Does Coaching Centers Play Any Role In English Medium Students' Learning? : A Study On Practices And Perceptions

By

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

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Approval

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of November, 2019 has been accepted as satisfactory in partial fulfillment of requirement for the degree of M.Ed. on 05/ 11/ 2019.

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Ethics Statement

Ethical researcher makes decisions according to a code of ethics or a standard forconduct that is based on moral principles (Rossman & Ralls, 2003, p. 70).To reinforce confidentiality interviewees will be reminded that the recording would be transcribed and fictitious name would be used in all stages of the research to ensure secrecy. I asked the research participants to refrain from discussing the content of the Interview. I transcribed and handled the data entirely by own as a researcher. I stored electronic data with only password access. I kept research participants' names secret.

Abstract

If we discuss about the education system of Bangladesh then we have to contemplate about the coaching centers both for English Medium and Bangla Medium school. No doubt that now -a -days coaching centers become an inseparable part of the whole education system of our country specifically in primary and secondary level. Hence it is important to know about the reasons that encourage the students of English Medium students to join the coaching centers after school. As a large number of students are joining coaching center just after finishing their school and spending their valuable time of student life in coaching center, so this study was intended to explore the reasons of joining the coaching centers of the students through studying the current practices in coaching centers of English Medium school from the view of its stakeholders. This study followed a qualitative research approach and relevant data was collected through interview, observation and focus group discussion (FGD). The interviews and discussion were conducted with coaching students, teachers and coaching parents. Beside this   there was an interview with an educationalist to review the overall educational situation of our country. The findings of the study indicated that there are many reasons that encourage the students to join the coaching centers just finishing after school. If we analyze the opinion of the parent and student of coaching centers then it is clear that they are not satisfied with the current classroom practice and as a result they are depending on the coaching practice. Another vital reason that we got to know through this study is the current culture of education system in our county is also deepened on coaching practice. The coaching students and parents believe that without joining the coaching centers, it isnot possible to achieve good grade in the exam.

As we agree that already coaching centers are very common and we cannot separate it from our education system. So we must say that coaching centers definitely play role in our education system. Some of them are negative and some of are positive as well. In the context of our current education system we have to think more about it and there is plenty of room to observe and discuss this subject.

Dedication

This thesis has been dedicated to my beloved **husband, parents and sons** for their whole-hearted love, support, inspiration, and motivation in my education.

Acknowledgement

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Chapter 1

Introduction & Background

1.1. Introduction

Now-a-days additional coaching on academic subjects have become an inseparable part of the education system in Bangladesh or other parts of the world and it is not a new phenomenon. Success in the examinations conducted in mainstream education is the only goal of major private tutoring initiatives. Professor Mark Bray called it "shadow education system." According to his opinion there are many reasons of it and one of the important reason is the coaching centers follow the features of mainstream education and they change their sizes and shapes following the changes of mainstream education (Nath,2011).If we define the wordcoaching,it is a form of development in which a person called a coach supports a learner in achieving a specific personal goal by providing guidance (Wikipedia dictionaries online, 2018).In our country there is a growing belief that formal education is no longer able to provide quality education. Murtaza Aman, founder of Vertex Academic and Admission Care in Uttara, said: "Coaching centers would not be necessary if mainstream education could provide quality education" (Hasnat, 2017). In our education system results are more important to secure jobs in our society. As if education is now just like a commodity that teachers are selling to the students and their parents in a business market. But in 1916, in Democracy and Education, Dewey wrote that "the aim of education is to enable individuals to continue their education… the object and reward of learning is continued capacity for growth" (Dewey, 1996).

According to Dhaka University Professor Emeritus Serajul Islam Chowdhury, informal education outside the classroom manifests only when formal education inside a classroom fails. He said:

"The growth of coaching centers indicates the failure of our national education system." In any education system learning is the important part and if we define learning, this is "The process of gaining knowledge and expertise" as cited *Malcolm Knowles.* As the coaching centers have become an inseparable part of our education system thus I am interested to conduct this study to investigate what are the reasons that inspire the students to join the coaching centers after school and how the coaching centers became an inseparable part of our education system. So for getting the findings of my study properly it is important to know about the current practices of coaching centers from the view of its stakeholders.

1.2. Statement of the Problem

The most of the students of English medium schoolespecially in secondary level are attending the coaching centers just after finishing the school.

A study by the Asian Development Bank in 2012 termed,

"After school tutoring 'shadow education' which currently supplements school education. Not only in Bangladesh, is this also prevalent in other Asian countries including India, Korea, Hong Kong and Singapore. From rich parents' practice, this has now spread across all economic strata. At one point of time, extra lessons were necessary for students who couldn't cope with classes. Currently, private tuition has become a norm for primary, high schooland even for university students" (Khatun, 2015).Unfortunately students give less concentration in their classroom as they have extra support from the coaching centers. "Prof Dr. SM Wahiduzzaman, chief of the

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Department of Secondary and Higher Education (DSHE), said the lack of appeal of classroom education was a key reason for their unpopularity. He said: "Students and guardians have grown to be more dependent on coaching centers because teachers fail to teach in classroom in a productive manner."On the other hand this situation can also impact to the teacher's ability to teach in the classroom too. If the students are not interested in the class then that would demotivate the devoted teachers also for having the class with full interest. There is another problem that is involved with the economic condition of the students. Students those are not able to join the coaching centers might feel insecure in the competition with the coaching going students about achieving good result as they don't have the chance to do extra practice on the same topic after school. According to Mark Bray coaching centers are shadow education system that follows the curriculum of the exam board and emphasize on the result oriented learning so, this is also a big problem where practicing the topic only for the exam is being emphasized. Another problem that can be mentioned here is the time crisis of the teachers that can impact badly in their class room teaching. If one teacher is busy both with the classes of the school and also with the coaching classes then it might hamper his class room teaching. Too much workloads and anxiety of any pressure to the teacher might make the class boring and vague to the students. Therefore this can influence badly towards students' learning both in class and coaching centers. To make the class interesting and enjoyable it is important for the teachers to concentrate and give enough time to prepare the lesson plan regularly and also motivate the students to learn how to solve theproblem themselves after getting the instructions from the class because for a student, it is important to achieve thecontinuous capacity of growth as an object and reward of learning.

1.3.Purpose of the study

The purpose of the study is to explore why the students are joining coaching centers after finishing the school and if we can find out the reasons through completing the study on my research topic then it will be easier to prompt the students for learning that will fulfill their thirst of knowledge and also will make them interested to be present at the schoolto learn with full enthusiasm.

> " In coaching classes for high schools, students are literally made to write formulae, theorems many times (which they just copy from textbooks or additional notes) before an actual test is taken on that topic. Many times, students are 'encouraged' to accept things as given in the textbooks without arguments or doubts that may arise out of inquisitiveness'' (Desai, 2011).

Mrs. RekhaNalawade, a high school teacher of Marathi at SVPT, Thane said,

> "Students do not pay utmost attention in classes when we teach them. This is because they have already learnt it in their coaching classes and presume that they have a lot of knowledge on that subject. This lowers our motivation to perform our best."

So through my study I will try to find out the reasons that motivate the students most to join the coaching classes after the school. And when I will be able to finding the reasons of joining coaching centers of the students after school, I will also try to discuss the facts that will help the students to be motivated to attend the school not only for achieving good result but also with the desire for acquisition of knowledge.

1.4. Significance of the study

"The importance of creative and enjoyable effective learning has been 4
specified in the education system of our country. Many initiatives were

taken by the governmentof Bangladesh to improve the method of creative and

enjoyable effective learning of the students in the classroom" (Hasnat, 2017).

