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SENSINGTHENECESSITYANDIMPACTSOFPRIVATETUITIONINENGLISHAMONGSECONDARYSTUDENTSINKHULNABANGLADESH

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Sensing the Necessity and Impacts of Private Tuition in English among Secondary Students in Khulna, Bangladesh

Sk. Rezwan Shihab [α] & Nahida Sultana [σ]

Abstract- Private tutoring is now a major component of the education sector in many developing countries, yet education policy seldom acknowledges and makes use of it. The present study aims to identify the impact of private tuition on English subject on students of secondary level of Khulna City in Bangladesh. The findings of empirical work display the impact of private tuition of English on achieving higher grade, understanding in classroom, capacity to explain lesson, answering the learned questions and capacity to sum up of knowledge and mistakes. Firstly, it has ascertained that the discrimination between male and female students is not evident regarding private tutoring. Secondly, it is validated that the academic performances of the students develop if they receive supplementary or private tutoring. Finally, it demonstrates that the level of understanding of lessons can widen if the students receive private tutoring. This study also articulates possible theories like socio-cognitive conflict regarding various aspects of private tuition based on the demand of the students of secondary level. It concludes that tutoring can raise the effectiveness of the education system by offering proper guidelines for student and providing greatest efforts to improve their academic records in competitive examinations.

I. Introduction

A significant growth of private tutoring[1] is observed all over the world (Bray and Kwok, 2003; Aurini, 2004). In Japan, for example, tutorial schools, known as *Juku*[2], served 65.2 percent of junior secondary students (Bray, 2009). In Romania, supplementary education covers 32 percent students in rural areas and 58 percent students in urban areas (UNESCO, 2000).

The reasons for taking private tutoring depend on various situations and circumstances. The desire to get high marks and to improve examination grades, required for admission in the universities and in certain specializations, is motivating students to seek private tuition (Habashneh and Al-Naimi, 2006, Al-Farra, 2009). Other reasons for seeking private tuition include low academic performance of students, poor academic skills of some teachers, and the desire to obtain more information on the course subject (Habashneh and Al-Naimi, 2006; Al-Farra, 2009). Moreover, it provides a structured framework for young people to spend more time in schools that eventually minimize the chances of dropping out of school (Bray and Kwok, 2003). In addition, the mainstream educational systems can be learned from private tutors who are sometimes innovative and closely tied to the needs of their students (Seth, 2006).

The positive outcomes of private tuition are many. Private tuition is perceived as a means to enhance educational opportunities that facilitate social mobility. Studies show that private tutoring improves the school performance of the children (Mischo and Haag, 2002; Nath, 2007) and increases their chances of successfully moving through the educational system (Tansel and Bircan, 2006). Moreover, parents, who employ private tutors, are more involved in children's schooling and are generally satisfied with public education (Davies, 2004). On the contrary, teachers, who work as private tutors, improve their financial situation, political influence and social status at the expense of the parent's hard-fought income (Nath, 2007; Popa and Acedo, 2006).

Now a day, private tutoring is an intense social, economic and educational problem for the family. Some parents admitted the cost of private tuition as the burden for family income (Safarzynska, 2011; Ali, 2013). But the parents usually bear the economic burdens of private tuitions for their children as the higher examination grade of the children has a significant social impact on the family. Besides, the parents who cannot turn to private tutoring, their social status is decreased. If any children are unable to achieve better exam grades for the lack of private tuition, their family status is also devalued. This situation may lead some problems within the family. Moreover, private tuition also arises some educational problems for the students as well as for the parents. However, the students who are getting private tuition from the self-school teacher, are generally allowed to take extra favors from those

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[1] The education outside the formal schooling system where the tutor teaches particular subjects in exchange for a financial gain (Tansel and Bircan, 2006).
[2] Special private schooling, primarily in Japan, that offer lessons conducted after regular school hours, on weekends, and during school vacations (Wikipedia, 2015).

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teachers where the other students are deprived. Sometimes, parents are willing to remain confidential about private tuition, because school teachers would wrongly interpret it as lack of confidence in the schools (Bray and Kwok, 2003).

In response to these problems, this study proposes to investigate the impact of private tuition on English on the students of secondary level in Khulna City. This study considers determining the impacts and aspects of English private tuition on students of secondary level in Khulna City, Bangladesh.

a) *Significance of the Study*

This study has significance in both practical and theoretical level. On the one hand, private tuition is a worldwide phenomenon indeveloped countriesand developing countries in particular. It generally offers cooperative learning and pays attention to the needs of the students. It also proposes better learning and competitive environment thus, motivates the students for better performance. On the other hand, this study theoretically shows the resemblance of social theories which focuses on the acquiring or construction of knowledge, learning through interaction, reflection of own understandings of the students and so on.

