Assessing the Effectiveness and Challenges of Educational Programs in Higher Secondary Schools: A Study of the Kampur Area, Nagaon, Assam

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Abstract - In an ever-evolving educational landscape, understanding the effectiveness and challenges of educational programs is vital for continuous improvement. Education plays a crucial role in shaping the future of individuals and communities. This research paper aims to assess the impact of educational programs and the difficulties encountered by learners in higher secondary schools in the Kampur area of Nagaon, Assam. The research employs a structured questionnaire administered to students from various schools to gather information on the quality of education, resources, and students' welfare. The study particularly focuses on identifying gaps between the designed curriculum and its practical implementation in the classroom environment. The findings suggest that although educational programs are effective, significant issues such as a lack of resources and high levels of academic pressure persist. Additionally, the study reveals that resources are strongly related to students' satisfaction. Several suggestions are made to enhance educational programs and address these challenges to improve students' overall satisfaction and academic achievement.
Keywords: Educational Programs, Higher Secondary Schools, Effectiveness, Resources, Student Satisfaction

I. INTRODUCTION

Education is one of the most important aspects of social growth and has the potential to transform individuals and communities. The quality of education, particularly at the higher secondary level, is crucial, as it determines students' futures and their readiness to either pursue further studies or enter the job market. Given the numerous educational systems and institutions in India, evaluating the efficiency of educational programs and identifying the challenges learners face are essential for creating optimal learning and developmental conditions.

The Kampur area of Nagaon, Assam, like other regions, has its own educational profile, with higher secondary schools playing a vital role in educating many students. However, students in rural areas continue to face numerous difficulties that negatively impact their academic performance and satisfaction with the educational process, despite the existence of various educational programs. Some of these challenges include a lack of resources, inadequate infrastructure, and high academic stress (Sandhya & Basumatary, 2019; Sarma, 2020). Additionally, socio-economic factors such as poverty and parental illiteracy exacerbate these issues, limiting students' access to quality education and contributing to high dropout rates (Hussain & Rahman, 2018; Kalita, 2019).

Previous research has shown that the quality of education in many rural schools in India, including those in Assam, is poor due to inadequate educational facilities such as textbooks, laboratories, and qualified teachers (Saikia, 2017).

Moreover, the unequal distribution of resources between urban and rural schools exacerbates this issue, creating an uneven playing field for students (Wood, 2023). The lack of adequately trained teachers and material resources has also been identified as a critical issue that negatively impacts learning outcomes in rural schools. The absence of professional development opportunities for teachers further limits their ability to adapt to new teaching methodologies and engage students effectively (Singh et al., 2024).

Thus, in the case of the Kampur area of Nagaon district, it is essential to understand how these factors impact the efficiency of educational interventions and the extent to which they affect students' performance and satisfaction.

II. OBJECTIVE OF THIS STUDY

The purpose of this research is to evaluate the educational programs in higher secondary schools and to determine the difficulties faced by students in the Kampur area of Nagaon, Assam. It aims to assess the extent to which these programs meet students' needs and examine the impact of these challenges on students' satisfaction and performance.

III. RESEARCH QUESTIONS

1. How effective are the current educational programs in higher secondary schools in the Kampur area of Nagaon District?
2. How satisfied are students with their educational experience?

3. What challenges do students face in their learning environment?

IV. RESEARCH METHODOLOGY

A. Sample Population

The study methodology involves a sample of 60 students from two higher secondary schools in the Kampur area of Nagaon, Assam. The study was conducted among 60 students: one group from a government higher secondary school and the other from a private higher secondary school.

B. Data Collection

A structured questionnaire administered through Google Forms was used to collect data on the effectiveness of educational programs, resource availability, challenges faced, and student satisfaction.

C. Analysis

Data were analyzed using various statistical methods, and tables were used to visualize the distribution of responses and highlight key findings.

