

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

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CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

From the very inception of research endeavour and upto its completion undoubtedly, all the phases have their own importance. Out of all phases the phase of analysis of data exceeds in comparison to other phases and even the choice of suitable statistics is the most crucial part of analysis.

The procedure of data collection have been detailed out in the third chapter. The data thus collected, were analysed. Analysis of data was carried out with the help of computer. It has been carried out keeping in mind the objectives and hypotheses of the study. The present study aims to compare the perception of school students, principals and teachers about organisational and functional aspects of education in schools and in private coaching classes. It also attempts to find out opinion of parents about private coaching classes. As present study is mainly exploratory in nature and provides for comparing perception of different category of people from the society, it is necessary that findings and their interpretation are presented seperately for each objective and hypothesis.

It has already been mentioned in the first chapter that the present study had four broad objectives representing a set of hypotheses to be tested. Appropriate statistical

techniques were employed for analysis and interpretation of the data. The entire data were analysed qualitatively and quantitatively. 't' test was applied for comparison of perception of teachers, students and principals. Percentage analysis was also applied for analysing the qualitative data.

4.2 Comparison of the Perception of School Students about Education in Schools and Private Coaching Classes

Perception of school students about organisational and functional aspects of education in schools and in coaching classes was examined under five categories as :

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

To study this, following null hypothesis was formulated.

4.2.1 Comparison of the perception of all students :

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

Table No. 4.1

Mean, SD and 't' value for perception of all students for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Total	780	75.81	70.15	11.15	15.67	10.44	**

t at 0.05 with df 200 & beyond = 2.59

t at 0.01 with df 200 & beyond = 1.96

** indicates significant at 0.01 level

* indicates significant at 0.05 level

N.S. indicates not significant.

(This remains same throughout)

Above table reveals that the mean perception score of all students for education in coaching classes (75.81) is higher than that of school (70.51). 't' value 10.44 is significant at 0.01 level. This shows that perception of students towards total organisational and functional aspects of education in coaching classes is higher than that of schools. This means all students favoured education in private coaching classes. Thus null hypothesis is rejected.

The above hypothesis was further divided into five sub hypotheses. They are presented in the lines to follow.

Ho 1.1 Total number of students do not differ significantly with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.2

Mean, SD and 't' value for the perception of all students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	780	77.66	68.12	14.80	20.29	11.89	**

The above table reveals that mean perception score of students for quality of teachers in private coaching classes (77.66) is higher than that of schools (68.12). 't' value 11.89 is significant at 0.01 level. This shows that perception of all students towards quality of teachers in private coaching classes is higher than that of schools. Thus the null hypothesis is rejected.

Ho 1.2 Total number of students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table 4.3

Mean, SD and 't' value for the perception of all students for the factor quality of teaching

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	780	71.90	60.58	14.79	18.89	14.69	**

Above table reveals that the mean perception score of students for the factor quality of teaching in private coaching classes (71.90) is higher than that of schools (60.58). 't' value 14.69 is significant at 0.01 level. This shows that the perception of all students towards quality of teaching in private coaching classes is higher than that of schools. Thus the null hypothesis is rejected.

Ho 1.3 Total number of students do not differ significantly in their perception with regard to facilities available in schools and that in private coaching classes.

Table 4.4

Mean, S.D. 't' value for the perception of all students for facilities available

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	780	65.90	68.78	18.12	18.48	3.35	**

The above table reveals that mean perception score of students for facilities available in schools (68.78) is higher than that of private coaching classes (65.90). 't' value (3.35) is significant at 0.01 level. This shows that the perception of all students towards facilities available in schools is better than that of private coaching classes. Thus null hypothesis is rejected.

Ho 1.4 Total number of students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table 4.5

Mean, SD and 't' value for the perception of all students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	780	75.51	66.46	18.77	23.62	10.20	**

The above table reveals that the mean perception score of students for the factor discipline in private coaching classes (75.51) is higher than that of schools (66.46). 't' value 10.20 is significant at 0.01 level. This shows that the perception of all students towards discipline in private coaching classes is better than that of schools. Thus the null hypothesis is rejected.

Ho 1.5 Total number of students do not differ significantly in their perception with regard to 'contribution for the development of pupils in schools and in private coaching classes.

Table 4.6

Mean, S.D., 't' value for the perception of all students for contribution for the development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for the development of child	780	80.89	80.14	13.70	17.09	1.15	N.S.

The above table reveals that mean perception score of all students for 'contribution for development of pupils in private coaching classes is 80.89 and for that school is 80.14. 't' value 1.15 indicates that mean difference is not significant.

Thus null hypothesis is retained.

4.2.2 Comparison of the perception of English medium schools :

Ho2 English medium student do not differ significant in their perception with regard to organisational and functional aspects of education in schools and in private coaching classes.

Table 4.7

Mean, SD and 't' value for the perception of English medium students for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Total	297	74.05	62.68	9.70	12.81	13.87	**

The above table reveals that the mean perception score of English medium students for education in private coaching classes (74.05) is higher than that of schools (62.68). 't' value 13.87 is significant at 0.01 level. This shows that the perception of English medium students towards organisation and functional aspects of education in private coaching classes is higher than that of schools. This means English medium students favoured private coaching classes. Thus null hypothesis is rejected.

The above hypothesis was further divided into five sub hypotheses. They are presented in the lines to follow.

Ho 2.1 English medium students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table 4.8

Mean, SD and 't' value for the perception of English medium students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	297	76.66	60.49	13.24	18.21	13.30	**

The above table reveals that the mean perception score of English medium students for quality of teachers in private coaching classes (77.66) is higher than schools (60.49). 't' value 13.30 is significant at 0.01 level. This shows that the perception of English medium students towards quality of teachers in private coaching classes is higher than that of schools. Thus null hypothesis is rejected.

Ho 2.2 English medium students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table 4.9

Mean, SD and 't' value for the perception of English medium students for quality of teaching

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	297	70.63	50.58	12.17	15.08	17.98	**

The above table reveals that the mean perception score of English medium students for quality of teaching in private coaching classes (70.63) is much higher than that of schools (50.58) 't' value 17.98 is also significant at 0.01 level. This shows that the perception of English medium students towards quality of teaching in private coaching classes is higher than that of school. Thus, null hypothesis is rejected.

Ho 2.3 English medium students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table 4.10

Mean, SD and 't' value for the perception of English medium students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	297	63.50	59.91	15.31	17.03	2.94	*

The above table reveals that the mean perception scores of English medium students for for facilities available in private coaching classes (63.50) is higher than that of schools (59.91). 't' value 2.94 is significant at 0.05 level. This shows that the perception of English medium students towards facilities available in private coaching classes is higher than that of schools. Thus null hypothesis is rejected.

Ho 2.4 English medium students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table 4.11

Mean, SD and 't' value for the perception of English medium students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	297	71.49	59.65	18.44	19.41	9.32	**

The above table reveals that the mean perception scores of English medium students for discipline in private coaching classes (71.49) is higher than that of schools (59.65). 't' value 9.32 is significant at 0.01 level. This shows that the perception of English medium students towards discipline in private coaching classes is higher than that of schools. Thus the null hypothesis is rejected.