Practically, private tutoring is a generalized phenomenon, advantaging the upper social classes and exacerbating the burden on the lower established social classes. The spread of private tutoring is related to problems within the educational system in developing countries, including an inadequate number of universities, large class size, and low public educational expenditures. Besides, the weak formal education of public schools is responsible for spreading of private tutoring. Sometimes, students have to be discriminated in their schools if they do not receive private tuition from their school teacher. Their parents also have to invest great efforts and bear economic burdens to provide private lessons for their children because their social status can be devalued if they are failed to provide private tutoring. Moreover, parents sometimes show discrimination between males and females in terms of providing private tutoring.

From sociological or theoretical view, this study can provide the ideas to new researcher to go for further explanatory research. Thereby, I focus on the impact of private tuition, particularly on the segment of students of secondary level.

II. Methodology

This study was explanatory in nature. In this study, the researcher had tried to find out the nature of tuition of English subject among Secondary level students and its outcome. The study was based on quantitative research design. This study had also followed deductive research approach as this approach refers to the reasoning from the general to the particular. A deductive design might test to see if this relationship or link did obtain on more general circumstances.

Responses were collected on the basis of a survey questionnaire in this study to look for the impact of English private tuition on secondary students in the study area.

a) *Study Area*

The study was carried out in ten selected educational institutions located in the Khulna City Corporation area of Bangladesh. The educational institutions were selected purposively. Out of the ten, six educational institutions provided co-education and the rests were exclusive for female students. The selected educational institutions are as follows:

Table 1: Profile of the Study Area

Name of the Educational Institutions	Established (in Year)	Total Number of Students
Islamabad Collegiate School, Khulna	1944	400
Shahid Suhrawardy Girls' School, Khulna	1996	200
Shahid Suhrawardy High School, Khulna	1948	234
Adarsha Pre-cadet & High School, Khulna	1968	220
Fatima High School	1959	810
Pioneer Girls' High School, Khulna	1956	370
Khulna Shishu High School	1976	355
Rupsha High School, Khulna	1960	1050
Khulna Collegiate Girls' School and College	1996	3000
Iqbal Nagar Girls' High School, Khulna	1961	3500

source: Author's compilation, based on the information of the respective schools, 2016.

b) *Unit of Analysis*

For acquiring the objectives of the study, some specifications were needed to determine the unit of analysis. Data were collected from the (i) students of secondary level (class IX and X) with (ii) gender parity to address the situation of male and female students equally and (iii) half of them having private tuition and the remaining students had not, to identify the difference between the respondents who have private tuition and who have not.

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c) *Population of the Study*

In this study, the population was consisted of 2390 students, which was identified through own generated census from the selected schools of Khulna city in Bangladesh.

Table 2: Population of the Study

Institutions	Number of Students (Class ix-x)	Samples Drawn	
		Male	Female
Islamabad Collegiate School, Khulna	105	10	10
Shahid Suhrawardy Girls' School, Khulna	75	0	20
Shahid Suhrawardy High School, Khulna	72	20	0
Adarsha Pre-cadet & High School, Khulna	Z	10	10
Fatima High School	198	20	0
Pioneer Girls' High School, Khulna	119	0	20
Khulna Shishu High School	35	20	0
Rupsha High School, Khulna	336	20	0
Khulna Collegiate Girls' School and College	700	0	20
Iqbal Nagar Girls' High School, Khulna	650	0	20
Total	2390	100	100

Source: Author's compilation, based on the information of the respective schools, 2016.

d) *Sampling Procedure*

In this study, data were collected through the techniques of stratified random sampling. In the language of sampling, stratified random sampling represents stratifying the population by any criteria and selecting simple random sample or systematic sample from each of the resulting strata (Bryman, 2012). It generally subdivides the population into smaller homogeneous groups to get more accurate representation (Best and Kahn, 2006).

In this study, the total sample size was 200. The 200 secondary level studying students were taken from the earlier mentioned schools of Khulna city in Bangladesh. For this study, data were collected from two sources, (a) primary and (b) secondary sources.

e) *Data Collection*

For conducting the study, primary data were collected through face-to-face interaction with the respondents. The researcher had tried to identify the students of secondary level for determining the impact of private tuition on them. Teachers and guardians were selected randomly for focus group discussion.

