International Journal of Advanced Academic Studies

Raju Sukla Das
Faculty of Education,
OPJS University, Jhunjhunu
Sadulpur, Rajasthan, India

A study on quality control of residential and non-residential schools of Tripura

Raju Sukla Das

DOI: https://doi.org/10.33545/27068919.2023.v5.i9a.1055

Abstract
This research paper delves into the critical examination of quality control practices in both residential and non-residential schools in Tripura, with the aim of assessing their effectiveness in ensuring a high standard of education. The study investigates various aspects of quality control, including curriculum alignment, teaching methods, assessment procedures, teacher training, parental involvement, and overall student outcomes. By analysing these factors, the research seeks to provide insights into the strengths and areas of improvement for educational institutions in Tripura. The results of the study reveal that there seems significant difference between residential and non-residential schools with regard their quality control. More quality assessment has been observed among residential schools as compared to their counterpart (non-residential schools NRS).

Keywords: Quality control, residential schools, non-residential schools, Tripura, education, academic development, social development, emotional development

Introductions
Education is the cornerstone of societal progress, and the quality of education plays a pivotal role in shaping the future of individuals and communities. In the dynamic landscape of education, schools are not only places of learning but also spaces where character is nurtured, skills are honed, and potential is realized. This comprehensive study delves into the intricate realm of educational institutions in Tripura, focusing on both residential and non-residential schools, with a specific emphasis on quality control measures. Tripura, known for its industrial prowess, is also a hub of educational establishments catering to diverse demographics. The importance of ensuring high-quality education across these schools cannot be understated. This study seeks to investigate the multifaceted aspects that contribute to maintaining and enhancing the quality of education provided by both residential and non-residential schools in Tripura. By examining factors such as curriculum design, teaching methodologies, infrastructure, faculty qualifications, student outcomes, and parental engagement, this research aims to shed light on the current state of education in the region. The study's findings are expected to provide valuable insights not only to educational policymakers and administrators but also to parents, students, and the larger community. Quality control measures ensure that the curriculum, teaching methods, and resources are aligned with educational standards and best practices. This leads to more effective learning experiences for students, enhancing their understanding and retention of concepts. Quality control ensures that the education provided to students is consistent across different classrooms, schools, and districts. This consistency helps in achieving standardized learning outcomes and preventing disparities in education quality. Quality control involves professional development opportunities for teachers, enabling them to stay updated with the latest teaching methods, technological advancements, and educational research. Well-trained teachers are more capable of delivering high-quality education. By identifying strengths and areas of improvement, the research endeavours to contribute to the ongoing discourse on education quality enhancement. Furthermore, the study's outcomes could potentially serve as a roadmap for schools in Tripura to align themselves with best practices and innovations in the field of education. As we delve into the pages of this study, we invite readers to explore the intricate tapestry of educational quality control in Tripura. By understanding the nuances and challenges faced by both residential and non-residential schools, we embark on a journey to pave the way for an education system that not only imparts knowledge but also nurtures holistic growth and development. The researcher explored the below mentioned research problem.

Corresponding Author:
Raju Sukla Das
Faculty of Education,
OPJS University, Jhunjhunu
Sadulpur, Rajasthan, India

Statement of the Problem: The statement of the research problem is reported as under:

A Study on Quality Control of Residential and Non-Residential Schools of Tripura
Objectives of the study: The purpose of this study are as under:
To discover the quality control of the residential and non-residential schools

Hypothesis: Based on richness background of the knowledge the investigator speculated the research problem as under:
There will be no significant difference between residential and non-residential schools with regard to their quality control.

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:
▪ **Design:** Descriptive cum survey 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 big five personality inventory scale developed by Sharma & Jain (12015).

Statistical treatment: The collected data was put to suitable statistical treatment by using descriptive as well as comparative study.

Analysis and Interpretation of The Data: The data has been analysed with the help of descriptive and comparative analysis. The detailed analysis and interpretation are reported as under:

