



Effect of the Experience of school Principals on Perception of Fund-allocation-utilization at secondary School level of Gujarat state

BRIJESH D. PATEL

Ph.D. Research Scholar,

Hemchandracharya North Gujarat University: Patan (Gujarat)

1. Introduction

When India achieved freedom, the then prevailing educational system was accepted as such for the reason that it was supposed that a rapid exodus from the same would be alarming and subverting. The educational development, universalization of elementary education, vocationalisation of secondary education as well as higher and professional education, overall excellence of education are major responsibilities before the nation. Therefore a predisposition to retain the system acquired majority and all that was visualized by way of changes was its reorganization. Consequently, it is remarkable that education as well as teacher education mostly continued isolated from the requirements same as objectives of the society. It has been seen that last 50 years convinced determinations have been made to indigenize the system. Observing the gaps and if possible still wide and visible. The system however continues to role more or less on the same principles, comparable content and methods characterized by continuity and disinclination to variation. Concluded the years the greatness of the task has increased multiple. For better development of the education system for the future India, Government and Non Government intervention has started educational the institution and tried to provide them essential services like construction, land, other substructure conveniences, library, books, computer... and it's improvement and maintenance, to make education unremitting progressive for the future needs of the nations. These are but a few of the major concerns which call for an immediate action. A comprehensive, dynamic and responsive system of teacher education needs to be continually evolved keeping the overall scenario in view. The quality of education is a direct major consequence and outcome of the quality of teachers and teacher education system as well as the utilization of the proper and adequate use of available institutional facilities. Task of bringing adequate qualitative change in institutional efficacy education system in itself is a huge and challenging one. The last five decades have witnessed several attempts to change, modify and indigenize the inherited system in education.

A Study in School Education Status, Issues and Future Perspectives *GUJARAT STATE* Gujarat Council for Educational Research and Training Gandhinagar (2001) found that Maximum (more than 90 per cent) share in management of schools at secondary and higher secondary level of school education is owned by the private management, aided as well as unaided.

- Contrariwise, private management provides, only 11% of elementary schools (1993). The 21% share of private management in the elementary education in the year 2000 is estimated to be raised to around 40 % in the next decade.
- Girls education is free at all the stages of education.
- School textbooks/ uniform are provided free of cost to primary school pupils especially to SC / ST / OBC students.
- Free mid-day meals are provided to all primary school students.
- Girl students of classes V, VI and VII are given financial assistance of Rs. 100/- per month on the basis of merit.
- State government also awards scholarships to tribal pupils of Classes I - IV in tribal talukas having literacy rate less than 10%, with a view to raising literacy rate among tribal population.

- Financial assistance worth Rs. 10,000/- is provided to each of the 20 selected secondary / higher secondary schools students in tribal areas, to equipping them and Science laboratories.
- According to the scheme of providing free textbooks to needy pupils, textbooks are purchased directly from the Gujarat State School Textbooks Board and distributed through respective District Education Officers.
- Performance awards of Rs. 15,000/- given to the best secondary school students in tribal areas.
- Under the scheme of State Scholarships to ST and SC students, three scholarships of Rs. 350/-, 250/- and 200/- are given to scheduled tribe students, who stands first, second and third rank respectively in 32 tribal talukas as well as each on the basis of merit obtained in Class-VII final examination.
- Three best primary schools in tribal area are selected on the basis of increase in (i) general education (ii) general attendance (iii) girl's enrolment and (iv) girls' average attendance. The school of each tribal area district is given an amount of Rs. 5000/-, 3000/- and 2000/- respectively. The main objective of this scheme is to raise enrolment and promote retention.
- Prizes of Rs. 400/- and Rs. 200/- each are given to meritorious SC, ST, socially and EBC students, who are securing first and second ranks at the district level in S.S.C. respectively and in each stream of H.S.C. examinations respectively.

Drèze and Sen (2002: 169) for the first two main columns. Author's own calculations from data in the NFHS-1 and NFHS-2 reports, in the third main column is given as follows..

