

A Comparative Study of Attitude of Students and their Parents towards Private Coaching at Senior Secondary Level

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Abstract

In the present study the investigator attempt to find out the significant difference in the attitude of students & their parents towards private tuition in relation to their gender, subject-stream and locality & education of their parents. The sample consists of 100 secondary school students (50 boy students and 50 girl students) and 60 parents (30 rural and 30 urban) of Ambala district of Haryana was selected randomly. The investigator has used a self constructed two point attitude scale to collect the data. The data were analyzed by using t-test. The findings of the study reveals that gender does not affect the attitude of students towards private tuition but subject-stream affects the attitude of the students towards private tuition. In case of parents, locality and education both affects the attitude of parents towards private tuition.

Keywords: Attitude, Private coaching, Rural, Illiterate, Student.

Introduction

Education is very important in the life of any human being. From the birth, human acts as an animal; education plays an important role in modifying the behaviour of the human being and makes his behaviour more beautiful. By the education, a society can protect their culture and move towards top. Improvement in most of the human qualities is only possible by education, a child's personal-development as physical, mental and emotional development can't be possible until he do not get the proper education. According to Mahatma Gandhi: "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit." Therefore, all parents can understand that how important role education plays in every child's life. All parents want that their children should take best education at any cost. So, they try to provide each and every facility to their children what they can, so that their children can give better academic results. So, parents seeking to give their children the best chance in their life through education is increasingly turning to private tuition/coaching to give their children an "extra edge".

The present study reveals some important facts related to comparisons of attitude of students and their parents towards private-tuitions or coaching classes at senior secondary level. Although it has certain positive effects, it imposes a considerable financial burden on parents and often gives rise to abuses. The present study which focuses on the senior secondary level addresses a number of questions related to the attitudes towards private-tuitions. The discussion ends with an appeal for more research on private tuition in order to provide a basis for policies to address the problem.

There is now a universal perception that private-tuition is a necessity to succeed in board examinations and also for entrance tests. Formal school education has taken a back seat, almost becoming redundant. Even some of the teachers manipulate to get the students to attend private tuition. After matriculation, most of the students concentrate on entrance tests and they pay less attention to the board examination. One of the negative aspects of private tuition is that students who cannot afford the fees for private tuition creates social inequalities in educational opportunities. Children who have

coaching will be more likely to gain academic scholarships, places in selective schools and to university courses. Hence it becomes a subject of conflicts and also of discussion in detail.

Review of Literature

Anthony M Grant (2001) conducted a study on "Towards a Psychology of Coaching" he found that coaching is an effective process for the enhancement of learning. Coaching give psychological support to the learning and provide solutions to remove complex problems.

Wageman (1997) The effect of tuitions on students. The study highlighted that coaching is no panacea and that good coaching works most effectively when both the tutor and the learner have a good interaction.

Kiel et al. (1996) conducted a study on "Intervention programme through private tuitions". The one-year long coaching process began with a two day presentation in which the students were presented with the results of a comprehensive assessment based on coaching, guidance, interviews with peers, family and friends. After getting adequate knowledge about the students proper coaching was given to the students Kiel reported that this approach to coaching facilitates a rapid shift in students' performance as well as self-perception. The coaching process focused on helping the students to develop a clear vision and developmental goals with their academic performance.

Veenman Jonghe and Wezel (1996) they found no significant difference in pre/post coacher's evaluations of the coaches' coaching skills. The coaching program was intended to provide the coaches, who were teachers, with feedback on their own functioning, and in doing so stimulate self-reflection and self-analysis in order to improve the coaches' instructional effectiveness.

Strayer and Rossett (1994) conducted a study on "The design, implementation and evaluation of an in-house coaching program for poor performer". Concerned with the poor performance of the students, a well trained coaching group was formed. The students were provided special coaching for a longer period. The objective of the intervention programme was to see the effectiveness of the poor performer

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after providing coaching. Apart from coaching the students were assured with special environment in rest of the coaching time. The result after the intervention was more positive and the students performed better in their subjects with full of self-confidence.

Objectives of the Study

1. To find out the significant difference between the attitude of students and their parents towards private tuition at senior secondary level.
2. To find out the significant difference between the attitude of boys & girls towards private tuition at senior secondary level.
3. To find out the significant difference between the attitudes of science's & art's students towards private tuition at senior secondary level.
4. To find out the significant difference between the attitudes of rural & urban parents towards private tuition at senior secondary level.
5. To find out the significant difference between the attitude of educated & uneducated parents towards private tuition at senior secondary level.

Hypotheses of the Study

The hypotheses of the study were:

1. There exists no significant difference between the attitude of students and their parents towards private tuition at senior secondary level.
2. There exists no significant difference between the attitude of boys & girls towards private tuition at senior secondary level.
3. There exists no significant difference between the attitude of science's & Art's students towards private tuition at senior secondary level.
4. There exists no significant difference between the attitude of rural & urban parents towards private tuition at senior secondary level.
5. There exists no significant difference between the attitude of educated & uneducated parents towards private tuition at senior secondary level.

