

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The private un-aided schools have been well known throughout the country for their quality education for the last several years. Quality education in these institutions have not happened by chance but by planned efforts i.e., proper management. To understand the situation of management of private un-aided schools, research works have been carried out all over the world. The researcher therefore has made a humble attempt to review the available related literature about management of private un-aided schools and has derived substantial and methodological implications for the present study. The studies reviewed are broadly categorized into three main sections; i) Human Resource Management, ii) Finance Management, and iii) Material Management.

2.1 HUMAN RESOURCE MANAGEMENT

Researcher reviewed fourteen studies conducted in the area of Human Resource Management at school level.

Panda (1985) studied the Organizational Climate and Teachers' Morale in schools of Orissa state with the following objectives: i) to explore the problems faced both by the government and private high schools, ii) to study the nature of problems which have been responsible for creating various difficulties, hardship, handicaps and hurdles for these schools, iii) to make a comparative study of the problems of the government and private high schools, and iv) to suggest possible remedial measures for the improvement of the existing conditions. Questionnaire was used for collection of data from Head masters, Teachers, and members of managing committee. The sample schools were from two costal districts and three tribal districts. Proper care was taken to ensure representation of schools from different categories like urban, rural, government, private, girls and boys. The sample respondents were 100 head masters, 200 teachers and 100 management committee members. The data were collected through personal visits. The data were analyzed in descriptive form. The main findings are; i) the government schools had better facilities in comparison with those of private schools; ii) Both private and government schools were lacking in library

facilities; iii) the staffs of government schools got the prescribed salary whereas the teachers of private schools did not get the salary as prescribed by government; iv) In comparison with government schools, the private schools gave more stress on correction of written work and coaching; v) the result of secondary school broad examination for private schools (51.05%) was better than that of government schools (49.6%). vi) majority of the managing committee members of rural areas private schools were illiterate and inactive; vii) the headmasters of government schools were not satisfied with the government management, whereas the private schools headmaster were somewhat satisfied with the management system; viii) teachers were not satisfied with their salary and other financial incentives; ix) most of the appointments in private schools were made on the basis of acceptance of forced donation to the school.

Subudhi (1990) explored “Management of in-service Training for College Principals and its Impact on Institutional Management” with the objectives: i) to study the institutional planning of college in terms of organizing structural planning of resources, curricular activities, attitude towards institutional planning and problems faced by the principal in institutional planning. ii) to study the college administration in terms of accountability, interpersonal relations, communication, motivation, decision making, resolution of conflicts/problems and monitoring, supervision and evaluation, iii) to study the financial management of the colleges, iv) to study the teaching learning process, v) to evaluate students and teachers in college with trained principals, vi) to study the significance of differences between trained and un-trained college principals on different dimensions of institutional management, vii) to study the management of in-service training programs especially for college principals, and viii) to study the NIEPA orientation course for college principals in terms objectives, content, resource persons and orientation methodology. The sample was 236 college principals out whom 128 were trained principals who had attended four consecutive training programme. To collect data, Institutional Management Questionnaire (IMQ) was developed by the researcher; Orientation Program Evaluation Questionnaire (OPEQ), and Information Bank (IB) were also used as tools. Data were analyzed by the chi-square tests and percentage analysis. The finding of the study are; i) Trained college principals were found significantly better than the untrained principals in planning the college, e.g. Changing the organizational structure of the college,

planning resource management, curricular activities, and possessing a favorable attitude towards institutional planning; ii) Trained principals were better than untrained principals in college administration (accountability to work, interpersonal relation, communication, motivation skills, decision making, resolving conflicts and monitoring supervision and evaluation) ; iii) Trained principals were better than untrained principals in financial management (e.g.in budgeting, costing and accounting); iv) Trained principals were better than untrained principals in the teaching learning processes. The training programme provided by NIEPA had equipped the principals with various techniques and methods of institutional planning, college administration, and improvement of the teaching learning process, financial management and evaluation of the institution.

Pati (1992) examined Administrative and Supervisory Problems of Secondary School Headmasters of Cuttack -1 Circle with the following objectives: i) to study the educational climate of the secondary education institutions; ii) to identify various administrative and supervisory difficulties of secondary school headmasters; iii) to identify the cause of such problems; iv) to assess the views of the headmasters on these problems; and v) to suggest measures to overcome those problems. A sample of 40 secondary schools headmasters were taken for the study. Tools viz., questionnaire and interview were used for collection of data. The finding of study were; i) curricular problems included appointment of an inadequate numbers of teachers, and lack of professional qualifications among the teachers; ii) 85% of teachers have said that they did not have adequate provision for audio visual aids in their schools; iii) Seventy percent headmasters stated that they did not have sufficient funds for organizing co-curricular activities in their schools; iv) 67.5% headmasters stated that the teachers of their school get regular payment.

Solanki (1992) analyzed the Relationship between Educational Management and the Organizational Climate of the Secondary schools of Saurashtra Region with the objectives: i) to examine the educational management with reference to the resource management and system of the secondary schools of Saurashtra region; ii) to identify the organizational climate of secondary schools of Saurashtra region; iii) to find out the interrelationship between educational management and its factors and the organizational climate and its correlates. The sample of study was 165 schools

selected with stratified random sampling technique. A total of 1339 teachers were also selected from these schools. Tools of Educational Management Description Scale (EMDS) of Joshi and Organizational Climate Description Questionnaire (OCDQ) of Halpin and Croft were used for the study. The findings of study were: i) the educational management of a school depends upon the resources of the school; ii) the secondary schools differed among themselves in their organizational climate; iii) there was a relationship between management system and organizational climate of the schools.

