

CHAPTER - III

PLAN AND PROCEDURE

- 3.1 Introduction
- 3.2 Statement of the problems
- 3.3 Definitions of terms
- 3.4 Variables of the study
- 3.5 Objectives of the study
- 3.6 Hypotheses
- 3.7 Sampling
- 3.8 Instrumentation
- 3.9 Data collection
- 3.10 Data analysis

CHAPTER - III

PLAN AND PROCEDURE

3.1 Introduction

Nobody can deny the practical importance of the idea hidden in the Word "Well begun is half done". This is true in the field of research also. Therefore, keeping in mind this fact researcher started her work. What is the place of blue print in the field of architecture, in the same way design occupies the same place in the field of research. Of course, design is the backbone or skeleton of all research activities. If design is well planned and well structured, the objectives of the investigation become easily approachable.

In this chapter an attempt has been made to structurise the research endeavour or plan of attacking the problem i.e., explanation of the terms and variables of the study, objectives, hypotheses, selection of sample, description of the tools constructed, their reliability and validity, data collection, scoring, statistical techniques applied to analyse the data are discussed here.

The problem has been stated in the following caption.

3.2 Statement of the Problem

"A STUDY OF ORGANISATIONAL AND FUNCTIONAL ASPECTS OF COACHING CLASSES IN RELATION TO SCHOOL EDUCATION".

3.3 Definitions of the Terms

3.3.1 Coaching class :

According to Good, Coaching class is a

- a) Special class for certain pupils providing instructions supplementing the work of regular curriculum.
- b) Special class providing remedial teaching for pupils who are handicapped in their school progress by special disabilities as in reading or Arithmetics.

For the present study, private coaching classes have been defined as under.

Private coaching classes are those institutions, which attempt to provide academic instructions to secondary/Higher secondary school students to supplement their knowledge acquired in the school and which do not require Government's recognition, basically established for Commercial considerations and managed by individual/group of enterprenures.

3.3.2 School education :

School education in Gujarat refers to various stages of education namely -

- i) Pre-primary - nursery and kidner garden.
- ii) Primary - Lower primary standard 1 to 4
upper primary - standard 5 to 7
- iii) Secondary - Standard 8 to 10
- iv) Higher secondary - Standard 11 & 12

For the present study school education refers to secondary and higher secondary stage of education, with specific class X and XII.

3.3.3 Organisational & functional aspects :

Organisation can be thought of as social system of cooperation that is designed to enhance individual efforts aimed at goal accomplishment. In order to continue to refine and improve organisational activity, management must develop an explanation of how organisations form, function and survive. Such an explanation is termed as organisation theory.

Organisation can be thought of as two or more people working cooperatively towards a common objective or set of objectives. This system of cooperation is made up of several parts, the human, the physical elements, the work element and the coordination element. All these elements taken collectively, can be thought of as an organisation.

The word functional relates to a fundamental redesign of the organisational structure.

For the present study following factors were covered as organisational and functional aspects of education -

1. Quality of teacher
2. Quality of teaching
3. Facilities available

4. Discipline
5. Contribution for the development of child.
6. Qualification and attitude of teachers.
7. Remuneration paid to teachers.

3.4 Variables of the Study

The purpose of present study was to compare the **perception** of school students, principals and teachers about education in schools and that in private coaching classes. Investigator would like to define 'perception' and other variables related to students such as sex, medium of instruction, standard and stream of education and SES scores as under :

3.4.1 Perception :

Perception is to see and internalising what an individual sees. It is a mental state of readiness which is determined by experience and which motivates and directs ones responses to all objects and situations with which total attitude is related.

Perception is a process that can be understood only in relation to the overall psychological organisation of the person concerned.

It has been rightly suggested that the individual himself determines his own perceptual behaviour, that is the personality of the individual to a large extent affects and dictates his perceptual reaction.