One of the main reasons that is impeding the creative and effective learning is the result oriented study system of the students that renders also the parents to send their children to coaching centers. And there also the teachers and students prioritize good result rather than effective and creative learning. The students are spending their most of the valuable time in the coaching after finishing school where they are busy to complete their homework given by the school. Often they spend their time rote memorizing the notes given by the teachers without understanding the meaning or reading the chapter thoroughly from the book which is decreasing their creativity and in-depth thinking ability too. So it is really important to think about the right way and ensure creative, enjoyable and effective learning in every sector of our education system which is very significant for reaching the quality education for our future generation. In private level especially in English medium school and the coaching centers are not running their institutes by following all the procedure of our national curriculum as they are following the different curriculum. But there is no doubt, now-a day English medium schools are also an inseparable part of our education system. So if we know about the present situation of the teaching-learning practice of English medium coaching students' then it will help us to gather the knowledge about the present situation of this sector and definitely it will impact far and wide on our overall education system.

As a third world country, Bangladesh doesn't have enough government educational institutes that can fulfill the target of the government which has given the highest importance to ensure education for all. According to the Directorate of Primary Education (DPE), at present

a total of 6,300 primary schools around the country do not have a headmaster. The minimum international standard for teacher- student ratio is 30: 1 but in Bangladesh there is one teacher for every 53 students (Haider, 2015).So in this challenging situation it's really important to know about the current practices of all the education sector of Bangladesh that is essential for achieving the6goal of maintaining quality education for all the students.This is why I have chosen my research topic on the current practices of coaching centers of English Medium school that will help me to find out the reason that inspire the students to join the coaching centers after school. And I hope my findings on this area will be very significant for the development of the whole education system of Bangladesh. Through my research I will be able to know about the current teaching-learning process of the coaching centersof English medium school from the point of view of the stakeholders of this area that is very important for my research topic.

1.5.1. Research Questions

As now-a days it is a problem to emphasize on result rather than learning where there is less creativity and mostly the education system is depended on rote memorizing without understanding that create such a situation where students proceed from their school with or without a break to some form of private coaching centers. So it is very important to know about the coaching practice and its influence in students' learning. For getting and gathering the necessary knowledge I would like to collect some information regarding this problem and I think with the answers of the following questions I will be able to achieve all of my data to

study my research successfully.

1. What are the current classroom practices of coaching centers?

2. How do the students perceive the classroom teaching-learning practices in coaching centers?

3. How do the stakeholders (teachers, parents, educationist) perceive about the practices of coaching centers?

Chapter 2

2.1. Literature Review:

In this literature review segment I am presenting information from different books, articles of newspaper and documents that I reviewed to understand my research topic of "Does Coaching Centers Play Any Role in English Medium Students' Learning? : A Study on Practices and Perceptions." I have reviewed different sources that arouse the importance of reviewing the current practices of coaching centers and also the perception of the stakeholders about the coaching practice of English Medium School. I have organized my literature review under the following categories: Current Teaching-learning practice in different countries, practices of coaching centers and its influence in students' learning, the current practices of the teaching-learning method in coaching centers of Bangladesh and finally merits and demerits of coaching practice in global local context.

2.1.1. Current teaching-learning practices: Global context

The question of what and how students should learn has been occupying a central

place in debates on education in many countries in the Asia-Pacific region (UNESCO, 2014).On the basis of this debate many countries are introducing various policy changes and curricula reforms. Such reforms recognize that existing curricula are not suitable for the needs of learners in the twenty-first century, and seek to introduce learning that will prepare people of the region to live peacefully and sustainably in a rapidly changing world (UNESCO, 2015). So this is important to be acquainted with the current practice of the coaching centers in influencing students' learning. (Law & Miura, 2015).Foreign Universities, accepts the English Medium certificates with contentment for admission approval with individual grade requirements for different University. (Edutube, 2017). So the English medium schools of our country   follow the curricula that are mostly emphasizing on examination or grade oriented practice. This is a common scenario for many children in the school throughout the world that they leave their school without getting the formal instruction. The governments of the seven pacific countries have recognized the necessity of piloting in changes in teaching and learning practices in schools, in view of the need to improve the quality of education for all. All of the countries have demonstrated awareness of the global shift taking place in approaches to teaching andlearning, moving from the conventional, teacher-centered transmission approach towards a learner-cantered, participatory one. Furthermore, there is recognition in all of these countries that assessment formats should shift from summative functions towards performance-based and formative functions, so as to enhance learning. The changing view of education can be seen not only in policy documents but also among teachers in the seven countries. Interviews with teachers suggest that many educators share a common selection of pedagogical activities that are considered 'learner-centered'. The most commonly cited are project-based activities, problem- and theme-based integrated learning, experiential learning, and activities that

action research, debate, teamwork, group discussions and presentations (Law and Miura, 2015). If we think about Bangladesh context, it will be same here like the English medium schools are also emphasizing on the common selection of pedagogical activities that are considered 'learner-cantered' (As myself, being a teacher of an English Medium School). So this is also important for the teachers of the coaching centers to emphasis on this matter in their teaching-learning method which will must influence students learning in the coaching centers. And to explore more information regarding this fundamental issue, I have decided to select my area on the current practices of coaching centers in English Medium School and also the views of coaching students and parents on it which is a vital reason that shove me to study my research. The new demand and the complex situation of today's world put demands on the changes of current education system. So only one simple approach cannot solve the problem itself. In this case the methods to teaching can be categorized according to major educational goals that affect teaching plans. Thus we need to emphasize on the fact of the today's demand of changes in educational strategies and as the coaching centers in our education system becomes an inseparable part, we need to know about the strategies of their current educational practices too.

"Learner-centered instructional strategies promote deep and lasting learning" (Fahraeus, 2013).Many researchers have proved that effective teachers generate the greatest opportunity for the students to learn and technically manage instruction. In this case the way of teaching-learning process of any institution plays a vital role for the effective learning of the students. In order to do their work effectively, teachers need to have high morale, motivation and a mastery of knowledge (Wachanga & Mwangi, 2004). Such conditions will allow teachers spark enthusiasm in students and utilize appropriate teaching strategies to

increase learning. But unfortunately, in the view of ILO and UNESCO, the teaching profession has remained unattractive, especially in the third world countries. This has led to a lowering of entry standards into the teaching profession, unqualified persons in every sector of education. Teacher education in developing countries is rarely learner-centered and does not provide suitable models upon which teacher trainees can base their practice and is sometimes too theoretical (Schweisfurth, 2011). This type of situation is extremely hampering the teaching- learning practice of third world countries and that is also very common in every sector of education system over here. New concepts related to teaching and learning need to be infused in teacher training. It is difficult for teachers to fully understand constructivist and student-centered instructional approaches and assessment practices without direct instruction (Li, 2012). There is no doubt that in teaching and learning, especially in third world country like Bangladesh, it should be must to emphasize on new method and the demand of complex situation of today's world in teachers training. Raising teacher quality is a more effective measure to improve student outcomes (O.E.C.D 2013). So new concepts related to teaching and learning need to be infused in teacher training. A substantial body of research suggests that teachers' beliefs and values about teaching and learning affect their teaching practices. According to Mullei, (1987) in Wachanga and Mwangi, (2004) having trained teachers does not necessarily improve the quality of education, but the way a teacher teaches is immensely influenced by the teacher's theoretical perspective and particularly his/her beliefs and perception towards the subject. The adoption of learner-centered teaching methods is a demanding change which requires profound shifts in teacher-learner power relations and teacher professional learning (Schweisfurth, 2011). So this is the time to think about the current practices of all the educational sectors of the country where learner – centered teaching methods and teacher professional learning are the most significant elements

for achieving the demand of quality education. On the basis of this scenario it is really important to study my research on the particular topic that I mentioned earlier.