To make the data more accessible and amenable, secondary data source assists mostly (Scott, 2006). For conducting the study, data was collected from relevant books, journals, articles and websites.

f) *Techniques of Data Collection*

In this study, interview schedule was used as a part of field survey which is a method of collecting social data at the individual level and it ensures higher response than any other method of data collection (Jary and Jary, 2000). So, the researcher followed the method of interview schedule, which was semi-structured as a technique of data collection.

g) *Development of Study Instruments*

Relevant journals, reports and books were reviewed intensively to identify the variables related to study objectives. The variables were incorporated into a semi-structured interview schedule containing both open and close-ended questions. The interview schedule was divided into some sections focusing on impact of private tuition of English on secondary students. Some variables regarding impact of private tuition on secondary students were reflected from literatures. The major veriables could be listed as the socio-economic inequalities, gender inequalities, cultural factors, parents' educational levels, affordability, accessibility and availability, demand for Tutoring by subject, demand for Tutoring by gender, demand for tutoring by students, demand for tutoring by school type, ineffectiveness of public education system, high school equalization policy, learning activities, learning materials, non-academic motives, corruption and so on.

III. Literature Review

Dang (2013) found that rich families invest more in tutoring privately their children than the poor class. In Vietnam, only 15 percent of the households in the poorest quintile invested in private tutoring compared with 27 percent in the next quintile and about 30 percent for the other quintiles. Punyasavatsvt (2011) provided the similar observation that the parents in highest income quintile spent 2.7 times more on private tutoring than the parents in lowest income quintile, in Thailand. Cameron (2012) noted about the other thing that private tutoring is so widespread in some societies that most parents feel the need of investing on tutoring if they possibly can.

Bray and Kwo (2014) noted that disparities are evident in the gender of students who receive private tutoring. In some countries, male students receive more

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private tutoring than female students. Nath (2008) also indicated the alike that boys are more likely to receive tutoring than girls, in Bangladesh.

Feagin and Sikes (1995) and Ogbu (1992) explained that gender, family structure and socio-economic status each influence family decision making regarding private tutoring. Zhou and Bankston (1998) further suggested that academic success can also be explained in terms of cultural factors of various ethnic groups. Besides, Rumberger and Larson (1998) noted that one of the most cultural artifacts is language. Language differences exist as a result of migration patterns where language mediates the process of cultural assimilation. Kao and Tienda (1995) added with Rumberger and Larson (1998) that students who speak a language at home that is different from the language on school examinations. So, the students generally perform below who speak the test language at home. Therefore, it becomes more important for them to get supplementary tuition for leveling up the drawback. Actually, academic achievement is associated with human and economic capital brought by parents and is tethered to the context of the reception.

Duru-Bellat (2004) found that education level of parents influences the child's performance at school. The parents, who have higher levels of education, are more likely to support and encourage their child's schooling. Paviot et al., (2005) also mentioned that the educated parents value and understand the economic and social benefits that better education can provide. Zhang (2013) found that the families with higher income and those living in the urban area are more likely to receive private tutoring. He reflected not only the demand for tutoring but also the supply of tutoring. Supply and demand factors are tied up closely through the community where a family resides. Affordability concerns with both the financial capabilities of the families and the costs of tutoring that the families are willing to invest.

Bray (2011) mentioned that the intensity of demand for tutoring is partly influenced by its purposes. Private tutoring can provide long-term support throughout the year and it is oriented to high-stake examinations likely to be taken before examinations of schools. As tutoring is task or examination based, this tends to be taken by pupils when they face major examinations. Tutoring is especially prominent at the transition points at which students have to compete for the admission to the next level of education.

Davies (2004) observed that the most popular subjects in tutoring are closely linked to what are tested in high stake examinations in some Asian countries. Mathematics, Physics and Chemistry are mostly demanded in tutoring of Vietnam as these three subjects are taken by many students. Pallegedara (2012) found the similar thing that students usually go to private tuition according to their major subjects in Sri Lanka. Shen (2008) added that Mathematics and English are mostly demanded in tutoring of Mainland China, as these subjects are significant for entrance examinations. Bray (2011) also identified that Mathematics and Languages are most popular subjects for demanding tutoring in many countries. Tansel and Bircan (2006) added with Bray (2011) that these subjects are popular in terms of utility, essentiality and importance in mainstream curriculum as well as in major examinations. In the circumstances in Bangladesh, English rests at the top priority subject for private tuition because it is an important study subject in many public exams and a good grade in English is a minimum requirement for admission in higher studies.

