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Research Article

A Study On Performance Of Model Schools In Cuddalore District In Tamilnadu

S. Durgadevi[1*], Dr. S. Kalaiselvi[2]

[1*]Research Scholar, Department of Economics, Faculty of Arts, Annamalai University, Annamalai Nagar, Tamilnadu, India-608 002.
[2]Assistant Professor, Department of Economics, Faculty of Arts, Annamalai University, Annamalai Nagar, (Deputed to) Thiru Kolanjiappar Government Arts College, Virudhachalam, Tamilnadu, India-606 001.

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ABSTRACT

A model school will have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya and with stipulations on pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. The concept of performance refers to the fact that subject is not merely executing a task without assistance but is trying to perform well with the aim of eliciting positive reinforcement for his demonstrated competence in the task. This study aims at analyzing the teaching effectiveness of model school students in Cuddalore district. The model schools are developed in rural areas with a view to educate the socially and economically students. Out of the total 13 model schools in Cuddalore district, the researcher has selected three schools from three blocks viz Panruti, M. Podaiyur and Mangalore. From each schools only 9th, 10th, 11th and 12th standard students are selected as sample for the purpose of present study. Findings revealed that the model schools students' achievement level in the range of 70-80 ranks the first, 50-60 the second, 60-70 the third, above 90 marks the fourth, 80-90 marks the fifth, 40-50 marks the sixth and 30-40 the last. The Mangalore school respondents rank the first position, Panruti school respondents the second position and M. Podaiyur school respondents the third position in their overall views on teaching effectiveness, the Mangalore school respondents rank the first position, Panruti school respondents take the second position and M. Podaiyur school respondents occupy the third position in their overall views on prospects of learning and the M. Podaiyur school respondents rank the first position, Panruti school respondents take the second position and Mangalore school respondents occupy the third position in their overall views on problems of learning.

Key Words: Achievement Level, Teaching Effectiveness, Prospects of Learning, Problems of Learning and Model School Students

INTRODUCTION

A model school will have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya and with stipulations on pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. The teacher pupil ratio will not exceed 1:25 and classrooms would be spacious enough to accommodate at least 30 students.
Academic performance of students has been considered as aspect of his total behaviour. It is detennined and influenced by the dynamic process of personality. It has been found that the pattern of academic performance are related to certain aspect of personality structure. Peterson (1984) have mentioned some factors, which influences academic achievement general intelligence, study habits, SES, fam.ily influence, home environment, parental aspirations and reward personality characteristics, sex differences quality of teaching, school process and school environment, education for doclity and peer influences.

SIGNIFICANCE OF THE STUDY

Basically a model school will have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya and with stipulations on pupil -teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. The concept of performance refers to the fact

that subject is not merely executing a task without assistance but is trying to perform well with the aim of eliciting positive reinforcement for his demonstrated competence in the task. Academic performance means the performance of a student makes in school or college or university namely his/her marks in the examination which is the criterion for the performance of the students. Academic performance is also known as academic achievement and scholastic achievement.

OBJECTIVES OF THE STUDY

1. To examine the level of students achievement with reference to 9^{th} to 12^{th} standard students.
2. To study the teaching effectiveness in model schools from the point of views of the students.
3. To study the problems and prospects of students learning in the selected model schools.

METHODOLOGY

This study aims at analyzing the performance of model schools in Cuddalore district. The model schools are developed in rural areas with a view to educate the socially and economically students.
In this study, students' achievement level, teaching effectiveness problems and prospects of learning from the point of students could be identified under exploratory research frame work. The identified variables are cross tabulated with the socio-economic status of the respondents and thereby it gives analytical orientation to the study. Thus this study is partly exploratory in nature and partly analytical in nature.

SAMPLING

Out of the total 13 model schools in Cuddalore district, the researcher has selected three schools from three blocks viz Panruti, M. Podaiyur and Mangalore. The 3 models from these blocks are selected in Cuddalore district. From each schools only 9^{th}, 10^{th}, 11^{th} and 12^{th} standard students are selected as sample for the purpose of present study. All the students who attended the class during the time of survey were selected as sample.

STATISTICAL ANALYSIS

In order to study the students realization on achievement level, teaching effectiveness problems and prospects of learning, the anova two way model is applied.

