

# **A COMPREHENSIVE STUDY ON TEACHING METHODS OF PRIVATE AND GOVERNMENT SCHOOL ON PREPARING FOR BOARD EXAMS IN CHENNAI**

Submitted in partial fulfillment of the requirements for the award of

**Master of Business Administration**

by

**D.ANNE DARATHY FELICIA**  
**Register No:39410016**



**SCHOOL OF BUSINESS ADMINISTRATION**

# **SATHYABAMA**

**INSTITUTE OF SCIENCE AND TECHNOLOGY  
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE  
Jeppiaar Nagar, RAJIV GANDHI SALAI, CHENNAI - 600 119**

**April - 2021**



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Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai – 600 119  
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**SCHOOL OF BUSINESS ADMINISTRATION**

## **BONAFIDE CERTIFICATE**

This is to certify that this Project Report is the bonafide work of D.ANNE DARATHY FELICIA (39410016) who have done the Project work entitled “**A COMPREHENSIVE STUDY ON TEACHING METHODS OF PRIVATE AND GOVERNMENT SCHOOL IN PREPARING FOR BOARD EXAMS IN CHENNAI**” under my supervision from December 2020 to February 2021.

**Dr.J.RANI**

**Internal Guide**

**External Guide**

**Dr. BHUVANESWARI G.  
Dean – School of Business Administration**

---

**Submitted for Viva voce Examination held on \_\_\_\_\_.**

**Internal Examiner**

**External Examiner**

## **DECLARATION**

I **D. ANNE DARATHY FELICIA (39410016)** hereby declare that the Project Report entitled, "**A Comprehensive study on Teaching methods of Private and Government School in Preparing for board exams in Chennai**" done by me under the guidance of Dr. J. Rani, at Sathyabama Institute of science and technology, Chennai is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

**DATE:**

**PLACE:**

**D.ANNE DARATHY FELICIA**

## **ACKNOWLEDGEMENT**

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my sincere thanks to **Dr. BHUVANESWARI G.**, Dean, School of Business Administration and **Dr. PALANI A.**, Head, School of Business Administration for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **Dr.J.RANI.**, for her valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the School of Business Administration who were helpful in many ways for the completion of the project.

**D.ANNE DARATHY FELICIA**

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## **ABSTRACT**

This paper analysed to examine the pros and cons of teaching methods in preparation for board exam for 10<sup>th</sup> grade in Chennai which includes both Private and Government school. We examine background of the student, type of school including race, educational attainment and socioeconomic status, as well as parent satisfaction with their child's previous school, parent involvement in school, parents' priorities in school choice, as well as parents' social networks. After controlling for background characteristics, we find the teaching methods by the way how the students prepare for final exam. In this case, Students are not pushed away from public schools, contrary to much public rhetoric that suggests private schools are somehow inherently „better“ than public schools and Students. Students may perceive that Teacher involvement and Teacher communication are more easily facilitated and valued in private schools.

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# **CHAPTER – 1**

## **INTRODUCTION**

### **1.1 INTRODUCTION ABOUT THE STUDY:**

Education is a process of training and instruction. It is a process which promotes intelligence, enables an individual to be industrious and ensures progress. The concept of education is dynamic and so its meaning also changes according to the need of time and situation.

The main purpose of the research is to study the differences in the services of private and government school in term of teaching learning process, their contribution to the present education system in preparing board exams in Chennai. Every school should give Quality Education to their students. Quality Education refers to the standard management, quality environment, good educational facility, standard curriculum, methods of teaching, examination system, marking system. The educational standards of school children in India are primarily evaluated based on written examinations. Every year, the Indian government conducts two board exams, otherwise referred to as public exams, at the end of the 10th (secondary education) and 12th (higher secondary education) grades.

The scores obtained in the 10th board exams are necessary not only to get admission in good higher secondary schools but also to choose the preferred main stream of higher secondary education. Most of the students and parents in Chennai prefer Private school for the purpose of personality development and extracurricular activities. Most of Government School Students Suffers as they don't get any proper Guidance with regards their subjects for board exams whereas everything comes online in private school.

## **1.2 STATEMENT OF THE PROBLEM:**

Even though Government is providing many facilities to the schools, but nowadays most of the parents are sending their children to private schools where the quality of education is arguably better. Here am finding out the reason behind it and also find out the teaching methods and other services which make the both school differ from each other in terms of giving quality education. In Chennai, students who are in the 10th grade are more nervous about how to study rather than what to study. Students feel pressure from their parents, school, and society. Students also have competition among their fellow classmates and friends.

### **1.3 OBJECTIVES OF STUDY:**

#### **1.3.1 GENERAL OBJECTIVE:**

- To Identify the teaching methods, which are applied by the teachers of Govt. and Private Schools to give quality education to the students.

#### **1.3.2 SPECIFIC OBJECTIVE:**

- To find out the problems encountered by students in preparation for board exams.
- To Identify the proper educational facility which includes coaching for board exam.
- To find out the level of Academic stress among Students of both private and Government School during exam time.

## **CHAPTER-2**

### **REVIEW OF LITERATURE**

#### **2.1 REVIEW OF LITERATURE:**

**Dale Ballou, Michea(1999)** Private school salaries are substantially below those in public school systems. Nonetheless, private school heads are as satisfied as public school principals with the quality of their new teachers and substantially more satisfied with their experienced instructors. This difference remains after controlling for school and community characteristics and for the principal's tenure and educational priorities.

**Hoxby, C, M. (2002)** This paper investigates whether schools that face stronger choice-based incentives have greater demand for certain teacher characteristics and (if so) which teacher characteristics. Schools that face choice-based incentives should demand teachers who raise a schools' ability to attract students. Thus, in the long term, school choice would affect who became (and remained) a teacher if it affected schools' demand for certain teacher characteristics.

**Henry Garrett(2018)** Students at higher secondary level start to become responsible for their own life decisions and lifestyle. The most common problem faced by students while adapting to new learning environment and coping up with academic demands are depression, anxiety or stress. The newly introduced entrance exams for professional courses increase the risk of psychiatric morbidity among students

**James E. Long and Eugenia F. Toma(1988)** Micro data from the 1970 and 1980 Census of Population are used to identify what variables influence the choice to send children to parochial or secular private schools rather than public ones. Econometric analysis indicates that private school attendance is influenced by both demand variables such as family income and religion and supply conditions such as the relative number of private schools. Differences in private school enrollment by race and income narrowed considerably during the 1970s.

**Jee-Peng Tan(2010)** Beginning in the mid-1980s, there has been an explosive growth of private secondary schools in Tanzania. By easing constraints on private operators, the government has clearly found an effective way in the context of tight

public budget constraints to cope with the excess demand for this level of schooling.

**Joseph.J,(2003)** Geographic information systems (GIS) technology and methods have transformed decision-making in society by bringing geographic analysis to the desktop computer. Although some educators consider GIS to be a promising means for implementing reform, it has been adopted by less than 2 percent of American high schools.

**Martin Trow,(2006)** The past few years have seen a very large amount of public controversy over education in America.

**Paula Louzano (2012)** This paper estimates the impact of the use of structured methods on the quality of education for students in primary public school in Brazil. Structured methods encompass a range of pedagogical and managerial instruments applied in the educational system. In recent years, several municipalities in the state of São Paulo have contracted out private educational providers to implement these structured methods in their schooling systems.

**R.Lewis(1999)** Of all of the activities that comprise the role of a teacher, classroom discipline is one of the most significant. In selecting an approach to classroom discipline, some teachers experience, and have to deal with, tensions arising from their desire to use educationally justifiable models while still quickly gaining and maintaining order in the classroom. This paper examines teachers' estimations of the stress that arises when they are unable to discipline students as they would ideally prefer.

**Rebecca T Sivaraja,(2019)** Teaching is one of the important roles of an academic radiologist. Therefore, it is important that radiologists are taught how to effectively educate and, in turn, to act as role models of these skills to trainees. This is reinforced by the Liaison Committee on Medical Education which has the requirement that all residents who interact with and teach medical students must undergo training in effective methods of teaching.

**R.Sherafat, C Murthy (2016)** The authors have attempted to understand whether Government and Private school students of Mysore are differ on Critical Thinking and Study Habits. The study was conducted on the sample of 625 students of Mysore City in India using stratified random sampling technique.

**Steven Rivkin G, Eric Hanushek A, John F(2005)** This paper disentangles the impact of schools and teachers in influencing achievement with special attention given to the potential problems of omitted or mismeasured variables and of student and school selection. Unique matched panel data from the UTD Texas Schools Project permit the identification of teacher quality based on student performance along with the impact of specific, measured components of teachers and schools.

**S.Hashmat, S. Aziz(2008)** To assess examination related anxiety among final professional medical students by VAS (Visual Analogue Scale) and to determine the factors contributing to exam anxiety among final professional medical students A cross sectional study using structured self-administered questionnaire was carried out over four weeks in Dow Medical College using sample size of 120 students.

**S. K. Bhasin, N. K. Saini(2010)** To study depression, anxiety and stress (DAS) among adolescent school students belonging to affluent families and the factors associated with high levels of DAS.

**Solanki, Evans(2020)** The United States and the United Kingdom have used standardized high-stakes testing as a measurement of students' cognitive level to determine success in the 21st century. Standardized tests have given teachers guidance to help them determine what to teach students and how to teach to the test. With such increased emphasis on high-stakes standardized tests, students are being taught based on tested content. This study evaluates the frequency of higher-and lower-order items in the respective country's standardized test, and analyzes the teaching of higher-order thinking within classroom instruction.

## **CHAPTER - 3**

### **RESEARCH METHODOLOGY**

#### **3.1 RESEARCH METHODOLOGY:**

Research methodology is a way to systematically solve the research problem. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi- square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why.

Research may be very broadly defined as systematic gathering of data and information and its analysis for advancement of knowledge in any subject. Research attempts to find answer intellectual and practical questions through application of systematic methods.

#### **3.2 RESEARCH DESIGN:**

Research design is a broad framework that states the total pattern of conducting research project. It specifies objectives, data collection and analysis methods, time, costs, responsibility, probable outcomes, and actions. A research design is a broad plan that states objectives of research project and provides the guidelines what is to be done to realize those objectives.

This Project is based on “Descriptive Research Design”.

##### **3.2.1 DESCRIPTIVE RESEARCH:**

Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject.

### **3.3 SAMPLE DESIGN:**

Sample design is the theoretical basis and the practice means by generalizing from characteristics of relatively few of the comprising population. It is the method by which the sample is chosen.

#### **3.3.1 NON PROBABILITY SAMPLING:**

Non-probability sampling method is reliant on a researcher's ability to select members at random. This sampling method is not a fixed or pre-defined selection process which makes it difficult for all elements of a population to have equal opportunities to be included in a sample.

##### **3.3.1.1 CONVENIENCE SAMPLING:**

Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study.

### **3.4 SOURCES OF DATA:**

#### **3.4.1 PRIMARY DATA:**

The Primary source of data was directly collected from the respondents using Questionnaire.

#### **3.4.2 SECONDARY DATA:**

Secondary data were collected from the articles, Journals and website.

