

Asian Resonance

Opinion of Parents, Teachers and Students towards Private Tuition in Sikkim

Private tuition refers to the additional instructional lessons that school students have to pay fees to attend outside the regular school lessons. School students attend tuition for various reasons: to help them cope better with the regular school lessons and to perform better than their peers are among two of the many reasons. The objectives of the study was to study the opinion of parents on private tuition at secondary level in relation to educational qualification and parental occupation, gender and school management, to compare the opinions of parents, teachers and students on private tuition at secondary level. The design was a normative survey study of descriptive design where opinion of students, parents and teachers towards private tuition had been studied in relation to the above mentioned intervening variables. The total number of 250 samples for the investigation had been drawn from two government and two private schools of Gangtok, East Sikkim. The findings of the study was that every students experience various kinds of private tutoring in their early classes, Parents spent a large amount of their income on private tuition for secondary students, Private tutoring is the form of private supplementary education use to fulfil the needs of the students, Parents participate in their children's education; which help to increase the student achievement and to improve the students' attitudes.

Keywords: Private tuition, Opinion, parents, students, teachers etc.

Introduction

Private tuition is a common phenomenon in many countries around the world. Private tuition (hereafter we shall drop the word "private" and refer to "Private supplementary tutoring has been defined as 'tutoring in academic subjects who is provided for financial gain and which is additional to the provisions by mainstream schooling' (Bray & Kwok, 2003, p.2). This definition makes a clear demarcation between tutoring that is provided by the state and private sectors. Although useful, it does not distinguish between different forms of tutoring, encompassing both tutoring on a one-to-one basis and additional teaching in large classes in private institutions such as 'juku' in Japan and frontisera' in Greece. In England, the term 'private tutoring' generally refers to tutoring on a one-to-one basis, which often takes place in the home of the tutor or the student. Parents employ private tutors to supplement the teaching their children receive in school. Tutoring extends students' opportunity to learn outside the normal school day and may provide a helpful boost in the years leading up to transitions from primary to secondary School. The main reason for tutoring was to help students do well in entry tests for secondary school and in national examinations. Primary school students who did not receive tutoring felt that member of their family were able to give them enough help, whereas secondary students were more likely to ask a teacher if they needed help. Private tutoring is generally treated as distinct from other forms of support for learning available to students, such as tutoring in school or community organisations and help received from parents. These forms of support do have similarities with private tutoring for example, in school some students receive individual tutoring in literacy or may take part in study support activities out of normal school hours (MacBeath, Kirwan & Myers 2001). At home, many parents are able to tutor their children, especially during primary school when they help with reading, mathematics and spelling (Greenhough and Hughes, 1998). In the community, voluntary and other organisations include West Indian supplementary schools (Stone, 1981), language schools where children of minority language groups have lessons in their mother tongue and schools run by religious organisations. For the most part these latter schools do not provide instruction in school curriculum subjects, although their work may support students' learning in school indirectly. Some of these organisations have been established to meet perceived needs for educational support to

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Asian Resonance

supplement or complement students' opportunity to learn in school. Access to these forms of educational support may limit the perceived need for private tutoring in different areas of the country.

Private tuition refers to the additional instructional lessons that school students have to pay fees to attend outside the regular school lessons. School students attend tuition for various reasons: to help them cope better with the regular school lessons and to perform better than their peers are among two of the many reasons. In the Singapore educational landscape, tuition is a large lucrative business, as evident by the mushrooming of the various tuition centres of varying sizes in different parts of the country. This can be attributed to the eagerness of parents for their children to excel academically and also their willingness to pay for their children for private tuition. A Straits Times survey ("Parents fork out \$320m", 2000) found that parents spend an estimated of \$320 million on providing their children with private tuition. The influence of private tuition on Singapore students is far out of proportion to the little explicit recognition by the Singapore Ministry of Education about its existence, when all the Ministry of Education's official documents on the government website have no mention or consideration of tuition on the Singapore education system. Many of the tuition teachers are not qualified teachers and who might not have gone through proper teacher training on content knowledge and pedagogy. There is no "quality control" on the tuition teachers in the market. It is entirely left to the students to choose and discern "good" tuition teachers whom they want to engage. In Singapore, people who want to be tuition teachers can either look for their own students or register under some umbrella organizations. The latter group of tuition teachers will be given tuition assignments by the organizations. In this way, they are considered as being employed part-time by such organizations.