RESULTS AND DISCUSSION

Table 1: Block Wise Students Achievement level (N=360)

Block	30-40 marks	40-50 marks	50-60 marks	60-70 marks	70-80 marks	80-90 marks	Above 90 marks	Total
Panruti	6 (5.00)	9 (7.50)	13 (10.83)	19 (15.83)	52 (43.33)	9 (7.50)	12 (10.00)	120
M. Podaiyur	8 (6.20)	10 (7.75)	49 (37.98)	18 (13.95)	17 (13.18)	12 (9.30)	15 (11.63)	129
Mangalore	15 (13.51)	11 (9.91)	18 (16.22)	33 (29.73)	13 (11.71)	11 (9.91)	10 (9.01)	111
Total	29 (8.06)	30 (8.33)	80 (22.22)	70 (19.44)	82 (22.78)	32 (8.89)	37 (10.28)	360

Source: Computed figures in parentheses denote percentage

Data presented in table 1 indicate the block wise students' achievement level. It could be noted that out of the total 360 respondents' 8.06 per cent of them secured achievement level in the range of 30-40 marks, 8.33 per cent of the students obtained achievement level in the range of 40-50 marks, 22.22 per cent of the students got achievement level in the range of 50-60 marks and 19.44 percent of the students secured achievement level in the range of 60-70 marks. It could be noted that out of the total 360 respondents' 22.78 per cent of the students secured achievement level in the range of 70-80 marks, 8.89 per cent of the students obtained achievement level in the range of 80-90 marks and the rest 10.28 per cent of them got achievement level beyond 90 marks.
The school wise analysis reveals the following facts. Majority of the Panruti model school students (43.33%) secured achievement level in the range of 70-80 marks. A one third of the students of M. Podaiyur model school got achievement level in the range of 50-60 marks. Further a one third of the students of Mangalore model school secured achievement level in the range of 60-70 marks.
It could be seen clearly from the above discussion that the model schools students' achievement level in the range of 70-80 ranks the first, students' achievement in the range of 50-60 the second, students' achievement level in the range of 60-70 the third, students' achievement level above 90 marks the fourth, students'

achievement level 80-90 marks the fifth, students' achievement level in the range of 40-50 marks the sixth and students achievement level in the range of 30-40 the last.

Table-2 School Wise students' Rating on Teaching Effectiveness

S. No.	Variables	Panruti Schools	M. Podaiyur Schools	Mangalore Schools	Mean
1.	Well preparation with teaching	3.61	3.59	3.64	3.61
2.	Appreciate students opinion	3.35	3.02	3.32	3.23
3.	Advising students to solve the problems	3.55	3.52	3.60	3.56
4.	Teaching with proper examples	3.59	3.50	3.57	3.55
5.	Accepting mistakes pointed out by students	2.02	2.83	2.37	2.41
6.	Equal treatment of all students	3.46	3.19	3.49	3.38
7.	Treating students without any discrimination	3.67	3.66	3.59	3.64
8.	Proper checking of home work assignment	2.39	2.19	2.31	2.30
9.	Motivating students towards co-curricular activities	3.05	3.16	3.63	3.28
10.	Proper preparation of lessons properly	3.36	3.22	3.71	3.43
11.	Developing students interest in the lesson	3.52	3.40	3.59	3.50
12.	Proper use of blackboards	3.24	3.05	3.72	3.34
13.	Proper rapport with students	3.17	3.11	3.58	3.29
14.	Access of students out of class	2.80	2.90	2.96	2.89
15.	Genuine interest in students	3.52	3.34	3.51	3.46
16.	Punctuality in attending classes	2.39	2.24	2.32	2.32
	Mean	3.17	3.12	3.31	3.20

Source: Computed

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*F crito*
Rows	16.526	15	1.413	14.416	1.246
Columns	5.145	2	1.816	31.211	2.910
Error	1.387	24	0.026		
Total	23.058	41			

Table 2 presents data on the school wise students rating on the Mangalore school respondents rank the first position in their overall views on teaching effectiveness as per their secured mean score of 3.31 on a 5point rating scale. The Panruti school respondents take the second position in their overall views on teaching effectiveness as per their secured mean score of 3.17 on a 5point rating scale. The M. Podaiyur school respondents occupy the third position in their overall views on teaching effectiveness as per their secured mean score of 3.12 on a 5point rating scale.

The anova two way model is applied for further discussion. At one point, the computed anova value 14.41 is greater than its tabulated value at 5 per cent level significance. Hence the variation among the components of teaching effectiveness is statistically identified as significant. In another point, the computed anova value 31.21 is greater than its tabulated value at 5per cent level significance. Hence the variation among the school areas of the respondents is statistically identified as significant.