2.1.2. Practices of coaching centers and its influence in students learning:

Private tuition is a deliberate choice and action of parents to deal with the needs of students and face with the social and economic pressures too (NIEPA, 2002). This phenomenon is still under discussion among the researchers that private tuition and coaching has positive impact on the learning and grades of the students and vice versa. There are some studies in the favor and some are in against it (Sahito, 2017).Students know that tuition centers have a positive impact on their learning and grades because they perceive that the private tuition is an extra school instructions (ESI) provided outside of the regular school structure by privately hired tutors in school subjects especially in mathematics and science after the end of the normal school day (Wolf, 2002). Increased competition to get seats into reputed colleges has given rise to private coaching institutes in India. They prepare students for not only engineering, medical, MBA, SAT, GRE, banking jobs' entrance tests, but also teach subjects like English for employment in India and abroad. To compete some exams, Center and some State Governments also provide free coaching to students, especially to students from minority communities. Coaching classes are blamed for the neglect of school education by students. Parents strive hard to pay high expenses of their children's education and tuition and they are agreed to sacrifice their other desires too to afford extra expenses for

the best future of their offspring (Chaudhry & Javed, 2015). Parents attempt to provide tuition opportunity to their children to retain and get advantage to learn their syllabus to participate and win the education race for their secure and bright future. Most children come to school

ready and willing to learn. How can schools foster and strengthen this predisposition and ensure that young adults leave school with the motivation and capacity to continue learning throughout life? Without the development of these attitudes and skills, individuals will not be well prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances. So wherever the students are learning the aim should be same to achieve the goal successfully like with the motivation and capacity to continue learning throughout life. Christian Van Nieuwerburgh in his book "Coaching in education: an overview" mentioned that coaching opportunity includes providing peer supports to fellow students to enhance examination result and academic skills. Considering the coaching approaches from UK, the USA and Australia he explained that coaching is also used to enhance teacher's skill effectively and drive up performance in educational organizations. He also told that coaching will also increase the learning opportunity. Learning is inherent within the coaching process. Numerous coaching texts and studies refer to the implicit nature of learning in coaching which paves the way for the achievement of goals and manifestation of change (Hargrove, 2003; Hurd, 2002; Whitmore, 2002; Whitworth et al., 1998; Wilkins, 2000). In her phenomenological study of nine organizational coaching clients, Hurd (2002, p. 124)) revealed that "coaching creates the conditions for learning and behavior change" depicting coaching as an on-going cycle of deep learning. Similarly, Whitworth et al. (1998) described coaching as an on-going cycle of action and learning which together combine to create change. Thus a major part in the coach's job is to "deepen the learning" (Whitworth et al., 1998, p. 5). Finally, Hargrove (2003, p. 86) refers to the learning done in coaching as "transformational" rather than "transactional". In other words, when individuals engage in coaching they undertake a form of deep learning which they integrate into multiple aspects of their lives. In its essence, coaching first "awaken[s] the will to learn" (Loranger, 2001, p. 3)

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and then, through a learning-partnership between coach and client, it represents powerful learning in action.Cognitive coaching is frequently used to assist teachers in delving into the thinking behind their practices. It encourages self-monitoring, self-analysis and self-evaluation of teaching practices in order to maximize student learning (Garmston, 1993; Costa, 1992; 2000; Costa &Garmston, 1994). In their discussion of 'good' learning which draws on research from all sectors of education, Collins, Harkin and Nind (2002, p.11) highlight that in order to foster effective learning, "it should be transformative, active, interactive, intrinsically motivating and lifelong".

2.1.3. Current coaching practices: Bangladesh context

Mark Bray in his book Shadow Education System explained about the tutoring in positive way. He said that the shadow of education system in a society can tell the observer about change in societies. More positively he explained it as a mechanism through which students extend their learning and gain additional human capital. It may also reduce the workloads of mainstream teachers, helping pupils to understand the materials which have been, or will be presented during the ordinary school day. On the other hand he criticized the tutoring system by mentioning that it creates social inequalities. Sometime it can distort the curriculum in the mainstream system, upsetting the sequence of learning planed by mainstream teachers and exacerbating diversity in classroom (Bray, 2017). An association of coaching center owners has demanded the government recognize the institutions as supportive education centers or shadow education system.

The leaders of Coaching Association, Bangladesh raised the demand in a press conference in the capital's National Press Club. Convener of the association, Emadul Haque said they did not make any student take lessons at their coaching centers rather the guardians

voluntarily send their children as they consider the classroom teachings inadequate. ("Recognition for coaching centers", 2018). Private tutoring is defined as fee-based tutoring that provides supplementary instruction to children in academic subjects they study in the mainstream education system (Dang & Rogers, 2008, p.161). One can ignore all the shortcomings of tuition or coaching classes, if only they provide quality education. All those tutors and coaching classes that genuinely provide can be excused. But those who do not, are doing injustice society. (Side- Effects of Tuition, n.d). According to the Article of School Country, the objectives of the education system are to make a student think, to implement, and to apply. But this will not be achieved if we study just to pass our exams well.As cited in (Nath, 2006) "The private tutoring could increase quality of education". So this is very important to know about the current practices of coaching centers of Bangladesh in influencing students' private learning. Private tutoring reduces student's grade repetition rate: students with poor academic rankings usually have to repeat grades. Those weak students go to private tutor.An example, in Vietnam, private tutoring reduces the expected costs of grade repetition by about D25, 000 (Dang & Rogers, 2008, p.177). Sometimes private tutoring is reported to have a negative effect on mainstream classes.Yasmeen (1999) has highlighted the 'culture of dependency': "Most students tend to rely on private tutors for everything including homework and exam tips. As a result classroom attention tends to dwindle creating discipline problems for schoolteachers. Supplementary or top-up teaching is becoming more important than the synergistic classroom experience."(Bray, 2003, p.30). In Bangladesh "Coaching centers patronize a culture of destruction of student creativity and enthusiasm. Their reach is far and wide, and it does not bode well for education," educationalist ShyamoliNasreen Chowdhury said.MurtazaAman, founder of Vertex Academic and Admission Care in Uttara, said: "We have found many students with brilliant

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scores in school, but they scored very poorly in our tests because of their weak basic knowledge." In spite of the formal classroom education, and despite the informal coaching classes, students still have to resort to private tuitions before the exam, underlining the plight of our education system. The journalist Shadma Malik mentioned in The Dhaka Tribune, September 2018 " Even though most schools encourage students to continue their studies at school, a majority of students and their parents, home tutors and coaching centers find private coaching classes to be more fruitful, deeming school both costly and time-consuming and lacking the "extra" support that coaching centers provide."Rezina Akhter, teacher at an English medium school who has been tutoring students for 20 years, said: "Parents prefer private tuition for multiple reasons. Schools provide 40-minute classes, which are hardly sufficient for O' Level and A' Level subjects. Subjects like math, science and Bangla demand more time and attention. That is why parents enroll their children in coaching centers and hire home tutors for them for good results." So the ultimate target and aim of the coaching centers in Bangladesh are result oriented and this is very common scenario for all the coaching centers of the country. Althoughno scientific literature is available on Bangladesh situation, need of private tutoring for better learning of the students is not unknown to the general people including the Parents/guardians and the students. Voices of various stakeholders mentioned in the findings section indicate that payment-based private tutoring at primary level has become a norm in Bangladesh (Nath, 2008).