### **3.5 AREA OF STUDY:**

Area of study is in Chennai.

### **3.6 POPULATION:**

In Chennai there are 80 plus schools which includes both Private and Government in that I have chosen a small group of students from south East Chennai for my research work.

### **3.7 SAMPLE SIZE:**

The sample size chosen for the study is 120 students.

### **3.8 STRUCTURE OF QUESTIONNAIRE:**

Questionnaires can be classified as both, quantitative and qualitative method depending on the nature of questions. Specifically, answers obtained through closed-ended questions with multiple choice answer options are analysed using quantitative methods.

#### **3.8.1 LIKERT SCALE QUESTION:**

Likert scale questions are the “do you agree or disagree” questions you often see in surveys, and are used to gauge respondents’ opinions and feelings.

#### **3.8.2 MULTIPLE CHOICE QUESTION:**

A multiple-choice question is a question type where the respondent is asked to choose one or more items from a limited list of choices.

The options are the possible answers you can choose from, with the correct answer called the key and the incorrect answers called distracters. In this Research I have selected the multiple-choice questions for collecting personal data.

### **3.9 STATISTICAL TOOLS:**

Statistical tools help researchers make sense of the data collected. It enables them to report results and make interpretations. How the data is analysed depends on the goals of the project and the type of data collected.

### **3.9.1 PERCENTAGE ANALYSIS:**

Percentage analysis refer to a special kind of ratio. Percentage analysis are used in making comparison between two or more series of data. Percentage analysis are used to describe relationships; it is expressed as,

**Percentage = (No. of Respondents X 100)/Total no. of Respondents.**

### **3.9.2 ANOVA:**

**Analysis of Variance(abbreviated as ANOVA)** It is the essentially a procedure for testing the deference among different groups of data for homogeneity. The essence of ANOVA is that the total amount of variation in a set of data is broken down into two types, that amount which can be attributed to specified causes. ANOVA consists in splitting the variance for analytical purposes.

### **3.9.3 CHI SQUARE TEST:**

Chi-square test is a non-parametric test not based on any assumption or distribution of any variable. Chi square test is a statistic that is a sum of terms each of which is a quotient obtained by dividing the square of the difference between the observed and theoretical values of a quantity by the theoretical value. It has been implemented to analyze the significance between two statements (that is chosen particularly and the data is collected from the questionnaire) to conclude the overall satisfaction level of employees and satisfaction towards productivity after attending the training program.

It is calculated using:

**$\chi^2 = \sum [(O_i - E_i)^2 / E_i]$  with (n - 1) degrees of freedom.** Where,  **$O_i$**  refers to the observed frequency  **$E_i$**  to the expected frequencies.  **$\chi^2$**  was used as a test of independence and goodness of fit.

#### **3.9.4 CORRELATION:**

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables. The Pearson product-moment correlation coefficient is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale. It is denoted by the symbol  $r$ .

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

## CHAPTER – 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 PERCENTAGE ANALYSIS:

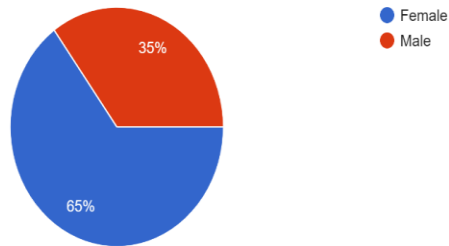
TABLE NO 4.1.1

TABLE SHOWING THE GENDER RATIO OF THE RESPONDENTS

| GENDER | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|--------|-----------------------|---------------|
| Male   | 42                    | 35.0          |
| Female | 78                    | 65.0          |
| Total  | 120                   | 100.0         |

Source: Primary Data

Gender  
120 responses



*Fig:4.1.1*

**FIGURE SHOWING THE GENDER OF THE RESPONDENTS**

#### INTERPRETATION:

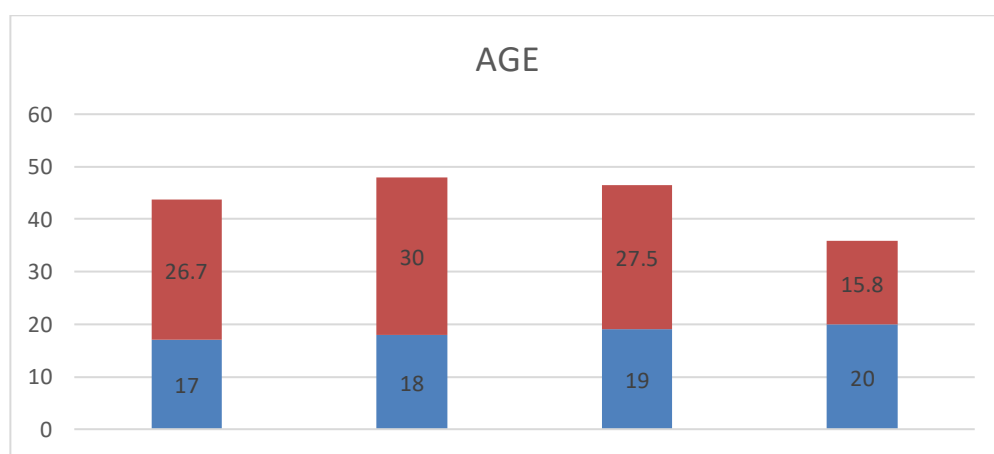
The above table shows that 35% are male respondents and 65% are female respondents in the organization.

**TABLE NO 4.1.2**

**TABLE SHOWING THE AGE OF RESPONDENTS**

| AGE   | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-------|-----------------------|---------------|
| 17    | 36                    | 26.7          |
| 18    | 33                    | 30.0          |
| 19    | 32                    | 27.5          |
| 20    | 19                    | 15.8          |
| TOTAL | 120                   | 100           |

Source:Primary Data



**Fig:4.1.2**

**FIGURE SHOWING THE AGE OF RESPONDENTS**

**INTERPRETATION:**

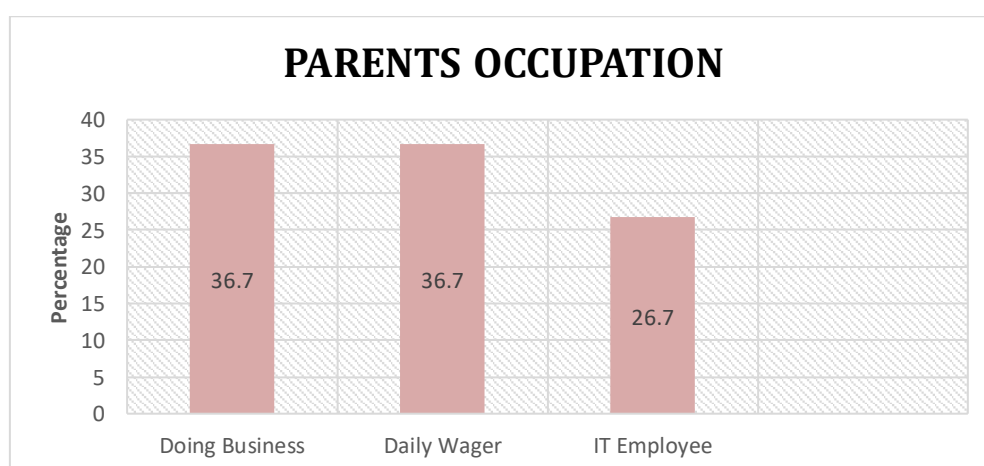
The above table shows that 30% of the respondents are in the age of 18 years, 27.5% of the respondents are in the age of 19 years, 26.7% of the respondents are in the age of 17 years, 15.8% of the respondents are in the age of 20 years.

**TABLE 4.1.3**

**TABLE SHOWING THE PARENTS OCCUPATION OF THE  
RESPONDENTS**

| <b>PARENTS<br/>OCCUPATION</b> | <b>NUMBER OF<br/>RESPONDENTS</b> | <b>PERCENTAGE(%)</b> |
|-------------------------------|----------------------------------|----------------------|
| <b>Doing Business</b>         | 44                               | 36.7                 |
| <b>Daily Wager</b>            | 44                               | 36.7                 |
| <b>IT Employee</b>            | 32                               | 26.7                 |
| <b>Total</b>                  | 120                              | 100                  |

**Source: Primary Data**



**Fig:4.1.3**

**FIGURE SHOWING OCCUPATION OF THE PARENTS**

**INTERPRETATION:**

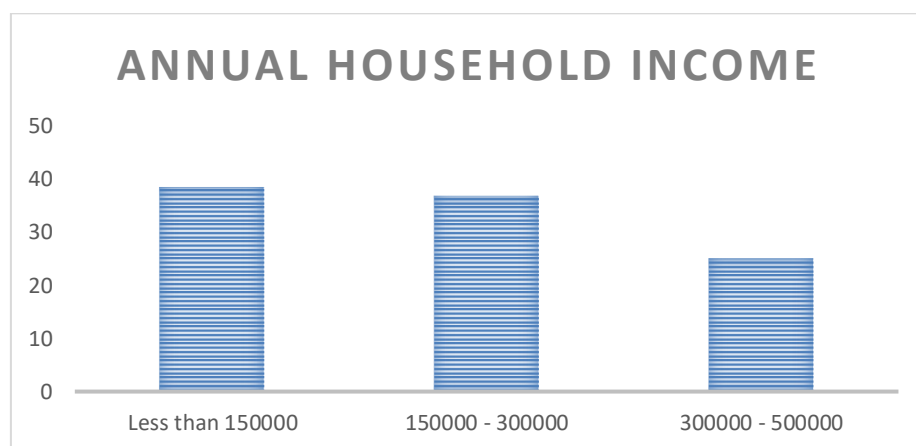
The above table shows that 36.7% of the respondent parents occupation is Doing Business, 36.7% of the respondent parents occupation is daily wager and 26.7 of the respondent parents occupation is IT Employees.

