



**EVALUATING THE SUPPORT SERVICES IN EDUCATIONAL SECTORS ON THE
VIEWPOINTS OF CUSTOMERS AND CONSUMERS: A STUDY ON THE COACHING
CENTERS OF SYLHET CITY**

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Abstract: - This paper is an outcome of the study aimed to evaluate the education support services provided by coaching centers because of failure of formal institutions in providing optimum satisfaction. The study was based on primary sources of data although secondary sources of data were used to conduct the study and to construct the paper. The data were collected through structured questionnaire from 200 students of schools and colleges and 100 guardians and processed through Microsoft Excel 2007 and SPSS 19. The outputs were interpreted by judgments of the researchers objectively and subjectively. Present study found that availability of five elements of better service quality; reliability, responsiveness, assurance, empathy and tangibility in the support service providing coaching centers make the consumers and customers ready to spend their time, money and efforts to consume those services.

Keywords: Educational Support Centers, Coaching centers, Service Quality

Introduction: Failure of formal educational institutions like schools, & colleges in satisfying the need of students and their guardians as consumers and customers create the need of coaching centers in Bangladesh. Evaluations of performance of students in Bangladesh are centralized and perform by different recognized boards, & universities. On the basis of their evaluation, students are getting certificates and

transcripts that determine the future of the students in higher education or in employment in different jobs. As the better results in public exams pave the way of shining future life, so the students and guardians are ready to spend financial, mental and physical resources to meet their objectives. Failures of formal educational institutions create the need of coaching centers to help the students and guardians in meeting their goals. The gap between perceived service and expected services lead the customers to the coaching centers for additional support. Different types of coaching centers are working in our country; admission coaching, academic coaching, job placement coaching etc. Admission coaching and job placement

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Received on: November 2014

Accepted after revision: March 2015

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coaching are provided by formal institutions only but the academic coaching are provided formally by coaching centers, informally by the course teachers, students of higher classes or of the same classes with better track record or any educated persons who are capable to do so. All the formal and informal support centers, and persons do coaching are treated as coaching center for the research. These centers are called as the additional support centers for the students.

Sylhet is one of the districts of Sylhet division, Bangladesh having 2321 schools and colleges¹. A huge numbers of persons and institutions are involved in students support services in academic matter in this region. Before Public exam in sylhet city most of the student go to coaching center for getting help of special subject like English, mathematics, Physics, Accounting etc. In Sylhet city coaching centers provide result oriented services.

Coaching Centers become essential to students by ensuring the elements of quality services; reliability, responsiveness, assurance, empathy and tangibility. It is to study whether they are reliable in providing the expected result oriented services, are capable of provide those services, are responsive to the need of students, are caring and are providing the necessary materials to the customers. The researchers attempted to evaluate their performance in these yardsticks.

Literature Review:

Failure of formal educational institutions creates the opportunities of the business of coaching centers that are providing educational services to the clients who demands it. Determinates of quality service are; reliability, responsiveness, assurance, empathy and tangibles². But the formal education centers are lacking of such elements but the coaching centers are supposed to possess such features to ensure the quality services to the students.

According to Kennedy³, Bush⁴ and Rhodes *et al*⁵, Coaching and mentoring is an crucial instrument for career development, gaining vast of knowledge. A study on coaching said, coaching teach every students to work together

and to integrate their small learning, to reflect on progress and to build a structure for further development⁵. Coaching is regarded as a best process for helping students in receiving knowledge, counseling and consultancy to them. Coaching centers provide School-aged children educational behavioral support also. Coaching in education is helpful to increase knowledge networks and wisdom⁶.

An Australian study reported that coaching is a process to encourage students, motivate them and help them to preserve their learning⁷. Coaching is a powerful way to increase self confidence and self awareness⁸. In our country the main objective of academic coaching is found as to increase the score in the exam. Surprisingly, only in India and Bangladesh, the practice of academic coaching is very high. Approximately 20000 coaching centers are working in Bangladesh, employing around two hundred thousand people in this service industry, helping to relief the guardians from the tension of their children's education. Though, there are strong opinions against such academic coaching those are alleged to involving the whole time of a student in preparation of exams giving no time to self development⁹. Thus it becomes important to study the attitudes of guardians regarding the private coaching centers' education support services to the students.

Objectives: The main objective is to study the importance of coaching centers to the students and guardians in the presence of formal educational institutions. The specific objectives are:

1. To study the limitations of educational Institutions, if any in the viewpoints on students and guardians.
2. To study the quality of services offered by the coaching centers and Customers' satisfactions on it.