2.1.4. Merits of coaching center in global local context:

Buchmann (2002) found positive impacts of private tutoring on student academic

performance in Kenya. Similarly, Briggs (2001) looked at commercial private tutoring courses in the United States and tried to measure its effectiveness using the OLS method. He found that coaching increased SAT math scores by 14-15 points, SAT verbal scores by 6-8

points, and ACT math and English scores by 0-0.6 points, but decreased ACT reading scores by 0.6-0.7 points. Park, Park, and Kim (2001) and Yang and Kim (2003) also argued that private tutoring contributed to the improvement of the math and science scores in TIMSS 1999 using Hierarchical Linear Modeling (HLM). Using the multiple regression, Lee (2001) claimed that private tutoring is one of the important factors for academic achievement. In Bangladesh, there are found several coaching as like university admission coaching or job coaching which helps students to be qualified in "so-called" admission war or job recruitment examinations. Because, in this age of competition, student has to include any certain coaching centers for better performance. Because, seat is limited and applicants are large number. Kulpoo (1998) and Polydorides (1986) also found the positive correlations between private tutoring and academic achievement in Mauritius and Greece, respectively. However, significant caveats of these studies are that either they do not control for school characteristics, which may bias the estimation results, or they do not use an appropriate method to observe the causal relationship. Han, Sung, and Gil (2001) and Ban, Jung, and Yang (2005) provided counterevidence in which private tutoring is not statistically significant in explaining academic achievement using regression analysis. Lee et al. (2004) investigated the effect of pre-class tutoring on academic achievement of students who were enrolled in secondary schools in Korea.

2.1.5. Demerits of coaching center in global local context:

Buchmann (1999) and Silova and Bray (2006) expressed concerns that low paylevels and weak monitoring of teachers in the public system may create a private tutoring market for teachers who wish to reap more rewards from teaching outside the public schools. Private supplementary tutoring may become more necessary in systems that are teacher-centered rather than child centered, and are intolerant of slow learners (Bray, 1999). However, most of

these studies are speculative and anecdotal and do not indicate the causal link between the nature of education systems and demand for private tutoring. (Cited in Lee, 2013 pp. 21-25) Cultural values are also emphasized to explain the pattern of private tutoring in many countries. Bray (1999) argued that supplementary tutoring is especially prevalent in cultures that stress effort. Many Asian cultures, which show a high demand for tutoring, are influenced by Confucian traditions that stress effort as a factor for future success, whereas a person's ability is more emphasized in European and North-American cultures (Rohlen& Le Tendre, 1996). In addition, "many Asian cultures value disciplined study and are both competitive and status conscious," which influence people's need for private tutoring (Bray, 1999).Cultural values are also emphasized to explain the pattern of private tutoring in

many countries. Bray (1999) argued that supplementary tutoring is especially prevalent in cultures that stress effort. Many Asian cultures, which show a high demand for tutoring, are influenced by Confucian traditions that stress effort as a factor for future success, whereas a person's ability is more emphasized in European and North-American cultures (Rohlen & LeTendre, 1996). In addition, "many Asian cultures value disciplined study and are both competitive and status conscious," which influence people's need for private tutoring (Bray, 1999). Private tutoring has negative cultural impacts in Bangladesh and Indian subcontinent too. Because, there were no formal schooling system in prior time. Pathshala and Maktab were main traditional schooling system which was arranged as a private tutoring system. Jamindar, Nabab, Raja or influential families arranged this schooling system for their family members or society members by their personal or community efforts. In British period, formal education system started. But, traditional education system continuingly going adjacent to formal education system. Present private tutoring system is a new format of traditional education system which is accepted zealously to the guardians of students.

Chapter 3

Methodology

3.1. Research methodology:

The focus of my study was to explore the reasons that inspire the students' to join the coaching centers after school. So it is important to know about the current practices of teaching-learning process of coaching centers. At the same time I will try to get the opinions of students and parents about current Teaching-Learning practices of coaching center (English Medium School) and I hope my findings will help to get

the information about the reasons of joining the coaching centers. If once I get the reasons of joining coaching centers then with the help of that findings, I also can explain the recommendation of the research that will motivate the students to attend the school with enthusiasm that will full fill their thrust of knowledge. Considering this objective, I chose the Qualitative Research approach which is most appropriate for my research topic.

3.2. Research approach:

Approach provides a wider framework to determine the direction of a research process. An approach also represents a set of assumptions. As Gay and Airasian2003) state, the sources of data for qualitative research are found in real situation and natural

settings. Qualitative data are allusive and it is from interview notes, observation records, documents, focus group discussions and field notes which are the basis for analysis and understanding. It focuses on individual person-to-person interactions. Here the researchers have the opportunity of gathering data directly from the participants. It is constructed on the researcher's responsibility to attain informed consent from participants and to make sure their ethical issues. Accordingto Merriam (1999) characterises qualitative research as

understanding the meaning people have constructed in which the researcher is the primary instrument for data collection and analysis. It usually involves fieldwork as primarily employing an inductive research strategy focussing on process, meaning and understanding resulting in a richly descriptive product.In the study, I want to know about the reasons of joining coaching centers through the current practices of coaching centers of the English Medium students that is matched with qualitative research where as a researcher I will get the chance to studyand discover the meanings seen by those who are being researched (coaching students, parents and teachers)

3.3. Research Site:

I selected some coaching centers to collect my data. My research topic is directly linked with current practices of coaching centers and also to know about the learning method of the Students' that are being used in the coaching centers as the purpose of my research is to find out the reasons that shove the students' to join the coaching after school. In this regard, I selected some coaching centers to collect my data. My research topic is directly linked with current practices of coaching centers and also to know about the learning method of the Students' that are being used in the coaching centers as the purpose of my research is to find out the reasons that shove the students' to join the coaching centers after school. I have chosen three coaching centers. I have chosen different coaching centers situated in different area of Dhaka city as my goal was to collect my data from different perspective. All the coaching centers are situated in a crowded and commercial area. The number of students in one coaching center was near about 300 and the number of students in other two coaching as near about 100. The total number of teachers in one center was 4 and the total number of teachers in other centers was 3 and 6. The teachers of the coaching centers are experienced in teaching profession and some of them are from some renowned schools of same area. One

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coaching is two storied building with 4 class rooms and the others - oneis one storied building with 3 classrooms, another one is 3 storied building with 6 class rooms.Most of the students are from the very close area of the same city.Three of the coaching centers have well-equipped classrooms with white board, projector and air conditioner .There is a separate science lab for the students. Most of the students are from the very close area of renowned English medium school. There is a reception.CCTV camera is active over all the coaching center area including parents' waiting room. Parents in the waiting room are mostly female. Most of the parents werebeing involved with the discussion about the result of their children while I visited the coachingcenters. In one coaching center there is a canteen for students.

Research site at a glance:

Established	2005	2010	2003
Number of teachers	**4**	**3**	**6**
Number of students	Near about **100**	Near about **100**	Near about **300**
Facilities	Well-equipped classrooms, white board, projector and air conditioner,CCTV camera, parents in the waiting room	Well-equipped classrooms, white board, projector and air conditioner, CCTV camera,parents in the waiting room	Well-equipped classrooms, white board, projector and air conditioner, CCTV camera, parents in the waiting room, canteen
Building size	Two storied building with 4 class rooms	One storiedbuilding with 3 classrooms	Three storied building with 6 class rooms.

