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Teachers' Perspectives on Shadow Education Among the High School Students of Manipur, Northeast India

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Abstract

In this modern technological world, robotic era and fast-growing Artificial Intelligence in all fields are very relevant and the young students all over the world including India are passionate about. The education of the young students are most thrilling experience and constant increase in the competitive world everyone needs to survive to get the best in everything. In this regard parents, students and teachers try to get best out of school curriculum to educate their students and children but due to lots of problems and issues, students look for shadow education or supplementary education in order to remain on the top. This fast-growing tradition of going for shadow education gives unfair advantage to those students who can afford while victimizing many poor students. Hence in this paper, the researcher is trying to investigate the causes, problems and impact of students who are going for the shadow education. This study is done from the teachers' perspectives in the state of Manipur, India. The descriptive survey method is used for this study and the data is collected from the high school students in the state of Manipur particularly from East Imphal district and West Imphal district. The sample size is 100 teachers. The tool of data gathering is through interviews and questionnaire. The study's findings are quite pertinent. Finally, the study proposes certain recommendations and suggestions to solve problems of Manipur and to rebuild the quality of teaching and the educational system of the schools.

Keywords: Shadow education, impact, perspectives, curriculum, influence in academics

INTRODUCTION

Private tutoring, or "shadow education," is booming across Asia; in contrast, shadow education is most prevalent worldwide in this region. This is caused in part by the educational system's inequality, cultural variables, the belief that traditional school systems are inadequate, and the confluence of declining family numbers and rising affluence. The price of shadow schooling is high. Academic success is not always improved by private tutoring; at certain institutions, students frequently abandon classes or nod off during instruction because they are either exhausted from too much outside study or because they take the normal classroom instruction for granted This implies that conventional education may become less effective as a result of shadow education. Greater inefficiencies in the mainstream school system can result from teachers who devote more of their time to shadow education than to traditional classroom instruction. Corruption may result from situations where educators give additional private coaching to students for whom they are already accountable in the public system especially when educators purposefully reduce the

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amount of content they cover in normal sessions to support the shadow education industry. Hence, the study tries to find out the emerging trend of private tutoring and its causes and effectiveness of shadow education from the teachers' perspectives [1,2].

LITERATURE REVIEW OF THE STUDY

All over the world there are many studies that have been done to investigate the shadow education, its causes and effectiveness on the schooling of high school students [3]. The research scholars through their studies and reviews have presented their findings, views and their concepts on shadow education and the impact in all aspects of teaching and learning process. many factors demanding for remedial shadow education in public secondary schools in Kitui Central District, Kenya. This study was done with 52 teachers, 260 students from 13 schools of Kitui Central District. Shadow education was demanded by the fact of pressure of stiff competition to excel in national examinations, peer pressure of both students and parents, lack of infrastructure in schools and lack of quality of teachers [4].

Many research scholars and academicians have focused on education among different forms of conflicts such as violent conflicts in Manipur (Taorem, 2013), Naga-Kuki and Kuki-Paite conflicts (Oinam, 2003), emergence of insurgent groups and discriminatory violent treatments created out creation of tension among various ethnic groups in the NEI (Das, 2011). Sapana D. and Thounaojam S. (2016) expressed that frequently occurring bandhs, violence, blockades and other socio-political unrest affect the academic performance of the students affect students' learning process [5,6]. Keithellakpam B. (2016) portrayed that all the parents felt the necessity of providing shadow education for the children's future studies, to succeed in the entrance examinations, to secure high marks in their examinations, to help them through tuition since parents are unable to teach them the various subjects and in Imphal, not going for tuition appear to be something unusual in the region [7,8]. Miraj N. A. et al., (2022) studied on the teaching efficiency of private and government secondary school in Manipur state in a comparative manner with the sample of 240 teachers out of which 120 teachers from government school and 120 from private schools including both streams of subjects such as science and arts. The findings of the study revealed that all teachers need to have optimum level of improvement in their teaching abilities and strategies [9,10].