Ho 2.5 English medium students do not differ significantly in their perception with regard to contribution for the development of pupils in schools and in private coaching classes.

Table 4.12

Mean, SD and 't' value for the perception of English medium students for contribution for development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for the development of pupils	297	74.05	62.68	9.70	12.81	13.87	**

The above table reveals that the mean perception scores of English medium students for contribution for the development of pupils in private coaching classes (74.05) is higher than that of schools (62.68). 't' value 13.87 is significant at 0.01 level. This shows that English medium students perceived contribution for development of pupils is higher in private coaching classes than that of schools. Thus the null hypothesis is rejected.

4.2.3 Comparison of the perception of Gujarati medium students :

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.

Table 4.13

Mean, SD and 't' value for the perception of Gujarati medium students for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	483	76.88	74.74	11.84	15.50	3.21	**

Above table reveals that mean perception score of Gujarati medium students for education in schools (76.88) is higher than that of schools (74.74). This shows that perception of Gujarati medium students towards organisational and functional aspects of education in private coaching classes is higher than that of schools. This means Gujarati medium students favoured private coaching classes. Thus null hypothesis is rejected.

The above hypothesis was further divided into five sub-hypotheses. They are presented in the lines to follow.

Ho 3.1 Gujarati medium students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table 4.14

Mean, SD and 't' value for the perception of Gujarati medium students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	483	78.28	72.83	15.68	20.09	5.38	**

The above table reveals that the mean perception score of Gujarati medium students for quality of teachers in private coaching classes (78.28) is higher than that of schools (72.83) 't' value 5.38 is significant at 0.01 level. This shows that the perception of Gujarati medium students towards quality of teachers in private coaching classes is higher than that of schools. Thus, null hypothesis is rejected.

Ho 3.2 Gujarati medium students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table 4.15

Mean, SD and 't' value for the perception of Gujarati medium students for quality of teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	483	72.69	66.73	16.15	18.37	6.20	**

The above table reveals that mean perception score of Gujarati medium students for quality of teaching in private coaching classes. (72.69) is higher than that of schools (66.73). 't' value 6.20 is significant at 0.01. This shows that the perception of Gujarati medium students for quality of teaching is higher in private coaching classes than that of schools. Thus, null hypothesis is rejected.

Ho 3.3 Gujarati medium students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table 4.16

Mean, SD and 't' value for the perception of Gujarati medium students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	483	67.37	74.24	19.52	17.19	6.07	**

The above table reveals that the mean perception score of Gujarati medium students for facilities available in school (74.24) is higher than that of schools (67.37). 't' value 6.07 is significant at 0.01 level. This shows that the perception of Gujarati medium students for facilities available is higher in schools than that of private coaching classes. Thus, null hypothesis is rejected.

Ho 3.4 Gujarati medium students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table 4.17

Mean, SD and 't' value for the perception of Gujarati Medium Students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	483	77.99	70.64	18.57	24.99	6.13	**

The above table reveals that the mean perception score of Gujarati medium students for discipline in private coaching classes (77.99) is higher than that of schools (70.64). 't' value 6.13 is significant at 0.01 level. This shows that the perception of Gujarati medium students for discipline is higher than that of schools. Thus null hypothesis is rejected.

Ho 3.5 Gujarati medium students do not differ significantly in their perception with regard to contribution for the development of pupils in schools and in private coaching classes.

Table 4.18

Mean, SD and 't' value for the perception of Gujarati medium students for contribution for development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for development of pupils	483	81.50	83.50	14.68	16.94	2.46	*

The above table reveals that the mean perception score of the Gujarati Medium students for contribution for development of pupils in school (83.50) is higher than that of coaching classes (81.50). 't' value 2.46 is significant at 0.05 level. This shows that the perception of Gujarati medium students for contribution for the development of pupils is higher in school than that of coaching classes. Thus, null hypothesis is rejected.

4.2.4 Comparison of the perception of Boys :

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

Table No. 4.19

Mean, SD and 't' value for the perception of Boys for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	390	73.73	66.44	11.58	15.35	8.97	**

The above table reveals that the mean perception scores of Boys for education in private coaching classes (73.73) is higher than that of schools (66.44), 't' value 8.97 is significant at 0.01 level. This shows that the perception of Boys for education in schools is higher than that of schools.

Thus, null hypothesis is rejected.

The above hypothesis was divided into sub-hypothesis. They are presented in the lines to follow.

Ho 4.1 Boys do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.20

Mean, SD and 't' value for the perception of Boys for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	390	76.29	64.53	14.94	21.79	9.57	**

The above table reveals that the mean perception score of Boys for quality of teachers in private coaching classes (76.29) is higher than that of schools (64.53). 't' value 9.57 is significant at 0.01 level. This shows that the perception of Boys for quality of teachers is higher in private coaching classes than that of schools. Thus, null hypothesis is rejected.

Ho 4.2 Boys do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.21

Mean, SD and 't' value for the perception of Boys for quality of teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	390	70.81	57.72	15.76	18.34	11.23	**

The above table reveals that the mean perception score of Boys for quality of teaching in private coaching classes (70.81) is higher than that of schools (57.72). 't' value 11.23 is significant at 0.01 level. This shows that perception of Boys for quality of teaching in private coaching classes is higher than schools. Thus, null hypothesis is rejected.

Ho 4.3 Boys do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table No. 4.22

Mean, SD and 't' value for the perception of Boys for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	390	63.49	64.83	17.28	18.55	1.08	N.S.

The above table reveals that mean perception score of Boys for facilities available in private coaching classes is 63.49 and that for schools is 64.83. 't' value 1.08 is not significant at 0.05 level. This shows that there is no significant difference in the perception of Boys for facilities available in schools and in private coaching classes. Thus, the null hypothesis is retained.

Ho 4.4 Boys do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table No. 4.23

Mean, SD and 't' value for the perception of Boys for discipline

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	390	72.84	61.65	19.86	22.15	8.98	**

The above table reveals that the mean perception score of Boys for discipline in private coaching classes (72.84) is higher than that of schools (61.65). 't' value 8.98 is significant at 0.01 level. This shows that perception of Boys for discipline in private coaching classes is higher than that of schools. Thus null hypothesis is rejected.

Ho 4.5 Boys do not differ significantly in their perception with regard to contribution for the development of pupils.

Table No. 4.24

Mean, SD and 't' value for the perception of Boys for contribution for development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for development of pupils	390	78.36	76.64	14.14	17.11	1.78	*

The above table reveals that the mean perception score of Boys for contribution for the development of pupils in private coaching class (78.36) is higher than that of schools (76.64). 't' value 1.78 is significant at 0.05 level. This shows students perceived the contribution for the development of pupils is higher in private coaching classes than schools. Thus, null hypothesis is rejected.

4.2.5 Comparison of the perception of girls :

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.

Table No. 4.25

Mean, SD and 't' value for the perception of Girls for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	390	77.83	73.86	10.31	15.10	5.68	**

The above table reveals that mean perception score of girls for education in private coaching classes (77.83) is higher than that of schools (73.86). 't' value 5.68 is significant at 0.01 level. This shows that perception of girls for education in private coaching classes is higher than that of schools. This means girls favoured education in private coaching classes than that of schools. Thus null hypothesis is rejected.

