



STATUS OF MANAGEMENT SYSTEM OF GOVERNMENT PRIMARY SCHOOLS OF KHOWAI DISTRICT, TRIPURA, INDIA

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ABSTRACT

The present study examines the status of the management system of Government Primary Schools in Khowai district, Tripura, India. The study sought to assess the following areas of administrative management, infrastructure facilities, teacher management, financial management, and also the major challenges to the functioning of school. A descriptive survey research design was used and the data obtained were 120 respondents comprising of head teachers, assistant teachers and School Management Committee (SMC) members who were accessed using structured questionnaires and personal interaction. The data collected were analyzed by percentage and descriptive statistical technique. The results indicated that the administrative practices, availability of drinking water, financial transparency, classroom management, and availability of basic infrastructural facilities (toilets, electricity) in most of the schools were satisfactory. There were however major issues identified including limited ICT tools, inadequate infrastructure, limited teacher staff, workload issues for teaching staff and delays in government funding, especially in isolated schools. The overall management status of Government Primary Schools is satisfactory, but with digital infrastructure, training of teachers, financial support and participation of the communities, the effectiveness of school management could be strengthened and the quality of primary education could be improved in the district of Khowai.

Keywords: Government Primary Schools, School Management System, Administrative Management, Infrastructure Facilities, Teacher Management, Financial Management, Rural Education, Tripura.



1. INTRODUCTION

Education is one of the pillars of every nation's social, economic and cultural development and primary education is the base for overall growth of children and society. To ensure quality education, proper administration, effective use of resources and smooth functioning of Education Institutions, it is essential to have an effective School Management System. Schools of the government system, especially in the rural and developing areas, have the duty to offer children from various socio-economic backgrounds accessible and affordable education. The school management system encompasses a number of aspects including leadership, community involvement, financial management, teacher management, school facilities and administrative practices. Good management of school facilitates better teaching-learning, attendance, academic performance and school development. Despite a series of educational policies and government programmes launched to reinforce primary education and school governance, there remains a gap between urban and rural schools in terms of infrastructure, access to digital facilities, availability of teaching staff, and school management procedures.

Government Primary Schools are playing an important role in the promotion of literacy and educational development among children in Khowai district of Tripura where education institutions are mostly rural oriented. While the government has persistently worked to address these issues, numerous schools still suffer from several issues, such as poor infrastructure, insufficient teachers, unavailability of digital learning materials, delayed financial support, and low awareness within the community. School management directly affects the educational program implementation at grassroots level and the quality of education. Hence, it is important to analyse the status quo of the management system in Government Primary Schools concerning its strength, weakness and the need for improvement. The present study is aimed to analyse the administrative, infrastructural, teacher and financial management practices of the Government Primary Schools of Khowai district of Tripura and to understand about the major challenges hampering the overall functioning and development of the Government Primary Schools of Khowai district of Tripura.



2. LITERATURE REVIEW

M. Debbarma et al. (2018) carried out an investigation pertaining to nutritional health status of children in rural tribal population of Khowai district of Tripura, India. The study explored the health and nutrition status of tribal children in the rural areas and discussed the socio-economic and infrastructural issues that pose threat to their health. The researchers found that the educational awareness, infrastructure and availability of health and welfare services were negative factors affecting children overall development in the district. The study highlighted the need to reinforce the institutional structure in the rural area, such as strengthening the child development institutions across the community and schools.

D. Das (2018) studied the adoption behaviour of rice growers with regard to improved rice technology with Krishi Vigyan Kendra (KVK) under the Khowai district of Tripura. The study was aimed at gaining insights into the awareness, training and adoption of modern agricultural practices by the rural farmers. The results indicated that the application of modern techniques and awareness has been improved significantly by the institutional support, training programmes and good management practices. The study also showed that rural areas had less infrastructure, communication and administrative support which played a role in the successful implementation of improved practices.

S. Das (2020) examined the growth and development of the school education in Tripura particularly the educational system, institutional development and policy implementation. The study examined the situation of school education in the state and found out that there are some problems on the side of infrastructure, teacher availability, educational administration, and quality of education. The researcher noted that a good management of the school, appropriate administrative planning, and the support of the government were necessary in order to achieve better education and better learning opportunities of the student in the school. The study also revealed the need to strengthen the rural schools and improvement in the educational facilities for sustainable educational development in Tripura.

