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RESEARCH ARTICLE

ROLE PERFORMANCE OF PRIVATE TUTORS AND SCHOOL TEACHERS WITH REGARD TO THEIR QUALITY OF INSTRUCTION, MODE OF BEHAVIOR, SINCERITY AND SUBJECT KNOWLEDGE

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ABSTRACT

The present study was conducted to focus on the role performance of the private tutors and school teachers with regard to their quality of instruction, mode of behavior, sincerity & subject knowledge. The sample consists of 80 secondary level students of which 48 boys and 32 girls students were selected randomly from two high schools in Durgapur sub-division, W.B. A three point attitude scale, based on role performance was used to collect the data from the students. The study revealed that private tutors and school teachers differ significantly on quality of instruction, mode of behavior, sincerity & subject knowledge.

INTRODUCTION

In India, like most developing countries, there exists a system of private tuition parallel to the formal system of education to supplement academic support and to overcome school inadequacies. In fact, in terms of its nature, extent and importance it is comparable to the formal system or, it is like a shadow of the formal system (Bray, 1999). Tuition culture in India now seems inseparable from the normal schools. As well as in west Bengal, trend of home or private tuition is commonly observed in almost every corner of the rural and urban areas. The Pratichi Education Report-10 has mentioned that it has become a "regrettable necessity" for the system of school education, in West Bengal (Pratichi (India) Trust, 2002). One more of such study by Pratham-11 reported that, compared to other states in the country, majority of students in 6 to 14 years of age study in government schools and attend tuition classes in West Bengal (Pratham Foundation, 2007). Criticizing the prevalence of private tuition, the Nobel laureate Amartya Sensaid, "This is a matter of great shame that classroom teaching is inadequate and therefore students require private tuition. Private tuition must be stopped (Sen, 2007). In West Bengal, most of the parents provide tuition facilities for their children. There are some reasons for which they arrange tuition for their children, such as some parents are uneducated or illiterate, some parents are educated but have no time and

remain too much busy to improve their economical position, the poor performance of school teachers, lack of teachers in institutions, extraordinary involvement of students in co-curricular activities etc. Though private tutoring is prevalent at all levels of education it is preponderant in secondary education mainly because performance in public examinations is an important aspect to meet increased competition for entering into desired academic streams and thereby to higher, technical, and professional education, etc (Sujatha, 2014). Private tuition, or tutoring that supplements mainstream school education, is now a global phenomenon that continues to grow. In some cases this supplements attendance at government schools which may be a cheaper option than sending a child to private school; while in other cases it is in addition to private school attendance, including attendance at very expensive and elite private schools (Ministry of Education, 2016). The current research paper was specially designed to describe the attitude of secondary level students towards their private tutors and their school teachers.

Literature Review

Suleman *et al.* (2013) conducted a study to understand the relationship between private tuition and academic achievement of secondary school students. From their study it was observed that private tuition has a significant positive effect on the academic achievement of students in subject of mathematics at secondary school level. Atta *et al.* (2011) conducted a study to know the effects of private home tuition on educational

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attainments of students at secondary school level in Pakistan and concluded that there is a significant effect of private home tuition on the educational attainments of 10th class students for rural and urban schools. They concluded that there is a direct relationship between the two variables i.e. more time spent on tuition more will be the educational attainment. Peter *et al.* 1982 conducted a study to find out the educational outcomes of tutoring and they concluded that tutoring programs have definite and positive effects on the academic performance and attitudes of those who receive tutoring; also the tutored students outperformed their peers on examinations, and they expressed more positive attitudes toward the subjects in which they were tutored. Chingtham (2015) conducted a study to explore the necessary evils of private tuition and its causes, effectiveness of private tuition and the problems on the lives of students.