3.4. Research Participants:

I selected four types of participants for my study. They are: two students of coaching center who are the students of renowned English medium school at Uttara, two coaching parents who are sending their children to English medium school from Play group. Both of the parents are female as I got most of the waiting female parents in the waiting room of coaching center. They are educated and the age range is 35 to 40.The two parents who are selected as research participants for interview to obtain their perception and opinion about the current practices of coaching centers. The students are also selected as research participants for the interview in order to obtain their perception and opinion about the current practices of coaching centers. Their age range is 15 to 17. My third participants are the teacher and the students from the classroom observation of the coaching center of O'Level. During the observation periods I observed the total number of students. I also tried to follow the method of teaching being used in the class. And also students attendance and timing of joining the class of each student. To make my observation procedure successful I used the observation checklist. The fourth participant was one education specialist. He is a professor of Dhaka University. I tried to get his valuable opinion regardingmy research topic. For FGD I have selected 10 students of coaching center. I always tried to get essential data from my research participants. The site and the participants were selected for this qualitative study "purposefully" to "provide best help" to the "researcher understand the problem and the research question" (Creswell, 1994, p.178).

3.5. Sampling Procedure:

For conducting the study, I purposively chosen Dhaka City as there are many English medium school and coaching centers as well. I supposed from that area I would get all the data I needed from the coaching centers, students, teachers and parents. As Ihad to collect

data for my study very carefully, I would consider the coaching centersfrom different area of Dhaka city that would help me to collect the valuable informants about my thesis questions. I think I was   able to get my answers with this data. I selected all of my participants purposively. For research purposes, my targeted participants are two coaching students for interview, two parents, two coaching teachers, 10 students for FGD and one education specialist. I thought I will get useful and relevant data from them. I also wanted data on the same points from different sources for triangulation to ensure reliability. For qualitative approach, I selected these small numbers of participants on the purpose of collecting in-depth information.

3.6. Data collection method:

Data collection method involves the techniques to gather data. The main purpose of my study is to know about the current teaching learning practices of the coaching centers. Hence, I used interview and observation to collect necessary data to get the answer of the research questions of my study. I collected data by qualitative research data collection methods. Among these, I have selected interview, observation and FGD for data collection.

3.6.1. Interview:

"Interview is a process which provides in depth information about internal meaning like attitude, interest, feeling and ways of thinking of research participants '' (Johnson & Christensen, 2004, p.45). I was able to collect in depth information regarding of my study through the open-ended interview by using interview guide. "The interview guide approach is typically used in qualitative studies. The researcher develops categories of topics to explore but remains open to pursuing topics that the participant brings up …" (Rossman& Rallis, 2003, p. 181). I made individual questionnaire for conducting students, teachers, parents' and an education specialist interview. All the procedure like having patience to conduct

them, making them comfortable and also providing consent letter was followed properly while I was completing my interview. I tried to convenience them about the interview activity and thus tried to be able to collect the answers from their point of view without any anxiety.

3.6.2. Observation:

Observation in research usually means much more than watching. "Observation methods are powerful for gaining inside and depth understanding intosituation. As with others data collection techniques, they are beset by issues of validity and reliability" (Cohen, Manion, & Morrison, 2000, p. 315). Through observation I usedmy all senses, to see carefully, to listen carefully, and to keep record of everything. For my study I tried to observe two classrooms. I used the observation checklist to record data during these observations. Beside I took field notes to cover everything. I also used my consent letter before my observation activities.

3.6.3. Focus group discussion:

In my study I conducted FGD as it is "useful for exploring ideas and concepts, provides window into participants' internal thinking, can obtain in-depth information and can examine how participants react to each other" (Johnson & Christensen, 2004, p. 52). It is important for me to know the group opinion of students of coaching center. According to Johnson & Christensen, (2004) FGD is a useful process for exploring ideas and obtaining in depth information from a small group of people (6-12) coming from similar background or experiences for a specific issue. So, I conducted two FGDwith two groups of purposive selected five students. In this way I got the information about the way of current practices followed in coaching centers and also the view of the students regarding these issues. The duration of this discussion was around 2 hours and it was arranged in separate places. I requested all the members of the group to participate and to give detailed opinion on the

topic. In this way I explored different themes of my topic. I prepared one FGD guide and used this for conducting FGD with one group. All the discussions were being transcribed properly.

3.7. Role of the Researcher:

As

> Qualitative researchers are careful to check their feelings for bias or prejudice. If they encounter a study about which they feel so strongly that they cannot avoid passing judgment, they often consider and clarify their motivations. They may decide not to become involved in the study. (Rossman& Ralls, 2003, p. 53)

During data collection process, I tried to be careful that I was a researcher in this particular context.There was times when, as a beginner researcher, I struggled to maintain the focus as a researcher. I had some personal thinking about coaching learning practice as some of my relatives are also sending their children to the coaching centers. But during my study I tried my best to be free from this predetermined assumption.I tried not to harm anyone and using authentic data in an authentic manner. I tried to be very cordial and show respect to all participants and create a good relationship and environment before starting interview and observation.

3.8. Data Analysis:

"Data analysis is a process of sorting, categorizing, grouping, and regroupingthe data into piles or chunks that are meaningful" (Rossman& Ralls, 2003, p. 271). I monitored some specific steps to analyze the data for this study such asAfter collecting data transcribing and translating the data exactly what participantstold from tape recorder, arranged data using pens

with multiple colors to mark the data with date and numbers of research tools, coding the data, categorized and organized the data according to themes, sub themes and patterns based on my research questions, read those data repeatedly, tried tounderstand what these data was telling, presented qualitative data tosummarize the main points under each theme, analyzed data considering key words which was related with key questions.

3.9. Strategies to Ensure Credibility and Rigor:

To establish the usefulness of a study, one should provide complete descriptions oftheoretical and methodological orientation and the process. Also provide thick, rich contextual feasible detail description of his learning (Rossman& Ralls, 2003, p. 68). Completing two courses on research methods under MEd program, I came to know the procedures of designing and conducting a research. On the basis of identified a specific problem of teaching-learning method in education system in Bangladeshthrough literature review I selected my research topic. I discussed it and got opinionfrom the faculty members and the peers. Afterwards, I conducted a piloting to getpreliminary idea about my research site, and research participants. Again, I presented my thesis proposal from field study and incorporated the valuable feedback. In this way withmy supervisor I finalized research topic, research questions, research tools, research site, research participants, and data collection methods. Finally, under the supervision of mysupervisor I conducted my study. I designed the interview and observation to find out the answer to the research questions. I ensured that they are sound through piloting and modify them according to piloting results. Before going to data collection I followed the field plan andinformed the concerned authority. I gave consent letter wherever needed. I chose for the interview place a quiet room. I tried to create a friendly environment so that theparticipants talked with me freely. I always tried to avoid

complexity in terms of language. I wanted data on the same points from different sources for triangulation. I also reviewed different literature to conduct this study.

Methodology at a glance

Interview	**6 Total participants-6**(2 coaching teachers, 2 coaching parents,1 coaching student, 1 education specialist of Bangladesh.
FGD	**2 Total participants-**10 (2 groups of male and female student having 5 students in each group)
Observation	**3 Total-**(3-coaching classes)

Chapter4

Results

In this chapter the findings of the study have been presented and illustrated on the basis of the data and information which were collected through in-depth interviews of coaching teachers, coaching parents, coaching students and education specialist.The data and information were also collected through focus group discussions of the coaching students and observation of coaching centers. This study tried to relate the results with research questions and purpose of the study. By analyzing the data, I categorized the results into some key themes.

