

Opinion of Grade –X Learners on Causes Responsible for Increasing Rate of Shadow Education in Papumpare District of Arunachal Pradesh

Paper Submission: 15/01/2021, Date of Acceptance: 26/01/2021, Date of Publication: 27/01/2021



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Abstract

The present paper is a part of the study on “Status of Shadow Education and its Impact on Students’ Academic Outcomes in Mathematics Learning: A Critical Study in Papumpare District of Arunachal Pradesh”. In this study attempt has been made to elicit opinions of class-X students of the District on the causes responsible for increasing rate of Shadow Education in Papumpare District of Arunachal Pradesh. Total 555 class-X students of Secondary and Higher Secondary schools of Papumpare District participated in the study. The findings of the study reveal that causes responsible for increasing rate of shadow education in Papumpare District are- need for higher achievement in board examination, to compete in the competitive examinations, ineffective classroom instruction in schools and better instructions in tutorial classes, good and comfortable classroom environment for learning in tutorials, overcrowded classrooms in formal system of education. Besides, missing work culture among school teachers and least concern for their students’ well being were also expressed as some of the other prominent reasons for increasing rate of shadow education in Papumpare District of Arunachal Pradesh. The study will definitely help the stakeholders to know the reasons for growing popularity of shadow education in the district. But at the same time, it cannot be denied that it has continued to dilute the spirit of quality education across the country.

Keywords: Shadow Education, secondary level, secondary school students, quality education, Papumpare, Arunachal Pradesh.

Introduction

The Education system of any country is just like a mirror which reflects its image, being shaped and likely to be shaped in future. The NPE 1986 has explicitly specified the uniform pattern of educational structure for the whole country i.e. 10+2+3 . The education system which consists of 10 years of schooling is further divided into five years of Lower Primary (Classes I-V), three years of Upper Primary or Higher primary (Classes VI-VIII) and IXth and Xth as secondary for two years. Higher Secondary consists of classes XIth and XIIth and further degree courses are of three years. All these stages are interdependent. On successful completion of earlier stage, one is allowed to move on to the next stage. However, ten years schooling lays the foundation for human development and contemplation.. The secondary education in our country aims at enabling students to compete successfully for higher education and prepares them for jobs that are available in the global market. Thus, the Secondary education should not be viewed as a mere extension of elementary education, large portion of students enters the world of work on completion of secondary education. It is the stage for preparing students for higher education. At this stage, adolescents are shaped into human beings who are able to apply their knowledge for earning their livelihood. Therefore, it is essential to strengthen this stage by providing greater access of quality education to learners at this stage.

In the recent past, major political and socioeconomic transformations have taken place leading to reforms in the education systems of our country. If we look at these reforms very closely, we find that these reforms basically aim at the creation of an effective and high

quality educational environment for all children in consonance with the globalization. Increasing demand of quality education creates huge pressure on the formal education system in our country and which in turn is leading to the occurrence of a new phenomenon in education sector, namely an increasing trend of private supplementary tutoring, pithily described as 'Shadow Education' by Mark Bray (2003,2009).

Shadow education is the term frequently used to describe the provision of supplementary education by tutoring agencies, 'cram schools' and other private, typically for-profit organizations that assist in the achievement of successful examination results, Khalfaoul and Noor (2010). It aims to provide additional help to students outside of school mainly to prepare for examination. Shadow education has long been practiced as individual tutoring on an informal basis in many East Asian societies including Hong Kong, Taiwan, Japan and South Korea. In just a few decades it has expanded worldwide and become a multi-billion dollar global service industry offering many different and costly tutoring services in different forms ranging from after school classes to a host of online options.

The present paper is a part of my study on "Status of Shadow Education and its Impact on Students' Academic Outcomes in Mathematics Learning: A Critical Study in Papumpare District of Arunachal Pradesh." In this paper attempt has been made to present before the readers, the opinions of Grade-X learners of Papumpare District on the causes responsible for increasing rate of Shadow Education in Papumpare District of Arunachal Pradesh.