The above hypothesis was further divided into sub-hypothesis. They are presented herewith.

Ho 5.1 Girls do not differ significantly in their perception with regard to quality of teachers in schools and in Private Coaching Classes.

Table No. 4.26

Mean, SD and 't' value for the perception of Girls for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	390	79.04	71.73	14.56	17.98	7.17	**

The above table reveals that mean perception score of girls for quality of teachers in private coaching classes (79.04) is higher than that of schools (71.73). 't' value 7.17 is significant at 0.01 level. This shows that the perception of girls for quality of teachers is higher in private coaching classes than that of schools. Thus, null hypothesis is rejected.

Ho 5.2 Girls do not differ significantly in their perception with regard to quality of teaching in schools and in Private Coaching Classes.

Table No. 4.27

Mean, SD and 't' value for the perception of Girls quality for teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	390	72.99	63.44	13.68	19.02	9.54	**

The above table reveals that the mean perception score of girls for quality of teaching in private coaching classes (72.99) is higher than that of schools (63.44). 't' value 9.54 is significant at 0.01 level. This shows that girls perceived quality of teaching in private coaching classes better than that in schools. Thus, null hypothesis is rejected.

Ho 5.3 Girls do not differ significantly in their perception with regard to facilities available in schools and in Private Coaching Classes.

Table No. 4.28

Mean, SD and 't' value for the perception of girls for facilities available

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	390	68.31	72.74	18.63	17.56	3.75	**

The above table reveals that the mean perception score of girls for facilities available in schools (72.74) is higher than that in private coaching classes (68.31). 't' value 3.75 is also significant at 0.01 level. This shows that girls perceived facilities available in schools better than that in private coaching classes. Thus null hypothesis is rejected.

Ho 5.4 Girls do not differ significantly in their perception with regard to discipline in schools and in Private Coaching Classes.

Table No. 4.29

Mean, SD and 't' value for the perception of girls for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	390	78.18	71.27	17.24	24.10	5.5	**

The above table reveals that the mean perception score of girls for discipline in private coaching classes (78.18) is higher than that in schools (71.27). 't' value 5.5 is also significant at 0.01 level. This shows that girls perceived discipline in private coaching classes better than in schools. Thus null hypothesis is rejected.

Ho 5.5 Girls do not differ significantly in their perception with regard to contribution for development of pupils in schools and in private coaching classes.

Table No. 4.30

Mean, SD and 't' value for the perception of girls for contribution for the development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for the development of pupils	390	83.42	83.64	12.79	16.63	0.25	N.S.

The above table reveals that the mean perception score of girls for contribution for development of pupils in private coaching classes is 83.42 and in schools is 83.64. 't' value is not significant. This shows that there is no significant difference in the perception of girls for contribution for development of pupils in private coaching classes and in schools. Thus, null hypothesis is retained.

4.2.6 Comparison of the perception of X std. students :

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

Table No. 4.31

Mean, SD and 't' value for the perception of X Std. for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	389	77.37	75.25	10.97	14.44	3.10	**

The above table reveals that mean perception score of X Std. students for education in private coaching classes (77.37) is higher than that of schools (75.25). 't' value 3.10 is significant at 0.01 level. This shows that perception of students for education in private coaching classes is higher than that of schools. This means X Std. students favoured education in private coaching classes better than that of schools. Thus, null hypothesis is rejected.

The above hypothesis was further divided into sub hypothesis. They are presented in the lines to follow.

Ho 6.1 X Std. students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.32

Mean, SD and 't' value for the perception of X Std. students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	389	79.52	74.39	14.90	19.25	4.62	**

The above table reveals that mean perception score of X Std. students for quality of teachers in private coaching classes (79.52) is higher than that of schools (74.39). 't' value 4.62 is significant at 0.01 level. This shows that perception of X Std. students for quality of teachers in private coaching classes is higher than that of schools. Thus, null hypothesis is rejected.

Ho 6.2 X Std. students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.33

Mean, SD and 't' value for the perception of X Std. for quality of teaching

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	389	73.39	66.88	15.36	18.31	6.20	**

The above table reveals that the mean perception score of X Std. students for quality of teaching in private coaching classes (73.39) is higher than that of schools (66.88). 't' value 6.20 is significant at 0.01 level. This shows that perception of X Std. students for quality of teaching in private coaching classes is higher than that of schools. Thus, null hypothesis is rejected.

Ho 6.3 X Std. students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table No. 4.34

Mean, SD and 't' value for the perception of X Std. students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	389	64.62	73.09	16.92	18.07	7.36	**

The above table reveals that the mean perception score of X Std. students for facilities available in schools (73.09) is higher than that of private coaching classes (64.62). 't' value 7.36 is significant at 0.01 level. This shows that X std. students perceived facilities available in schools better than that of private coaching classes. Thus, null hypothesis is rejected.

Ho 6.4 X Std. students do not differ significantly in their perception with regard to 'discipline' in schools and in private coaching classes.

Table No. 4.35

Mean, SD and 't' value for the perception of X std. students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	389	78.45	71.24	18.75	21.73	6.15	**

The above table reveals that the mean perception score of X Std. students for discipline in private coaching classes (78.45) is higher than that of schools (71.24). 't' value 6.15 is significant at 0.01 level. This shows that X Std. students perceived discipline in private coaching classes better than that of schools. Thus, null hypothesis is rejected.

Ho 6.5 X Std. students do not differ significantly in their perception with regard to 'contribution for the development of pupils in schools and in private coaching classes.

Table No. 4.36

Mean, SD and 't' value for the perception of X std. students for contribution for the development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for the development of pupils	389	82.86	84.30	13.43	16.39	1.69	N.S.

The above table reveals that the mean perception score of X Std. students for contribution for the development of pupils in private coaching classes is 82.86 and that in school is 84.30. 't' value 1.69 is not significant, at 0.05 level. This shows that there is no significant difference in the perception of X Std. students for contribution for development of pupils in private coaching classes and in schools. Thus, null hypothesis is retained.

4.2.7 Comparison of the perception of XII std. students :

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

Table No. 4.37

Mean, SD and 't' value for the perception of XII std. for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	391	74.25	65.07	11.13	15.20	11.42	**

The above table reveals that the mean perception score of XII std. students for education in private coaching classes (74.25) is higher than the of schools (65.07) 't' value 11.42 is significant at 0.01 level. This shows that XII std. students perceived education in private coaching classes better than that of schools. Thus null hypothesis is rejected.

The above hypothesis was divided into sub-hypotheses as under :

Ho 7.1 XII std students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.38

Mean, SD, 't' value for the perception of XII std. students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	391	74.25	65.07	11.37	15.20	11.42	**

The above table reveals that the mean perception score of XII std students for quality of teachers in private coaching classes (74.25) is higher than that of schools (65.07). 't' value 11.42 is significant at 0.01 level. This shows XII std. students perceived quality of teachers in private coaching classes better than schools. Thus null hypothesis is rejected.

Ho 7.2 XII std. student do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.39

Mean, SD, and 't' value for the perception of XII std. students for quality of teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	391	70.42	54.31	14.06	17.33	14.99	**

The above table reveals that the mean perception score of XII std. students for quality of teaching in private coaching classes (70.42) is higher than that of schools (54.31). 't' value 14.99 is also significant at 0.01 level. This shows that XII std. students perceived quality of teaching in private coaching classes better than that of schools. Thus null hypothesis is rejected.

