

# Effect of Shadow Education on Mainstream System of Education in Relation to Socio-Economic Status of Parents in Arunachal Pradesh

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## Abstract

This paper is a part of our study on “Status of Shadow Education and its Impact on Students’ Academic Outcomes in Mathematics Learning: A Critical Study in Papumpare District of Arunachal Pradesh”. In recent years the practice of shadow education has not only restricted the leisure time of our children but also posed extra financial burden on parents of children seeking paid private supplementary tutoring. The scenario is not different in Arunachal Pradesh. In this paper attempt has been made to examine the effect of shadow education on mainstream system of education in relation to socio economic status of parents in Papumpare District of Arunachal Pradesh. The findings of the study revealed that formal education system, unfortunately, does not have good quality, which forced parents to choose private supplementary tutoring as an alternative option for their wards at the cost of extra financial burden. Besides, parents were also of the opinion that the evils of shadow education have given space to social inequality, social conflict and competition among parents and students both and have affected psychological and social health of students badly. The investigators are hopeful that the finding of the study will definitely be useful for the educational planners in Arunachal Pradesh and contribute significantly towards the vision of quality education of the state.

**Keywords:** Shadow Education, Mainstream System, Socio–Economic Status, Quality Education, Social Conflict, Private Supplementary Tutoring

## Introduction

Private supplementary tuition has been described globally as “shadow education system” because its features are almost similar to the mainstream formal system of education and can be viewed as shadow of the formal system of education. In fact, shadow education mimics the formal system of education in many ways. For instance, any change in formal schooling system such as size, pattern, curriculum and structure affects the shadow education system of the region. Sociologists of education and educational scholars who study social class inequalities in education are increasingly focusing on the issue of “shadow education”, which is defined as “paid private tuition outside of, and additional to, the formal schooling system” (Smyth, 2009, p. 2).

The role of private tutoring progressively expands from the lower to the higher grades, and is especially visible in Classes 10 and 12 when it seems to supplant rather than supplement mainstream schooling. When it takes the form of supplementation, it starts alienating mainstream system of education and affects mainstream system of education in relation to socio economic status of parents who choose to send their children for private supplementary tutoring.

The motivation and rationale to undertake this research on shadow education and its effect on mainstream system of education in relation to socio-economic status of parents was drawn from the two bases: first from the personal working experience, authors can say that private supplementary tuition constitutes a serious financial burden to the low income household and it is my personal beliefs that the subject under study has implications for educational policy makers and second, stimulation

Triggered by research evidences and reviews of the literature on the effects of shadow education on different dimensions of formal education system. Besides, there is no particular study that traces explicitly the negative side of the phenomenon of private supplementary tutoring in Arunachal Pradesh. Authors were therefore interested at this topic in order to examine the affect of shadow education on mainstream system of education in relation to socio economic status of parents in Papumpare District of Arunachal Pradesh.

#### **Review of Literature**

Sujatha, K. and Geetha Rani P. (2011), conducted a study on the phenomenon of private tuition at secondary level in India and found that among the total students seeking private tuition, 80.61 per cent joined tutorial/coaching centers, 18.89 per cent were tutored by the same school teacher in group tuition and 0.5 per cent had home tuition or by others. The study found three major reasons for adopting private tutoring viz. academic, personal and social for availing tuition on the part of the students. The mushroom growth of private tuition in India is found due to several reasons such as unavailability of schoolteachers, non-completion of course, poor teaching etc. Das, G.C. and Das, R.(2013), conducted a study on the topic "An Empirical View on Private Tutoring in School Mathematics of Kamrup District". The study aims at exploring reasons for private tutoring in mathematics and the knowledge and skills acquired by the secondary school students of Kamrup District during the private tutoring sessions. In this empirical study total 30 teachers, 51 students and 34 parents from different secondary schools under both of the private as well as government sectors participated in the study. The investigation revealed that not only the weaker students go for private tuition in mathematics but the average and brighter students also go for tutoring in mathematics. Reasons for going mathematics tutorial classes ranged from getting pass marks to being forced by parents or peer pressure. However, common practice for most of the individual tutors is to complete the syllabus. Students expressed boldly that they could learn problem solving more easily in tutorial classes than in mainstream schooling. Chingtham, T. (2015), carried out a study on "Necessary Evil of Private Tuition: A Case Study". The study attempted to explore the causes responsible for increasing rate of private tuition, effectiveness of private tuition in improving the academic performance of students and problems on the lives of the students caused by the increasing rate of private tuition in Manipur. The findings of the study revealed that the causes of increasing trend of private tuition were- ineffective classroom teaching and rigid curriculum, heavy stress on academic performance, overcrowded classroom and lack of individual attention, examination oriented school culture, peer influence to join private tuition, an alternative means to help weak students, an alternative means for the students who were not attending regular classes, insufficiency of academic guidance from elders in the family, need for higher academic achievement for competitive examinations and frequent bandhs,