Kim and Lee (2010) noted that the ineffectiveness of the public education system is found as one of the determinants of private tutoring. Lee and Hong (2001) also mentioned that the public education system is regulated strictly by the government especially after the introduction of the Middle School and High School Equalization Policy in Korea.

Lai-yin (2004) observed that examination pressure is the biggest reason for seeking private tutoring at upper secondary levels of schooling. Examination skills are the most common among extra learning needs identified by students. Students generally seek private tutoring in order to cope with examination pressure. The situation is more serious at the upper level of secondary schooling.

Johnson (2008) suggested that the physical arrangement of the classroom can affect the overall social, intellectual and emotional environment of students' literacy learning. The physical arrangement of classroom in the tutorial center and the mainstream schools shows significant differences, and their influence on students' learning is yet to be examined.

Curriculum Development Council (2004) noted that learning activities need to be authentic and purposeful, engaging learners in genuine acts of communication to enable learners to communicate effectively. These activities should also be related to needs, interests, imagination and daily life experiences of learners as well as appreciation of other cultures of the world. Ho (2011) also observed that the major learning activities in shadow education are doing mechanical drills and rote memorizing which aim at helping students to develop examination skills. Sometimes it also helps them to cope with the heavy homework pressure of the school.

Bray and Percy (2003) found that inadequacy in mainstream schooling is one of the major factor that drive students to seek for help from private tuition. Bray and Lykins (2012) also noted that a large proportion of students who took supplementary tutoring stated that they had not received sufficient exercises in school, and the full syllabus content had not been covered. Besides, Bray and Percy (2003) exposed that private tutors often

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distribute a lot of supplementary exercises and notes, which are essential for their students. The exercises and notes provided by the tutors are often color-printed and include a lot of pictures that facilitate understanding of the students. This can help to strengthen students' attention and lengthen their concentration span.

The learning gains much depend on the motivation, attitudes, and learning styles of the learners as well as on the quality and teaching styles of the tutors. Yung (2011) also identified that the regulations on teaching materials, learning activities and teaching styles are highly dependent on the private tutors in shadow education. The quality of private tutors seems to be a critical factor that can affect the effectiveness of shadow education on students.

Lai-yin (2004) found that education is the most potent means for upward social mobility where private tutoring is regarded as a kind of educational investment. He also argued that the majority people agreed to this statement.

Sultana (2011) identified that there are academic and non-academic reasons for taking up private tutoring. One reason for attending private tutoring is that students may have the desire of meeting friends or fit into peer groups. Besides, some of the parents send their children to private tutoring even though there is no real need. The parents think that they need to simply send their children to private tutoring because that is what they can do for their children (Gauci and Wetz, 2009). In addition, Bray (2011) found some flexible packages of private tutoring in different subjects and homework supervision, which are offered by the tutoring centers.

IV. Findings and Discussion

a) *Academic Record and Receiving Private Tutoring*

Students generally receive private tutoring for achieving better academic records. As a dependent variable, academic records are divided into four types like A+, A, A- and B+, are shown in the column of table 01 and as an independent variable, receiving private tutoring is positioned in the rows of the same table.

Table 3: Academic Record by Receiving Private Tutoring

Receiving Private Tutoring	Academic Record								N	%
	A+		A		A-		B+			
Yes	27	27%	63	63%	5	5%	5	5%	100	100%
No	24	24	46	46	25	25	5	5	100	100
N	51	25.5	109	54.5	30	15	10	5	200	100
Pearson's χ^2= 33.126 (3); p<0.000 (0.01)										

Source: Sample Survey, 2016.

