

CHAPTER - II

REVIEW OF RELATED LITERATURE

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2.1 Introduction

In this chapter the investigator has made an attempt to review the researches carried out in this area. The importance of the review of related literature and previous researches is quite obvious. The purpose of this chapter is generally to provide a brief review and appraisal of any of the related studies and to show how the present study contributes in advanced ways in the area under study.

Very little research work has been done in the area of private tuition/coaching class. However, whatever researches were available at Master's and Ph.D level in India, are presented here.

2.2 Researches in India

A study by Sonarwala M.S. (1965) entitled "The causes of the popularity of the coaching classes in greater Bombay" pointed out that the aims and objectives of the coaching classes were extremely limited as they prepare students from the point of view of a given examination, whereas the aims of the regular school education were merely to give them instructions on given subjects. As a result they attained all round development and gained scholastic achievement and above all, trained them as the citizens of tomorrow as the symbol

of training and culture. The main findings of the study were as follows :

1. Over crowded classes in the schools prevent the measure of interaction between teacher and students and leave no scope for individual attention.
2. The teaching in coaching classes was comparatively more efficient than that in schools. Good salary of the teachers in the coaching classes, attracted well qualified and trained teachers.
3. In regular schools quite a number of untrained teachers were employed not only to teach the lower standards but in higher standards due to non availability of trained teachers.
4. In the coaching classes the full time attention of the teacher was devoted to teaching only whereas in the regular schools the teacher was loaded with multifarious duties other than teaching.
5. Majority of students joined coaching classes for Mathematics, Science and languages. In mathematics pupils required practice which they do not get in school on account of lengthy syllabus.
6. It was a common perception that education was the sole responsibility of the school. So parents did not take interest in the day to day progress of the child.
7. Some coaching classes gave coaching in commerce subjects such as Typing and Shorthand, Accounts, Correspondence etc.

Joshi (1985) studied the working of tuition classes and their social utility. He pointed out that the rapid growth of private coaching classes had been due to many insufficiencies in regular schools. All classes were not able to compensate these insufficiencies. The survey made by the author threw light on some aspects of these private tuition class like working pattern, type of clients, causes of rapid growth, social utility etc. Major findings were :

1. Girls were highly inclined to tuition classes as compared to boys.
2. More non-local students went to the tuition classes.
3. Students of upper caste as well as lower caste had same attraction towards tuition classes.
4. More children from average profession and unskilled labourers' families went to the tuition classes. Less number of Children of skilled workers and semi-skilled workers attended the tuition classes.
5. More children of educated families went to tuition classes.
6. More students from average and above average income families attended the tuition classes.
7. Average and below average children were insisted by their father/guardian to attend the tuition classes.
8. More students belonging to very high, poor and very poor achievement levels attended the tuition classes.
9. More students having second class and pass class at the previous examination were going to the tuition classes.

10. Those students who attended the tuition classes were helped by their Parents, elder brother and sister from the family. Most of the non-tuition class students did not receive such help.
11. The importance of public examination difficult current syllabus and costly private coaching, played a significant role in the growth of tuition classes.
12. The attitudes of teachers towards tuition classes were not favourable. This was true irrespective of sex, faculty and experience of teaching.
13. The owners of the tuition classes believed that all parents irrespective of whether their child attended one of the classes or not, had good opinion for tuition class. Whereas headmasters of school had average opinion about tuition classes. Opinion of teachers for private coaching class did not suggest any particular trend.

Nazz Dhakam (1985) conducted "Comparative study of the role of the school and coaching class in the formal education of high-school students as perceived by students and teachers". The investigator identified six areas for comparing the role played by the school and the coaching class. They were knowledge and information, moral, aesthetic, physical, co-curricular and vocational. Major findings were :

1. Both students and teachers perceived the school as playing a greater role in imparting moral, aesthetic,

physical, co-curricular and vocational education, than the role played by the coaching classes.

2. Both students and teachers perceived the coaching class as playing a greater role in imparting knowledge and information than the school.

Joshi (1987) conducted a project on "Management of Education in Educational Administration of tuition classes". Major findings were :

1. The faculty of the tuition classes showed command over basic facts, problem solving skill and effective communication skill as special characteristics of the staff which attracted and appealed the students and parents. Active and personal participation of the faculty of the tuition class in the entire teaching learning process were strong points in their favour.
2. In order to make teaching effective and students' learning result oriented, specific instructional material including assignments and necessary preliminary aids were devised and used. Resources were allocated for business logistics and study work. Being solely devoted to tuition work, the tuition classes had no provision for co-curricular activities.
3. The study of pattern of managerial resources revealed that the decision on planning was governed by priority of the tasks. The decision making included problem solving approach. The decision once arrived at was adopted and implemented in instructional work and

administration through assistance and/or consultancy of all concerned.