4.1.1. The way of the teaching learning practice followed by the coaching centers:

As coaching practice is an inseparable part of the education system in

Bangladesh so the purpose of this study is to know the views of the teachers, parents and students about the role of current classroom practices of coaching centers in English Medium Students' learning. For that the research participants were asked about the current teaching learning process according to the research questions. I divided their opinions under some sub themes.

4.1.2. Way of Classroom Interaction:

From the observation (# Date-03.03.2019   coaching center at Uttara and # Date 02. 03. 2019 at Gulshan-2) of the coaching centers I collected some important information about the way of classroom interaction like uses of language was English.The teacher-student relationship was comfortable. Teacher took the attendance of the students at the begging of the class. The number of students were 20 (6 of them were girls) and the environment was good enough for learning. It was mostly teacher centered classroom which was typically lecture based class. There was friendly attitude of the teacher to the students while taking the class. The another important data I got from the observation which I would like to mention here is giving example of real life experience and showing practical materials by the teacher through lecture during the class time. Another thing that I should mention here is recalling of the previous topic by the teacher that helped the students to get clear understanding about their ongoing topic in the class. During my observation time I followed that some students' were late to join the class and there were few students with less attention those who were facing problem to understanding the topic clearly. When teacher was asking questions they were confused about the topic and were not able to give the answers properly, though some of them were able to give the answer correctly at the same time.

4.1.3. Parents' views about classroom practices:

I took two interviews of coaching parents (# Interview-1, date: 07.03 .2019, at my place, # Interview-2, date: 09.04 .2019, Over telephone). According to both of them they send their kids to coaching centers to do better in the competition with others. According to their opinion coaching centers are supportive as teachers can give more attention to the students as the number is less comparing to the school. They also told that coaching centers give special time to their children to complete the task given from the school as students are not getting extra care from the school. In coaching centers their children follow the same syllabus like school with extra care by the expert teachers. They also said that their kids get very less time to spend with the family as they go for coaching after school. They don't do any extracurricular activities in the coaching centers. There is no report card after finishing one term and they get only verbal feedback from the teachers. At the same time the parents said that their children also need to study at home after finishing coaching classes.About the quality of the coaching teachers' their answer was satisfactory like they told some of the teachers are good whether a few are not.

4.1. 4. Students' view about class room practices:

As the number of students in coaching centers are comparatively less than the number of the students of school's classroom so they can easily understand the topic and get clear ideas from coaching class that help them to learn better (# Interview-1, 11.04 .2019, At my place). Having class in coaching centers is sometime fun as it is a good way to socialized but sometimes boring too.In one of the FGD students said some of the subjects they practice by themselves, only ask for the help to the teacher if needed. The number of students in their class is 7 to 9. In one coaching center they have

individual teacher for each subject and for another only one teacher for different subjects.In the interview, one student said they talk, study and interact with others while learning and another said they listen lectures, copy notes and solve the worksheets. One student said the duration of class time is enough for practicing in the coaching class but the other student said time is not enough as it is fixed for 1/2 hours. As the reason of joining coaching centers, one student mentioned that it is a tradition of our society and another said the need to excel study they have chosen to join the coaching classes. Both of them need to study at home to cover the day's topic of the school.While I asked them about the practicing time of coaching classes through the whole year they replied that, "We do not go to the coaching during the vacation time. We don't have any extra syllabus for coaching center as it is following its own syllabus where it is emphasizing on the base of the syllabus of either Cambridge or Edexcel System" (# Interview-2, 14 .04 .2019, at coaching center). From one FGD, I collected the information that students practice through lectures and taking notes and also asking questions if needed further clarification. The materialsthey usedin coaching centers are notes,worksheets and topic based lectures provide by the teachers. In another FGD students said about the learning method of coaching centers and most of their opinion was the coaching teachers are more capable to explain the topic effectively with more enthusiasm and also complete the syllabus efficaciously on time. About giving homework their opinion was also almost same. They said usually they don't get much homework and if get then they are able to complete it by themselves as teachers explained the topic in the coaching class well with clear explanation. From FGD one of the important issue that students discussed was about group activities and extra subjects that they are not doing in the school. Regarding these students said they do not do any group work and they don't have any extra subjects in the coaching center too. About

practicing the same topic after coaching class they said mostly they don not need if needed some time then only for upcoming test or as a revision work. When they discussed about play or leisure time their answers were quite similar like they don't get much free time for playing every day.

4.1.5. Coaching teachers' view about classroom practices:

In our society there is a common problem of getting suitable job after completing graduation. In this situation the real scenario is that some people are choosing their profession as a coaching teacher. They are doing this job from their necessity but at the same time when the positive feedback are coming from the stakeholders like parents and students then it's becoming their passion. One of the coaching teacher said,

"At first it was my necessity but later when I got the positive feedback

of parents' and students' it became my passion. I got inspiration from my students

that encourage me to continue my job from last 18 years successfully"(# Intervie-

1, Date: 09.04.2019, at coaching center, Uttara).

Most of the time students are practicing Science and English based subjects in coaching centers. According to coaching teachers' opinion the problem they faced in the coaching center while taking the classes are to grabbing the attention of the students and also irregularity regarding attendance of the students that hampered students learning procedure in the coaching center callously. For overcoming attendance problem they communicate with their parents regularly. For grabbing attention they use multimedia and videos during the class time.

In the interview one teacher said,

"The prior knowledge of the students are not enough for their current grade level so there is a big gap between the students learning ability and the current grade level. That's why students' struggle a lot with their study" (# Intervie-2, Date: 11.04.2019, at teacher's place).

4.1.6. The Teaching Methods used in class:

The method teachers used in coaching centers are followed by the syllabus of either Edexel or Cambridge curriculum. Teachers make their own lesson plan for taking the classes. As said one coaching teacher,

"I am taking the classes in coaching center for last 22 years. I make my lesson plan and update when needed the changes" (# Intervie-2, Date: 11.04.2019).

In coaching class the number of students are maximum 18-20 and minimum 9-12. The duration of the class is approximately 1 hour for each subject. Teachers use mostly print material and video in their class. Students have their class with the same grade and there are different batches for different grades. Students are getting home work for 1/2 hours in a week.

4.1.7. Assessment system of coaching classes:

There is no particular assessment system followed by the teachers in the coaching centers.According to one coaching center,"We directly follow the system of Cambridge and Edexel and accordingly students practice their lesson for getting ready of the exam taken by the Edexel and Cambridge Exam Board"(# Intervie-1, Date: 09.04.2019).

They assess their students learning on the base of students' knowledge level. The assessment system in coaching centers mostly done on the basis of students overall performance. About the learning of struggling students they follow review classes on the same topic and some time they arrange additional classes for them. From their assessment the problems they face are underprepare students for the current grade level, language problem- mostly in English and also less skilled in Bangla Language especially in reading and writing abilities.

Chapter5

5.1.1. Discussion

In this section I would like to express my own experience and knowledge gained from the research study supported by the data and result. Also I would like to compare the findings of my study with that of other studies including presented in literature review section. This study discovered the current practices of coaching centers of English Medium School where the information was collected from the views of the stakeholders (students, parents, and teachers) which support to achieve the goal of my study successfully. As the aim of my study was to find out the reasons that inspire the students to join the coaching centers after school, so I reviewed the present classroom practices of the students and I got to know that the support students get from the school is not enough. I also came to know that there are some problems of timing at school to finish the syllabus properly on time. Having more students in one class is also a big problem in this regards. Some times to maintain the so called society and grade oriented result, parents are sending their kids to the coaching centers too. According to the coaching students the coaching teachers take extra care and explain the topic in detail. So the students get interest to join the coaching centers. Another reason that motivate the students to join the coaching is social interaction with friends according to the

opinion of coaching students. Now-a-days most of the families are single. Parents are busy with their job especially in city life. So sometimes students feel comfortable and enjoy to study with their friends at coaching centers.

