

1 Sensing the Necessity and Impacts of Private Tuition in English 2 among Secondary Students in Khulna, Bangladesh

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6

7 **Abstract**

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

23

24 *Index terms—*

25 **1 Introduction**

26 significant growth of private tutoring 1 is observed all over the world (Bray and Kwok, 2003;Aurini, 2004). In
27 Japan, for example, tutorial schools, known as Juku 2 1 The education outside the formal schooling system
28 where the tutor teaches particular subjects in exchange for a financial gain (Tansel and Bircan, 2006). 2 Special
29 private schooling, primarily in Japan, that offer lessons conducted after regular school hours, on weekends, and
30 during school vacations ??Wikipedia, 2015). , served 65.2 percent of junior secondary students ??Bray, 2009).
31 In Romania, supplementary education covers 32 percent students in rural areas and 58 percent students in urban
32 areas ??UNESCO, 2000).

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

42 The positive outcomes of private tuition are many. Private tuition is perceived as a means to enhance
43 educational opportunities that facilitate social mobility. Studies show that private tutoring improves the school

6 B) UNIT OF ANALYSIS

44 performance of the children (Mischo and ??aag, 2002; ??ath, 2007) and increases their chances of successfully
45 moving through the educational system (Tansel and Bircan, 2006). Moreover, parents, who employ private tutors,
46 are more involved in children's schooling and are generally satisfied with public education (Davies, 2004). On
47 the contrary, teachers, who work as private tutors, improve their financial situation, political influence and social
48 status at the expense of the parent's hard-fought income (Nath, 2007; Popa and Acedo, 2006). Now a day, private
49 tutoring is an intense social, economic and educational problem for the family. Some parents admitted the cost
50 of private tuition as the burden for family income (Safarzynska, 2011;Ali, 2013). But the parents usually bear
51 the economic burdens of private tuitions for their children as the higher examination grade of the children has
52 a significant social impact on the family. Besides, the parents who cannot turn to private tutoring, their social
53 status is decreased. If any children are unable to achieve better exam grades for the lack of private tuition, their
54 family status is also devalued. This situation may lead some problems within the family. Moreover, private
55 tuition also arises some educational problems for the students as well as for the parents. However, the students
56 who are getting private tuition from the self-school teacher, are generally allowed to take extra favors from those
57 teachers where the other students are deprived. Sometimes, parents are willing to remain confidential about
58 private tuition, because school teachers would wrongly interpret it as lack of confidence in the schools (Bray and
59 Kwok, 2003).

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

63 2 a) Significance of the Study

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

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

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

82 3 II.

83 4 Methodology

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

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

91 5 a) Study Area

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

96 6 b) Unit of Analysis

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

101 7 c) Population of the Study

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

104 8 d) Sampling Procedure

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

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

112 9 e) Data Collection

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

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

118 10 f) Techniques of Data Collection

119 In this study, interview schedule was used as a part of field survey which is a method of collecting social data
120 at the individual level and it ensures higher response than any other method of data collection (Jary and Jary,
121 2000). So, the researcher followed the method of interview schedule, which was semi-structured as a technique
122 of data collection.

123 11 g) Development of Study Instruments

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

133 12 III.

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

141 Bray and Kwo (2014) noted that disparities are evident in the gender of students who receive private tutoring.
142 In some countries, male students receive more private tutoring than female students. Nath (2008) also indicated
143 the alike that boys are more likely to receive tutoring than girls, in Bangladesh.