A private tutor is a private instructor who teaches a specific educational subject or skill to an individual student or small group of students. Such attention allows the student to improve knowledge or skills far more rapidly than in a classroom setting. Tutors are often privately hired and paid by the student, the student's family or an agency. Many are used for remedial students or others needing special attention; many provide more advanced material for exceptionally capable and highly motivated students, or in the context of homeschooling. *Tutelage* is the process of being under the guidance of a tutor. Tutoring also occurs when one adult helps another adult student to study a specific course or subject that he/she is taking to get a better result. The adult can also let the student work on his own, and can be there if the student has any questions.

Academic coaching: Academic coaching is an evolution of mentoring applied to academics. Mentoring implies the student is an empty vessel into which knowledge is poured. Coaching involves a more collaborative approach, assuming the student is already in the "game" of learning. Coaches help students learn how they best learn and how to

operate in an academic environment. Tutors help students learn the material in individual courses while coaches help students learn how to be successful in school. In college, that includes such topics as: study skills, time management, stress management, effective reading, note-taking, test-taking, and understanding how to use a syllabus. Academic coaches meet with the student regularly throughout the semester, usually once a week. Coaches work with students in all kinds of situations, not just those who are struggling academically. Some highly motivated, high-achieving students will have a coach to improve their learning efficiency. Academic coaching also occurs to help students prepare for entrance exams to gain entry to schools or universities. Academic coaching is a huge industry in Asia. For example, in India, a majority of students be it of any class or stream, visit a coaching centre or a 'study circle'.

Academic tutoring: Students currently enrolled in this type of higher education where the knowledge is passed to other peers in an academic field of study is known as academic tutoring. This is seen as important for students who are struggling to get help from others in academic setting so that they can excel. A class room setting is typically not enough for students to learn all of the material that they need to know in order to pass the test or to go on to harder classes. Academic tutoring from students at a higher grade level or experience (Ivy League Schools) in an academic setting can help to encourage and strengthen a student so that they do not fall behind.

Online tutoring: Online tutoring is a new way for a student to receive help, either scheduled or on demand. Sessions are done through a proprietary application where a student and tutor can communicate. Common tools include chat, whiteboard, web conferencing, teleconferencing and other specialized applets which make it easier to convey information back and forth. For example, there may be a specialized applet designed specifically for mathematics which allows the use of symbols. Online tutoring has been gaining popularity over the past couple of years due to the ease of being able to connect to a tutor at moment's notice when help is required. This is especially effective when a student is studying for a test that is scheduled for the next day at school and is stumped on a particular problem. Not all online tutoring companies offer an on-demand tutoring service.

Home Tutoring: In Home Tutoring is a form of tutoring that occurs in the home. Tutoring is receiving guidance or instruction by a tutor. Most often the tutoring relates to an academic subject or test preparation. This is in contrast to tutoring centers or tutoring provided through after school programs. The service most often involves one on one attention provided to the pupil. Individual and small group tutoring in school may also be very effective (Bloom, 1984; Cohen, Kulik & Kulik, 1982; Ellson, 1976; Rosenshine & Furst, 1969; Wasik & Slavin 1993). Bloom (1984) reported that the average attainment of students who received tutoring in place of normal

Asian Resonance

teaching was about two standard deviations above the average of students in control groups taught with conventional methods. This means that the average tutored student outperformed 98 percent of the students in the control class. Moreover, variability between students was greatly reduced with tutoring. Bloom's claim about the effectiveness of tutoring is based on research undertaken by two doctoral students, only one of whom subsequently published their findings in an academic journal. Although this research was well designed, the evaluation of the tutoring programme, which was developed by the author, was on a small scale (Anania, 1983).

Review of related literature

Biswal (1999) conducted research on the private tuition and public corruption and found that private tutoring can result from corruption in the education system in some developing countries, where teachers require their students to go to their extra classes to supplement their income because they are poorly paid and monitored.

Bray (1999) conducted research on the shadow education system and found that the private tutoring is more common in urban areas than in rural areas, about 60.6% children received private supplementary tutoring in urban areas where the proportion among rural schools is just 91%.