Reddy (1996) studied the Privatization of School Education in Andhra Pradesh with the objectives; (1) to study the relative performance of the students of Private un-aided schools, Private aided schools, Government schools, Z.P. schools and Christian schools (i.e. different management schools). (2) To conduct an evaluative study of the present position of private, government, and local bodies schools in Andhra Pradesh in respect of: (a) Purpose of the school, (b) Administration in organization of school, (c) Curricular programme of the schools, (d) Students' performance, (e) Cost effectiveness, and (f) Socio-economic and educational status of the parents. (3) To study some of the existing problems connected with the private schools with a view to offering suggestions. (4) To study the perception of parents of students studying in various types of management schools. (5) To study the opinion of teachers and head masters towards privatization of school education. Total 95 schools were selected as sample of the study from a population of 950 secondary schools under different management of Nalgonda and Hyderabad district. Cluster random sampling technique was used. Findings of the study were: (1) the majority of Government and Z.P. school students do not have special classes in their schools. (2) The private un-aided and Christian school students have special classes because of the extra care taken by the teachers in their schools. (3) The students of schools under different managements felt that the Government and Z.P. schools do not have sufficient number of teachers and hence are not functioning properly. (4) Most of the Government and Z.P. schools students felt that private schools are better in terms of standards of education and availability of general facilities in schools. (5) On the whole the opinions of the students who are the direct beneficiaries of the education system shows that they are dissatisfied with Government, Z.P. and aided schools and feel that private un-aided and Christian schools are better than the government, Z.P. and aided schools. (6) It

was found that the situation was in favor of the spread of private education. (7) In terms of parents' response, it was revealed that the private un-aided and Christian schools are better in terms of standard of education and general facilities; accommodation, teaching facilities, and functioning of school etc., provided in the schools.

Nakpodia (2010) examined Human Resource Management in School Administration in Delta State Nigeria, with the research questions: i) Is there any difference between the performances of human resources in Nigerian schools when training approach is taken as independent variable? ii) Is there any difference between the performances of human resources in relation to students' academic performance in Nigerian schools? The study was conducted with the following hypotheses: i) there is no significant difference between the performances of human resources in Nigerian schools when training approach is taken as independent variable. ii) There is no significant difference between the performances of human resources in relation to students' academic performance in Nigerian schools. Survey method was adopted with 278 public schools, consisting of 5,315 human resources in the state, out of which 3,904 were trained staff while 1411 were untrained staff. 56 schools, representing 20% of the total of 278 public schools, and 1,063 staff, representing 20% of the total of 5,315 human resources in the schools were selected through stratified random sampling technique. Questionnaire was used for collection of information. The responses to the items in the questionnaire are structured on a Likert type 4 point rating scale. The percentage analysis was used for the analysis of demographic variables and z-test was used to test the hypotheses. Testing null hypotheses, it was found that there was significant difference between the performances of human resources in Nigerian schools when training approach was taken as independent variable. The Z-calculated value of 2.90 was found to be higher than the Z-critical value of 1.96 at 0.05 level of significance. Therefore the null hypothesis is rejected. This implies that there is a significant difference in the human resources as a result of training. The findings indicate that both staff passed through different training. Thus, the trained staff learnt education course in addition to the teaching subjects, while the untrained staff are trained only in the academic courses. The next null hypothesis, "There is no significant difference between the performances of human resources in relation to students' academic performance in Nigerian schools". It was found that Z-calculated

value of 2.00 was greater than Z-critical value of 1.96 at 0.05 level of significance. The Z calculated value of 2.00 is higher than the Z-critical value of 1.96, hence, the null hypotheses is rejected. This implies that there is a significant difference in the human resources' performance in relation to students' academic performance. The findings revealed that the performance of trained personnel in Nigerian schools affect the students' academic performance positively because of multifaceted ways in which teaching is imparted and the untrained staff are not exposed to this method. The following findings were observed in the present study: i) there is a significant difference between the performances of human resources in Nigerian schools when training approach is taken as independent variable. ii) There is a significant difference between the performances of human resources in relation to students' academic performance in Nigerian schools. Based on the study, it was recommended that: (1) the untrained teachers should be advised to go for Post-graduate Diploma in Education and be acquainted with courses in Education that can help them in the profession such as psychology of education, sociology of education, curriculum studies, teaching methods etc. (2) School personnel should be sent for trainings, workshops, seminars and conferences to expose them to the latest pedagogical methods to enhance academic performance of students.

Joash (2011) studied the Impact of the School Based Teacher Recruitment Policy on the Distribution and Retention of Teachers in Public Secondary Schools in Kenya. This was a case study of Nyando District of Kenya. The study was guided by the following research questions: (i) what is the impact of school based teacher recruitment policy on the distribution of teachers in public secondary schools in Nyando District? (ii) To what extent has the school based teacher recruitment policy contributed to retention of teachers in public secondary schools in Nyando District? (iii) To what extent has the school-based teacher recruitment policy influenced efficiency in teachers' recruitment exercise in public secondary schools in Nyando District? The following were the objectives of this study: i) to establish the impact of the School Based Teacher Recruitment Policy on the distribution of teachers in public secondary schools, ii) to find out the extent to which the School-based Teacher Recruitment Policy had contributed to the retention of teachers in public secondary schools and ascertain the extent to which School-based Teacher Recruitment Policy had influenced efficiency in teacher recruitment exercise in public secondary schools.