Table 1: Growth rate of real per-capita expenditure on elementary education (% per year)

Growth rate of real per-capita expenditure on elementary education (% per year)	Share of elementary education expenditure in state domestic product (%)			Increase in current school attendance of rural 6-10 year olds (1993-1999) (percentage points)	
	1990-1 to 1997-8*	1990-1	199-8	Male	Female
Maharashtra	5.9	1.2	1.3	5.8	11.0
Orissa	4.9	2.5	2.8	9.6	18.0
Assam	4.6	2.6	3.7	--	--
Karnataka	4.3	2.0	1.9	8.4	17.1
Himachal Pradesh	3.3	4.1	-	--	--
Rajasthan	3.3	2.4	2.5	17.5	29.6
Haryana	2.8	1.2	1.1	6.6	17.4
Gujarat	2.7	1.9	1.6	5.0	10.9
Tamil Nadu	1.5	2.3	1.8	4.7	10.9
Madhya Pradesh	0.9	2.0	1.9	19.1	26.6
Andhra Pradesh	0.7	1.5	1.2	17.4	27.4
Kerala	0.7	3.3	2.1	1.8	2.7
Bihar	0.4	3.3	3.6	11.0	19.0
Uttar Pradesh	-1.8	2.5	2.0	13.5	26.0
West Bengal	-2.5	1.5	1.0	11.4	17.3
15 states combined	1.4	2.0	1.8	11.8	20.1

Source: Table in Drèze and Sen (2002: 169) for the first two main columns. Writer's own intentions from statistics in the NFHS-1 and NFHS-2 reports, in the third core column. Note: *Using wholesale price index deflator.

2. Statement of the Study

Effect of the experience of school principals on perception of Fund-allocation-utilization at secondary school level of Gujarat state

3. Objectives of the study:

1. To study the type of Fund given by the government in High school level.
2. To study the utilization of Fund given by the government in High school.
3. To compare the Grant-in-aid school with reference to allocation and utilization of Fund given by the government in High school.
4. To study the Effect of the experience perception of school principals on Fund-allocation-utilization at secondary school level of Gujarat state.

4. Variables of the Study

Table 2: Variables of the study

Sr.	Type of Variables	Variables under the Investigation
1	Dependent Variable	Gender, Habitat, Experience, Number of the class
2	Independent Variable	Reaction of principals
3	Moderate Variables	Types of school

Table 3: Variables Used as main components in the data-Sheet

Variables Used as main components	Level of the Components in the data-Sheet
Year	2005-2015
Grant	•Government •Trust
Grant Utilized	•Government •Trust
Number of Class	Collected Data Information
Income of Donation	Collected Donation From Other people
Extra Expenditure	Collected Data Information

Table 4: Experience -wise effect of perception of principals on Fund-allocation-utilization rating scale

Sr.	Group of principals	N	Mean	Sd	SEd	t-Value	Level of Significance
Ho1	< 10 Year Exp-Rural	61	62.23	8.85	1.73	0.7	Ns
	> 10 Year Exp-Rural	44	61.02	8.68			
Ho2	< 10 Year Exp-Urban	65	62.13	8.84	1.65	0.58	Ns
	> 10 Year Exp-Urban	50	61.58	8.76			
Ho3	< 10 Year Exp-Grant-In-Aid School	104	62.34	8.87	1.31	0.92	Ns
	> 10 Year Exp-Grant-In-Aid School	78	61.14	8.7			
Ho4	< 10 Year Exp-Govt	22	62.53	8.89	2.87	0.65	Ns
	> 10 Year Exp-Govt	16	60.67	8.63			

5. Hypothesis: 1

There will be no significant difference between mean score of attitude of principals of less than 10 years' experience-rural group of principals and attitude of principals of greater than 10 years' experience-rural group of principals on perceptions of the principals for the use of Grant in school.

Observation

From the above table, it has been seen that mean score and standard deviation of the Less than 10 Years' experience in school -rural group of principals are found 62.23 and 8.85 respectively, while mean score and standard deviation of the Greater than 10 Years' experience in school School-rural group of principals are found 61.02 and 8.68 on the perceptions of the principals for the use of Grant in school. Calculated t-value was found to be 0.70 which is not reach at the value of significance at 0.01 level of

the significance, hence the stated above hypothesis is accepted at 0.01 level of the significance. Mean score of the less than 10 Years' experience in school School-rural group of principals are found higher than the mean score of the greater than 10 Years' experience in school rural group of principals on the perceptions of the principals for the use of Grant in school which is not significant at 0.01 level of significance. So the difference between the mean score of the both group of principals is not significant and difference is found accidentally.

Conclusion

Perceptions of the principals of school group of principals of less than 10 Years' experience in school School-rural group of principals are not found higher than the Perceptions of the principals of school group of principals of the greater than 10 Years' experience in school -rural group of principals on the perceptions of the principals for the use of Grant in school of the for the use of Grant in school. Perceptions of the principals of school group of principals are found same towards using the grants allocated in the school.