Table-3 School Wise Students' Rating on Prospects of learning

S. No.	Variables	Panruti Schools	M. Podaiyur Schools	Mangalore Schools	Mean
1.	Availability of computer	2.83	2.09	3.24	2.72
2.	Girls toilet facility	2.89	2.68	3.33	2.97
3.	Free education	3.83	4.85	4.50	4.39
4.	Free uniform	3.13	2.38	3.84	3.12
5.	Proud of studying in model schools	3.90	3.52	3.89	3.77
6.	Teaching in English medium	2.52	2.59	2.27	2.46
7.	Provision of text book at free of cost	3.76	4.81	4.84	4.47
8.	Audio and video equipments on teaching and learning	2.39	2.19	2.34	2.31
9.	Access to modern library facilities	2.50	2.64	3.57	2.90
10.	Availability of good toilet facility for both	2.99	2.81	3.30	3.03

	boys and girls				
11.	Proper sitting arrangement in the class room	3.43	3.09	3.70	3.40
12.	Hygienic maintenance of school environment	3.13	2.84	3.41	3.13
13.	Appointment of adequate number of teachers	2.35	2.20	2.50	2.35
14.	Receiving special financial support	2.80	2.62	2.83	2.75
15.	Availability of urban educational facilities in rural areas	3.31	2.81	3.52	3.21
16.	Promotion of education in rural schools	2.20	2.15	3.48	2.61
17.	Non discrimination in the process of teaching and learning	3.41	3.05	3.23	3.23
	AVerage	**3.02**	**2.90**	**3.40**	**3.11**

Source: Computed

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*F crit*
Rows	19.729	16	1.194	19.194	1.110
Columns	4.451	2	2.561	54.841	3.021
Error	1.802	26	0.079		
Total	25.982	44			

The table-3 indicates that the Mangalore school respondents rank the first position in their overall rating on prospects of learning as per their secured mean score of 3.40 on a 5point rating scale. The Panruti school respondents take the second position in their overall rating on prospects of learning as per their secured mean score of 3.02 on a 5 point rating scale. The M. Podiyaur School respondents occupy the third position in their overall rating on prospects of learning as per their secured mean score of 2.90 on a 5 point rating scale. The anova two way model is applied for further discussion. At one point, the computed anova value 19.194 is greater than its tabulated value at 5 per cent level significance. Hence, the variation among the prospects of learning is statistically identified as significant. In another point, the computed anova value 54.841 is greater than its tabulated value at 5 per cent level significance. Hence, the variation among the school areas is statistically identified as significant.

Table-4 School Wise Students' Problems of Learning

	Variables	**Panruti Schools**	**M. Podaiyur Schools**	**Mangalore Schools**	**Mean**
1.	Lack of required books in school library	2.87	2.59	2.4	2.62
2.	Difficult to understand English language	3.27	3.95	2.89	3.37
3.	Inadequate access to computer operator	2.09	3.57	2.85	2.84
4.	Lack of parents motivation	2.19	3.01	2.11	2.44
5.	Lack of separate reading room in home environment	3.17	2.61	2.54	2.77
6.	Lack of clarity in blackboard writing on the part of the teacher	3.23	4.23	2.91	3.45
7.	Lack of special coaching on weak subjects	2.08	2.68	2.01	2.26
	Average	2.70	3.23	2.53	2.82

Source: Computed

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*F crit*
Rows	9.213	6	0.632	18.206	1.241
Columns	3.117	2	1.267	32.413	3.593
Error	1.112	12	0.029		
Total	13.442	24			

The table-4 indicates that the M. Podiyur school respondents rank the first position in their overall rated on problems of learning as per their secured mean score of 3.23 on a 5point rating scale. The Panruti school respondents take the second position in their overall reported on problem of learning as per their secured

mean score of 2.70 on a 5point rating scale. The Mangalore school respondents occupy the third position in their overall cited problems of learning as per their secured mean score of 2.53 on a 5 point rating scale.
The anova two way model is applied for further discussion. At one point, the computed anova value 18.206 is greater than its tabulated value at 5 per cent level significance. Hence, the variation among the problems of learning is statistically identified as significant. In another point, the computed anova value 32.413 is greater than its tabulated value at 5per cent level significance. Hence, the variation among the school areas of the respondents is statistically identified as significant.

FINDINGS AND CONCLUSION

The finding the model schools students' achievement level in the range of 70-80 ranks the first, students' achievement in the range of 50-60 the second, students' achievement level in the range of 60-70 the third, students' achievement level above 90 marks the fourth, students' achievement level 80-90 marks the fifth, students' achievement level in the range of 40-50 marks the sixth and students achievement level in the range of 30-40 the last.
The Mangalore school respondents rank the first position, Panruti school respondents take the second position and M. Podaiyur school respondents occupy the third position in their overall views on teaching effectiveness.
The Mangalore school respondents rank the first position, Panruti school respondents take the second position and M. Podaiyur school respondents occupy the third position in their overall views on prospects of learning.
The M. Podaiyur school respondents rank the first position, Panruti school respondents take the second position and Mangalore school respondents occupy the third position in their overall views on problems of learning.

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