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

154 Duru-Bellat (??004) found that education level of parents influences the child's performance at school. The
155 parents, who have higher levels of education, are more likely to support and encourage their child's schooling.
156 Paviot et al., (2005) also mentioned that the educated parents value and understand the economic and social

14 A) ACADEMIC RECORD AND RECEIVING PRIVATE TUTORING

157 benefits that better education can provide. Zhang (2013) found that the families with higher income and those
158 living in the urban area are more likely to receive private tutoring. He reflected not only the demand for tutoring
159 but also the supply of tutoring. Supply and demand factors are tied up closely through the community where a
160 family resides. Affordability concerns with both the financial capabilities of the families and the costs of tutoring
161 that the families are willing to invest. ??ray (2011) mentioned that the intensity of demand for tutoring is
162 partly influenced by its purposes. Private tutoring can provide long-term support throughout the year and it
163 is oriented to high-stake examinations likely to be taken before examinations of schools. As tutoring is task or
164 examination based, this tends to be taken by pupils when they face major examinations. Tutoring is especially
165 prominent at the transition points at which students have to compete for the admission to the next level of
166 education. Davies (2004) observed that the most popular subjects in tutoring are closely linked to what are
167 tested in high stake examinations in some Asian countries. Mathematics, Physics and Chemistry are mostly
168 demanded in tutoring of Vietnam as these three subjects are taken by many students. Pallegedara (2012) found
169 the similar thing that students usually go to private tuition according to their major subjects in Sri Lanka.
170 Shen (2008) added that Mathematics and English are mostly demanded in tutoring of Mainland China, as these
171 subjects are significant for entrance examinations. Bray (2011) also identified that Mathematics and Languages
172 are most popular subjects for demanding tutoring in many countries. Tansel and Bircan (2006) added with Bray
173 (2011) that these subjects are popular in terms of utility, essentiality and importance in mainstream curriculum
174 as well as in major examinations. In the circumstances in Bangladesh, English rests at the top priority subject
175 for private tuition because it is an important study subject in many public exams and a good grade in English
176 is a minimum requirement for admission in higher studies.

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

181 Lai-yin (2004) observed that examination pressure is the biggest reason for seeking private tutoring at upper
182 secondary levels of schooling. Examination skills are the most common among extra learning needs identified by
183 students. Students generally seek private tutoring in order to cope with examination pressure. The situation is
184 more serious at the upper level of secondary schooling. Johnson (2008) suggested that the physical arrangement of
185 the classroom can affect the overall social, intellectual and emotional environment of students' literacy learning.
186 The physical arrangement of classroom in the tutorial center and the mainstream schools shows significant
187 differences, and their influence on students' learning is yet to be examined.

188 Curriculum Development Council (2004) noted that learning activities need to be authentic and purposeful,
189 engaging learners in genuine acts of communication to enable learners to communicate effectively. These activities
190 should also be related to needs, interests, imagination and daily life experiences of learners as well as appreciation
191 of other cultures of the world. Ho (2011) also observed that the major learning activities in shadow education
192 are doing mechanical drills and rote memorizing which aim at helping students to develop examination skills.
193 Sometimes it also helps them to cope with the heavy homework pressure of the school. ??ray and Percy (2003)
194 found that inadequacy in mainstream schooling is one of the major factor that drive students to seek for help from
195 private tuition. Bray and Lykins (2012) also noted that a large proportion of students who took supplementary
196 tutoring stated that they had not received sufficient exercises in school, and the full syllabus content had not
197 been covered. Besides, Bray and Percy (2003) exposed that private tutors often distribute a lot of supplementary
198 exercises and notes, which are essential for their students. The exercises and notes provided by the tutors are
199 often color-printed and include a lot of pictures that facilitate understanding of the students. This can help to
200 strengthen students' attention and lengthen their concentration span.

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

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

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

214 IV.

215 **13 Findings and Discussion**

216 **14 a) Academic Record and Receiving Private Tutoring**

217 Students generally receive private tutoring for achieving better academic records. As a dependent variable,
218 academic records are divided into four types like A+, A, A-and B+, are shown in the column of table 01 and
219 as an independent variable, receiving private tutoring is positioned in the rows of the same table. Data in table
220 03 indicate that the maximum 27 percent students achieved A+, who received private tuition where maximum 24
221 percent students got A+ without any supplementary help from private tuition in English. Again, the highest 63
222 percent students achieved A, who received private tuition; where maximum 46 percent students got A without
223 receiving private tutoring in this subject. Therefore, it is clear that higher academic records partly depend
224 on receiving private tutoring. Here $p<0.000$ statistically represents that academic record and receiving private
225 tutoring are significantly associated. From the above discussion, therefore, it is quite proved that private tuition
226 positively effects on the academic performances of the students of secondary level.