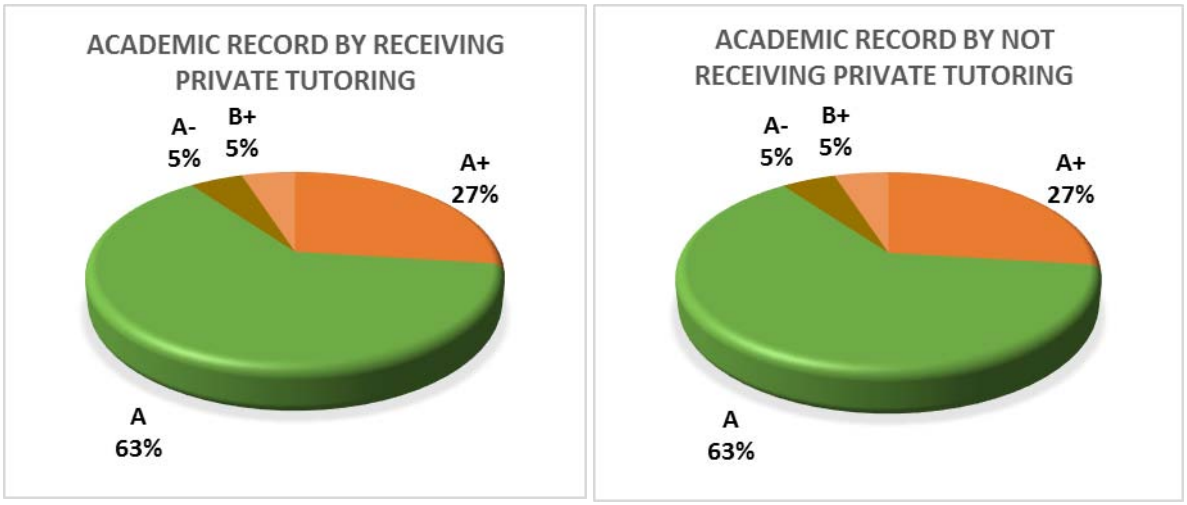


Figure 1: Academic Record by Receiving Private Tutoring

Data in table 03indicate that the maximum 27 percent students achieved A+, who received private tuition where maximum 24 percent students got A+ without any supplementary help from private tuition in English. Again, the highest 63 percent students achieved A, who received private tuition; where maximum 46 percent students got A without receiving private tutoring in this subject. Therefore, it is clear that higher academic records partly depend on receiving private tutoring. Here p<0.000 statistically represents

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that academic record and receiving private tutoring are significantly associated. From the above discussion, therefore, it is quite proved that private tuition positively effects on the academic performances of the students of secondary level.

b) Way of Finding Tutor

Students find out about their suitable tutoring options from various sources. Commonly, they tend to follow the peer groups and the nearby options available to their locality.

Table 4: Way of Finding Tutor

Way of Finding Tutor	Frequency	Percent (%)
Introduced by School Teachers	28	28
Introduced by Classmates/Friends	58	58
Introduced by Relatives/Others	14	14
Total	100	100
Mean: 1.86 and Standard Deviation: 0.636		

Source: Sample Survey, 2016.

As manifested in the above table, indicates that only 14 percent respondents had found English tutors by relatives or others while 58 percent was introduced by classmates or friends. Where 28 percent of the respondent had found tutors by school teachers.

c) Level of Understanding of Students in Classroom and Receiving Private Tutoring

Receiving of private tutoring in English sometimes determine the understanding of lessons by students themselves. Here, level of understanding lessons of students is identified as dependent and status of receiving private tutoring is recognized as independent variable where both are to be found on the column and row of table 03, respectively.

Table 5: Level of Understanding Lessons in English in Classroom by Status of Receiving Private Tutoring

Status of Receiving Private Tutoring	Understanding of Students						N	%
	Low		Medium		High			
Yes	12	12%	78	78%	10	10%	100	100%
No	35	35	60	60	5	5	100	100
N	47	23.5	138	69	15	7.5	200	100
Pearson's χ^2= 15.270 (2); p<0.000 (0.01)								

Source: Sample Survey, 2016.

Data in table 05 show that the highest 78 percent students who received private tuition in English had medium capacity to understand their lessons clearly; where the maximum 60 percent students had also the medium capacity, who did not receive private tuition. Again, only 12 percent students had low capacity who received private tuition but 35 percent students had low capacity for understanding lessons who did not receive private tuition. Moreover, 5 percent student showed high level of understanding when they did not receive private tuition as against the percentage was counted more than double (10%) among the tuition receiving students. Therefore, it is evident that the students, who received private tutoring, are rather more capable to understand their lessons clearly. Here p<0.000 statistically proves that level of understanding of students and status of receiving private tutoring are significantly associated. From the above discussion, it can be easily summed up that receiving private tuition increases student's understandings about their lessons.

d) Answering the Learned Questions and Receiving Private Tutoring

Besides being a study subject, English is a knowledge and often it is found that students become anxious while they face situations in which they have to respond in English. At times, they can't perform well in the lessons which they have already learnt and it happens out of sheer fear or anxiety for the language. Answering capacity of the learned question may develop through the assistance of private tuition. As a dependent variable, answering the learned questions is divided into three forms such as low, medium and high, which are shown in the column of the table 04 where status of receiving private tutoring is accepted as independent variable which is placed on the same table. Here, N represents both the total number of respondents and percentage of them in column of table 04.