S. Hazari and M. Kalita (2025) examined the socioeconomic conditions of Non-Timber Forest Product (NTFP)-dependent tribal communities in Tripura. The study analyzed the livelihood



pattern, dependency on forest resources, income generating activities and social status of the tribals in the rural areas. The researchers discovered that the socio-economic development of tribal communities was significantly influenced by the limited infrastructural facilities, inadequate institutional support and lack of educational awareness. The study highlighted the need to improve rural institutions and increase educational access, and strengthen support mechanisms to promote sustainable development and welfare in the community of Tripura.

N. De (2021) studied the migration and development nexus in the princely state of Tripura during the period 1900–1949. The study examined the trends of migration and how they affect the social, economic and educational growth and development of the region. The researcher found that migration had an impact on the demographic, resource distribution and institutional development of Tripura. The study also pointed out that educational growth and administration development were important factors in regional advancement, and deficient infrastructure and socio-economic differences were factors that hindered balanced development. The research highlighted the importance of good governance and institutional development in order to enhance the developmental outcomes of the state.

3. RESEARCH METHODOLOGY

The study adopted descriptive survey method to evaluate the management system of Government Primary Schools of Khowai district, Tripura. The data was analyzed by percentage and descriptive statistical methods and the numbers of 120 respondents were used.

3.1 Research Design

The present study used descriptive survey research design to investigate the state of management system of Government Primary Schools of Khowai district, Tripura, India. The descriptive method was felt to be suitable as it allowed for detailed information to be gathered on aspects of administrative management, infrastructure facilities, teacher management, financial practices and challenges encountered by the schools. The study was directed towards analyzing the prevailing situation and management practices in Government Primary Schools.



3.2 Study Area

The study was carried out in Khowai district of Tripura (India). It includes both Government and non-Govt educational institutions with a greater share of Government Primary Schools in the rural areas. The study area was chosen to explore how the school management systems work and are effective in various educational contexts in the district.

3.3 Population of the Study

The population comprised the head teachers, assistant teachers and members of School Management Committee (SMC) of the Government Primary Schools in Khowai district. The respondents were chosen due to their important role in school administration, academic management, and decision making in school.

3.4 Sample Size and Sampling Technique

The total respondent of the study was 120, which consisted of 30 head teachers, 60 assistant teachers and 30 School Management Committee members. The respondents were selected using purposive sampling technique from various Government primary school of Khowai district. Rural and urban schools were included to get a good picture of school management practices.

3.4 Sources of Data Collection

Primary and secondary sources of data were used in the study. The primary data were gathered directly from the respondents by the use of structured questionnaires and personal interaction. Sources of secondary data were school records, government educational reports, official documents, journals, books, and related research studies related to school management and primary education.

3.5 Data Collection Procedure

The researcher made personal visit to selected Government Primary Schools of Khowai district to collect data. The survey was conducted with the permission of the school authorities. Participants had been briefed on the study and questionnaires were handed out and picked up upon completion. Where necessary, clarification was given to ensure accurate responses.

3.6 Method of Data Analysis

The data collected were classified, tabulated and analysed by simple statistical methods like frequency, percentage and description. The results were presented in a systematic and clear way using tables and graphical representations. Analysis aimed to assess the effectiveness of school management systems and to determine the main challenges of Government Primary Schools.

4. RESULT

Table 1 and Figure 1 provides the demographic profile of the respondents who participated in the study in the context of the management system of the Government Primary Schools in Khowai district, Tripura. In total, 120 respondents were involved in the study, which comprised 30 head teachers (25.0%), 60 assistant teachers (50.0%) and 30 School Management Committee (SMC) members (25.0%). Among the respondents, 68 (56.7%) were male and 52 (43.3%) were female. The information also indicates that most of the respondents were from rural schools (68.3%) and 31.7% from urban schools.

Table 1: Demographic Profile of Respondents

Category	Number of Respondents	Percentage (%)
Head Teachers	30	25.0
Assistant Teachers	60	50.0
SMC Members	30	25.0
Male	68	56.7
Female	52	43.3
Rural Schools	82	68.3
Urban Schools	38	31.7