227 **15 b) Way of Finding Tutor**

228 Students find out about their suitable tutoring options from various sources. Commonly, they tend to follow the
229 peer groups and the nearby options available to their locality. As manifested in the above table, indicates that
230 only 14 percent respondents had found English tutors by relatives or others while 58 percent was introduced by
231 classmates or friends. Where 28 percent of the respondent had found tutors by school teachers.

232 **16 c) Level of Understanding of Students in Classroom and
233 Receiving Private Tutoring**

234 Receiving of private tutoring in English sometimes determine the understanding of lessons by students themselves.
235 Here, level of understanding lessons of students is identified as dependent and status of receiving private tutoring
236 is recognized as independent variable where both are to be found on the column and row of table 03, respectively.
237 05 show that the highest 78 percent students who received private tuition in English had medium capacity to
238 understand their lessons clearly; where the maximum 60 percent students had also the medium capacity, who did
239 not receive private tuition. Again, only 12 percent students had low capacity who received private tuition but
240 35 percent students had low capacity for understanding lessons who did not receive private tuition. Moreover,
241 5 percent student showed high level of understanding when they did not receive private tuition as against the
242 percentage was counted more than double (10%) among the tuition receiving students. Therefore, it is evident
243 that the students, who received private tutoring, are rather more capable to understand their lessons clearly.
244 Here $p<0.000$ statistically proves that level of understanding of students and status of receiving private tutoring
245 are significantly associated. From the above discussion, it can be easily summed up that receiving private tuition
246 increases student's understandings about their lessons.

247 **17 Data in table**

248 **18 d) Answering the Learned Questions and Receiving**

249 Private Tutoring Besides being a study subject, English is a knowledge and often it is found that students become
250 anxious while they face situations in which they have to respond in English. At times, they can't perform well in
251 the lessons which they have already learnt and it happens out of sheer fear or anxiety for the language. Answering
252 capacity of the learned question may develop through the assistance of private tuition. As a dependent variable,
253 answering the learned questions is divided into three forms such as low, medium and high, which are shown in
254 the column of the table 04 where status of receiving private tutoring is accepted as independent variable which is
255 placed on the same Data in the table 06 shows that the highest 50 percent students who received private tuition,
256 had high capacity to answer the learned questions; where the maximum 26 percent students had also the high
257 capacity, who did not receive private tuition. Again, only 6 percent students had low capacity who received
258 private tuition in English when 17 percent students had low capacity to answer the learned questions who did
259 not receive private tuition. Therefore, it is evident that the students, who received private tuition, had more
260 capability to answer the learned questions. Here $p<0.001$ statistically proves that status of receiving private
261 tutoring in English and answering the learned questions are significantly associated.

262 **19 e) Sum up of Knowledge and Mistakes and Receiving**

263 Private Tutoring Some good number of students can even identify their strong and weak points while studying a
264 subject. They can evaluate themselves and their progress while taking adequate measures for further development.
265 The sum up of knowledge and mistakes can be governed by the receiving of private tutoring. As dependent
266 variable, sum up of knowledge and mistakes is classified into three categories such as low, medium and high,
267 which are presented in the column of the following table. Again, status of receiving private tutoring is recognized
268 as independent variable which is positioned in the row of the same table. Here, N represents both the total number
269 of respondents and percentage of them in column of table 05. Data in table 07 determines that the highest 55

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

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

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

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

326 Like any other subjects, the demand for tutoring in English and the thinking about tutoring are partly
327 influenced by its purposes. Private tutoring can provide long-term support throughout the year and it is perceived
328 as better by the students who practically gain this ??Bray, 2011). The present study indicates that only 16 percent
329 of the respondents had low level of positive thinking about private tuition and high level of thinking was provided
330 by 35 percent respondents. There is a positive effect of private tutoring on student achievement and it is found
331 in a number of studies (Stevenson and Baker, 1992), (Mischo and Haag, 2002), (Tansel and Bircan, 2005) and
332 (Ireson and Rushforth, 2005). The present study also determines the significant relation between receiving private