**TABLE 4.1.4**

**TABLE SHOWING ANNUAL HOUSEHOLD INCOME OF THE RESPONDENTS**

| <b>ANNUAL INCOME</b>    | <b>NUMBER OF RESPONDENTS</b> | <b>PERCENTAGE(%)</b> |
|-------------------------|------------------------------|----------------------|
| <b>Less than 150000</b> | 46                           | 38.3                 |
| <b>150000 – 300000</b>  | 44                           | 36.7                 |
| <b>300000 – 500000</b>  | 30                           | 25.0                 |
| <b>Total</b>            | 120                          | 100.0                |

**Source: Primary data**



**Fig:4.1.4**

**FIGURE SHOWING THE ANNUAL HOUSEHOLD INCOME OF THE RESPONDENTS**

**INTERPRETATION:**

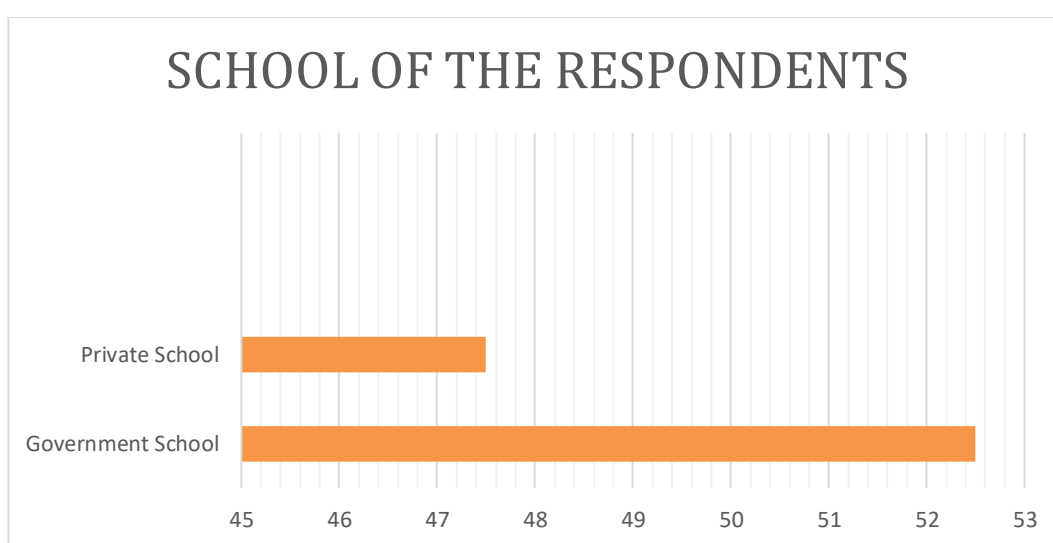
The above table shows that the 38.3% of the respondents household income are less than 150000, 36.7% of the respondents annual household income are 150000 – 300000 and 25% of the respondents annual household income are 300000- 500000.

**TABLE 4.1.5**

**TABLE SHOWING THE SCHOOL OF THE RESPONDENTS**

| SCHOOL            | NO OF RESPONDENTS | PERCENTAGE(%) |
|-------------------|-------------------|---------------|
| Government school | 63                | 52.5          |
| Private school    | 57                | 47.5          |
| Total             | 120               | 100           |

Source: Primary data



**Fig:4.1.5**

**FIGURE SHOWING THE SCHOOL OF THE RESPONDENTS**

**INTERPRETATION:**

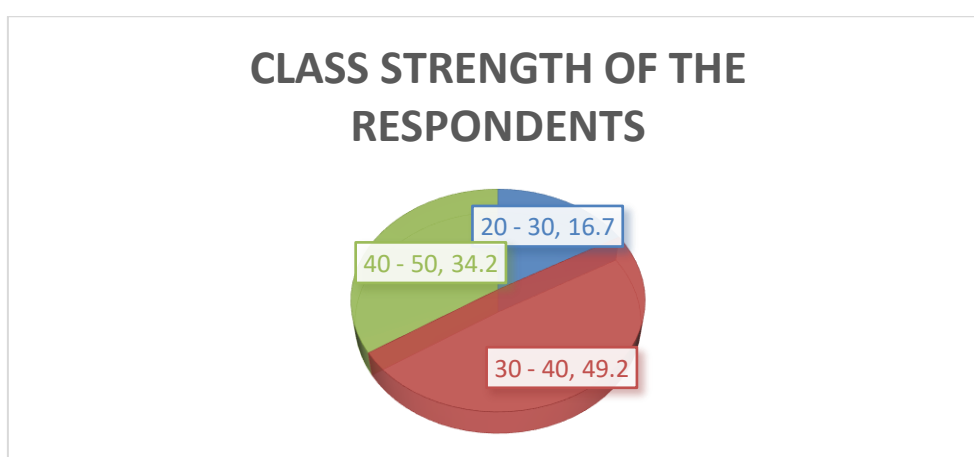
The above table shows that 52.5% of respondents are government school students and 47.5% of the respondents are private school students.

**TABLE 4.1.6**

**TABLE SHOWING THE CLASS STRENGTH OF THE  
RESPONDENTS**

| <b>CLASS<br/>STRENGTH</b> | <b>NUMBER OF<br/>RESPONDENTS</b> | <b>PERCENTAGE(%)</b> |
|---------------------------|----------------------------------|----------------------|
| <b>20 – 30 Students</b>   | 59                               | 16.7                 |
| <b>30 – 40 Students</b>   | 41                               | 49.2                 |
| <b>40 – 50 Students</b>   | 20                               | 34.2                 |
| <b>Total</b>              | <b>120</b>                       | <b>100</b>           |

Source: Primary data



**Fig:4.1.6**

**FIGURE SHOWING THE CLASS STRENGTH OF THE  
RESPONDENTS**

**INTERPRETATION:**

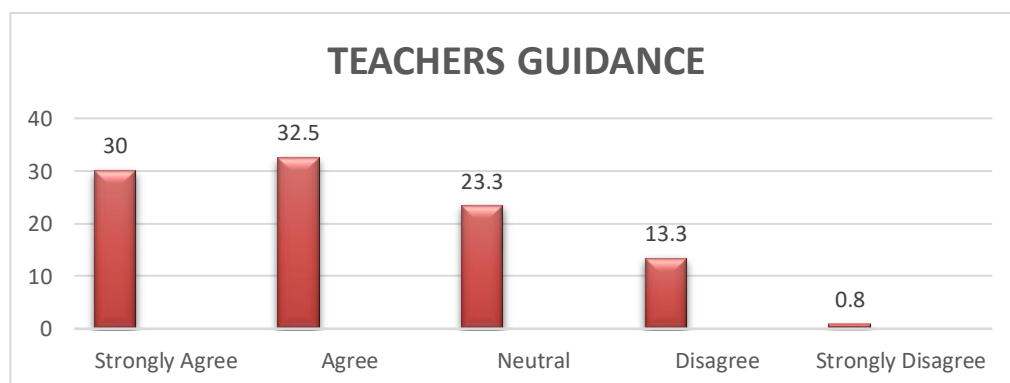
The above table shows that 49.2% of the respondents class strength is 30 – 40, 34.2% of the respondents class strength is 40 – 50 and 16.7% of the respondents class strength is 20 – 30.

TABLE 4.1.7

**TABLE SHOWING THE TEACHERS GUIDANCE IN SETTING  
STUDY SCHEDULE TARGETS OF THE RESPONDENTS**

| TEACHERS GUIDANCE        | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|--------------------------|-----------------------|---------------|
| <b>Strongly Agree</b>    | 36                    | 30.0          |
| <b>Agree</b>             | 39                    | 32.5          |
| <b>Neutral</b>           | 28                    | 23.3          |
| <b>Disagree</b>          | 16                    | 13.3          |
| <b>Strongly Disagree</b> | 1                     | 0.8           |
| <b>Total</b>             | 120                   | 100           |

Source: Primary Data

**Fig:4.1.7**

**FIGURE SHOWING THE TEACHERS GUIDANCE IN SETTING  
STUDY SCHEDULE TARGETS OF THE RESPONDENTS**

**INTERPRETATION:**

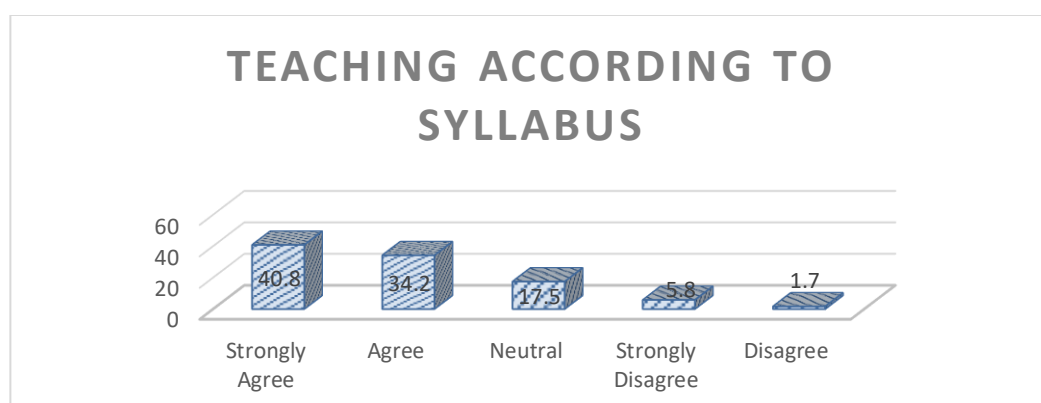
The above table shows that 32.5% of the respondents agree the teachers guidance in setting study schedule targets, 30% of the respondents Strongly agree the teachers guidance in setting study schedule targets and 0.8% of the respondents Strongly disagree the teachers guidance in setting study schedule targets.

**TABLE 4.1.8**

**TABLE SHOWING THE TEACHERS TEACH ACCORDING TO THE SYLLABUS OF THE RESPONDENTS**

| OPINION                  | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|--------------------------|-----------------------|---------------|
| <b>Strongly Agree</b>    | 49                    | 40.8          |
| <b>Agree</b>             | 41                    | 34.2          |
| <b>Neutral</b>           | 21                    | 17.5          |
| <b>Strongly Disagree</b> | 7                     | 5.8           |
| <b>Disagree</b>          | 2                     | 1.7           |
| <b>Total</b>             | 120                   | 100           |

**Source: Primary Data**



**Fig:4.1.8**

**FIGURE SHOWING THE TEACHERS TEACH ACCORDING TO THE SYLLABUS OF THE RESPONDENTS**

**INTERPRETATION:**

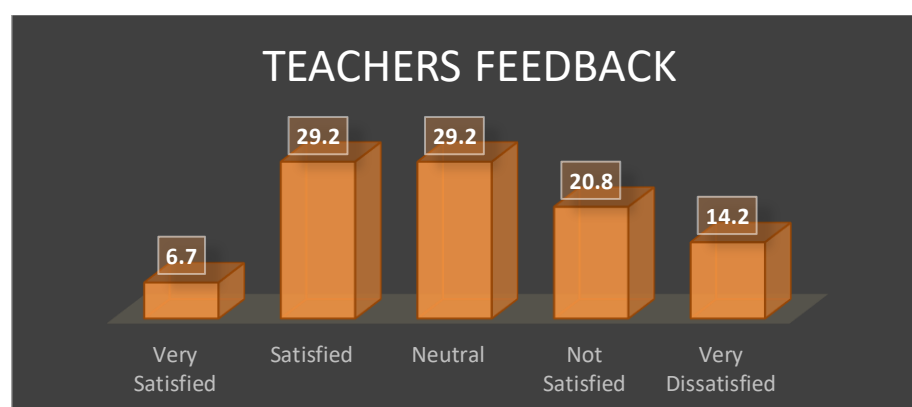
The above table shows that 40.8% of the respondents Strongly agree teachers teach according to the syllabus, 34.2% of the respondents agree teachers teach according to the syllabus, 17.5% of the respondents given neutral opinion, 5.8% of the respondents strongly disagree, 1.7% of the respondents disagree about syllabus completion.

