

## CHAPTER - VI

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## CHAPTER - VI

### SUMMARY

#### 6.1 Introduction

In the history of mankind education has formed the basis for development of people and society. Education contributes to societal development through knowledge, skills, abilities attitudes and values.

India is faced with urgent challenges. Education is the most effective instrument to meet these challenges. Education is concerned essentially with the individual development. Its approach to this fundamental task is now conditioned by social concern. In this process the concept of education itself has changed. The expansion of knowledge has led to the concept of life long learning, inter-disciplinary teaching and learning, and vocationalisation of education.

Education has multiple role to play in the process of national development. It is essential to provide benefit of education to all people, besides that it should be arranged in such a way that level of educational attainments among people will not be too different between sexes, among social groups and across geographical regions. The National policy of Education (1986) lays emphasis on elimination of disparities in educational system and on improvement in the quality of education. Education at secondary and higher

secondary level is the terminal point for all those students who enter the world of work, hence strong scheme of vocationalisation is needed for them and for the rest it is preparatory to higher education and therefore a good grounding in the subject area should be provided to them. So that ordinarily parents may not feel the need to send their children to private high fee charging institutions. But unfortunately higher secondary schools are saddled today with the unenviable task of receiving the cohorts from a less than satisfactory system of elementary and secondary education and preparing the pupils for the next stage of life. This cannot be done effectively with the adverse teacher pupil ratio, outdated methods of teaching, poor laboratory facilities, an uninspiring curriculum and a management system which discourages innovation. (Challenges of Education 1985).

Evaluation is another important aspect in total system of education. It influences on pupil's study habits, methods of instruction as well as quality of education. The examinations are conducted by boards of secondary and higher secondary education. The results of these board examinations are the basis for entrance to important higher education like medical or engineering streams. But unfortunately these boards of examinations are subject of acrimonious controversy for leakage of question papers, masscopying, tampering with results and other unethical practices (Challenges of education 1985). Over and above this, the quality and orientation of teaching is unsatisfactory even in so called

the best secondary and higher secondary schools. Almost all entrants to the medical and engineering streams have to arrange for extra coaching.

## 6.2 Rationale of the Study

In past only below average students used to join personal tuition classes for their betterment but slowly and gradually average and above average students have also started to join them. Simultaneously, during last two decades unrecognised private coaching classes are growing in numbers especially in urban areas. They impart knowledge with a view to prepare students for examinations by charging fees. Private coaching classes threaten to become the last resort for majority of students, with the fall in the standard of educational institutions. More and more students rely solely on private coaching to perform well in examinations. Thus education has become the business. More and more teachers are available for selling knowledge and ensuring 'Examination Success.'

In short, private coaching classes though costly, have become so popular that, it is very surprising if students do not go for coaching classes. It can be said that recent time has seen mushroom growth of private coaching classes.

Private coaching class has become integral part of the education system. For many parents, the bill for their children's education must now include the cost for putting

them through extra coaching. If a parent is interested in his child's career, he is forced to shell out money for extra coaching.

Earlier it was only the weak students went in for additional coaching, today even brilliant students are making a bee-line for private coaching institutions. Joining classes have become so vital for students that coaching class owners can dictate terms for enrolment.

Joshi (1985) concluded that rapid growth of private coaching classes has been due to insufficiencies in regular schools.

Desai (1989) concluded that students have favourable attitude towards teaching in coaching classes. Joshi (1987) revealed that the faculty of tuition classes showed command over basic facts, problem solving skills, effective communication skills, active and personal participation in teaching learning process.

Alok Roy (1988) a private tutor in Calcutta says, "Education has been reduced to a commercial commodity which is today packed and sold like a consumer product by these teaching shops".

Not much work has been carried out at research level regarding the various aspects of private coaching classes. There are number of issues which remain to be examined. They are

- If the school performs it's role as an institution of formal education then why another institution to perform the same function ?
- Why are private coaching classes very popular ?
- Do private coaching classes provide better instructions than that of schools ?
- Can teaching in coaching class replace the school teaching or only supplement it ?
- Can educatinal authorities play any role in banning them ?