Perception is the interpretation of sensory stimuli and interpretation is the process of associating the stimulus with past experiences that make it meaningful. As a rule the greater the number of associations we make with past experience, the more meaningful is the perception. Consequently several people may see the same thing but it may mean different things to each of them. (Robert S. Ellis)

In the present study, the perception about education in schools and coaching classes is obtained from different individuals namely school students, principals, teachers and parents, as they are directly or indirectly involved in the education process of the students. Perception of students is very important, as they are directly involved in the education process. They are better judges for comparing education in schools and in coaching classes. Perception of school principals is important because they are responsible for the quality of education in schools. They are answerable for all the complaints against them and their institutions. They are involved in the administrative process of the schools. Perception of school teachers is important because teachers are in the direct contact with students and they do observe students' behaviour. They have to face problems regarding students' attention, interest, individual differences etc. Opinion of parents is important because, they are the decision-makers for any matter about their children's education and now a days they have become very conscious about the education of their wards.

In the present study perception of school students, principals, teachers and parents was measured with the help of Questionnaire and opinionnaire consisting of variety of statements about education in schools and in coaching classes. Perception score of each statement was computed. The total score reflects the perception of an individual.

3.4.2 Sex :

The variable sex refers to boys and girls studying in X and XII classes staying in Baroda.

3.4.3 Medium of instruction :

There are schools with different medium of instruction in Baroda city viz Gujarati, English, Hindi, Marathi and Sindhi.

Out of these only two mediums of instruction namely English and Gujarati were covered for the present study.

3.4.4 Standard of education :

X class in Gujarat is supposed to be the terminal class for secondary education. The students of this class have to appear for the examination conducted by Gujarat Secondary Education Board.

XII class in Gujarat is also the terminal class for higher secondary education. The students of this class have to appear for the examination conducted by Higher Secondary Board of Examination.

For the present study students of X and XII attending private coaching classes were selected.

3.4.5 Stream of education :

There were two streams of education viz science and commerce. In std X, all those students who offer Business Mathematics were identified as students of commerce stream. Those students of X who offer higher mathematics were identified as students of science stream.

In std XII there were separate stream for Commerce and Science.

For the present study students of both commerce and science stream of std X and XII were selected.

3.4.6 SES of students :

To measure the SES of the students a scale constructed by Prof. K.G. Desai was used. Major aspects in the scale were caste, education and occupation of parents, income of family and type of residence. All the items in the scale were scored. Total score of the students on this scale reflects the SES of students.

- i) High SES
- ii) Average SES
- iii) Low SES

3.5 Objectives

1. To compare the perception of **total students** regarding organisational and functional aspects of education in schools and in private coaching classes.
2. To compare the perception of **English medium students** regarding organisational and functional aspects of education in schools and in private coaching classes.
3. To compare the perception of **Gujarati medium students** regarding organisational and functional aspects of education in schools and in private coaching classes;
4. To compare the perception of **Boys** regarding organisational and functional aspects of education in schools and in private coaching classes.
5. To compare the perception of **girls** regarding organisational and functional aspects of education in schools and in private coaching classes.
6. To compare the perception of **X std.** students regarding organisational and functional aspects of education in schools and in private coaching classes.
7. To compare the perception of **XII std students** regarding organisational and functional aspects of education in schools and in private coaching classes.

8. To compare the perception of **Commerce students** regarding organisational and functional aspects of education in schools and in private coaching classes.
9. To compare the perception of **Science students** regarding organisational and functional aspects of education in schools and in private coaching classes.
10. To compare the perception of students with **high SES scores**, regarding organisational and functional aspects of education in schools and in private coaching classes.
11. To compare the perception of students with **average SES scores**, regarding organisational and functional aspects of education in schools and in private coaching classes.
12. To compare the perception of students with **low SES scores** regarding organisational and functional aspects of education in schools and in private coaching classes.
13. To compare the perception of **school principals** regarding organisational and functional aspects of education in schools and in private coaching classes.
14. To compare the perception of **school teachers** regarding education in school and in private coaching classes.
15. To collect opinion of **parents** about education in schools and in private coaching classes.

3.6 Hypotheses

On the basis of the above objectives, the following null hypotheses were formulated.

Ho1 Total number of student do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.

The above hypothesis has been further divided into sub hypotheses :

Total number of students do not differ significantly in their perception with regard to -

HO1.1 Quality of teachers in schools and in private coaching classes.