**TABLE 4.1.9**

**TABLE SHOWING THE TEACHERS FEEDBACK ON HOMEWORK AND MODEL TEST**

| OPINION           | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-------------------|-----------------------|---------------|
| Very Satisfied    | 8                     | 6.7           |
| Satisfied         | 35                    | 29.2          |
| Neutral           | 35                    | 29.2          |
| Not Satisfied     | 25                    | 20.8          |
| Very Dissatisfied | 17                    | 14.2          |
| Total             | 120                   | 100           |

Source: Primary Data



**Fig:4.1.9**

**FIGURE SHOWING THE TEACHERS FEEDBACK ON HOMEWORK AND MODEL TEST**

#### **INTERPRETATION:**

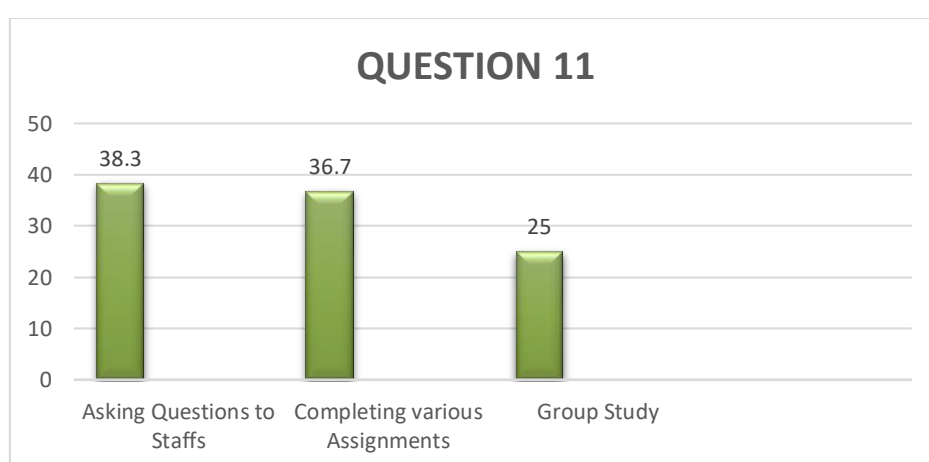
The above table shows that 29.2% of respondents are satisfied with teachers feedback, 29.2% of respondents opinion is Neutral, 20.8% of respondents are not satisfied, 14.2% of respondents are very dissatisfied with teachers feedback as not given and 6.7% of the respondents are very Satisfied with teachers feedback on homework and model test.

**TABLE 4.1.10**

**TABLE SHOWING THE MOTIVATING ATTRIBUTES TO LEARN DURING EXAM TIME OF THE RESPONDENTS**

| ATTRIBUTES                               | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|------------------------------------------|-----------------------|---------------|
| Asking a lot of questions to the teacher | 46                    | 38.3          |
| Completing various Assignments           | 44                    | 36.7          |
| Group study                              | 30                    | 25            |
| Total                                    | 120                   | 100           |

Source: Primary Data



**Fig:4.1.10**

**FIGURE SHOWING THE MOTIVATING ATTRIBUTES TO LEARN DURING EXAM TIME OF THE RESPONDENTS**

#### **INTERPRETATION:**

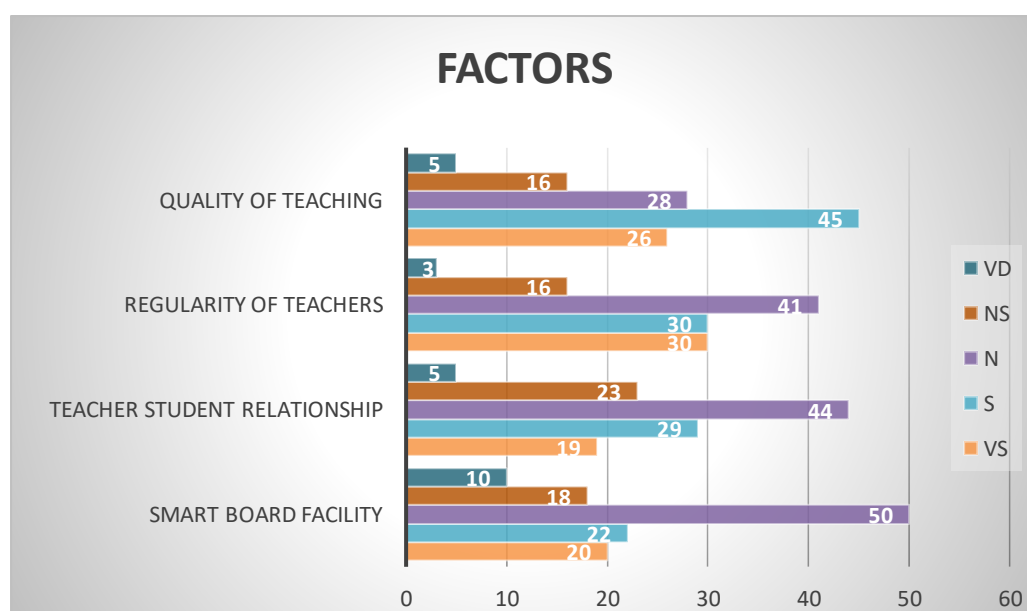
The above table shows that 38.3% of the respondents have considered asking a question to staffs is the attribute to study more, 36.7% of the respondents considered Completing various assignments is the attribute to study more and 25% of the respondents have considered Group study is the attribute to study more during exam time.

**TABLE 4.1.11**

**TABLE SHOWING RESPONDENTS OPINION ON STAFFS TEACHING LEVEL**

| PARTICULARS                  | VS | S  | N  | NS | VD | TOTAL |
|------------------------------|----|----|----|----|----|-------|
| Smart Board Facility         | 20 | 22 | 50 | 18 | 10 | 120   |
| Teacher student relationship | 19 | 29 | 44 | 23 | 5  | 120   |
| Regularity of Teachers       | 30 | 30 | 41 | 16 | 3  | 120   |
| Quality of teaching          | 26 | 45 | 28 | 16 | 5  | 120   |

**Source: Primary Date**



**Fig:4.1.11**

**FIGURE SHOWING RESPONDENTS OPINION ON STAFFS TEACHING LEVEL**

## **INTERPRETATION:**

From the above table 20 of the respondents are very satisfied with the Smart Board Facility, 22 of the respondents are satisfied, 50 of the respondents have neutral opinion, 18 respondents are not satisfied, 10 respondents are very dissatisfied with the smart board facility.

From the above table 19 of the respondents are very satisfied with the factor teacher student relationship, 29 of the respondents are satisfied, 44 have neutral opinion, 23 of the respondents are not satisfied, 5 of the respondents are very dissatisfied with the factor teacher student relationship.

From the above table 30 of the respondents are very satisfied with the factor regularity of teacher, 30 of the respondents are satisfied, 41 of the respondents have neutral opinion, 16 of the respondents are not satisfied, 3 of the respondents are very dissatisfied with the factor regularity of teachers.

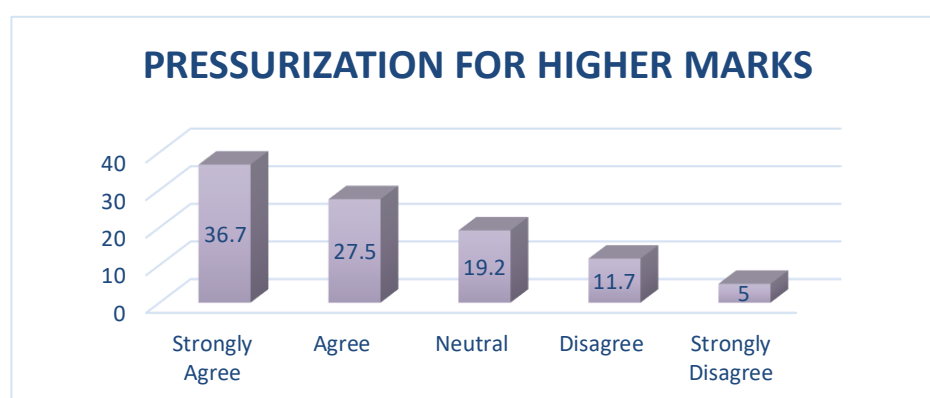
From the above table 26 of the respondents are very satisfied with the factor Quality of teachers, 45 of the respondents are satisfied, 28 of the respondents have Neutral opinion, 16 of the respondents are not satisfied, 5 of the respondents are very dissatisfied with the factor regularity of teachers.

**TABLE 4.1.12**

**TABLE SHOWING RESPONDENTS OPINION ON TEACHERS  
PRESSURIZE TO OBTAIN HIGHER MARKS IN FINAL EXAM**

| OPINION           | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-------------------|-----------------------|---------------|
| Strongly Agree    | 44                    | 36.7          |
| Agree             | 33                    | 27.5          |
| Neutral           | 23                    | 19.2          |
| Disagree          | 14                    | 11.7          |
| Strongly Disagree | 6                     | 5.0           |
| Total             | 120                   | 100           |

Source: Primary Data



**Fig:4.1.12**

**FIGURE SHOWING RESPONDENTS OPINION ON TEACHERS  
PRESSURIZE TO OBTAIN HIGHER MARKS IN FINAL EXAM**

#### **INTERPRETATION:**

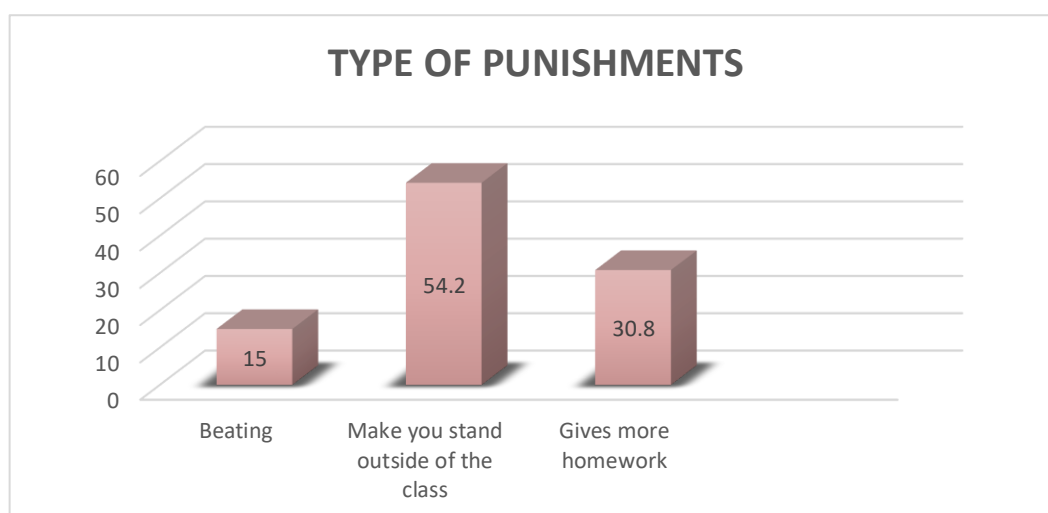
The above table shows that 36.7% of the respondents strongly agree that teachers pressurize to obtain higher marks, 27.5% of the respondents agree, 19.2% of the respondents have Neutral opinion, 11.7% of the respondents disagree and 5% of the respondents Strongly disagree that teachers pressurize to obtain higher marks in final exam.