Descriptive survey research design was used with in this study. A total of 49 head teachers of public secondary schools and the Provincial Director of Education (Nyanza province) was the population of this study. Stratified random sampling technique was used to sample 26 head teachers from 39 gazetted hardship schools and 5 head teachers from 10 non- hardship schools and thus a sample size of 31 head teachers was used in this study. Saturated sampling technique was used to select Provincial Director of Education. Questionnaires were used to collect data from both Provincial Director of Education and head teachers. In addition, in-depth interview was used to collect more information from the Provincial Director of Education. Document analysis schedules were used in collecting data on teacher retention and distribution. Quantitative data obtained was analyzed by using descriptive statistics in the form of frequency counts and percentages. Qualitative data was transcribed and analyzed in emergent themes and sub themes for content analysis. It was found that: i) there is a need for Teachers Service Commission to intensify staff balancing of teachers from hardship gazetted schools to non-hardship schools in order to enhance equity in teacher distribution, ii) The Teachers Service Commission should computerize staffing records to alleviate the problem of double recruitment of some subject teachers in some schools at the expense of others due to poor manual record keeping, iii) The Teachers Service Commission should involve the District Education Office and head teachers to ensure that the exercise of declaring teacher vacancies in schools is transparent, iv) The Teachers Service Commission should post newly recruited teachers immediately after selection, delays have been there due to bureaucracies.

Adeolu (2011) studied Teachers' Professional Development and Quality Assurance in Nigerian Secondary Schools. The research questions were: what are the effects of teachers' qualifications on their instructional tasks performance in secondary schools? What are the effects of teachers' teaching experience on their instructional tasks performance in secondary schools? The study was conducted with the hypotheses: i) there is no significant relationship between teachers' qualifications and their instructional tasks performance; ii) there is no significant relationship between teachers' teaching experience and their instructional tasks performance. Method adopted in the study was descriptive survey design.

The 599 public secondary schools in Ondo State were the population of the study and 60 secondary schools were selected as sample by using multi –stage sampling technique. From these sample schools 60 principals and 540 teachers were selected for further sampling. The 540 teachers represent five percent (5%) were randomly selected out of 10,798 teachers in post in the State. Three research instruments were used for data collection; Teachers’ Instructional Task Performance Rating Scale (TITPRS), Interview Guide for Principals (IGP) and Teachers’ Focus Group Discussion Guide (TFGDG). The outcome from the study revealed a significant relationship between teachers’ qualifications and instructional task performance ($r=0.681$ at $p<0.05$), indicating that the quality of teachers’ instructional input was greatly influenced by their professional qualifications. The relationship between teachers’ experience and instructional task performance was significant ($r = 0.742$ at $p< 0.05$). This implied that teachers’ instructional practices were enhanced by years of their teaching experience. This was a positive development that would have a multiplier effect on students’ learning outcomes in secondary schools.

The in-depth interview conducted by the researcher revealed that many principals sponsored teachers to attend seminars/workshops and conferences that were organized by the Ministry of Education and professional associations and about 50% of teachers were benefited. The principals also organized in-house seminars for teachers on term basis to improve their capacities for job performance. However, there were constraints of funds to support in-service training of teachers. They therefore, suggested increasing in the grant-in-aids to schools by the state government to enable them to cope with these challenges.

Furthermore, the viewpoints of teachers interviewed indicated that their work were being hampered by shortage of instructional materials and relevant textbooks, poor condition of infrastructure and lack of necessary equipments for their conveniences, inadequate financial resources to attend in-service training and excessive workload, especially in English Language and Mathematics in which teachers were allocated 22 to 26 periods per week. This had hindered teacher from giving regular essays, comprehensions and class exercises to students. All these challenges constituted gap in the quality of teachers’ instructional tasks performance and students’ learning. The

teachers therefore suggested an improvement in their working environment and payment of special incentives to support their in-service training.

Rao (2011) studied the School Based Management: An Analysis of the Planning Framework and Community. The objective was to study the existence and functioning of the planning framework at the selected secondary schools. The hypothesis tested revealed that schools have a conducive planning framework for developing systematic plans, both academic and non academic, for their development. Stratified sampling was used to draw the sample of 188 secondary schools accounting for around 34% of the population of 557 secondary schools operating under four major types of management in Krishna District of Andhra Pradesh in India. Primary data was collected through self designed questionnaire and interview schedules from the Headmasters/Principals of the select secondary schools. The data was analyzed through Chi-Square Test with the help of SPSS version 17, to establish consistency of the responses. Outcome of the study were, regarding Planning and Development Bodies at school level, in around 70% of Government and Local Body managements, the planning and development bodies were either non-existent or inactive. The same was prevalent in about 77% of the Private Aided managements and all of the unaided managements. In the schools under aided managements, the planning bodies include members of the sponsoring organization, the Headmaster, senior teachers, parents and eminent local people. But, it was remarkable to note that the representatives of the local community or parents were not involved in the planning bodies operating in the Private Unaided schools. The frequencies of the meetings of the planning and development bodies have been irregular in different categories of schools. All the Government schools were conducting the meetings annually while a majority of the Local body schools (around 38%) were conducting quarterly, followed by 25% having it monthly and another 17% of them conducting it whenever required. Among the Private Aided schools, 39% were holding half-yearly and 19% quarterly and another 15% each monthly and whenever required.