Research Method

In the present study 'Descriptive Survey Method' is used.

Sample

In the present study a sample of 100 senior secondary school students (50 boy students and 50 girl students) and 60 parents (30 rural and 30 urban) of Ambala district of Haryana was selected on random basis.

Tool Used

For the collection of requisite data, the investigator used a self constructed two point attitude scale i.e. questionnaire on private tuition.

Statistical Techniques

For the analysis and interpretation of data, the investigator has

used mean, standard deviation and t-test.

Results and Discussion

Table – 1 : Comparison of Attitude of Students & their Parents towards Private Tuitions at Senior Secondary Level

Groups	N	M	S.D.	S.Ed.	T-value	Level of Significance
Students	100	21.6	2.2	0.351	0.85	Not Significant
Parents	60	21.9	1.75			

Table – 1 shows that the obtained t-value 0.85 is found to be not significant at 0.05 level of significance because calculated t-value is less than its tabulated value 1.98 at 0.05 level of significance. It means that there is no significant difference between the attitude of students & their parents towards private tuition at senior secondary level. Thus, null hypothesis framed earlier which states that there exists no significant difference between the attitude of students & their parents towards private tuition at senior secondary level is accepted.

Table – 2 : Comparison of Attitude of Boys & Girls Students towards Private Tuitions at Senior Secondary Level

Groups	N	M	S.D.	S.Ed.	T-value	Level of Significance
Boys	50	21.4	2.65	0.485	0.21	Not Significant
Girls	50	21.3	2.19			

Table – 2 shows that the obtained t-value 0.21 is found to be not significant at 0.05 level of significance because calculated t-value is less than its tabulated value 1.98 at 0.05 level of significance. It means that there is no significant difference between the attitude of boys and girls towards private tuition at senior secondary level. Thus, null hypothesis framed earlier which states that there exists no significant difference between the attitude of boys and girls towards private tuition at senior secondary level is accepted.

Table – 3 : Comparison of Attitude of Science's Students & Art's Students towards Private Tuitions at Senior Secondary Level

Groups	N	M	S.D.	S.Ed.	t-value	Levels of Significance
Science's Students	50	21.3	1.79	0.404	3.71	Significant at .01 level
Art's Students	50	19.8	2.23			

Table – 3 shows that the obtained t-value 3.71 is found to be significant at 0.01 level of significance because calculated t-value is greater than its tabulated value 2.58 at 0.01 level of significance. It means that there is a significant difference between the attitude of science and arts students towards private tuition at senior secondary level. Thus, null hypothesis framed earlier which states that there exists no significant difference between the attitude of science and arts students

towards private tuition at senior secondary level is rejected.

Table – 4 : Comparison of Attitude of Rural & Urban Parents towards Private Tuitions at Senior Secondary Level

Groups	N	M	S.D.	S.Ed.	t-value	Levels of Significance
Rural Parents	30	18	1.017	0.261	11.49	Significant at 0.01 level
Urban Parents	30	21				

Table 4 shows that the obtained t-value 11.49 is found to be significant at 0.01 level of significance because calculated t-value is greater than its tabulated value 2.58 at 0.01 level of significance. It means that there is a significant difference between the attitude of rural and urban parents towards private tuition at senior secondary level. Thus, null hypothesis framed earlier which states that there exists no significant difference between the attitude of rural and urban students towards private tuition at senior secondary level is rejected.

Table – 5 : Comparison of Attitude of Educated & Uneducated Parents towards Private Tuitions at Senior Secondary Level

Groups	N	M	S.D.	S.Ed.	t-value	Levels of Significance
Educated Parents	30	21.5	0.933	0.24	6.25	Significant at 0.01 level
Uneducated Parents	30	20				

Table – 5 shows that the obtained t-value 6.25 is found to be significant at 0.01 level of significance because calculated t-value is greater than its tabulated value 2.58 at 0.01 level of significance. It means that there is a significant difference between the attitude of educated and uneducated parents towards private tuition at senior secondary level. Thus, null hypothesis framed earlier which states that there exists no significant difference between the attitude of educated and uneducated parents towards private tuition at senior secondary level is rejected.

Conclusion

1. After the analysis of data it was found that students and their parents have equal attitude towards private tuition.
2. After the analysis of data it was found that boys and girls have equal attitude towards private tuition.
3. Looking to the mean scores of both the groups it can be concluded that science students showed more positive attitude towards private tuition than the arts students.
4. Looking to the mean scores of both the groups it can be

concluded that urban parents showed more positive attitude towards private tuition than the rural parents.

5. Looking to the mean scores of both the groups it can be concluded that educated parents showed more positive attitude towards private tuition than the uneducated parents.

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