"Private tuition has become a norm for primary, high school and even for university students" (Khatun, 2015).

According to one of the honorable professor of Dhaka University,

"The importance of mainstream education is diminishing day by day. Teachers are more interested to teach in the coaching centers rather than classroom and this is how the teacher's negligence ofclassroom teaching creating the situation where coaching centers have become as an instrument for taking advantage in our education system". (Inerview-1, Educationalist of Bangladesh- an honorable teacher of Dhaka University, # Date: 13.04.19, at Asiatic Society).

The main purpose of education system is to gather knowledge where humanity and creativity should get the most priority. "Learner-centered instructional strategies promote deep and lasting learning" (Fahraeus, 2013).Many researchers have proved that effective teachers generate the greatest opportunity for the students to learn and technically manage instruction. In this case the way of teaching-learning process of any institution plays a vital role for the effective learning of the students. In order to do their work effectively, teachers need to have high morale, motivation and a mastery of knowledge (Wachanga &Mwangi, 2004).The value of morality and ethics should have to be the key fact of our education system that would be spreader of every sector in society through education system by achieving proper knowledge. As students are not getting proper support from the classroom, they need extra support from coaching centers. Only emphasizing on the result oriented study is decreasing their power of

analysis tremendously and that is also harmful for creativity. So it is important to create the situation where students will get the opportunity to ask the questions in the classroom that will help them to fulfill their thirst of knowledge and also increases their ability of analysis. In some extent coaching centers can help the students to practice better as students and parents are demanding for it and there are also some strong logics for that. But students can have the coaching classes at their own school after the regular classes where the school teachers can help them for extra support. One important thing should be emphasized over here like the teachers can get the extra payment as they will give someextra time to their students that will help them to fulfill their necessity. And hopefully it will help them to do their noble job properly as they take the responsibility of making the other professions of the society. At the same time it is important to know about the learning ability of each individual and also to make sure about the learning outcomes of the education system. About education, parents and students have to overcome the state of mind that is only depending on the achievement of grade based result in the exam. As in our society it is very common to emphasize on good result only, so it is also difficult to overcome the situation at this very moment. Therefore it is important to have workshops and seminars among the parents and students where the main discussion will be focused on the explanation of our main purpose of the education system and that is to gather knowledge with proper learning practice, where humanity and morality will remain at the top of the objective of education system. And for achieving these types of value and ethics in every stage of society it is vital to think about the changes in the whole education system where the goal of study will be,first to be a good human being with proper knowledge and then thinking about the career with necessary proficiency. All the teachers also may attend these types of workshops and seminars with proper monitoring systems.

In this regard internal motivation is very important too which will help everybody to in the discussion with full enthusiasm for having a bright future generation to lead the country.

Key Findings

A detailed review of the result states the following key findings:

- ❖ Most of the students exposed positive attitude about the practices of coaching centers after the school as they are not getting proper care from school.
- ❖ Coaching centers of English Medium schools are following the syllabus of Edexel or Cambridge Board.
- ❖ Parents are sending their kids to coaching centers mostly for better future and that is also depends on the achievement of the good grades in the exam.
- ❖ According to the coaching students teachers are experienced and able to take the classes with clear explanations which is clear and easy to understand for them.
- ❖ In coaching class students are not doing any group or extra activities.
- ❖ In coaching center the number of students is less than the school so students are getting the opportunity of better individual learning.
- ❖ There is no monitoring system in our country to observe the activities of the coaching centers.
- ❖ The bad competition in our education system is a key reason that inspires the students to join the coaching centers after school and parents are also eager to send their kids in the coaching center for the same purpose.

❖ In some context, joining coaching centers becomes a part of a culture in our so society.

5.1.2. Conclusion

The research was performed to explore the reasons that inspire the students to join the coaching center after school. The data was collected in such a way that the research participants got an opportunity to express themselves freely. This research work fulfills the purpose of the study mostly. The research discovered the reasons that encourage the students to join the coaching centers after school. Moreover how it is viewed to the stakeholders. This research also shows the feedback of students and parents about the coaching centers. Both gave positive feedback about coaching centers as they are not satisfied about the classroom learning. This research also indicated the necessity of quality education in classroom which is felt by the parents and students. The problems and challenges faced by both parents and students are also illustrated in this research. So, it is needed to develop classroom environment and increasing teachers' awareness about their greatresponsibility. Here, government's supervision is important. Government's proper supervision could decline impacts of coaching cultures and educational inequality among the students. In the study, several causes behind increasing shadow education system based coaching centers is observed.

5.1.3. Recommendations

Recommendationsare provided below based on practical study to decline the number of the students joining the coaching centers after school Such as:

- ❖ Standard payment for teaching profession can encourage the meritorious teachers to choose their career as a teacher.

- ❖ To make sure about the implementation of the education policy with modernizes and proper supervising of the government by using the upgraded technology.

- ❖ To take necessary initiative like having fruitful meeting regularly for completing the syllabus in class room appropriately on time.

- ❖ A new system can be implemented by measuring the studentsgrade on the very beginning of a session according to their learning ability that can ensure equal educational opportunities for all and also emphasizing on well class room environment so that student can be attentive on that.

- ❖ By conducting counseling session for the parents that will boosttheir consciousness for their children's genuine and thoughtful learning with self-reflections.

- ❖ Visiting students' house often to develop well relationship between teacher, student and parent.

- ❖ Proper training on teaching and ethics regularly for the teachers to encourage them for easy and appropriate presentation in the class and that can make the students interested to join the class with full enthusiasm.

- ❖ Helping students to realize that they are the most valuable assets of the country and every individual of them has own quality in different area – keeping that in mind students have to look forward for their bright future. This type of feelings can help to motivate our students for achieving self-esteem that will also help to decrease the bad competition in our current education system which is mostly depending on the grading system.

- ❖ Arranging workshops and seminars for teachers, students and parents separately where the goal and reason of learning will be explained to them.

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Appendix A.

Institute of Educational Development, BRAC University

Master's Thesis Programme

MEd in Educational Leadership & School Improvement

<u>Consent Form</u>

I am Shohana Sharif MEd. student in Educational Leadership & School Improvement at BRAC Institute of Educational Development of BRAC University. A research-based Master thesis will have to be submitted to my thesis committee as part of my obtaining the degree. You are invited to participate in a study titled "Practices of coaching centers in influencing Students' Learning: A Case from English Medium Schools in Bangladesh."The Purpose of this study is to explore how the teachers of the coaching centres teach their students. My research will try to look at the present situation of the teaching-learning process of the coaching centres of English Medium School. You have been chosen as a possible participant in this study. We will interview you to know your views on the issue, and your experiences about our topic will contribute to the study a lot. Probably, it will take around an hour. There will be no monetary compensation for your participation. There is no identified risk from participating in it.

The researcher will maintain the confidentiality about your identity. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. The researchers named below will be responsible to ensure the protection of the information.

If you are willing to participate in this research, we would request you to sign this consent form. Your participation in this research is voluntary. Therefore, you may withdraw your participation at any time during the interview or later while the information is analyzed.

If you want to know more about this research or if there is relevant clarification that you may require, please contact the following persons.

