

CHAPTER - V

FINDINGS, DISCUSSION AND SUGGESTIONS

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In the previous chapter, the investigator had presented the analysis of data by presenting various tables. In the present chapter the investigator has presented findings of the study and tried to discuss the results and also presented the suggestions on the basis of the results.

5.1 Findings of the Study

Findings of the study are presented herewith.

5.1.1 Findings based on the perception of school students :

- (1) All students perceived education in private coaching classes better than that in schools.
- (2) All students perceived quality of teachers in private coaching classes better than that in schools.
- (3) All students perceived quality of teaching in private coaching classes better than that in schools.
- (4) All students perceived discipline in private coaching classes better than that in schools.
- (5) All students perceived facilities available better in schools than that in private coaching classes.
- (6) All students perceived contribution for the development of pupils better in private coaching classes than that in schools.
- (7) English medium students perceived education in private coaching classes better than that in schools.

- (8) English medium students perceived quality of teachers in private coaching classes better than that in schools.
- (9) English medium students perceived quality of teaching in private coaching classes better than that in schools.
- (10) English medium students perceived facilities available in private coaching classes better than that in schools.
- (11) English medium students perceived discipline in private coaching classes better than that in schools.
- (12) English medium students perceived contribution for the development of pupils in private coaching classes better than that in school
- (13) Gujarati medium students perceived education in private coaching classes better than that in schools.
- (14) Gujarati medium students perceived quality of teachers in private coaching classes better than that in schools.
- (15) Gujarati medium students perceived quality of teaching in private coaching classes better than in schools.
- (16) Gujarati medium students perceived discipline in private coaching classes better than that in schools.
- (17) Gujarati medium students perceived facilities available in schools better than that in private coaching classes.

- (18) Gujarati medium students perceived contribution for the development of pupils in schools better than that in private coaching classes.
- (19) Boys perceived education better in private coaching classes than that in schools.
- (20) Boys perceived quality of teachers in private coaching classes better than that in schools.
- (21) Boys perceived quality of teaching in private coaching classes better than that in schools.
- (22) Boys perceived discipline in private coaching classes better than that in schools.
- (23) Boys perceived facilities available in schools better than that in private coaching classes.
- (24) Boys perceived contribution for the development of pupils better in private coaching classes than that in schools.
- (25) Girls perceived education in private coaching classes better than that in schools.
- (26) Girls perceived quality of teacher in private coaching classes better than that in schools.
- (27) Girls perceived quality of teaching in private coaching classes better than that in schools.
- (28) Girls perceived discipline in private coaching classes better than that in schools.
- (29) Girls perceived facilities available in schools better than that in private coaching classes.

- (30) Girls perceived contribution for the development of pupils in schools better than that in private coaching classes.
- (31) Students of std. X perceived education in private coaching classes better than that in schools.
- (32) Students of std. X perceived quality of teachers in private coaching classes better than that in schools.
- (33) Students of std. X perceived quality of teaching in private coaching classes better than that in schools.
- (34) Students of std. X perceived discipline in private coaching classes better than that in schools.
- (35) Students of std. X perceived facilities available in schools better than that in private coaching classes.
- (36) Students of std. X perceived contribution for the development of pupils better in schools than that in private coaching classes.
- (37) Students of std. XII perceived education in private coaching classes better than that in schools.
- (38) Students of std. XII perceived quality of teaching in private coaching classes better than that in schools.
- (39) Students of std. XII perceived quality of teaching in private coaching classes better than that in schools.
- (40) Students of std. XII perceived discipline in private coaching classes better than that in schools.
- (41) Students of std. XII perceived facilities available in private coaching classes better than that in schools.

- (42) Students of std. XII perceived contribution for the development of pupils in private coaching classes better than that in schools.
- (43) Commerce students perceived education in private coaching classes better than that in schools.
- (44) Commerce students perceived quality of teachers in private coaching classes better than that in schools.
- (45) Commerce students perceived quality of teaching in private coaching classes better than that in school.
- (46) Commerce students perceived discipline in private coaching classes better than that in schools.
- (47) Commerce students perceived no difference in facilities available in schools and that in private coaching classes.
- (48) Commerce students perceived no difference in contribution for the development of pupils in schools and that in private coaching classes.
- (49) Science students perceived education in private coaching classes better than that in schools.
- (50) Science students perceived quality of teachers in private coaching classes better than that in schools.
- (51) Science students perceived quality of teaching in private coaching classes better than that in schools.
- (52) Science students perceived discipline in private coaching classes better than that in schools.
- (53) Science students perceived facilities available in schools better than that in private coaching classes.

