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# A co-relative analysis of quality control and school climate in educational institutions of Tripura

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**Abstract**
This research paper explores the relationship between quality control measures and the school climate in educational institutions across the state of Tripura, India. Quality education is a fundamental pillar of a nation's development, and it is heavily influenced by both the educational environment and the systems in place to ensure educational standards. The school climate plays a pivotal role in shaping the learning experiences of students, while quality control mechanisms ensure that these experiences meet predetermined standards. This study aims to analyze the interplay between these two crucial aspects of education in Tripura, shedding light on their correlation, challenges, and implications for policy and practice. It has been found that there is significant and positive relationship between Quality Control and School Climate in the educational intuitions of Tripura.

**Keywords:** Quality control, school climate, accountability of educational institutions

## Introduction
Education is a cornerstone of societal development, and the quality of education provided in schools is a matter of paramount importance. Quality control in education is the set of measures, policies, and practices aimed at ensuring that educational institutions deliver high-quality education that meets defined standards. School climate, on the other hand, encompasses the overall atmosphere, culture, and environment within a school that shapes the learning experiences of students. Education plays a pivotal role in shaping the future of individuals and societies, and the quality of education is intrinsically linked to the environment in which it is delivered. In this context, examining the relationship between quality control measures and the school climate becomes imperative for educational institutions, especially in states like Tripura, India, where education is a crucial driver of social and economic progress. Tripura, a small state in northeastern India, has made substantial strides in its education sector over the years. However, challenges persist, and ensuring a conducive school climate while maintaining rigorous quality control measures remains a pressing concern. Quality control encompasses a wide range of factors, including curriculum standards, teacher qualifications, infrastructure, and assessment mechanisms, all of which have a direct bearing on the quality of education imparted to students. Simultaneously, the school climate, characterized by the overall ethos, culture, safety, and student-teacher relationships within a school, profoundly influences students' learning experiences and outcomes. This research paper embarks on a critical exploration of the interplay between quality control and school climate in the context of Tripura's schools. The fundamental aim of this study is to discern whether a correlative relationship exists between these two pivotal dimensions of the education system. Understanding this relationship can provide valuable insights into the ways in which the quality of education can be enhanced by fostering a positive and conducive school climate.

**Statement of the Problem:** The statement of the research problem is reported as under:
**"**A Co-relative Analysis of quality control and school climate in educational institutions of Tripura"

## Objectives of the study
The purpose of this study are as under:
To investigate whether there is a significant correlative relationship between the quality control measures and school climate in Tripura's schools.

**Hypothesis**

Based on richness background of the knowledge the investigator speculated the research problem as under:

There will be positive relationship between school climate and quality control in schools of Tripura.

**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**

This research will employ a mixed-methods approach, incorporating both quantitative and qualitative data collection and analysis. Surveys, interviews, and observational studies will be conducted to gather data from schools across Tripura. Statistical analyses and thematic coding will be used to examine the collected data, identifying patterns and relationships between quality control measures and school climate. The methodology and procedure involved in this research study is given as under:

- **Method:** Descriptive research 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 self-developed researcher for collecting the requited data.

**Statistical treatment:** The collected data was put to suitable statistical treatment by using Pearsons co-efficient of correlation. The detailed analysis and interpretation is reported as under:

**Table 1:** Showing the relationship between quality control and school climate.

| Bivariate correlation | | Quality control | School climate |
|---|---|---|---|
| TE | Pearson Correlation | 1.00 | .020 |
| | Sig. (2-tailed) | | .687 |
| | N | 400 | 400 |
| OS | Pearson Correlation | 0.020 | 089 |
| | Sig. (2-tailed) | .687 | |
| | N | 400 | 400 |

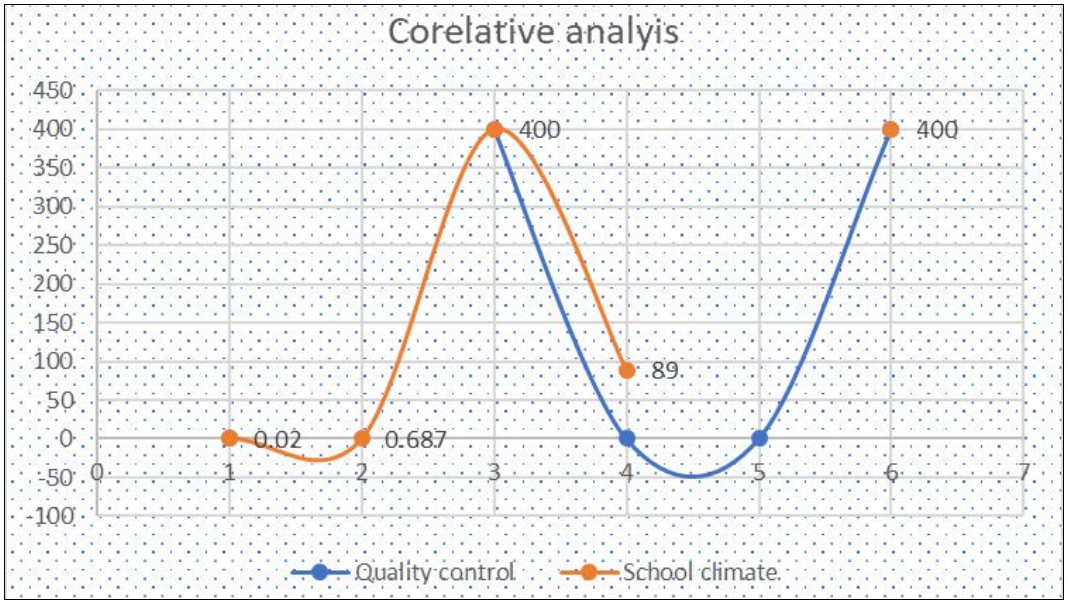


**Fig 1:** Showing the relationship between teaching efficacy and occupational stress of the teacher educators

The above table provided seems to display the bivariate correlation between teaching efficacy and occupational stress (OS) among teacher educators. Let's break down the interpretation of the table step by step: The study involves two main variables: quality control and school climate. These variables are measured for a sample size of 400 teacher educators. Pearson correlation coefficients are used to measure the strength and direction of the linear relationship between two variables. A correlation coefficient ranges from -1 to 1, where -1 indicates a perfect negative correlation, 1 indicates a perfect positive correlation, and 0 indicates no linear correlation. The table appears to include two independent variables (Quality Control and School Climate) that may potentially have some connection with Quality Control and School Climate. However, the Pearson correlation coefficients for both Quality Control and School Climate are very close to 0 (0.020 and 0.020 for TE, and 0.089 and 0.020 for OS). These small correlation coefficients suggest that there is a very weak linear relationship between these independent variables (Quality Control and School Climate) and the dependent variables. The significance value (Sig.) provides information about whether the correlation observed could have occurred by chance. In your table, the significance level is given as 0.687 for all correlations. A significance level greater than 0.05 (commonly used threshold) suggests that the correlation is not statistically significant. This means that the observed correlation could plausibly be due to random chance rather than a true underlying relationship. Based on the provided table, there is no meaningful or statistically significant linear relationship observed between Quality Control and School Climate.

**Conclusion**

It has been found that there is significant and positive relationship between Quality Control and School Climate in the educational intuitions of Tripura.

**Competing interest**

The research declared that no potential if interest with respect to authorship, research and publication of this article.

**Acknowledgement**

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