r is negatively correlated with highly significant. So, total no. of the trained teachers and performance in their students' performance in S.L.C. is related reverse. So, only training could not work with out proper used of its skill. All the selected public schools have higher rate of trained teachers but low performance in S.L.C. So, HRM in public schools seemed to be poor than in private schools.

4.2.3. Probable Error

With out calculation of probable error, r cannot be concluded either significant or not so the calculation for correlation (a), (b) and (c) is as follows.

$$PE = 0.6745\frac{1 - r^2}{\sqrt{n}}$$

Table No. 4.19
COMPUTATION OF PROBABLE ERROR

Serial No.	R	P.E.	6* P.E.	C. with r	Conclusion
A	+ 0.59	0.19	1.14	R<6*P.E.	No. thing can be concluded
B	−0.89	0.06	0.36	/r/ > 6*P.E.	Negatively Significant
C	−0.99	0.01	0.06	/r/ > 6* P.E.	Negatively significant.

Where, r = Correlated calculated in above.
C = Comparison of correlation with 6*P.E.
* = Multiply

In above table no. 4.19 for a r is less than 6*. P.E. So nothing could be concluded for r. In serial no. b and c the calculated r is significantly negative and the relation between two variables taken in calculating r could conclude reversely correlated.

4.2.4. Hypothesis Testing or Computation of One Way ANOVA Table

In Lalitpur district there is 935 total numbers of schools. They provide education to serve district. To examine their educational quality hypothesis testing is essential and hypothesis testing is given below to fulfill the third objective and the process is as mentioned in chapter three. For this result of the year 2062 to 2065 has taken and changed into percent.

4.2.4.1 Variance test of educational quality provided by difference schools in Lalitpur district

Table No. 4.20
SAMPLE DATA OF SLC PASS PERCENT FROM 2062 TO 2065 FOR COMPUTING ONE WAY ANOVA TABLE

Schools Year ↓	H.T.E. S.S.	T.B.E.S. S.	V.E.S.S.	S.C.D.S. S.	S.S.H.S. S.	S.B.B. H.S.S.	
2062	100	100	100	50.91	55.0	77.77	
2063	100	83.33	94.74	47.83	33.33	60	
2064	100	100	100	75.38	53.19	54.35	
2065	100	100	100	57.14	58.46	73.53	
Total	400	383.33	394.74	231.26	199.98	265.65	1874.96

(Source: School Administration)

1. Setting of Hypothesis

Null Hypothesis: There is not difference between educational qualities provided by difference schools.

Alternative Hypothesis: There is difference between educational qualities provided by different schools.

2. Level of significance; $\alpha = 0.05$

3. Critical Region: From f table, we have $f\alpha$ (k-1,n-k) $= f_{0.05}$ (6-1,24-6) = $f_{0.05}(5,18) = 2.77$

4. Computation:
$$SST = \sum_{i=1}^{k} \sum_{j=1}^{n_i} X^2 ij - T^2/N$$

SST = $(100)^2 + (100)^2 + (100)^2 + (100)^2 + (100)^2 + (83.33)^2 + (100)^2 + (100)^2 + (100)^2 + (94.74)^2 + (100)^2 + (100)^2 + (50.91)^2 + (47.83)^2 + (75.83)^2 + (57.14)^2 + (55)^2 + (33.33)^2 + (53.19)^2 + (58.46)^2 + (77.77)^2 + (60)^2 + (54.35)^2 + (73.53)^2 - (1874.96)^2/24$