Ho 7.3 XII std. students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table No. 4.40

Mean, SD and 't' value for the perception of XII std. students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	391	67.17	64.49	19.17	17.90	2.20	*

The above table reveals that the mean perception score of XII std. students for facilities available in private coaching classes (67.17) is higher than that of schools (64.49). 't' value 2.20 is significant at 0.05 level. This shows that XII std students perceived facilities available in private coaching classes better than that of schools. Thus null hypothesis is rejected.

Ho 7.4 XII std students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table No.4.41

Mean, SD, 't' value for the perception of XII std. students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	391	72.59	61.70	18.36	24.48	8.20	**

The above table reveals that mean perception score of XII std. students for discipline in private coaching classes (72.59) is higher than that of schools (61.70). 't' value 8.20 is significant at 0.1 level. This shows that XII std. students perceived discipline better in private coaching classes than that in schools.

Ho 7.5 XII std. students do not differ significantly in their perception with regard to contribution for the development of pupils in schools and in private coaching classes.

Table No. 4.42

Mean, SD 't' value for the perception of XII std. students for contribution for development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for development of pupils	391	78.94	76.00	13.69	16.78	3.03	**

The above table reveals that the mean perception score of XII std. students for contribution for development of pupils in private coaching classes (78.94) is higher than that of schools (76.60). 't' value 3.03 is significant at 0.01 level. This shows that XII std. students perceived contribution for the development of pupils in coaching classes is better than that of schools. Thus null hypothesis is rejected.

4.2.8 Comparison of the perception of commerce students :

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.

Table No. 4.43

Mean, SD 't' value for the perception of commerce students for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	394	77.19	72.37	11.47	16.23	6.22	**

The above table reveals that the mean perception score of commerce student for education in private coaching classes (77.19) is higher than that of schools (72.37). 't' value 6.22 is significant at 0.01 level. This shows that commerce students perceived education in private coaching classes better than that of schools. Thus null hypothesis is rejected.

The above hypothesis was divided into sub-hypotheses. They are presented in the lines to follow.

Ho 8.1 Commerce students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No.4.44

Mean, SD, 't' value for the perception of commerce students for quality of teachers

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	394	78.61	70.34	14.59	19.33	7.80	**

Above table reveals that the mean perception score of commerce students for quality of teachers in private coaching classes (78.61) is higher than that of schools (70.34). 't' value 7.80 is significant at 0.01 level. This shows that commerce students perceived quality of teachers in private coaching classes better than in schools. Thus null hypothesis is rejected.

Ho 8.2 Commerce students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table 4.45

Mean, SD, 't' value for the perception of commerce students for quality of teaching

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	394	72.80	63.75	14.58	19.54	8.16	**

The above table reveals that the mean perception score of quality of teaching in private coaching classes (72.80) is higher than that in schools (63.75). 't' value 8.16 is significant at 0.01 level. This shows that commerce students perceived quality of teaching in private coaching classes better than that in schools. Thus, null hypothesis is rejected.

Ho 8.3 Commerce students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table 4.46

Mean, SD, 't' value for the perception of commerce students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	394	68.33	69.97	20.53	19.39	1.22	N.S

The above table reveals that the mean perception score of commerce students for facilities available in private coaching classes is 68.33 and that in schools is 69.97. 't' value is not significant at 0.05 level also. This means that there is no difference in the perception of commerce students for facilities available in private coaching classes and in schools. Thus null hypothesis is retained.

Ho 8.4 Commerce students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table 4.47

Mean, SD, 't' value for the perception of commerce students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	394	77.81	69.62	19.58	22.16	6.19	**

The above table reveals that the mean perception score of commerce students for discipline in private coaching classes (77.81) is higher than that of schools (69.62). 't' value 6.19 is significant 0.01 level. This means commerce students perceived discipline in private coaching classes better than that of schools. Thus null hypothesis is rejected.

Ho 8.5 Commerce students do not differ significantly in their perception with regard to contribution for the development of pupils in schools and in private coaching classes.

Table 4.48

Mean, SD, 't' value for the perception of commerce students for contribution for the development of pupils

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for the development of pupils	394	81.84	81.86	13.80	17.80	0.03	N.S

The above table reveals that the mean perception score of commerce students for contribution for the development of pupils in private coaching classes is 81.84 and that in schools is 81.86. 't' value 0.03 is not significant at 0.05 level. This shows that there is no difference in the perception of commerce students for contribution for the development of pupils in private coaching classes and in schools. Thus null hypothesis is retained.

4.2.9 Comparison of the perception of science students :

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.

Table No. 4.49

Mean, SD and 't' value for the perception of Science Students for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	386	74.39	67.87	10.63	14.74	8.61	**

The above table reveals that the mean perception score of science students for education in coaching classes (74.39) is higher than that of schools (67.87). 't' value 8.61 is significant at 0.01 level. This shows that the perception of science students towards education in coaching classes is higher than that of schools. This means that science students favoured education in private coaching classes. Thus null hypothesis is rejected.

The above hypothesis was further divided into following sub-hypotheses.

Ho 9.1 Science students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.50

Mean, SD and 't' value for the perception of Science Students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	386	76.69	65.86	14.98	21.00	8.99	**

Above table reveals that the mean perception score of science students for quality of teachers in private coaching classes (76.69) is higher than that of schools (65.86). 't' value 8.99 is significant at 0.01 level. This shows that science students perceived quality of teachers in private coaching classes better than that of schools. Thus, null hypothesis is rejected.

Ho 9.2 Science students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.51

Mean, SD and 't' value for the perception of Science Students for quality of teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	386	70.98	57.34	14.96	17.63	12.90	**

The above table reveals that the mean perception score of science students for quality of teaching in private coaching classes (70.98) is higher than that in schools (57.34). 't' value is also significant at 0.01 level. This shows that the science students perceived quality of teaching better in private coaching classes than that of schools. Thus, null hypothesis is rejected.

Ho 9.3 Science students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table No. 4.52

Mean, SD and 't' value for the perception of Science Students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	386	63.41	67.57	14.87	17.43	3.89	**

The above table reveals that the mean perception score of science students for facilities available in school (67.57) is higher than that in private coaching classes (63.41). 't' value 3.89 is significant at 0.01 level. This shows that the science students perceived facilities available in schools better than that in private coaching classes. Thus, null hypothesis is rejected.

Ho 9.4 Science students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table No. 4.53

Mean, SD and 't' value for the perception of Science Students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	386	73.16	63.22	17.63	24.63	7.51	**

The above table reveals that the mean perception score of science students for discipline in private coaching classes (73.16) is higher than that in schools (63.22). 't' value 7.51 is significant at 0.01 level. This shows that science students perceived discipline in private coaching classes better than that in school. Thus, null hypothesis is rejected.

Ho 9.5 Science students do not differ significantly in their perception with regard to contribution for development of pupils in schools and in private coaching classes.

Table No. 4.54

Mean, SD and 't' value for the perception of Science Students for contribution for development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for development of pupils	386	79.92	78.37	13.52	16.15	1.66	N.S.