333 tutoring and academic record of the students of secondary level. Private tutoring generally feeds off the unmet
334 demand of mainstream schooling and shapes the educational processes in the school classroom (Zhang, 2013).
335 Students of non-formal schools had a higher level of positive thinking about school due to the smaller teacher-
336 student ratio and additional free help from mainstream teachers (Nath, 2008). Besides, examination pressure is
337 the biggest reason for lower level of positive thinking about mainstream schooling (Lai-yin, 2004). The study
338 infers that only 13 percent of the respondents had low level of positive thinking and 26 percent students had high
339 level of positive thinking regarding their school.

340 The students of secondary level are not beyond gender discrimination in the perspective of third world countries
341 like Bangladesh. Gender difference has mainly been examined by comparing the participation rate of female and
342 male respondents who have attended private tutoring and test the statistical significance of the difference (Zhang,
343 2013). In Bangladesh, boys are more likely to receive private tutoring than girls ??Nath, 2008). The parents are
344 also more willing to invest in the education of male children than female (Zhang, 2013). The female students can
345 be discriminated even by their parents such as not to be sent for private tuition or to pay less for tuitions than
346 male child. In some cases, the pattern of tutoring changes in case of gender issues. This present study proves the
347 continuing social change regarding discrimination against female.

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

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

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

374 **20 V.**

375 **21 Conclusion**

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

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

389 The findings determine that the greater access to English tuition can provide greater academic performances.
390 But, all students do not get such access because of their bitter financial condition. The results prove that parents
391 of higher socio-economic status always try to ensure quality supplementary English tuition for their children.
392 However, in some areas, private tuition in English is not so available to be received by the students. So, most of
393 the students who cannot receive private tuition is because of lack of accessibility, availability and affordability.