Ho1.2 Quality of teaching in schools and in private coaching classes.

Ho1.3 Facilities available in schools and in private coaching classes.

Ho1.4 Discipline in schools and in private coaching classes.

Ho1.5 Contribution for the development of pupils in the schools and in coaching classes.

Ho2 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.

The above hypothesis has been further divided into sub hypotheses as under :

English medium students do not differ significantly in their perception with regard to -

- Ho2.1 Quality of teachers in schools and in private coaching classes.
- Ho2.2 Quality of teaching in schools and private coaching classes.
- Ho2.3 Facilities available in schools and in private coaching classes.
- Ho2.4 Discipline in schools and in private coaching classes.
- Ho2.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho3 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.

The above hypothesis has been further divided into sub-hypotheses as under :

Gujarati medium students do not differ significantly in their perception with regard to -

- Ho3.1 Quality of teachers in schools and in private coaching classes.

- Ho3.2 Quality of teaching in schools and in private coaching classes.
- Ho3.3 Facilities available in schools and in private coaching classes.
- Ho3.4 Discipline in schools and in private coaching classes.
- Ho3.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho4 Boys do not differ significantly with regard to organisational and functional aspects of education in schools and that too in private coaching classes.

The above hypothesis has been further divided into sub-hypotheses as under :

Boys do not differ significantly in their perception with regard to -

- Ho4.1 Quality of teachers in schools and in private coaching classes.
- Ho4.2 Quality of teaching in schools and in private coaching classes.
- Ho4.3 Facilities available in schools and in private coaching classes.
- Ho4.4 Discipline in schools and in private coaching classes.
- Ho4.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho5 Girls do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.

The above hypothesis has been further divided into sub hypotheses as under :

Girls do not differ significantly in their perception with regard to -

Ho5.1 Quality of teachers in schools and in private coaching classes.

Ho5.2 Quality of teaching in schools and in private coaching classes.

Ho5.3 Facilities available in the schools and in private coaching classes.

Ho5.4 Discipline in the schools and in private coaching classes.

Ho5.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho6 X standard students do not differ significantly in their perception with regard to organisational and functional aspects a of education in schools and in private coaching classes.

The above hypothesis has been further divided into sub-hypotheses as under :

X standard students do not differ significantly with regard to -

- Ho6.1 Quality of teachers in schools and in private coaching classes.
- Ho6.2 Quality of teaching in schools and in private coaching classes.
- Ho6.3 Facilities available in schools and in private coaching classes.
- Ho6.4 Discipline in schools and in private coaching classes.
- Ho6.5 Contribution for the development of pupils in schools and private coaching classes.

Ho7 XII standard students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.

The above hypothesis has been further divided into sub-hypotheses as under :

XII standard students do not differ significantly in their perception with regard to -

- Ho7.1 Quality of teachers in schools and in private coaching classes.
- Ho7.2 Quality of teaching in schools and in private coaching classes.
- Ho7.3 Facilities available in schools and in private coaching classes.
- Ho7.4 Discipline in schools and in private coaching classes.

Ho7.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho8 Commerce students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.

The above hypothesis has been further divided into sub-hypotheses as under :

Commerce students do not differ significantly in their perception with regard to -

Ho8.1 Quality of teachers in schools and in private coaching classes.

Ho8.2 Quality of teaching in schools and in private coaching classes.

Ho8.3 Facilities available in schools and in private coaching classes.

Ho8.4 Discipline in schools and in private coaching classes.

Ho8.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho9 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.

The above hypothesis has been further divided into sub-hypotheses as under :

- Ho9.1 Quality of teachers in schools and in private coaching classes.
 - Ho9.2 Quality of teaching in schools and in private coaching classes.
 - Ho9.3 Facilities available in schools and in private coaching classes.
 - Ho9.4 Discipline in in schools and in private coaching classes.
 - Ho9.5 Contribution for the development of pupils in schools and in private coaching classes.
- Ho10 High SES students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.

The above hypothesis has been further divided into sub-hypotheses as under :

Students with high SES scores do not differ significantly in their perception with regard to -

- Ho10.1 Quality of teachers in schools and in private coaching classes.
- Ho10.2 Quality of teaching in schools and in private coaching classes.