The above table reveals that the mean perception score of science students for contribution for development of pupils in private coaching classes is 79.92 and that in schools is 78.37. 't' value is not significant at 0.05 level. This means science students perceived no difference in the contribution for development of pupils in private coaching classes and in schools. Thus, null hypothesis is retained.

4.2.10 Comparison of the Perception of High SES Students :

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.

Table No. 4.55

Mean, SD and 't' value for the perception of High SES students for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	409	75.28	66.26	10.73	15.15	11.82	**

The above table reveals that the mean perception score of High SES students for education in private coaching classes (75.28) is higher than that in schools (66.26). 't' value 11.82 is significant at 0.01 level. This shows High SES students perceived education in private coaching classes better than that in schools. This means High SES students favoured education in private coaching classes. Thus, null hypothesis is rejected.

The above hypothesis was further divided into sub hypotheses as under.

Ho 10.1 High SES students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.56

Mean, SD and 't' value for the perception of High SES students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teacher	409	77.42	63.76	14.37	21.30	11.51	**

The above table reveals that the mean perception score of High SES students for quality of teachers in private coaching classes (77.42) is higher than that in schools (63.76). 't' value 11.51 is significant at 0.01 level. This shows that High SES students perceived quality of teachers better in private coaching classes than that in schools. Thus, null hypothesis is rejected.

Ho 10.2 High SES students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.57

Mean, SD and 't' value for the perception of High SES students for quality of teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	409	72.49	55.79	14.48	17.85	15.93	**

The above table reveals that the mean perception score of High SES students for quality of teaching in private coaching classes (72.49) is higher than that in schools (55.79). 't' value 15.93 is significant at 0.01 level. This shows that High SES students perceived quality of teaching in private coaching classes better than that in schools. Thus, null hypothesis is rejected.

Ho 10.3 High SES students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table No. 4.58

Mean, SD and 't' value for the perception of High SES students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	409	65.03	65.31	15.64	18.46	0.26	N.S.

The above table reveals that the mean perception score of High SES students for facilities available in private coaching classes is 65.03 and that in school is 65.31. 't' value 0.26 is not significant at 0.05 level. This means there is no difference in the perception of High SES students for the facilities available in private coaching classes and in schools. Thus, null hypothesis is retained.

Ho 10.4 High SES students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table No. 4.59

Mean, SD and 't' value for the perception of High SES students for Discipline

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	409	73.96	61.87	20.27	24.45	8.81	**

The above table reveals that the mean perception score of High SES students for discipline in private coaching classes (73.96) is higher than that in schools (61.87). 't' value 8.81 is significant at 0.01 level. This shows that High SES students perceived discipline better in private coaching classes than that in schools. Thus, null hypothesis is rejected.

Ho 10.5 High SES students do not differ significantly in their perception with regard to contribution for the development of pupils in schools and in private coaching classes.

Table No. 4.60

Mean, SD and 't' value for the perception of High SES students for contribution for development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for development of pupils	409	80.37	77.30	12.58	16.63	3.47	**

The mean perception score of High SES students for contribution for development to pupils in private coaching classes (80.37) is higher than that in schools (77.30). 't' value 3.47 is significant at 0.01 level. This shows High SES students perceived contribution for development of pupils in private coaching classes better than that in schools. Thus, null hypothesis is rejected.

4.2.11 Comparison of the perception of average SES students:

H₀₁₁ Average 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.

Table No. 4.61

Mean, SD and 't' value for the perception of Average SES students for all factors

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
All factors	352	75.97	73.89	11.53	14.94	2.81	**

The above table reveals that the mean perception score of Average SES students for education in private coaching classes (75.97) is higher than that in schools (73.89). 't' value 2.81 is significant at 0.01 level. This shows that average SES students perceived education in private coaching classes better than that in schools. This means average SES students favoured education in private coaching classes. Thus, null hypothesis is rejected.

The above hypothesis was further divided into sub hypotheses which are presented in the lines to follow.

Ho 11.1 Average SES students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.62

Mean, SD and 't' value for the perception of average SES students for quality of teachers

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	352	77.53	72.34	15.36	17.94	4.92	**

The above table reveals that the mean perception score of average SES students for quality of teachers in private coaching classes (77.53) is higher than that in schools (72.34). 't' value 4.92 is significant at 0.01 level. This shows that average SES students perceived quality of teachers in private coaching classes better than that in schools. Thus, null hypothesis is rejected.

Ho 11.2 Average SES students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.63

Mean, SD and 't' value for the perception of average SES students for quality of teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teacher	352	70.83	65.39	15.19	10.46	5.02	**

The above table reveals that the mean perception score of average SES students for quality of teaching in private coaching classes (70.83) is higher than that in schools (65.39). 't' value 5.02 is significant at 0.01 level. This shows that average SES students perceived quality of teaching in private coaching classes better than that in schools. Thus, null hypothesis is rejected.

Ho 11.3 Average SES students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table No. 4.64

Mean, SD and 't' value for the perception of average SES students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	352	66.38	72.20	19.24	17.85	4.51	**

The above table reveals that the mean perception score of average SES students for facilities available in schools (72.20) is higher than that in private coaching classes (66.38). 't' value 4.51 is significant at 0.01 level. This shows that the average SES students perceived facilities available in schools better than that in schools. Thus, null hypothesis is rejected.

Ho 11.4 Average SES students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table No. 4.65

Mean, SD and 't' value for the perception of average SES students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	352	76.76	70.63	17.01	20.69	5.69	**

The above table reveals that the mean perception score of average SES students for discipline in private coaching classes (76.76) is higher than that in schools (70.63). 't' value 5.69 is significant at 0.01 level. This shows that the average SES students perceived discipline in private coaching classes better than that in schools. Thus, null hypothesis is rejected.

Ho 11.5 Average SES students do not differ significantly in their perception with regard to contribution for the development of pupils in schools and in private coaching classes.

Table No. 4.66

Mean, SD and 't' value for the perception of average SES students for contribution for the development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution to the development of pupils	352	81.11	82.85	14.81	17.02	1.78	N.S.

The above table reveals that the mean perception score of average SES students for contribution to development of pupils in private coaching classes is 81.11 and that in schools is 82.85. 't' value 1.78 is not significant at 0.05 level. This shows that average SES students perceived no significant difference in the contribution for development of pupils in private coaching classes and in schools. Thus, null hypothesis is retained.

4.2.12 Comparison of the perception of low SES students :

H012 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.

Table No. 4.67

Mean, SD and 't' value for the perception of Low SES students for all factors

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
All factors	19	84.03	84.53	10.08	15.17	0.15	N.S.

The above table reveals that mean perception score of Low SES students for organisational and functional aspects of education in private coaching classes is 84.03 and that in schools is 84.53. 't' value 0.15 is not significant at 0.05 level. This mean Low SES students perceived no significant difference with regard to education in private coaching classes as well as in schools.

Thus, null hypothesis is retained.

Ho 12.1 Low SES students do not differ significantly in their perception with regard to quality of teachers in schools and in private coaching classes.

Table No. 4.68

Mean, SD and 't' value for the perception of Low SES students for quality of teachers

Organisational and functional aspects	N	<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teachers	19	85.50	84.08	11.72	14.14	0.43	N.S.