- (54) Science students perceived no difference in contribution for the development of pupils in schools and that in private coaching classes.
- (55) High SES students perceived education in private coaching classes better than that in schools.
- (56) High SES students perceived quality of teachers in private coaching classes better than that in schools.
- (57) High SES students perceived quality of teaching in private coaching classes better than that in schools.
- (58) High SES students perceived discipline in private coaching classes better than that in schools.
- (59) High SES students perceived no difference in the facilities available in private coaching classes and that in schools.
- (60) High SES students perceived contribution for the development of pupils better in private coaching classes than that in schools.
- (61) Average SES students perceived education in private coaching classes better than that in schools.
- (62) Average SES students perceived quality of teachers in private coaching classes better than that in schools.
- (63) Average SES students perceived quality of teaching in private coaching classes better than that in schools.
- (64) Average SES students perceived discipline in private coaching classes better than that in schools.
- (65) Average SES students perceived facilities available in schools better than that in private coaching classes.

- (66) Average SES students perceived contribution for development of pupils in private coaching classes better than that in schools.
- (67) Low SES students perceived no difference with regard to education in private coaching classes and that in schools.
- (68) Low SES students perceived no difference with regard to the quality of teachers in private coaching classes and that in schools.
- (69) Low SES students perceived no difference with regard to quality of teaching in private coaching classes and that in schools.
- (70) Low SES students perceived no difference with regard to discipline in private coaching classes and that in schools.
- (71) Low SES students perceived no difference with regard to facilities available in private coaching classes and that in schools.
- (72) Low SES students perceived no difference with regard to contribution for the development of pupils in private coaching classes and that in schools.

5.1.2 Findings based on the perception of schools principals :

- (1) Schools principals perceived school teachers better with respect to qualification and attitude than that in private coaching classes.

- (2) School principals perceived no difference in the quality of teaching in private coaching classes and that in schools.
- (3) Schools principals perceived no difference in the remuneration paid to teachers in private coaching classes as well as in schools.
- (4) Schools principals believed that there is a problem of discipline in the schools due to students attending private coaching classes.
- (5) Schools principal felt the need of private coaching classes for better results of students in public examination.
- (6) Most of the principals opined that government should discourage private coaching classes.
- (7) School principals felt that school teachers should not be permitted to teach in private coaching classes.
- (8) School principals opined that private coaching classes should have coordination with schools.
- (9) Most of the school principals believed that school students attend private coaching classes through imitation.

5.1.3 Findings based on the perception of school teachers :

- (1) School teachers claimed that quality of teachers with respect to qualification and attitude is better in school than that in private coaching classes.

- (2) School teachers perceived no difference in the quality of teaching in private coaching classes as well as in school.
- (3) School teachers perceived that teachers teaching in private coaching classes get better remuneration than that of schools.
- (4) School teachers believed that there is a problem of discipline in the schools due to students attending private coaching classes.
- (5) School teachers opined that coaching classes are not essential for good results in public examination.
- (6) Most of the School teachers opined that Government should discourage private coaching classes.
- (7) School teachers opined that they should be permitted to teach in private coaching classes.
- (8) School teachers opined that private coaching classes should have co-ordination with schools.
- (9) School teachers believed that school students attend private coaching classes through imitation

5.1.4 Findings based on the opinion of parents :

- (1) Parents opined that instruction is better in private coaching classes.
- (2) Most of the parents opined that they send their children to private coaching classes because they can not teach them at home. However, few parents strongly disagree to this.

- (3) Most of the parents opined tht private coaching classes helped their wards for admission to higher classes, whereas few of them did not support this.
- (4) Parents opined that school teachers do not force their children to attend private coaching classes.
- (5) Parents believed tht private coaching class teachers work hard for their wards.
- (6) Parents opined that teaching in coaching classes is more regular than that in schools.
- (7) Most of the parents opined that that money is utilized in the best way by sending our children to private coaching classes.
- (8) Parents opined that they do not send their children to private coaching classes through imitation.
- (9) Parents perceived that private coaching classes do not provide anything more than subject matter.
- (10) Parents strongly opined that private coaching classes should be discouraged.
- (11) Majority of parents believed that private coaching classes do not contribute for the all round development of their children.
- (12) Parents believed that their wards will study more seriously in the school, if private coaching classes do not exist.
- (13) Parents opined that there is an illusion of better results due to private coaching classes.

5.2 Discussion

It could be deduced from the above findings that all the students were in favour of education of private coaching classes. They appreciated the quality of teachers, their teaching and discipline which contributed to the development of pupils. However, they perceived the facilities provided in schools to be better than those in the private coaching classes. This perception may be due the better school buildings, laboratories, libraries, playgrounds and sports facilities which were not provided in the private coaching classes. This may be due to belief of owner of private coaching classes that these facilities may not be making significant contribution to the higher results of the students.