SST = 10000 + 10000 + 10000 + 10000 + 10000 + 6943.89 + 10000 + 10000 + 10000 + 8975.67 + 10000 + 10000 + 2591.83 + 2287.71 + 5682.14 + 3264.98 + 3025 + 1110.89 + 2829.18 + 3417.57 + 6048.17 + 3600 + 2953.92 + 5406.67 − 146478.13
SST = 158137.14 − 146478.13
SST = 11659.01

$$SSC = \frac{\sum_{i=1}^{k} T^2_i}{n} - \frac{T^2}{N}$$

$= \frac{(400)^2}{4} + \frac{(383.33)^2}{4} + \frac{(394.74)^2}{4} + \frac{(231.26)^2}{4} + \frac{(199.98)^2}{4} + \frac{(265.75)^2}{4} - \frac{(1874.96)^2}{24}$

= 40000 + 36735.47 + 38954.91 + 13370.30 + 9998.00 + 17655.77 − 146478.12

= 156714.45 − 146478.12

= 10236.33

SSE = SST − SSC
     = 11659.01 - 10236.33
     = 1422.68

5. Completion of One Way ANOVA Table

COMPLETION OF ONE WAY ANOVA TABLE

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Column Means	10236.33	5	2047.27	S^2_1/S^2_2 = 25.90
Errors	1422.68	18	79.04	
Total	11659.01	23		

Computation of $f = S^2_1/S^2_2$

$\qquad\qquad = 2047.27/ 79.04$

$\qquad\qquad = 25.90$

Decision: The calculated value 25.90 is greater than tabulated value 2.77.So H_0 is rejected and H_1 is accepted. Or educational quality is difference in different schools. Therefore, this is great threats for Lalitpur district and for schools to implement HRM to ensure same educational quality from all schools (public and private schools).

4.2.4.2 Variance test of educational quality provided by private schools in Lalitpur district

Private schools claimed that every private school are better than other private schools and difference in educational quality provided by every private schools because of using HR in correct way with efficient.. To test this hypothesis testing is essential either their claim is wrong or right. Therefore Hypothesis test is as follows as described in Chapter 3.

Table No. 4.22
SAMPLE DATA OF PASS PERCENT IN SLC FOR HYPOTHESIS TEST

Schools → Years ↓	H.T.E.S.S	T.B.E.S.S.	V.E.S.S.	
2062	100	100	100	
2063	100	83.33	95.0	
2064	100	100	100	
2065	100	100	100	
Total	400	383.33	395	1178.33

(Source: School Administration)

1. Setting of Hypothesis

   Null Hypothesis: H_0: $u_1 = u_2 = u_k$ or there is not difference in performance of private schools.

Alternative Hypothesis H_1: There is difference between the performances of private schools with other.

2. Level of significance : $\alpha = 0.05$

3. Critical region; from f table, we have f:α (k-1, n-k) = $f_{0.05}$ (3-1, 12-3) = (2,9)= 4.26

4. Computation of SST, SSC and SSE using the formulae mentioned above.

$$SST = (100)^2 + (100)^2 + (100)^2 + (100)^2 + (100)^2 + (83.33)^2 + (100)^2 + (100)^2 + (100)^2 + (95)^2 + (100)^2 + (100)^2 - (1178)^2/12$$

or, SST = 10000 + 10000 + 10000 + 10000 + 10000 + 6943.89 + 10000 + 10000 + 10000 + 9025 + 10000 + 10000 − 115705

or, SST = 115968.89 − 115705

SST = 263.89

$$SSC = \frac{(400)^2}{4} + \frac{(383.33)^2}{4} + \frac{(395)^2}{4} - \frac{(1178.33)^2}{12}$$

Or, SSC = 40000 + 36735.48 + 39006.25 − 115705

Or, SSC = 115741.73 − 115705

Or, SSC = 36.73

SSE = SST − SSC

Or, SSE = 263.89 − 36.73 = 227.18

Table No. 4.23
COMPLETION OF ONE WAY ANOVA TABLE

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	
Column Means	36.75	2	18.375	S^2_1/S^2_2 = 0.73	S^2_1 = 18.375
Errors	227.18	9	25.24		S^2_2 =25.24
Total	263.89	11			

Decision: The calculated of f (0.73) is less than tabulated vale (4.46) in 0.05 confidence level. So H_0 is accepted H_1 is rejected. Therefore the

claim of private schools is wrong there is not difference in performance of private schools with one another.