The above table reveals that the mean perception score of Low SES students for quality of teachers in private coaching classes is 85.50 and that in schools is 84.08. 't' value 0.43 is not significant at 0.05 level. This shows that Low SES students perceived no difference in quality of teachers in private coaching classes and in schools. Thus, null hypothesis is retained.

Ho 12.2 Low SES students do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.69

Mean, SD and 't' value for the perception of Low SES students for quality of teaching

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Quality of teaching	19	79.12	74.74	11.38	19.70	0.98	N.S.

The above table reveals that the mean perception score of Low SES students for quality of teaching in private coaching classes is 79.12 and that in schools is 74.74. 't' value 0.94 is not significant at 0.05 level. This shows that Low SES students perceived no significant difference in quality of teaching in private coaching classes and in schools. Thus, null hypothesis is retained.

Ho 12.3 Low SES students do not differ significantly in their perception with regard to facilities available in schools and in private coaching classes.

Table No. 4.70

Mean, SD and 't' value for the perception of Low SES students for facilities available

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Facilities available	19	75.61	80.18	36.40	14.38	0.49	N.S.

The above table reveals that the mean perception score of Low SES students for facilities available in private coaching classes is 75.61 and that in schools is 80.16. 't' value 0.49 is not significant at 0.05 level. This shows that Low SES students perceived no difference in the facilities available in private coaching classes and in schools. Thus, null hypothesis is retained.

Ho 12.4 Low SES students do not differ significantly in their perception with regard to discipline in schools and in private coaching classes.

Table No. 4.71

Mean, SD and 't' value for the perception of Low SES students for discipline

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Discipline	19	85.71	87.89	10.21	30.90	0.36	N.S.

The above table reveals that the mean perception score of Low SES students for the discipline in private coaching classes is 85.71 and for schools is 87.89. 't' value 0.36 is not significant at 0.05 level. This means that Low SES students perceived no difference in discipline in private coaching classes and in schools. Thus, null hypothesis is retained.

Ho 12.5 Low SES students do not differ significantly in their perception with regard to contribution for the development of pupils in schools and in private coaching classes.

Table No. 4.72

Mean, SD and 't' value for the perception of Low SES students for contribution for the development of pupils

Organisational and functional aspects	N	Mean		S.D.		't' value	Level of significance
		PCC	School	PCC	School		
Contribution for the development of pupils	19	88.14	91.09	13.80	16.46	0.76	N.S.

The above table reveals that the mean perception score of Low SES students for contribution for the development of pupils in school is 91.09 and that in coaching classes is 88.14. 't' value is not significant at 0.05 level. This shows that the Low SES students perceived no difference in contribution for the development of pupils in private coaching classes and in schools. Thus, null hypothesis is retained.

4.3 Comparison of the perception of school principals about education in schools and in private coaching classes

Perception of school principals about education in schools and private coaching classes was examined under four categories as under :

- 1) Qualification and attitude of teachers.
- 2) Quality of teaching.
- 3) Remuneration.
- 4) General aspects.

Perception of school principals was analysed both quantitatively as well as qualitatively first three factors mentioned above were analysed quantitatively by finding 't' values and qualitatively by percentage analysis.

4.3.1 Comparison of the perception of school principals for qualification and attitude of teachers :

Ho13 Principals do not differ significantly in their perception with regard to qualification and attitude of teachers in schools and in private coaching classes.

Table No. 4.73

Mean, S.D., 't' Value for the perception of school principals for qualification and attitude of teachers

Aspect 1	Mean		S.D.		't' value	Level of significance	
	School	P.CC	school	P.CC			
Qualification and attitude of teachers	30	8.23	8.33	1.77	2.32	0.18	N.S.

t value for df 58 at 0.01 level = 2.66
at 0.05 level = 2.08

The above table reveals that the mean perception score of school principals for qualification and attitude of teachers in private coaching classes 58.23 and that in schools is 8.33. 't' value 0.18 is not significant at 0.5 level. This means that school principals perceived no difference in qualification and attitude of teachers in schools and in private coaching classes. Thus null hypothesis is retained.

4.3.2 Comparison of the perception of school principals for quality of teaching :

Ho14 School principals do not differ significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.74

Mean, S.D., 't' Value for the perception of school principals for quality of teaching.

Aspect 2		<u>Mean</u>		<u>S.D.</u>		't' value	Level of significance
		School	P.CC	school	P.CC		
Quality of teaching	30	8.23	8.33	1.77	2.32	0.18	N.S.

The above table reveals that the mean perception score of school principals for quality of teaching in private coaching classes is 8.33 and that in schools is 8.23 't' value 0.18 is not significant at 0.05 level. This shows that principals did not perceive any difference in quality of teaching in private coaching classes and that in schools. Thus null hypothesis is retained.

4.3.3 Comparison of the perception of school principals for remuneration of teachers :

Ho15 School principals do not differ significantly in their perception with regard to remuneration paid to teachers in schools and in private coachings classes.

Table No. 4.75

Mean, S.D., 't' Value for the perception of school principals for remuneration of teachers

Aspect	3	Mean		S.D.		't' value	Level of significance
		School	P.CC	school	P.CC		
Remuneration	30	38.5	38.03	4.94	5.16	0.36	N.S.

The above table reveals that the mean perception score of school principals for remuneration paid to teachers in schools is 38.5 and that in private coaching classes is 38.03. 't' value 0.36 is not significant at 0.05 level. This shows that school principals perceived no significant difference in the remuneration paid to teachers in private coaching classes and that in schools. Thus, null hypothesis is retained.

4.3.4 Comparison of the perception of school principals for general aspects :

The perception of school principals for general aspects was analysed qualitatively by using percentage analysis. The same for all six statements has been presented herewith.

1. There is a problem of discipline in the school due to the students attending coaching classes.

Table No. 4.76

The perception of school principals for the problem of discipline

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	8	19	3	-	30
Percentage	26.7	63.3	10.0	-	

The above table reveals that the 26.7% of the principals strongly agree and 63.3% of the principals agree that there is a problem of discipline due to the students of private coaching classes. Only 10% of school principals disagree regarding this statement. This shows that the most of the school principals perceived that there is a problem of discipline in the schools due to the students attending private coaching classes.

2. Coaching classes are essential for good results in public examination

Table No. 4.77

The perception of school principals for need of coaching classes for good result in the public examination

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	5	20	4	1	30
Percentage	16.7	66.7	13.3	3.3	-

The above table reveals that the 16.7% of the principals strongly agree and 66.7% agree that coaching classes are essential for good result in public examination only 16.6% of the principals disagree regarding this statement. This shows that most of the principals perceived that coaching classes are essential for good result in public examination.

3. Government should discourage private coaching classes.

Table No. 4.78

The perception of school principals for discouragement of coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	13	14	2	1	30
Percentage	43.3	46.7	6.7	3.3	-

The above table reveals that the 43.3% of the school principals strongly agree and 46.7% agree that Government

should discourage private coaching classes. Only 10% of the school principals disagree regarding this statement. This shows that most of the school principals perceived that Government should discourage private coaching classes.