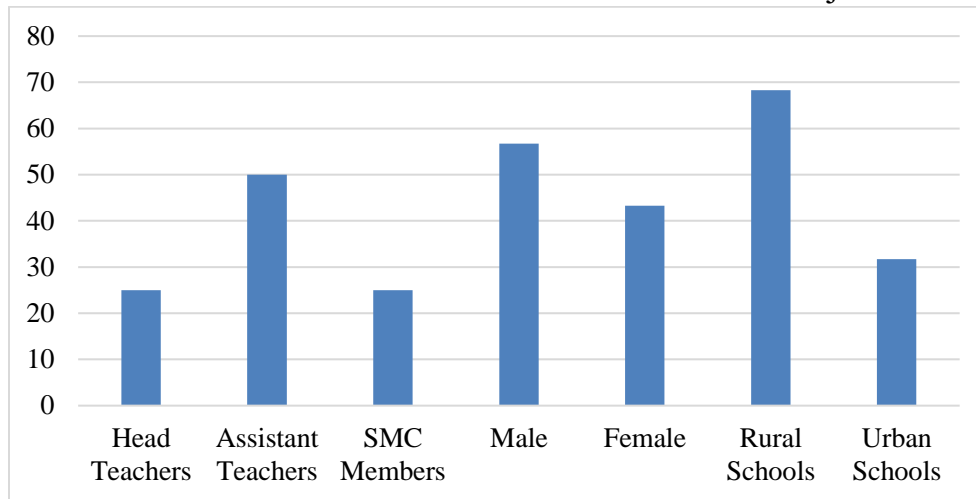


Figure 1: Graphical Representation of Demographic Profile of Respondents

The results showed that assistant teachers had the highest number of respondents, indicating their great involvement in school management and academic activities. The increased percentage of rural schools is due to the fact that Khowai district has mostly a rural educational environment. The involvement of the head teachers, assistant teachers and members of the SMC gives a balanced view on the working and management of Government Primary Schools. Also, the gender distribution was relatively balanced which provides for diverse perspectives in the study.

Table 2 and Figure 2 show the status of administrative and infrastructure management in Government Primary Schools of Khowai district, Tripura. The results indicate that satisfactory maintenance of school records was found in 72 per cent of school, satisfactory academic planning in 65 per cent of school and satisfactory leadership effectiveness in 61 per cent of school. The drinking water availability, toilet facilities and electricity supply received the highest satisfactory response in terms of infrastructure facilities (82%, 74% and 71%, respectively). Digital learning resources had a comparatively lower satisfactory status (36%), with an equal proportion of schools reporting it as unsatisfactory.

Table 2: Administrative and Infrastructure Management Status

Indicator	Satisfactory (%)	Moderate (%)	Unsatisfactory (%)
Maintenance of School Records	72	20	8
Academic Planning	65	25	10
Leadership Effectiveness	61	28	11
Drinking Water Facility	82	10	8
Toilet Facilities	74	16	10
Electricity Supply	71	14	15
Digital Learning Resources	36	28	36

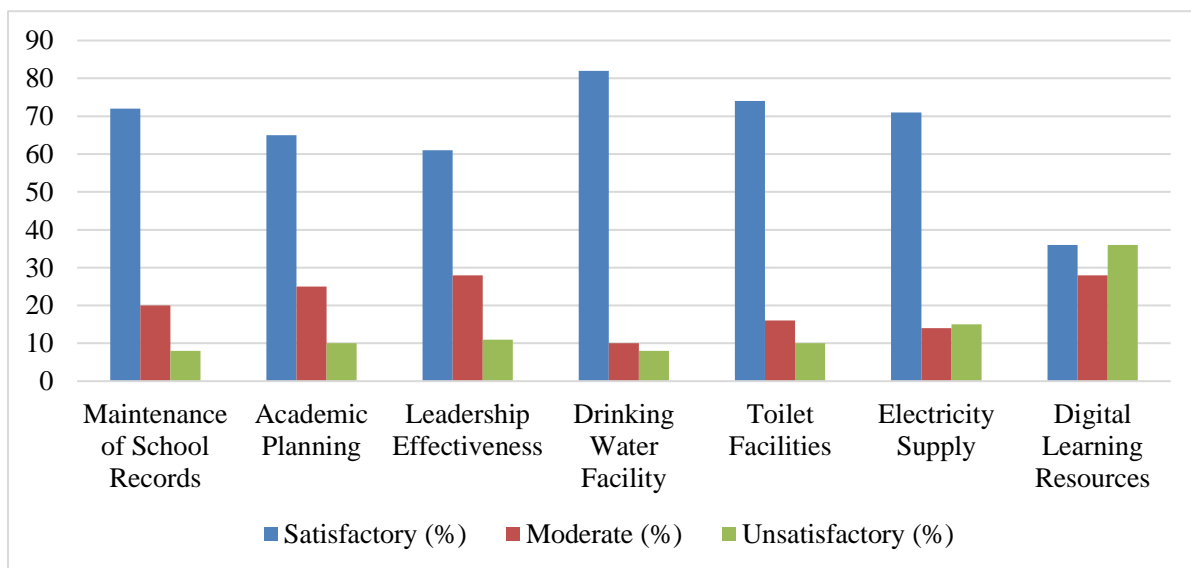


Figure 2: Graphical Representation of Administrative and Infrastructure Management Status

The results indicate that the schools generally had good administrative practices and the basic infrastructures were adequate. School functioning was assisted by: good record keeping, academic planning, and leadership management. Most schools had drinking water, toilets and electricity, and the implementation of basic education infrastructure was satisfactory. However, the lack of digital learning resources indicates a technology gap in many schools, especially the rural schools, that can impact the quality of modern teaching and learning.