Methodology:

Research design: This is a descriptive research which incorporates survey techniques by well made structured questionnaire to study the importance and causes of existence of coaching centers in Sylhet city. The mostly quantitative

along with some qualitative approaches are used for that research.

Sampling Design: For data collection we are taking random sampling among the students and guardians.

Data collection: The primary data for the research was collected by a questionnaire to analyze the objective of the research: Sample Size for that research was 200 students and 100 guardians who were selected on the basis of random sampling among whole population of Sylhet city.

Data analysis and Interpretation: Reliability of data was examined by output of SPSS- the Cronbach Alpha (.70) and found satisfactory.

Cronbach's Alpha	N of Items
.704	56

The questionnaire was pretested using responses from 20 learned people to ensure questionnaire's validity. The factors considered to come to the conclusion are: teaching quality, competent resource persons, materials, responsiveness, empathy, and teacher-student ratio etc. The researchers came on a conclusion by using the output of the research by SPSS 19 and/or Excel 07 and the logical interpretation of the analysis made by them. The percentages, proportions and chi-square tests are used to justify the analysis.

Findings:

Of the 200 students 34 were students of schools and 166 were students of different colleges of Sylhet city (Table 1). The students are selected from private (55.5%) and public (44.5%) institutions (Table 1). It is also found that all of them (Table 1) are used to go coaching centers for further services to increase their efficiency that leads to better results in the exam irrespective of level of education or quality of institutions.

Most of them (57.5%) have to take the service for at least 3 months a year on an average that is followed by the students (39.5%) who are used to take additional services from coaching centers before their year end exam (Table 2).

All the students have to study 7-10 subjects in a year that can be broadly categorized as; Language, Math, Science, Social Science and History. All courses are given same weights by the institutions. The class duration and the marks in the exams are almost same. But the students are not similarly skilled in all the courses. Similarly, the course contents are not similar in respect of understanding. So the students are not able to be equipped by the course teachers of the institutions. So they need additional help, guidance for better understanding and better result.

In language teaching, all students have to learn Bangla and English in all levels of academic programs. The need of coaching in Language courses are shown in the (Table 3). It is found that most of the students (69%) need extra services in learning English, as it a a foreign language and not easy to understand as mother language. The rest 31% need coaching in both the languages in order to score more in the exams (Table 3).

Students have to study Arithmetic, Algebra, Geometry and Others in their math courses and it is harder courses in all respects. Students need intensive care to equip them in math skill but the institutions cannot provide that service to the students. As a result almost hundred percent (99.5%) students need extra care for developing their math skill to score better in the exams (Table 3).

70% students of the survey have the science courses and all of them need extra care in their preparation. Similarly, 100% of accounting students (29.5% of the respondents) need that service to increase their accountancy skill. Only the students of humanities group are not in dire need of coaching classes for these courses. But the students of science courses and accounting courses have to take the services of coaching centers (Table 3).

To investigate the reason of such dire need of private coaching, the employment of competent teachers is the main factor to analyze.

The respondents perceived that the institutions are failed to employ competent teachers who can meet the need of students in the class room.

Of total, 58.6% students of private institutions and 60.7% students of public institutions have expressed such opinion (Table 4).

The chi-square table illustrates that this is the picture of all the educational institutions either publicly owned or privately owned. There is no significant difference between the feelings of both types of institutions in this aspect (Table 5).

All the service takers search the better service providers for their satisfaction. Educations build the career of men. So, students like to get additional service from the coaching centers for their better service quality by competent teachers. 75.3% students of public institutions have the perception of better teaching by the coaching center while it is 64% for private institutions (Table 6). This perception is built on the teaching quality provided by their respective institutions.

It is also illustrated by the Chi-Square Test that there are significant difference in the perception of students of private and public institutions regarding the availability of better teachers in coaching centers (Table 7).

Students need to be prepared well to score better in the exams. They need proper evaluation of the tests taken by the institutions for better feedback. The responsible teachers must have the patience to evaluate the scripts of the students properly to give them better feedback that is the foundation of their better preparation. The authorities of coaching centers supervise the matter to gain goodwill in the market by appointing better and responsible teachers (Table 8)

Regularity in classes and exams prepare the students properly for better performance. But the schools are not serious enough in this regard. It is found (Table 13) that the allegation of irregularity is supported by 34.5% of the students. Of them, 50.3% of students of public school & colleges support that statement while it is 22.5% in case of private schools and colleges.

