



# Assessment of Students' Perception of Quality Education in Secondary Schools

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## **Abstract:**

*A solid education is built on the foundation of outstanding teachers. Schools must have a sufficient number of qualified teachers and get high-quality pre-service and in-service training. Quality has an impact on how much and how well children learn. Improving educational quality standards by incorporating modern science and technology is complex.*

*This questionnaire has 20 questions about Secondary School Quality Education. It is a self-assessment tool that allows students to rate their level of satisfaction with their perceptions of Quality Education. The statements were made on a questionnaire that was evaluated by the investigator based on their applicability.*

*Students rated the Quality Education in Secondary Schools measures as 0.98 reliable, and the scale's validity is based on both content and constructs validity. The scale is connected with various other dimensions and statistically significant, demonstrating construct validity. Final Results concluded there is no significance difference between male and female, Telugu and English medium. Age and class significantly differ in perception towards quality education in secondary schools.*

**Key Words:** *Quality Education, Secondary Schools, age, medium, students, perception*

## **Introduction:**

Regardless of gender, race, ethnicity, socioeconomic class, or geographic location, quality education focuses on all child social, psychological, mental, physical, and cognitive development. It prepares the youngster for not only the test but also for life. They are said to be educational. Empowerment is the process of individuals, organisations, and communities becoming more in control of their circumstances and surroundings. The key is high-quality education.

They live in a society marked by poverty and inequality. Teachers are the foundation of a good education. Schools must have enough trained teachers and get high-quality pre-service and in-service training.

Gender sensitivity, non-discrimination, and human rights are all included in the training. All teachers in the United States must be paid competitive compensation. Quality influences how much and how effectively children learn and how their education affects their personal and social lives. Furthermore, there are advantages to development. It is a curriculum-animated teaching and learning process that influences what happens in the classroom and the quality of learning.

It is challenging to tighten educational quality standards by introducing modern science and technology, particularly computer and mobile internet. The generation who witnessed the conventional family structure and the current age have distinct perspectives on the situation and different lifestyles. Two generations must be able to distinguish between education and quality education. The VVOB (a non-governmental organisation) defines *quality education* as "High-quality education equips all students with the skills they need to be financially productive, build sustainable livelihoods, contribute to peaceful and democratic societies, and improve their well-being. The required learning outcomes differ depending on the situation. Moreover, they have different levels of life skills, such as disease prevention. Throughout improving the quality of teachers and other educational stakeholders, capacity building is critical."

**Quality education:**

It is not able to attain a good education. It is critical to comprehend this concept when all of our students are discussing quality education.

"Quality education is regarded as one of the fundamental necessities - meaningful, relevant, and sensitive to individual and social requirements - and every student can undoubtedly meet those demands."

Two principles guide most attempts to determine educational excellence: First and foremost, all educational systems must identify learners' cognitive growth. The second highlights the importance of education in instilling responsible citizenship ideals and attitudes and encouraging creative and emotional development.

Quality impacts how well and quickly students learn and how successfully their education is converted into personal, social, and developmental goals. It underlines the need for engaging instructional methods. It animates the curriculum for teaching and learning, which affects what, happens in the classroom and the quality of learning results.

**Quality and efficiency of the school system:**

Although educational aims differ according to each country's social and cultural traditions and political structures, they all aim for overall national enlightenment and the development of human qualities necessary for rapid state development. Many years later, with the convenience of the general public's faith, education was scrutinised. Think tanks, commissions, business forums, and government reviews desecrated the state of public education and forecasted its demise unless quick reform occurred. Many economists believe that investing in children's education will more educated adults. This form of investment will raise revenue in developing countries more than in other countries. Nobel Prize-winning research backs up this viewpoint (Schultz, 1989). East Asia's economic progress has been fueled by investments in human capital (McMahon, 1998). In Sub-Saharan Africa, a year of schooling is linked to a 3 to 14% rise in salaries and productivity (Simon, 2000). Since the 1960s, higher education rates in Taiwan have been positively connected with growth (Lynn, 2003).

Faculty are under pressure to demonstrate their work to the public, and governments worldwide have made education a centrepiece of their political agendas. It is not the management spirit to invest in the system and allow it to flourish on its own and create results as a natural product in a context where education is given national importance. The system must have some form of internal regulatory mechanism to maintain its quality and efficiency to achieve the country's and society's desired outcomes.