Hypothesis testing for the claim of public schools

Sample public schools of Lalitpur district claimed that their educational quality differs with other public schools. For this claim to test either their claim is wrong or right variance test is essential. So variance test is as follows and the process is as mentioned in chapter 3.

Table No. 4.24
SAMPLE DATA OF SLC PASS PERCENT FOR HYPOTHESIS TEST

Schools	S.B.B.H.S.S.	S.C.D.S.S.	S.S.H.S.S.	
2062	77.77	50.91	55.0	
2063	60.0	47.83	33.33	
2064	54.35	75.38	53.19	
2065	73.53	57.14	58.46	
Total	265.65	231.26	199.98	696.89

(Source: School Administration)

1. Setting of Hypothesis :
   Null Hypothesis: $H_0 = u_1 = u_2 = u_k$, or there is not difference in performance of all selected public schools.

   Alternative Hypothesis H_1: There is difference in performance of selected public schools.

2. Level of significance: $\alpha = 0.05$

3. Critical region; from f table, we have $f:\alpha$ (k-1, N-k) = $f_{0.05}$ (3-1, 12-3) = $f_{0.05}$ (2,9)= 4.26

4. Computation of SST, SSC and SSE using the formulae mentioned above.

$SST = (77.77)^2 + (60)^2 + (54.35)^2 + (73.53)^2 + (50.9)^2 + (47.83)^2 + (75.38)^2 + (57.14)^2 + (55)^2 + (33.33)^2 + (53.19)^2 + (58.46)^2 - \dfrac{(696.89)^2}{12}$

Or, SST = 6048.17 + 3600 + 2953.92 + 5406.67 + 2590.81 + 2287.71 + 5682.14 + 3264.98 + 3025 + 1110.89 + 2829.18 + 3417.57 − 40471.31

Or, SST = 42217.04 − 40466.67

Or, SST = 1750.37

$$SSC = \frac{(265.65)^2}{4} + \frac{(231.26)^2}{4} + \frac{(199.98)^2}{4} - \frac{(696.89)^2}{12}$$

Or, SSC = 17642.48 + 13370.30 + 9998 – 40466.67

Or, SSC = 41010.78 – 40466.67

Or, SSC = 544.11

SSE = SST – SSC

Or, SSE = 1750.37 – 544.11

Or, SSE = 1206.26

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Table No. 4.25
COMPLETION OF ONE WAY ANOVA TABLE

</div>

Source of Variation	Sum of Squares	Degrees of freedom	Mean Square	F	
Column Means	544.11	2	272.06	$S^2_1/S^2_2 =$ 2.03	$S^2_1 =$ 544.11/2 = 272.06
Error	1206.26	9	134.03		S^2_2 =1206.26/9 = 134.03
Total	1750.37	11			

Decision: calculated value of f (2.03) is less than tabulated value (4.26) at 0.05 confident levels. So null hypothesis is accepted and alternative hypothesis is rejected. Or there is not difference in performance of public schools of Lalitpur district with one another.

4.3 QUALITATIVE ANALYSIS OF DATA TO FULFILL THE OBJECTIVES

The first objective of this study is to analyze HRM trend of public and private schools of Lalitpur district. To fulfill this objective interview and questionnaire were used as techniques and interview was taken with principal and administrator of the six selected schools. Based on the information provided by them are analyzed qualitatively. During the interview the Principals and administrator were asked about HRM trend in their schools and performance in S.L.C. But there were not human

resource department and HR manager. Principal handled all the sectors with the cooperation of staffs and through office room.