The Chi-square test illustrates that there are significant difference in the opinion of students private and public schools regarding the

irregularity of institutions in their activities (Table 10). It is stiffer at public schools rather than that of private schools.

On the contrary, 85.5% of the respondents opined that, coaching centers are very regular in their schedule, while 14.5% remain indifferent in this respect (Table 11). No one alleged about the irregularity of coaching centers.

Coaching centers provide sufficient reading materials to the students. Almost all the students (96%) are getting the sufficient worksheet, notes, slides needed for the better preparation (Table 12), but the schools are not aware of it at all.

Students have to take their preparation in institutions and home simultaneously. The guardians are supposed to supervise the students. So they need the progress report of their kids from the institutions. But the institutions are not serious about updating the guardians about the performance of their kids. The coaching centers provide such report regularly to the guardians and exchanging their ideas to help them to guide their kids properly as claimed by 93.5% of the respondents (Table 13).

The better future of the students depends on the result of their public exams. The coaching centers are exam oriented as demanded by 83.5% of the respondents (Table 14). It makes the students serious about their tasks and helps them to take better preparation for the exams.

Overall 56% of the respondents opined that schools are not maintaining proper teacher-students ratio to ensure better learning environment (Table 15). This problem is more intensified in the private schools as they have to allow more students in a class room to ensure the supply of sufficient fund to run the institution. Chi-square test established the fact that there are significant difference in the dissatisfaction regarding the improper teacher-students ratio in private and public schools (Table 16).

It is needed by the consumers to share their ideas in case of service to make them understood about a skill. Students must share their opinion in different topics with their

teachers but out teaching-learning environment in the schools do not allow the students to do so as the teachers are bearing different attitudes. It is barrier for skill transfer from the teachers to the students.

Coaching centers are providing such environment where students can share their thinking with the teachers as opined by the respondents (92%) in agreement with zero percent as disagreement (Table 17). This arrangement ensure effective teaching and learning in such institutions. The students of public schools are more optimistic about that environment than the students of private institutions and there is significant difference in the opinion of both type of institutions (Table 18).

Though the students are the consumers but the guardians are the customers as they have to pay the fees of coaching centers. The researchers seek the satisfaction level of the customers regarding the quality of the coaching centers. The respondents expressed their satisfaction with only 1% of them as dissatisfied (Table 19). The coaching centers give their efforts to satisfy both the consumers and also the customers.

Around 55% of the customers are agreed that the return from the coaching centers are more than the monetary and physical investment in coaching centers except the housewives of whom 61.6% did not expressed their agreement. It may be because of their high ambition about the kids. The percentage of customer who disagree the statement are only 19% may be because of the high ambition of them like the housewives as the researchers observe (Table 20).

The guardians (47%) have to purchase the service of coaching centers for their kids' education due to responsibility taken by the centers. The other factors of selectivity like better feedback (24%) and result-oriented efforts (22%) are similarly important for such selection (Table 21).

It is found that customers are not ready to substitute the schools by the coaching centers though they are not satisfied by the performance of schools. They are (100%) in favor of using

both the schools and the coaching center for effectiveness in learning process of their kids with the objective of better result in the exams (Table 22)).

The surveyed students are found to spend their time both in School and in the Coaching centers. The average time spend by the students in School and coaching center is 5.71 hours and 2.87 hours respectively with a minimum standard deviation in both cases (Table 23).

Overall Interpretation: Education is the key to development. Every person do at his utmost efforts to provide better education to his kids. The conscious students try their level best to get the maximum score to make a better place in the society. Institutions are founded to provide the quality education to the students. But it is found that because of some procedural problems and inefficiency in management the institutions are failed to give the expected service to the students. To fulfill the demand of students and the guardians as consumer and customers, the individual persons or groups come forward by establishing coaching centers in their home or other specific places to provide the services to the consumers. Some of them are providing home to home delivery like a mobile shop. All the students irrespective of public or private educational institution (Table 1) of different levels as school and colleges (Table 1) are taking the services of special coaching (Table 1) indicating that the formal institution (school or college) are failed to provide the services according to the demand of the clients due to mismanagement. As the movement of students to the coaching centers are exam and result oriented, so the maximum number of students select the time of before exam to take the service of additional helping institutions (Table 2). Students are used to select the subjects for additional helps from coaching centers which are harder to understand and make preparation for the exam individually. Most of the students select English as a language courses, math as a subject of meritorious students, special sciences courses, accountancy and like to take such services for better preparation for the final exams (Table 3). In searching the reason for