**TABLE 4.1.13**

**TABLE SHOWING RESPONDENTS RESPONSE ON TYPE OF PUNISHMENT  
GIVEN BY TEACHER FOR GETTING LOWER MARKS**

| <b>PARTICULARS</b>                             | <b>NUMBER OF<br/>RESPONDENTS</b> | <b>PERCENTAGE(%)</b> |
|------------------------------------------------|----------------------------------|----------------------|
| <b>Beating</b>                                 | 18                               | 15.0                 |
| <b>Make you stand<br/>outside of the class</b> | 65                               | 54.2                 |
| <b>Gives more homework</b>                     | 37                               | 30.8                 |
| <b>Total</b>                                   | 120                              | 100                  |

**Source: Primary Data**



**Fig:4.1.13**

**FIGURE SHOWING RESPONDENTS RESPONSE ON TYPE OF PUNISHMENT  
GIVEN BY TEACHER FOR GETTING LOWER MARKS**

**INTERPRETATION:**

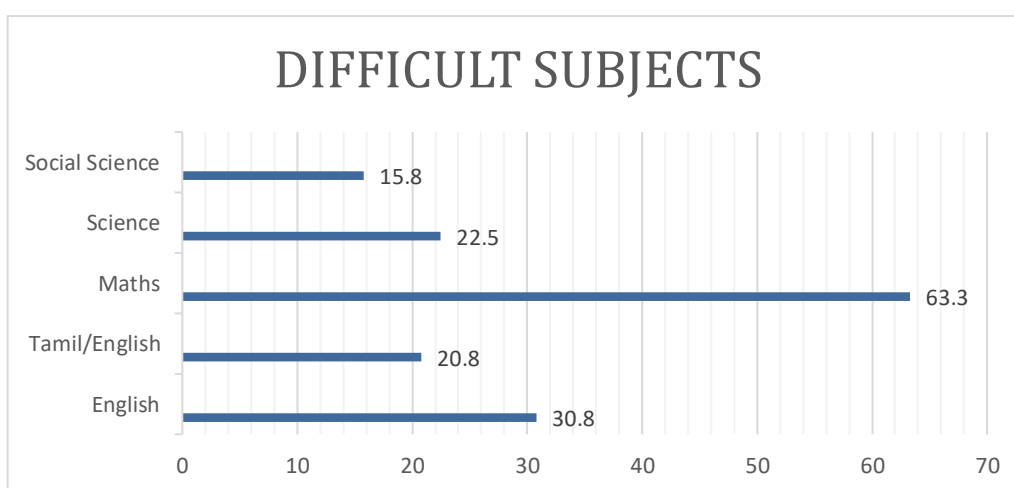
The above table shows that 54.2% of the respondents response on type of punishment is make you stand outside of the class, 30.8% of the respondents response is gives more homework, 15% of the respondents response on type of punishment is Beating.

**TABLE 4.1.14**

**TABLE SHOWING DIFFICULT SUBJECT THAT IS NOT UNDERSTOOD BY  
THE RESPONDENTS**

| SUBJECT NAME   | NUMBER OF<br>RESPONDENTS | PERCENTAGE(%) |
|----------------|--------------------------|---------------|
| English        | 37                       | 30.8          |
| Tamil/Hindi    | 25                       | 20.8          |
| Maths          | 76                       | 63.3          |
| Science        | 27                       | 22.5          |
| Social Science | 19                       | 15.8          |
| Total          | 120                      | 100           |

**Source: Primary Data**



**Fig:4.1.14**

**FIGURE SHOWING DIFFICULT SUBJECT THAT IS NOT UNDERSTOOD BY  
THE RESPONDENTS**

**INTERPRETATION:**

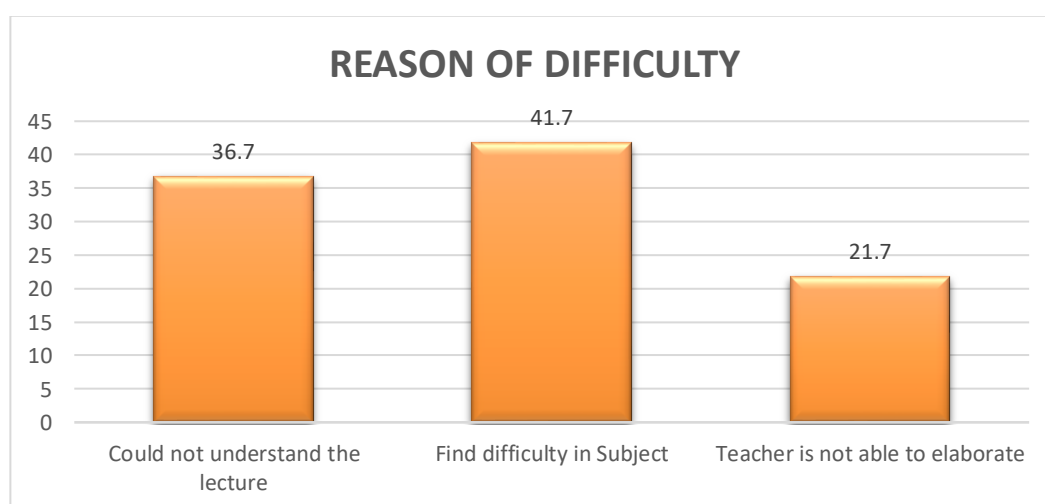
The above table shows that 63.3% of the respondents find difficulty in Maths Subject, 30.8% of the respondents find difficulty in English subject, 22.5% of the respondents find difficulty in Science Subject, 20.8% of the respondents find difficulty in Tamil/English Subject, 15.8% of the respondents find difficulty in Social Science Subject.

**TABLE 4.1.15**

**TABLE SHOWING THE REASON FOR SUBJECT DIFFICULTY OF THE RESPONDENTS**

| PARTICULARS                      | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|----------------------------------|-----------------------|---------------|
| Could not understand the lecture | 44                    | 36.7          |
| Find difficulty in Subject       | 50                    | 41.7          |
| Teacher is not able to elaborate | 26                    | 21.7          |
| Total                            | 120                   | 100           |

Source: Primary Data



**Fig:4.1.15**

**FIGURE SHOWING THE REASON FOR SUBJECT DIFFICULTY OF THE RESPONDENTS**

**INTERPRETATION:**

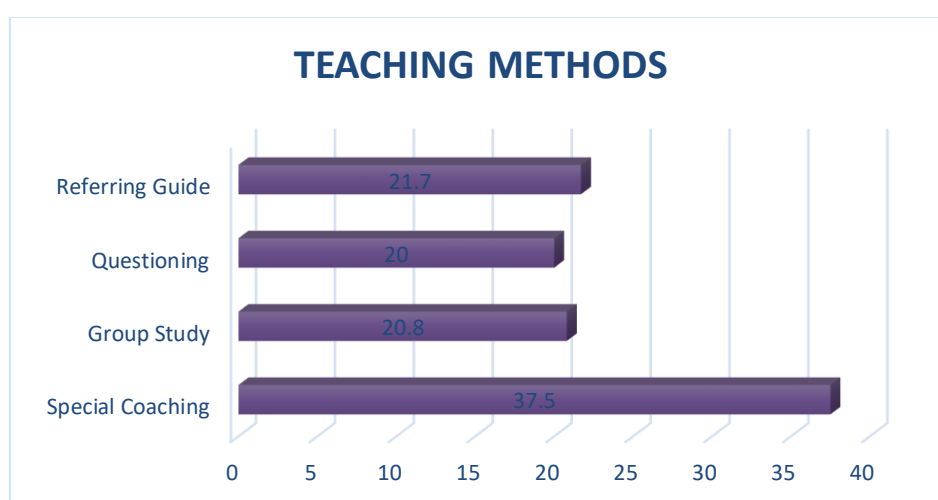
The above table shows that 41.7% of the respondents find difficult the subjects itself and subjects were not by their choice, 36.7% of the respondents find difficult the subjects because they could not understand the lecture, 21.7% of the respondents find difficult the subjects because teacher is not able to elaborate.

**TABLE 4.1.16**

**TABLE SHOWING THE TEACHING METHOD PREFERED BY RESPONDENTS TO CRACK BOARD EXAMS**

| PARTICULARS      | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|------------------|-----------------------|---------------|
| Special Coaching | 45                    | 37.5          |
| Group Study      | 25                    | 20.8          |
| Questioning      | 24                    | 20.0          |
| Referring Guide  | 26                    | 21.7          |
| Total            | 120                   | 100           |

Source: Primary Data



**Fig:4.1.16**

**FIGURE SHOWING THE TEACHING METHOD PREFERED BY RESPONDENTS TO CRACK BOARD EXAMS**

**INTERPRETATION:**

The above table shows that 37.5% of the respondents considered Special coaching teaching method to crack board exams, 21.7% of the respondents considered Referring Guide, 20.8% of the respondents are considered Group study, 20% of the respondents are considered Questioning as the teaching method to crack board exams.

TABLE 4.1.17

**TABLE SHOWING RESPONDENTS OPINION ON TEACHERS PROVIDE NOTES FOR EVERY LESSON ACCORDING TO THE SYLLABUS**

| OPINION           | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-------------------|-----------------------|---------------|
| Strongly Agree    | 34                    | 28.3          |
| Agree             | 37                    | 30.8          |
| Neutral           | 27                    | 22.5          |
| Disagree          | 6                     | 13.3          |
| Strongly Disagree | 16                    | 5.0           |
| Total             | 120                   | 100           |