Arora (1989) studied the importance of private coaching in the formal education of children and the factors that necessitate it. Major findings were :

1. Private coaching was playing an important role in imparting knowledge and information in the formal education of children.
2. Only goal - directed efforts were not enough. Meritorious students also required care, special attention and guidance from experienced teachers to see their intelligence and other capacities blooming.
3. Scholarship holders, if given extra coaching could feature themselves in the S.S.C. Merit List.
4. Brilliant students reached unexpected educational and intellectual heights after attending private coaching.
5. Some schools were to be honoured as they have adopted best methods of teaching and providing best facilities for drill work.
6. Private coaching directed the child for regular self study.
7. Most of the students were found to be weak in Mathematics, Science and Social Sciences. Private tutors cleared the basic fundamentals of Mathematics, Science and provided drill work. Social Sciences being descriptive study, students prefer to study themselves.

8. Students and teachers paid more attention towards Science, Mathematics and languages because they were compulsory subjects for prestigious professions like Engineering, Medicines, Pilot, Pharmacy etc.
9. Social Sciences were not liked by the students because of its faulty methods of teaching and vastness of the syllabus of the subject.
10. Students started attending coaching classes when they came to Secondary Classes.
11. In this competitive world parents were ready to spend some percentage of their earnings for the education of their children, irrespective of their Socio-economic conditions.
12. Students were not aware of multiferous openings for higher education. So they attended the coaching classes to strengthen their foundation.
13. Average student made progress after attending private coaching because teacher paid individual attention and group was also small for interaction.
14. School, home and coaching class, all these agencies came together to provide proper and adequate facilities for students to progress academically.
15. The data analysis indicated that teachers did not seek permission from principals for taking tuitions. Most of the teachers took large number of students inspite of the guidelines provided by Education Department where it was indicated that teachers should seek permission

from principals and should not take more than five students for tuitions.

16. Suprisingly most of the teachers indicated that students should go for private coaching.
17. Parents feel that students did not get notes while teachers were discussing the topics in school. Whereas students were spoon'fed with notes in private coaching which they found useful while appearing for examinations.
18. Students liked the behaviour and method of teaching of private tutors than school teachers.

Desai (1989) studied Attitude of X std. Students towards coaching classes and his findings were :

1. Students had favourable attitude towards coaching in coaching classes.
2. Teaching in coaching classes helped the students in their scholastic achievement.
3. Girls showed more favourable attitude towards coaching classes than boys.
4. There was no impact of parent education on the attitude of students towards coaching classes.

Jog (1989) studied the effect of private coaching classes on the students of std VIII in University of Bombay. In this study, data were collected from students attending and not attending private coaching classes as well as their parents.

A. Major findings based on the opinion collected from the students attending coaching classes were :

1. School students needed additional guidance, revision of the courses and solution of their difficulties.
2. Students understood in a better way in private coaching classes due to personal attention of teachers and discipline.
3. In private coaching classes stress was given on regular home work, discussion about students' mistakes and solution of past question papers.
4. In schools, there was a less interaction between the teachers and students.
5. Parents were not able to guide their children as there was a shortage of time and heavy syllabus in the schools.
6. Parents sent their children to private coaching classes mainly for securing to higher scholastic achievement.

B. Major findings based on the opinion collected from students not attending coaching classes and their parents were :

1. Students were satisfied with the classroom interaction in the school. They were regular in their studies and also got help from their parents.
2. By not joining private coaching classes students could concentrate on school teaching, participated in extra-curricular activities, and help their parents at home.

3. Some of the students did not attend private coaching classes due to financial constraints and non-availability of good coaching classes nearby.

Anon (1992) conducted a study of major factors related to admission of students in coaching centers, pointed out following findings :

1. At high school level, more number of boys from science stream and girls of Art stream attended coaching classes.
2. More boys in std. IX and girls in std. X attended coaching classes.
3. Boys needed more coaching in Mathematics and girls in English.
4. Students with both parents alive took more tuitions than those with single parents.
5. Students of the family having monthly income between Rs. 2000 to Rs.4000 took more coaching.

2.3 Gist of the Related Researches

The summary of the above mentioned researches is presented in the lines to follow. Some of the factors attracting the students and parents for coaching classes were :

1. Teachers teaching in private coaching classes were more efficient than that of schools. Private coaching classes helped the students to achieve better result in their examination.

Individual attention, additional guidance instructional material, revision of courses, solution of the academic difficulties, better interaction between teachers and students development of regular self-study contributed to get better scores in examinations.

2. Private coaching classes played a greater role only in imparting knowledge/information for scoring better in the examination whereas schools had to play a greater role in imparting knowledge/information as well as moral, physical, co-curricular, vocational and aesthetics, education of students.
3. Most of the students attended private coaching classes for Mathematics and Science subjects.
4. Girls were highly inclined to private coaching classes than boys.
5. Over and above, average and below average achievers, high achievers also attended the private coaching classes.

The owners of the coaching classes opined that -

- Students showed favourable attitude towards coaching classes.
- School principles and teachers did not show any definite trend towards coaching classes.

Most of these studies were of survey type in nature. They were conducted in Gujarat, U.P. and Maharashtra states.

Most of them studied the various aspects of private coaching classes. Tools used were information schedule, questionnaire and interview schedule. Data analysis was carried out simply by using percentages. None of these studies compared the various dimensions of education in school and private coaching classes. These studies confined to the opinions of students. Some of them also dealt with parents' opinion. But all these studies lack in comprehensiveness in terms of the various dimensions of education in both the institutions. None of them have collected opinions from students, parents, principals and teachers in the same study.