Table 3 and Figure 3 show the status of teacher and financial management in Government Primary Schools of Khowai district, Tripura. The data shows that teachers' availability was reported as high in 63% of schools and efficiency of classroom management was reported as high in 69% of schools. 58% of schools participated in training programs. In the financial management aspect, 67% of schools were considered satisfactory regarding utilization of school grants, high in 72% of schools in terms of transparency in financial transactions, and high in 54% of schools in regards to timely availability of funds.

Table 3: Teacher and Financial Management Practices

Indicator	High (%)	Moderate (%)	Low (%)
Teacher Availability	63	24	13
Classroom Management Efficiency	69	22	9
Participation in Training Programs	58	27	15
Utilization of School Grants	67	22	11
Transparency in Financial Transactions	72	18	10
Timely Availability of Funds	54	29	17

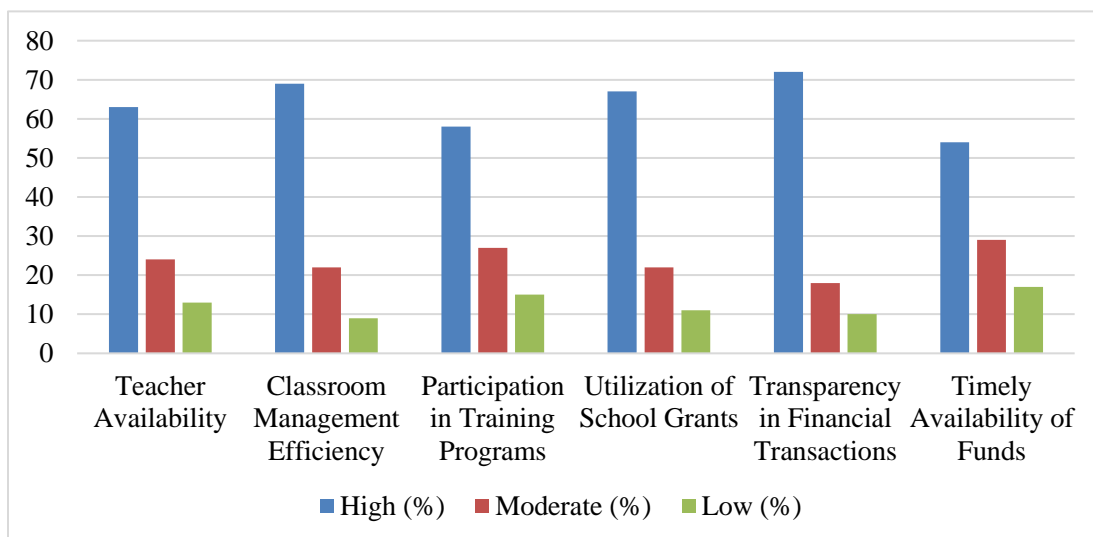


Figure 3: Graphical Representation of Teacher and Financial Management Practices

The results indicate that the vast majority of schools had good practices in teacher management and in financial administration. Classroom management and availability of teachers had a positive impact on the teaching-learning process. Schools with responsible management practices will have financial transparency and use school grants appropriately. The situation is, however, quite different when it comes to the participation in training programmes and the timeliness of funding, which indicates the need to adequately develop professional skills and to optimize school funding systems.

Table 4 and Figure 4 illustrates the major challenges of Government Primary Schools in Khowai district, Tripura and overall management status of the schools. The results indicated that the most major problem mentioned by the respondents was the absence of the digital facilities (74%), while the next biggest problem was the lack of infrastructure (68%), the work load on teachers in administration (66%), and the lack of teaching staff (61%). Low community awareness (47%) and delay in government funds (52%) were also noted as important issues. As far as the overall management status is concerned, the schools were classified as good management (45%), moderate (37.5%) and poor (17.5%) management status.

