



COMPARISON OF QUALITY MANAGEMENT IN STUDENT-SUPPORT AND PROGRESSION OF COLLEGES OF EDUCATION IN KARNATAKA

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ABSTRACT

Quality is an elusive concept. The quality of education is a result of collective effort of all stakeholders in teacher education, which includes the state, the society, the employer, parents, the management, teachers and students. Among the stakeholders the students are the primary stakeholders and all quality measures, which are to be benchmarked against the student interests. This is the student-centric approach to quality. The focus is on student satisfaction like consumer satisfaction and competition as a drive of excellence. The democratic approach Education is viewed as a social process and student is considered as a participant in the process of knowledge creation and use. The focus is more on student-teacher partnership in the learning process. We consider democratic approach is more appropriate to the present content. The enthusiasm of students is not equally shared by all participants. There are many voices of caution expressed, particularly by educational administrators. One of the presentations on the findings of the study of opinions of teachers on student participation is very revealing. A majority of teachers, who participated in the survey, are skeptical of any positive contributions of student participation in quality enhancement. The present research falls under the purview of quantitative research and hence quantitative methods, such as data collection, analysis, comparison, tabulation and illustration, are used. Among 48 randomly selected colleges of education, I received replies from 19 colleges of education only, and the same data are taken for granted for analysis.

Key Words: Student-centric approach, Teacher education, Democratic approach

I.INTERDUCTION:

Students-support and involvement in the quality enhancement processes of their academic life yields substantial personal returns on their investment of time and effort during their learning phase, besides creating an enduring bond with their institutions in later life. It is of immense value in the maturation process of young minds, leading to leadership traits and responsible behaviour. The prestige of the institution is continuously advanced, by the quality of its graduates. The prospects and constraints in involving students in quality enhancement need deeper examination in the Indian context. When we speak of the stakeholders of the education system, the students hold the highest stake in enhancing the quality of teaching and learning processes. Their entire future will be at stake if the education system does not prepare them adequately for the emerging situation in life. Starting as learners, they continue to sustain an emotional bond with their institutions, provided their experiences during the learning phase were fulfilling. They would cherish the fond memories of their teachers, facilities and support systems. On the other hand, they would like to forget their experiences in a poor quality institution as a bad dream.

Enhancing quality is a holistic process. The synergistic relationship among the students, teachers, management, parents, public, government and the production system essential to achieve an enduring multiplier effect on quality enhancement. Isolated efforts in improving the quality of a few selected components of the education system such as the infrastructure, teacher training, research funding or industry participation would be of limited value. Quite often the wholesome participation of student is neglected in favour of other components. Bringing students to the core of the quality enhancement process would stimulate the synergy with all other components.

II. OBJECTIVES OF STUDY:

- To assess the comparison between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to component of total quality management i.e. institutional information about Student support & progression, functioning about Student support & progression scores of colleges of education in Karnataka.

III. HYPOTHESIS OF THE STUDY:

- **Null Hypothesis:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Student support & progression of colleges of education in Karnataka

- **Null Hypothesis:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Student support & progression of colleges of education in Karnataka

IV. METHODOLOGY OF THE STUDY:

For the present study, survey and comparative method was used as research method for collecting information.

- **SAMPLE:** In the present study, the sample was selected from all the 49 assessed and accredited colleges of teacher education in Karnataka state. For this purpose the 19 colleges of education were selected randomly from four divisions of Karnataka. All the selected colleges were recognized by NAAC and NCTE.
- **TOOLS USED TO COLLECT DATA:** Students-support & progression scale was developed by the investigator on various dimensions of quality education of colleges of education. Validity and reliability were established for the scale. The Rating scale was developed to measure the quality management in colleges of education. The Rating scale was framed on the basis of objectives of the study.
- **STATISTICAL TECHNIQUES USED:** The appropriate statistical tools have been used such as simple mean, standard deviation, median, Inter quartile range (IQR), Non-parametric Kruskal Wallis analysis of variance and the Karl Pearson's correlation coefficient and other relevant statistical tests.