4.3.1 Public Schools

HRM implementation trend and barriers in implementation were same in the public schools which are listed below.

a) Government rules

Public schools are funded and controlled by government. For this MoE, DoE and other educational sectors are established by government. All the public schools have to follow government rules.

b) Recruitment

Most of the staffs of to public schools are permanent and few of they are temporary. Permanent teachers leave the job when the get retirement or self acceptance for leaving job. The government has no rule to change the temporary job holder into permanent or make them resign from the job. Transfer from one public school to another public school is also available as a facility for permanent teachers. So, very rarely the schools have vacancy.

For recruiting the fresh staffs it depends upon school management committee decision. So the schools have very low right to recruit the staffs, which is the greatest threats for public schools. Public schools can recruit the fresher as teachers only to the teaching license holder, accepted by school management committee and schools and recruitment always affected from political, social and personnel relation.

The public schools of Lalitpur schools are working under this rule for recruiting the staffs.

c) Transfer and Permanent

Transfer and promotion of public schools teachers depend upon the kind of job. These facilities are only provided for permanent job holder. For transforming opportunities the teachers application for transfer must be accepted by school, school's school management committee and must be accepted him by another school where he wants to go.

Promotion depends upon the rule of government and performance of permanent job holder teachers for internal promotion or permanent teachers should attempt in exam for free promotion.

The selected school also follows these rules for teachers transfer and promotion being of public schools of Lalitpur district. Transfer always effected from various factors such as political, personnel relationship and personnel understanding.

d) Human Resource Development System

Schools are knowledge based organizations so human resource development system is essential for schools government has planned for providing all untrained teachers on the job training and improve in educational quality with in 2009. So all the sample schools have most of the trained teachers and untrained teachers are on the job training. Schools organize training under the guidance and cooperation with DoE Lalitpur and with the support of RC person but for only short period in RC schools. The schools provide study facilities for teachers.

e) Utilization of Human Resources

Schools are the institutions that use HR to produce educated, skilled and qualified HR. So schools are related with HR in all sense. If other institutions produce damage product, it harm in some sectors and for some times only. But if schools produce wrongly educated and guided students then they harm nations for ever. So that correct utilization of the human resources is the main task of schools.

Public schools are controlled by government act. It helps in every sector also. But sometime the helps and act of government create barriers in implementation of HRM.

The sample schools are also facing the problem of lack of proper no. of teachers and specialist in sports, music and for other creational subject such as dance, art etc. So, they suppose they are hardly succeeding to provide their students these skills from expertise. In other subject their teachers are qualified and trained.

f) Facilities

Public schools teachers get facilities from government. Government provides salary, promotion, transfer, gratuity for teachers in the basis for working period for permanent teachers. But for temporary teachers, government provides only salary although they have been worked for more 15 years. Therefore facilities for permanent and temporary teachers are difference for permanent, promoted and temporary teachers.

All the schools selected schools are affected from these policies and accepted the rules of government.

The mentioned key points of HRM and their barriers are same in all selected schools because of similarities in types as public schools.

But some key points of HRM for operating yearly and daily schools activities are as follows schools.

KEY POINTS OF HRM OF SELECTED PUBLIC SCHOOLS

SCHOOLS	S.B.B.H.S.S.	S.C.D.S.S.	S.S.H.S.S.
a)	Daily routine for staffs	Daily routine for staffs	Daily routine for staffs
b)	Staff meeting in one month	Staff meeting in two month	Staff meeting in one and half month
c)	Team work	Team work	Team work
d)	Motivation and counseling	Motivation and counseling	Motivation and counseling
e)	Scholars for students	Scholars for students	Scholar for students
f)	Terminal and Final exam	Terminal and Final exam	Terminal and Final exam
g)	Leisure period for teachers	Leisure period for teachers	Leisure period for teachers

(Source: School Administration)

4.3.2 Private Schools

Private schools are those schools which establish with the objectives of profit earnings through providing social service for community. As similar to public schools private schools are also related with production of educated, qualified and skilled human resources with the help of human resources. Therefore HRM is essential in private schools for producing quality education. Through questionnaire and interview the data were collected and analyzed as follows.

