



E-ISSN: 2789-1615
P-ISSN: 2789-1607
Impact Factor: 5.69
IJLE 2023; 3(2): 72-75
www.educationjournal.info
Received: 07-06-2023
Accepted: 11-07-2023

Raju Sukla Das
Research Scholar, Department
of Education, OPJS
University, Churu, Rajasthan,
India

Dr. Binder
Professor, Department of
Education, OPJS University,
Churu, Rajasthan, India

A study on the quality assessment in rural and urban educational institutions in Tripura

Raju Sukla Das and Dr. Binder

Abstract

This research study aims to investigate the significant differences in quality assessment between rural and urban educational institutions in the state of Tripura, India. Education is a fundamental pillar for societal progress and development, and understanding the variations in the quality of education delivery is crucial for informed policy-making and resource allocation. The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews, to comprehensively assess the quality of educational institutions in both rural and urban settings. A sample of 400 educational institutions, including schools and colleges, from across Tripura, has been selected for this research. Descriptive research method has been used by the researcher to carry this research process. The researcher has selected the 400 schools only. It has been found that there is significant difference in the prevalence of quality control in the educational intuitions of Tripura. In addition to this it has been seen that the urban educational institutions are having more quality prevalence as compared to rural schools of Tripura.

Keywords: Quality control, school climate, accountability of educational institutions

Introduction

Children stage is like toys made of clay; once hardened cannot be reformed no matter how much we try by applying every possible way, but, is of no use. On the contrary, timely reformation is possible only before the clay gets hardened and thus can be transformed into any shape of choice. Similarly, mind of children is like soft clay and they must be reformed by imparting right education at the right moment and time to give a shape of the educator's choice. Home is most often found to be quoted as 'the first school of the child'. But it also cannot be denied the fact that school is a very necessary and indispensable agency in the life of an individual, for lot many knowledge and experiences can be gained from a school which is rightly regarded as a miniature society too as it is a gathering venue of children belonging to different culture, society, etc. It is to be noted that, the students as learners have many roles to play to gain various lessons providing knowledge and information. And it is prime duty of government and also the school authority as well teachers, to play their roles to create a proper and suitable learning situations for the students. Negligence in creating an unpleasant teaching-learning atmosphere in the school premises is nothing less than killing and wasting human resources willingly. If it is sought to douse the flames of illiteracy and unedifying education, this simple but ever immeasurably sensitive matter has to be taken into account. Tripura, a small state of India, as per details from Census 2011, has a population of 36.74 Lakhs. Tripura is said to have achieved high literacy rate at all India level and as per Indian Statistical Institute (ISI) Kolkata, the literacy rate stands at 95.16 per cent in 2013. Literacy is only the ability to read and write and nothing beyond that. It is a fact that there is a vast contrast between literacy and education. Quality assessment in educational institutions is a critical endeavor that plays a pivotal role in shaping the future of a nation. In the context of Tripura, a northeastern state in India, the evaluation of educational quality takes on unique significance due to the coexistence of rural and urban areas, each with its distinct challenges and opportunities. The dichotomy between rural and urban educational institutions within Tripura's educational landscape raises important questions about the equity and adequacy of educational resources, teaching methodologies, and overall educational outcomes. This research aims to embark on a journey to demystify the quality assessment in both rural and urban educational institutions of Tripura. By delving into this multifaceted subject, we seek to uncover the intricacies and nuances that underlie the educational systems in these diverse settings.