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Table 6: Answering the Learned Questions by Status of Receiving Private Tutoring

Status of Receiving Private Tutoring	Answering the Learned Questions						N	%
	Low		Medium		High			
Yes	6	6%	44	44%	50	50%	100	100%
No	17	17	57	57	26	26	100	100
N	23	11.5	101	50.5	76	38	200	100
Pearson's χ^2= 14.513(2); p<0.001 (0.01)								

Source: Sample Survey, 2016

Data in the table 06 shows that the highest 50 percent students who received private tuition, had high capacity to answer the learned questions; where the maximum 26 percent students had also the high capacity, who did not receive private tuition. Again, only 6 percent students had low capacity who received private tuition in English when 17 percent students had low capacity to answer the learned questions who did not receive private tuition. Therefore, it is evident that the students, who received private tuition, had more capability to answer the learned questions. Here p<0.001 statistically proves that status of receiving private tutoringin English and answering the learned questions are significantly associated.

e) *Sum up of Knowledge and Mistakes and Receiving Private Tutoring*

Some good number of students can even identify their strong and weak points while studying a subject. They can evaluate themselves and their progress while taking adequate measures for further development. The sum up of knowledge and mistakes can be governed by the receiving of private tutoring. As dependent variable, sum up of knowledge and mistakes is classified into three categories such as low, medium and high, which are presented in the column of the following table. Again, status of receiving private tutoring is recognized as independent variable which is positioned in the row of the same table. Here, N represents both the total number of respondents and percentage of them in column of table 05.

Table 7: Sum up of Knowledge and Mistakes by Status of Receiving Private Tutoring

Status of Receiving Private Tutoring	Sum up of Knowledge and Mistakes						N	
	Low		Medium		High			
Yes	35	35%	55	55%	10	10%	100	100%
No	43	43	52	52	5	5	100	100
N	78	39	107	53.5	15	7.5	200	100
Pearson's χ^2= 4.599 (2); p<0.099 (0.10)								

Source: Sample Survey, 2016.

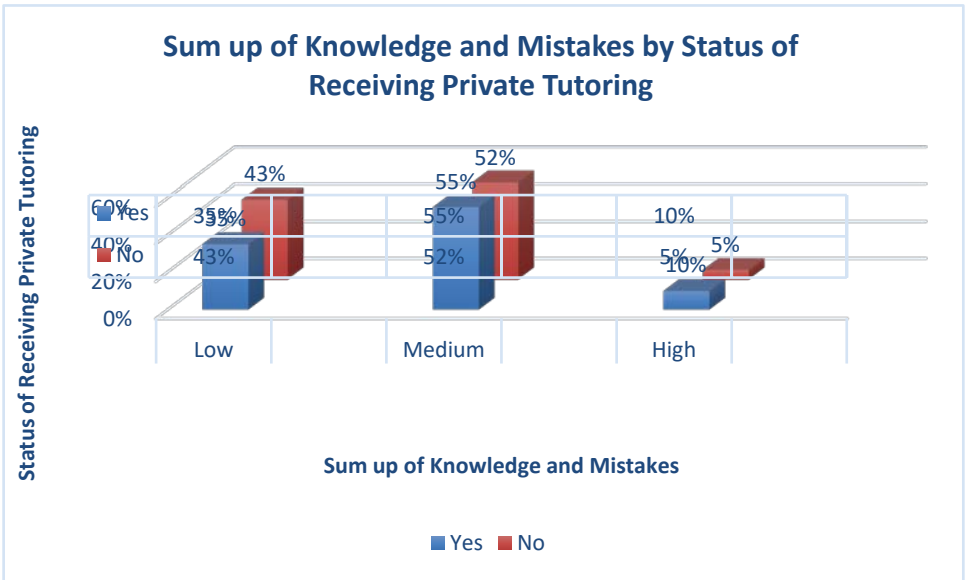


Figure 2: Sum up of Knowledge and Mistakes by Status of Receiving Private Tutoring

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Data in table 07 determines that the highest 55 percent students who received private tuition in English, had medium capacity to sum up their knowledge and mistakes when the maximum 52 percent students had also the medium capacity, who did not receive private tuition. Besides, 35 percent students had low capacity who received private tuition where 43 percent students had also low capacity to sum up their knowledge and mistakes who did not receive private tuition. Therefore, it is evident from the above table that the students, who received private tuition, are more capable to sum up of their knowledge and mistakes. Here $p<0.001$ statistically proves that status of receiving private tutoring and sum up of knowledge and mistakes are significantly associated.