Source: Primary Data

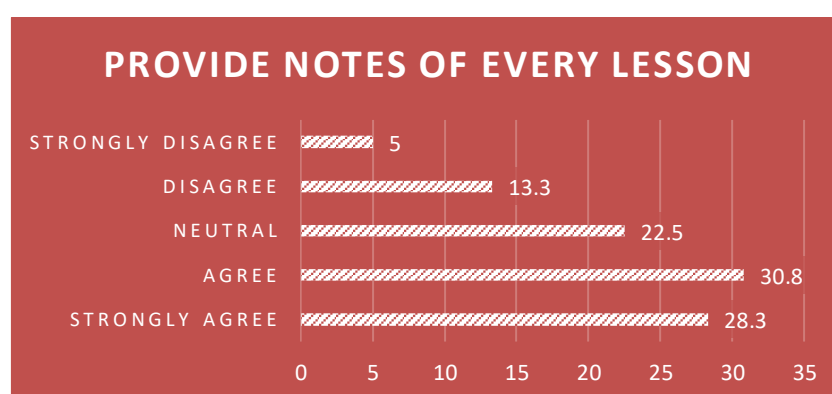


Fig:4.1.17

**FIGURE SHOWING RESPONDENTS OPINION ON TEACHERS PROVIDE NOTES FOR EVERY LESSON ACCORDING TO THE SYLLABUS**

#### INTERPRETATION:

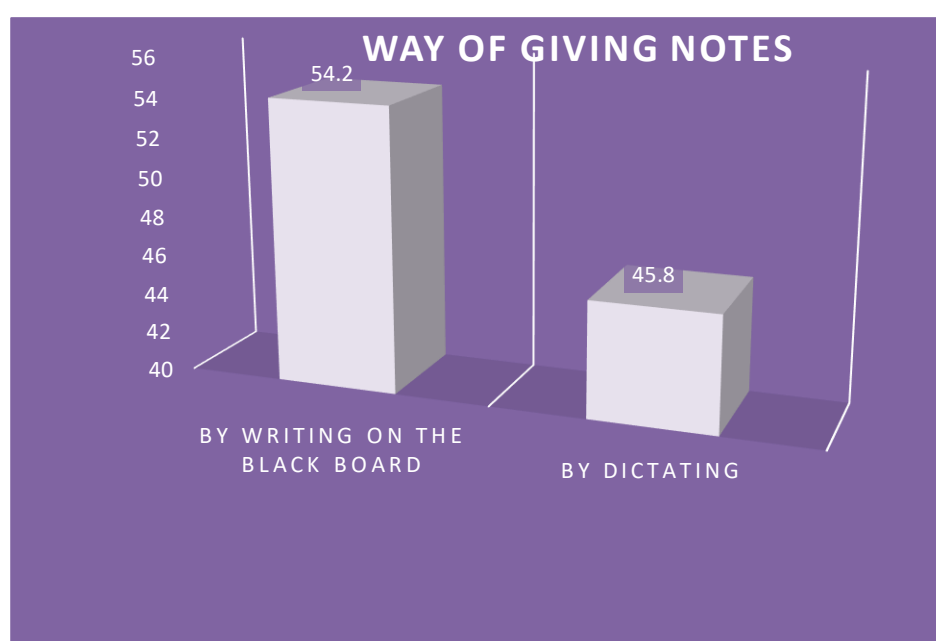
The above table shows that 30.8% of the respondents agree that teachers provide notes for every lesson according to the syllabus, 28.3 of the respondents strongly agree, 22.5% of the respondents have Neutral opinion, 13.3% of the respondents disagree and 5% of the respondents Strongly disagree with the statement that teachers provide notes for every lesson according to the syllabus.

**TABLE 4.1.18**

**TABLE SHOWING RESPONDENTS RESPONSE ON HOW TEACHERS GIVES NOTES**

| PARTICULARS                  | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|------------------------------|-----------------------|---------------|
| By writing on the blackboard | 65                    | 54.2          |
| By dictating                 | 55                    | 45.8          |
| Total                        | 120                   | 100           |

Source: Primary Data



**Fig:4.1.18**

**FIGURE SHOWING RESPONDENTS RESPONSE ON HOW TEACHERS GIVES NOTES**

**INTERPRETATION:**

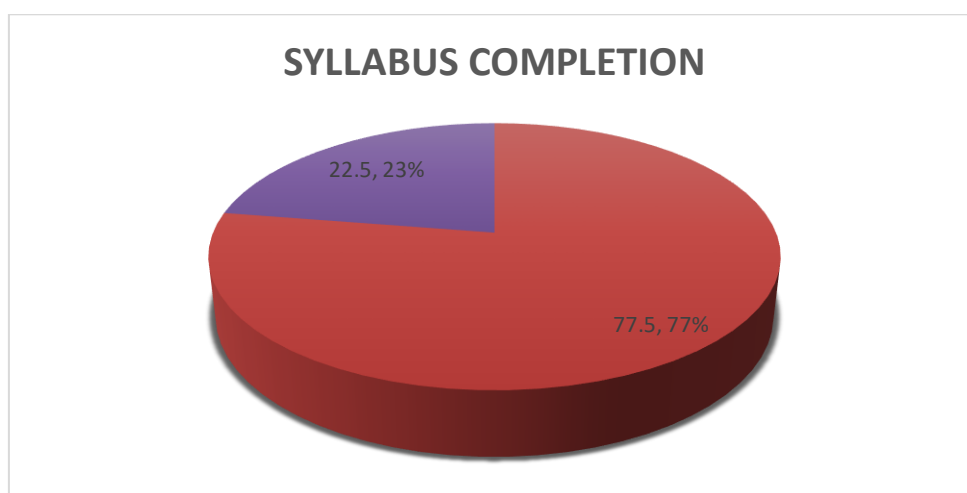
The above table shows that 54.2% of the respondents agreed that their teacher give notes by writing on the black board. 45.8% of the respondents agreed that their teacher give notes by dictating.

**TABLE 4.1.19**

**TABLE SHOWING RESPONDENTS OPINION ON TEACHERS  
FINISHES THE SYLLABUS BEFORE MODEL EXAM**

| <b>PARTICULARS</b> | <b>NUMBER OF<br/>RESPONDENT<br/>S</b> | <b>PERCENTAGE(%<br/>)</b> |
|--------------------|---------------------------------------|---------------------------|
| <b>Yes</b>         | 93                                    | 77.5                      |
| <b>No</b>          | 27                                    | 22.5                      |
| <b>Total</b>       | 120                                   | 100                       |

**Source: Primary Data**



**Fig:4.1.19**

**FIGURE SHOWING RESPONDENTS OPINION ON TEACHERS  
FINISHES THE SYLLABUS BEFORE MODEL EXAM**

**INTERPRETATION:**

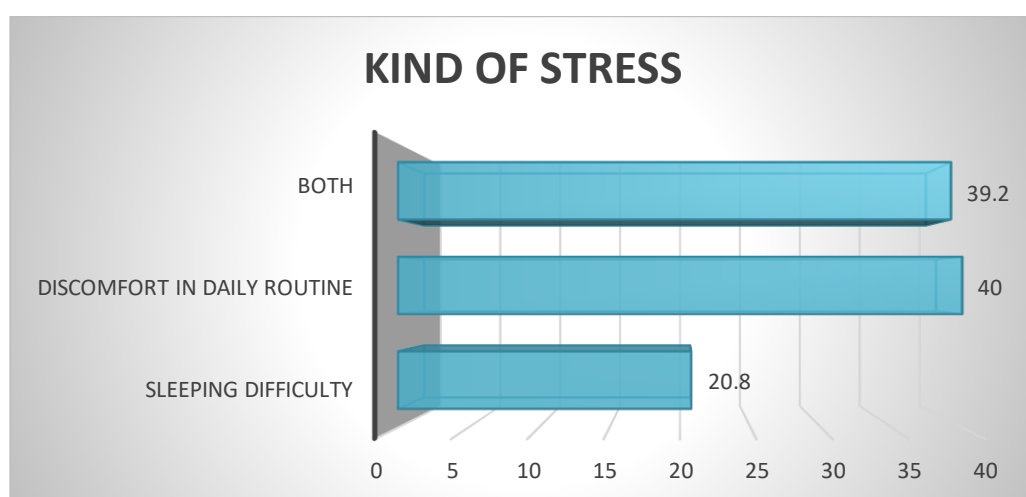
The above table shows that 77.5% of the respondents agreed teachers finishes syllabus before model exam, 22.5% of the respondents disagreed with the statement that teachers finishes the syllabus before model exam.

**TABLE 4.1.20**

**TABLE SHOWING RESPONDENTS RESPONSE ON KIND OF STRESS THAT THEY OVERCOME DURING EXAMS**

| PARTICULARS                 | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-----------------------------|-----------------------|---------------|
| Sleeping difficulty         | 25                    | 20.8          |
| Discomfort in daily routine | 48                    | 40.0          |
| Both                        | 47                    | 39.2          |
| Total                       | 120                   | 100           |

Source: Primary Data



**Fig:4.1.20**

**FIGURE SHOWING RESPONDENTS RESPONSE ON KIND OF STRESS THAT THEY OVERCOME DURING EXAMS**

#### **INTERPRETATION:**

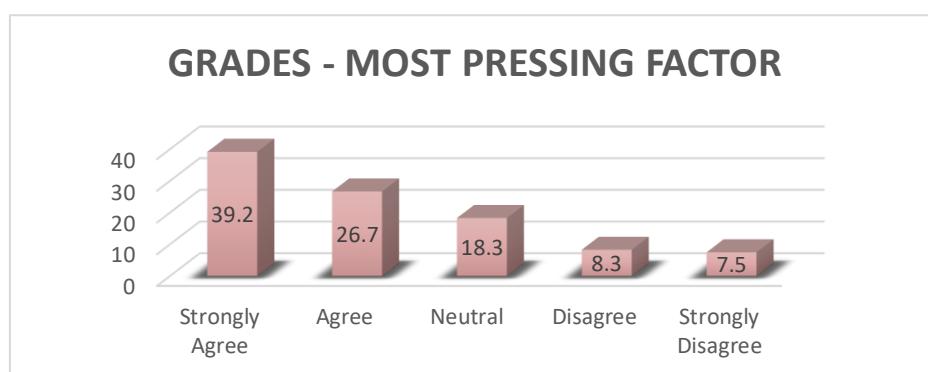
The above table shows that 40% of the respondents face difficulty in discomfort in daily routine as a kind of stress, 39.2% of the respondents find difficulty in both the factors, 20.8% of the respondents find difficulty in Sleeping as a kind of stress that they overcome during exams.

**TABLE 4.1.21**

**TABLE SHOWING RESPONDENTS OPINION ON GETTING GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT**

| OPINION           | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-------------------|-----------------------|---------------|
| Strongly Agree    | 47                    | 39.2          |
| Agree             | 32                    | 26.7          |
| Neutral           | 22                    | 18.3          |
| Disagree          | 10                    | 8.3           |
| Strongly Disagree | 9                     | 7.5           |
| Total             | 120                   | 100           |

Source: Primary Data



**Fig:4.1.21**

**FIGURE SHOWING RESPONDENTS OPINION ON GETTING GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT**

#### **INTERPRETATION:**

The above table shows that 39.2% of the respondents Strongly agree that Grades are the most pressing factor in academic context, 26.7% of the respondents agree, 18.3% of the respondents have Neutral opinion, 8.3% of the respondents disagree and 7.5% of the respondents Strongly disagree that Grades are the most pressing factor in academic context.