4. Government should put ban for school teachers to serve/run the coaching classes.

Table No. 4.79

The perception of school principals for Government's ban on School teachers to serve/run the coaching classes

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	13	14	2	1	30
Percentage	43.3	46.7	6.7	3.3	-

The above table reveals that the 43.3% of the school principals strongly agree and 46.7% of agree that Government should put ban for school teachers to serve/run the coaching classes. Only 10% of them disagree regarding this statement. This shows that most of the principals perceived that the school teachers should not be allowed to serve/run the private coaching classes.

5. Private coaching classes should have co ordination with schools.

Table No. 4.80

The perception of school principals for co-ordination of private coaching classes with schools

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	12	7	9	2	30
Percentage	40.0	23.3	30.0	6.7	-

The above table reveals that the 40% school principals strongly agree and 23.3% agree that private coaching classes should have co-ordination with schools. At the same time 36.7% of the principals disagree to this statement. Thus it can be concluded that the most of the principals believed that private coaching classes should have co-ordination with schools.

6. Students attend coaching classes just because other students attend.

Table No. 4.81

The perception of school principals about attending coaching classes through imitation

Aspect 4	Always	Often	Rarely	Never	N
Frequency	12	16	1	1	30
Percentage	40.0	53.3	3.3	3.3	-

The above table reveals that 40% of the school principals believed that students always attend coaching classes just because other students attend and 53.3% of them believed that students often do so. Only 6.6 of them believed that students never attend the coaching classes through imitation. Thus it can be concluded that most of the school principals believed that students attend private coaching classes just because other students attend.

4.4 Comparison of the perception of school teachers about education in schools and in private coaching classes

The perception of school teachers about education in schools and in private coaching classes was examined under four categories as under.

1. Qualification and attitude of teachers
2. Quality of teaching
3. Remuneration
4. General aspects.

Perception of school teachers was analysed both quantitatively as well as qualitatively. First three factors mentioned above were analysed quantitatively by finding 't' values and the last factor was analysed by using percentage analysis.

4.4.1 Comparison of the perception of school teachers for qualification and attitude of teachers :

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.

Table No.4.82

Mean, SD, 't' value for the perception of school teachers for qualification and attitude of teachers

Aspect 1	N	<u>Mean</u>		<u>SD</u>		't' Value	Level of Sig.
		School	PCC	School	PCC		
Qualification and attitude of teachers.	121	19.02	8.43	3.58	3.04	26.91	**

t 0.01 for df 240 = 2.59

t 0.05 for df 240 = 1.97

The above table reveals that the mean perception score of school teachers for qualification and attitude of teachers in schools is 19.02 and that in private coaching classes is 3.04. 't' value 26.91 is significant at 0.01 level. This shows that the mean perception score of school teachers for qualification and attitude of teachers in schools is higher than that in private coaching classes. Thus null hypothesis is rejected.

4.4.2 Comparison of the perception of school teachers for quality of teaching :

Ho17 School teachers do not significantly in their perception with regard to quality of teaching in schools and in private coaching classes.

Table No. 4.83

Mean, SD, 't' value for the perception of school teachers for quality of teaching

Aspect 2	N	<u>Mean</u>		<u>S.D</u>		't' Value	Level of Sig.
		School	PCC	School	PCC		
Quality of teaching	121	7.50	8.50	1.74	2.09	3.91	**

The above table reveals that the mean perception score of quality of teaching in private coaching classes is 8.50 and that in schools is 7.50. 't' value 3.91 is significant at 0.01 level. This shows that the mean perception score of school teachers for quality of teaching in private coaching classes is higher than that in schools. Thus null hypothesis is rejected.

4.4.3 Comparison of the perception of school teachers for remuneration of teachers :

Ho18 School teachers do not differ significantly in their perception with regard to remuneration paid to teachers in schools and in private coaching classes and in schools.

Table No. 4.84

Mean, SD, 't' value for the perception of school teachers for remuneration

Aspect 3	N	<u>Mean</u>		<u>S.D</u>		't' Value	Level of Sig.
		School	PCC	School	PCC		
Remuneration	121	9.40	9.42	6.57	7.90	0.02	N.S.

The above table reveals that the mean perception score of school teachers for remuneration paid to teachers in schools is 9.40 and that in private coaching classes is 9.42. 't' value 0.02 is not significant at 0.05 level. This shows that school teachers perceived no significant difference in the remuneration paid to teachers in schools and that in private coaching classes. Thus null hypothesis is retained.



4.4.4 Comparison of the perception of school teachers for general aspects :

The perception of school teachers for the general aspects was analysed qualitatively by using percentage analysis.

The same, for all six statements has been presented herewith.

There is a problem of discipline in the school due to the students attending coaching classes.

Table No. 4.85

The perception of school teachers for the problem of discipline

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	40	58	17	6	121
Percentage	33.1	47.9	14.0	5.0	

The above table reveals that the 33.1% of the school teachers strongly agree and 47.9% of them agree that there is a problem of discipline due to the students attending private coaching classes. Only 14% of school teachers disagree and 5% of them strongly disagree regarding this statement. This shows that the most of the school teachers perceived that there is a problem of discipline in the school due the students attending private coaching classes.

2. Coaching classes are essential for good result in public examination.

Table No. 4.86

The perception of school teachers for the need of coaching classes for good results in the public examinations

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	7	34	64	16	121
Percentage	5.8	28.1	52.9	13.2	

The above table reveals that 13.2% of the school teachers strongly disagree and 52.9% of them disagree that coaching classes are essential for good result in public examination. Only 5.8% of the teachers strongly agree and 28.1% of them agree regarding this statement. This shows that most of the school teachers perceived that coaching classes are not essential for good results in public examination.

3. Government should discourage private coaching classes.

Table No. 4.87

The perception of school teachers for discouragement of private coaching classes

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	41	46	25	9	
Percentage	33.9	30.8	20.7	7.4	

The above table reveals that the 33.9% of the school teachers strongly agree and 30.8% of them agree that Government should discourage private coaching classes. However, 7.4% of the teachers strongly disagree and 20.7% of them disagree regarding this statement. This shows that majority of the school teachers perceived that Government should discourage private coaching classes.

4. Government should put ban for school teachers to serve/run the coaching classes.

Table No. 4.88

The perception of school teachers for Government's ban on them to serve/run the private coaching classes

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	9	21	70	21	121
Percentage	7.4	17.4	57.8	17.4	

The above table reveals that 57.8% of the school teachers disagree and 17.4% of them strongly disagree that Government should put ban for school teachers to serve/run the coaching classes. Only 7.4% of them strongly agree and 17.4% of them agree to this statement. This shows that the most of the teachers perceived that they should be allowed to serve/run the private coaching classes.

5. Private coaching classes should have co-ordination with schools.

Table No. 4.89

The perception of school teachers for cordination of private coaching classes with schools

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	20	68	22	11	121
Percentage	16.5	56.2	18.2	9.1	

The above table reveals that 56.2% of the school teachers agree and 16.5% of them strongly agree that private coaching classes should have co ordination with schools. However 18.2% of them disagree and 9.1% of them strongly disagree to this statement. Thus, it can be concluded that the most of the school teachers believed that private coaching classes should have coordination with schools.