With the consideration of the above issues the investigator has selected the present study so as to attempt to resolve the above stated issues.

### **6.3 Statement of the Problem**

A study of Organisational and Functional aspects of Coaching classes in relation to school education.

### **6.4 Objectives of the Study**

- (1) To compare the perception of students regarding organisational and functional aspects of education in schools and in private coaching classes with respect to variables such as medium of education, sex, standard (X & XII), stream of education and SES.
- (2) To compare the perception of school principals regarding organisational and functional aspects of education in schools and in private coaching classes.

- (3) To compare the perception of school teachers regarding organisational and functional aspects of education in schools and in private coaching classes.
- (4) To collect opinion of parents about education in schools and in private coaching classes.

### **6.5 Hypotheses**

- (1) Total number of students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (2) English medium students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (3) Gujarati medium students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (4) Boys do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (5) Girls do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (6) Students of STd. XII do not differ significantly in their perception with regard to organisational and

functional aspects of education in schools and in private coaching classes.

- (7) Commerce student do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (8) Science students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (9) Students having high SES scores do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (10) Students having Average SES scores do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (11) Students having low SES scores do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.
- (12) School principals do not differ 'significantly in their perception with' regard to organisational and functional aspects of education in schools and in private coaching classes.
- (13) School teachers do not differ significantly in their perception with regard to organisational and functional

aspects of education in schools and in private coaching classes.

#### **6.6 Limitations of the Study**

This study was limited to

- Higher secondary schools of Baroda city only.
- Students of standard X and XII only
- Principals, teachers and parents of above mentioned schools only.

#### **6.7 Methodology**

The present study aimed to compare organisational and functional aspects of education in schools and in private coaching classes. An outline of the steps which were followed in conducting research is given below.

##### **6.7.1 Sample :**

In the present research multistage sampling was used, the details of which is given as under.

The sample included 780 students of standard X and XII from science and commerce streams of thirty schools with both English and Gujarati medium of instruction. The school principals of all thirty schools were included in the sample. From each school, four teachers, two from commerce and two from science streams, teaching in X and XII standard were randomly selected. The sample included fifty three randomly selected parents of above selected students.

#### 6.7.2 Tools :

The following tools were constructed by the investigator for the present research.

- (a) A questionnaire for students to find out their perception regarding organisational and functional aspects of education in schools and in private coaching classes.
- (b) An opinionnaire for school principals and school teachers to find out their perception about organisational and functional aspects of education in private coaching classes and in schools.
- (c) An opinionnaire of parents to collect their opinion for education in schools and in private coaching classes.

To ascertain content validity of tools, all tools constructed by the investigator were given to ten experts. The pilot study was undertaken by administering constructed tools on small sample of students, teachers, and principals.

#### 6.7.3 Data Collection :

Data were collected from school students, principals, teachers and parents by administering the above stated tools personally.

#### 6.7.4 Analysis of Data :

Data were analysed by using qualitative and quantitative techniques. To test significance of difference

between groups 't' test was used. Qualitative data were analysed by using frequency and percentages.

### 6.8 Major Findings

The major findings of the study are presented here under :

- (1) Students perceived education in private coaching classes better than that of schools. They also perceived quality of teachers, quality of teaching, discipline and contribution for development of a pupils better in private coaching classes than in schools.

However they perceived facilities available to students better in school than that of private coaching classes.

- (2) English medium students perceived quality of teachers, quality of teaching, facilities available, discipline and contribution for development of pupils better in private coaching classes than that in schools.

- (3) Gujarati medium students perceived quality of teachers, quality of teaching and discipline better in private coaching classes than that in schools.

However, they perceived facilities available to students and contribution for development of a pupils better in schools than that of private coaching classes.

- (4) Boys perceived quality of teachers, quality of teaching, discipline and contribution for the development of a pupils better in private coaching classes.

However, they perceived facilities available to students better in school than that in private coaching classes.