general strikes or blockade and other social issues. While studying the problems of private tuition in the lives of the students, the problems came to the notice were – cultivate a mindset of dependency and culture of rote learning, robbing the thinking power, creativity and problem solving skills, dominate students lives most of the time, no sufficient time for self-study, restrict students leisure times for recreation and other activities, create confusion in the teaching method of the school teachers and tutors, create a serious socio-economic problem among the rich and poor families in the society, join private tuition unnecessarily through pressure from peer groups, family, relatives and society, little time to have nutritious food and it affects physical and mental health. Ghosh, P; Bray, TM. (2018), conducted investigation on "Credentialism and demand for private supplementary tutoring: A comparative study of students following two examination boards in India". The main purpose of the study is to identify the role of the two examination boards , namely, ICSE and State Board in credentialism and promoting demand for shadow education. Kotaky, R. & Hazarika, M. (2016), carried out a study on the topic titled as "Private Tutoring at the Secondary level in Assam". The main objective of the study was to find out the extent and nature of private tutoring at the secondary level in Sivasagar district of Assam. While studying the private tuition fees the study found that students paid from a sum of Rs.250 to Rs.5000 per month to private tutors. Sharma, H.(2019), conducted study on the topic , "Equity Related Concerns: Impact of Private tutoring in India". The paper attempted to explore the impact of private tutoring in light of the equity-related concerns especially in the context of the Indian society. The paper is an outcome of the Masters of Philosophy dissertation work of the scholar submitted to National University of Education Planning and Administration, Delhi, India. The findings of the study revealed that the structure of private tutoring mimics the regular school curriculum and modifies itself to match the needs of the school and the children. Krishnaswamy, J., Seow S. K., & Annamalai, N. (2019), conducted a study on shadow education system in Malaysia. Their findings revealed that the factors influencing students' choice to attend private tutorial learning were the school environment, social influence, rigidity of the school system, students' learning attitude and affordability for parents.

#### **Objective of the Study**

The present paper attempts to examine the effect of shadow education on mainstream system of education in relation to socio economic status of parents of Papumpare District of Arunachal Pradesh.

#### **Research Question**

In order to achieve the objective of the present study following research question was formulated

How the practice of shadow education does affect mainstream system of education in relation to socio economic status of parents of students going for shadow education in Papumpare District of Arunachal Pradesh?

**Methodology**

In the present study, to examine the effect of shadow education on mainstream system of education in relation to socio economic status of parents of students going for shadow education in Papumpare District of Arunachal Pradesh descriptive cum survey method was used by the investigators.

**Population**

All parents of Papumpare District of Arunachal Pradesh who have chosen to send their wards for private supplementary tutoring constitute the population for this study.

**Sample and Sampling Techniques**

100 parents, 20 from rural and 80 from urban areas, who have chosen to send their children for

private tuitions, constituted the sample for the study. Quota and purposive sampling techniques were adopted to select the sample for the study.

**Tool used for data collection**

To investigate and examine the effect of shadow education in on mainstream system of education in relation to socio economic status of parents of Papumpare District of Arunachal Pradesh, the investigator with the help of his supervisor, developed a Questionnaire, piloted and standardized for the purpose and administered on the sampled parents. The data were analyzed with the help of PRISM, and interpreted in terms of, frequencies, percentages and Chi-square.

**Result and Discussion**

**Table-1: Analysis of the questionnaire for parents to study the affect of shadow education on mainstream system of education in Relation to their Socio-economic status.  
N=100 (Male=64, Female 36), df=1, p< 0.05, critical value = 3.841  
(Based on the hypothesis of equal probability)**