selecting coaching centers to guide the students properly, it is found that schools are lack of competent and responsible teachers in both private and public school but the coaching centers are providing the service by competent and responsible teachers (Table 4-7). So the coaching centers have qualified and intended teachers in provide the education services to the aspirant students. Not only teaching staff, coaching centers also provide all necessary worksheet, notes and other preparation materials to the students for optimum results (Table 8). They have to maintain proper teacher-students ration to provide intensive care where the schools specially the private schools are failed to do so because of financial security and pressure of community (Table 15). These are the preparation stages of the coaching center to fulfill the demand of the consumers and customers due to the failure of formal educational institutions. At the operation stages, coaching centers are able to take the mock tests and other tests frequently and provide the painful task of evaluation of the script regularly (Table 9). Total exam orientation attitudes (Table 14) of coaching centers make the students prompt and ready the students to sit for the exam. In contrast of irregularity in both type of schools and colleges (Table 10) coaching center are satisfying the students and guardians by the regular classes and exams (Table 12). Because of direct purchase of service from the coaching centers even hesitant students can share their thinking, preparation position with the resource person of coaching center and remove their limitation with the help of the guides (Table 17-18). As the learning is not held only in the schools or coaching centers, the cooperation of the parents is necessary for supervision of the kids in the home and guide them to learn at the school and coaching centers, the coaching centers provide the progress report of the students regularly in written or in verbal to update the parents (Table 13). Guardians of different professions; Teachers, Job holders, Businessmen & Housewives bears the idea that coaching centers are providing quality education (Table 19) by

the responsible teachers, regular feedback and result oriented activities (Table 21). These centers are giving return more than their financial and physical investment (Table 20), so cent percent guardians are in favor taking the services of coaching center in addition to schools (Table 22)) to bring the better future by effective preparation of learning.

Recommendation & Conclusion:

The coaching centers in Sylhet City are playing significant roles in educational support services in presence of educational institutions through result-oriented activities. As the elements of quality services are available in their operations, the students and guardians as consumers and customers are spending their valuable resources to have those services. Educational institutions should redesign their activities to replace the coaching centers to save the time and money of their clients and help them in their natural development by removing the hazard of movement to two organizations for the same services. .

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Appendix:

Data collection form

- UCC coaching center, Sylhet
- Cornia coaching center, Sylhet
- City Coaching center, Sylhet
- Option Coaching center, Sylhet

Table 1: Profile of Respondents:

Items	Elements	Number	Percent	Cummulative percent
Respondents From	School	34	17.00	17.00
	College	166	83.00	100.00
	Total	200	100.00	
Type of Institutions	Private	111	55.5	55.5
	Public	89	44.5	100.0
	Total	200	100.0	
Presence of coaching	Yes	200	100.0	100.0
	No	0	0.00	100.0
	Total	200	100.0	

Source: Field Survey

Table2: Duration of Coaching by Students

Item	Elements	Frequency	Percent	Cumulative percent
Frequency of Coaching	6 months in a year	6	3.0	3.0
	3 Months in a year	115	57.5	60.5
	Only before Exam	79	39.5	100.0
	Total	200	100.0	

Source: Field Survey

Table 3: Coaching in different courses

Coaching on	Elements	Frequency	Percent	Cumulative percent
Language courses	English	138	69.0	69.0
	Bangla	0	0	69.0

	Both	62	31.0	100.0
	Total	200	100.0	
Math Courses	Math	199	99.5	99.5
	Stat	0	0	99.5
	Both	1	0.5	100.0
	Total	200	100.0	
	Specialized Courses	Physics, Chemistry & Biology	140	70.0
	Accounting	59	29.5	99.5
	Economics	1	.5	100.0
Total		200	100.0	

Source: Field Survey

Table 4: Availability of Competent Teachers in Schools

Item	Types	Description	School having Competent Teacher					Total
			strongly disagree	Disagree	indifferent	agree	strongly agree	
Type	Private	Count	6	59	24	19	3	111
		Percent	5.4%	53.2%	21.6%	17.1%	2.7%	100.0%
	Public	Count	1	62	11	9	6	89
		Percent	1.1%	69.7%	12.4%	10.1%	6.7%	100.0%
Total		Count	7	121	35	28	9	200
		Percent	3.5%	60.5%	17.5%	14.0%	4.5%	100.0%

Source: Field Survey

Table 05: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.756 ^a	4	.029
Likelihood Ratio	11.229	4	.024
Linear-by-Linear Association	.268	1	.605
N of Valid Cases	200		

4 cells (40.0%) have expected count less than 5. The minimum expected count is 3.12.