Mbugua (2012) studied Challenges Faced by Deputy Head Teachers' in Secondary School Administration and the Strategies They Use to Tackle Them in Imenti South District, Kenya with these objectives; i) Establish the roles of the deputy head teachers in secondary schools administration; ii) Establish the challenges deputy head

teachers face in the course of their duty in administration; iii) Determine the strategies they use in addressing challenges they face in administration of secondary schools. The study employed descriptive survey research design. The target population was 260 subjects from 65 public secondary schools in Imenti South District. Data was collected from a sample of 224 respondents comprising of head teachers, deputy head teachers, senior teachers and head boys/girls. Descriptive statistics were used to analyze data collected using questionnaires for the head teachers, deputy head teachers, senior teachers and head boy(s)/girl(s). The study revealed that deputy head teachers had faced challenges like lack of adequate training, unclear guidelines on their specific roles in administration of the school, poor relationship with head teacher and teachers, and poor community relations resulting mainly from local politics.

Nyenwe (2012) studied “Enhancing Secondary Education Quality through Quality Teacher Provision: Panacea for mass failure in External Examination in river State, Nigeria” with following research questions: i) what is the state of teacher quality in secondary schools in River State? ii) What teacher quality enhances teacher productivity? For testing these questions, some hypotheses were developed for the study; i) there is no significance difference in the state teacher quality in urban and rural secondary schools. ii) there is no significance difference in teacher quality that enhances productivity in urban and rural schools. Descriptive survey was used with 247 public secondary schools, 247 principals and 3300 teachers. Stratified random sampling and simple random sampling techniques were used to select 98 schools, whose principals (98) and teachers (1329) were taken for the study. Quality Teacher Provision Opinionnaire (QEPO) tool was used, which has 12 items that were validated by experts in Educational Management and whose reliability co-efficient stood at 0.78. Mean was used to answer the research questions and Z-Test statistics used to answer research question and the hypotheses at 0.05 levels of significances. The study revealed that teacher’s quality is affected by his qualification, teaching experience, teacher punctuality, teacher’s regularity, teacher’s salary payment and teacher relevance. i) It was evident that teachers’ quality in the areas examined enhanced teachers’ productivity. ii) The null hypotheses uphold that there is no significance difference in teachers’ quality that enhances teachers’ productivity in urban and rural secondary schools; iii) Activities of unqualified teachers as affecting teaching and learning resulting poor performance of students both internal and

external examination; iv) study revealed that there exists disparity in the quality of teacher in urban and rural schools and that has greatly affected student's performance in external examinations; v) Teachers require incentives to perform better. Some recommendations are; i) Quality teachers should be employed in state, ii) Teacher's employment, posting, and transfer should be based on teaching subjects areas needed in each schools; iii) There should be regular training for teachers, iv) Urban and rural teacher quality disparity should be bridged.

Shah (2012) studied on Job Satisfaction and Motivation of Teachers of Public Educational Institutions with objectives; i) To investigate the relationship between independent variables (reward and recognition, satisfaction with supervision, work itself) with dependent variables (job satisfaction) and further test the relationship between job satisfaction and its outcome i.e. motivation, ii) To recognize the degree of association between independent variables and the dependent variables. The population of the study constitutes the teaching staffs who were working under public educational institutions in Rawalpindi Cantonment. Non-probability convenience sampling technique was used to record the responses from 300 teaching staffs. Descriptive statistics, Pearson product moment correlation and multiple regression methods were employed to analyze the collected data. The outcome from the study revealed that highest correlation was observed between supervision and job satisfaction suggesting that when superiors handle the problems of subordinates and have cared for them, then it ultimately foster satisfaction with jobs. Supervisor's consistency of behavior toward subordinates, showing concern for their career progression, team oriented and cooperative efforts can influence employees' attitude in a way that they had started enjoying their jobs and also wish to spend their career in the organization they were attached with. Intrinsic motivation was found highly depending upon the job satisfaction among employees. It was shown that when employees feel a sense of accomplishment due to the nature of job and specifically when they were satisfied with rewards and recognition, supervision of work itself, then it provides an intrinsic force to carry out the task. Study has shown strong correlation of all the three independent variables with the job satisfaction. The reason for this could be that public educational institutions have a transparent policy about salary and work for teachers. They have no bonus as such, only the annual increment

is given. However, performance based rewards was given periodically which contribute considerably towards the job satisfaction.

Muhammad (2012) studied on Factor Affecting Teacher Motivation at Secondary school Level in Kohat City with objectives; i) to identify the factors affecting teacher motivation at secondary level, ii) to find out mean score of factors affecting teacher motivation at secondary level. Descriptive cum survey study method was used and sample study consisted of eight secondary schools of the District Kohat. 40 teachers were selected randomly from 8 secondary schools, out of which 20 were male teachers and 20 were female teachers. The questionnaires were developed on the format of closed ended questions which covered all the aspects of teacher related factor such as reward and incentive at secondary schools level. The data obtained were tabulated and analyzed by using statistical techniques like mean and standard deviation. The findings of study revealed, teachers perceived their motivational level were more affected on the aspect of rewards and incentives, self confidence. The study revealed that majority of the teachers view that motivational factor like good relationships with their colleague, feedback on academic performance, and financial incentive affect the motivational level of teachers.