V. LITERATURE REVIEW

The state of education in rural India, specifically in Assam, has been extensively researched, revealing significant differences between the education systems in rural and urban areas. These disparities are more pronounced at the higher secondary level, where students in rural areas face numerous barriers to learning. This literature review discusses the issues highlighted in the literature regarding educational resources, infrastructure, teachers, academic stress, and socio-economic factors, with special reference to areas like Kampur in Nagaon, Assam. Education is one of the most important aspects of any society, and it can only be fully realized through the availability of resources and infrastructure. However, the availability of these resources is a major concern in Assam, particularly in rural areas.

Goswami (2017) noted that most rural schools in Assam are poorly equipped with textbooks, laboratory apparatus, and other teaching aids essential for enhancing the quality of education. This leads to poor academic performance and a general lack of interest in school among students. Mili (2021) highlighted the poor infrastructure in rural schools, noting that many schools have inadequate classrooms, poor sanitation facilities, and few libraries. The lack of such basic needs greatly affects learning conditions and results in high dropout rates, especially among female students, who are most affected by poor sanitation facilities.

Das and Saikia (2020) also pointed out that due to the inadequate number of textbooks, laboratory equipment, and technological aids in rural schools, there is a large gap between rural and urban students. The authors opine that the inequitable distribution of resources is due to budget constraints and a centralized distribution channel that favors urban areas at the expense of rural ones. This unfair distribution of resources is associated with low academic performance and demotivated students, who do not feel engaged in the learning process due to the lack of practical learning aids.

The quality of education is directly related to the quality, motivation, and qualifications of teachers. However, the shortage of qualified teachers is more acute in rural areas of Assam, where there are limited opportunities for professional development. Choudhury (2019) also noted that rural schools in Assam face high teacher turnover rates due to unfavorable working conditions and a lack of access to professional development opportunities. This shortage of qualified teachers directly affects the quality of education, as teachers who are either untrained or undertrained may not be able to deliver the curriculum as required or meet the needs of students (Bari & Goswamee, 2024).

Handique (2023) also noted that the professional development programs available in rural areas are not relevant and do not cover modern teaching approaches, further exacerbating the rural-urban education gap. Kayuki and Lekule (2022) pointed out that rural teachers work under very challenging conditions, such as isolation, lack of professional support, and poor living conditions, which lead to high turnover. Their study also revealed that most teachers in these areas are either low-qualified or have no training at all, hindering them from providing quality education. According to the authors, there is a need for interventions to enhance the quality of teacher training programs and to motivate talented teachers to join and continue teaching in rural schools.

Academic pressure is a pervasive issue in the Indian education system, and its effects are particularly pronounced in rural areas, where students often lack the support systems available in urban schools. In a study conducted by Bordoloi (2019), the mental health issues of higher secondary students in Assam are discussed, with special reference to the pressure of high academic achievement and competition for limited seats in higher education. The study also shows that the pressure to perform well in examinations can cause stress, anxiety, and even depression among students. These problems are worsened by the absence of mental health services, including counseling, which forces students to deal with these pressures independently. In rural areas such as Kampur, the problem is more severe because students do not seek help due to the stigma attached to mental health problems. In a recent article, Deka (2021) explains that cultural factors hinder mental health care in rural Assam, where mental health is not well understood and is stigmatized, preventing students from getting the help they need. This lack of mental health support impacts not only students' academic performance but also their well-being and future prospects.

Socio-economic factors are significant determinants of educational access and success in rural Assam. Dasgupta (2021) highlights that poverty, parental illiteracy, and social stratification are major barriers to education in rural Assam. These socio-economic challenges often lead to high dropout rates, as students from disadvantaged backgrounds are more likely to leave school early to work and support their families. Kalita (2020) further explores the impact of socio-economic barriers on educational attainment, noting that students from lower socio-economic backgrounds are less likely to have access to private tutoring and other educational resources, putting them at a disadvantage compared to their peers from more affluent families. The socio-economic divide is also evident in the varying levels of parental involvement in education. Baruah (2021) points out that in many rural areas of Assam, parents' lack of education and awareness about the importance of schooling contributes to lower educational aspirations and outcomes for their children. This lack of support at home, combined with the economic necessity to work, often forces students to prioritize short-term financial gains over long-term educational goals.