V. ANALYSIS AND INTERPRETATION:

- **Hypothesis:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Student-support & progression of colleges of education in Karnataka

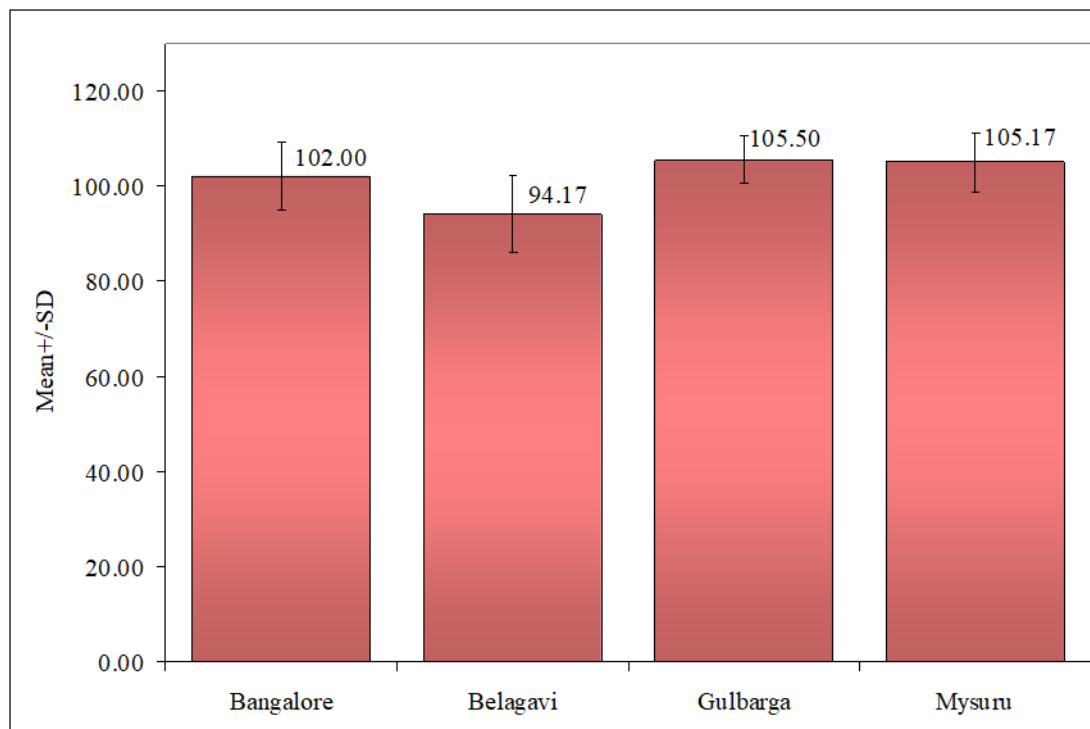
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table: 01 Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Student-support & progression of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	102.00	7.18	103.00	3.00
Belagavi	94.17	8.28	90.50	7.00
Gulbarga	105.50	4.95	105.50	3.50
Mysuru	105.17	6.27	107.50	4.00
Total	100.89	8.16	102.00	7.75
H-value	6.0310			
P-value	0.1100			

The results of the above table reveal that, the mean \pm SD and median \pm IQR of institutional information scores about Student-support & progression of colleges of education in Karnataka are 100.89 \pm 8.16 and 102.00 \pm 7.75 respectively. In which, the mean of institutional information scores about student-support & progression is higher in Gulbarga division (105.50 \pm 4.95) and Mysuru division (105.17 \pm 6.27) as compared to lowest in Belagavi division (94.17 \pm 8.28) followed by Bangalore division (102.00 \pm 7.18). The difference between four divisions is not found to be statistically significant (H=6.0310, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of institutional information scores about student-support & progression is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 01 Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Student support & progression of colleges of education in Karnataka



- **Hypothesis:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Student support & progression of colleges of education in Karnataka