The result revealed that the problems of private tuition in the lives of the students are – cultivate a mindset of dependency and culture of rote learning, robbing the thinking power, creativity and problem solving skills, dominate students lives most of the time, no sufficient time for self study, restrict students leisure times for recreation and other activities, create confusion in the teaching method of the school teachers and tutors, create a serious socio-economic problem among the rich and poor families in the society. The present scenario private tuition is an important field of research study, because it is an issue of growing concern and its practice has risen as a substantial parallel educational system in both developed and developing countries. At present most of the students take more importance in private tuition than school. For that reason in some schools students commonly skip classes or sleep through lessons just because they are either tired excessive external study or students take too much private tuition regularly. This means that the shadow education can make regular schooling less efficient. Schools and teachers have lost their importance because students are given more importance in tuition. So private tutoring can clearly be considered to be a form of private education. That is why the researcher is conducted a study to explore the attitude of secondary level students towards their private tutors and their school teachers.

Objectives of the Study

The objectives of the study were:

1. To analyse the attitude of secondary school students towards quality of instruction of private tutors and school teachers.
2. To study the attitude of secondary school students towards mode of behavior of private tutors and school teachers.
3. To analyse the attitude of secondary school students towards sincerity of private tutors and school teachers.
4. To study the attitude of secondary school students towards subject knowledge of private tutors and school teachers.

Hypotheses of the Study (Null Form)

The hypotheses of the study were:

H₀₁: Attitude of students of secondary schools towards quality of instruction made by the private tutors and the school teachers do not differ significantly.

H₀₂: Attitude of students of secondary schools towards mode of behavior exhibited by the private tutors and the school teachers do not differ significantly.

H₀₃: Attitude of students of secondary schools towards sincerity in role performance of the private tutors and the school teachers do not differ significantly.

H₀₄: Attitude of students of secondary schools towards knowledge in the concerned subject of the private tutors and the school teachers do not differ significantly.

Population: All the students of higher secondary schools in Durgapur Sub-division, Paschim Burdwan (West Bengal) constituted the population of the study.

Sample and Sampling: The study was conducted to analyse the attitude of senior secondary level students towards the private tutors and the school teachers. To carry out the present study a group of representative sample was essential. Out of 107 high schools in Durgapur subdivision, two (2) high schools were selected and eighty (80) students of class xii of these schools were selected by adopting random sampling procedure. The sample distribution has been given in Table 1.

Table 1. Sample Profile

Category	Male	Female	Total
School-1	25	15	40
School-2	23	17	40
Total	48	32	80

Tool Used for the Study: An attitude scale along with three point rating scale was used for the study to assess attitude of secondary school students towards the selected parameters interlinked with school teachers and private tutors. The tool was developed by investigator himself in consultant with the experts and validated accordingly.

Procedure: The present study was conducted through survey method of research. Survey was conducted with the help of attitude scale to collect primary data. Respondent were invited to complete the scale with a schedule to collect personal information. To estimate the opinion or attitude response sheets were collected, scrutinized and scorings was made as per prefixed criteria. Therefore, necessary data were collected to verify the objectives and hypotheses. The Mean, Standard deviation and 't' test were used to find out the significance of various hypothesis.

Analysis of the Data

• Analysis of data pertaining to H₀₁

[**H₀₁:** Attitude of students of secondary schools towards quality of instruction made by the private tutors and the school teachers do not differ significantly.]

Table 2. Students' attitude towards quality of instruction of private tutors and school teachers

Category	N	M	SD	SED	t	Level of Significance
Private Tutors	33	16.72	2.06			
School Teachers	47	17.89	2.48	.526	2.22	.05

df=78 tabled value of t at 0.05=1.99

Interpretation: Above table shows that the value of 't' is significant at 0.05 level. So the null hypothesis is rejected. That means there is a significant difference between private tutors and school teachers on the basis of their quality of instruction as viewed by the students.

- **Analysis of data pertaining to H₀₂**

[H₀₂: Attitude of students of secondary schools towards mode of behavior exhibited by the private tutors and the school teachers do not differ significantly.]