The impact of private tuition in English in the aspects of nature is clear in Khulna City. The secondary level continuing students are found with taking various forms of tutoring. Mainly, students of secondary level have the motives to go for private tuition as secondary level is the turning point for the education system of Bangladesh. Besides, the impact of private tuition in English, either positive or negative, can significantly place on the whole life of a student. To identify this impact, the researcher has followed some certain aspects: (1) receiving private tutoring, (2) forms of tutoring, (3) types of tutor, (4) way of finding tutor, and (5) getting study related help. Receiving private tutoring was chosen by half of the respondents, as it is a quantitative research where the researcher examines the relationships among the variables. To determine relationships, half of the respondents had private tuition and the remaining did not have. This study indicates that half of the respondents (50%) had received private tuition and the rest of the respondents (50%) had not done so. There are various forms or issues of tutoring based on the theory of social constructivism and socio-cultural theory, which provides a framework for the present study to investigate the major issues of current teaching and learning as well as implementation of co-operative learning. The forms are “one to one”, “group to one”, “multiple to one” and so on. The students generally choose them according to their necessity and affordability of their family. The study shows that more than half of the respondents (54%) had taken “one to one” forms of tutoring and only 5 percent respondent had received “class to one” forms of tutoring. There also exist different sources for receiving private tutoring like class teacher of school, other teachers of school, teachers from other schools, professional tutors and so on. The study found that more than half of the respondents had received private tuition from the class teachers of school and 19 percent from other teachers of school. Only 4 percent respondents had taken tutoring from professional tutors.

In Bangladesh, there are many ways of attaching with tutoring or finding tutors in spite of having schooling based on the actor network theory, which provides a way of intervening in education issues. The ways are by friends or classmates, by relatives or by school teacher. The study manifested that only 14 percent respondents had found tutors by relatives or others while 58 percent were introduced by classmates or friends. Where 28 percent of the respondents had found tutors by school teachers. The most popular subjects in tutoring are closely linked to what are tested in high stake examinations in some Asian countries (Davies, 2004). English is one of the mostly demanded subjects in tutoring in Bangladesh as thissubjectis taken by many students. Students mainly receive private tutoring as this investment can enables them to increase their better performances based on the theory of human capital. The demand for private tutoring is mostly dependent on the amount of education received by parents as the educated parents can provide study related help to their children (Zhang, 2013). The study represents that only 11 percent respondents did not get any study related help from their family members while most of the respondents (89%) received such help more or less. Many students do not have to aim for private tutoring or supplementary help as they can receive study related help from any of their family member.

Tutoring is usually received for remedial or advancement purposes. Students generally take tutoring classes to understand their lessons clearly and to improve their grades (Zhang, 2013). Based on the theory of socio-cognitive conflict, receiving of private tutoring can help the students to reassess their understandings and to construct new conceptions. Moreover, other information such as economic, political or social can be learned from tutoring classes. The study also represents that receiving private tutoring is closely associated with the understanding of lessons clearly. It is evident from the study that the understanding level of students widens if they receive private tutoring. Receiving of private tutoring also habitually controls the capacity of the students to explain their lessons clearly. This study demonstrates that students having private tuition can explain their lessons more clearly than the students not having so. The students, who have private tuition can also progress their capability to answer the learned questions. The study determines the substantial relationship between receiving private tutoring in English and answering the learned questions. The worthy students can largely sum up their own knowledge and mistakes, in the sense that better education helps to shape attitudes and other characteristics as well as imparting skills, based on the Screening theory. The present study validates that the students having private tuition are more capable to sum up their knowledge and mistakes. They become more confident and determined in their studies. There is a significant relation between receiving private tuition and sum up of knowledge and mistakes.

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Like any other subjects, the demand for tutoring in English and the thinking about tutoring are partly influenced by its purposes. Private tutoring can provide long-term support throughout the year and it is perceived as better by the students who practically gain this (Bray, 2011). The present study indicates that only 16 percent of the respondents had low level of positive thinking about private tuition and high level of thinking was provided by 35 percent respondents. There is a positive effect of private tutoring on student achievement and it is found in a number of studies (Stevenson and Baker, 1992), (Mischo and Haag, 2002), (Tansel and Bircan, 2005) and (Ireson and Rushforth, 2005). The present study also determines the significant relation between receiving private tutoring and academic record of the students of secondary level. Private tutoring generally feeds off the unmet demand of mainstream schooling and shapes the educational processes in the school classroom (Zhang, 2013). Students of non-formal schools had a higher level of positive thinking about school due to the smaller teacher-student ratio and additional free help from mainstream teachers (Nath, 2008). Besides, examination pressure is the biggest reason for lower level of positive thinking about mainstream schooling (Lai-yin, 2004). The study infers that only 13 percent of the respondents had low level of positive thinking and 26 percent students had high level of positive thinking regarding their school.

