

# Social and Psychological Impact of the Coaching-Culture on the Students



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## Abstract

During the last few years, there has been a very fast development of the coaching culture in the world including India where most of the students believe that it is only through joining some good coaching that career can be built. Initially, joining the coaching institutes was a trend among those whose dream was to be engineers, doctors, administrative officers etc., but now the trend has changed, and even the school students who have started schooling are forced to join the coaching for the sake of getting good marks in the examination.

In India, Delhi is the hub of coaching meant for the preparation of the civil services. In Mukherji Nagar alone there are hundreds of coachings which attract the students from the various parts of the country. Kota in Rajasthan is another city which is famous all over India for the coachings. Here the aspirants who wish to be doctors and engineers spend years in order to get success and in order to see their dreams turning into reality.

The coaching culture, no doubt, links the youth with education and career, but it also results into frustrations, depressions, homesickness, physical, social and mental disorders. The research paper is an interpretative research which aims at interpreting the social and psychological impact on the students. The findings drawn from the secondary data collected and compiled from the secondary sources, reveal that the coaching culture in India is spreading fast taking the youth into its grip.

**Keywords:** Coaching, Culture, Social, Psychological, Over-burden, Stress, Frustration, Anxiety, Mental disorder.

## Introduction

Of the various cultures that are spreading in India and world, the coaching culture that is developing a trend to get through the various examinations through the coaching classes, is a fast developing culture. It is not confined only to the western countries now, rather it has taken several countries and the students belonging to them in their grip. India and all its states with thousands of small and big coaching institutes are not an exception to it.

The educational coaching culture has given birth to a new trend which makes the students believe that success in any general examination or professional examination is possible only through coaching classes. During the last few years in the previous decades, the coaching culture was confined only to the promising and outstanding students who would first pass their XII class examination from some local school, and then would join some good coaching in order to fill their aspirations. But now the trend is changing fast, and all the parents who are conscious of the career of their children, are interested in sending their children to Delhi and other cities for the career-building.

Indeed, now the coaching culture has affected even the small children who have not even completed their schooling. The emerging trend says that the school-going students get their admission in the local schools of their villages, towns or cities as dummy candidates, and join the coaching in Delhi, Kota or other cities where they are made to prepare for their academic exams along with the courses like NEET or JEE.

No doubt, this trend opens the vistas of career and success for the students and motivates them to work hard and thus to join the main stream of career-building through coaching. However, the scenario is not appreciable. The parents send their children to the other cities for coaching facilities in order to educate them. They spend a lot of money on the coachings and hostels with a strong hope that their wards are surely going

to get through the exams with flying colours, but it does not happen with all. The truth is that only very few of them get success being goal-oriented, and most of them fail in the attempts.

As far as the social impact of the coaching culture on the students is concerned, it is both positive and negative. It is positive only in terms of career-orientation which later brings the students a distinct identity and status in the society. The coaching culture is, of course, helpful in motivating the students to build their careers and thus to lead a good life enjoying a good social status. The impact is negative in terms of the students' detachment from the family life, family-values, family members, family culture etc. which make the life of the students studying in the coachings all isolated. The horrible results of this trend are seen later when such a student enters his practical life, and remains ignorant of all this.

The psychological impact too is both positive and negative. It is positive only in the sense that the coaching culture links the students with educational goals and career-building. The hardwork done by the students does not always pay them. It is generally seen that due to continuous sitting and day-night studies, they fall victims to physical disorders and mental disorders that spoil the life of most of the students.

Getting strayed, being addicted to smoking and drinking, indulging in vulgar activities and seeking happiness through unapproved means of entertainment are some of the things that are apparently seen in the students who are attracted by the coaching culture. Particularly those who remain indifferent to their studies and targeted courses, fall prey finally to several bad habits, and thus, spoil their own life.

#### **Review of Related Literature**

1. Nancie J. Evans (2011), in *The Argument Against Coaching Cultures*, finds that most organizations are better served by focusing on the value that coaching can provide as part of a culture that is aligned with its strategy and goals than by creating a coaching culture. Coaching can be a way of managing and interacting that enables creativity, idea generation and the development of ideas in groups. However, it is not good for all as it dissuades the students from the peace of mind and ease of living forcing them to overwork. It has a negative impact on the psychology of the children.
2. Mary Devine, Raymond Meyers & Claude Houssemand (2013), in the study *How can coaching make a positive impact within educational settings?* share that there is an emerging evidence-base that coaching is a powerful tool to support learning and development for students, teachers, school leaders and their educational establishments. A variety of coaching approaches have been used successfully. These approaches are outlined: behavioral coaching, solution-focused coaching, cognitive and cognitive-behavioral coaching, instructional coaching, executive coaching, peer coaching, and positive organizational leadership.

The coaching approaches are oriented to three educational actors: students, teachers, and school leaders. All coaching approaches can provide valuable contributions, but ultimately school improvement will fail if coaching remains on an individual level. Therefore, systems of collective and collaborative learning are necessary to generate a collective learning culture.