Similarities key points of HRM in private schools

a) They recruit their staffs according to the necessity of schools and without any pressure of any external environment.

b) Promotion, Permanent and Transfer facilities could not provided by schools.

c) The schools could not provide the salary equal to public schools in same level.

d) They manage the teachers to be result oriented.

e) All the private schools start at 8:00 a.m and close at. 5 p.m. for class ten and 10 a.m. to 4 p.m. for Nursery to class ten.

f) Teachers must take the period of absent teachers who have leisure period in the same time.

g) Team work and result oriented performance is must necessary.

h) Schools rules must followed by all stakeholders.
 - -Schools dress
 - Punctuality
 - Accountability
 - Responsibility
 - Polite with parents

i) They take mid term, terminal exam and final exam.

j) The students have divided into house and teachers also for work division.

4.4 MAJOR FINDINGS OF THE STUDY

In this research in a comparative study on HRM of public and private schools (three public and three private) were analyzed. In an analyzed tabulation of raw data, graphical presentation, G.C., Correlation and Hypothesis test were used for quantitative analysis. In, addition, to qualitative analysis based on questionnaire and interviews.

In comparison to private schools public schools were less in income inequalities. The G.C. of public schools is 35.42 percent and 73.29 percent of private schools. Greater the percent shows greater income inequalities. So the income in equalities in private schools was more than 2 percent comparative with public schools.

Only high relation between higher number of teachers and higher number students but not significant has been great threat for public schools because government policy for providing teachers is based on ratio of students. Private schools had increasing number of students but public schools had decreasing number of students.

The correlation between number of trained teachers and their student performance in S.L.C. was highly negative. It proved that training could not work itself, it should implement by the trained teachers in class room and it shows the lack of management for human resources to be result oriented. All the public schools have these problems because most of their teachers were trained.

The correlation between higher number of students in one class and passed percentage was also negative. HRM tools differ from one institution to another institution according to their working sector. Class room management is one of the parts of HRM for schools because without class room and students no schools can exist. But class room must be managed according to time of one period. Because within very limited time (40–45 minutes) no teacher can give equal emphasis to students if they are

more in same class. For this public school viewed poor in class room management as there were more than 45 students in one class.

All the public and private schools claimed that they have provided same educational quality. But hypothesis testing proved them wrong. Their educational quality was different with each other.

The qualitative analysis of the data shows the HRM trend and barriers of the public and private schools. They did not have different HR sectors and human resources manager. Teaching materials were not compulsory for class room teachings. Principal handled all sector and played role of human resources manager with the cooperation of all staffs. Public schools are guided and controlled by the government but private Schools are free in various points. Public schools have been suffering from various pressures such as rule of the government, political interferences, social pressure, opinions of community and lower performance with compare to private schools. But private schools are free from such hindrances but they have been facing political pressure as well as qualities requirement from the guardians.

According to the interview it is found that public schools could improve educational quality through using its valuable qualified and trained teachers with implementation of correct tools of HRM. Such as motivation, counselling, refreshment training and through making them responsible for own work and performance of students in own subject. And private could provide their teachers many facilities such as appointment letter for job, permanency, transfer, promotion, job security and personal development through making policies for the teachers applicable in all private schools.

CHAPTER 5

SUMMARY, CONCLUSION & RECOMMENDATION

5.1. SUMMARY

Nepal is referred to a developing country. But Nepal's name was published as the most corrupted country in 2009, having 143 position compared to 121 in the year 2008 (The Kathmandu Post, dated February 14, 2010). Nepal was also in poor condition in physical, social and economic development according to the report of World Economic forum.

Development and improvement depend upon education; economic condition of the country, stability of political condition and stable government and all of these points are depends upon the schooling of the citizen. The numbers of schools are increasing but the educational quality has been declining unexpectedly. This threat is the greatest problem to the nation but to survive and to earn profit, private schools are maintaining different educational quality in their schools which attracts parents and this issue challenged public schools. And public schools are facing challenges because of decreasing number of students.

