



Assessment of Impact of Coaching Institutes on Academic and Psychological Skills of Young Job Aspirants.

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Abstract

The present investigation was carried out on 200 job aspirants who were in the age group of 18-27 years. The area selected for this study was district Charkhi Dadri of Haryana state. The selection of the respondents was random from a well-known coaching institute of Charkhi Dadri, ICS Coaching Centre. The objective of the study was to find out the positive and negative impact of coaching on the aptitude and psychological skills of young job aspirants. From the results of the study, an improvement was seen in every aspect of academic skills as they improved their mean value. When results were concluded regarding the psychological or personal skills, it was found that those who cracked competitive exams in one or two years of enrolment in the coaching centre were more motivated and were having positive outlook about a bright future but others who did not get positive results even after three to four attempts reported demoralized and overburdened from parental expectations as well as societal pressure. But they too were significantly ahead of their peers in the stimulation level. All these students reported that they improved their basic life skills as they also learnt about how to attempt competitive exams and how to prepare themselves for tough situations. Regular periodic examinations conducted by the institute revealed that continuous practice and interaction amongst fellow students had a very strong and long-lasting impact on their subject command which helped them in improving their overall scores in all academic activities.

Keywords: coaching centre, job aspirants, aptitude skills, psychological impact, home environment, pressure.



Introduction

Nowadays, it has become a trend for students to enroll in coaching institutes for scoring well in competitive exams who aspire to get good government jobs. However, it is still debatable whether these coaching institutes provide an edge over other students who do not avail any type of coaching.

In this study, we tried to find out the pros and cons of coaching institutes for job aspirants who were taking coaching and seeking jobs in the public sector. Results of this study confirmed that coaching Institutes do provide job seekers with correct guidance, which is required for cracking the competitive exams. In these institutes, the job aspirants not only get academic guidance but they get to know about job options and they also learn about making right job choices as per their academic acumen. At such institutes, they get individual attention because these institutes focus on individual learning and overall development of students as per individual students' requirements. Coaching institutes develop different course outlines and learning techniques for different type of jobs that helps students in getting a competitive advantage.

In addition to providing academic excellence, coaching classes also help to discipline job seekers by streamlining their day-to-day routine which is generally found missing in students' life. Particularly with coaching classes, students can get enough time for revitalizing their energy while they also get to learn at their own pace or capacity. Coaching Students can also look up to cover each concept from their subjects that they might have missed out at the school level. Regular guidance and directions from teachers of coaching institutes gives students positive reinforcement, which makes them more positive towards competitive life and with this competitive zeal, they can look forward to achieve their individual goals in life. But on the other side, the students who were not able to crack any competitive exam even after spending two to three years at these coaching institutes often tend to get demoralized. Nowadays, the cost of education is rising with every new academic cycle. Not every parent can afford extra expenses for coaching along with ever rising living costs.

Another concern of these students was that these coaching Institutes give students a lot of homework in order to make them practice properly and score well in competitive exams. These students do not get enough time to rejuvenate and they feel overburdened with homework thus enhancing stress levels in students. Any Coaching Institute's primary goal is to train job seekers specifically for examination and hence they make them work extensively for gaining a competitive edge, and education is expected to better prepare students for their transition to the labour market and their professional future (Koenen et al., 2015).



Methodology

The present study was conducted in purposely selected, a well-known coaching institute, ICS Coaching Centre of district Charkhi Dadri of Haryana State. Keeping in view the requirement of the study, 200 respondents were selected randomly, out of which 100 were girls and 100 were boys. All these job aspirants were in the age group of 18-27 years. For this study, two types of variables namely dependent and independent were included. The independent variables are the presumed causes, and the dependent variables are the consequences. Independent variables can be controlled and manipulated to ascertain their impact on observed phenomena. Dependent variables change with a change in the independent variables. Independent variables included personal information like name, age, education, parents' education, occupation, economic status of the family, etc. While dependent variables were divided into two main categories. First was aptitude or academic skills which included mathematical skills, reasoning skills, Science, English, and G.K. The second was personal skills which were divided into daily living skills and socialization skills. And domains in these skills were scored by using a mixed method which includes qualitative and quantitative methods. For measuring aptitude or academic skills quantitative methods which were based on their test scores, Every Saturday an aptitude test was prepared by the coaching institute's faculty and administered to the students for a specified time span. It was meant to assess their scores on different academic skills. On the other hand, life skills were measured qualitatively by administering a questionnaire to every individual job seeker and analyzed in the following ways whether the activity is; a. usually or habitually performed (scored 2), b. Activity is performed sometimes and partially (scored 1), Never performed (scored 0). Data was collected by sending an online self-prepared questionnaire and results were calculated in the form of percentages. The questionnaire was administered individually to all the respondents with the help of the coaching institute's owner.

Results and Discussion:

In this study, the impact of enrolment in coaching institutes on job seekers' academic skills and life skills were analyzed by administering qualitative and quantitative scales and the results were as follows:-

Table.1 Personal and Socio-Economic Status of Respondents:

From the table 1 it is clear that more than 50% of job seekers were in the age group of 21-23 years, followed by 24.0% in the age group of late teens, and the rest 22.5% were in the age group of 24 years and above years.