Kim (2000) conducted research on private tutoring in republic of Korea and found that 72.9% of primary students were receives private tutoring, 56% from middle school students and 32% among high school students

Elbaum (2000) conducted research on the effectiveness of tutoring and found that studies of literacy tutoring show that programmes are very variable and while some are very effective, others do not raise children's attainment significantly. The quality of tutoring influences its effectiveness and there is little information available to help parents who are looking for a tutor.

Nzomo (2001) conducted research on national sample of 3231, 6th standard pupil and found that 68.6%received tutoring ranging from 39%in north eastern province to 74.4% in Nyanza province.

Quigley and Gan (2003) conducted research on the Impact of tuition on student performance and found that although there is a lack of evidence of the impact of private tuition on students' academic achievements.

Kim and Lee (2004) conducted research on demand for education and developmental state and found that parents spend an amount of approximately equal to 2.9% of the nation's Gross Domestic Product on private tutoring for primary and secondary students.

Ha Harpham (2005) conducted research on primary education in Vietnam and found that richer and more educated household in urban areas spend more on private tutoring classes compared to other household in remote areas.

Pratt and George (2005) conducted research on Moving from primary to secondary school can be a difficult time for young people and found that the move between institutions may have a negative effect

on students, in terms of their attainment, attitudes to learning and psychological functioning.

Glewwe and Kremer (2006) conducted research on the growing existence of private tutoring and found that private tutoring in some form of private supplementary education where the public education system fails to satisfy the needs of the students. In this role, private tutoring is also popular in countries where passing examinations becomes the gateway to further education and advancement in the society.

Rationale of the study

As we all know that each student is different from the other and they perform in a different ways, either at home or in the schools. The students vary in their behaviour and learning power. The performance of each and every student is different and it can't be compared with the other. Certain pupil is extremely brilliant and certain require additional attention and care to ensure that they are able to show their performances. Home tuition is becoming necessary for every single child to compete with another child to maintain the pace of having good results and the poor students need to struggle more to get good grades. Private tuition helps them to develop self confidence and accelerate their learning process. Considering the above issues the following research questions are aroused-Do the parents differ in their opinion on private tuition at secondary level? Do the teachers differ in their opinion on private tuition at secondary level? Do the students differ in their opinion on private tuition at secondary level? What is the opinion of parents, teachers and students towards private tuition at secondary level? How do teachers, parents and students evaluate the impact of supplementary tuition on academic achievement? Therefore the problem was stated as "Opinion of parents, teachers and students towards private tuition in Sikkim".

Objectives of the study

- To study the opinion of parents on private tuition at secondary level in relation to educational qualification and parental occupation.
- To study the opinion of students on private tuition at secondary level in relation to gender and school management.
- To study the opinion of teachers on private tuition at secondary level in relation to their gender and educational qualification.
- To compare the opinions of parents, teachers and students on private tuition at secondary level.

Hypothesis of the study

- Ho₁- There is no significant difference in the opinion of parents on private tuition at secondary level due to educational qualification.
- Ho₂- There is no significant difference in the opinion of parents on private tuition at secondary level due to parental occupation.
- Ho₃- There is no significant difference in the opinion of students on private tuition at secondary level due to gender variation.
- Ho₄- There is no significant difference in the opinion of students on private tuition at secondary level due to school management.

Ho₅- There is no significant difference in the opinion of teachers on private tuition at secondary level due to gender variation.

Ho₆- There is no significant difference in the opinion of teachers on private tuition at secondary level due to educational qualification.

Ho₇- There is no significant difference among the opinions of parents, teachers and students on private tuition at secondary level.

Methodology: Design

The purpose of study was to find out the opinion students, parents and teachers towards private tuition in relation to types of schools, types of management, sex, parents occupational status, teachers educational qualification variations. Therefore it was an ex-post –facto study for the fact that opinion towards private tuition and other variables was studied as they were. Here the design was a normative survey study of descriptive design where opinion of students, parents and teachers towards private tuition had been studied in relation to the above mentioned intervening variables.

Sample

The total number of 250 samples for the investigation had been drawn from two government and two private schools of Gangtok, East Sikkim in which 100 was the students from two governments and two private schools, 100 parents of the same students and 50 teachers from the same school mentioned above.

Tools used

For the purpose of data collection, questionnaire developed in the school of Psychology and Human Development Institute of Education, University of London by Ireson and Rushforth (2005) was used. In order to study the opinion of teachers, students and parents towards private tuition three sets of questionnaires was employed: Questionnaire to the Teachers, Questionnaire to the Parents and Questionnaire to the students.