Source : Survey of this study

Table 06: Coaching Centers provides Good Teaching:

			C Good Teacher				Total
			Disagree	indifferent	Agree	strongly agree	
Type of Institute	Private	Count	12	28	68	3	111
		% within	10.8%	25.2%	61.3%	2.7%	100.0%
	Public	Count	7	15	64	3	89
		% within	7.9%	16.9%	71.9%	3.4%	100.0%
Total		Count	19	43	132	6	200
		% within	9.5%	21.5%	66.0%	3.0%	100.0%

Source : Survey of this

Table 07: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.809 ^a	4	.001
Likelihood Ratio	19.752	4	.001
Linear-by-Linear Association	12.368	1	.000
N of Valid Cases	200		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 4.01.

Source : Survey of this stud

Table 8: Coaching Centers provide Sufficient Reading Materials:

			C Notes Sheets				Total
			disagree	indifferent	agree	strongly agree	
Type Of Institute	Private	Count % within	0 .0%	5 4.5%	97 87.4%	9 8.1%	111 100.0%
	Public	Count % within	1 1.1%	2 2.2%	77 86.5%	9 10.1%	89 100.0%
Total		Count % within	1 .5%	7 3.5%	174 87.0%	18 9.0%	200 100.0%

Source : Survey of this study

Table 9: Coaching Centers provides proper Performance Evaluation:

			C proper Evaluation				Total
			disagree	indifferent	agree	strongly agree	
Type of Institute	Private	Count % within	18 16.2%	20 18.0%	71 64.0%	2 1.8%	111 100.0%
	Public	Count % within	10 11.2%	10 11.2%	68 76.4%	1 1.1%	89 100.0%
Total		Count % within	28 14.0%	30 15.0%	139 69.5%	3 1.5%	200 100.0%

Source : Survey of this study

Table 10: Irregularities of the Institutions

			School irregularity					Total
			strongly disagree	disagree	indifferent	Agree	strongly agree	
Type Of Institute	Private	Count % within	2 1.8%	65 58.6%	19 17.1%	23 20.7%	2 1.8%	111 100.0%
	Public	Count % within	1 1.1%	33 37.1%	11 12.4%	36 40.4%	8 9.0%	89 100.0%
Total		Count % within	3 1.5%	98 49.0%	30 15.0%	59 29.5%	10 5.0%	200 100.0%

Source : Survey of this study

Table 11: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.168 ^a	4	.002
Likelihood Ratio	17.460	4	.002
Linear-by-Linear Association	15.479	1	.000
N of Valid Cases	200		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.34.

Source : Survey of this study

Table 12: Coaching Centers Ensures Regularity in Classes and Exam

			C Regularity Exam Class			Total
			Indifferent	agree	strongly agree	
Type Of Institute	Private	Count % within	19 17.1%	76 68.5%	16 14.4%	111 100.0%
	Public	Count % within	10 11.2%	59 66.3%	20 22.5%	89 100.0%
Total		Count % within	29 14.5%	135 67.5%	36 18.0%	200 100.0%

Source : Survey of this study

Table 13: Coaching Centers provide regular progress Report to The guardians

Crosstab

			C Report To Guardians				Total
			strongly disagree	indifferent	agree	strongly agree	
Type Of Institute	Private	Count % within	0 .0%	5 4.5%	97 87.4%	9 8.1%	111 100.0%
	Public	Count % within	1 1.1%	7 7.9%	73 82.0%	8 9.0%	89 100.0%
Total		Count % within	1 .5%	12 6.0%	170 85.0%	17 8.5%	200 100.0%

Source : Survey of this study

Table 14 : Center Coaching Centers are Exam Oriented:

			C Exam oriented					Total
			strongly disagree	disagree	indifferent	agree	strongly agree	
Type of Institution	Private	Count % within	1 .9%	4 3.6%	17 15.3%	82 73.9%	7 6.3%	111 100.0%
	Public	Count % within	0 .0%	6 6.7%	5 5.6%	65 73.0%	13 14.6%	89 100.0%
Total		Count % within	1 .5%	10 5.0%	22 11.0%	147 73.5%	20 10.0%	200 100.0%

Source : Survey of this study

Table 15: Schools are maintaining proper Teachers Student Ratio:

			S Teacher Student ratio				Total
			Disagree	indifferent	agree	strongly agree	
Type of Institution	Private	Count % Within	54 48.6%	20 18.0%	31 27.9%	6 5.4%	111 100.0%
	Public	Count % Within	14 15.7%	24 27.0%	43 48.3%	8 9.0%	89 100.0%
Total		Count % Within	68 34.0%	44 22.0%	74 37.0%	14 7.0%	200 100.0%

Source : Survey of this stud

Table 16: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.995 ^a	3	.000
Likelihood Ratio	25.299	3	.000
Linear-by-Linear Association	18.700	1	.000
N of Valid Cases	200		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.23.