Teacher of the private coaching classes may be more sincere in coaching their students by using short cut methods like providing ready made instructional materials and making the students to solve question papers of the previous years thereby achieving better performance. Second reason could be the keen competition among coaching classes which forces them to work very hard for higher scores of their students in the examination, and thus attract more students to join their classes. Such competition does not exist among schools.

Teachers on their part, put in more efforts so as to get better results of the students which in turn would lead to attractive remunerations from the coaching class

employers. This motivation in terms of attractive salary differentials for better performance does not exist in case of schools.

Taking into consideration, the findings of the research in terms of medium of instruction, it was found that English medium students reported all the factors, viz, quality of teachers, quality of teaching, discipline, facilities available and contribution for the development of pupils better in private coaching classes as compared to schools, whereas Gujarati medium students found the same factors to be much better in private coaching classes except the last factor namely contribution for development of pupils more in schools, which was hardly found in private coaching classes. The reason could be the number and frequency of co-curricular activities organised in Gujarati medium schools may be more as compared to English medium schools. These activities are very essential for all-round development of pupils.

The perception of girls and boys for all these factors was found to be similar. They perceived quality of teachers, quality of teaching, discipline, and contribution for the development of pupils better in private coaching classes than that in schools. However, facilities available were perceived to be better in schools than private coaching classes. The reason could be the lack of fund on the part of private coaching classes for providing such facilities and the belief on the part of private coaching class owners that this does

not necessarily contribute much to the higher academic achievement of the students.

Students of std. X and XII classes found all four factors viz., quality of teachers, quality of teaching, discipline, and contribution for the development of pupils better in private coaching classes. However, XII std. students perceived the factor facilities better in private coaching classes, which would lead to better performance at separate practical examination conducted by Higher Secondary Boards for standard XII for science subjects.

The students of both science and commerce streams found all three factors viz., quality of teachers, quality of teaching, discipline better in private coaching classes. However, commerce students found no difference in the facilities available in schools as well as in private coaching classes, whereas science students found facilities better in schools. Since science students have to appear for practicals in their Board Examination, use of library and laboratory facilities could help them to improve their results. As commerce students do not have practicals, these facilities make little difference to them.

Students with high and average SES found all four factors namely quality of teachers, quality of teaching, discipline and contribution for the development of pupils better in private coaching classes. However, high SES students perceived no difference in the facilities available

in schools as well as private coaching classes, whereas average SES students found facilities provided better in schools as compared to private coaching classes. The reason for this could be that high SES students do not care for the facilities available in either of the institution. As low SES students could not discriminate between education provided in schools and in private coaching classes, no definite trend could be decided on either side from their perception.

From the perception of the school principals and teachers, it could be deduced that the teachers teaching in the schools are more qualified than those teachers in the coaching classes. This is obvious since schools, by government regulations can not employ unqualified or underqualified teachers where as private coaching classes employ all those who are willing and able to teach. They may not necessarily be well qualified. Some of these teachers may be working in private coaching classes since they could not get employment elsewhere.

As far as quality of teaching is concerned, both the school principals as well as teachers found it to be the same in schools and private coaching classes. Since the principals are also heads of institutions who are responsible for the quality of teaching in their schools, they were reluctant to pass judgement about quality of teaching in schools and in private coaching classes. On the other hand, since the teachers themselves are involved in teaching process, they did not discriminate about the quality of teaching.

In case of remuneration paid to teachers in both the institutions, the principals opined that it was similar. While the school teachers believed that teachers in private coaching classes get higher remuneration as compared to the school teachers. As far as the observation and experience of investigator is concerned, this is not the case. Infact, salary is more in private coaching classes, as private coaching classes pay remuneration based on number of lectures delivered. Some of the school teachers offer their services to private coaching classes also. Hence, their total income will be higher. The findings of teachers on this factor is thus, not convincing to the investigator.

School principals and the teachers believed that the indiscipline in schools is created by those students, who attend private coaching classes, because they have studied the subject matter in advance in private coaching classes. Thus, they have no interest and are inattentive in the schools. At the same time, those students who are not satisfied with the teaching in schools may create problems of indiscipline.

It is the belief of school principals that private coaching classes are essential for better results in the Board Examinations. This is obvious as the students learn the same content at both the institutions, as a result learning becomes more indepth and students get more clarity which in turn helps them to achieve better results in the examinations.

School principals were of the opinion that the school teachers should not be permitted to teach in private coaching classes. This is because the teachers who work at both the places could not perform well because of heavy work load and thus could not satisfy the principals. However, the school teachers believed that they should be allowed to teach private coaching classes which might enable them to earn some extra income.

Following findings were found to be controversial in nature, which need to be examined. They are -

- a) School teachers and principals did not find any difference in the quality of teaching in both the institutions.
- b) Majority of the principals and teachers believed that private coaching classes are essential for better results.
- c) Principals and teachers believed that government should discourage private coaching classes.
- d) At the same time both opined that there should be some sort of coordination between schools and private coaching classes.

