



**GOVERNMENT SECONDARY SCHOOLS STUDENTS OF MUNICIPAL AREA OF
IMPHAL WEST DISTRICT, MANIPUR**

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Abstract

Students enrollment in the secondary school of municipal area, Imphal West are very poor. Most of the students of these schools come from disadvantage background. Numbers as well as proportion of teaching faculties in these schools are very low. These schools also face scarcity in regards to infrastructures. All these factors seem to hinder the performances of the Headmaster / Headmistress of the secondary schools students of Municipal Corporation area of Imphal West District, Manipur.



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Introduction:

The efficiency of the school depends on the ability and skill personality and professional competence of the Headmaster. The headmaster should understand the place of the school in the social order and the duty it should perform. The head of the institution has to perform multifarious duties. They have to plan, organize, finance, direct, supervise, inspect, evaluate, supervise, and delegate authority among others for the smooth running of the school.

Often the Headmaster faces numerous difficulties during the course of their duties. This often hamper in the functioning of their duties.

Definition of the term used:

- BSEM – Board of Secondary Examination Manipur.
HSLC - High School Leaving Certificate Examination conducted by BOSEM
Secondary School – Educational institution duly recognized BOSEM
Municipality area – Secondary School which lies within Imphal Municipal Area

Objectives of study:

The objectives of the proposed study are to

1. study the performances of the secondary schools Headmaster / Headmistress of Imphal Municipal Area of Imphal West District, Manipur.
2. hindrances to the performances of the secondary schools Headmaster / Headmistress of Imphal Municipal Area of Imphal West District, Manipur.

Delimitations of the study:

The study was delimited to

1. The Government secondary schools of Municipal Corporation Area of Imphal West, Manipur.
2. The performance of the Headmaster / Headmistress of the above mentioned area.

Method of the study:

In the proposed study Normative survey method was employed.

Population of the study

Imphal is the capital of Manipur. It encompasses twin districts – Imphal East and Imphal West. The Imphal Municipal Area also encompasses parts of both Imphal East and Imphal West districts. It included one Assembly Constituency (Wangkhei Assembly Constituency) of Imphal East District and six Assembly Constituencies of Imphal West District. For the present study the Government Secondary School in Municipal Corporation area of Imphal West, Manipur formed the population of the study. There are 21 Government Secondary School (Table 1)

Sl. No.	Assembly Constituencies	No. of School	Sample of School
1	Thangmeiband	6	3
2	Keishamthong	5	2
3	Sagolband	3	2
4	Uripok	3	2
5	Yaiskul *	2	1
6	Singjamei	2	2
	Total	21	12

Fig 1: Government Secondary Schools within the Imphal Municipal Area of Imphal West District.

Parts of Yaiskul Assembly Constituency are included in Imphal East District.

Sample of the study

The present study made efforts to gather at least 50% of sample from each assembly constituencies by applying simple random method. So, 12 secondary schools were selected as sample of the study.

Tool used

Self-developed Questionnaire were employed to obtain the data.

Procedure of data collection

The Questionnaire was distributed to the Headmaster / Headmistress of 12 Government Secondary School in Municipal Corporation area of Imphal West, Manipur. They gave their full cooperation in responding the questionnaire.

Analysis

II: Background of the school with reference to academic achievement of the students.

I. 1: Students enrolment from class VI-X

No. of students	1-25	26-50	51-75	76-100	101-125	126-150	151-175	176-200	201-225
No. of schools	2	3	1	2	1	-	1	1	1

The enrolments of students are not healthy. Only four schools have enrolled student's more than 100 (103, 159, 183 and 216). The ratio of students per class varies from 1:5 to 1: 25. Here it can be deduced that either schools follows the policy of low intake of the students or the low preference of these schools by the students. From the following tables, one can realize the result for the low enrolment of students in these schools.

I.2 Pass percentage of students in HSLC Examination, 2015

Pass % of students	0	1 - 6	7 - 12	13 - 18	19 - 24	25 - 36	37 - 42	43 - 50	+ 50
School	6	1	2	-	1	-	1	-	1
%	50	8.33	16.66	-	8.33	-	8.33	-	8.33

For the whole 12 schools, only 96 students appeared in the last HSLC examination, 2015 conducted by BSEM. While only one school have student pass percentage above 50 percent, no students of six schools were able to pass the said examination. The overall pass percentage for the HSLC examination 2015 was 75%. Looking at the overall pass percentage for HSLC examination 2015 of BSEM the performance of the students of these government schools can be termed as dismal.

A deep introspection from all angles is deemed imperative for such performance of the students. Amongst them, the role and responsibility of the Headmaster / Headmistress of these schools cannot be ruled out. Also, understanding the environment in which the leaders of these schools functions cannot be ruled out. One can know the familiarity in which the leaders of these schools functions from the following studies.

I.3: Socio – economic background of the students:

SN	% of students familiar with instruction	1 – 10%	11 - 30%	31 - 60%	Above 60%
	Disadvantage family				12 (100%)
	Engage in part time job	6 (50%)	3 (25%)	1 (8.33%)	

All the students enrolled in these schools are from disadvantage background. Most of their parents worked as daily wage laborers working hard to meet both ends with little time to look after their children.

Moreover, Headmistress of one school says that more than 30% of their students engage themselves in part time jobs. While Headmaster / Headmistress of three and six schools says that around 11 – 30% and 1 – 10% of their students are engage in part time jobs.

In such situations, it is but natural to find the for the unsatisfactorily performance of the students of these in HSLC examination.

I. 4: Familiarity of students with the medium of Instructions:

SN	% of students familiar with instruction	1 – 10%	11 - 30%	31 - 60%	Above 60%
	English	4 (33%)	5 (41.7%)	3 (25%)	
	Manipuri			1 (8.3%)	11 (91.7%)

It will not be hard for one to deduce from the above table that there is a inverse proportion in the familiarity of the students of these schools to the English and Manipuri languages. Many of the students of these schools have difficulty in English while a good number of them were conversant with Manipuri. Though question paper for HSLC were framed in both English and Manipuri medium, the books prescribed to students were generally in English medium. This mismatching may have affected the students to a great extent. This must have created a great hardship to the Headmaster / Headmistress.

I.5: Student Absentees:

SN	Occurences	Never	Rarely	Monthly	Weekly	Daily
	Absentee (Unjustified absentee)	1	4	5	3	-
	%	8.33	33.33	41.66	33.33	

As students (though not all of them) were engaged in part time jobs, and some of them often put up at home looking after their young sibling in the absence of their parents, it is but natural for them to be irregular from schools. This might have also affected their scholastic

achievement. This might have also affected the Headmaster / Headmistress in running their schools effectively.

I.6: Total Number of Teaching Faculty:

Number of teacher	7	8	9	10	11	12	13	14	15	Total
School	1	-	1	1	4	-	1	-	4	12
%	8.33		8.33	8.33	33.33		8.33		33.33	100

Secondary schools need at least five teachers - one each for MIL, English, Mathematics, Science and Social Science to teach in Class Ten. To teach Class VI to Class X at least 10 teachers will be required. The strength of teaching faculty these schools were not satisfactory. In such scenario it will not be hard to imagine the underperformance of the teachers in imparting quality to their students. Nor will they be able to give full attention to their students. This may have serious repercussions in the functioning of the schools.

I.7 Number of Teaching Faculty in Specific Subjects:

Number of teacher	0	1	2	3	4	5	6	7	8	9	10	
Arts	-	-	-	1	-	1	6	-	1	2	1	12
Science	-	-	1	-	5	4	2	-	-	-	-	12
Physical Education	-	11	1	-	-	-	-	-	-	-	-	12

Apart from the meager teaching strength, there seems to be no proportionate of the teaching faculty strength of the science and arts graduate teacher. In some schools there is only one science or one arts graduate teacher to teach Class VI to Class X. in the absence of the teacher due to one reason or the other there will be no class for that particular subject.

Another glaring feature of the teaching faculty of these schools is the excess teaching faculties in some of them (there are six arts graduate teachers in six schools, nine in two schools and eight and ten teachers each in another two schools).

Another glaring fact from the above table is that there are no separate teachers of English, Manipuri and Mathematics teachers. English and Manipuri teachers are included in Arts Graduate and Mathematics in Science Graduate teachers.

Here, the Headmaster / Headmistress have limited role as the appointment, transfer and posting of the teachers are in the hand of the government. It would be a herculean task for them to give quality education to their students.

III Hindrances to the effectiveness of school:

1. Not at all; 2. Very little; 3. To some extent; 4. A lot;

SN	Activities	1	2	3	4
1	Shortage of qualified and/ or high- performing teachers	9	2	1	-
2	Shortage or inadequacy of instructional materials e.g. textbooks	2	-	7	3
3	Shortage or inadequacy of library materials	2	3	4	3
4	Shortage or insufficient internet access	-	1	3	8
5	Inadequacy of Computer software Instruction	1	1	6	4
6	Lack of parents or guardians involvement and support	1	-	2	9
7	Shortage of vocational teachers			1	11

Headmaster / Headmistress thus expressed the hindrances they faced in the functioning of their school. (III.1. By qualified teachers, they seemed to mean those teachers who received teacher's training degree. Most of the teachers of government schools have B. Ed degrees. The mismatching of the teachers posted in these schools negated the qualities of the teachers. Library seems to be non-existent in almost all the government schools. This is also reflected in these schools. (III.3). In the 21st century, the absence of the digital connection also states the condition of these schools and its consequences. (III.4; III.5) . The students coming from the disadvantage background, the difficulty in having parental support to the function of the Headmaster / Headmistress is also reflected. (III.6). One of the main reasons of the student's absenteeism is the absence or the lack of motivation to the students to the students. (III.7) As most of them of are from the disadvantage background they may have prefer one vocation or the others, rather than studying like students of other schools whose aims are to be doctor, civil servants, teachers, etc. As such, inclusion of teaching specific skill might be preferred by them.

Main Findings:

The following are some of the main study:

1. Students enrollment in the secondary school of municipal corporation area of Imphal West are very poor.
2. Most of the students of these schools come from disadvantage background.
3. They were conversant with Manipuri, they had difficulty in English. This often hampers them in their scholastic achievement, where they were often prescribed school textbook in English medium.
4. Numbers of teaching faculties in these schools are very low.
5. In spite of the less number of teaching faculties, there seems to be no proportionate of the teaching faculty strength of the science and arts graduate teacher.
6. Apart from the limited teaching faculties these schools also faces scarcity in regards to infrastructures.

All these factors hinder the performances of the Headmaster / Headmistress of the secondary schools students of Municipal Corporation area of Imphal West District, Manipur.

Conclusion:

To conclude the following points needs to be noted:

1. As most of the students of these schools come from disadvantage background care should be taken by giving incentives like scholarships, free textbooks among others to encourage the students.
2. Alternative curriculum or easier curriculum if given to the students of these schools may helped them in clearing the public examination. Moreover, skill based may also be provided for such category of students.
3. Adequate teaching faculties along with proportionate teaching faculties according to subject wise should be maintained.
4. Efforts should be made that the schools should not found wanting in regards to infrastructure.

If these problems are taken up at priority level, the Headmaster / Headmistress of the secondary schools students of Municipal Corporation area of Imphal West District, Manipur may at least able to function their duties up to a considerable level.

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