Ergun (2013) studied on Teachers' Job Motivation in the High Schools of Ministry of National Education in Turkey with research questions; i) what is the job motivation level of the teachers? ii) Do teachers' perceptions about job motivation show a meaningful difference in terms of teachers' gender, age, tenure of office and education level? Descriptive research method was used and sample of 375 high school teachers working in central provinces of Karabük and Sinop were selected randomly from 20 high schools. Questionnaires and "Job Motivation Scale" developed by Aksoy with likert scale of five were administered to the 375 teachers. The findings of the study revealed that teachers' level of motivation did not change according to gender, but teachers' tenure of office affects motivation level of teachers in high schools. Another finding stated that motivation level of teachers in high schools have shown a meaningful difference according to the ages of teachers.

It is found from the review of related literature that private schools took donation from teachers at the time of selection. Teachers were inadequate and untrained teachers in private schools and their activities affect students' performance in

examination. Teacher's professional qualification, teaching experience, attending workshops, seminars and conferences have influenced to their work performance as well as students' achievement in the examination. Teachers have performed better work when they were encouraged with appropriate feedback, financial incentives and healthy working environment at schools but they were less motivated when they have shortage of instructional materials and relevant textbooks, poor condition of infrastructure and lack of necessary equipments for teaching. Schools have inadequate financial resources to allow teachers for attending in-service training. They also give excessive workload of teaching to teachers. Teachers of private school have more stress on correction of written work and coaching as compared to govt. schools teachers.

Teachers of Govt. schools get prescribed salary but private school teachers get salary as decided/agreed upon by teacher and selection committee of respective schools at the time of selection. Private school teachers were less satisfied with their salary and other facilities given to them in comparison to Govt. schools. Private un-aided schools have better quality of education as compared to Government schools in spite of the fact that teachers are getting government prescribed salary in government schools. Students have experienced that Govt. schools did not have sufficient numbers of teachers and do not function effectively but in the private un-aided schools, teachers have taken special care of students and students have better examination results.

School principal plays vital role for development of schools, it was revealed that trained principals were able to manage the organization better in terms of finance management, planning, changing organizational structure, accountability of work, interpersonal relation, decision making, resolve conflicts and arranged co-curricular activities. Principals of govt. schools were not satisfied with government management but private school principals were somewhat satisfied with management system. Not only principal of the school but also management community of private schools also plays an important role for development of school. Majority of the managing committee members of rural area private schools were illiterate, most of the govt. and local body management schools, planning and development bodies were either non-existence or inactive. Similar situation was found in most of the private aided and private un-aided schools. Representative of local community or parents were not

involved in planning bodies of private un-aided schools. Relation of school heads with teachers was poor in schools.

2.2. FINANCIAL MANAGEMENT

Researcher reviewed three studies conducted on school finance management and the details are mentioned below:

Peter (2009) studied on Principals' and students' perceptions on parental contribution to financial management in secondary schools in Kenya. The aim of this study was to investigate into the contribution of parents to the financial management of secondary schools in Kericho district of Kenya. Exploratory approach with a descriptive survey were used with sample size of 30 (47 percent) from 64 secondary schools in the district. From this sample, proportional sampling was then used to get seven provincial and 23 district schools into the sample. Purposive sampling was used to get the schools from each category and the respondents from each school into the sample. Questionnaires and interview schedules were used to solicit information and perceptions from principals and students. The findings of study indicated that Principals and students perceived parental involvement in financial management as present to some degree in most schools. The results also indicated that parental involvement had positive influence on financial management. Since schools' finance is critical in school management, it is therefore important for education stakeholders to increase parental involvement. Parental participation can have positive impacts on the processes of teaching and learning with active and frequent contacts between parents and school administration improving school's financial accountability and transparency. Participation will strengthen the partnership between parent teacher associations, community and school administration in addition to democratizing school governance.

Ajileye (2011) examined the Financial Resource Management Capacity of Public Secondary School Administrators' in Ondo State, Nigeria, with some objectives: i) to investigate the school principal's capacity for financial management, specifically as regards their capacity for fund sourcing, capacity for school budgeting and financial control; ii) to investigate the ability of school administrators in utilizing available funds for the achievement of the goals and objectives of schools. This study has the following research questions: 1) what is the school administrator's capacity for fund

sourcing? 2) What is the school administrator's capacity for budget preparation? 3) What is the school principal/administrators capacity for financial accounting? Survey method was adopted with population of 277 principals of public secondary schools in all the 18 Local Government areas in Ondo State. The total teachers were 10,250 at public secondary school (7,185 experienced and 3,065 less experienced teachers). 20% (410) teachers were selected through stratified random sample from total population of 10,250 teachers. Simple random sampling technique was used to sample 88 principals from public secondary schools out of the 277 public secondary schools in all the 18 Local government. The outcomes of the study are mentioned in different themes: i) "administrators/principals' capacity for fund sourcing": The responses indicated that school administrators ability to source for funds to compliment what the government is giving to school has led to the accomplishment of four items namely; improving the school farm, developing and buying sports equipment, etc. ii) administrators'/principals capacity for budget preparation and execution: only five items were agreed by the experienced teachers and four items were agreed by less experienced teachers as a result of this, it can be said that school administrators have succeeded to a great extent in their area of budget preparation and execution. The finding also stated that the school administrators allow all participants to contribute effectively during the budget preparation. iii) administrators/principals capacity for financial accounting: finding of these items have capacity for financial accounting and helped in accomplishing the collector of receipts invoices for every items bought/purchased. Their capacity for financial accounting has also helped in the payment of money spent on maintenance. Researcher has given some recommendations: i) The school budget should be prepared by both the senior teaching staff and the administrators but not by the school head alone, ii) There should be regular budget review and auditing in the school, iii) There should be proper control and financial check of mismanagement. iv) There should be management workshop for re-training school administrators to enhance their performance in financial management.