Correspondence Author;
Raju Sukla Das
Research Scholar, Department
of Education, OPJS
University, Churu, Rajasthan,
India

This exploration is motivated by the fundamental belief that quality education should be accessible to all, regardless of geographical location or socio-economic background. The state of Tripura is characterized by a rich cultural tapestry, but it also faces unique challenges in terms of educational infrastructure, teacher availability, and the quality of learning experiences. Understanding and addressing these challenges is crucial to ensuring that students across the state have equal access to quality education, which, in turn, can significantly impact their future prospects and the overall development of Tripura. In this research endeavor, we will employ a multidisciplinary approach that combines qualitative and quantitative methodologies to comprehensively evaluate the quality of education in both rural and urban educational institutions. By shedding light on the strengths, weaknesses, and disparities in these settings, we aim to provide valuable insights that can inform policy decisions, educational reforms, and initiatives aimed at improving the educational landscape in Tripura. Through a rigorous examination of the factors influencing educational quality, this research will contribute to the ongoing dialogue on educational equity and excellence in Tripura. By demystifying the quality assessment process in rural and urban educational institutions, we hope to pave the way for informed interventions that will enhance the educational opportunities and outcomes for all students in this vibrant state.

Statement of the Problem

Quality assessment in educational institutions is a critical concern for ensuring effective learning outcomes and educational equity. In the Indian state of Tripura, both rural and urban areas face unique challenges in providing quality education. However, there is a significant knowledge gap in understanding the factors influencing the quality of

education in these diverse settings. The statement of the research problem is reported as under:

A study on the quality assessment in rural and urban educational institutions of Tripura.

Objectives of the study: The purpose of this study are as under:

To investigate the quality prevalence in rural and urban educational institutions of Tripura.

Hypothesis: Based on richness background of the knowledge the investigator speculated the research problem as under:

There will be no significant difference between rural and urban educational institution of Tripura with regard to quality prevalence.

Delimitation: The study has been delimited as under:

- The present research study has been confined to 400 residential and non-residential schools only.
- The present research study has been delimited to Gomati district of Tripura.

Methodology and procedure: The methodology and procedure involved in this research study is given as under:

- **Method:** Descriptive research method has been used by the researcher to carry this research process.
- **Data collection:** The researcher has selected the 400 schools only.
- **Research tool:** the researcher employed the self-developed researcher for collecting the required data.

Statistical treatment: The collected data was put to suitable statistical treatment by using Pearsons co-efficient of correlation. The detailed analysis and interpretation is reported as under:

Table 1: Showing the prevalence of quality assessment in residential and non-residential schools.

Quality Assessment	Urban schools		Rural schools	
	Frequency	Percentage	Frequency	Percentage
Healthy quality	98.00	48.00	74.00	38.00
Moderate quality	72.00	36.00	96.00	48.00
Poor Quality	30.00	15.00	30.00	15.00
Total	200	100	200	100

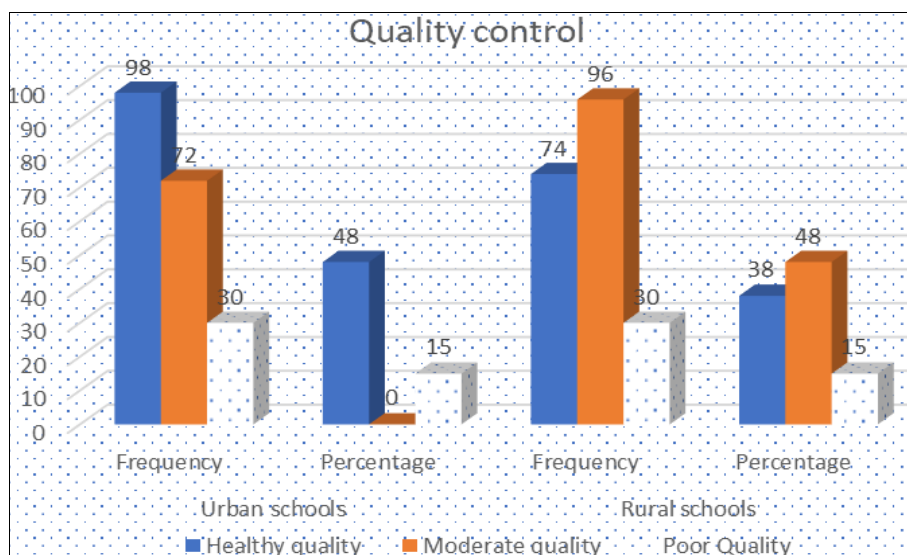


Fig 1: Showing the prevalence of quality assessment in residential and non-residential schools.

