

# A STUDY OF THE WORKING STYLE OF DIFFERENT TYPES OF INSTITUTES AND ATTITUDE OF ENTRANT SCIENCE STUDENTS OF CLASS XI

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Recent trends show that popularity of coaching institutes for science studies is rapidly increasing and spreading among students and their parents at the entry level of Class XI. There is an increasing tendency of joining coaching institutes after passing out Class X simultaneously with enrolment in dummy schools in Class XI for completion of +2 level science studies. In this study an effort is made to know the reasons why this tendency of entrants to Class XI science subjects of the school system is increasing. A tool is constructed and administered on pass-out students of government and private schools, entrants in coaching institutes and on teachers in these three types of institutes to collect relevant data. The tool covers various dimensions on an experience scale for teachers, students and researchers. A sample of 30 teachers and 60 students of Ajmer district was randomly selected. Various statistical techniques were applied on the collected data. ANOVA test results show that there are no significant mean differences in experiences of teachers, students and researchers regarding various dimensions on the experience scale scores. However, ANOVA test results indicate significant difference in working style of government schools, private schools and coaching institutes which results in increasing tendency in joining coaching institutes.

**Key words:** *Recent trends, dummy schools, coaching institutes*

## Introduction

The aim of the education is to bring about the growth and the development of an individual regarding the physical, mental, emotional and spiritual abilities. A scheme of education is ultimately to be valued by its success in fostering the highest degree of individual excellence. Schools must make, therefore, efforts to help the children to develop above mentioned abilities completely. Children must be facilitated to develop their in born capacities. Children learn more freely with a consideration for each other, self-activity, creativeness, social cooperation and concrete expression.

On the other hand, people (Taneja, V. R., 1976) said that all the knowledge the child has gained, all the culture the child has acquired

in the school will be of no use if he could not make both ends meet as an adult member of the community. The education should so train him that he is able to earn a reasonable living. The knowledge the child acquires in school must become instrumental in earning a decent income in later life.

In order to cater to the future needs of children many educational coaching institutes/centres are opened and provide competitive skills to find success in the competitive exams (Bray, M., 2003 and Bray, M., 2005). They also provide various courses at various levels fulfilling students' needs which is one of the major factors of coaching classes.

Recent (Paul, M. and Beri, et al., [2013]) trends show that the popularity of coaching institutes for science studies is rapidly

increasing and spreading among students and their parents at the beginning of Class XI. There is an increasing tendency of joining coaching institutes after passing out Class X simultaneously with enrolment in dummy schools in Class XI for completion of +2 level science studies. Under this study an effort has been made to know the reasons why this tendency of entrants to Class XI science subjects of the school system is increasing.

## Objectives

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- (i) To study experiences of students, teachers and researchers on experience scale.
- (ii) To investigate differences in working styles of the three types of institutes: government schools, private schools and coaching institutes.

## Hypothesis

- (i) There are no significant mean differences in experiences of teachers, students and researchers (regarding the total score on experience scale) for all the three types of institutes.
- (ii) There are no significant mean differences in the working style of the three types of institutes.

## Methods and Procedure

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A tool is constructed, standardised and administered on 60 students of government and private schools and entrants in coaching

institutes and on 30 teachers in these three types of institutes to collect relevant data. All the teachers and students were administered with the same tool in three sets for collecting data relevant to government schools, private schools and coaching institutes respectively. The researcher also recorded the data in three sets of the tool for the three types of institutes on the basis of their self observation.

The tool covered four dimensions on an experience scale for teachers, students and researchers. Dimensions covered in the experience scale are:

- (i) Infrastructural facilities (IF)
- (ii) Foundational development (FD)
- (iii) Quality of teachers and their mastery in the subject matter (QTMSM)
- (iv) Development of competitive skills (DCS)

Ten items were constructed for each dimension involved. Three-level rating scale was used for scoring: fully agree, agree and disagree. Scores assigned for these three levels are 2, 1 and 0, respectively.

## Results and Discussion

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Table 1 shows mean scores and SDs of students, teachers and the researcher for government schools (GS), private schools (PS) and coaching institutes (CI) while Table 2 shows summary data and analysis of variance from total scores of experience scale for all the three types of institutes.