Fidelis (2012) studied on Financial Management Practices in Cross River State Secondary Schools: Means and Methods for Attainment of Excellence, with the objectives: i) to identify the major sources of funds for the management of secondary schools; 2) to investigate how principals manage available funds; 3) to ascertain the

problems associated with financial management in secondary schools. Researcher used the following questions: i) what are the major sources of funds for the management of secondary schools? ii) how do principals manage the funds available to them? iii) what are the major problems associated with financial management practices in secondary schools? The null hypotheses were used for testing the hypotheses of the study at 0.05 level of significance. There will be no significant difference between the mean ratings of the principals and bursars with regards to the management of available funds in secondary schools. Descriptive survey research was used for 308 secondary school principals and bursars in 17 Local Government Areas of C.R.S Education Zone. (Based on the 2005/2006 school year, the population of principals and bursars was 154 each). The sample consists of 80 principals and 80 bursars which gave a total of 160 respondents. The simple random technique was used. The sample was stratified into two strata, namely. 1. Principals 2. Bursar/Accounts clerks in bursary departments. For data collection, a structured questionnaire named Financial Management Practices Questionnaire (FMPQ) was used, and it was reviewed and modified to ensure that the items match with Nigerian culture and adequate to provide information on financial management. The instrument consists of 18 items. The data collected were analyzed to answer the three research questions posed. The responses to the questionnaire were weighted using modified Likert Four- Point scale. The main outcomes of the study were: i) The major sources of revenue as said by the bursars and principals come from tuition fees, levies from PTA, ii) It was the opinion of secondary school principals and bursars in Cross River State that they are following the practices in managing with the available funds; receipts are issued for any money collected; principals spend funds available in line with planned objectives, involve sectional heads and heads of departments in budget preparation; bursar ensure that expenditure is based on approved estimates for the year and records are carefully kept for all items of expenditure. Also the respondents disagree that principals mismanage the available funds for the development of schools, iii). Secondary school principals and bursars agreed strongly that the problem associated with financial management in secondary schools include the following; inadequate funding of schools and delay in payment of salaries. The respondents all disagreed with items 14-18 being the cause of financial management problems, iv) there was no significant difference between the opinions of secondary school

principals and bursars with regards to the problems that are associated with financial management in secondary schools in Cross River Education Zone.

It is revealed from review of the studies that Secondary school's main source of finance was from student's tuition fees. School budget was prepared including sectional heads and heads of departments. School principals have spent funds available in line with planned budget objectives of school. Parental involvement in financial management has shown more financial transparency and better control of finance at school. However, secondary schools have some problems of finance. Principals have expressed that the problems of school finance at schools were associated with inadequate funding of schools and delay in payment of staff salaries. They have given some suggestions to overcome financial problems at schools. The suggestions were regular budget review and auditing in the school and proper control and financial check of mismanagement at the schools.

2.3 MATERIAL MANAGEMENT

Researcher has reviewed six studies conducted in the area of Material Management and details are mentioned below:

Febellow (1986) examined the Management of Education in the Andhra Pradesh with the objectives to find out existing structure of education in Andhra Pradesh with respect to i) physical facilities; ii) staff pattern, iii) financial requirements, iv) students' perception of the system, v) teacher's perception of system, vi) the perception of the parents of school going students, vii) decision making system, viii) different kind of school management, and ix) the quality of service rendered as indicated by percentage of passes. The study confined with two districts of Andhra Pradesh, from each district headquarters three secondary school and two primary schools were chosen. These schools belong to different managements, private, government, Zilla parishad, municipality, and missionary management. From each school four staff members, five parents, ten students, three managers, and two administrators were taken. The students, staffs, administrators, members of management and parents were interviewed through scheduled interview techniques. The outcomes of the studies were: i) in municipal high schools, the physical facilities were in a bad shape, there being no furniture, dilapidated school buildings etc. Other

schools were also bad in physical facilities, except for the missionary schools where the students were neatly dressed and the teachers also followed novel method of teaching, ii) Certain government schools and private schools were situated in areas where there was facility of drinking water, iii) teachers in zila parishad schools used to remain regularly absent, iv) there was high degree of dissatisfaction among both officials and the teachers, regarding the prevailing physical conditions and academic standards, v) the administrative procedures were time consuming with respect to disbursement of salary of temporary teachers, officers who had been transferred, and there was blocking of provident fund, vi) teachers felt insecure and under the pressure for fear of transfer, vii) management confessed that they did not get the time to go through the reports of inspectors, viii) most of the teacher felt that inspectors did not inspect classes objectively and inspectors were not efficient in handing their duties.

Anjaiah (1996) investigated the Physical Education Programs, Facilities Available, Teachers' Attitude, Students' Level of Participation and Academic Achievement in the Secondary Schools of Warangal District of Andhra Pradesh with the following objectives: i) To study the principal income source and items of expenditure in the selected schools under different managements; ii) To study the adequacy of play ground, structural facilities and play material to play costly games in selected schools; iii) To study the status of play timings and play frequencies and the facilities provided to physical education teachers, in selected schools. Survey method was used with sample of 43 schools, 50 physical education teachers, and 446 students. They were selected by adopting simple random sampling technique. Questionnaires were used for data collection; one questionnaire for the students and the other for physical education teachers. The ratios, proportions, percentage, ranks, chi-square techniques were used for data analysis. The outcomes of the study were: i) for about 83.3% of selected schools, the special fund was the only source for games and sports. Further it was the only source for all government, aided and private schools; ii) the teachers of Navodaya schools stated that they had another source of income other than special fee to organize games and sports; iii) none of the selected schools stated that they incurred expenditure on recurring items and refreshments. About 93.3% of the selected schools, expenditure was incurred on T.A. and D.A. of participants and purchasing of prizes; iv) about 76.7% of schools under study had adequate playground to play football, volley ball and hall for badminton, basket ball, hockey, table tennis

and chess respectively; v) about 81.3% of the selected schools had adequate play material to play foot ball and volley ball; vi) about 13% selected schools had adequate play material to play cricket; vi) about 55.8% schools had adequate play ground for the purpose of athletics. But the infrastructural facilities were available only to 44.1% of selected schools.