The table presents information on the prevalence of quality assessment in urban and rural schools. It compares the frequencies and percentages of healthy quality, moderate quality, and poor quality in urban and rural schools. In urban schools, there were 98 instances, accounting for 48.00% of the total. In rural schools, there were 74 instances, making up 38.00% of the total. In urban schools, there were 72 instances, representing 36.00% of the total. In rural schools, there were 96 instances, accounting for 48.00% of the total. In urban schools, there were 30 instances, making up 15.00% of the total. In rural schools, there were 30 instances, which also accounts for 15.00% of the total. Overall, the table provides an assessment of the quality in both urban and rural schools. It indicates that

healthy quality was more prevalent in urban schools compared to rural schools. Moderate quality had a similar prevalence in both urban and rural schools. The percentage breakdown shows the proportion of each quality assessment within their respective settings.

Table 2: Showing the graphical representation on the comparative analysis of the rural and urban school with regard to their school climate. (N=200 each).

Components Quality education	X	N	Mean	SD	't' test
Composite Score	US	200	197.8000	37.68035	3.576*
	RS	200	186.5100	32.20350	3.576*

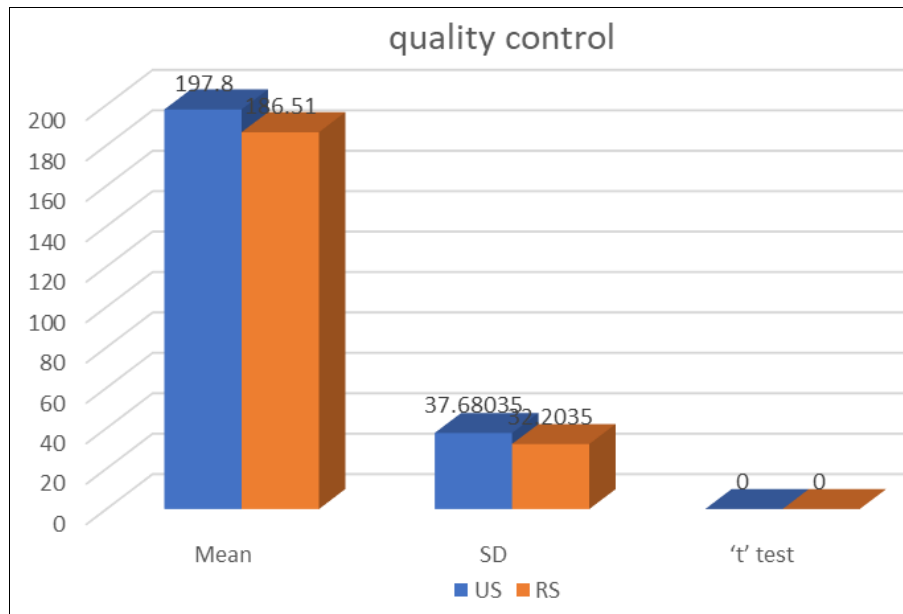


Fig 2: Showing the graphical representation on the comparative analysis of the rural and urban school with regard to their school climate (N=200 each).

The table presents a comparative analysis of the school climate between rural schools (RS) and urban schools (US). The composite score represents the overall rating of the school climate. Urban schools (US) have a composite score of 197.8, while rural schools (RS) have a composite score of 186.51. This suggests that urban schools generally have a higher overall rating for school climate compared to rural schools. The 't' test values indicate the significance level of the differences between the means. The asterisk (*) next to the standard deviation (SD) indicates that the differences between the means are statistically significant at a certain confidence level. Overall, the table provides a comparative analysis of various aspects of the school climate between rural and urban schools, highlighting the areas where one type of school may excel or lag behind the other.

Conclusion

It has been found that there is significant difference in the prevalence of quality control in the educational intuitions of Tripura. In addition to this it has been seen that the urban educational institutions are having more quality prevalence as compared to rural schools of Tripura.