**Need and Significance of the Study:**

In academic discourse, finding the word quality has become a universal problem. Even though many countries' education systems are growing in size, many are failing to achieve their primary goal. A well-functioning school system should offer a uniform quality of education for all students, regardless of regional or socioeconomic differences. Improving the quality of education entails raising academic performance levels, which are frequently assessed in test results in various areas that are part of the school curriculum for both parents and students. India's education draught has reached a critical stage, as it currently ranks sixth among the world's seven growing nations in terms of educational quality (ASSOCHAM, 2008). "Achieving education for all is primarily about delivering good quality," UNESCO Director-General Koichiro Matsuura said. "What children learn and how they learn may make or break their school experience and their next opportunities in life." Teachers' quality, curricula and teaching procedures, and the quality and availability of learning materials are all factors that influence educational quality. The cost of running all secondary schools in the same way as the CABE Committee has calculated Kendriya Vidyalayas. The overall spending in such a scenario would not surpass 6% of GDP. However, in educational settings, the term 'quality' is interpreted differently; in fact, what happens in the classroom ultimately defines children's degree of education. The quality component is linked to the school's features because classroom processes are a part of the larger school culture (Panamalai, 2009).

The National Instruction Policy of 1986 and the Program of Action of 1992 emphasised the importance of prioritising quality concerns in school education. Quality does not automatically improve. It necessitates changes in teacher education, school amenities and infrastructure, teacher motivation, and a shift in teaching style that is appealing to kids. The plans advocated for the development of a minimal level of learning (MLL) for several disciplines at various levels of schooling. In this situation, R.H. The MLL syllabus, which spells forth the competencies that elementary level pupils in each topic must acquire at specified times, is outlined by an Indian government committee chaired by Dave. According to the MLL model, instructor duty extends beyond syllabus coverage. Teachers should be in charge of mastering the skills assigned to their students. This strategy necessitates the creation of MLL-based textbooks and MLL-based assessments. It also instilled in teachers a more incredible feeling of responsibility. In UNESCO's 2009 Education for All Development Index, India was placed 102 out of 129 countries for primary education and adult literacy's quality, prevalence, and gender balance (Bibudatta, 2009). Dr APJ Abdul Kalam proposed developing a QCI certification policy and rating standards for schools across the country during the Quality Council of India's (QCI) Second Annual Conference in 2007. As a result, India's Quality Council has initiated an initiative to establish an excellent accreditation standard for quality school governance in government schools.

The researcher intends to determine student's perceptions of quality education in this study.

**Objectives of the Study**

1. To find out the perception towards quality education in secondary school students with respect to the following variables:

- a. Gender: Male/Female
- b. Age: 13 Years/14 Years/15Years /16Years
- c. Class: VIII/ IX/ X
- d. Medium: Telugu/ English

**Sample:** total sample comprises of 420 students from secondary schools for Visakhapatnam district.

**Method used:**

To investigate this issue, a descriptive survey method was used. The survey method was shown to be useful in gathering information regarding student's perception towards quality education.

**Construction of the tool for Students:**

This questionnaire consists of 20 items covered on Quality Education in Secondary Schools. For measuring the perceptions of students towards Quality Education in Secondary Schools. It is an instrument designed for self-rating of the students opinion of the degree to which they feel on the perceptions towards Quality Education in Secondary Schools. The statements were given in the questionnaire studied by the investigator against the criterion of its applicability on the perceptions of students towards Quality Education in Secondary Schools. Further, they were examined in terms of their suitability the questionnaire was given to experts a preliminary survey was conducted for suggestions, the suggestions given by the experts were taken in to consideration and modified the statements as suggested to measure the reliability of the test.

**Reliability and Validity**

The split-half reliability co-efficient for the Quality Education in Secondary Schools scales as perceived by students was 0.98 and for the validity of the scale it is based on the content and construct validity. As an instance of construct validity, the scale is correlated with number of other dimensions and found the obtained correlations statistically significant.

**Data Analysis:****Objective -1**

1. To find out the perception towards quality education in secondary school students with respect to the following variables:

- Gender: Male/Female
- Age: 13 Years/14 Years/15Years /16Years
- Class: VIII/ IX/ X
- Medium: Telugu/ English

The following hypotheses have been formulated and they are tested one by one.

**Hypothesis:**

- There exists no significant difference between male and female students in their perception towards Quality Education in Secondary Schools.
- There exists no significant difference between different age group students in their perception towards Quality Education in Secondary Schools.
- There exists no significant difference between different class students in their perception towards Quality Education in Secondary Schools.
- There exists no significant difference between Telugu and English medium students in their perception towards Quality Education in Secondary Schools.