Therefore schools are the basis of developed and underdeveloped nation. Not a single country can survive without providing quality education. But it is the great responsibility of the government to ensure the equal level of education to the citizens enrolled in the schools. And to maintain same quality education in the public and private schools as well as the schools must implement proper HRM tools according to own schools which enhance HR to perform better for own institutions.

During the study the schools were found unconscious about HRM in schools to maintain same educational quality in public and private schools. Public schools teachers were trained, teaching license holder and highly qualified, but their school's result was poor in comparison with private schools. Results were better in SLC in private schools but their staffs jobs were highly unsecured and high income inequalities. Public and private schools were never priorities in implementation of correct HRM tools, so their performance, prestige, evaluation in society and quality in education differed with each other.

The study focused on comparative study on HRM of public and private schools in Lalitpur district preferring on performance in S.L.C, income of staffs, and total number of students and teachers. This cleared the implementation trend of HRM and its effect on performance of students in SLC and fulfilled the objectives.

5.2. CONCLUSION

Sustainability and succeed of every organization depends on HRM because human resources are valuable living resources of the organization. The developer of the most developed technology and operator are human beings. Giving them less priority and focusing on only organizational improvement can harm the organization.

Schools are the basis of national development. Teachers and students are valuable human resources of schools. Government spends a lot of fund in education and the criteria for measuring the return of investment is the result of SLC. SLC examination is taken at the end of grade ten are by far, the most important school level examination for the majority of Nepalese students. As the gateway of higher education and work, these examinations often determine the career of individual students. For this cause, not surprising that the SLC examination has always been of major concern to the students and parents alike. And both the general public and the government consider SLC performance as a major indicator of school quality, and the examination has also been heavily influencing the pedagogical approaches and course contents in the nation. Therefore, SLC results forecast HRM implementation in schools. HRM basically related with the staffs selection, recruitment, transfer, promotion, facilities, career development, and evaluation of performance. The study is focused on implementation of HRM tools and exploring the effect on performance of the schools on SLC (the measuring scale of schools quality) on the outcome of three public and three private schools of Lalitpur district.

By applying G.C., the study compared income inequalities of Staffs between public and private schools. Having used correlation this study revealed the relation between higher number of teachers and higher number of students, relation between number of trained teachers and their students performance in SLC examination, relation between higher number of students in same class and pass percentage in results. From variance test this study confirmed that public and private schools have developed different educational quality in school education which is the greatest threat for district education and for Nepal also.

Specially, quantitative and qualitative analysis showed that;
- Results of SLC examination differed in public and private schools in pass percentage.
- Income inequalities are high in private schools than in public schools.
- Public and private schools have been using different tools of HRM in schools.
- Both types of schools are never priorities of using HRM in true sense which ensure effective and strong support for schools through HR department and HR manager.

- Both schools Principal operate, control and manage all the administrative works.
- Public and private schools have been developing different educational quality in schools and different education in the same nation.
- Total number of students is decreasing in public schools.
- Both schools are ignoring to use teaching materials for effective class room learning.

To conclude present study has identified that there are fewer priorities in implementation of HRM in true manner. The public schools are only using HRM for operation of daily work and private schools are using it only for better progress of their own institution.

5.3. RECOMMENDATION

Schools play important role in the development of nation. But, if the schools create two kinds of quality and producing citizens with different standard in schools, this type of education harm the nation for many years. This is the greatest threat for nation and seems beyond the control of the government. Therefore, from grass root level or from the schools the steps should be taken to reduce and minimize the threat of different quality education and ensure equal educational quality overall in nation. There are various problems in operating educational work. Despite those problems, schools are running smoothly. The schools can get effective output and ensure equal quality in schools education both in public school and private schools if the schools implement HRM tools effectively. HR department and HR manager should follow the policy strictly as necessary of own schools. Here are some recommendations provided to the concerned sectors based on the study.