**Table 1**  
Mean scores and SDs of the three types of Institutes

	Students		Teachers		Researcher	
	Mean	SD	Mean	SD	Mean	SD
Government Schools (GS)	42.58	5.01	47.07	7.46	42.00	--
Private Schools (PS)	39.73	5.64	42.13	5.74	39.00	--
Coaching Institutes (CI)	42.85	6.96	41.37	6.54	45.00	--

**Table 2**  
Summary data and analysis of variance from total scores of experience scale

Sources of variance	Government Schools				Private Schools				Coaching Institutes			
	Sum of Squares	df.	Mean squares	F	Sum of Squares	df.	Mean Squares	F	Sum of Squares	df.	Mean Squares	F
Between groups	427.51	2	213.75	4.409	117.53	2	58.76	1.83	50.92	2	25.46	0.55
Within groups	4266.45	88	48.48		2831.21	88	32.17		4102.62	88	46.62	

Table value of F is 4.85 at 0.05 level of significance.

Highest mean score was found of students for coaching institutes like the researcher and unlike the teachers. However, teachers

Calculated F values are 4.409, 1.83 and 0.55 respectively for government schools, private schools and coaching institutes, which are

**Table 3**  
Total and dimension-wise mean scores and SDs of the three types of institutes

N	Dimension 1 (IF)		Dimension 2 (FD)		Dimension 3 (QTMSM)		Dimension 4 (DCS)		All dimensions combined	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
91 (GS)	11.60	2.80	11.67	2.93	7.46	2.69	7.85	3.21	40.53	5.66
91 (PS)	14.85	2.05	13.73	2.01	7.26	2.66	7.42	2.76	43.68	6.32
91 (CI)	6.38	2.77	7.05	2.97	13.33	3.01	13.35	3.01	43.30	7.11

gave highest mean score to government schools.

less than the table value of F, i.e., 4.85 at significance level of 0.05. Hence there are no

significant differences among the experiences of students, teachers and the researcher for all the three types of institutes.

In Table 3, total and dimension-wise mean scores and SDs of the three types of institutes are presented.

As far as infrastructural facilities and foundational development are concerned private schools are found to be better while regarding quality of teachers and mastery

better self study material contributed to get better success in examination.

Total and dimension-wise summary of data and analysis of variance is given in Table 4.

All the calculated F-values for each dimension separately and all dimensions combined are greater than table value of F at significance level of 0.05, which shows that there is a significant difference in the working style of the three types of institutes.

**Table 4**  
**Total and dimension-wise summary of data and analysis of variance**

Sources of Variance	Dimension 1 (IF)		Dimension 2 (FD)		Dimension 3 (QTSM)		Dimension 4 (DCS)		All dimensions combined	
	BG	WG	BG	WG	BG	WG	BG	WG	BG	WG
Sum of Squares	3317.03	1775.14	2713.88	1924.93	2161.85	2104.40	1993.12	2430.73	538.82	11027.43
d.f.	2	270	2	270	2	270	2	270	2	270
Mean Squares	1658.52	6.57	1356.94	7.13	1080.92	7.79	996.56	9	269.41	40.54
F	252.26		190.33		138.67		110.70		6.6	

Table value of F is 4.68 at 0.05 level of significance. BG-Between Groups and WG-Within Group

of subject matter and development of competitive scales are concerned coaching institutes are found to be better as compared to remaining two types of institutes. Teachers teaching in coaching institutes were found to be more efficient than that of government and private schools, classes of coaching institutes helped the students to achieve better results in their examinations.

Individual attention, additional guidance, enough instructional material, frequent revision and updating of courses, solution of content difficulties, better interaction among teachers and students, and development of

## Conclusion

The results from the present study reveal that government and private schools are not able to cater to the needs of children to crack the difficult nation-wide entrance examinations for getting admission to top medical and engineering courses which produce professionals with high market demand and social reputation and a big handsome package. The demand of placement of youth in international and national top job giving organisations is met with competitive preparation in coaching

institutes. Coaching institutes are meeting all such needs of entrants of Class XI and pursuant of professional courses. Hence either such competitive exams without assessing and nurturing the potentialities of future generation in true sense should be

discouraged or the government and private schools should be empowered to cope with such timely demand of the youth entering in their studies of +2 level or higher stage after completion of a general study up to Class X.

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