Sl. No.	Statements	Yes		No		Chi-Square Calculated value	Significant(S) or Not significant(NS)
		Number	%	Number	%		
1	Formal education which, unfortunately, does not have good quality, forces us to choose private supplementary tutoring as an alternative option for our children at the cost of extra financial burden. Do you agree with this statement ?	70	70%	30	30%	16	S
2	Is private tutoring strengthening social inequality ?	52	52%	48	48%	0.16	NS
3	Those who can afford private tuition in the end have better education from those who can not afford it is a myth leading to social conflict and competition among the parents and students both.	60	60%	40	40%	4	S
4	Private tutoring dominates students' lives and restricts their leisure times in ways that are psychologically and emotionally undesirable.	70	70%	30	30%	16	S
5	Private tutoring is provided by mainstream teachers in order to earn supplementary incomes. Many of these tutors are already responsible for the same pupils in the mainstream schools. This practice can be seriously problematic as it gives incentives to divert effort from classrooms to private tutoring and poses extra financial burden on parents.	79	79%	21	21%	33.64	S
6	The trend of sending children to a third party for tuition is a way to remove the tension away from the house. This trend, however, is contributing to the pacification of relationship among family members.	43	43%	57	57%	1.96	NS
7	Private supplementary tutoring or shadow education has emerged because of the shortcomings of the mainstream system of education. Students from underprivileged setting have to make bigger efforts in order to achieve educational success, while those from privileged familiar background supplement their inefficiencies by purchasing private tutoring services, as a result the socio-economic gap between privileged and underprivileged is	71	71%	29	29%	17.64	S

	widening.						
8	Private Tutoring poses extra financial burden on parents	77	77%	23	23%	29.16	S
9	It is very difficult to manage livelihood because of extra investment on private tuitions for my wards.	69	69%	31	31%	14.44	S
10	Private tuition consumes leisure time required to maintain social relationship.	67	67%	33	33%	11.56	S
11	The tutoring system puts additional burden on the teachers as well as the students and in turn affects their social and psychological health both.	62	62%	38	38%	5.76	S

We can see from the table-1 above that 70% parents are in agreement with the statement-1 and only 30 are not in favour of the statement-1 i.e Majority of parents were agreed that Shadow education poses extra financial burden on them and it is due to poor quality of education provided in the main stream system of education. Alongwith this , we can see the corresponding chi-square value(16) is more than the critical value (3.841), so it is significant and we can say with confidence that the observed responses are not by chance or mere guess work i.e there is really a difference between the observed values and the expected values and shadow education really poses financial burden on parents.

In case of statement -2 we find the that 52% parents are of the opinion that private tutoring is strengthening social inequality and 48% are not in favour of this statement. Besides, the Chi-square value (0.16) < critical value (3.841), so it is not significant. Therefore, the responses of parents may be mere a result of guess work or by chance.

One can also see from the table above that 60% parents agreed with the fact that those who could afford private tuition in the end had better education from those who could not afford it and it lead to social conflict and competition among the parents and students both. Only 40% parents believe that it is a myth. Besides, the chi-square value (4) is greater than the critical value and therefore significant which compels us to believe that the responses are not the result of mere guess work or chance rather it gives us fair confidence to say that shadow education leads to social conflict and competition among parents.

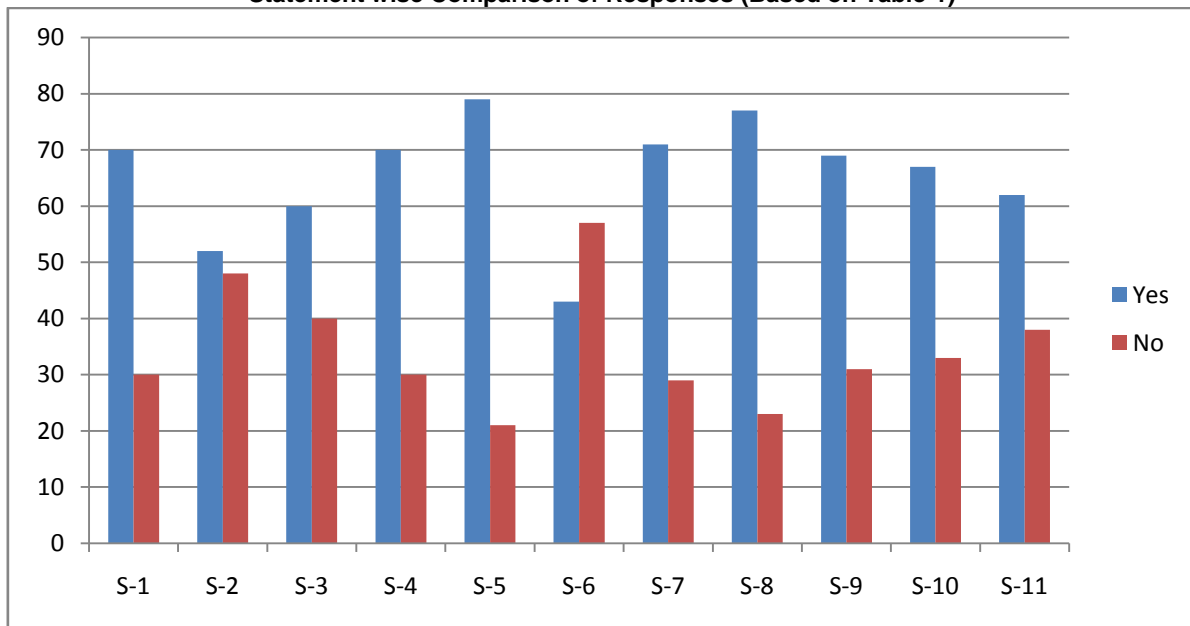
When parents were asked whether the practice of shadow education or private supplementary tutoring dominated the lives of students and snatched their leisure time that they need to keep themselves psychologically and emotionally fit, the responses were in support of the statement. It can be seen from the table above that 70% parents agreed with this view and only 30% parents were not in favour of this opinion. Besides, chi-value in this case is fairly good i.e 16 which is much higher than the critical value compelling us to conclude that the observed value is quite different from the expected value dependent on chance factor.