**Hypothesi-1**

There exists no significant difference between male and female students in their perception towards Quality Education in Secondary Schools.

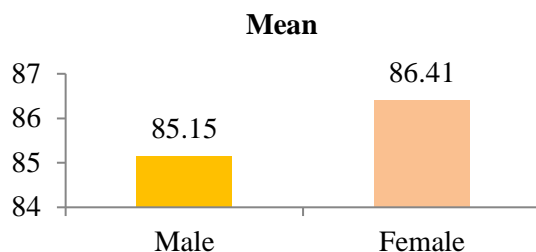
**Table 1. Mean, SD and 't'- values on the perceptions of students based on their socio-economic variables towards Quality Education in Secondary Schools.**

Variable	Group	N	Mean	SD	SED	"t"	Hypotheses
Gender	Male	301	85.15	6.8	0.7	1.808*	Null hypothesis Accepted
	Female	119	86.41	5.521			

\*not significant at 0.05 level.

**Findings:**

- The variable gender doesn't play a significant role on the perception of students towards quality education in secondary schools.
- It is observed from the table 1 that the obtained t-value (1.808) for df = 418 is less than the table value of 1.97 It is not significant at 0.05 level. Therefore, the null hypothesis is accepted.



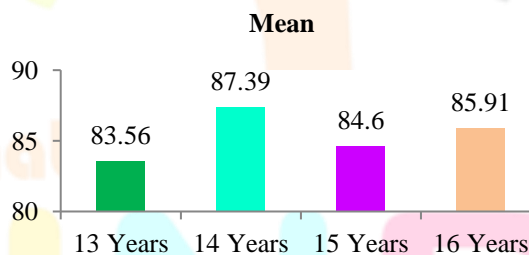
**Graph-1: Mean comparison between the perceptions of Students according to their Gender towards Quality Education in Secondary Schools.**

**Hypothesis-2**

There exists no significant difference between different age group students in their perception towards Quality Education in Secondary Schools.

**Table: 2.Perception towards Quality Education- Area- Means and S.Ds**

	N	Mean	Std. Deviation
13 Years	95	83.56	7.752
14 Years	155	87.39	6.339
15 Years	135	84.60	5.561
16 Years	35	85.91	4.175
Total	420	85.50	6.482



**Graph-2: Mean comparison between the perceptions of Students according to their age groups towards Quality Education in Secondary Schools.**

**Table:3**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1029.422	3	343.141	8.612*	.000
Within Groups	16575.568	416	39.845		
Total	17604.990	419			

\*significant at 0.05 level.

**Interpretation:**

It is observed from the table 3 that the obtained F-value (8.612) for df = 3 and 416 is greater than the table value of 2.63. It is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that age of students makes a significant difference in their perception towards quality education in secondary schools. Since the F-value is significant, further probe is attempted to know which are groups differ significantly in their perception with other sub groups.

**Table. 4- Comparison of mean vale, S.D, t value.**

Group	N	Mean	SD	SED	“t”	significance
13	95	83.56	7.75	0.9	4.261	significant at 0.05 level
14	155	87.39	6.339			
13	95	83.56	7.75	0.878	1.187	Not significant at 0.05 level
15	135	84.60	5.561			
13	95	83.56	7.75	1.381	1.707	not significant at 0.05 level
16	35	85.91	4.175			
14	155	87.39	6.339	0.705	3.962	significant at 0.05 level
15	135	84.60	5.561			
14	155	87.39	6.339	1.124	1.316	not significant at 0.05 level
16	35	85.91	4.175			
15	135	84.60	5.561	1.007	1.305	not significant at 0.05 level
16	35	85.91	4.175			

**Findings:**

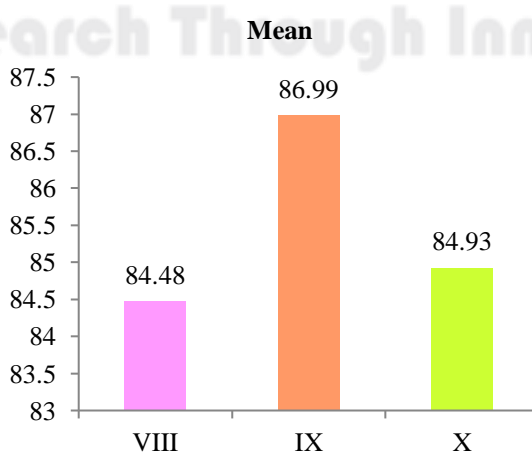
1. The variable age plays a significant role on the perception of students towards quality education in secondary schools.
2. The mean differences (4) are in favor of 14 years age group students.