- (5) Girls perceived quality of teachers, quality of teaching and discipline better in private coaching classes than that in schools.

However, they perceived facilities available to students and contribution for the development of pupils better in schools than that in private coaching classes.

- (6) Students of Std. X perceived quality of teachers, quality of teaching and discipline better in private coaching classes than in schools. However, they perceived facilities available to students and contribution for the development of pupils better in schools than in private coaching classes.

- (7) Students of Std.X perceived quality of teachers, quality of teaching and discipline better in private coaching classes than in schools. However, they perceived facilities available to students and contribution for the development of pupils better in schools than in private coaching classes.

- (8) Commerce students perceived the quality of teachers, quality of teaching and discipline better in private coaching classes than that in schools.

However, they did not find any difference in the facilities available and contribution for development of pupils in schools as well as in private coaching classes.

- (9) Science students also revealed quality of teachers, quality of teaching and discipline better in private coaching classes than that in schools.

However, they found facilities available to students better in schools than in private coaching classes. They perceived no difference in schools and that in coaching classes about contribution for development of pupils.

- (10) High SES students perceived quality of teachers quality of teaching, discipline and contribution for the development of pupils better in private coaching classes than in schools.

However, they perceived no difference in facilities available in schools and that in private coaching classes.

- (11) Average SES students perceived quality of teachers, quality of teaching, discipline and contribution for development of pupils better in private coaching classes than that in schools.

However, they perceived facilities available to students better in schools than that in private coaching classes.

- (12) Low SES students perceived no difference in quality of teachers, quality of teaching, discipline, facilities available to students and contribution for the development of pupils in private coaching classes and that in schools.
- (13) Schools principals perceived qualification and attitude of teachers better in schools than that of private coaching classes. They found no difference in quality of education and remuneration paid to teachers in school as well as in private coaching classes.
- (14) School principals believed that indiscipline is created in the schools by students attending private coaching classes.
- (15) Schools principals felt the need of private coaching classes for better results of students in public examinations.
- (16) Most of the school principals opined that government should discourage private coaching classes.
- (17) School principals felt that school teachers should not be permitted to teach in private coaching classes.

- (18) Most of the school principals believed that school students attend private coaching classes through imitation.
- (19) School principals opined that private coaching classes should have co ordination with schools.
- (20) School teachers claimed that quality of teachers with respect to qualification and attitude is better in school than that in private coaching classes. However, they perceived no difference in the quality of teaching in private coaching classes as well as in school. They also opined that teachers teaching in private coaching classes get better remuneration than that of schools.
- (21) School teachers believed that indiscipline is created in the school by students attending private coaching classes.
- (22) School teachers opined that private coaching classes are essential for getting better results of students in public examinations.
- (23) Most of the school teachers opined that government should discourauge private coaching classes.
- (24) School teachers opined that they should be permitted to teach in private coaching classes.
- (25) School teachers believed that school students atteding private caoching classes through imitation.

- (26) School teachers opined that private coaching classes should have some co ordination with schools.
- (27) Parents opined that instruction is better and regular in private coaching classes than that in schools.
- (28) 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.
- (29) Most of the parents opined that school teachers do not force their children to attend private coaching classes.
- (30) Parents belived that private coaching class teachers work very hard for their wards.
- (31) Parents opined that they do not send their children to private coaching classes through imitation.
- (32) Parents strongly opined that private coaching classes should be discouraged provided quality of education is improved in the school. They also believed that their wards will study more seriously in schools if private coaching classes do not exist.

## 6.9 Conclusion

On the basis of findings a few conclusions can be drawn as under :

Students are in the favour of private coaching classes. Though school principals and school teachers did not find difference between teaching in school and in coaching classes they are not in favour of coaching classes. Parents did not favour coaching classes. They strongly believed that private coaching classes should be discouraged. They claimed that though, they are unable to spend time money and energy for the education of their wards in both the institutions, they are forced to do so, due to insufficiencies of school education. Thus, school education needs improvement.