PREDOMINANT CAUSES OF SHADOW EDUCATION

Shadow schooling has several intrinsic benefits and drawbacks that have a significant impact on many facets of our social lives. However, shadow education centres are becoming more well-known at the cost of public schools simply because of their inherent significance to the educational system. The way education is now provided has changed such that coaching centres or shadow education programs handle the real teaching and learning while schools serve just as places to administer tests and grant diplomas. Schools have strayed from their noble mission of educating pupils. Parents' discontent with school performance is reflected in the growing culture of shadow schooling. The predominant causes of increasing trend of shadow education are large size classrooms with too many students, pressure and stress on individual academic achievements, ineffective classrooms, rigid curriculum, insufficiency of scholastic guidance, examination oriented school culture, and to keep adolescent students busy with books and so on.

AIM OF THE STUDY

The purpose of the study is to investigate the teachers' perspectives of shadow education and its causes and impact of shadow education among the high school students of East and West Imphal districts of Manipur State of North East Indian region.

SPECIFIC OBJECTIVES OF THE STUDY

The researcher has have placed three specific objectives for this study:

- To find out the various causes of shadow education among the high school students of East and West Imphal districts.

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- To investigate the various problems of shadow education in the state of Manipur.
- To study the positive and negative impact of shadow education in the formal schooling process of teaching and learning.

MATERIALS AND METHODS

The researcher has employed the descriptive research design and used interview survey method for the process of data collection. Among the total population of teachers in both districts, 100 respondents have been selected for the information collection. The tools used for the quantitative data collection through interviews and questionnaire in both West and East Imphal Districts of Manipur state. The data analysis process was done through systematic statistical tools such as Microsoft Excel and Statistical Package of Social Science (SPSS) version 20.

ANALYSIS AND INTEPRETATION

In this research, Figure 1 portrays that the distribution of pay related and income gain as a reasons for teachers promoting the students for shadow education in the state of Manipur particularly in the districts of East Imphal and West Imphal. The highest 85 percent of the teachers agreed that poor pay and working conditions of teachers compared to other professions influence them to turn to private teaching, while answering another question again 85 percent of them said that teachers will not feel the need to resort to shadow education if their pay scale and other benefits are at par with other professions. The next highest 70 percent of the respondents felt that seeking personal supplementary income is the main driving force behind the shadow education culture in the state, while 40 percent each expressed that they promote PT for personal gains and are tempted to high paying private coaching centres than the school salary respectively.