Rational of the Study

Private supplementary tutoring has successfully grounded its feet in Papumpare district of Arunachal Pradesh as an extension of the growing global phenomenon, so called shadow education. It is because of the changing texture and character of the society, a gift of competitive environment posed by globalization. "Shadow education, which is trying to convert the noble enterprise of education into tutoring industry, has become an expanding source of employment as well as for many mainstream school teachers to earn supplementary incomes" Chingtham, T., (2015). Besides, robbing the mental ability of the students because of its spoon feeding nature, it also demands a significant financial investment by parents. Despite of its all covert ill effect, private supplementary tutoring is increasingly being perceived as 'Essential' and 'Unavoidable' by parents of children of all abilities, from average to meritorious and from poor to rich. And yet, this shadow education system, that runs parallel to the mainstream system of education, remains understudied. It may be a common looking phenomenon, but needs deeper and closer scrutiny. It is this impulse which motivates the investigator to study the opinions of the grade -X learners on 'growing culture of shadow education' in Papumpare District of Arunachal Pradesh.

Review of Literature

When we turn specifically to the literature on Private supplementary Tutoring in India, the few available studies (e.g. Aslam & Atherton, 2013; Azam, 2015; Majumdar, 2014, 2018; Salovaara, 2017) reflecting on the scenario of shadow education explicitly expressed that private supplementary Tutoring can compensate for shortcomings in mainstream education but may also contribute to inefficiencies. The research also highlighted the impact of Private supplementary Tutoring on social disparities by creating unequal learning opportunities. Besides, many students were of the opinion that they went for shadow education because their schools have large classes and ineffective teaching, but at the same time they proceeded to coaching classes of similar sizes taught by tutors with doubtful qualifications (Agarwal, 2015; Maheshwari, 2015).

Shadow education is a set of educational activities that occur out-side formal schooling and are designed to enhance the student's formal school career." (Stevenson & Baker, 1992) This phenomenon of 'shadow education' is widespread across many developing countries, including India (Bray, 2007). As per the latest ASER (ASER 2013), approximately one-fourth of children enrolled at elementary level (Std. 1 to 8) in rural India attend private tuitions.

Research studies on shadow education are fewer in number, especially in context of India one can count the research studies on Shadow Education on fingers tips. Biswal (1999), in his paper on "Private Tutoring and Public Corruption: The Cost-Effective Education System for Developing Countries", examines the issue of private tutoring with an assumption that teachers in developing countries are poorly paid despite their status in society and also despite the fact that up to 80% of public expenditure on education goes on their salaries. He considers that private tuition is a result of poor teaching, low monitoring at the workplace, and conscious efforts to create a market for private tutoring or coaching. In India, dependency on private tuition to improve performance was found common even at the lower levels of education (Aggarwal, 1998).

Sujatha (2007) and Sujatha & Rani (2011) conducted a study on the phenomenon of private tuition at secondary level in India and found that among the total students seeking private tuition, 80.61 per cent joined tutorial/coaching centers, 18.89 per cent were tutored by the same school teacher in group tuition and 0.5 per cent had home tuition or by others. The study found three major reasons for adopting private tutoring viz. academic, personal and social for availing tuition on the part of the students. The mushroom growth of private tuition in India is found due to several reasons such as unavailability of schoolteachers, non-completion of course, poor teaching etc. (Sujatha and Rani, 2011).

The Hindu, in its Online Edition (Monday, Jan 24, 2005) carried an article by S.S. Murthy, Director, NIT Karnataka, Surathkal, where he discussed the issue of private tuition in the light of entrance examinations taken by students for admission to professional institutions.

Research studies also revealed the fact one of the major reason for receiving private tuition is insufficient classroom teaching (Foondun, 2002; Bray and Lykins, 2012). Tansel and Bircan (2006) found in a study that the spread of private tutoring is related to problems within the educational system in developing countries, including an inadequate number of universities, large class size, and low public educational expenditures. Pupils often choose to enroll in tutoring classes because it appears that all their peers are doing so (Bray, 2009).

Chingtham, T., (2015), in one of his studies titled as ' Necessary Evils of Private Tuition: A Case Study.' found that causes of increasing trend of private supplementary Tutoring in Manipur were - ineffective classroom teaching and rigid curriculum, heavy stress on academic performance, overcrowded classroom and lack of individual attention, examination oriented school culture, peer influence to join private tuition, an alternative means to help weak students, an alternative means for the students who are not attending regular classes, insufficiency of academic guidance from elders in the family, need for higher academic achievement for competitive examinations and frequent bandhs, general strikes or blockade and other social issues.

Bhorkar, S. & Bray, M., (2018), in one of their studies titled as 'The Expansion and Roles of Private Tutoring in India : From supplementation to Supplantation.' analyzed relationships between private supplementary tutoring and mainstream schooling in urban Maharashtra, India. They found that The role of private tutoring progressively expands from the lower to the higher grades, and is especially visible in Classes 11 and 12 when it seems to supplant rather than supplement mainstream schooling.