3. Nisha Sharma (2013), in the research paper *The Cultural Impact on Coaching an Indian Family*, shares her views on the cultural impact on coaching in Indian family. She gives the example of her own family which is a Punjabi family, and shares how the culture has a deep impact on the coaching. There are members in a family who have supportive views for coaching, and there are ones who do not like the children's attending any coaching believing that the coaching culture hinders the natural all round development of personality.
4. Jehangir Pheroze Bharucha (2016), in the research paper *Popularity Of Coaching "Classes"* In India, opines that coaching classes have gained immense popularity in the metropolitan cities of India in recent times. There are classes catering to diverse needs in terms of different courses, varying timings and locations and course material requirements. The study concludes that the need for coaching classes has much to do with disillusionment with college faculty and to a large extent to supplement the learning done at college. The paper recommends policy measures in this regard.
5. Anna Sun and Xiufang Chen (2016), in *Online Education and Its Effective Practice: A Research Review*, observe that education can become transformative when teachers and students synthesize information across subjects and experiences, critically weigh significantly different perspectives, and incorporate various inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality. The study finally concludes that online course instructors deserve more researchers' attention to explore their teaching journeys and professional development needs. As reported, a large number of the faculty in higher education were reluctant to teach online courses, and those who have taught online courses reported that it took much more time teaching online classes than face-to-face mode. On the other hand, the misassumption is permeated that online teaching is easier than the traditional classroom teaching. Given the fact that online education is a new dynamic to both novice and veteran faculty, adequate professional development is necessary, which may include effective course design, instruction, implementation, and evaluation.

6. Sabine Losch, Eva Traut-Mattausch, Maximilian D. Mühlberger and Eva Jonas (2016), in Comparing the Effectiveness of Individual Coaching, Self-Coaching, and Group Training: How Leadership Makes the Difference, conclude that that individual coaching and group training were effective in reducing procrastination and facilitating goal attainment. Individual coaching created a high degree of satisfaction and was superior in helping participants attaining their goals, whereas group training successfully promoted the acquisition of relevant knowledge. The results for the self-coaching condition show that independently performing exercises without being supported by a coach is not sufficient for high goal attainment. Moreover, mediation analysis show that a coach's transformational and transactional leadership behavior influenced participants' perceived autonomy support and intrinsic motivation, resulting in beneficial coaching outcomes. The results may guide the selection of appropriate human resource development methods: If there is a general need to systematically prepare employees to perform on specific tasks, group training seems appropriate due to lower costs. However, when certain aspects of working conditions or individual development goals are paramount, coaching might be indicated. However, further research is needed to compare the relative effectiveness of coaching with other interventions in different contexts.

#### **Specific Objectives of the Study**

1. To study and describe the scenario of coaching culture in the world and India
2. To explore the causes of the coaching culture
3. To reflect the expectations of the parents and guardians from the coachings
4. To reflect the expectations of the students from the coachings
5. To produce the conditions under which the students live and study in the coaching centres
6. To mark the cities and states in India which are famous for coaching institutes
7. To make familiar with the emerging changes in the coaching culture in India
8. To emphasize the positive and negative social impacts of the coaching culture on the students
9. To make a focus on the positive and the negative psychological impacts of the coaching culture on the students
10. To interpret the cause and effect relationship of the issue selected for the study

#### **Working Hypothesis**

1. All the parents want to provide the best facilities to their children
2. They want them to join the best career possible
3. They spend their hard-earned money on their education and preparation for the academic and professional studies
4. The coaching culture is associated with the education and career of the students
5. The coaching culture is based on the psychology of the students

6. The coaching culture is based on the parents that they can invest and spend their money on the fees
7. The coaching culture is both good and bad
8. The coaching culture paves the path for self development, educational success and career building
9. The coaching culture detaches the students from the socio-cultural values
10. The social impact of the coaching culture is both positive and negative
11. The psychological impact of the coaching culture on the students is both positive and negative
12. The coaching culture is giving birth to several unknown problems and tragedies
13. The coaching culture needs revision and restructure in terms of the sure-success and safety to life of the students
14. The coaching culture needs to inculcate socio-cultural values for the sake of their better future practical life

#### **Methodology Adopted for the Study**

The current study is based on the inductive method and secondary data collected from the various research papers published in the various national and international journals. The studies selected for the review making include both the ones that were conducted in India and the ones that were conducted abroad.

The author also applied her own sense of observation while making description and interpretation of the issue. The study began with the selection of the theme and ended with conclusion. The steps that were followed during these two points include the determination of objectives, study of the related literature, formulation of null and alternative hypothesis, methodology, collection or compilation of the data, classification, content analysis, interpretation of the cause and effect relationship and finally, conclusion.

#### **Conclusion**

1. The coaching culture is good as it makes the students education and career oriented.
2. It motivates the students to work hard, and thus to fulfill their dreams of becoming what they want to.
3. It makes them career conscious and paves path for several careers. It develops in them a self confidence that prepares them mentally and psychologically to appear at the competitive exams and to get through them.
4. Now the coaching culture has started taking even the small children who have just started their schooling into its grip.
5. As a result, many of the parents send their children to the coachings at an early age.
6. The coaching culture allows the students to be independent, to live away from their home towns, parents, family members and kinsmen.
7. It allows them to manage themselves independently and to take decisions independently.
8. The coaching culture makes an overburden on the parents and guardians in terms of money.

9. It is helpful in fulfilling the dreams of many parents to see their wards doctors, engineers or civil servants.
10. The social and psychological impacts of the coaching culture on the students are negative as well.
11. The hard-work, expectation of the parents, failure in the examinations etc. develop an inferiority complex in the students, and they get frustrated, depressed and even commit suicides.
12. The coaching culture leads many of the students to get indulged into vulgar and socially unapproved acts that finally lead them to criminality.
13. The coaching culture in India needs to be restructured in a way that family values, cultural values and the interests of the parents and the children are preserved and protected, and the students are prevented from indulging in criminal activities and from committing suicide.

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