- Ho10.3 Facilities available in schools and in private coaching classes.
- Ho10.4 Discipline in in schools and in private coaching classes.
- Ho10.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho11 Students with 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.

The above hypothesis has been further divided into sub-hypotheses as under :

Students with average SES scores do not differ significantly in their perception with regard to -

- Ho11.1 Quality of teachers in schools and in private coaching classes.
- Ho11.2, Quality of teaching in schools and in private coaching classes.
- Ho11.3 Facilities available in schools and in private coaching classes.
- Ho11.4 Discipline in schools and in private coaching classes.
- Ho11.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho12 Low SES students do not differ significantly in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.

The above hypothesis has been further divided into sub-hypothesis as under :

Low SES students do not differ significantly in their perception with regard to -

Ho12.1 Quality of teachers in schools and in private coaching classes.

Ho12.2 Quality of teaching in schools and in private coaching classes.

Ho12.3 Facilities available in schools and in private coaching classes.

Ho12.4 Discipline in schools and in private coaching classes.

Ho12.5 Contribution for the development of pupils in schools and in private coaching classes.

Ho13 School principals do not differ significantly with regard to Qualification and Attitude of teachers in schools and in private coaching classes.

Ho14 School Principals do not differ significantly with regard to Quality of teaching in schools and in private coaching classes.

- Ho15** School Principals do not differ significantly with regard to Remuneration paid to teachers in schools and in private coaching classes.
- Ho16** School teachers do not differ significantly in their perception with regard to Qualification and Attitude of teachers in schools and in private coaching classes.
- Ho17** School Principals do not differ significantly with regard to Quality of teaching in schools and in private coaching classes.
- Ho18** School Principals do not differ significantly with regard to Remuneration paid to teachers in schools and in private coaching classes.

3.7 Sampling

Any type of the research in the area of Education needs the population. It is very difficult to reach entire population, for that representative of the population is needed. These representative of the population is known as the sample of the study. Various techniques have been devised for obtaining the sample. The adequacy of a sample will depend upon our knowledge of population as well as upon the method used in drawing the sample. Commonly used sampling methods are random, stratified multistage, incidental and purposive.

1. **Random Sampling :**

The descriptive term random means a certain method of selection to provide an unbiased cross-section of the larger group of population. The criteria for randomness in a sample are met when (i) every individual in the population has same chance of being chosen for the sample (ii) selection of one individual in no way influences the choice of another. In each of these cases selection is made in terms of some mechanical process and is not subject to the whims or biases of the experimenter.

A representative sample is one in which the distribution of scores in the sample closely parallels that of population.

2. **Stratified Sampling :**

Stratified sampling is also called controlled sampling. This technique is designed to insure the representativeness and avoid bias by use of a modified random sampling method. This scheme is applicable when a population is composed of subgroups of different size so that a representative sample must contain individuals drawn from each category in accordance with the size of subgroups. Within each sub-group the sampling is random and as nearly as possible to the population.

3. **Multistage Sampling :**

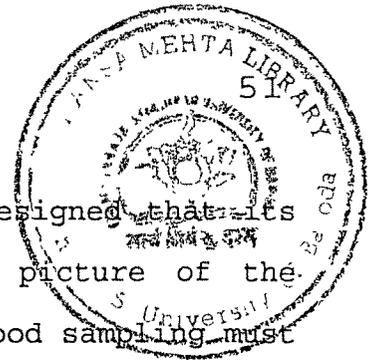
In educational research, particularly in conducting surveys, one often finds that the population consists of more than one set of units like schools, students, principals, teachers and parents. Now these units, though independent are related in such a way that a group of unit at one stage form one unit at higher stage. In other words, the ultimate unit to be selected can be considered as a subunit of bigger unit. For example, take students and schools in a city. In this situation students and schools are two independent sets of units but in the set of schools each unit will include students as subunits. For selecting a sample of students it would be administratively difficult and expensive to pool all units together and then draw a sample. Appropriate sampling technique to select the sample from such populations would be to draw samples at different stages.

