

Does Private Coaching Results in Better Academic Achievement? A Study of Secondary School Students of Mumbai

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Abstract

This paper makes an attempt to examine the efficiency of private coaching in influencing the educational outcome for the students at secondary school level in Mumbai. The link between exposure to private coaching and academic performance in school-age children has been widely observed in recent decades across many sociocultural situations. The present study aimed at finding out whether there exist any difference in the academic achievement of secondary school students on the basis of their exposure to private coaching. It also tries to identify whether socioeconomic status of students is affecting their exposure to the private coaching. The sample consisted of 643 secondary school students from various schools of Mumbai. In order to collect data, relevant information related to academic achievement and exposure to private coaching was also collected. The results of the present study revealed that there is a significant difference in the academic achievement of secondary school students on the basis of their exposure to the private coaching. Academic achievement of students going to the private coaching is greater than the academic achievement of students not going to the private coaching.

Keywords: Academic achievement, Exposure to private coaching, Socio-economic status, Secondary school students

Introduction

Private coaching is growing more and becoming famous day by day among parents, which is not surprising given the perception of the people that coaching class help to raise students' academic performance as well as their practical knowledge across wide range of disciplines. Thus, receiving private coaching is expected to have positive impact on a student's educational abilities.



Certain subject areas, such as mathematics and science, propose difficult concepts for students to grasp. Children require individual tuition or at-home assistance from their parents in order to receive proper explanations of challenging ideas. And when students have difficulties in specific subject areas, it is the responsibility of their parents/guardians to assist them. This assistance might come in the form of helping them with their coursework, or in the form of providing them private tutoring. There is abundant research showing just how effective private coaching is, and how students are more likely to perform well academically when they take private tuitions outside of their school.

Teachers in schools have limited time to explain topics and must teach a large number of students in a short amount of time. Students may not be able to grasp complex subjects in a single effort and may require reiteration of explanation. They normally seek aid from fellow classmates, but they frequently require assistance at home as well. This lack of support in challenging subject areas may not result in much lower levels of academic achievement but it will definitely affect the academic performance negatively. (Kapur, 2018). Thus means revision of topics, remedial teaching and practice are basic strengths of coaching classes.

Private tutoring may well be beneficial. For numerous reasons (such as being distracted, not doing well physically, and study gaps) students are often unable to concentrate during classroom sessions. As a result, they overlook important concepts that are covered in class. In such situations, private tutors can play an important role, by re-explaining themes learned, clarifying essential points, abstract concepts, and assisting students in solving challenges (Thaker, 2020).

Students are also prone to slacking from time to time. They can lose interest in working hard and following a discipline. The temptation for students to get distracted is enormous, especially when it comes to playing games and surfing the internet, watching TV, and talking on the phone with their friends. Setting aside time for individual tutoring allows them to spend less time on these distractions. Private coaching also means that the tutors can give each child individual assistance in promptly and correctly completing their homework that has been assigned to them by their teachers.

Joshi (2018) suggests that children whose parents are unable to engage in their academic pursuits should be supplied with home tuition services. Furthermore, there are several



tuition academies, centres, and coaching facilities that offer instruction and guidance in various academic areas. This also involves additional cost. Rich parents can afford to send their child for private coaching while poor parents may not.

Variables of The Study

Academic achievement, socioeconomic status and exposure to private coaching are the three important variables of the study.

Operational Definitions

1. Academic Achievement

Academic Achievement is operationally defined as the marks that students have got in 10th Standard. (Secondary School Certificate - Maharashtra Board)

2. Socio-economic Status

Socio-economic status is defined in terms of secondary school students' financial and societal position based on education, income and profession of their parents.

3. Exposure to private coaching

It involves separate training related to school subjects. It generally happens after school hours. Some parents can afford to send their children to these private coaching centers and some parents cannot afford.

Objectives of the Study

1. To identify link between socio economic status of secondary school students and their exposure to private coaching.
2. To compare the academic achievement of secondary school students on the basis of exposure to the private coaching.