- Public schools should recruit teachers according to the necessity of schools not only to give the job for relatives of school management committee or Principal or in force of political parties.
- Private schools should provide equal facilities to the recruited teachers compare to government school teachers.

- Both schools should establish HR department with HR managers and all the related work with HR should be managed with proper knowledge of HRM and necessity of own school.

- Both schools should coordinate with each other to develop equal educational quality.

- Public schools and private schools should develop its educational quality to follow the international level as the world is changing rapidly.

- Both schools have to create homely and conducive working environment for human resources.

- For strong educational environment the schools should manage class room according to the time and teaching materials to get better result.

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www.edu.np

www.jostov.org

www.nrb.org.no

APPENDIX

Topic of Thesis: A Comparative Study on Human Resource Management of Public and Private Schools in Lalitpur District.

Name Of School:
Administration

1. Is your school public or private?
    a. Public   b. Private

2. Is here different department of human resource?
    a. Yes   b. No

    If yes where is it and who is HR manager?
    If no, is it not necessary to manage human resources with different department or is there another cause for lack of it?
    a. Not necessary   b. Another reason

3. Does this school provide appointment letter to staffs or not?
    a. Yes   b. No

4. Are the staffs permanent or temporary?
    a. Permanent   b. Temporary?

5. Is your school profit oriented or service oriented?
    a. Profit oriented   b. Service oriented   c. Both

6. What sorts of HRM tools are applied here?
    a.   b.
    c.   d.
    e.   f.

7. Are the students in increasing number or decreasing number?
    a. Increasing number   b. Decreasing

8. Does the school provide reward and scholarship for teachers and students?
    a. Yes   b. No

9. How many teachers are trained here?
    a.   b.

10 . Is teaching license necessary for being teacher in your school?
    a. Yes   b. No

11 . Does your school consider human resources as prioritized are of timely   development?
   a. Highly prioritized.
   b. Prioritized
   c. Need- based

12 . What types of tools are used for human resource development in your organization?
   a)   Training   :   i) On the job - Training
                                  ii) Off the job – training
   b) Salary
   c) Promotion
   d) Rewards
   e) Allowance
   f) Insurance
   g) Study facilities
   h) Leisure periods

13 . What sorts of measuring scale do you apply for performance test of teachers?
   a.   b.
   c.   d.

14. What kinds of facilities do you get from government?
   a.
   b.
   c.
   d.
   e.

15. Are your staffs and students satisfied here?
   a. Yes   b. No

16. Do you apply English Medium or Nepali Medium in class room teaching?
   a. Nepali Medium   b. Nepali Medium

17. Is your schools educational quality differs from another schools?
   a. Yes   b. No

   If yes is it good for nation?
   a. Yes   b. No

18. Do you run extra classes for SLC examination?
   a. Yes   b. No

19. What are the barriers for implementing HRM in your school?
    a.
    b.
    c.
    d.
    e.

20. Can Principal only operate all the administrative work of schools?
    a. Yes   b. No

    If yes how can he handle all the works?
    a.
    b.
    c.
    d.
    If no, is not necessary to decentralize his/her work?
    a. Yes   b. No

21. Does your school provide same facilities to the staffs according to the government policies?
     a. Yes   b. No

22. Is this school familiar with emerging trend of HRM?
    a. Yes   b.   No

    If no, is it not necessary to familiar with it to manage its valuable human resources to contribute the nation?
    a. Yes   b. No

Please provide the historical data more than three years for the following parameters;
 a. Historical Background of Schools.
 b. Total number of students and staffs.
 c. Name list of teachers with qualification and training
 d. Salary list.
 e. HRM policies.
 f. Information of facilities provided to the staffs and students.
 g. Result of SLC examination.