Questionnaire to the Teachers: The questionnaire for knowing the opinion of the teachers towards private tuition consists of 11 items. The items are designed in the manner that if the teachers would agree with the items they simply need to mark “yes” or if they don’t agree should mark “no”. The questionnaire consists of 11 items, each items states the usefulness and drawbacks of the private tuition. The teachers are the part of educational system and their opinion towards private tuition makes the remarkable change in the field of education.

Questionnaire to the Parents: The questionnaire was designed to know the opinion of the parents towards private tuition which consists of 38 items. The items are designed in the manner that if the parents would agree with the items they simply need to mark “yes” or if they don’t agree should mark “no”. All the 38 items covers the things like content mastery, development of self confidence, transport, positive experience, expenditure etc. The parents play an important role in the upliftment of the students in the field of education and their opinion towards private tuition or additional classes marked as important.

Questionnaire to the students: The questionnaire was designed to know the opinion of the students towards private tuition which consists of 30 items. The items are designed in the manner that if the students would agree with the items they simply need to mark “yes” or if they don’t agree should mark “no”. The questionnaire consists of 30 items, each items states the usefulness and drawbacks of the private tuition.

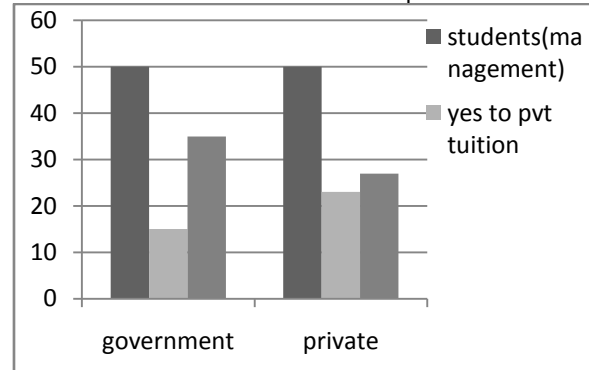


Figure i: Bar graph showing sub sample (students) variable wise

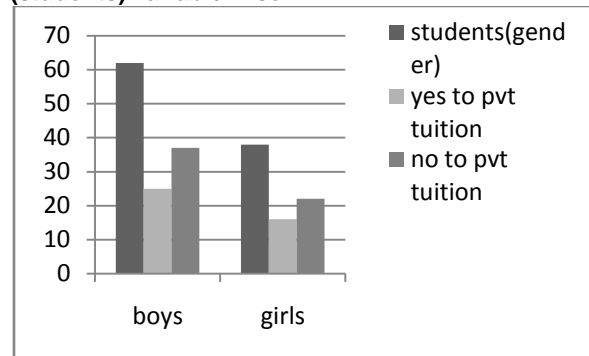


Figure ii: Bar graph showing sub sample (students) variable wise

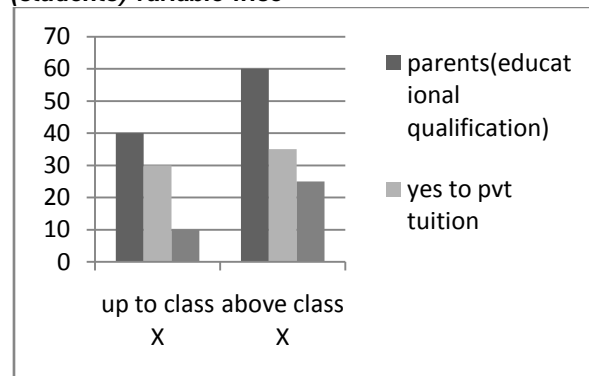


Figure iii: Bar graph showing sub sample parents variable wise

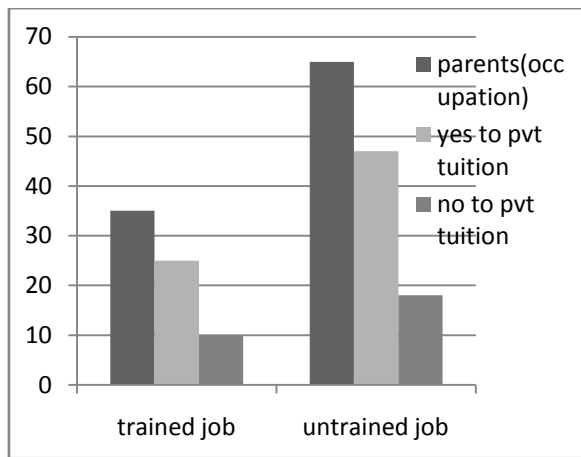


Figure iv: Bar graph showing sub sample (parents) variable wise

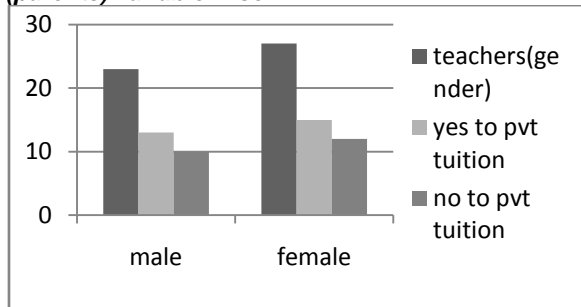


Figure v: Bar graph showing sub sample (teachers) variable wise

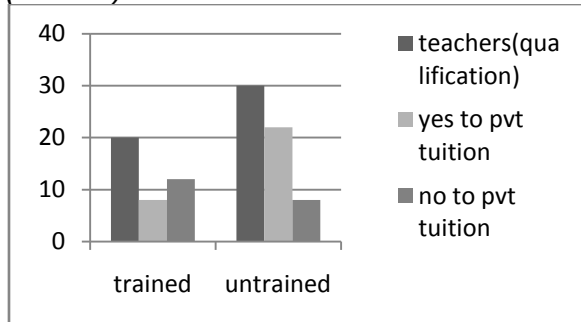


Figure vi: Bar graph showing sub sample (teachers) variable wise

Hypotheses Testing

Under this subsection attempts were made by the investigator to interpret the data in terms of the objectives and the hypotheses formulated earlier. For this sample was split into three sub samples namely: Students, Parents and Teachers. In order to make a statistical comparison percentile analysis were done in all the cases and the results were presented in each and every case. For determining the significance of difference between the variances of each samples percentage were taken out and depending upon the results, the hypotheses were rejected or accepted. The corroboration of earlier studies was made with regard to the result and interpretation was made accordingly. The details of this were presented in tables in the following pages.