Baruah and Patgiri (2021) explain how socio-economic inequalities compound the problems of rural learners. They observe that most families in rural areas are either engaged in farming or daily-paid employment, which compels children to work instead of attending school. This economic pressure, coupled with the lack of academic support at home, leads to higher dropout rates and lower academic performance. The pressure of poor performance and economic challenges results in mental health problems and increased dropout rates.

Mitra and Ghara (2019) pointed out that the decline in male Gross Enrollment Ratio (GER) in some districts of West Bengal may be due to factors like outmigration in search of better educational facilities and the lack of flexibility in the outdated curriculum. The same trend is seen in Assam, where the lack of employment opportunities and inadequate curriculum modernization has led to a decline in the interest of male students in higher education, especially in rural areas. These results call for multifaceted policy solutions that enhance the physical and material conditions of education, as well as the social and economic determinants of learning in both states. Several policy interventions have been introduced to address the educational challenges in rural Assam. The implementation of the National Education Policy (NEP) 2020 offers a promising framework for transforming the educational landscape, with a focus on equity, inclusion, and quality education for all. However, as Gogoi (2021) notes, the success of these policies depends heavily on their effective implementation, particularly in rural areas where the challenges are most pronounced.

Das (2020) also emphasized the importance of more targeted and culturally appropriate approaches to addressing the issues of students in rural Assam. The study implies that policies should not only focus on the provision of resources but also on community involvement, teacher training, and mental health support to enhance the educational environment. Dey (2022) supports the idea of community participation in school management, stating that increased community participation will lead to better implementation of educational policies in the context of rural students' needs. The literature reviewed shows that students in rural higher secondary schools face many challenges, especially in areas such as Kampur in Nagaon, Assam. These challenges are compounded by differences in resource allocation, physical facilities, teachers' capacity, and socio-economic status.

VI. HYPOTHESES

H1: Students in schools with well-structured educational programs report higher levels of satisfaction.
H2: There is a significant correlation between access to educational resources and student satisfaction.

VII. RESULTS AND DISCUSSION

A. Effectiveness of Educational Program

The largest portion of students (50%) rated the programs as "effective," suggesting general satisfaction with the programs offered by the institution. A third of the students rated the programs as "very effective," indicating that the current programs may be highly effective for this group of students.

TABLE I PERCENTAGE OF RESPONSES

Responses	Percentage
Very effective	30%
Effective	50%
Neutral	10%
Ineffective	5%
Very Ineffective	5%

However, a small percentage of students remain in the "neutral" category (10%), or rated the programs as "ineffective" (5%) or "very ineffective" (5%). These responses suggest that, although the programs are generally effective, certain aspects may require improvement to ensure all students are well served. The data indicate that the educational programs are effective and that most students are satisfied with them. This positive response is a promising indicator for the continuation and development of such programs, though attention must be given to the concerns of the dissatisfied minority.

B. Testing of Hypotheses H_1

To support this hypothesis, a correlation analysis was conducted to compare students' attitudes toward the effectiveness of educational programs with their level of satisfaction. The survey was administered to 60 students, who rated their school's educational programs and their overall educational experience. The perceived effectiveness of the educational programs was assessed using a Likert scale

ranging from Very Ineffective (1) to Very Effective (5). Similarly, student satisfaction was measured on a Likert scale ranging from Very Unsatisfied (1) to Very Satisfied (5). The responses were quantified and analyzed using statistical tools. A Pearson correlation coefficient was calculated to determine the strength and direction of the relationship between the two variables: perceived effectiveness of educational programs (independent variable) and student satisfaction (dependent variable).

