



Impact on Secondary School Quality Improvement Programmes and the Students Academic Achivement in Karnataka

KEYWORDS

P Suresha

Researcher and Principal, S M Lingappa College of Education, K. R PET

Dr.Mohan Kumar

Research Guide and Principal, N D R K College of Education, Hassan

INTRODUCTION:

Quality improvement programme is a integral part of Education system. Quality has represent of development aspect. Quality programmes are unable to improve management system and organization of society academic achievement is a essential ingredients of Education society we can say that achievements always depend upon Quality improvement programs. It is impact on secondary school students academic achievements.

NEED AND IMPORTANCE

The present study is key position of quality improvements programmes and academic achievement It would be reveals Karnataka state quality improvement programmes impact on secondary school academic achievements.

OBJECTIVES OF THE STUDY

- To study the improvement programmes of Secondary school in Karnataka
- To study the secondary school student academic achievements in Karnataka
- To identify the correlation between secondary school improvement programmes and secondary school quality academic achievements.

HYPOTHESES OF THE STUDY

There is no significant relationship between quality improvement programmes and rural secondary school student academic achievement.

There is no significant between urban secondary school students academic achievement and quality improvement programmes

There is no significant between the rural and urban secondary school students academic achievement.

VARIABLES OF THE STUDY

Main Variables

- Quality improvement programmes
- Academic achievements

SUB VARIABLES

- Area
- Urban
- Rural

SAMPLE OF THE STUDY

The present study consist of sample 50 and urban 25 and Rural 25 sample

Urban	Rural	Total
25	25	50

TOOLS USED FOR THE STUDY

Questionnaire of quality improvement programmes

Academic achievement tools (10th Standard result)

METHODOLOGY OF THE STUDY

The present study is a descriptive method

STATISTICAL TECHNIQUES

t - Test

t - Value

Consolation

Table 1

1 There is no significant between the rural and urban secondary school student academic achievement.

Area	N	Mean	Mean Difference	SD	t-value
Urban	25	26.305	1.321	6.55	
Rural	25	27.626	7.81		0.6489

The researcher had selected – 50 sample for the present study out of which 25 are rural secondary school students and 25 are urban secondary school students academic achievement.

The urban secondary school students have 26.305 mean value and rural secondary school students 27.626 value the difference of the mean value is 6.55 as per the mean value compare to urban mean value is not much difference .

The urban secondary school students SD value is 1.321 and rural secondary school students SD value is 27.626 But there is not much difference.

Hence as per the Mean and SD values of urban and rural Secondary school student achievement have almost average. As per the 't' value also not significant. This result shows that the rural and urban secondary school students academic achievement and quality programmes.

Therefore we accept this Hypotheses. 'There is no significant between the rural and urban secondary school students academic achievement.

CONCLUSION

Quality is the only word in this world which is liked by more number of people to see or to observe from others but less in any individual's life. We expect good school, good teacher, good result and good people around us and good society. But being a teacher we should ask ourselves that how are we How best we deserve to expect quality from others? whether it is right or wrong?

REFERENCE

- 1 Coolcy, D.M (1986). A study of Investigating the relationship between perceived communicator style and perceived style and perceived supervisory performance satisfaction with supervisor quality of subordinate relationship and quality of supervisory Communication. Lincoln : DAI, 47(11), 3908 - A.
- 2 Bacharach (1977). Group Decisions in the Face of Difference of Opinion. Management Science, 22 (2), 182 - 191.
- 3 Bundura A., (1993). Perceived Self - efficacy in Cognitive Development and Functioning Educational psychologist, 28(2), 117-148
- 4 Chester, B.A., (1966). The functions of the Executive. Cambridge : Massachusetts, Harward University Press.
- 5 Norton, M.S (2003). Let's Keep our Quality school Principal on the job. the High school journals.86(2), ISSN :00181498 50 -56.