Analysis of opinion of parents on private tuition in relation to Educational Qualification

Sub sample	Variable	No of sample selected	In favour of private tuition	Not In favour of private tuition	% YES	% NO	"z"	Remarks
Parents	Parental occupation	Trained job	35	25	71%	29%	1.21	Non Significant
	Untrained job	65	47	18	72%	28%		
TOTAL = 100								

One of the objectives of the study was to find out the opinion of parents on private tuition at secondary level in relation to educational qualification variation. For this null hypothesis H_{01} was formulated as follows, "There is no significant difference in the opinion of parents on private tuition at secondary level due to educational qualification". In order to find out the opinion of parents towards private tuition percentage analysis with "z" value had taken and presented below:

Table 1
Test of significance of opinion of parents towards private tuition due to educational qualification variation

Sub sample	Variable	No of sample selected	In favour of private tuition	Not In favour of private tuition	% YES	% NO	"z"	Remarks
Parents	Educational qualification	Up to class X	40	30	75%	25%	5.5	Significant
		Above class X	60	35	25	58%		
TOTAL = 100								

It was quite evident from the above table that 75% obtained in variable up to class X in favour of private tuition are greater than the 58% obtained in variable above class X and 25% obtained in variable up to class X not in favour of private tuition is less than the 42% obtained in variable above class X. The value of "z" was 5.5 which were significant at 0.01 level. Thus, the null hypothesis H_{01} that "There is no significant difference in the opinion of parents on private tuition at secondary level due to educational qualification" could be rejected and concluded that there was difference between the opinion of parents towards private tuition who had studied up to class X and above class X in favour of private tuition and not in favour of private tuition also. The result was in conformity with earlier studies conducted by Fraser (1996), Henderson & Berla (1994) who had shown educational qualification of parents as an intervening variable for opinion towards private tuition. Based upon the result cited above, the investigator was inclined to conclude the result to be appropriate.