These findings need little discussion. Though principals believed that quality of teaching is same in both the institutions, private coaching classes certainly contribute effectively in achieving better results. This situation can be further inferred that something is lacking in

school education which has been supplemented by education in private coaching classes. This may be remedial work, drill-practice, continuous evaluation, personal care etc., in private coaching classes. This may be the reason on the part of principals and teachers who opined that coordination between schools and private coaching classes is required. Even though with this positive perception about coordination of private coaching classes and schools, it is surprising to note that principals and teachers opined that private coaching classes should be discouraged by government.

School teachers and principals believed that most of the students attend private coaching classes through imitation. This may be due to lack of judicious thinking on the part of students, who might be attending private coaching classes only because their friends do so.

Parents opined that instruction is better and regular in private coaching classes as compared to schools. They also appreciated hard working ability of teachers in private coaching classes. They favoured private coaching classes only on account of poor quality of education in schools and their inability to teach their wards at home.

Parents opined that they did not send their wards by force or by imitation. This shows that parents send their wards with proper awareness about benefits of sending their children to private coaching classes.

Parents opined very strongly that private coaching classes should be discouraged and at the same time quality of school education must be improved. This clearly shows that they do not want to spend time, money and energy of their wards at both the institutions.

5.3 Suggestions and Implications

From the above findings and discussion, it is very clear that students favoured education in private coaching classes. Parents claimed that though, they are unable to spend time, money and energy for the education of their wards in both the institutions, they are more or less forced to do so, due to insufficiencies of school education. Educationists always talk of system approach and effective planning in education, but it seems that schools have surprisingly failed to implement it properly. Though students are there in schools for about five to six hours, neither all-round development, nor higher results have been achieved, while private coaching classes, without considering all-round development have achieved the target of higher results in short duration with their effective planning and implementation. This indicates that school authority needs to plan effectively for their progress. Thus, school education needs improvement. In this regard following suggestions are made.

1. School principals and teachers should be sincere enough to perform their duties for education in schools.

2. Remedial teaching may be given in the school itself either before or after school hours. A nominal fees may be charged from the students for such type of remedial teaching.
3. Schools should provide question papers of previous years from the different schools so that students can get practice for solving past question papers.
4. Students, teachers and parents feel that the courses of Mathematics and Science subjects are too lengthy. They should be reasonably shortened.
5. Examination pattern should be restructured in order to ensure continuous evaluation. This may be done by organising regular unit tests.
6. School library and laboratory should be updated from time to time. Some measures should be undertaken to form regular reading habits.
7. The size of the class may be reduced so that the teacher-student ratio may be balanced. Class size should never increase 40 students.
8. School teachers should be motivated to ensure good quality of teaching. Some arrangement should be made for the recognision of work of sincere teachers and they should be rewarded for the same.
9. Heavy correction work of teachers should be reduced either by reducing the number of students in each class or by reducing the workload of teachers. This may be done by using objective type test and scoring may be done by machines.

10. The principals of schools must arrange in-service training for teachers.
11. Parents should be made conscious of their duties towards the education of their wards through Parent-Teacher Associations.
12. Various concepts should be identified from the syllabus of different subjects in secondary and higher secondary education from the point of vertical relationship and such points may be revised in the beginning of academic years.
13. Some sailent features of the efficient private coaching classes must be thoroughly studied and positive points of the same should be incorporated in the school education.
14. School principals and teachers should identify the education problems and difficulties of their students. If possible, they must also appoint consellor in school to solve such problems.

5.4 Suggestions for the further study

No research work is complete in itself. Every research problem provides background for further studies on various issues. A proposal of such topics arising out of the present study is given as under :

1. Importance of coaching classes for pre-primary and primary students and factors that necessiate it.

2. A study of role of special coaching classes for competitive examinations.
3. A case study of students with low and high scholastic achievement, who attend private coaching classes.
4. A study of state-wise comparison of education in schools and in private coaching classes.
5. A study of difficulties faced by students of std. X and XII in 'self-study'.
6. A study of inter-state comparison of education in private coaching classes.
7. A comparative study of actual and expected role of schools as perceived by teachers and students.
8. A comparative study of role of schools and private coaching classes as perceived by teachers teaching in coaching class and teachers teaching both in schools and coaching classes.
9. A comparative study of role of school and private, coaching classes as perceived by students attending only schools and students attending both schools and private coaching classes.
10. Observation of teaching-learning procedure in schools and private coaching classes with certain variables like physical facilities, methodology of teaching teacher's qualifications, students background etc.
11. A case study of certain private coaching classes from which maximum number of students enter medical/Engineering streams.