

## **To study Girls educational achievement in Kasturba Gandhi Vidhyalya**

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### **Abstract**

*The current investigation aimed to examine the organizational climate of Kasturba Gandhi Balika Vidyalayas and its effects on student adjustment, learning quality, learning accomplishment, teacher job satisfaction, and student dropout rate. In this study, the researcher used a descriptive survey approach. Purposive sampling was used by the researcher to choose 29 Kasturba Gandhi Balika Vidyalayas in the Agra Division. Simple random sampling was used to select the sample units, which included 145 instructors and 1305 pupils (45 girls in each school). The researcher has chosen the Job Satisfaction Scale by Meera Dixit, the Adjustment Inventory for School Students, and the School Organizational Climate scale by Moti Lal Sharma for the current inquiry.*

*A self-made Quality of Learning Questionnaire and Learning Achievement Test were utilised by the researcher herself to assess the student's learning achievement and quality of learning, with satisfactory results for both instruments' reliability and validity. The researcher gathered information from school records to determine the student dropout rate.*

**Keywords:** *Teaching, Learners, educational achievement, environment.*

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### **I. Introduction**

The importance of education as a tool for a society's development and transformation has long been acknowledged. Because of this, a nation has placed education in a crucial position for attaining its constitutional goals and carrying out its responsibilities. An individual's personality is impacted by schooling from the moment of his or her birth. Its power persisted right up until the individual's final moment of death, continuing to influence till that point.

The student adjustment of Kasturba Gandhi Balika Vidyalayas showed a substantial difference concerning the organisational environment of the school, and better student adjustment was discovered in institutions with an open, independent, and comfortable atmosphere. In schools with an open, independent, and comfortable atmosphere in KGBVs, students' learning quality and achievement were shown to be higher. In schools with welcoming, independent, and familiar environments, teachers' job satisfaction was also higher. The study's findings indicated that KGBV students dropped out at a lower rate when attending schools with an inviting atmosphere.

Being a man himself, the researcher decided to conduct this study to better understand the numerous issues that women face. This is because it would teach future researchers, theorists, and decision-makers about problems with openness, adjustment, and achievement that might be unique to female students. Unfortunately, little research has been done in this area; therefore, this study may help to address the research gap.

### **Objectives**

Study differences in Academic performance were found in the academic achievement of the experimental and control group.

### **Hypothesis**

There is no significant difference in Academic performance will be found in the academic achievement of the experimental and control group.

### **Population**

Kasturba Gandhi Vidyalaya is a residential school located in the Hathras district of Uttar Pradesh state, India. 50 girl students of class 12th of the above school have been included as population.

**Sampling**

Sr.No.	Group	No.of Sample	Total
1.	Group-I Control Group	25	25Girls
2.	Group-II Experimental Group	25	25Girls
	total	50	50

**Variables:**

- Independent variables: Kasturba Gandhi Balika Vidhyalaya, Students.
- Dependent variable: Academic achievement

**Analysis Procedure**

In the present research, the data collected by the researcher has been analyzed on a percentage basis and arithmetic means covering four dimensions (i) Different types of learners (ii) academic achievement of the experimental and control group (iii) achievement of the control group in pretest and post-test and (iv) academic achievement of the experimental group.

**Hypothesis**

There is no significant difference in Academic performance was found in the academic achievement of the experimental and control group.

Dimension of Teaching Learning Process	The experimental and control group	Control group in pretest and post-test	The experimental group in pretest and post-test
PreTest	52.33	38.88	51.56
PostTest	61.14	53.12	55.31

**II. Discussion**

It can be inferred from the data given for percentage analysis in table 4.3 that the achievement level of, 8 auditory types of girls before teaching through the smart class teaching system is 38.88 %. After teaching through the smart class teaching system, their score is 53.12%. There is an increase of 14% in their performance as compared to their performance before the use of the smart class teaching set-up. It can be inferred from the data given for percentage analysis that the achievement level of, 8 visual-type girls before teaching through the smart class teaching system is 55.93 %.

After teaching through the smart class teaching system, their score is 63.44%. There is an increase of 7.51% in their performance as compared to their performance before the use of the smart class teaching set-up. In comparison to the visual type of girls, auditory types of girls have benefited more. Auditory types of girls have secured a 6.49% higher score than the visual type of girls.

It can be inferred from the data given for percentage analysis in the table

4.16 that the achievement level of, 8 auditory types of girls before teaching through the smart class teaching system is 51.56%. After teaching through the smart class teaching system, their score is 55.31 %. There is an increase of 3.75% in their performance as compared to their performance before the use of the smart class teaching set-up.

It can be inferred from the data given for percentage analysis that the achievement level of, 8 visual-type boys before teaching through the smart class teaching system is 58.43 %. After teaching through the smart class teaching system, their score is 70.93%. There is an increase of 12.5% in their performance as compared to their performance before the use of the smart class teaching set-up.

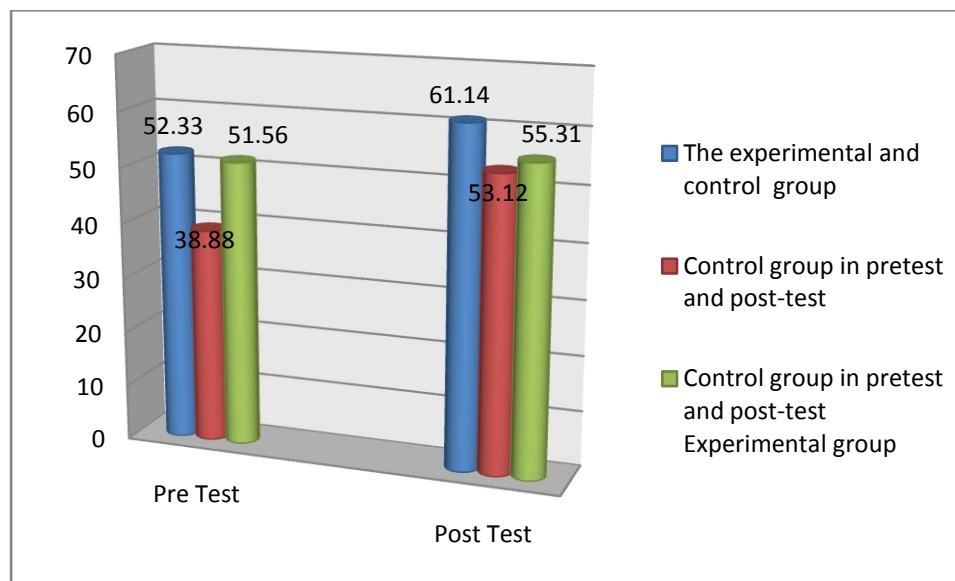


Fig- Academic performance was found in the academic achievement of the experimental and control group.

### III. Conclusion

Percentage analysis, the "t" test, the Chi-square test, the correlation coefficient, and other procedures are typically carried out in this section of the chapter. Here, the researcher shows the group makeup together with the percentage analysis and test data analysis results in table form and chart form, respectively. The academic results of pupils in written exams taken at KGBV Residential Secondary School for Girls using traditional teaching techniques (referred to as before) and instruction using a pandemic scenario online Teaching system (referred to as after) are summarised in the charts below.

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