Table 4: Major Challenges and Overall Management Status

Challenges/Status	Percentage (%)
Lack of Digital Facilities	74
Inadequate Infrastructure	68
Administrative Workload on Teachers	66
Shortage of Teaching Staff	61
Delay in Government Funds	52
Low Community Awareness	47
Schools with Good Management Status	45
Schools with Moderate Management Status	37.5
Schools with Poor Management Status	17.5

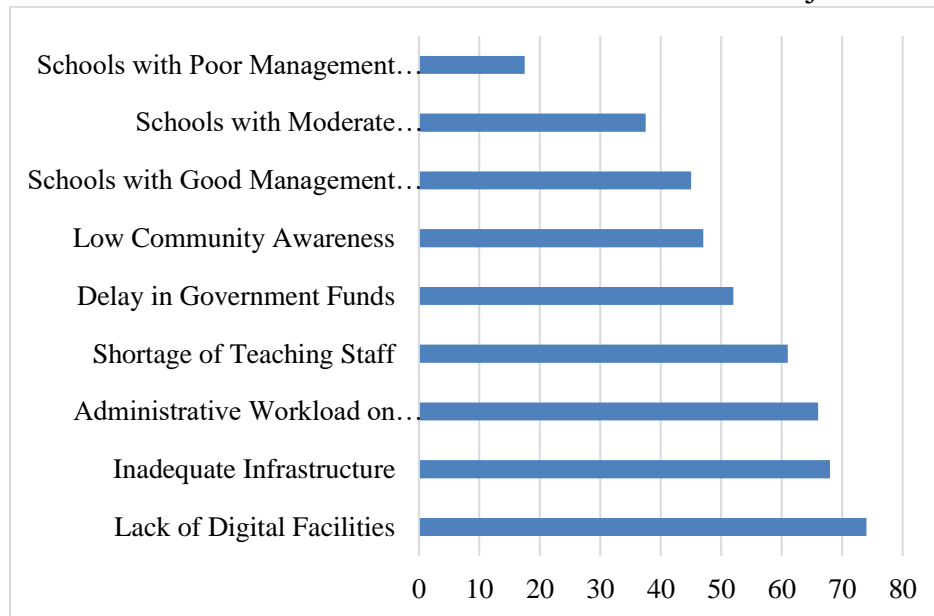


Figure 4: Graphical Representation of Major Challenges and Overall Management Status

The findings show the continued constraints of technology and structures on the effective operation of the Government Primary Schools. The excessive workload and low staffing ratio for teachers can decrease the efficiency of teaching and learning. The financial support is also delayed and this also has a negative impact on the developmental activities in school. Despite these difficulties, school authorities and management committees engaged in good management practices with a significant proportion of schools showing good practice. The fact that some schools are managed moderately or poorly, however, implies that there is a need to improve the infrastructure, digital facilities, provide financial assistance in a timely fashion and increase community involvement to improve the school management system as a whole.

5. DISCUSSION

The results of the present study indicate a moderately satisfactory level of the management system in Government Primary Schools in Khowai district of Tripura. Administrative procedures, including keeping school records, planning for school, and financial transparency and accountability, were well managed in most schools, the study shows. A good implementation of government education policies and good school management practices was also observed as basic



infrastructural facilities such as drinking water, toilets, and electricity were present in most of the schools. In addition, the availability of teachers and the class management were conducive to the enhancement of the quality of the class environment in schools.

The study also highlighted certain constraints that are still a problem to the effective operation of Government Primary Schools. Digital learning facilities, lack of infrastructure, lack of teachers and delays to government funding were identified as key concerns. The problems were more noticeable in the rural schools that make up the bulk of the schools in the district. The additional administrative burden on teachers could further impact the efficiency of teaching and the quality of learning. Hence, the strengthening of digital infrastructure, timely financial support, upskilling of teachers and enhancement of the involvement of the community through School Management Committees in improving educational management and overall school development is required in Khowai district.

6. CONCLUSION

The present study suggests that the management system of Government Primary Schools in Khowai district, Tripura is moderately satisfactory with good performance in administrative practices, financial transparency, classroom management, availability of drinking water, toilets, electricity etc. There is a positive response from the head teachers, assistant teachers and School Management Committee members which has helped the schools to function well. The study also found some key challenges such as lack of digital learning resources, lack of teaching staff, infrastructural issues, administrative challenges to teachers, and delays in government support, especially in remote schools. The problems discussed above still remain with regard to the management of primary education. Hence, the study highlights the importance of creating a conducive digital infrastructure, improving teacher training initiatives, providing timely financial assistance and increasing community involvement to make the school management systems effective and for better outcomes of education in Government Primary Schools in Khowai district of Tripura.



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