4. **Incidental Sampling :**

The term incidental sampling (also called accidental sampling) should be applied to those groups which are used chiefly because they are easily available.

5. **Purposive Sampling :**

A sample may be expressly chosen because, in the light of available evidence, it mirrors some larger group with reference to a given characteristic.



It is important that samples be so designed that its characteristics show reasonably good picture of the characteristics of the population. A good sampling must provide equal chance for all the items of the population to be included in the sample.

For the present study multistage sampling technique was used. This technique is quite scientific and also reduces the burden of listing entire population.

For the present study, at the first stage a list of higher secondary schools was obtained. There were eighty higher secondary schools, which included both Gujarati and English medium of instructions. From these eighty schools, thirty schools were randomly selected. At the second stage, the list of X and XII std students of both science and commerce streams was prepared. After this, 800 students were selected randomly. While selecting the schools proper weightage was given to Gujarati and English medium schools. Similarly while selecting students, due weightage was given to sex and stream of education. At the third stage all principals of selected schools, were included. From each school, four teachers, two from commerce and two from science streams, teaching in X and XII were randomly selected. In the last stage sixty parents of students in sampled schools were selected randomly.

Finally, investigator was able to collect data from 780 students. Table No. 3.1 shows details regarding students.

Table No. 3.1

Sample of students

Variables	Medium of instruction		Sex		Standard		Stream of Education		Total
	Eng.	Guj.	Boys	Girls	X	XII	Com.	Sci.	
Number of students	297	483	390	390	389	391	394	386	780

It was planned to collect data from principals of the thirty schools. Investigator was able to collect data from all 30 principals. It was planned to collect data from 120 teachers from selected schools. All 120 teachers responded. It was planned to collect data from sixty parents, but investigator was able to collect data from 53 parents only. Table No. 3.2 shows the details regarding schools principals, school teachers and parents.

Table No.3.2

Sample of school principals, teachers and parents

School principals	School teachers			Parents
	Commerce	Science	Total	
30	60	60	120	53

3.8 Instrumentation

Construction of the tools is one of the most important aspect of the research design. It may be pointed out that studies in the area of private coaching classes were not more in number and standardized tools were not available for use in the present study. Hence tools were constructed by the investigator. The details of which is given below.

The present study was devised to compare various organisational and functional aspects of education in schools and in private coaching classes. It was therefore imperative that various organisational and functional aspects under study be measured quantitatively and qualitatively so that statistical techniques could be applied to test the hypotheses. To serve this purpose following tools were constructed.

3.8.1 Description of Tools :

Initially, some major aspects for comparison were arrived at by discussing with principals, teachers, owner of private coaching classes and educationist. On the basis of this following aspects were identified for comparison of education in schools and in private coaching classes.

1. Teaching faculty
2. Remuneration to teachers
3. Recruitment of teachers
4. Methods of teaching
5. Evaluation system

6. Reading material
7. Audio-visual aids
8. Facilities offered
9. Cocurricular activities
10. Quality of teaching
11. Attitude of teachers
12. Attitude and behaviour of students
13. Attitude of parents
14. Attendance of students
15. Formation of habits towards study

On further discussion with experts in the field of research, it was felt that some of these aspects could be merged with others. On the basis of this discussion following aspects have been decided for final consideration.

1. Quality of teachers
2. Quality of teaching
3. Facilities available
4. Discipline
5. Contribution for the development of pupils
6. Qualification and attitude of teachers
7. Remuneration
8. General aspects

After deciding the above aspects of education, three tools were prepared viz. Questionnaire for school students, opinionnaire for school principals and teachers and opinionnaire for parents. Statements in each aspect were prepared in such a way that comparison of education in

schools and private coaching classes can be carried out. Finally there were forty eight statements in the questionnaire for students. First draft of the same is presented in appendix no.1. In the opinionnaire for principals and teachers, number of statements were fifty eight. First draft of the same is presented in appendix no.4. In the opinionnaire of parent there were twenty two statements in the first draft. Same is presented in appendix no.7.