**Hypothesis-3**

There exists no significant difference between different class students in their perception towards Quality Education in Secondary Schools

**Table: 5.Perception towards Quality Education- Area- Means and S.Ds**

Class	N	Mean	Std. Deviation
VIII	141	84.48	6.814
IX	148	86.99	6.074
X	131	84.93	6.303
Total	420	85.50	6.482



**Graph-3: Mean comparison between the perceptions of Students according to their class towards Quality Education in Secondary Schools.**

Table:6

ANOVA					
total					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	515.430	2	257.715	6.288*	.002
Within Groups	17089.560	417	40.982		
Total	17604.990	419			

\*significant at 0.05 level.

### Interpretation:

It is observed from the table 6 that the obtained F-value (6.288) for  $df = 2$  and 417 is greater than the table value of 3.02. It is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that class of students makes a significant difference in their perception towards quality education in secondary schools. Since the F-value is significant, further probe is attempted to know which are groups differ significantly in their perception with other sub groups.

**Table. 7- Comparison of mean vale, S.D, t value.**

Group	N	Mean	SD	SED	"t"	significance
VIII	141	84.48	6.841	0.759	3.301	significant at 0.05 level
IX	148	86.99	6.074			
VIII	141	84.48	6.841	0.798	0.563	Not significant at 0.05 level
X	131	84.93	6.303			
IX	148	86.99	6.074	0.742	2.771	significant at 0.05 level
X	131	84.93	6.303			

### Findings:

1. The variable class plays a significant role on the perception of students towards quality education in secondary schools.
2. The mean differences (2) are in favor of IX class students.

### Hypothesis-3

There exists no significant difference between Telugu and English medium students in their perception towards Quality Education in Secondary Schools.

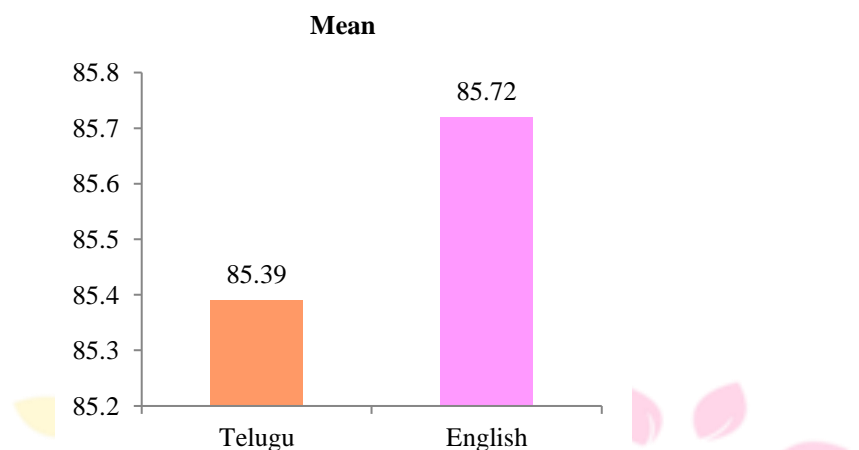
**Table 8. Mean, SD and 't'- values on the perceptions of students based on their socio-economic variables towards Quality Education in Secondary Schools.**

Variable	Group	N	Mean	SD	SED	"t"	Hypotheses
Medium	Telugu	277	85.39	7.032	0.668	0.489	Null hypothesis Accepted
	English	143	85.72	5.273			

\*not significant at 0.05 level.

**Findings:**

1. The variable medium doesn't play a significant role on the perception of students towards quality education in secondary schools.
2. It is observed from the table 8 that the obtained t-value (0.489) for  $df = 418$  is less than the table value of 1.97 It is not significant at 0.05 level. Therefore, the null hypothesis is accepted.



**Graph-4: Mean comparison between the perceptions of Students according to their medium towards Quality Education in Secondary Schools.**

**Conclusion:**

Quality education is a crucial point in any country. The development of every individual depends upon education. In this context, teaching and learning strategies can decide the quality of education in schools. In this paper, the researcher discussed students' perceptions of quality education in secondary schools. Student attitude is the leading indicator of quality education. Every student wants quality education, but not everyone gets a quality education. Socio-economic factors are vital deciding factors of quality education. Poor students cannot get a quality education. Early-stage students did not identify what type of education they got. He/she has gone through higher studies; they must want quality education. According to this study, age group variables significantly differ in students' perception of quality education. Furthermore, classes also significantly differ in their perception. The researcher concluded that pupils enormously admire quality education in schools.

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