Hypothesis: 2

There will be no significant difference between mean score of attitude of principals of less than 10 years' experience-urban group of principals and attitude of principals of greater than 10 years' experience- urban group of principals on perceptions of the principals for the use of Grant in school.

Observation

From the above table, it has been seen that mean score and standard deviation of the Less than 10 Years' experience in school-urban group of principals are found 62.13 and 8.84 respectively, while mean score and standard deviation of the Greater than 10 Years' experience in school School-urban group of principals are found 61.58 and 8.76 on the perceptions of the principals for the use of Grant in school. Calculated t-value was found to be 0.58 which is not reach at the value of significance at 0.01 level of the significance, hence the stated above hypothesis is accepted at 0.01 level of the significance. Mean score of the less than 10 Years' experience in school School-urban group of principals are found higher than the mean score of the greater than 10 Years' experience in school urban group of principals on the perceptions of the principals for the use of Grant in school which is not significant at 0.01 level of significance. So the difference between the mean score of the both group of principals is not significant and difference is found accidentally.

Conclusion

Perceptions of the principals of school group of principals of less than 10 Years' experience in school School-urban group of principals are not found higher than the Perceptions of the principals of school group of principals of the greater than 10 Years' experience in school -urban group of principals on the perceptions of the principals for the use of Grant in school of the for the use of Grant in school. Perceptions of the principals of school group of principals are found same towards using the grants allocated in the school.

Hypothesis: 3

There will be no significant difference between mean score of attitude of principals of less than 10 years' experience Grant-In-Aid School group of principals and attitude of principals of greater than 10 years' experience Grant-In-Aid School group of principals on perceptions of the principals for the use of Grant in school.

Observation

From the above table, it has been seen that mean score and standard deviation of the Less than 10 Years' experience in school -Grant-In-Aid School group of principals are found 62.34 and 8.87 respectively, while mean score and standard deviation of the Greater than 10 Years' experience in school School-Grant-In-Aid School group of principals are found 61.14 and 8.70 on the perceptions of the principals

for the use of Grant in school. Calculated t-value was found to be 0.92 which is not reach at the value of significance at 0.01 level of the significance, hence the stated above hypothesis is accepted at 0.01 level of the significance. Mean score of the less than 10 Years' experience in school School-Grant-In-Aid School group of principals are found higher than the mean score of the greater than 10 Years' experience in school Grant-In-Aid School group of principals on the perceptions of the principals for the use of Grant in school which is not significant at 0.01 level of significance. So the difference between the mean score of the both group of principals is not significant and difference is found accidentally.

Conclusion

Perceptions of the principals of school group of principals of less than 10 Years' experience in school School-Grant-In-Aid School group of principals are not found higher than the Perceptions of the principals of school group of principals of the greater than 10 Years' experience in school -Grant-In-Aid School group of principals on the perceptions of the principals for the use of Grant in school of the for the use of Grant in school. Perceptions of the principals of school group of principals are found same towards using the grants allocated in the school.

Hypothesis: 4

There will be no significant difference between mean score of attitude of principals of less than 10 years' experience Government School group of principals and attitude of principals of greater than 10 years' experience Government School group of principals on perceptions of the principals for the use of Grant in school.

Observation

From the above table, it has been seen that mean score and standard deviation of the Less than 10 Years' experience in school -Government School group of principals are found 62.53 and 8.89 respectively, while mean score and standard deviation of the Greater than 10 Years' experience in school School-Government School group of principals are found 60.67 and 8.63 on the perceptions of the principals for the use of Grant in school. Calculated t-value was found to be 0.65 which is not reach at the value of significance at 0.01 level of the significance, hence the stated above hypothesis is accepted at 0.01 level of the significance. Mean score of the less than 10 Years' experience in school School-Government School group of principals are found higher than the mean score of the greater than 10 Years' experience in school Government School group of principals on the perceptions of the principals for the use of Grant in school which is not significant at 0.01 level of significance. So the difference between the mean score of the both group of principals is not significant and difference is found accidentally.

Conclusion

Perceptions of the principals of school group of principals of less than 10 Years' experience in school School-Government School group of principals are not found higher than the Perceptions of the principals of school group of principals of the greater than 10 Years' experience in school -Government School group of principals on the perceptions of the principals for the use of Grant in school of the for the use of Grant in school. Perceptions of the principals of school group of principals are found same towards using the grants allocated in the school.

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