Robert (2007) analyzed the Impact of School Facilities on Students' Achievement, Attendance, Behaviour, Completion rate and Teacher Turnover Rate in Selected Texas High Schools with these research questions: i) to what extent do school facilities impact student achievement as reported by the Academic Excellence Indicator System (AEIS) at selected Texas high schools?, ii) to what extent do school facilities impact student attendance as reported by the Academic Excellence Indicator System (AEIS) at selected Texas high schools?, iii) to what extent do school facilities impact student behavior as reported by the Academic Excellence Indicator System (AEIS) at selected Texas high schools?, iv) to what extent do school facilities impact student completion rate as reported by the Academic Excellence Indicator System (AEIS) at selected Texas high schools?, v) to what extent do school facilities impact teacher turnover rate as reported by the Public Education Information Management System (PEIMS) at selected Texas high schools? Survey method was used to collect data from 101 high schools of Texas and 30 schools were selected randomly as sample. Total Learning Environment Assessment (TLEA) tool was used to gather quantitative data on the condition of the facilities for the schools participating in the research. Descriptive statistics and inferential statistics were used to analyze the data. Researcher has recommended that student behavior appears most directly correlated with academic learning spaces, and indirectly correlated with support spaces. This may lead designers to give greater emphasis on academic spaces such as classrooms, labs and libraries and less to specialized spaces such as multi-use rooms and gymnasiums. This finding parallels previous determinations of the role that physical surroundings play in affecting student behavior. Teacher turnover rate is indicated by the data revealed in this study to be a variable that may be significantly related to school facility conditions. Administrators and designers may consider more emphasis on learning spaces and deemphasizing support spaces for administration in attempts to improve working conditions for teachers.

Bert (2011) examined the Impact of School Facilities on the Learning Environment, with these questions in the study: i) to what extent does the quality and educational adequacy of educational facilities have affect the learning environment, student performance and achievement, and teacher turnover rate as characterized by the Total Learning Environment Assessment (TLEA)? ii) to what extent does the quality and educational adequacy of educational facilities have on the student performance and achievement as characterized by the Texas Academic Excellence Indicator System (AEIS)? iii) to what extent does the quality and educational adequacy of educational facilities have on teacher turnover rate as characterized by the Texas Public Education Information Management System (PEIMS)? iv) to what extent does the quality and educational adequacy of educational facilities have on the school climate as characterized by the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS)? Mixed method research design was used to investigate the impact of school facilities on the learning environment. The setting of this research study was in high schools, grades 9-12, located in school districts in northeast Texas. The participants were the principals, assistant principals, or designees, and teachers. The principals and the assistant principals could evaluate the physical plant of the high school in regards to how the school facilities impact student performance and achievement, the school climate and school culture, and teacher retention and teacher turnover. The teachers could evaluate the school climate in regard to how the school climate affected the physical structure of the school building and the interactions between students, administrators, and teachers. The principal, assistant principals, and teachers were asked to participate in the research study. The researcher used questionnaires for this research study to collect data. The results from the questionnaires, Total Learning Environment Assessment High School Version (TLEA) and the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) were entered into a Microsoft Excel spreadsheet. Descriptive statistics was used to analyze the data. The Statistical Package for the Social Sciences (SPSS) for Windows© Version 17.0 were used to code, score, and analyze the data to produce numerical and graphical results for this research study. The results of the study were reported using numerical and graphic techniques to report descriptive statistics (e.g., Means, frequencies, percentages, and standard deviation, etc.). This research study was significant in exploring the relationship of the school learning environment and school facilities. Student achievement and teacher turnover rate was

determined based on archival data. The results indicated that while teacher turnover decreased after the establishment of the new facility, the decrease was not statistically significant and therefore the quality and educational adequacy of educational facilities were non-significantly associated with teacher turnover rates.

Joseph (2011) analyzed the School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria, with a hypothesis, there is no significant difference between rural and urban secondary schools in term of availability of library facilities, availability of textbooks and availability of laboratory facilities. Descriptive survey design of the ex-post facto type was used with total of 50 secondary schools formed the target population comprising 4 Federal unity schools and 46 public schools. Instrument was Student and Teacher Questionnaire on Facilities (STQF) designed by the researchers. It has section A with seven items dealing with profile of the respondents such as gender, age, school type (rural/urban), and grade among others. Section B has 12 items that measured availability of facilities like laboratories, school building, textbooks and libraries. The respondents were asked to respond to the questions on a four points Likert scale. Data were analyzed using mean and t – test. The results showed that there was no significant difference between rural and urban secondary schools in term of availability of library facilities, availability of textbooks, availability of laboratory facilities and academic performance in agricultural science.