The above tools were given to different experts in the field of education viz. Lecturers from Education and psychology school principals and school teachers, for screening purpose. After screening some statements were retained, some statements were modified and added also. Tools were also given to language experts for their opinion about use of various words in the tools. A pilot study was also carried out on a small sample to know about various dimensions of the tools.

The discription of the final tools is given below :

3.8.1.1 Tool for the students :

One of the major objectives of the study is to compare the perception of students regarding education in schools and in private coaching classes. Hence the questionnaire for students includes the questions related to both schools and private coaching classes. The questionnaire was divided into three parts :

Part A : Part A of the questionnaire was dealt with general information as well as some questions from the SES scale developed by Dr. K.G. Desai to measure the SES level of the students in the sample. It included -

1. Information about name and telephone number of the students.
2. Name of the school, standard, stream of study.
3. Caste and sub-caste of the students.
4. Parents education and occupation.
5. Income of the family
6. Type of vehicle/s in the family.
7. Type of house in which they live.

For purpose of scoring, aspects from three to seven were considered. They were scored according to scoring key. Total score for this tool was thirty six. For dividing the group in high, average and low SES, quartiles were computed. The students whose score was less than the value of first quartile were considered in low SES group. Students whose score was between Q1 and Q3 formed average SES group. Students whose score was greater than value of Q3 were considered in the high SES group.

Part B : Part B was dealt with the questions related to the opinion of the students on various organisational and functional aspects of education in private coaching classes such as

- (i) Quality of teachers
- (ii) Quality of teaching
- (iii) Facilities available
- (iv) Discipline
- (v) Contribution for the development of pupils.

There were forty three statements in total. Out of which first nine statements were related to quality of teachers. Ten to fifteen statements were related to quality of teaching. Sixteen to twenty statements were related to facilities available. Twenty two to twenty eight statements were related to discipline in private coaching classes. And last fifteen statements were related to the factor 'contribution for development of pupils'. Factor wise distribution of statements is shown as follows :

Table 3.3

Factor-wise distribution of statements related to education in private coaching classes.

Sr. No.	Factors	Statement numbers from - to	Total statements
1.	Quality of teachers	1-9	9
2.	Quality of teaching	10-15	6
3.	Facilities available	16-21	6
4.	Discipline	22-28	8
5.	Contribution for the development of pupils	29-43	15
		Total	43

Part C : Part C was dealt with the questions related to the opinion of students on various organisational and functional aspects of education in schools such as -

- a) Quality of teachers
- b) Quality of teaching
- c) Facilities available
- d) Discipline
- e) Contribution for the development of pupils.

There were thirty eight statements in total, out of which first eight statements were related to quality of teachers. Nine to fourteen statement were related to quality of teaching. Fifteen to twenty statements were related to facilities available, twenty one to twenty six statements were related to discipline and last twelve statements were related to 'Contribution for the development of pupils.

Table 3.4

Factor-wise distribution of statements related to education in schools

Sr. No.	Factors	Statement numbers from - to	Total statements
1.	Quality of teachers	1-8	8
2.	Quality of teaching	9-14	6
3.	Facilities available	15-20	6
4.	Discipline	21-26	6
5.	Contribution for the development of pupils	27-38	12
		Total	38

The questionnaire for students was consisted of both positive and negative statements and response was to be given on a five point scale from strongly agree, agree, undecided, disagree and strongly disagree.

For scoring purpose following pattern was followed. For each positive statement score assigned was 5,4,3,2,1 for strongly agree, agree, undecided, disagree and strongly disagree respectively. The same process was reversed for negative statements. Total score for each aspect of education in school as well as in private coaching class was computed separately. At the end, the total score for all aspects of education in school and private coaching classes was also computed.

3.8.1.2 Tool for school principals and teachers :

One of the objectives of the study was to compare the perception of school principals and teachers for organisational and functional aspects of education in schools and in private coaching classes. Hence an opinionnaire was developed for school principals and teachers for comparing following organisational and functional aspects of education.

1. Quality of teachers
2. Quality of teaching
3. Remuneration paid to teachers
4. General

There were fifty three statements in total. These fifty three statements were divided into four parts viz. Part I-A, I-B, II-A, and II B.