6. Students attend coaching classes just because other students attend.

Table No. 4.90

The perception of school teachers about attending coaching classes through imitation

Aspect 4	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	35	53	13	20	121
Percentage	28.9	43.7	10.8	16.5	

The above table reveals that 28.9% of the teachers believed that students always attend coaching classes just because other students attend and 43.7% of them believed that students often do so. Only 10.8% of them believed that students rarely attend the coaching classes through imitation and 16.5% them believed that students never do so. Thus it can be concluded that the most of the school teachers believed that the student attend private coaching classes just because other students attend.

4.5 Opinion of parents about the education in schools and in coaching classes

Opinion of parents about the education in schools and in private coaching classes was analysed qualitatively by percentage analysis. The same has been presented herewith.

1. Private coaching classes provide better instructions than that of schools.

Table No. 4.91

The opinion of parents about instruction in private coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	8	34	9	2	30
Percentage	15	64.2	17.0	3.8	

The above table reveals that the 15% of the parents strongly agreed and 64.2% of the parents agree that private

coaching classes provide better instructions than that in schools. However 17% parents disagree and 3.8% strongly disagree regarding this statement. This shows that the most of the parents opined that private coaching classes provide better instructions than that of schools.

2. We have to send our children to private coaching classes because we cannot teach them at home.

Table No. 4.92

**The opinion of parents about
teaching children at home**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	11	26	16	0	53
Percentage	20.8	49.0	30.2	0	

The above table reveals that 20.8% of the parents strongly agree and 49% of the parents agree that they send their wards to private coaching classes because they could not teach them at home. However 30.2% of them did not agree to the same matter. This shows that majority of the parents opined that they send their children to the private coaching classes because they could not teach them at home.

3. Private coaching classes help our children in the competition for admission to higher education.

Table No. 4.93

The opinion of parents about contribution of coaching class for admission to higher education

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	12	21	17	3	
Percentage	22.7	39.6	32.0	5.7	

The above table reveals that the 22.7% of the parents strongly agree and 39.6% of them agree that private coaching classes helped them in the competition for admission to higher education. However, 32% of them disagree and 5.7% strongly disagree to the statement. This shows that majority of parents opined that private coaching classes helped their wards for the admission to higher classes, whereas few of them did not believe this.

4. School teachers indirectly force our children to attend the private coaching classes.

Table No. 4.94

The opinion of parents about pressure of school teachers to attend private coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	7	11	28	7	53
Percentage	13.2	20.8	52.8	13.2	

The above table reveals that the 52.8% of the parents disagree and 13.27% of them strongly agree that school

teachers indirectly force their children to attend the private coaching classes. However 13.2% of them strongly agree and 20.8% of them agree to the same statement. This shows that majority of parents opined that school teachers do not force their children to attend to private coaching classes.

5. Coaching classes teachers work very hard for our wards.

Table No. 4.95

The opinion of parents about school teachers' hardworking for their wards

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	4	36	12	1	53
Percentage	7.6	67.9	22.6	1.9	

The above table reveals that 7.6% of parents strongly agree and 67.9% of them agree that coaching class teachers worked hard for their wards. However 22.6% them disagree and only 1.9% them strongly disagree to the statement. This shows that majority of the parents opined that coaching class teachers work very hard for their wards.

6. Teaching in coaching class is more regular than that in schools.

Table No. 4.96

The opinion of parents about regularity of teaching in private coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	13	31	7	2	53
Percentage	24.5	58.5	13.2	3.8	

The above table reveals that the 24.5% of the parents strongly agree and 58.5% of them agree that teaching in coaching class is more regular than that in schools. However 13.2% disagree and 3.8% of them strongly disagree to the statement. This shows that the majority of parents opined that teaching in private coaching classes is more regular than that in schools.

7. Money is utilized in the best way by sending our children to private coaching classes.

Table No. 4.97

The opinion of parents about utilisation of money spent for education in private coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	7	24	18	4	53
Percentage	13.2	45.3	34.6	7.5	

The above table reveals that the 13.2% of the parents strongly agree and 45.3% of them agree that money is utilized in the best way by sending their children to private coaching classes. However, 34.6% disagree and 7.5% of them strongly disagree to the same statement. This shows that majority of the parents opined that money is utilised in the best way by sending their children to private coaching classes. However, very few of them did not believe this.

8. We have to send our children to private coaching classes only because others send their children there.

Table No. 4.98

The opinion of parents about sending their children to private coaching classes through imitation

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	2	8	30	13	53
Percentage	3.8	15.1	56.6	24.5	

The above table reveals that 24.5% of the parents strongly disagree and 56.6% of them disagree that they send their children to private coaching classes only because others send their children there. Only 3.8% of them strongly agree and 15.1% of them agree to this statement. This shows that the most of the parents opined that they do not send their wards to private coaching classes only through imitation.

9. Private coaching classes do not provide anything more than the subject matter.

Table No. 4.99

The opinion of parents about private coaching classes providing only subject matter

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	10	31	11	1	53
Percentage	18.9	58.4	20.8	1.9	

The above table reveals that 18.9% parents strongly agree and 58.4% of them agree that private coaching classes do not provide anything more than the subject matter. Only 1.9% of them strongly disagree and 20.8% of them disagree to this statement. This shows that the most of the parents opined that private coaching classes do not provide anything more than the subject matter.

10. Government should abolish private coaching classes.

Table No. 4.100

**The opinion of parents about abolishment
of private coaching classes**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	16	15	16	6	53
Percentage	30.2	28.3	30.2	11.3	

The above table reveals that the 30.2% of the parents strongly agree and 28.3% of them agree that Government should abolish private coaching classes. However, 30.2% of the parents disagree and 11.3% of them strongly disagree to this statement. This shows that 41.5% of them are against abolishment of private coaching classes. Thus majority of them are opined that government should abolish private coaching classes.

11. All round development of the children is the aim of private coaching classes.

Table No. 4.101

The opinion of parents about the aim of private coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	3	13	27	10	53
Percentage	5.7	24.5	50.9	18.9	

The above table reveals that 18.9% of the parents strongly disagree and 50.9% of them disagree that all round development of children is the aim of private coaching classes. However, 5.7% of them strongly agree and 24.5% of the agree to this statement. This shows that majority of parents opined that all round development of the children is not the aim of private coaching classes.

12. Our children will study more seriously in the school, if private coaching classes do not exist.

Table No. 4.102

The opinion of parents about seriousness of study of their wards in absence of private coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	16	18	15	4	53
Percentage	30.2	34.0	28.3	7.5	

The above table reveals that 30.2% of the parents strongly agree and 34% of them agree that their children will study more seriously in the school, if private coaching classes do not exist. However, 7.5% of them strongly disagree and 28.3% of them disagree to this statement. This shows that majority of the parents opined their children will study more seriously in the school, if private coaching classes do not exist.

13. There is an illusion of better results due to private coaching classes.

Table No. 4.103

The opinion of parents about an illusion of better results due to private coaching classes

	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Frequency	5	27	17	4	53
Percentage	9.4	50.9	32.1	7.6	

The above table reveals that 9.4% of the parents strongly agree and 50.9% of them agree that there is an illusion of better results due to private coaching classes. However 7.6% of them strongly disagree and 32.1% of them disagree to this statement. This shows that most of the parents opined that there is an illusion of better results due to private coaching classes.