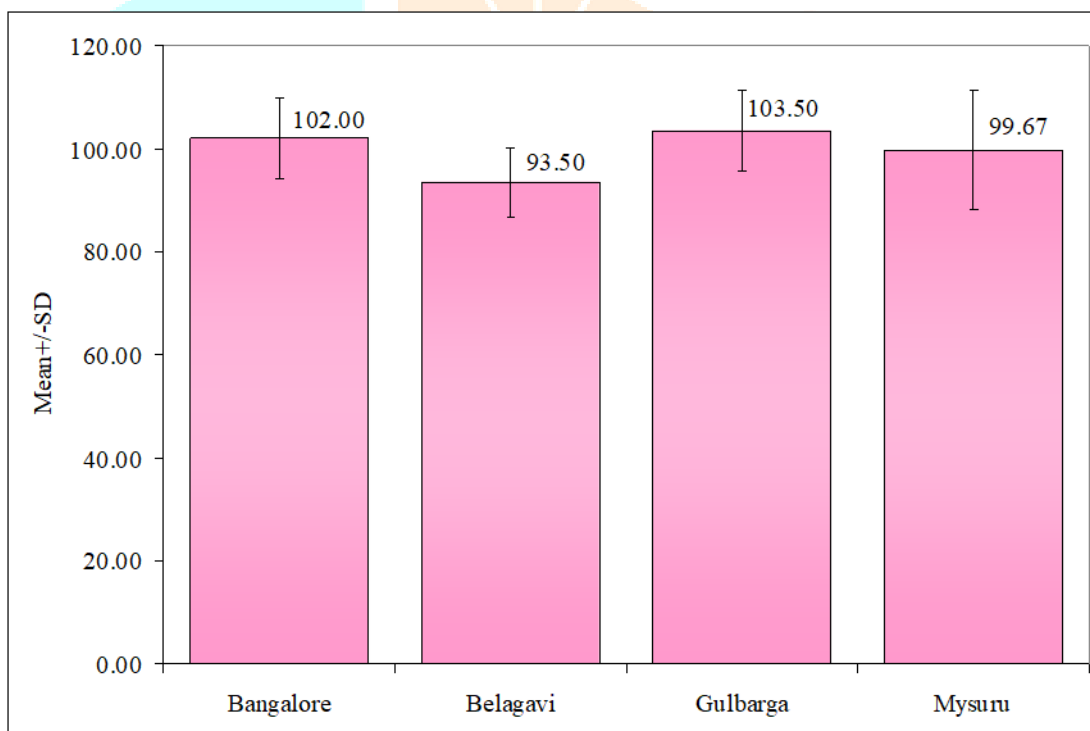
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table: 02 Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to student-support & progression i.e. functioning scores of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	102.00	7.78	106.00	4.50
Belagavi	93.50	6.75	90.50	6.00
Gulbarga	103.50	7.78	103.50	5.50
Mysuru	99.67	11.55	104.50	9.50
Total	98.74	9.02	101.00	7.75
H-value	4.2410			
P-value	0.2370			

The results of the above table reveal that, the mean \pm SD and median \pm IQR of functioning scores about student-support & progression of colleges of education in Karnataka are 98.74 \pm 9.02 and 101.00 \pm 7.75 respectively. In which, the mean of functioning scores about student-support & progression is higher in Gulbarga division (103.50 \pm 7.78) and Bangalore division (102.00 \pm 7.78) as compared to lowest in Belagavi division (93.50 \pm 6.75) followed by and Mysuru division (99.67 \pm 11.55). The difference between four divisions is not found to be statistically significant ($H=4.2410$, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of functioning scores about student-support & progression is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 02 Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about student-support & progression of colleges of education in Karnataka



VI. FINDINGS OF THE STUDY:

- ✚ The mean of institutional information scores about Student support & progression is higher in Gulbarga division (105.50 \pm 4.95) and Mysuru division (105.17 \pm 6.27) as compared to lowest in Belagavi division (94.17 \pm 8.28) followed by Bangalore division (102.00 \pm 7.18). The difference between four divisions is not found to be statistically significant
- ✚ The mean of functioning scores about Student support & progression is higher in Gulbarga division (103.50 \pm 7.78) and Bangalore division (102.00 \pm 7.78) as

compared to lowest in Belagavi division (93.50 ± 6.75) followed by and Mysuru division (99.67 ± 11.55). The difference between four divisions is not found to be statistically significant

CONCLUSIONS:

- ✚ The mean of institutional information scores about student support & progression is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)
- ✚ The mean of functioning scores about student support & progression is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)

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