Krishnaswamy, J., Seow S. K., & Annamalai, N. (2019), conducted a study on shadow education system in Malaysia. Their findings revealed that the factors influencing students' choice to attend private tutorial learning were the school environment, social influence, rigidity of the school system, students' learning attitude and affordability for parents.

Objective/s of the Study

The present study attempted to study the opinion of students on the growth and causes responsible for the increasing rate of shadow education in the system of school education in Papumpare District of Arunachal Pradesh.

Research Question

In order to achieve the objective of the present study following research question was formulated: What are the possible causes according to Grade-X learners responsible for the increasing rate of shadow education in the system of school education in Papumpare District of Arunachal Pradesh?

Methodology

In the present study, to find the opinion of students on growing culture of shadow education in Papumpare District of Arunachal Pradesh descriptive cum survey method was used by the investigators.

Population

The target population of the study consisted of Secondary and Higher Secondary Schools, X and XII grade learners of all the secondary and higher secondary schools (Private and Public both) in Papumpare District of Arunachal Pradesh.

Sample and Sampling Techniques

For the present study the researcher selected 9 higher secondary and 16 secondary schools, 555 Grade-X learners from Papumpare district of Arunachal Pradesh. Random and Quota Sampling technique was employed for the present study.

Tools used for Data Collection

To elicit opinions of class-X students on causes responsible for growing culture of shadow education in Papumpare District of Arunachal Pradesh, the investigator with the help of his supervisor, developed an opinionnaire, piloted and standardized for the purpose and administered on the students. The data were analyzed with the help of PRISM, and interpreted in terms of percentages and Chi-square.

Result and Discussion

Causes Responsible for Increasing Rate of Shadow Education

Table1. Percentage and Corresponding Chi-Square Values of Responses given by the students of Class-X (N=555), df=1

Sl.No.	Causes	YES %	NO %	Chi-Square
1	Better instruction is provided in coaching classes than schools.	69.00	30.99	80.218
2	Private tuition helps in the preparation for competitive examination.	85.22	14.77	275.461
3	School teachers indirectly force students to take private tuition.	17.65	82.34	232.218
4	Private tutors are hard working and updated.	77.47	22.52	167.613
5	Teachings in coaching classes are more regular than schools.	53.15	46.84	2.207
6	Classrooms in schools are overcrowded now a day's creating non-conducive environment of learning and it forces students to go for private tuition.	68.28	31.71	74.250
7	Parents pressurize their children to attend private tuition.	43.24	56.75	10.135
8	Because of peer pressure.	21.80	78.19	176.521
9	Takes tuition because others also take tuition.	20.90	79.09	187.980
10	In tutorial classes concepts are clarified and better understanding of the subject matter is developed.	81.44	18.55	219.461

11	Takes tuition because parents are not in a position to help students in studies at home.	56.93	43.06	10.683
12	Students feel more confident when they take tuitions.	69.18	30.81	81.746
13	To get good marks in the board examination.	84.50	15.49	264.305
14	Coaching classes have good and qualified teachers.	73.87	26.12	126.532
15	Getting best return of investment made on studies in private tuitions.	61.62	38.37	29.984
16	Coaching classes are more comfortable than schools.	65.22	34.77	51.461
17	Modern technologies are used in coaching classes to clarify the concepts.	49.54	50.45	0.045
18	Doubts are cleared by the tutors if and when required in coaching classes.	81.98	18.01	227.072
19	Readymade study materials are provided in the coaching classes which saves time labor both.	46.12	53.87	3.332
20	Private tutors are more caring than school teachers.	51.89	48.10	0.795
21	School teachers award good marks in practicum and internal examination if tuition is taken from them.	35.67	64.32	45.551
22	Getting chance to meet and chat friends in tuition classes.	43.06	56.93	10.683

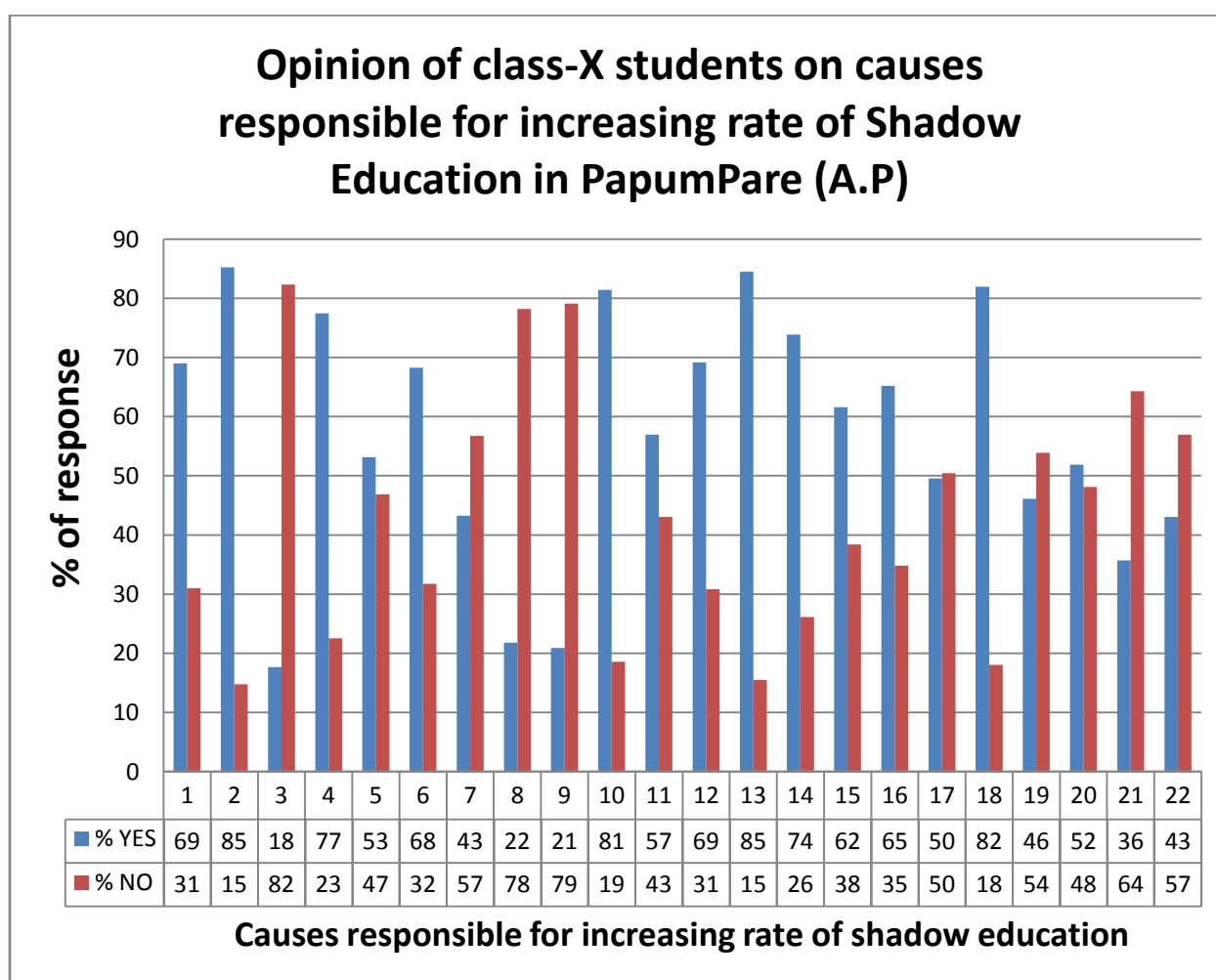


Figure 1. Bar diagram represents the percentage of response given by the students of class-X

While studying the causes responsible for increasing rate of shadow education in Papumpare District of Arunachal Pradesh, it was found that 383(69%) students were of the opinion that better instruction is provided in the coaching classes and (172)31 % students were not in favor of this reason responsible for growing culture of private supplementary tutoring in the district. The chi-square value (80.218) is extremely significant at .05 level of confidence. Therefore, we can say that ineffective

classroom teaching is one of the reasons for growing culture of private supplementary tutoring in the district. The same is well expressed in fig-1 above.

Similarly, 85.22 % (473) students were of the opinion that Private tuition helped them in the preparation for competitive examination, whereas 14.77 % (82) were not in favor of this cause responsible for the increasing trend of shadow education in the district. Since majority of students are in favor of the cause, so we can say most of the

students are attracted towards the private tuition for the preparation of competitive examination. It is clear from the above bar graph as well.

We can see from the Table-1 that school teachers do not force students indirectly to take tuition from them, as 82.34 % of the students were saying "No" to this cause. Only minority of students, say 17.65 % were in favor of this cause. Further, we can see that 77.47 % of the students were of the opinion that the teachers in tutorial classes are hard working and updated, whereas 22.57 % of students i.e. minority of students were not in favor of this cause responsible for the growing trend of shadow education in the district, similarly, it can be seen from the Table-1 that only 53.15 % of the students were of the opinion that teaching in coaching classes are more regular than schools and 46.84% of students were not in favor of this cause. We can see in this case the chi-square is 2.207, which is not significant when compared to the critical value, so we can say that the opinions in this case may be a mere guess.

Further it can be seen that 68.28 % of students opined that episode of overcrowded classrooms in mainstream system of education is responsible for the growing rate of shadow education in the district whereas 31.71 % of participants were not in favor of this, 43.24 % of students were of the opinion that students attended private tuitions because of parental pressure and 56.75 % were against this view, only 21.80 % of students were of the opinion that they attend private tuitions because of peer pressure and 78.10 % are not in favor of this cause, 20.90 % of students opined that they took private tuitions because other students were also taking tuitions and 79.09 % were not in favor of this cause, very high percentage i.e. 81.44 % of students held the opinion that in tutorial classes concepts are clarified and better understanding is developed which advocates the effectiveness of the pedagogical processes used in the coaching institutes and alike tutorial classes. It is evident from the analysis that 56.93 % of the students were of the opinion that they were forced to go for private tuitions because they did not get any help from their parents at home in their studies and 43.06 % of students were not in favor of this cause responsible for the trend that is going on in respect of shadow education, 84.50% of students were of the opinion that they took private tuition to get good marks in the CBSE examination where as 15.49% were not in favor of this view, which forces us to conclude that majority of students take tuitions to secure good marks in the Board Examinations.

73.87 % of students were of the opinion that coaching classes have good and qualified teachers, however, 26.12 % of students were against of this view, 61.62 % of the students believed that investment in private tuitions is cost effective, whereas 38.37 % were against this view, 65.22 % opined that coaching classes are more comfortable than school classrooms and 34.77% were not in favor of this cause responsible for increasing rate of shadow education in Papumpare District of Arunachal Pradesh.

49.54% of students opined that students are attracted toward coaching classes because they use

modern technology to organize classes whereas 50.45 % were not in favor of this. But the chi-square value is $0.045 <$ the critical value, so the response in this case mere a result of their guess work. We can see from fig-1 that majority of student's i.e. 81.98 % of students were of the opinion that in tutorial classes doubts are cleared if and when required, only 18.01% of students were not in favor of this cause which can be considered as responsible factor for increasing rate of shadow education in the district. It can also be seen from the above table that 46.12 % of students were of the opinion that readymade study materials were provided in coaching classes which saved their time and labor, however 53.87 % of students were not in favor of this cause. 51.89 % of students feel that private tutors were more caring than school teachers and 48.10 were against of this view. Majority of students were against of the view that school teachers provide good marks to those students who take tuition from them, only 35.67 % of students were in favor of this cause and they believed this cause to be responsible for growing phenomenon of shadow education in the district.. 43.06 % of students were of the opinion that students opted for private tuitions because they got chance to meet and chat their friends in tutorial classes whereas 56.93 % of students were against of this opinion.

Conclusion and Suggestions

While studying the causes responsible for increasing rate of shadow education in the Papumpare District of Arunachal Pradesh, the majority of students considered that private supplementary tutoring helped them to prepare well for the competitive exams (Medical, Engineering and other professional courses) and for higher studies. Most of the students go for the shadow education just for reason that they will receive guidance and help to score high mark in the board examinations. Ineffective classroom instruction is at the second rank in order for causes responsible for the increasing trend of shadow education in the district. The teachers are focusing more on private tuitions rather than classroom teaching and thereby contributing towards dilution of quality education of the country. Hard working culture and concern for well being of the students are missing from the formal system of education and standing in the queue as the third rank for causes responsible for the increasing trend of private supplementary tutoring in the district. Another important cause of the increasing trend of private tuition came into picture is that it serves as an alternative means to help the weak students to improve the academic performance. Insufficiency of academic guidance from elder family members and parents is also one of the prominent causes responsible for increasing rate of private supplementary tutoring. It was also revealed from the study that many students chose to go for private supplementary tutoring under the influence of their friends. Overcrowded classroom and lack of individual attention by the teachers in the schools are also some of the major causes responsible for the increasing trend of private tuition in the district as it revealed from the study.

However, the upcoming New Education Policy 2020 is expected to heal the wound to some extent. An environment of cooperation in place of competition is required to be created to mitigate the intensity of evils of shadow education.

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