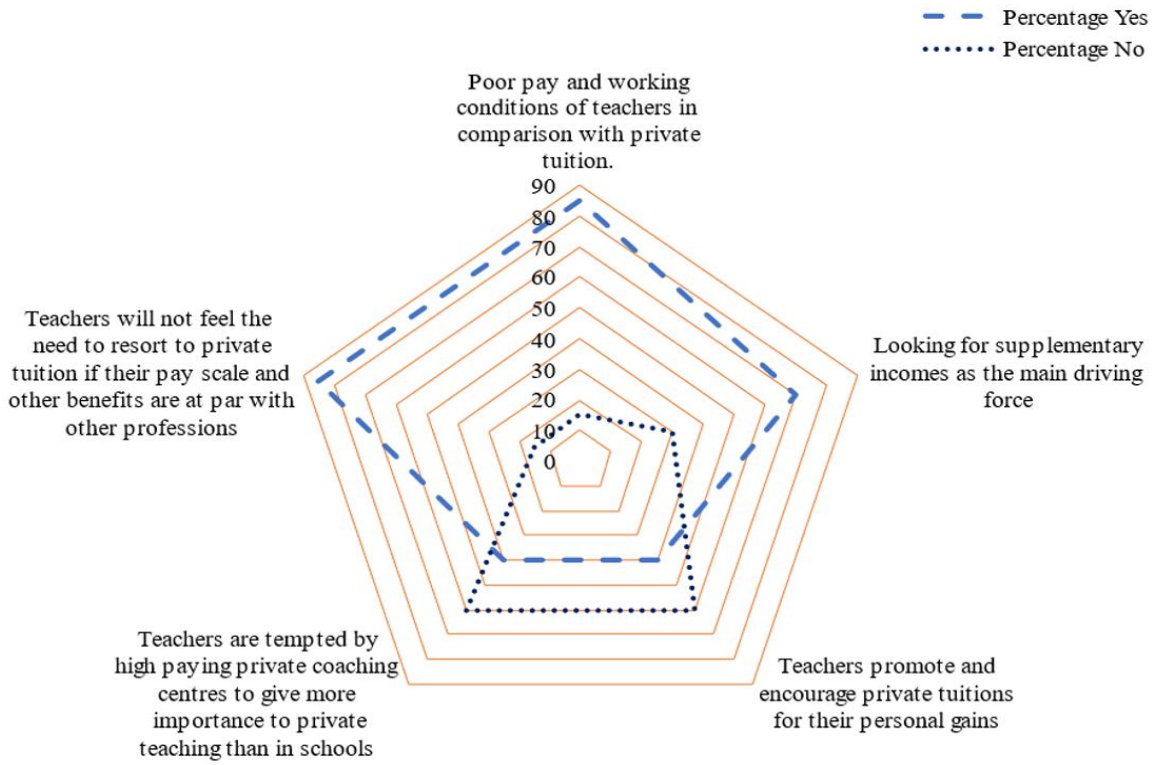

Figure 1. Teachers' Pespectives on the causes of shadow education in Manipur with regard to their income

In this research data analysis, Figure 2 shows the distribution of teachers' concept of teaching both in the school environment and in the private coaching centres in Manipur state with reference to two districts under study. Nearly 42 percent of the respondents agreed that most teachers look at shadow

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education as important and necessary to improve the performance of their student in their academic level and the majority of them that is 64 percent have got the concept of private tutoring as a professional obligation due to requests and demands from needy students while 63 percent of the teachers offer quality shadow education at minimal prices as an act of service towards society and as a calling to the noble profession. Nearly 35 percent of the teachers have the concept and view that teaching is no longer the noble profession of service but is just another job to find means to earn an income, while 37 percent of them consider the idea that the quality of teaching in school classrooms would be compromised by teachers who give more importance to shadow education.

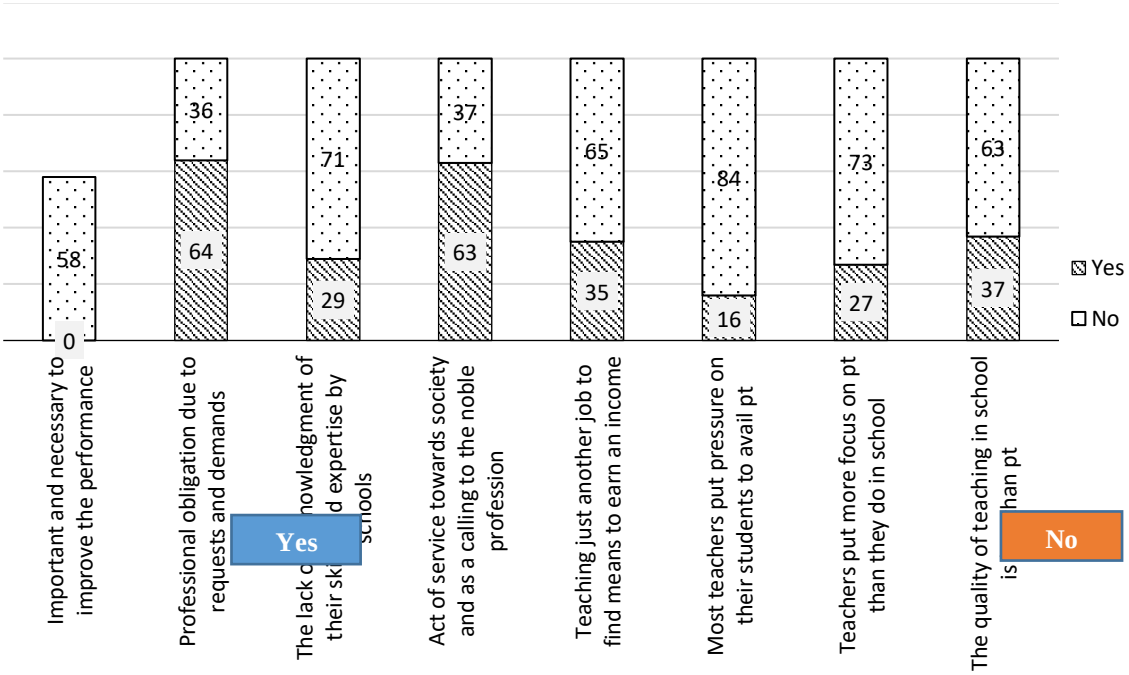

Figure 2. The perception of teaching profession in classroom and in PTCs.