The students of secondary level are not beyond gender discrimination in the perspective of third world countries like Bangladesh. Gender difference has mainly been examined by comparing the participation rate of female and male respondents who have attended private tutoring and test the statistical significance of the difference (Zhang, 2013). In Bangladesh, boys are more likely to receive private tutoring than girls (Nath, 2008). The parents are also more willing to invest in the education of male children than female (Zhang, 2013). The female students can be discriminated even by their parents such as not to be sent for private tuition or to pay less for tuitions than male child. In some cases, the pattern of tutoring changes in case of gender issues. This present study proves the continuing social change regarding discrimination against female.

The educational success of the students commonly pertains to the education of their parents. The educated parents value and understand the economic and social benefits that the better education can provide (Paviot et al., 2005). The study shows that the father of the respondents, who had completed education of higher secondary level, was 15 percent of the total. Where, the remaining had tertiary level of education. The children of better educated mothers are also more likely to receive extra instruction at least at the primary level and perhaps at the junior secondary level as well (Montogomery et al., 2000). This study shows that a few number of mothers (16.5%) belonged to education of secondary level, 33.5 percent belonged to higher secondary level and the remaining had completed tertiary level of education.

The families who have greater incomes can invest more amounts for providing quality tutoring to their children than the lower income families (Dang, 2013). Based on the screening theory, the private tuition in English which is provided on a fee-paying basis outside school hours is generally a burden for the family as the amount is not very little. But, the parents have to take this burden as the learning outcome of the specific subject is not satisfactory enough for the students which are taught in mainstream school.

Focus group discussion among some English teachers of mainstream schools and private tutoring agencies as well as guardians brought out some more interesting facts. The advantages of tutoring in English, as expressed by the parents, are more or less the restatements of the purpose of having tutors-– parents arrange for quality English tutors having the notion that children understand the subject better, their grades improve, and also that their children are being helped with homework. The children love the extra assistance as well – in majority they answered that the main advantages are “better explaining of not understood things” and “explaining in detail”, and also the possibility to ask the tutor any questions. Though some students put it in negative that supplementary English tuition put them to extra pressure and they loss any extra time of their own. Teachers from both ends- mainstream school and private tuition, express their positive view on supplementary tuition. In their view, the school system does not ajar the opportunity to learn and practice the lessons well while private tuition can provide the students with the opportunity of knowing the lessons well, practice well and have several tests on that. The tutor can find out and correct their mistakes more precisely and thus the students’ confidence level increases.

V. Conclusion

There was a significant positive effect of private tuition in English on the academic achievement of students at secondary level. Private tuition is very effective in raising the achievement level of students in any academic track. Furthermore, tuition is found more effective in clarifying difficult concepts of students such as understanding their lessons, sum up of their knowledge and mistakes. Gender disparities are not evident on the basis of tuition fee provided by the parents. In some cases, parents invest more fees for their female child than male. It is evident that English tuition broadens the understanding level of students. Moreover, private tuition was found to be more effective and useful because students can be given special attention by the tutor.

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This empirical study has strong theoretical significance as it correlates the theories like human capital theory, which conveys that the investment in tutoring may help the students for better academic records; social constructivism and socio-cultural theory, which demonstrates the procedures of current teaching and learning; where actor network theory delivers the ways for attaching with tutoring in spite of having schooling. Based on theoretical view, the study proves that the investment on private tutoring in English can surely turn the better opportunities and further better chances of employment, which leads to better life standards.

The findings determine that the greater access to English tuition can provide greater academic performances. But, all students do not get such access because of their bitter financial condition. The results prove that parents of higher socio-economic status always try to ensure quality supplementary English tuition for their children. However, in some areas, private tuition in English is not so available to be received by the students. So, most of the students who cannot receive private tuition is because of lack of accessibility, availability and affordability. Besides, some students are not eager to receive private tuition as they are satisfied with their lessons of mainstream schooling. Although both the parents and the children are aware of the weaknesses of this shadow education system, the advantages are prevailing, and it brings some positive learning outcomes in case of achieving grades in exams and knowing the subject, i.e. the language better.

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