Source : Survey of this study

Table 17: Students can easily share their problems in Coaching centers:

			C Sharing Problem			Total
			indifferent	agree	strongly agree	
Type of Institute	Private	Count	13	95	3	111
		% Within	11.7%	85.6%	2.7%	100.0%
	Public	Count	2	78	9	89
		% Within	2.2%	87.6%	10.1%	100.0%
Total		Count	15	173	12	200
		% Within	7.5%	86.5%	6.0%	100.0%

Source : Survey of this study

Table 18: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.444 ^a	2	.005
Likelihood Ratio	11.402	2	.003
Linear-by-Linear Association	10.383	1	.001
N of Valid Cases	200		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.34.

Source : Survey of this study

Table 19: Guardians perceptions about Quality Education in Coaching Centers

			Quality Education			Total
			Disagree	Indifferent	Agree	
Guardians' Profession	Teacher	Count	1	5	18	24
		% within	4.2%	20.8%	75.0%	100.0%
	Housewife	Count	0	0	13	13
		% within	.0%	.0%	100.0%	100.0%
Lawyer, Banker, Doctor & Employee	Count	0	0	20	20	
	% within	.0%	.0%	100.0%	100.0%	
Businessmen	Count	0	3	40	43	
	% within	.0%	7.0%	93.0%	100.0%	
Total		Count	1	8	91	100
		% within	1.0%	8.0%	91.0%	100.0%

Source : Survey of this study

Table 20: Perception about Return and Expenses in Coaching Centers

			Result More than Investment				Total
			Disagree	Indifferent	Agree	Strongly Agree	
GProfession	Teacher	Count	1	9	13	1	24
		% within GProfession	4.2%	37.5%	54.2%	4.2%	100.0%

Housewife	Count	3	5	5	0	13
	% Within	23.1%	38.5%	38.5%	.0%	100.0%
Lawyer,Banker,Doctor & Employee	Count	4	5	11	0	20
	% Within	20.0%	25.0%	55.0%	.0%	100.0%
Businessmen	Count	11	8	24	0	43
	% Within	25.6%	18.6%	55.8%	.0%	100.0%
Total	Count	19	27	53	1	100
	% Within	19.0%	27.0%	53.0%	1.0%	100.0%

Source : Survey of this study

Table 21: Perception about Reasons for taking the Services of Coaching Centers

		Reason Better In Coaching					Total
		Responsibility	Result Oriented	Better Feedback	Better Counseling	Better Teaching	
Teacher	Count	9	5	4	4	2	24
	% Within	37.5%	20.8%	16.7%	16.7%	8.3%	100.0%
Housewife	Count	5	2	6	0	0	13
	% Within	38.5%	15.4%	46.2%	.0%	.0%	100.0%
Lawyer,Banker,Doctor & Employee	Count	10	2	8	0	0	20
	% Within	50.0%	10.0%	40.0%	.0%	.0%	100.0%
Businessmen	Count	23	13	6	0	1	43
	% Within	53.5%	30.2%	14.0%	.0%	2.3%	100.0%
Total	Count	47	22	24	4	3	100
	% Within	47.0%	22.0%	24.0%	4.0%	3.0%	100.0%

Source : Survey of this study

Table 22: Perception about Schooling and Coaching for Effectiveness:

		More Effective		Total
		Both		
Guardians' Profession	Teacher	Count	24	24
		% Within	100.0%	100.0%
Housewife	Count	13	13	
	% Within	100.0%	100.0%	
Lawyer,Banker,Doctor & Employee	Count	20	20	
	% Within	100.0%	100.0%	
Businessmen	Count	43	43	
	% Within	100.0%	100.0%	
Total	Count	100	100	
	% Within	100.0%	100.0%	

Source : Survey of this study

Table 23: Schooling and Coaching Time:

	N	Minimum	Maximum	Mean	Std. Deviation
Schooling Time	200	4	7	5.71	.556
Time Coaching	200	0	3	2.87	.379
Valid N (listwise)	200				

Source : Survey of this study