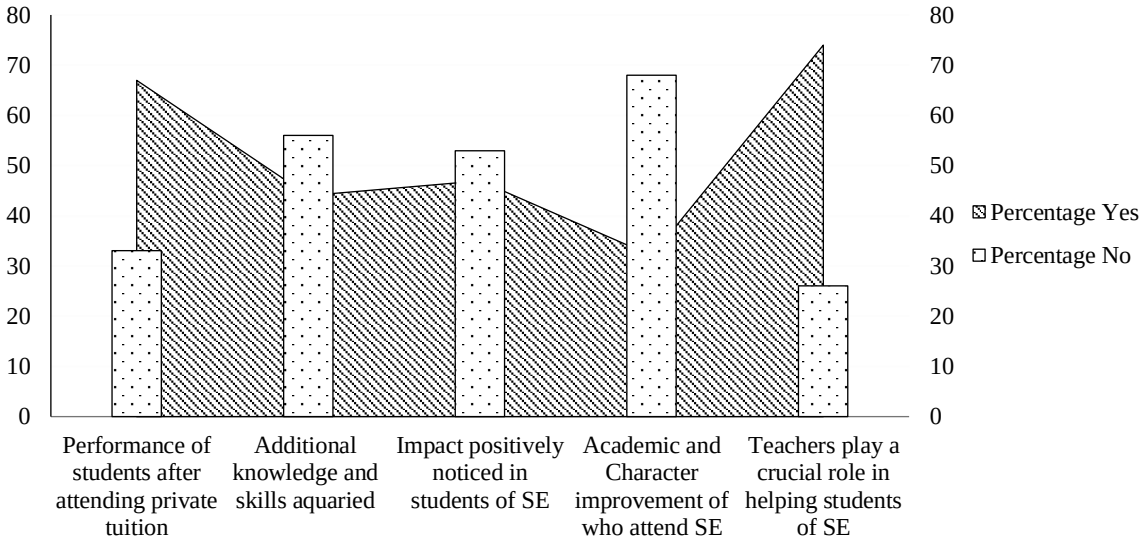

Figure 3. Teachers' opinion of positive impact of shadow education in the state of Manipur.

Figure 3, elaborates the distribution of the teachers' opinion of positive impact of shadow education for the development and well-being of the students in the process of learning and teaching. The highest 74 percent of the respondents felt that teachers offering shadow education play a crucial role in helping

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students improve their academic performance, the next highest of 67 percent of the teachers expressed that teachers have noticed a clear improvement in performance of students after attending shadow education while 47 percent of them felt the impact of teachers have made a huge difference by offering private tutoring to their students. Considering the positive impact of shadow education in the acquirements of skills and gaining of additional knowledge, 44 percent of them said that shadow education help students to acquire additional knowledge and skills that are not being offered at schools.

FINDINGS AND RESULTS

- The highest 85 percent of the teachers agreed that poor pay and working conditions of teachers compared to other professions influence them to turn to private teaching.
- The next highest 70 percent of the respondents felt that seeking personal supplementary incomes are the main driving force behind the shadow education culture in the state
- Nearly 42 percent of the respondents agreed that most teachers look at shadow education as important and necessary to improve the performance of their students in their academic level and the majority of them, that is, 64 percent have got the concept that teachers resort to private tutoring as a professional obligation due to requests and demands from needy students.
- Exactly 35 percent of the teachers have the concept and view that teaching is no longer a noble profession of service but as just another job to find means to earn an income.
- The majority of respondents, or 74%, said that instructors who provide shadow education are essential in assisting pupils in raising their academic achievement.
- Highest of 67 percent of the teachers expressed that teachers have noticed a clear improvement in performance of students after attending shadow education.
- 44 percent of them said that shadow education help students to acquire additional knowledge and skills that are not being offered at schools.

DISCUSSION

In the discussion section, the researcher brings out different types of causes and impacts of the shadow education helping them to gain the good and positive personality and to avoid unhealthy pursuits such as excessive time spent on phone, TV, online games etc. Another social negative impact is that shadow education apart from school time learning promotes wide disparity, inequality, discrimination based on sex, caste, gender, and ethnicity from the youth period. Many of the students develop a tendency of drinking, smoking and getting addicted to substance abuse with the peer group and personal character and behaviour have been deteriorated during the days of going for private coaching classes.