Null Hypothesis

There is no significant difference in the academic achievement of secondary school students on the basis of exposure to the private coaching.

Alternative Hypothesis

There is a significant difference in the academic achievement of secondary school students on the basis of exposure to the private coaching.

Design of The Study

Design of the study comprises of methodology of the study, sampling techniques and tools used in present research.

Methodology of the study

The descriptive research method included under the quantitative method has been used in the present research. The causal comparative method was used to compare the academic achievement of secondary school students on the basis of their exposure to private coaching. Focus group discussions with teachers were also conducted as a part of qualitative method to support and supplement the results of quantitative study.

Sampling techniques

For the purpose of present study, a three-stage sampling technique has been used, with stratified random sampling and simple random sampling at the different stages. At the first stage of sampling, the selection of schools were done by the stratified random sampling technique. The strata were formed on the basis of geographical location of the schools in Mumbai. The entire area of Mumbai was divided in to two strata, viz. Mumbai city and Mumbai suburban. At second stage of sampling, schools from Mumbai city and Mumbai Suburban were selected through simple random sampling technique. At third stage of sampling, students at the matriculation level were selected by using simple random sampling technique.

Tools used in present research

In the present study, the researcher used readymade tool. Kuppuswami socio-economic status scale (modified for 2019) was used for assessing Socio-economic status of secondary school students. Maximum and minimum possible score on this scale is 29 and 3 respectively. The tool was designed in such a way that higher is the score better is the socio-economic status. Based on the taxonomy given by Kuppuswami students were



divided in 5 socio-economic status groups viz, lower, upper lower, lower middle, upper middle and upper. For assessing academic achievement of secondary school students their marks in 10th standard were considered and along with this some background information was also collected such as name, age, gender, exposure to private coaching etc.

Findings and Discussion

The link between socio economic status and exposure to private coaching.

Following table shows the effect of secondary school student's socio-economic status and their exposure to private coaching.

Socio economic status	Exposure to private coaching	
	Yes	No
Lower	62.50 %	37.50 %
Upper lower	66.44 %	33.56 %
Lower Middle	67.94 %	32.06 %
Upper middle	72.29 %	27.71 %
Upper	77.55 %	22.45 %

Table 1. Socio economic status and exposure to private coaching

Source: Primary data collected by the researcher

Conclusion and Discussion

From the above table, it is very evident that there is a link between secondary school students' socio-economic background and their exposure to private coaching. Private coaching involves additional cost. Rich parents may afford to send their children for it but financially weak parents may struggle for paying that extra amount. Irrespective of the socio-economic status of students, proportion of students going to the private coaching is more as compared to the students not going to the private coaching. This indicates the perception of parents regarding effectiveness of private coaching. Approximately 38 percent of students belonging to lower socio-economic status in the sample do not have any exposure to private coaching whereas it is only 22 percent in upper socio-economic group. One important reason in case of lower socio-economic status group is the lack affordability for such private coaching. But in case of upper socio-economic status group, may be parents are actively involved in their teaching and learning related activities. And



because of that percentage of students having no exposure to private coaching is only 22 percent.

Testing of hypothesis

Null hypothesis

There is no significant difference in the academic achievement of secondary school students on the basis of exposure to the private coaching.

Alternative Hypothesis

There is a significant difference in the academic achievement of secondary school students on the basis of exposure to the private coaching. The statistical technique used to test this hypothesis is t test.

The following table shows a relevant statistic of the academic achievement of secondary school students on the basis of exposure to the private coaching.