TABLE 4.1.22

**TABLE SHOWING OPINION OF RESPONDENTS ON FEELING  
STRESSED ABOUT ACADEMICS DURING EXAM TIME**

| OPINION   | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-----------|-----------------------|---------------|
| Always    | 56                    | 46.7          |
| Often     | 21                    | 17.5          |
| Sometimes | 25                    | 20.8          |
| Rarely    | 10                    | 8.3           |
| Never     | 8                     | 6.7           |
| Total     | 120                   | 100           |

Source: Primary Data

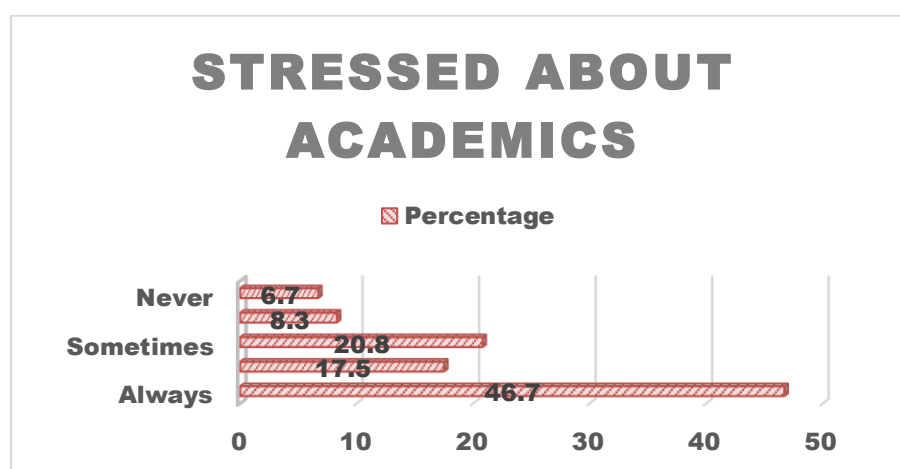


Fig:4.1.22

**FIGURE SHOWING OPINION OF RESPONDENTS ON FEELING  
STRESSED ABOUT ACADEMICS DURING EXAM TIME**

**INTERPRETATION:**

The above table shows that 46.7% of the respondents always feel stressed about their academics, 20.8% of the respondents sometimes feel stressed, 17.5% of the respondents often feel stressed, 8.3% of the respondents rarely feel stressed, 6.7% of the respondents never feel stressed about their academic.

TABLE 4.1.23

TABLE SHOWING SATISFACTION OF RESPONDENTS ON WRITING ASSIGNMENTS WILL MAKE MORE EFFICIENT DURING EXAM TIME

| OPINION           | NUMBER OF RESPONDENTS | PERCENTAGE(%) |
|-------------------|-----------------------|---------------|
| Very Satisfied    | 13                    | 10.8          |
| Satisfied         | 30                    | 25            |
| Neutral           | 32                    | 26.7          |
| Not Satisfied     | 22                    | 18.3          |
| Very Dissatisfied | 23                    | 19.2          |
| Total             | 120                   | 100           |

Source: Primary Data

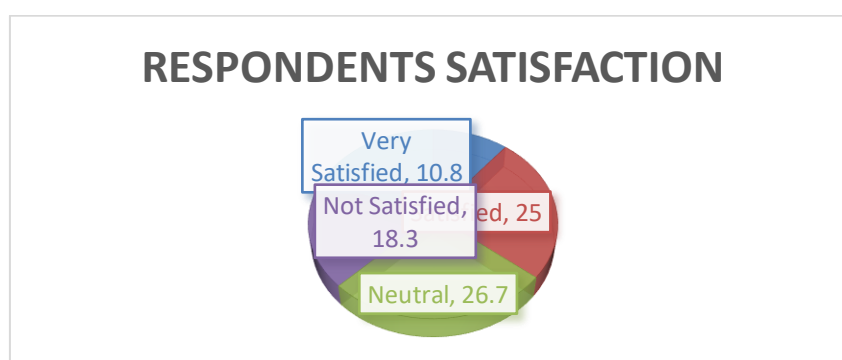


Fig:4.1.23

FIGURE SHOWING SATISFACTION OF RESPONDENTS ON WRITING ASSIGNMENTS WILL MAKE MORE EFFICIENT DURING EXAM TIME

#### INTERPRETATION:

The above table shows that 26.7% of the respondents have neutral opinion, 25% of respondents are Satisfied with the statement writing assignments will make more efficient during exam time, 19.2% of the respondents are very dissatisfied, 18.3% of the respondents are not satisfied, 10.8% of the respondents are very satisfied with the statement writing assignments will make more efficient during exam time.

## 4.2 ONE - WAY ANNOVA:

### HYPOTHEIS:

**Null Hypothesis ( $H_0$ ):** There is no significant difference between Gender of the respondents and their opinion on Pressurization of higher marks.

**Alternative Hypothesis ( $H_1$ ):** There is significant difference between Gender of the respondents and their opinion on Pressurization of higher marks.

**TABLE NO 4.2.1**

**TABLE SHOWING GENDER OF THE RESPONDENTS AND THEIR  
OPINION ON PRESSURIZATION OF HIGHER MARKS**

### DESCRIPTIVES GENDER

|                   | N   | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|-------------------|-----|------|----------------|------------|----------------------------------|-------------|---------|---------|
|                   |     |      |                |            | Lower Bound                      | Upper Bound |         |         |
| Strongly Agree    | 44  | 1.39 | .493           | .074       | 1.24                             | 1.54        | 1       | 2       |
| Agree             | 33  | 1.33 | .479           | .083       | 1.16                             | 1.50        | 1       | 2       |
| Neutral           | 23  | 1.26 | .449           | .094       | 1.07                             | 1.46        | 1       | 2       |
| Disagree          | 14  | 1.36 | .497           | .133       | 1.07                             | 1.64        | 1       | 2       |
| Strongly disagree | 6   | 1.50 | .548           | .224       | .93                              | 2.07        | 1       | 2       |
| Total             | 120 | 1.35 | .479           | .044       | 1.26                             | 1.44        | 1       | 2       |

| ANOVA          |                |     |             |      |      |
|----------------|----------------|-----|-------------|------|------|
| GENDER         |                |     |             |      |      |
|                | Sum of Squares | df  | Mean Square | F    | Sig. |
| Between Groups | .386           | 4   | .096        | .412 | .800 |
| Within Groups  | 26.914         | 115 | .234        |      |      |
| Total          | 27.300         | 119 |             |      |      |

### INTERPRETATION:

From the result it is interpreted that significant (Two – Tailed) value is 0.800 which is greater than 0.05. So  $H_0$  is accepted and  $H_1$  is rejected. There is no positive difference between Gender of the respondents and their opinion on Pressurization of higher marks.

### 4.3 CHI SQUARE TEST:

#### HYPOTHESIS:

**Null Hypothesis ( $H_0$ ):** There is no significant difference between Type of school like which school they belong to (Government and Private School) and their opinion on Staffs provides notes for every lesson according to the syllabus.

**Alternative Hypothesis ( $H_1$ ):** There is significant difference between Type of School like which school they belong to (Government and Private School) and their opinion on Staffs provides notes for every lesson according to the syllabus.

**TABLE NO 4.3.1**

| TYPE OF SCHOOL * PROVIDE NOTES OF EVERY LESSON Crosstabulation |                   |                |                               |       |         |          |                   |       |
|----------------------------------------------------------------|-------------------|----------------|-------------------------------|-------|---------|----------|-------------------|-------|
|                                                                |                   |                | PROVIDE NOTES OF EVERY LESSON |       |         |          |                   | Total |
|                                                                |                   |                | Strongly Agree                | Agree | Neutral | Disagree | Strongly Disagree |       |
| TYPE OF SCHOOL                                                 | Government School | Count          | 20                            | 17    | 15      | 10       | 3                 | 65    |
|                                                                |                   | Expected Count | 18.4                          | 20.0  | 14.6    | 8.7      | 3.3               | 65.0  |
|                                                                | Private School    | Count          | 14                            | 20    | 12      | 6        | 3                 | 55    |
|                                                                |                   | Expected Count | 15.6                          | 17.0  | 12.4    | 7.3      | 2.8               | 55.0  |
| Total                                                          |                   | Count          | 34                            | 37    | 27      | 16       | 6                 | 120   |
|                                                                |                   | Expected Count | 34.0                          | 37.0  | 27.0    | 16.0     | 6.0               | 120.0 |

| Symmetric Measures |            |       |                          |
|--------------------|------------|-------|--------------------------|
|                    |            | Value | Approximate Significance |
| Nominal by Nominal | Phi        | .123  | .770                     |
|                    | Cramer's V | .123  | .770                     |
| N of Valid Cases   |            | 120   |                          |

| Chi-Square Tests                                                                        |                    |    |                                   |
|-----------------------------------------------------------------------------------------|--------------------|----|-----------------------------------|
|                                                                                         | Value              | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square                                                                      | 1.815 <sup>a</sup> | 4  | .770                              |
| Likelihood Ratio                                                                        | 1.818              | 4  | .769                              |
| Linear-by-Linear Association                                                            | .012               | 1  | .912                              |
| N of Valid Cases                                                                        | 120                |    |                                   |
| a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.75. |                    |    |                                   |

## INTERPRETATION:

From the result it is interpreted that significant (Two – Tailed) value is 0.770 which is greater than 0.05. So  $H_0$  is accepted and  $H_1$  is rejected. There is no positive difference between Type of School like which school they belong to (Government and Private School) and their opinion on Staffs provides notes for every lesson according to the syllabus.

#### 4.4 CORRELATION:

##### HYPOTHESIS:

**Null Hypothesis ( $H_0$ ):** There is positive relationship between Kind of Stress (Sleeping difficulty, discomfort in daily routine, Both) and respondents opinion on Grades are the most pressing factor in Academic context.

**Alternative Hypothesis ( $H_1$ ):** There is Negative relationship between kind of Stress (Sleeping difficulty, discomfort in daily routine, Both) and respondents opinion on Grades are the most pressing factor in Academic context.

**TABLE NO 4.4.1**

**TABLE SHOWING RESPONDENTS OPINION ON KIND OF STRESS  
AND GRADES ARE THE MOST PRESSING FACTOR IN  
ACADEMIC CONTEXT**

| Correlations                                            |                     |                |                                                         |
|---------------------------------------------------------|---------------------|----------------|---------------------------------------------------------|
|                                                         |                     | KIND OF STRESS | GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT |
| KIND OF STRESS                                          | Pearson Correlation | 1              | .035                                                    |
|                                                         | Sig. (2-tailed)     |                | .702                                                    |
|                                                         | N                   | 120            | 120                                                     |
| GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT | Pearson Correlation | .035           | 1                                                       |
|                                                         | Sig. (2-tailed)     | .702           |                                                         |
|                                                         | N                   | 120            | 120                                                     |

##### INTERPRETATION:

Since  $r$  is Positive there is positive relationship between Kind of Stress (Sleeping difficulty, discomfort in daily routine, Both) and respondents opinion on Grades are the most pressing factor in Academic context

## **CHAPTER – 5**

### **5.1 FINDINGS**

- Majority of the respondents are fall below female category.
- Majority of the respondents are fall below 18 years of age.
- Majority of the respondent parents are fall below the Occupation of both doing Business and Daily wager,
- Majority of the respondents annual household income is Less than 150000.
- Majority of the respondents are fall below Government school.
- Majority of the respondents class strength fall below 30 – 40 students.
- Majority of the respondents are agreed that the teachers is guiding in setting study schedule targets.
- Majority of the respondents Strongly agreed that the teachers teach according to the syllabus.
- Majority of the respondents Satisfied that the teachers feedback on homework and model test is helpful
- Majority of the respondents are agreed with the attribute asking a lot of questions to the teacher is the motivating attributes to learn during exam time.
- Majority of the respondents are very satisfied with the smart board facility.
- Majority of the respondents are very satisfied with the factor teacher student relationship.
- Majority of the respondents are very satisfied with the factor regularity of teachers

- Majority of the respondents are very satisfied with the factor Quality of teachers
- Majority of the respondents strongly agree that the teachers pressurize to obtain higher marks during final exam.
- Majority of the respondents agreed that making stand outside of the class is the type of punishment given by teacher for getting lower marks.
- Majority of the respondents are agreed that the maths subject is the difficult subject to understand.
- Majority of the respondents are agreed that they find difficulty in itself.
- Majority of the respondents are agreed that Special Coaching is the method preferred to crack board exams.
- Majority of the respondents are agreed that the teachers provide notes for every lesson according to the syllabus.
- Majority of the respondents are agreed that teachers gives notes by writing on the blackboard.
- Majority of the respondents agreed that teachers finishes syllabus before model exam.
- Majority of the respondents agreed that discomfort in daily routine is the kind of stress that they overcome during exams.
- Majority of the respondents strongly agree that Grades are the most pressing factor in academic context.
- Majority of the respondents are always feels stressed about academics during exam time.
- Majority of the respondents are satisfied with writing assignments will make more efficient during exam time.