Analysis of opinion of parents on private tuition in relation to parental occupation

Asian Resonance

One of the objectives of the study was to find out the opinion of parents on private tuition at secondary level in relation to parental occupation variation. For this null hypothesis H_{o2} was formulated as follows, "There is no significant difference in the opinion of parents on private tuition at secondary level due to parental occupation". In order to find out the opinion of parents towards private tuition percentage analysis and "z" value had taken and presented below:

Table 2
Test of significance of opinion of parents towards private tuition due to parental occupation variation

It was quite evident from the above table that 71% obtained in variable trained job in favour of private tuition is similar with the 72% obtained in variable untrained job and 29% obtained in variable trained job in not in favour of private tuition is also similar with the 29% obtained in variable untrained job. The value of "z" was 1.21 which was not significant at 0.01 level. So the null hypothesis H_{o2} that "There is no significant difference in the opinion of parents on private tuition at secondary level due to parental occupation" was retain and it was concluded that there was no difference between the opinion of parents towards private tuition who had trained and untrained job. The result was in conformity with earlier studies conducted by Ha Harpam (2005), who had shown parental occupation as an intervening variable for opinion towards private tuition. Based upon the result cited above, the investigator was inclined to conclude the result to be appropriate.

Analysis of opinion of students on private tuition in relation to gender variation

One of the objectives of the study was to find out the opinion of students on private tuition at secondary level in relation to gender variation. For this null hypothesis H_{o3} was formulated as follows, "There is no significant difference in the opinion of students on private tuition at secondary level due to gender variation". In order to find out the opinion of students towards private tuition percentage analysis and "z" value had been taken and presented below:

Table 3
Test of significance of opinion of students towards private tuition due to gender variation

Sub sample	Variable	No of sample selected	In favour of private tuition	Not In favour of private tuition	% YES	% NO	"z"	Remarks
Students	Boys	62	25	37	40	60	0.2	Non significant
	Girls	38	16	22	42	58		
TOTAL = 100								

It was quite evident from the above table that 40% obtained in variable boys in favour of private tuition is similar with the 42% obtained in variable girls and 60% obtained in variable boys in not in favour of private tuition is also similar with the 58% obtained in variable girls. The value of "z" was 0.2 which was not significant at 0.01 level. So the null hypothesis H_{o3} that "There is no significant difference in the opinion of students on private tuition at secondary level due to gender variation" was retain and it was concluded that there was no difference between the opinions of students towards private tuition due to gender variation. The result was in conformity with earlier studies conducted by Rosenzweig (2005), who had shown gender variation

Sub sample	Variable	No of sample selected	In favour of private tuition	Not In favour of private tuition	% YES	% NO	"z"	Remarks
Teachers	Male	25	13	10	57%	43	0.2	Non Significant
	Female	25	15	12	56%	44%		
TOTAL = 50								

as an intervening variable for opinion towards private tuition. Based upon the result cited above, the investigator was inclined to conclude the result to be appropriate.

Analysis of opinion of students on private tuition in relation to school management

One of the objectives of the study was to find out the opinion of students on private tuition at secondary level in relation to school management. For this null hypothesis H_{o4} was formulated as follows, "There is no significant difference in the opinion of students on private tuition at secondary level due to school management". In order to find out the opinion of students towards private tuition percentage analysis and "z" value had taken and presented below:

Table 4
Test of significance of opinion of students towards private tuition due to school management variation

Sub sample	Variable	No of sample selected	In favour of private tuition	Not In favour of private tuition	% YES	% NO	"z"	Remarks
Students	Govt.	50	15	35	30	70	0.37	Non Significant
	Private	50	23	27	46	54		
TOTAL = 100								

It was quite evident from the above table that 30% obtained in variable government in favour of private tuition are lesser than the 46% obtained in variable private and 70% obtained in variable government in not in favour of private tuition is greater than the 54% obtained in variable private. The value of "z" was 0.37 which was not significant at 0.01 level. So the null hypothesis H_{o4} that "There is no significant difference in the opinion of students on private tuition

at secondary level due school management” was retain and concluded that there was no difference between the opinions of students towards private tuition due to school management. The result was in conformity with earlier studies conducted by Educational Development Institute, Survey on Educational Expenditures (1998) had shown school management as an intervening variable for opinion towards private tuition. Based upon the result cited above, the investigator was inclined to conclude the result to be appropriate.