If we look at the statement at serial number-5 in the above table and the corresponding data against it, we find 79% parents are of the opinion that shadow education poses extra financial burden on them and gives incentives to divert effort of mainstream teachers from classroom teaching. It is really a problematic situation and deliberate attempt to dilute the quality of education. Only 21% are against this view and it is well supported by the chi-square value (33.64).

We can see from the above table that only 43 % parents were in support of the statement that parents used to send their wards to attend tuition classes just to remove the tension away from their houses and 57% parents were totally against this statement. Besides, Chi-square value(1.96) is lesser than the critical value which says that there is no significant difference between the observed and expected value. Therefore, we can conclude that responses in this case may be mere guess work or by chance and far from the reality.

From the above table it is very much clear that 70% parents feel that the market of shadow education has emerged due to ineffectiveness of mainstream system of education and it is widening the gap between privileged and underprivileged. In this case, corresponding chi-square value is 17.64, which is very much significant and the responses of parents are not mere the result of chance but is really a reliable fact. Further, we can see from the above table that 69% parents expressed that it was very difficult for them to manage livelihood because of extra expenditure they had to incur upon private supplementary tutoring of their wards. It is a big question mark on the efficiency of educational policy makers of the country. It is nothing but the reflection of the ineffectiveness of the mainstream system and its makers. 67% parents were of the opinion that the market of shadow education system had also affected their social life and relationships. 62% parents showed their concern over the affect of the evils of private supplementary tutoring on the social and psychological health of their children.

**Statement wise Comparison of Responses (Based on Table-1)**



**Figure-1**

In the figure-1, S-1, S-2.....etc. on horizontal axis corresponds to statement in Table-1 above and on the vertical axis, percentage of Yes-No responses have been shown.

**Conclusion**

In recent years the practice of shadow education has not only restricted the leisure time of our children but also posed extra financial burden on parents of children seeking paid private supplementary tutoring. The scenario is not different in Papumpare District of Arunachal Pradesh. The findings of the study revealed that formal education system, unfortunately, does not have good quality, which have forced parents to choose private supplementary tutoring as an alternative option for their wards at the cost of extra financial burden. The evils of shadow education have given space to social inequality, social conflict and competition among parents and students both and have affected psychological and social health of students badly. The investigators are hopeful that the finding of the study will definitely be useful for the educational planners in Arunachal Pradesh and contribute significantly towards the vision of quality education of the state.

**Suggestions**

At the backdrop of the above discussion and findings, following points are suggested to uproot the evils of private supplementary tutoring:

1. It is benign suggestions to the parents and students both that private tuition is not the single means to guarantee the quality education and higher performance in the examinations. Because private tuition cultivate the mindset of dependency and promote the culture of rote learning. So, before going to opt for it parents and students, both, should be well aware of its disadvantages.
2. It is also suggested that parents, students and other concerned stake holders should discourage the tuition culture and promote conducive

learning environment in schools. The parents should understand that all round development of their wards can only take place in the schools not in the tuition or coaching centres.

3. Growing culture of shadow education is a serious issue. It should be immediately attended to by the educational policy makers. Curriculum needs revision and necessary modification.
4. A shift from examination oriented system of education to man making system of education is the need of the hour. Education should liberate instead of weaving spiders web surrounding our lives.

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