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

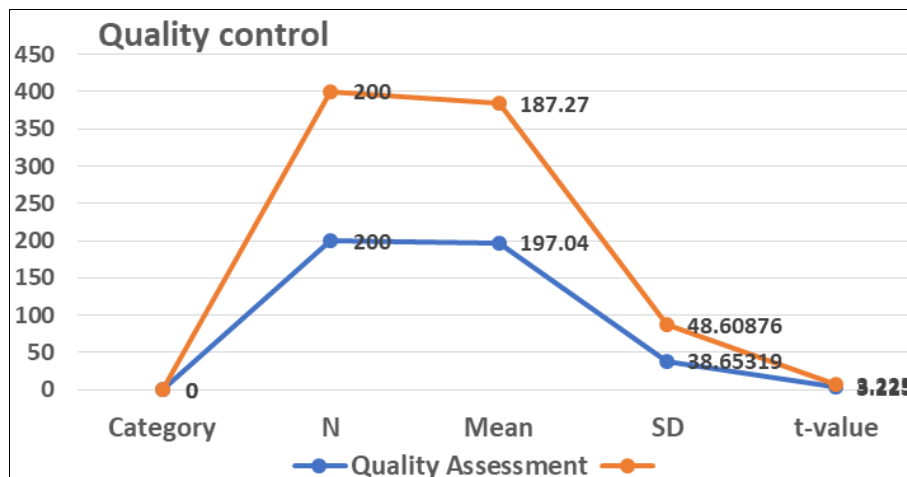| Quality Assessment	Residential schools		Non-residential schools	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Healthy quality	100.00	50.00	72.00	36.00
Moderate quality	70.00	35.00	98.00	49.00
Poor Quality	30.00	15.00	30.00	15.00
Total	200	100	200	100
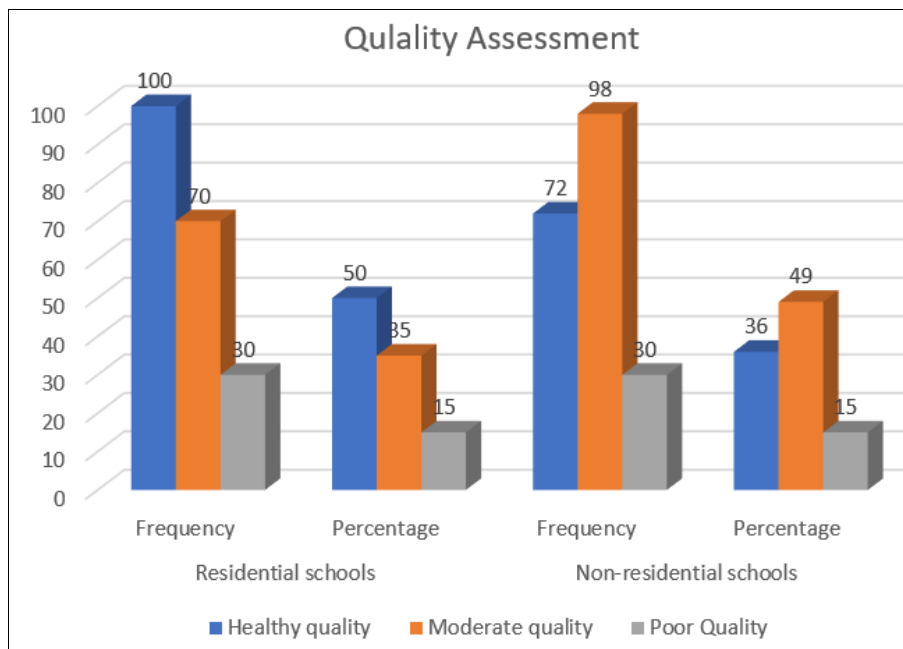
Fig 1: Showing the prevalence of quality assessment in residential and non-residential schools

The table provides information on the quality assessment of residential and non-residential schools. It compares the frequencies and percentages of healthy quality, moderate quality, and poor quality in these two types of schools. In residential schools, there were 100 instances, accounting for 50.00% of the total. In non-residential schools, there were 72 instances, making up 36.00% of the total. In residential schools, there were 70 instances, representing 35.00% of the total. In non-residential schools, there were 98 instances, accounting for 49.00% of the total. In residential schools, there were 30 instances, making up 15.00% of the total. In non-residential schools, there were 30 instances, which also accounts for 15.00% of the total. Overall, the table presents an assessment of the quality of residential and non-residential schools. It indicates that healthy quality was the most prevalent in both types of schools, followed by moderate quality and poor quality. The percentages represent the proportion of each quality assessment within their respective settings.

Table 2: Indicating the mean significant difference between the residential and non-residential schools on the basis of their quality assessment. (N-200 each).

	Category	N	Mean	SD	t-value
Quality Assessment	RS	200	197.0400	38.65319	3.225*
	NRS	200	187.2700	48.60876	3.225*

Fig 2: Indicating the graphical assessment on the basis of the mean significant difference between the residential and non-residential schools on the basis of their quality assessment. (N-200 each).

The table presents the mean significant difference between residential schools (RS) and non-residential schools (NRS) based on their quality assessment across various categories. Let's discuss each category and its interpretation. The opposite score represents an overall quality assessment. Residential schools (RS) have a mean composite score of 197.0400 (SD = 38.65319), while NRS has a mean score of 187.2700 (SD = 48.60876). The t-value of 3.225* indicates a significant difference in the overall quality assessment between residential schools (RS) and non-residential schools (NRS). The attained results reveal that there is significant difference between the residential and non-residential schools with regard to their school environment.

Conclusion

The results of the study reveal that there seems significant difference between residential and non-residential schools with regard their quality control. More quality assessment has been observed among residential schools as compared to their counterpart (non-residential schools NRS). Besides the researcher argued that incorporating quality control measures in school education requires collaboration between educational authorities, teachers, administrators, parents, and the community. It's a comprehensive approach that aims to provide the best possible learning environment for students, nurturing their growth and development.

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