Analysis of opinion of teachers on private tuition in relation to gender variation

One of the objectives of the study was to find out the opinion of teachers on private tuition at secondary level in relation to gender variation. For this null hypothesis Ho₅ was formulated as follows, “There is no significant difference in the opinion of teachers on private tuition at secondary level due to gender variation”. In order to find out the opinion of teachers towards private tuition percentage analysis and “z” value had taken and presented below:

Table 5

Test of significance of opinion of teachers towards private tuition due to gender variation

It was quite evident from the above table that 57% obtained in variable male in favour of private tuition is similar with the 57% obtained in variable female and 43% obtained in variable male in not in favour of private tuition is also similar with the 44% obtained in variable female. The value of “z” was 0.2 which were not significant at 0.01 level. So the null hypothesis Ho₅ that “There is no significant difference in the opinion of teachers on private tuition at secondary level due to gender variation” was retain and it was concluded that there was no difference between the opinions of teachers towards private tuition due to gender variation. The result was in conformity with earlier studies conducted by Singapore Ministry of Education (2007), had shown gender variation as an intervening variable for opinion towards private tuition. Based upon the result cited above, the investigator was inclined to conclude the result to be appropriate.

Analysis of opinion of teachers on private tuition in relation to qualification

One of the objectives of the study was to find out the opinion of teachers on private tuition at secondary level in relation to qualification. For this null hypothesis Ho₆ was formulated as follows, “There is no significant difference in the opinion of teachers on private tuition at secondary level due to qualification”. In order to find out the opinion of teachers towards private tuition percentage analysis and “z” value had taken and presented below:

Table 6

Test of significance of opinion of teachers towards private tuition due to educational qualification variation

Sub sample	Variable	No of sample selected	In favour of private	Not In favour of private	% YES	% NO	“z”	Remarks
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		tuition	tuition					
Teachers	Educational Qualification	Trained	20	8	12	40	60	0.24 Non Significant
		Untrained	30	22	8	73	27	
TOTAL = 50								

It was quite evident from the above table that 40% obtained in variable trained in favour of private tuition is lesser than the 73% obtained in variable untrained and 60% obtained in variable trained in not in favour of private tuition is also greater than the 27% obtained in variable untrained. The value of “z” was 0.24 which was not significant at 0.01 level. So the null hypothesis Ho₆ that “There is no significant difference in the opinion of teachers on private tuition at secondary level due to educational qualification variation” was retain and it was concluded that there was no difference between the opinions of students towards private tuition due to educational qualification variation. The result was in conformity with earlier studies conducted by Bray (1999), who had shown educational qualification variation as an intervening variable for opinion towards private tuition. Based upon the result cited above, the investigator was inclined to conclude the result to be appropriate.

Analysis of opinions of students, parents and teachers on private tuition in relation to differences

One of the objectives of the study was to find out the difference opinion of students, parents and teachers on private tuition at secondary variation. For this null hypothesis Ho₇ was formulated as follows, “There is no significant difference among the opinions of students, parents and teachers on private tuition at secondary variation”. In order to find out the opinion of students, parents and teachers towards private tuition percentage analysis with chi-square had been done and presented below:

Table 7
Comparing all three variables total wise

Variables	Total sample	Total Yes	Yes %	Total No	No %
Students	100	79	79	21	21
Parents	100	37	37	63	63
Teachers	50	8	8	42	42

It was quite evident from the above table that 79% yes and 21% no are obtained from students variable, 37% yes and 63% no are obtained in parents variable and 8% yes and 42% no are obtained in teachers variable. The value is 74.05 which was significant at 0.05 level. So the null hypothesis Ho₇ that “There is no significant difference among the opinions of parents, teachers and students on private tuition at secondary level variation” could be rejected and it was concluded that there was difference between the opinions of students, parents and teachers towards private tuition at secondary level variation. The result was in conformity with earlier studies conducted by Glewwe and Kremer (2006), which had shown that some public education system fails to satisfy the needs of the students or some

system satisfies the needs of the students. Based upon the result cited above, the investigator was inclined to conclude the result to be appropriate.

Findings of the study

- i. Every students experience various kinds of private tutoring in their early classes.
- ii. Parents spent a large amount of their income on private tuition for secondary students.
- iii. Private tutoring is the form of private supplementary education use to fulfil the needs of the students.
- iv. Parents participate in their children's education; which help to increase the student achievement and to improve the students' attitudes.
- v. The move between institutions may have a negative effect on students, in terms of their attainment, attitudes to learning and psychological functioning.

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