Part I-A and II A were dealt with the statements related to education in schools Part I-B and II B were dealt

with statements related to education in private coaching classes. Factor-wise distribution of statements is shown as follows :

Table 3.5

Factor-wise distribution of statements related to education in schools

Factors	Statements numbers Part I-A	Statements numbers Part II-A	Total	
Quality of teachers	1, 2	1, 2, 3, 4, 5, 6	8	I & II added
Quality of teaching	3,	7, 8	3	I & II added
Remuneration paid to teacher	4, 5, 6, 7, 8, 9, 10	9, 10, 11, 12, 13, 14, 15	14	I & II added
General	-	16	1	26

Table 3.6

Factor-wise distribution of statements related to education in private coaching classes

Factors	Statements numbers Part I-A	Statements numbers Part II-A	Total	I & II added
Quality of teachers	-	1, 2, 3	3	I & II added
Quality of teaching	1	4, 5	3	I & II added
Remuneration paid to teacher	2, 3, 4, 5, 6, 7, 8, 9, 10	6, 7, 8, 9, 10, 11, 12	16	I & II added
General	11, 12, 13, 14	13	5	27

The opinionnaire contained both positive and negative statements. Part I-A and I-B were to be responded on a four point scale ranging from strongly agree, agree, disagree and strongly disagree. Part II-A and II-B were to be responded on four point scale ranging from Always, Often, rarely and never.

For scoring of this tool following pattern was followed. For each positive statement score assigned was 4,3,2,1 for strongly agree, agree, disagree and strongly disagree respectively. The same process was reversed for negative statements. In part IIA and IIB same scoring pattern was followed for category always, often, rarely and never.

Total score for first three aspects of education in school and private coaching classes was computed separately. For each statement in the fourth aspect, frequencies were computed and the same has been converted to percentages for each category namely strongly agree, agree, disagree and strongly disagree for part IA and IB and always, often rarely and never for part IIA and IIB.

3.8.1.3 Tool for parents :

One of the objectives of the study was to collect the opinion from parents about education in schools and in private coaching classes, hence an opinionnaire was developed for parents. It was consisted of thirteen statements in all. The response was to be given on a four scale points ranging from strongly agree, agree, disagree and strongly disagree.

For each statement in the tool for parents frequencies were computed for each category namely strongly agree, agree, disagree and strongly disagree and the same has been converted to percentages.

3.8.2 Validity of the tools :

The most important and difficult problem in the construction of tools is to devise methods to determine the validity of the tools. Validity of tools refers to the extent to which an instrument measures what it is supposed to measure. In other words tool is said to be valid if it measures what it is designed to measure.

Content validity of the tools developed were established with the help of experts in the field. They examined the relevance of each statement with corresponding aspects of the tools. They established the content validity by comparing the aspects to be covered and number of items devoted to each aspect. It was opined that all the tools have high content validity.

3.9 Data Collection

Before administration of tools, structured plan of the task was prepared. First of all the list of the schools selected in the sample was prepared. After preparing the list of the schools, the main part of the study i.e., the field work was started. In each selected school, the investigator

tried to establish good rapport with the principals and requested for the co-operation in the present investigation. In each selected school, total thirty students both boys girls from standard X and XII, from both science and commerce streams, were asked to sit in the separate room during specified time. For this arrangement was done in advance. They were given proper instructions about the purpose of the study and the method of responding the questionnaire.

School principals and teachers were given opinionnaire, Duly responded opinionnaire were collected within scheduled time.

In almost all the schools, principals were very cooperative and enthusiastic and took keen interest in the administration of the tools.

After collecting data from students, the investigator randomly selected 70 students to administered opinionnaire to their parents. The Investigator visited parents personally and administered the opinionnaire to them and recorded their response.

3.10 Data Analysis

Main aim of present study was to compare the perception of students, teachers and principals about education in schools and private coaching classes. Since there were two independent means to be compared 't' test was found to be

appropriate. Hence, mean and standard deviation were computed aspect wise for education in schools and private coaching classes. To test the significance between two means 't' test was applied. For some statements frequencies were computed for each category and same has been converted into percentages. Analysis was done with the help of computer.