S.No.	Variables	Frequency	Percentage
1	18-20	48	24.0
2	21-23	107	53.5
3	24-and above	45	22.5
	Total	200	100

Table.2 Education of Respondents:

S.No	Variables	Respondents	Frequency
1	10+2	32	16.0
2	Pursuing Degree	121	60.5
3	Graduate	45	17.5
4	Any Other	12	06.0
	Total	200	100

From Table 2 it is clear that more than half (60.5%) of the respondents were pursuing their degree or enrolled in undergraduate courses while less than 20% were graduate and senior secondary level respectively. A very less percentage (6.0%) of the respondents were involved in other professional courses.

Table.3 Educational Status of Mothers' of Respondents:

S.No.	Variables	Frequency	Percentage
1	Illiterate to Primary	66	33.0
2	Up to 12th	110	55.0
3	Above 12th Pass	24	12.0
	Total	200	100

Table 3 shows the education level of mothers of respondents which was found moderate, as It is clear from the table that a majority of mothers (55.0%) of respondents were having education up to higher secondary while one-third section (33.0%) of the mothers were falling either in illiterate category or who attended school up to primary. Only 12.0 percent of the total mothers were having education up to senior secondary level or above.

Table.4 Occupation of Fathers of the Respondents.

S.No	Variables	Frequency	Percentage
1	Labour	82	41.0
2	Farming	103	51.5
3	Service	12	6.0
4	Business	3	1.5
	Total	200	200

Nearly half of the respondents 51.5% belonged to a farming background followed by labour class (41.0%) activities and very few percent (2.3%) of the respondents were those whose fathers were in government and non-government services(Table 4).

The socio-economic status of the respondents was found moderate. The major section of the respondents came from lower middle class to poor families 53.0 % and 44.5 % respectively, as shown in Table No. 5. It may be due to the education level of parents which was also found low.

Table.5 Socio-Economic Background of the Respondents:

S.No	Variables	Frequency	Percentage
1	Below 10k / Month	89	44.5
2	Between 11k -1lacs	106	53.0
3	Between 1-2 lacs	05	02.5
4	Above 2 lacs	00	00.0
	Total	200	100

Table.6 Family Size of the Respondents:

S.No.	Variables	Frequency	Percentage
1	Small Family(2-5)	68	34.0
2	Medium Family(5-7)	122	61.0
3	Big Family(Above 7)	10	05.0
	Total	200	100

It is evident from the above Table.6 above that the majority of the respondents (61.0%) were having a medium size family whereas a significant percentage were having (34.0%) small family.

Intellectual Status of the Respondents:-

The result of the study indicated that coaching institutes significantly impacted aptitude and mental abilities i.e.; mathematical skills, reasoning skills, problem-solving skills, etc. But interpersonal skills i.e. stress management, emotional quotient, self-control, and self-regard impacted negatively which was also reported by Marlin Deepnar 2017. The improvement in psychosocial skills was seen which was reported by the job aspirants and results were also supported by Ragins and Kram, 2007 they said that psychosocial support refers to the presence of trust and intimacy in the interaction between coach and coachees. Psychosocial support also refers to coaching behaviors that promote students' personal growth concerning aspects such as self-efficacy and self-worth, including acceptance and confirmation.

Table7. Overall mean and standard deviation of job aspirants on an aptitude test.

S.No.	Variables	Pre Mean+SD Score	Post Mean +SD	Z- test
1.	Mathematics	80.88+22.10	101.97+17.28	44.86
2	Reasoning	61.04+15.29	75.40+23.45	36.72
3	Science	52.04+12.96	64.04+15.85	33.33
4	English	53.12+12.97	70.30+16.23	47.70
5	G.K	56.28+23.0	81.88+22.10	53.37

Df= 198 p is significant at 0.05 level.

From Table 7 it is evident that after taking continuous coaching classes almost all parameters showed a significant increase in Aptitude Test scores. The maximum gain was seen in G.K. with a value of z- 53.37 with a mean score of 81.88+ 22.10, which was followed by English with a z value of 47.70 and the gain in Mathematics was 44.86 (z value)(Sonesh et al., 2015; Albizu, 2016). Educational coaching increases the students' academic motivation reported in a study conducted by Hawkins (2008). A high focus on academic skills and persistence. Academic by Alzen et al. (2021).

Interpersonal and Intrapersonal Status of Respondents:

The second objective of the study was to determine, describe and assess the impact of coaching institutes on the psychological and social skills of job aspirants. These skills were subcategorised into intrapersonal, interpersonal, stress management, and adaptability skills etc. and were assessed based on percentage, the results were reported as follows:

Table: 8 Interpersonal and Intrapersonal Status of the Respondents:

S.No	Variables	Frequency	Percentage
1	Consistency in Study	82	41.0
2	Positive attitude toward self	70	35.0
3	Negative attitude toward self	130	65.0
4	Low Self Confidence	145	72.0
5	Multitasking	119	59.5
6	Support and Empathy	138	69.0
7	Time management	211	70.3
8	Team Spirit	190	63.33

9	Responsibility	149	74.5
10	Self Motivation	59.0	29.0
11	Quality Relationship	51	25.5
12	Have the patient in pressure	39	19.5
13	Flexibility and adaptability	112	56.0
14	Feeling jealous whenever others get selected.	89	44.5
15	Feel motivated and positive	109	36.33
16	Feel depressed with time		

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