Table 3. Students' attitude towards mode of behavior of private tutors and school teachers

Category	N	M	SD	SED	t	Level of Significance
Private Tutors	51	18.25	2.17			
School Teachers	29	17.31	1.75	.472	1.99	.05

df=78 tabled value of t at 0.05=1.99

Interpretation: Above table shows that the value of 't' is significant at 0.05 level. So the null hypothesis is rejected. That means there is a significant difference between private tutors and school teachers on the basis of their mode of behavior as viewed by the students.

- **Analysis of data pertaining to H₀₃**

[H₀₃: Attitude of students of secondary schools towards sincerity in role performance of the private tutors and the school teachers do not differ significantly.]

Table 4. Students' attitude towards sincerity of private tutors and school teachers

Category	N	M	SD	SED	t	Level of Significance
Private Tutors	44	18.13	2.18			
School Teachers	36	16.75	2.02	.474	2.91	.01

df=78 tabled value of t at 0.01=2.64

Interpretation: Above table shows that the value of 't' is significant at 0.01 level. So the null hypothesis is rejected. That means there is a significant difference between private tutors and school teachers on the basis of their sincerity as viewed by the students.

- **Analysis of data pertaining to H₀₄**

Table-5. Students' attitude towards subject knowledge of private tutors and school teachers

Category	N	M	SD	SED	t	Level of Significance
Private Tutors	34	17.35	1.82			
School Teachers	46	18.35	2.14	.455	2.19	.05

df=78 tabled value of t at 0.05=1.99

[H₀₄: Attitude of students of secondary schools towards knowledge in the concerned subject of the private tutors and the school teachers do not differ significantly.]

Interpretation: Above table shows that the value of 't' is significant at 0.05 level. So the null hypothesis is rejected. That means there is a significant difference between private tutors and school teachers on the basis of their subject knowledge as viewed by the students.

RESULTS AND DISCUSSION

Based on the statistical analysis following major findings have been drawn:

- There is a significant difference between private tutors and school teachers on the basis of their quality of instruction. The mean attitude scores of students towards quality of instruction of private tutors and school teachers are 16.72 and 17.89 respectively. Therefore the results also indicate that school teachers are more capable than that of the private tutors towards quality of instruction.
- The results also indicate that there is a significant difference between private tutors and school teachers on the basis of their mode of behavior. The average attitude scores of students towards mode of behavior of private tutors and school teachers are 18.25 and 17.31 respectively. So it is also clear that private tutors are more aware than that of the school teachers towards their mode of behavior.
- It is also found that there is a significant difference between private tutors and school teachers on the basis of their sincerity. The mean attitude scores of students towards sincerity of private tutors and school teachers are 18.13 and 16.75 respectively. So, it may be concluded that private tutors are more sincere to their students than school teachers.
- The results reveal that there is a significant difference between private tutors and school teachers on the basis of their subject knowledge. The mean attitude scores of students towards subject knowledge of private tutors and school teachers are 17.35 and 18.35 respectively. Therefore the results also indicate that the subject knowledge of school teachers has more than private tutors.
- The results also proved that the subject knowledge and quality of instruction of school teachers are better than private tutors but their behavior and sincerity towards their students are very poor than private teachers. According to the researchers, for that reason the students' viewpoint gradually shifted from school teachers to private tutors.

Conclusion

Present study indicates that the subject knowledge and quality of instruction of school teachers are better than private tutors but their behavior and sincerity towards their students are very low than private tutors. School teachers are not being professional towards their students due to their poor behavior and lack of sincerity. Thus, the students are gradually preference private tuition as a result and the teachers are losing their position from their students. Student-teacher relationship has been decreasing gradually, and private tuition is occupying that place. Moreover poor infrastructure, low budget, unusual student-teacher ratio, non academic workload on the teachers, corruption, political interference etc. are the causes for degradation of the standard of instruction. Hence, it is recommended that the educational authorities should be taken various steps for improving educational system in our country. It is also suggest that students, parents and the government should promote the programme for learning at the school rather than those in the private tuition centers.

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