## **5.2 SUGGESTIONS:**

- In order to promote quality education, there should be strict monitoring in the activities of the teachers.
- Management system of the both school should be strict and take seriously the importance of infrastructure facility.
- Regular and frequent inspection of the schools by the concerned authority.
- Teachers should be dedicated to their works.
- Schools teachers should think and apply other punishment types that the student make responsible to their study.
- Quality teaching should be given by the teachers so that students do not go for tuition classes.
- Teachers should discuss the problems of the students, why they are finding difficult the subjects and try to help them out.
- Academic environment should be created in the school campus.
- The headmaster of the both school should take necessary action which can help to raise academics standard of the schools.

## CONCLUSION

The decision of sending the children to the respective private or government school is much decided by the performance of previous student in the board examination. Due to performance of the students from the private schools, in the examination, it motives parents to enroll their children in the private school. Only those parents who are economically weak they enrolled their children in the government school.

Discussion with parents of the students revealed that every parent wants to their children to get quality education in a good and safe environment. Their parents worried that in this modern sate without acquiring quality education they cannot compete with others and they will fail to make their future life successful. According to them, private school is better because at least the students are getting higher marks than government school students and they can apply for any good colleges and government jobs.

Even though the government school teachers are more qualified and better trained but they were not competent in performing their task. However the private school teachers are not highly qualified but they are regular on performing their work well. It is may be because of the financial security and satisfaction that leads to lazy to the government school teachers and on the other hand the teacher of private school they have the fear that if they will not perform well then they will be fired from the job.

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## **APPENDIX – I (QUESTIONNAIRE)**

**1.Name**

**2.Gender**

☐ Female

☐ Male

**3.Age**

☐ 17

☐ 18

☐ 19

☐ 20

**4.Parents Occupation**

☐ Doing Business

☐ Daily wager

☐ IT Employee

**5.What is your annual household income**

☐ Less than 150000

☐ 150000 - 300000

☐ 300000 – 500000

**6.**Where do you study?

☐ Government School

☐ Private School

**7.**What is your class strength?

☐ 20 - 30 Students

☐ 30 - 40 Students

☐ 40 - 50 Students

**8.**Teachers guides in Setting study Schedule targets and developing Strategies to achieve that target.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

**9.**Teachers teach according to your syllabus.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

**10.**Please share your agreement with this statement."If teachers gives feedback on homework and model test results so that you can improve"

☐ Very dissatisfied

☐ Not satisfied

☐ Neutral

☐ Satisfied

☐ Very satisfied

**11.**What motivates you to learn more during your exam time

☐ Asking a lot of questions to the teacher

☐ Completing various assignments

☐ Group study

**12.**On a Scale of 1 to 5 how satisfied you are about your staffs teaching level:

☐ Smart board facility

☐ Teacher student relationship

☐ Regularity of Teachers

☐ Quality of teaching

**13.**Teachers pressurize to obtain higher marks in final exam

☐ Strongly Agree

- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

**14.**What type of punishment your teacher use to give you for getting lower marks.

- ☐ Beating
- ☐ Make you stand outside of the class
- ☐ Give you more homework

**15.**What are the subjects do you find difficult to understand?

- ☐ English
- ☐ Tamil/Hindi
- ☐ Maths
- ☐ Science
- ☐ Social Science

**16.**Why these subjects you find difficult to understand? Give specify reason

- ☐ Could not understand the lecture
- ☐ Teacher is not able to elaborate

**17.**What are the teaching method you prefer to crack your board exams

☐ Special coaching

☐ Group Study

☐ Questioning

☐ Referring Guide

**18.** Teachers provide notes for every lesson according to the syllabus.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

**19.**How your teacher gives you notes?

☐ By writing on the blackboard

☐ By dictating

**20.**Do your teachers finishes the syllabus before model exam?

☐ Yes

☐ No

**21.**What Kind of stress does you overcome during your exams

- ☐ Sleeping difficulty
- ☐ Discomfort in daily routine
- ☐ Both

**22.**Getting "Grades" are the most pressing stress factor in academic context.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

**23.**How often do you find yourself feeling stressed about your academics during exam time?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

**24.**Do you satisfied with the statement Writing Assignments will make you more efficient during exam time.

☐ Very dissatisfied

☐ Not satisfied

☐ Neutral

☐ Satisfied

☐ Very satisfied

## APPENDIX – II(Article)

### “A STUDY ON TEACHING METHODS OF PRIVATE AND GOVERNMENT SCHOOL AND STUDENTS TEST ANXIETY LEVEL ON PREPARING FOR BOARD EXAMS”

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#### **Abstract:**

This paper analysed to examine the pros and cons of teaching methods in preparation for board exam for 10<sup>th</sup> grade in Chennai which includes both Private and Government school. We examine background of the student, type of school including race, educational attainment and socioeconomic status. After controlling for background characteristics, we find the teaching methods by the way how the students prepare for final exam. In this case, Students are not „pushed“ away from public schools, contrary to much public rhetoric that suggests private schools are somehow inherently „better“ than public schools and Students. Students may perceive that Teacher involvement and Teacher communication are more easily facilitated and valued in private schools.

#### **Introduction:**

Education is a process of training and instruction. It is a process which promotes intelligence, enables an individual to be industrious and ensures progress. The concept of education is dynamic and so its meaning also changes according to the need of time and situation.

Every school should give Quality Education to their students. Quality Education refers to the standard management, quality environment, good educational facility, standard curriculum, methods of teaching, examination system, marking system.

The educational standards of school children in India are primarily evaluated based on written examinations. Every year, the Indian government conducts two board exams, otherwise referred to as public exams, at the end of the 10<sup>th</sup> (secondary education) and 12<sup>th</sup> (higher secondary education) grades.

#### **Review of Literature:**

**R Sherafat, C Murthy (2016)** The authors have attempted to understand whether Government and Private school students of Mysore are differ on Critical Thinking

and Study Habits. The study was conducted on the sample of 625 students of Mysore City in India using stratified random sampling technique.

**Hoxby, C, M. (2002)** This paper investigates whether schools that face stronger choice-based incentives have greater demand for certain teacher characteristics and (if so) which teacher characteristics. Schools that face choice-based incentives should demand teachers who raise a schools' ability to attract students. Thus, in the long term, school choice would affect who became (and remained) a teacher if it affected schools' demand for certain teacher characteristics.

**Steven Rivkin G, Eric Hanushek A, John F** This paper disentangles the impact of schools and teachers in influencing achievement with special attention given to the potential problems of omitted or mismeasured variables and of student and school selection. Unique matched panel data from the UTD Texas Schools Project permit the identification of teacher quality based on student performance along with the impact of specific, measured components of teachers and schools.

#### **RESEARCH METHODOLOGY:**

Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject. The Primary source of data was directly collected from the respondents using Questionnaire. Secondary data were collected from the articles, Journals and website. Statistical tools help researchers make sense of the data collected. It enables them to report results and make interpretations. How the data is analysed depends on the goals of the project and the type of data collected. In order to analyse descriptive data analyses and statistical tools used such as Percentage method, Annova, Correlation.

#### **OBJECTIVE:**

- To Identify the teaching methods, which are applied by the teachers of Govt. and Private Schools to give quality education to the students.
- To find out the problems encountered by students and level of Academic stress of both private and government school in preparation for board exams.

#### **DATA ANALYSIS AND INTERPRETATION:**

##### **ANNOVA:**

##### **Hypothesis:**

Null Hypothesis ( $H_0$ ): There is no significant difference between Gender of the respondents and their opinion on Pressurization of higher marks.

Alternative Hypothesis ( $H_1$ ): There is significant difference between Gender of the respondents and their opinion on Pressurization of higher marks.

| ANOVA          |                |     |             |      |      |
|----------------|----------------|-----|-------------|------|------|
| GENDER         |                |     |             |      |      |
|                | Sum of Squares | df  | Mean Square | F    | Sig. |
| Between Groups | .386           | 4   | .096        | .412 | .800 |
| Within Groups  | 26.914         | 115 | .234        |      |      |
| Total          | 27.300         | 119 |             |      |      |

### INTERPRETATION:

From the result it is interpreted that significant (Two – Tailed) value is 0.800 which is greater than 0.05. So  $H_0$  is accepted and  $H_1$  is rejected. There is no positive difference between Gender of the respondents and their opinion on Pressurization of higher marks.

### CORRELATION:

#### HYPOTHESIS:

**Null Hypothesis ( $H_0$ ):** There is positive relationship between Kind of Stress (Sleeping difficulty, discomfort in daily routine, Both) and respondents opinion on Grades are the most pressing factor in Academic context.

**Alternative Hypothesis ( $H_1$ ):** There is Negative relationship between kind of Stress (Sleeping difficulty, discomfort in daily routine, Both) and respondents opinion on Grades are the most pressing factor in Academic context.

| Correlations                                            |                     |                |                                                         |
|---------------------------------------------------------|---------------------|----------------|---------------------------------------------------------|
|                                                         |                     | KIND OF STRESS | GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT |
| KIND OF STRESS                                          | Pearson Correlation | 1              | .035                                                    |
|                                                         | Sig. (2-tailed)     |                | .702                                                    |
|                                                         | N                   | 120            | 120                                                     |
| GRADES ARE THE MOST PRESSING FACTOR IN ACADEMIC CONTEXT | Pearson Correlation | .035           | 1                                                       |
|                                                         | Sig. (2-tailed)     | .702           |                                                         |
|                                                         | N                   | 120            | 120                                                     |

### INTERPRETATION:

Since  $r$  is Positive there is positive relationship between Kind of Stress

(Sleeping difficulty, discomfort in daily routine, Both)and respondents opinion on Grades are the most pressing factor in Academic context.

## **FINDINGS:**

- ✚ There is no positive difference between Gender of the respondents and their opinion on Pressurization of higher marks.
- ✚ Since  $r$  is Positive there is positive relationship between Kind of Stress (Sleeping difficulty, discomfort in daily routine, Both)and respondents opinion on Grades are the most pressing factor in Academic context.

## **CONCLUSION:**

The study reveals that there is no positive difference between gender of the respondents and their opinion on opinion on Pressurization of higher marks but there is positive relationship between kind of stress and respondents opinion on Grades are the most pressing factor in Academic context.

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