Karla (2012) examined the Resource Provisions of a High School Library Collection with these research questions: i) what are teachers' understandings of the role of the school library in supporting classroom instruction? ii) how do teachers characterize their use and student use of resources? -How do teachers use materials in various formats? iii) which resources do teachers incorporate into classroom instruction? iv) what factors influence the likelihood of teachers' using library resources as part of instruction? Mixed-methods design was used with 88 class teachers in one public high school in the mid-Atlantic United States, and 28 class teachers were chosen randomly as sample. The data were collected through questionnaire (School Media Center Resources Questionnaire), Interviews (semi-structured interview). Each question was analyzed separately and results were triangulated with the questionnaires and the interviews. The interview responses were embedded into the item analysis from the

questionnaires to determine themes from the data. The results of this study clearly show that the teachers in the sample use both electronic and print materials, but rely heavily on online content and resources. However, the results indicate that the teachers do not always rely on the school library to provide the support that is available. The result indicated that they are overwhelmed by the amount of material to cover in the curriculum, as well as by the amount of material available to them as resources. From the interview data, it is clear that the teachers in the Social Studies Department use a large number of electronic and digital-video resources to keep their course content current.

Private missionary schools have better physical facilities as compared to Municipal schools. There is a positive relationship between teaching learning at school and school physical facilities. It means that better physical facilities led to better learning outcome of students. School's physical facilities attract the teachers to serve longer tenure at school. Most of the government schools have adequate sports facilities of football, volley ball, hall of badminton, basket ball, hockey, table tennis and chess respectively. School's development is dependent upon the quality of inspections done by the educational inspectors and attention on the inspection report by management committee members of school. Experience educational inspectors can inspect the school in-depth and write a report of all the details observed by him and submitted it to school which helps school for its development.

2.4 IMPLICATIONS FOR THE PRESENT STUDY

The studies are mostly in government and private aided schools in different geographical areas and very few studies are in private un-aided schools. However, the following implications can be derived.

- When secondary schools human resources were trained, they performed better in the functioning of schools and helped in enhancement of students' academic achievement. (Mbugua, 2012, Nakpodia, 2010).
- Private un-aided schools have better education and general facilities compared to government secondary and private aided secondary schools. It was in private un-aided schools that students have special classes in their schools and no extra classes were arranged in government and aided schools. (Reddy, 1996).

- Majority of the private aided schools' managing committee members in rural areas were illiterates and inactive. (Panda,1985). Management committee members of such schools have confessed that they did not read the report submitted by educational inspectors. Educational inspectors were incompetent to handle their duties of school's inspection therefore competent educational supervisors are required to inspect the schools properly and help in improving the school (Febellow, 1986).
- Principals of government schools were not satisfied with government management but government aided school principals were somewhat satisfied with management system. (Panda, 1985). Planning and development bodies were mostly either non-existent or inactive in government, local body management and private un-aided schools (Rao, 2011).
- In private un-aided schools, representatives of local community or parents were not involved in planning bodies (Rao, 2011). Parents and community members can help in smooth functioning of schools and transparency of school finance management (Peter, 2009).
- Teacher's selection must be unbiased and based on qualification and efficiency. Activities of unqualified teachers affected teaching and learning resulting in poor performance of students both internal and external examination. Most of the appointments in private aided schools teachers were made by accepting donation but such malpractices was not found in private un-aided schools (Nyenwe, 2012, Panda, 1995).
- Teachers' motivational level were influenced by rewards, incentives, good relationships with their colleague, feedback on academic performance, and financial incentive also affect the motivational level of teachers (Muhammad, 2012).
- Private aided schools principals have faced financial problems for teachers' in-house seminar whereas such activities were not found in private un-aided schools. Private un-aided secondary schools have financial irregularity and the main source of finance in these schools was from students' tuition fees (Adeolu, 2011).
- School budget should be prepared both by the senior teaching staffs and administrators but not by the school head alone (Ajileye, 2011). The school

finance problems were associated with inadequate funding of school and delay of salaries. (Fidelis, 2012).

- Physical facilities play an important role in providing quality education to students and working environment in schools. In most of the government schools, teachers were remained absent due to bad shape of physical facilities. Whereas teachers' absenteeism were not found in private un-aided schools. There is positive relationship between physical facilities and working environment in schools. (Febellow, 1986).
- Government school teachers' work were being hampered by shortage of instructional materials and relevant textbooks, poor condition of infrastructure and lack of necessary equipments for their teaching. They also had inadequate financial resources to attend in-service training (Adeolu, 2011).
- Private school principals need to attain training program for effective management of school in terms of creating healthy working environment, managing the staffs, financial planning, organizing suitable activity of staff development, proper uses of the available physical facilities in school for achievement of the schools' objectives.
- From review of related literature the following methodological implications can be drawn. Survey method was used by Panda (1985), Subudhi (1990), Pati (1992), Solanki (1992), Reddy (1996), Nakpodia (2010), Joash (2011), Nyenwe (2012), Mbugua (2012), Muhammad (2012), and Ergun (2013), Ajileye (2011), Fidelis (2012), Febellow (1986), Robert (2007), Joseph (2011) in their studies.
- Exploratory approach with a descriptive survey was used by Peter (2009) and mixed method research was used by Bert (2011), Karla (2012) in their studies.

2.5 CONCLUSION

The researcher did not find any study on the management problems of private un-aided schools of Manipur, India. To understand the problem, the studies that reviewed have guided the researcher to design methodologies for the present study and also certain techniques to gather relevant data by in-depth interviews, Group discussions, observations and document analysis.