The impact of quality compromising on teaching and learning in school seen due to the availability and wide spread of private coaching centres and parents lost their expectation of school educational quality and not interested in the ward's growth because of their children attending the shadow education in both districts. Poor attitude and behaviour as an impact of PT is seen among teachers and parents, among students towards their teachers and school environment, and have reduced the love and concern of students for their school. Another impact of financial burden and pressure on parents due to heavy fees, increased expense of their household and other related expenditures. The negative impact of quality government schools on teaching is seen due to PTs and their conditions of government schools both in their physical structure and the quality of education in comparisons with the private schools and tuitions. PTs negatively impacted the most backward community through the process of marginalization.

The various problems confronted by the parents due to PTs of their children are creating economic division due to poverty of poor parents and the wealthy and financial burden and exhaustion is a serious problem while paying less attention to their professions as they are confined in the shadow education centres on a daily basis. By taking away children's ability to think critically, be creative, and solve problems, PT produces a negative backlash in society. In addition, children are subject to pressure and

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influence from their peers, family, and relatives. They fear about children's uncertain future and get into physical and mental problems due to time spent in the tutoring centres. According to the opinion of the Heads of institution or Principals, the problems of shadow education are students are in an increasing over-dependence in shadow education by school students for the higher academic performance, weakening of mainstream formal education in the schools, students not improving their problem solving, thinking skills and creativity. Other problems also came up due to PTs such as negligence of the students in the classroom teaching by the school teachers, culture of dependency and rote learning among the students while affecting the values and the basis of education in detailed manner and increase the rate of students' absenteeism in the school.

Recommendations

- The present education system of the state of Manipur needs to change through the school learning and teaching aspects. Every institution or school management should see that the teachers are not commercialized. Instead they should be trained and dedicated in imparting their knowledge, school curriculum in their mainstream of education upholding their profession with certain quality.
- Every school management and teacher is urged to promote thinking power, creativity, and problem solving skills and building relationship capacities so that they gain self-esteem, confidence to deal with life situations in a positive manner.
- Students can be advised to have a positive and pedagogical approach to learn the subject matters in the class room. The school administration and every teacher is to identify the weak students and slow learners and encourage them for the remedial classes to improve their academic learning and social life with skills.
- Principals' and teachers are urged to focus on regular schooling and learning process in the main school formal classes and avoid every chance of taking tuition and situation of looking for supplementary income from pupils of their own school or subject for whom they are responsible in the public system of education and thus avoiding corruption of deliberately teaching less in their own subject time and promoting the market of shadow education.
- The individual teacher is suggested to use referral and to handle with weak, and problematic students through counselling, cognitive therapy, listening attitudes, and extra attention while teaching and mentoring in the process of education in the classroom itself. Mentoring is very important to accompany every student in all aspects of life of the student in the adolescent period.
- Private coaching centres and tutors of various tuition centres are recommended to give tuitions if required to those who are weak with moderate prizes and not to make the shadow education as a business for profit making in the state.

SCOPE FOR FUTHER RESEARCH

The scope of this study for further research is that this research focuses on shadow education in two districts of Manipur. The scholars can study about the shadow education and its impact in other districts also. Researchers can look at this research which has an impact in the state of Manipur but scholars can study the entire northeast India from the same perspectives to get the entire northeast regional scenario of shadow education in the tribal areas where students have less opportunities for the formal schooling. The scope of this study is very relevant for all students, parents, teachers and the school management in India. The research scholars can make further investigation on the impact of shadow education among the migrated students to abroad – international migration as well as internal migration for knowledge, learning and for the higher educational purposes.

CONCLUSION

Teaching and student interaction is very essential part of the educational process in any part of the world. The existential and practical situations of the schools with overcrowded class rooms, ineffective interactions, poor salary of teachers in private schools and irregularities in the disbursal of salaries for the government sectors, inadequate training and experience of handling the adolescent students in the

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classroom, teachers' aiming at supplementary income, teachers' pressure and influence in forcing students to go for shadow education are the causes for the emerging trend for the mushrooming of tutors and tuition centres. The role of the government is a mandatorily recommended to bring the quality of education in all formal schooling and learning process in the state of Manipur. Growing culture and the trend of supplementary education is a manifestation of parents' unhappiness and dissatisfaction with the formal schooling process and the academic achievement of the educational system and the realization of the curriculum of formal schooling.

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