References

1. Berkoqitz R, Moore H, Astor R, Benbenishty R. A research synthesis of the associations between

socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research.* 2017;87(89):425-469.
 2. Brand S, Felner R, Shim M, Seitsinger A, Dumas T. Middle school improvement and reform: Development and validation of a school-level assessment of climate, cultural pluralism, and school safety. *Journal of Educational Psychology.* 2003;95(3):570.
 3. Burton CM, Marshal MP, Chisolm DJ. School absenteeism and mental health among sexual minority youth and heterosexual youth. *Journal of School Psychology.* 2014;52(23):37-47.
 4. Byrd CM. The complexity of school racial climate: Reliability and validity of a new measure for secondary students. *British Journal of Educational Psychology.* 2017;87(4):700-721.
 5. Chopra I, Kamal KM. A systematic review of quality-of-life instruments in long-term breast cancer survivor. *Health and Quality of Life Outcomes.* 2012;10(9):14-56.
 6. Cornell D, Shukla K, Konold TR. Authoritative school climate and student academic engagement, grades, and aspirations in middle and high schools. *Aera Open.* 2016;2(2):1-18.
 7. Ding C, Liu Y, Berkowitz M. The study of factor structure and reliability of an abbreviated school

- climate survey. *Canadian Journal of School Psychology*. 2011;26(3):241-256.
8. Duggins S, Kuperminc G, Henrich C, Smalls-Glover C, Perilla J. Aggression among adolescent victims of school bullying: Protective roles of family and school connectedness. *Psychological Violence*. 2016;6(8):205-212.
 9. Dunn T, Baguley T, Brunnsden V. From alpha to omega: A practical solution to the pervasive problem of internal consistency. *British Journal of Psychology*. 2014;105(110):399-412.
 10. Furlong MJ, Greif JL, Bates MP, Whipple AD, Jimenez TC, Morrison R. Development of the California School Climate and Safety Survey-Short Form. *Psychology in the Schools*. 2005;42(2):137-149.
 11. Hays DG, Wood C. Stepping outside the normed sample: Implications for validity. *Measurement and Evaluation in Counseling and Development*. 2017;50(77):282-288.
 12. Ice M, Thapa A, Cohen J. Recognizing community voice and a youth-led school-community partnership in the school climate improvement process. *School Community Journal*. 2015;25(89):9-28.
 13. Jia Y, Konold TR, Cornell D. Authoritative school climate and high school dropout rates. *School Psychology Quarterly*. 2016;31(33):289-303.
 14. La Salle TP, Meyers J, Varjas K, Roach A. A cultural-ecological model of school climate. *International Journal of School and Educational Psychology*. 2015;3(8):157-166.
 15. Lambie GW, Blount AJ, Mullen PR. Establishing content-oriented evidence for psychological assessments. *Measurement and Evaluation in Counseling and Development*. 2017;50(99):210-216.
 16. Singh, *et al.* Total Quality Management in Technical Education: A review. *New Frontiers in Education*. 2008;41(4):392-396.
 17. Skinner EA, Belmont MJ. Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*. 1993;85(99):571-581.
 18. Smail, *et al.* Socio-cultural Profile, Home Environment and Academic Residence of Government and Private School Students with Special Reference to Their Demographic Profile. *International Journal of Academic Research*. 2018;14(12):25-24.
 19. Talwar MS, Kumar T, Pradeep. Total Quality Management in Higher Education. *University News*. 2010;48(1):12-14.
 20. Tam M. Measuring Quality and Performance in Higher Education. *Quality in Higher Education*. 2001;7(8):47-54.
 21. Tam M. Measuring Quality and Performance in Higher Education. *Quality in Higher Education*. 2001;7(9):47-54.
 22. Tavakol M, Dennick R. Making sense of Cronbach's alpha. *International Journal of Medical Education*. 2011;2(12):53-55.
 23. Temtime ZT, Mmereki RN. Challenges faced by graduate business education in Southern Africa: Perceptions of MBA participants. *Quality Assurance in Education*. 2010;19(2):110-129.