³⁹⁴ 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. ^{1 2 3 4 5}

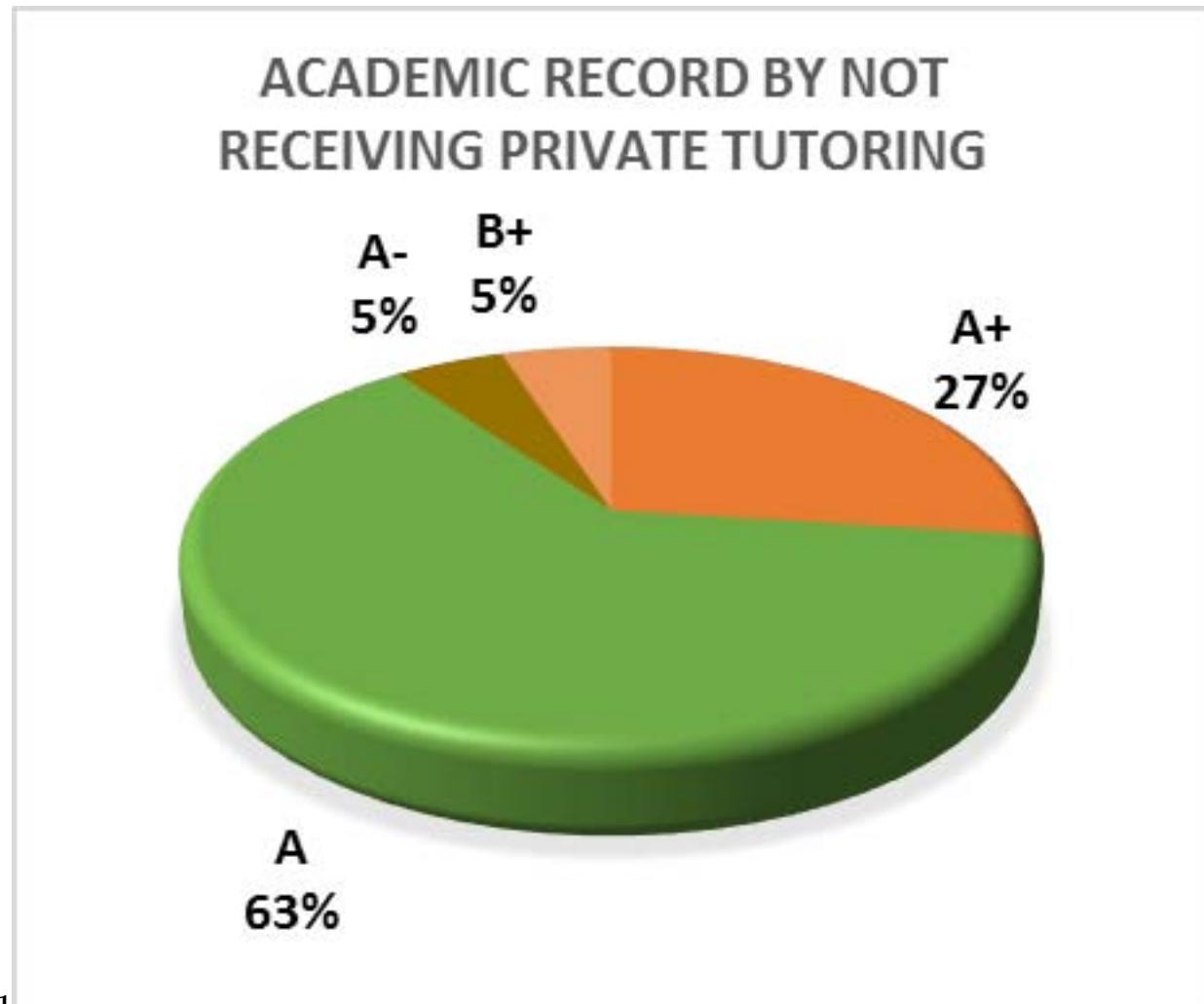


Figure 1: Figure 1 :

³⁹⁷

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²Year 2017Sensing the Necessity and Impacts of Private Tuition in English among Secondary Students in Khulna, Bangladesh

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⁵Sensing the Necessity and Impacts of Private Tuition in English among Secondary Students in Khulna, Bangladesh

1

Name of the Educational Institutions	Established (in Year)	Total Num- ber of Stu- dents
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.

Figure 2: Table 1 :

2

Institutions	Number of Students (Class ix-x)	Samples Drawn Male	Drawn 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.

Figure 3: Table 2 :

21 CONCLUSION

3

[Note: $2 = 33.126$ (3); $p < 0.000$ (0.01) Source: Sample Survey, 2016.]

Figure 4: Table 3 :

4

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

Figure 5: Table 4

5

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 ? 2 = 15.270 (2); p<0.000 (0.01)

1990-1991 () 1991-1992 ()

Proc. Soc. Amer. Sample Survey, 2010.]

Figure 6. Table 5.

Source: Sample Survey, 2016.

Year 2017

6

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(

-Global Journal of Human Social Science	60% Yes 35% No	40% Receiving Medium Status	20% Low	5% High	10% Yes	5% No
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Figure 7: Private Tutoring Sum up of Knowledge and Mistakes Sum up of Knowledge and Mistakes by Status of Receiving Private Tutoring

6

Status of Receiving Private Tutoring	Low	Answering the Learned Questions	Medium	High	N	%
Yes	6	6%	44	44%	50	50%
No	17	17	57	57	26	26
N	23	11.5	101	50.5	76	38

Pearson's χ^2 =

Source: Sample Survey, 2016 .

Figure 8: Table 6 :

7

14.513(2); $p < 0.001$ (0.01)

Status of Receiving Private Tutoring	Low	Sum up of Knowledge and Mistakes	Medium	High	N
Yes	35	35%	55	55%	10
No	43	43	52	52	5
N	78	39	107	53.5	15

Pearson's χ^2 = 4.599 (2); $p < 0.099$ (0.10)

[Note: Bangladesh Figure 2: Sum up of Knowledge and Mistakes by Status of Receiving Private Tutoring]

Figure 9: Table 7 :

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