Variable	Group	N	Mean	SD	't' Value	I.o.s.	100* ω^2 est.
Academic Achievement	Exposure to private coaching	449	66.67	12.11	5.84	0.01	4.90 %
	No exposure to private coaching	194	60.42	12.59			

Table 2. Relevant Statistics of the Academic Achievement of Secondary School Students on the basis of exposure to the private coaching

Source: Primary data collected by the researcher

$$df = N-2 = 643-2 = 641$$

From t -table, for df 641, t = 1.96 at 0.05 level and 2.58 at 0.01 level of significance

Conclusion and Discussion

Calculated value of t (5.84) is greater than the table value of t at 0.01 level of significance. Therefore the null hypothesis is rejected and alternative hypothesis is accepted. There is a significant difference in the academic achievement of secondary school students on the basis of exposure to the private coaching. Academic achievement of students going to the



private coaching (mean 66.67) is greater than the academic achievement of students not going to the private coaching (mean 60.42). It was revealed in the FGD that many times students find it difficult to ask and solve the queries then and there in the class. This may happen because of many reasons such as shy or introvert nature of the students, fear of rejecting a question, peer pressure etc. When students share such concerns with parents, then they opt for sending their child to a private tuition. Plus another aspect to it is that working parents generally don't get enough time for spending with their child. This guilt also tempts them to send their child to the private tuitions where their daily progress, revision and homework can be managed easily. Teachers also pointed out that generally parents having better socioeconomic status send their children to the private coaching. Some teachers were not happy with this tendency of parents to send their ward to the private coaching because it raises the question on the formal education system and efficiency of the school under consideration.

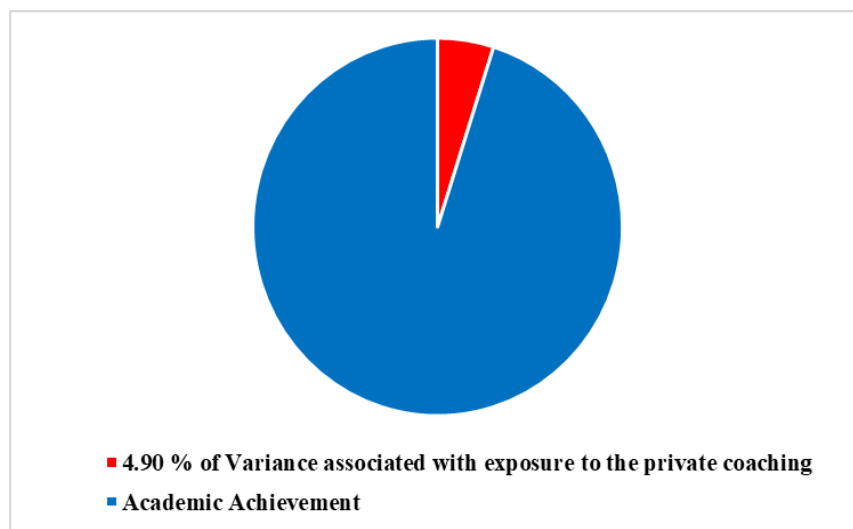


Figure 1. Variance in the mean of academic achievement of secondary school students on the basis of exposure to the private coaching*

*Source: Primary data collected by the researcher

There is a significant difference in the academic achievement of secondary school students on the basis of exposure to the private coaching and 4.90 % of variance in the academic achievement is associated with exposure to the private coaching.

Scope and Delimitations of The Study

1. The study includes 643 (252 male and 391 female) students of various Maharashtra Board secondary schools from Mumbai.
2. The study is delimited to secondary schools of Mumbai region. It does not include secondary schools from any other city or state of the country.
3. Researcher has considered secondary school students at matriculation (10th standard percentage) level. The study excludes other standards from its purview. The data was also confined to the academic year 2018-2019.

Conclusion and Policy Recommendations

Result of the study highlights the importance of private coaching. This means that extra coaching and practice is positively correlated with academic performance. Rich parents may afford to send their children for extra private coaching, but poor parents cannot send due to lack of finance. In spite of that financially weaker parents are ready to take that extra burden for the betterment of their children. The compulsion is also due to highly competitive education scenario and job market in the metropolitan city like Mumbai. Poor parents are compelled to take loans for paying fees of the coaching classes and in the process are getting indebted. As a policy decision extra coaching can be made mandatory by school authorities especially in government schools to teach children of poor parents beyond school hours. Such individualistic attention will definitely help students from socioeconomically weaker background to perform better. This will improve overall pass percentage and help India achieve its target of attainment of higher enrolment ratio for higher education.

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