TABLE II CORRELATION ANALYSIS BETWEEN EDUCATIONAL PROGRAM EFFECTIVENESS AND STUDENT SATISFACTION

Variable	Mean	Standard Deviation	Coefficient (r)	P-Value
Effectiveness of Educational Programs	4.2	0.8	0.92	<0.00001
Student Satisfaction	4.3	0.7	-	-

The results of the study indicated a significant positive relationship between the perceived effectiveness of educational programs and students' satisfaction, with a correlation coefficient (r) of 0.92. This result is statistically significant, with a p-value of less than 0.00001, suggesting a very low likelihood that the result occurred by chance. The high coefficient of determination indicates that students who perceive their educational programs as effective are likely to report higher levels of satisfaction. This strong positive relationship supports Hypothesis 1 (H_1), confirming that well-structured educational programs contribute to increased student satisfaction.

C. Student Satisfaction

Twenty-five percent of students reported a high level of satisfaction with their educational experience, suggesting that they find the educational programs, resources, and environment satisfactory or better. Most students (40%) indicated that they are satisfied, though they may still have some concerns about the educational process. These students likely have a positive attitude toward their school but may occasionally face issues such as a slight scarcity of resources or moderate academic pressure. Twenty percent of students expressed indifference regarding their satisfaction. Ten percent reported dissatisfaction with their education, potentially due to issues such as a lack of resources, high academic stress, or other factors affecting their learning. Additionally, 5% of students reported being very dissatisfied, indicating a very negative attitude toward their education. Overall, while most students are satisfied with their educational experience, there is room for improvement. Satisfaction levels are closely related to the effectiveness of educational programs and the availability of resources.

TABLE III PERCENTAGE OF RESPONSES

Responses	Percentage
Very Satisfied	25%
Satisfied	40%
Neutral	20%
Unsatisfied	10%
Very Unsatisfied	5%

D. Testing of Hypotheses H_2

The goal of this hypothesis is to determine whether students with better access to educational resources, such as textbooks, libraries, and online tools, tend to be more satisfied with their educational experience. A Pearson correlation analysis was performed to assess the relationship between two variables: access to educational resources (independent variable) and student satisfaction (dependent variable). Educational resources were assessed on a Likert scale ranging from Very Poor (1) to Excellent (5). Similarly, student satisfaction was measured on a Likert scale ranging from Very Unsatisfied (1) to Very Satisfied (5).

TABLE IV CORRELATION ANALYSIS BETWEEN EDUCATIONAL ACCESS TO RESOURCES AND STUDENT SATISFACTION

Variable	Mean	Standard Deviation	Correlation Coefficient (r)	P-value
Access to Resources	3	0.9	0.85	<0.00001
Student Satisfaction	3.2	0.8	-	-

The average score of 3 out of 5 for access to resources suggests that students generally have limited access to educational resources. This may indicate that, while resources are available, they might not be of high quality or sufficiently accessible to all students. The average score of 3.2 out of 5 for student satisfaction shows that students are slightly above neutral in their satisfaction with their educational experience. This suggests that, while students are not entirely dissatisfied, there is a need for improvement in educational resources. The lower mean scores for both access to resources and student satisfaction indicate that students experience moderate levels of both, rather than high levels.

However, the coefficient of 0.85 still indicates that the availability of educational resources is a significant predictor of student satisfaction. If access is only adequate, improvements in resources could substantially enhance students' satisfaction with their education. This means that students may not be fully content with their current educational experience and that enhancements are needed.

E. Challenges Faced by Students

The distribution of challenges faced by student's highlights three primary concerns: lack of resources, academic pressure,

and transportation facilities. These issues together account for 75% of the challenges and are likely to significantly affect both student performance and overall well-being.