Shamnaz Arifin Mim	Name of the Student: Shohana Sharif, MEd in
Supervisor	Educational Leadership & School
MEd in Educational Leadership & School Improvement	Improvement
Address:	Address:H#B5, R#11,Sector#4,Uttara, Dhaka
Email:	Email: shohanasharif@gmail.com
	Mobile: 01717118683

I have read the consent form or my acquaintance read it to me. I completely understand my rights about participation and am willing to participate in this research.

Name: _____   Signature& Date: _____

Appendix B.

Interview guide for Coaching students:

Date: /   /   Time:40mins

Name of Coaching Centre: QED/Emulous Interviewer:Students of MEd

Interviewee: Coaching studentsSex: Male/Female

Age: 13-17

Q1. How do you feel to do the class in the coaching centre?

Q.2.How many hours do you spend in the coaching centre?

 Q.3.How much time do you spend for each subject in the coaching centre?

Q.4.How many subjects are you practicing in a week in the coaching centre? How do you practice them?

Q.5. How many students are there in your class?

Q.6. Do you have differnt teachers for each subject?

Q.7.What kind of activities do you do in the class?

Q.8.Do you think the time you spend at the coaching for studying is enough? If yes/no ....why?

Q.9.What are the reasons which made   you feel like joining   coaching centres?

Q.10.Do you need to study at home after finishing the class at the coaching centres?

Q.11. Do you attend coaching classes during the school vacation ? If yes/no ....why?

Q.12.Do you have any specific syllabus given by the coaching centre?

Q.13. How do you take help from your teacher for completing your task in the coaching centre?

 Q.14. Do you practice any topics in the coaching centre which is not included in the school's syllabus?

Q.15. What kind of materials are being used in the coaching centres that help you to get clear idea about different topics?

Appendix C.

<u>Interview Guide for Coaching Parents</u>

Number of participants: 8   Sex: Female

 Name of Coaching Centre: QED/EmulousAge range:40-50

Duration: One hourDate:

Q.1. What is your opinion about the teaching-learning processes of coaching centres?

Q2. What are the reasons that encourage you to send your child to the coaching centres?

 Q3.Are you satisfied about the way of learning of your child at the coaching centres? If yes/no.......why?

Q.4. According to your opinion how is the teaching-learning processes of coaching centres different from the teaching-learning processes of the school?

Q.5.What do you want your child to persue as a career in the future? Do you think the teaching process of the coaching centre will help your child to achieve their goal?

Q.6. How do you feel about the learning of your child's in coaching centre?

Q.7. How many of your children are going to the coaching centre? If one , do you plan on sending your next child too? Why?

Q.8. What is of your child's daily routine ?

Q.9. How is your child's academic result at school?

Q10. Do you collect any performance report form the coaching centre? If yes, how many times in a year?

Q.11. How many hours does your child study at home?

Q.12. Are they doing any extra curricular activity at the coacing centres?

Q.13. How does the teaching process of coaching centre impact your child's learning?

Q.14. What is the educational background of the teachers' at the coaching centres?

15.Do you think the quality of the teacher can influence your child's learning at coaching centre?

Q.16. Are the teahers involved with any other institutions ? If yes/no ,according to your opinion ,does it impact their teaching process at the coaching centres?

Appendix D.

<u>Interview Guide for Eduction Specialist</u>

Number of participants: 1   Sex: Male

 Name of participant: Age range:55-60

Duration: half an   hourDate:

Q.1. From your point of view , how is the present situation of Bangladesh Education system

specially in school and college level?

Q.2. Do you think the teaching- learning practice of Bangladesh is working well for quality

education? If yes ,then how? If no, then why?

Q.3. Now a days students are emphasising more on coaching centre rather than classroom

learning?- Regarding this discussion what is your opinion? According to your answer what

are the reasons?

Q.4. Do you think in our country coaching centres can play any   role to influence students'

learning? If yes then how / If no then why ?

Q.5. How can we improve students' learning ability in school and college level?

Q.6. From your point of view , are the students able to understand all the topic from

classroom practice with in the fixed time schudle, planed by following the curiculum of

current education system? If no then why?

Q.7. Coaching centres should be banned from our country – this is a comon topic of our

present education system? What is your thought about this topic. If yes why whether parents

and students are preffering for coaching centres

Q.9. From your point of view, are there any differences in the way of teaching-learning mathod between developed and developing countries? If yes then how?

Q.10. Do you think it is better to stop coaching practices? If yes ,then what are the reasons? And how can we overcome it? If no , then what should be the way of teaching –learning process that can paly an important role for students' learning?

Appendix E.

<u>Interview Guide for Coaching Teacher</u>

Number of participants: 2   Sex: Male

 Name of participant: Age range:30-40

Duration: half an   hourDate:

Q.1. What are the subjects you are taking in the coachin centre?

Q.2. How many students do you have   in your class?

Q.3.What are the materials you use in your class?

 Q.4. Do you follow any lesson plan ? If yes , who prepares it?

 Q.5. Are all the students from same grade?

  Q.6. Do you give them any homework? If yes for how long?

 Q.7. Do you measure the individual learning ability of the students? If yes how?

Q.8. Do you have any learner who struggles to complete their work? If yes how do you help

them to learn properly?

Q.9. Do you follow any individual syllabus for coaching classes?

 Q.10. What is the duration for each of your class?

  Q. 11. What are the problems you face to teach students in the coaching centre? How do you

overcome them?

Q.12. What are the reasons that inspired you to become a teacher of a coaching centre?

Q.13. Do all the students feel free to ask you questions when they need more clearfication?

Appendix F.

FGD Guide for Coaching Students

Number of participants: Sex: .Male: Female:

Name of coaching centre:

Age range:Duration:……

Q.1.   In which grade have you joined the coaching centre?

Q.2. Which subject do you like most to practice in the coaching centre? Why?

Q.3. Do you think learning in coaching centre is more effective ? How?

Q.5. How do you complete your daily homework ?

Q.6. How long do you study at home?

Q.7. Do you get any Homework from the coaching centre? If yes, then are you able to

complete that by youself easily?

Q.8. Do you have any group activity in coaching centre?

Q.9. Are you all from the same school?

Q.10. Do you have any extra subject in the coaching centre that you are not having at school?

Q.11. Do you need to practice the same topic at home after coaching class?If yes, then why

do you need to practice the same topic again at home?

Q.12. Do you think coaching practice is helping you for better learning or only for achieving

good score in the exam? If yes, how? If not, why?

Q.13. Do you have play time everyday? If yes, then how long? If no, What are the reasons?

Appendix G.

Checklist of Classroom Observation

Name of the class:O'Level   Date:

Name of the class observer: Students of MEdTime: (From/To)

Total number of students :   Session: English/

SciencePresent number of students:

1 = Good   2 = Satisfactory   3 = Development needed   4 = Not observed

Observation criteria	Good	Satisfactory	Development needed	Not observed
Use of Language (medium)				
Teaching learning materials (projector, computer, blackboard)				
Teachers behave cheerfully and cordially				
Readiness of students				
Peer involvement of the students				
Student's attitude towards teachers				
Teacher's attitudes towards attentive and inattentive students				
Interaction between teacher and students				
Recalling previous topic				
Asking questions to the students				

Environment of the classroom				
Total number of students				
The way of copy checking of the students				
Aim and objective of the class				
Evaluation of students' learning				
Checking attendence				
Use of syllabus/Lesson plan				
Inspiration/ encouragement to work independently with creativity				
Involment of the students				

Observation notes and Comments: