



THE IMPACT OF MANAGEMENT INFORMATION SYSTEM ON THE ADMINISTRATION EFFECTIVENESS OF PRIMARY SCHOOLS IN INDIA

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Abstract

Developments in statistics technologies have been impacting upon instructional organizations. Principals had been the use of management facts systems to improve the performance of administrative services. The purpose of these studies is to discover principals' perceptions approximately control information systems and the way faculty management data structures are utilized in number one faculties. The take a look at ambitions to research the courting of School Effectiveness with reference to Community Participation at primary stage of schooling. Schooling has direct outcomes on kids's educational success, their acquisition of literacy, numeracy and medical information. The predominant goal of this paper is to define what topics most for an effective schooling management information device Formal educational qualifications are the key to a infant's entry into higher education or training and additionally employment. The education device consists of political heads, principals, teaching personnel, non-teaching staff, administrative employees and different educational experts operating collectively to complement and enhance.

Key words: Primary schools, School management, Effects on children's, Administrative services.

INTRODUCTION

The Indian education system can be divided into three main categories: Children in the age group of 6--14 are a part of the Elementary level of education ranging from Grades 1--8, and are entitled to free and compulsory education as mandated by the Right of Children to Free and Compulsory Education. Government schools are run by the Department of Education of a Union Territory, state government or local authority. Elementary Education, Secondary Education and Higher Education based on the age of students enrolled. Educators, school administrators and teachers have been asking for a workable framework that contains a clear picture of how to carry out education for values in schools to encourage pro-social behaviors in children and youth. This framework serves as a blueprint or a template with a possibility for variations in different type of schools that may use it. The framework is a reminder to stakeholders in schools to attend to the hitherto neglected areas of concern at the school level. It is expected that the framework will help them improve their existing practices to provide education for holistic development of students in a systematic and focused way. The first section on 'Concepts and Concerns' calls for re-examination of the current model of education generally followed in schools, which contribute to the lop-sided personality development. It advocates re-appraisal of the vision of education, purpose of schooling and the concern for quality education which is not only in terms of employability and economic progress but individual's holistic development as a human being so that he/she lives

creatively and happily, and also contributes to the welfare of the society. Concerns for peace and values need to be viewed as core component of quality and not merely as value premises. It makes a point that schools have to make conscious efforts to meet the goal of providing complete education. The most important investment under the educational enterprise is human development. Investing in people of course means training, and training should be a career-long process. Individual instructors at the faculty degree will want to be empowered to interpret UBE accurately. The kingdom and nearby governments will be required to gradually improve at the situations of teaching and getting to know in number one and secondary faculty through trainer first-rate development programmes. The publish independence generation in India witnessed an elevated emphasis on education as a means of country wide improvement. Improvement of great of schooling increases many troubles inclusive of curriculum renewal, textbooks development, higher teaching techniques, powerful teacher training and provision of material centers in the colleges. Improving the working of one trainer colleges, innovative techniques of evaluation, democratization and humanizing school administration and supervision, provision of wealthy and varied programme of co-curricular activities, wholesome interaction between faculty and the dad and mom and network. In fact the problem of wastage, stagnation, dropouts and development of first-class of number one training are interlinked. While considerable efforts had been made an awful lot need to be carried out and, perhaps one of the maximum vital steps to improve the great of training at number one degree is to check the effectiveness with which colleges are offering educations at primary degree.

Literature review

Jackline Tabitha Nzoka (2014) This look at sought to research the strategies faculty managers practice to improve instructional overall performance of students in colleges beneath loose day secondary faculty education in Embu District, Embu County, Kenya. The take a look at changed into guided via the Capital School Effectiveness and Improvement Theory primarily based on diverse interrelated variables along with results, leverage, highbrow capital and social capital. A descriptive survey research design was followed. A combination of purposive and stratified random sampling strategies have been applied to draw fifty four participants of the Board of Management (BoM), forty five heads of departments and 36 contributors of Parents Teachers Association (PTAs) yielding to a pattern length of one hundred thirty five topics to take part in the look at. Mixed methods have been used to collect quantitative records from teachers using questionnaires and qualitative information from heads of departments and members of PTA the use of interviews.

Rout, Gyanendra Kumar (2013) Strengthening and better functioning of local management have emerge as top issues of instructional reform by means of established order of effective neighborhood management in schooling for numerous years in many nations which include India. It is now broadly diagnosed that effective local management drastically influences on get admission to to education as well as the enrolment, retention and studying experiences of youngsters in school. In this context, this paper affords a top level view of the changing

pattern of educational administration and network participation in India An attempt has also been made to study the quantity to which grassroots degree functionaries and local our bodies like Panchayat and VEC are able to get involved in decision making procedures and specific techniques which have been taken with the aid of specific states as regards to primary training.

Rao Khalid Parvaiz (2016) the people sharing in planning and handling for progressed mastering possibility are essential. To ensure the involvement of neighborhood community, the government of Pakistan experimentally launched an concept in 1994 by way of organising School Management Committees (SMCs). This studies highlighted the impact of School Management Committees on School Management at Elementary Level in district Jhang to are expecting the performance of such committees, given their stages of training, organization dynamics, and complexity of selections. The proposed have a look at become descriptive in nature. The targeted pattern of the look at became all of the male woman DEOs/Dy.DEOs/AEOs of the district Jhang.**Research Methodology**

Table: Representation of States in different School Categories in India

School Category	No. of states	Percentage	States without School Category
P only	35	100.0	
P+UP	35	100.0	
P+UP+S+HS	34	97.1	Mizoram
UP only	34	97.1	Chandigarh
UP+S+ HS	34	97.1	Mizoram
P+UP+S	33	94.3	Mizoram and Tamil Nadu
UP+S	28	80.0	A&N Islands, Chandigarh, Dadar & Nagar Haveli, Lakshadweep, Mizoram, Sikkim and Tamil Nadu
S only	26	74.3	West Bengal, Tripura, Sikkim, Rajasthan, Puducherry, Delhi, Arunachal Pradesh, Chandigarh, Lakshadweep
S+HS	25	71.43	West Bengal, Tripura, Sikkim, Odisha, Nagaland, Mizoram, Goa, Chandigarh, Andhra Pradesh, Delhi
HS only	23	65.7	West Bengal, Uttarakhand, Uttar Pradesh, Tripura, Sikkim, Rajasthan, Odisha, Madhya Pradesh, Lakshadweep, Delhi, Chandigarh, Arunachal Pradesh

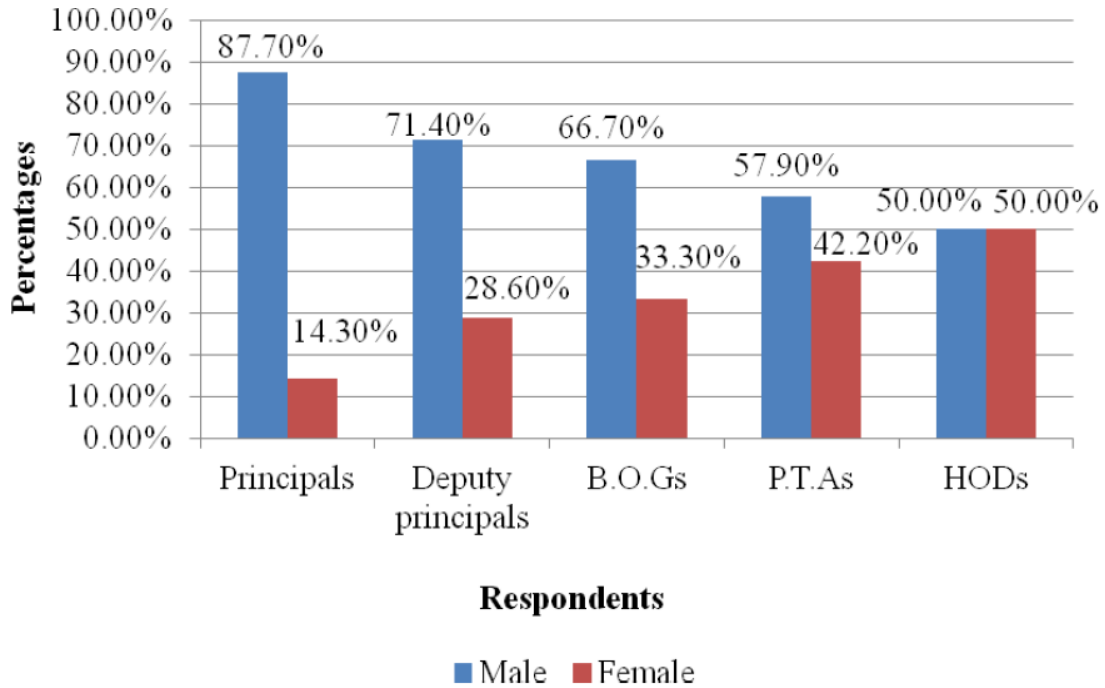
This study employed a descriptive survey research design. Descriptive survey research design is USED in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification . Borg and Gall note that

descriptive survey research intended to produce statistical information about aspects of education that interest policy makers and educators. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statement made about the sample should also be true of the population. It is however agreed that the larger the sample the smaller the sampling error. He recommends that when the target population is small (less than 100 members), a minimum sample of 20% is adequate for educational research. Random sampling was used to select 9 schools and 9 deputy principals from 17 schools. Purposeful sampling was done to select 54 BoM members, 45 HoDs, and 36 PTA members. This formed 53% of the target population, which was in line with Gays' recommendation. Questionnaires were used to obtain information from the BoM members, PTA members, the deputy principals and the HoDs while interview schedules were used to obtain information from the principals. Observation and document study confirmed information given by the school managers concerning availability of facilities like laboratories, classes, administration offices, libraries and sanitation among others. After the data were collected, data cleaning was done to improve the quality of the responses. They were coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20.0. Qualitative data were analyzed qualitatively using content analysis based on analysis, meanings and implications emanating from respondents' information and documented data. As observed by Gray, qualitative data provide rich descriptions and Simple descriptive statistics analyzed quantitative data. The statistics used included frequency counts, means and percentages. As Martin and Acuna and Orodho observe, SPSS version is able to handle large amounts of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. The results of data analysis were presented using frequency distribution tables and bar graphs.

Results

Level of Preparedness of School Managers to Perform Management Responsibilities

Based on the information carried in Figure 1, it was established that the gender of principals and deputy principals was skewed in favour of males with 87.70% and 71.4 % of the principals deputy principals, respectively being males. In fact less than 15 percent and 30 % of the sampled principals and deputy principals, respectively, were females. It was also established that two thirds of the boards of governors were male and 33.30% were female in line with the constitutional expectations on the gender composition of elected officers. However, slightly over half of the parents were males. It was also encouraging to note that there was equal representation of gender amongst the heads of departments at 50% each. However, it was evident that males dominated top school management positions.



It was also discouraging to note that in half of the schools, the principals and deputy principals were of the same gender of either female or male. This is against the education policy which, according to MoEST (2007), in the management of day mixed secondary schools, the principal and the deputy principal must be of opposite gender to handle mixed gender issues of the students. This policy lapse could negatively affect the performance of the students in the mixed day secondary schools.

Level of Formal Education

Table 2: Level of Education of School Managers

Respondents	Masters %	Bachelors %	Diploma %	Secondary %	Primary %
Principals		84.50	15.50		
Deputy principals		85.70	14.30		
BoM			13.40	73.30	13.30
FT As			2.75	10.00	87.25
HoDs	2.30	81.00	16.70		

The parents' representatives had the lowest academic qualifications with 87.25% holding primary education and 10% holding secondary education. However, this level was not very

low to have a negative effect on the schooling of their children. According to a study done by Demi et al., parents' educational attainment and income have an effect on children's educational attainment; hence the poor performance of students in schools under FDSE due to the low levels of education of the PTA members.

Conclusion:

The thrust of this study was to reach a verdict on whether or not the management strategies being applied in Embu North were effective in enhancing students' academic performance. On the whole, the results of the findings reported in this paper have reached verdict that these strategies are not effective. A short recapitulation is necessary to qualify the verdict reached. First, while most school principals and their deputies possessed the required academic qualifications and reported that they had undergone some management training in the past, the mastery of leadership and /or management skills were not being demonstrated on the ground. It was apparent that any teacher could be promoted to the position of principal or deputy principal purely on account of the academic qualifications as well as number of teaching experience.

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