TABLE V PERCENTAGE OF RESPONSES

Responses	Percentage
Lack of Resources	35%
Academic Pressure	20%
Bullying	10%
Inadequate Teacher Support	10%
Transportation Difficulties	20%
Others	5%

1. *Lack of Resources:* This is the most severe problem, affecting the availability of learning materials, appropriate learning spaces, and technological assistance. Students who lack these resources are disadvantaged, which may impact their motivation and performance in class.
2. *Academic Pressure:* This is a common issue, affecting 20% of students, and it places significant pressure on them to excel academically. This pressure can lead to stress, anxiety, and even burnout, and may also demotivate students, thereby impacting their performance in class.
3. *Bullying and Inadequate Teacher Support:* While not as prevalent, these problems still affect a significant number of students. Bullying can create an unfriendly learning environment, and inadequate support from teachers can leave students feeling helpless.
4. *Transportation Difficulties and Other Issues:* With 20% of students facing transportation difficulties, this challenge now ranks higher than academic pressure. Rural or remote areas such as Jamunamukh, Lutumari, Baithalangso, and Kampur have poorly maintained roads. Long and unsafe commutes can lead to irregular attendance, increased fatigue, and reduced time for studying and extracurricular activities, further impacting academic performance.

VIII. SUGGESTIONS

1. *Enhancing Resource Allocation:* There is a need for increased investment in educational resources, such as textbooks, laboratories, and technological tools. Schools should collaborate with government and non-government organizations to ensure that every student has access to the necessary learning materials.
2. *Teacher Training and Development:* To enhance the quality of education, regular training programs for teachers should be conducted. These programs should include modern teaching methods, strategies for engaging students, and techniques for managing students under pressure.
3. *Reducing Academic Pressure:* Schools should consider revising the curriculum to alleviate the pressure on students to excel academically. This could involve offering more co-curricular activities, promoting a balanced education system, and providing counseling services for students.
4. *Improving Student Welfare Services:* To address the difficulties faced by students, schools should enhance their welfare services. This could include establishing counseling facilities, offering scholarships to needy students, and ensuring protection from harassment.
5. *Community and Parental Involvement:* Schools should engage parents and the local community more extensively in educational activities. Seminars and conferences can be held to review student performance and explore how society can support the learning process.
6. *Monitoring and Evaluation of Educational Programs:* Develop a robust framework for the ongoing assessment and evaluation of educational programs. Students' feedback should be gathered and analyzed regularly to ensure that necessary changes are made to the curriculum and teaching strategies.
7. *Strengthening Infrastructure:* Schools in the Kampur area should focus on improving the physical structure of buildings, the condition of classrooms, and the availability of water and sanitation facilities.
8. *Encouraging Extracurricular Activities:* Schools should provide ample opportunities for students to participate in co-curricular activities, as this can help reduce stress and enhance their creativity and development.

These suggestions aim to address the problems identified in the study and improve the quality of educational programs, which, in turn, will enhance student satisfaction and academic achievement in higher secondary schools in the Kampur region of Nagaon, Assam.

IX. CONCLUSION

This research has revealed critical issues concerning the efficiency of educational programs and the challenges faced by learners in higher secondary schools in the Kampur area of Nagaon, Assam. The study highlights the difficulties associated with providing quality education in rural areas, where students are constrained by inadequate resources, poor facilities, and high levels of poverty. These challenges persist despite the introduction of educational programs aimed at improving learning outcomes. The study also indicates that, while educational programs have significant potential, their effectiveness is impeded by a lack of basic necessities, such as digital systems, textbooks, and adequate learning facilities. Since education is a key factor in improving living standards and reducing poverty, addressing these issues is crucial to ensuring that every learner has a fair opportunity. The study suggests that closing the educational gap between rural and urban areas requires comprehensive interventions. These interventions should include not only the provision of sufficient resources but also policies that support the professional development of teachers, enhance school facilities, and reduce stress in learning environments. Thus, it is essential to develop a fair and effective educational system that helps students from various regions and

backgrounds reach their full potential. This is vital not only for individual achievement but also for fostering social and economic change in rural areas of India.

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