

LOOKING THROUGH THE HIGH SCHOOL STUDENTS – IMPACT OF TUTION CLASSES ON THE ACADEMIC PERFORMANCE?

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ABSTRACT

The present study reviles the reasons for increase in the private tuitions in high school students of Dharwad District in Karnataka. From the research results the cause of increasing trend in private tuitions are ineffective classroom teaching, heavy academic stress, peer influence, parents and siblings encouragement, insufficient school hours to resolve doubts. While analyzing the results why high school students attend private tuition is mainly because of insufficient academic hours, peer influence and encouragement of parents and siblings for attending private tuitions. The findings from the research may help the schools to improve as per students need to decrease the number of high school students attending private tuition.

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Keywords: Tuition classes, peer influence, academic stress, resolve doubts, high school students, classroom teaching

INTRODUCTION

The rising number of private tuitions is not only reducing the educational equality in the schools but also, it has amplified the importance of school tuitions. The high school students studying in 8th standard are of the opinion that school teaching is better, But, as they grade up, there is a change in their perception. Students of 9th and 10th standard strongly feel that the tuition classes are mandatory in order to achieve good grades. This shows that private tuitions have been greatly influencing the high school students. This has resulting in high school students deviating their attention from the school teaching.

LITERATURE REVIEW

The present study attempts to explore the necessary evils of private tuition and its causes, effectiveness of private tuition and the problems on the lives of students. From the results of the research the causes of increasing trend of private tuition are - 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 are 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 are – 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. The findings may help to improve the present education system and to enable eradication of private tuition in our society. **(Necessary Evils of Private Tuition: A Case Study, Mar - Apr. 2015)**

Using quasi-randomised data from South Korea's high school equalisation policy area, we show that school-provided after-school classes reduce students' time spent in private tuition and the associated household expenditure, as well as increase their likelihood of college attendance without any negative mental health impact. Though high and low income groups use a different mix of unassisted study and private tuition to substitute for after-school class, both consume less private tuition as after-school class hours increase. The findings suggest a role for after-school classes in improving the academic outcomes of students and promoting a more equitable school system without sacrificing the mental wellbeing of students. **(The effect of after-school classes on private tuition, mental health, and academic outcomes: evidence from Korea).**

The most pressing concern in higher education amongst students, prospects, and parents is high tuition. I sought to assess the magnitude of the problem of high tuition in America and address potential changes that might be made to curb further rises. I found that high tuition is not necessarily a problem as the benefits of a college degree increasingly outweigh the costs. High tuition does not deter people from attending college; it is one of the best investments an individual can make. The only viable change to make is to invest in new online educational technology which has the potential to substantially lower costs, and improve the quality and accessibility of education. (Rising Tuition in Higher Education: Should we be Concerned?, August 2015). Research reveals that private or home tuition after school time plays a crucial role in strengthening and improving student's academic achievement. The purpose of the study was to explore the effects of private tuition on the academic achievement of students in subject of mathematics at secondary school level. All the students at secondary school level in Kohat Division (Pakistan) constituted the population of the study. The study was delimited to the students of Government High School Ahmadi Banda Karak only. Fifty students of class 09 were selected as sample of the study. Sample students were divided into two groups i.e. control group and experimental group by equating them on the basis of their previous knowledge in subject of mathematics as determined through a pre-test. Each group was composed of 25 students. Students of the experimental group were engaged in tuition for two hours after school time. The study was experimental in nature therefore, "The pre-test-post-test Equivalent Groups Design" was used for the collection of data. Statistical tools i.e. the mean, standard deviation and differences of means were computed for each group. Significance of difference between the mean scores of both the experimental and control groups on the variable of pre-test and post test scores was tested at 0.05 levels by applying t-test. After statistical analysis of the data, the researchers concluded that there is significant positive effect of private tuition on the academic achievement of students in subject of mathematics at secondary school level. Based on the findings, it was recommended that parents should arrange private tuition for their children to move up their achievement level in subject of mathematics. **(Effects of Private Tuition on the Academic Achievement of Secondary School Students in Subject of Mathematics in Kohat Division, Pakistan, February 2014).**

This paper investigates the effectiveness of private tutoring in Turkey. The authors introduce their study by providing some background information on the two major national examinations and three different kinds of tutoring. They then describe how they aimed to analyse whether attending private tutoring centres (PTCs) enhances Turkish students’ academic performance. By way of multiple linear regression analysis, their study sought to evaluate whether the impact of private tutoring varies in different subject areas, taking into account several student-related characteristics such as family and academic backgrounds as well as interest in and perception of academic success. In terms of subject areas, the results indicate that while private tutoring does have a positive impact on academic performance in mathematics and Turkish language, this is not the case in natural sciences. However, as evidenced by the effect sizes, these impacts are rather small compared to the impacts of other variables such as interest in and perception of academic success, high school graduation fields of study, high school cumulative grade point average (CGPA), parental education and students’ sociocultural background. While the authors point out that more research on the impact of further important variables needs to be done, their view is that school seems to be an important factor for determining students’ academic performance. (Does Private Tutoring Increase Students’ Academic Performance? Evidence from Turkey, July 2014). Despite widespread and substantial private expenditure on private tutoring in many developing countries, not much is known about their effects on learning outcomes. The main challenge in estimating such an effect is that the decision to send the child for private tutoring is endogenous.

This paper utilises a large household survey conducted in rural India, and employs Fixed Effect estimation to control for the effect of unobserved variables. We find positive and significant effect of private tutoring on learning outcomes for students in grades one to eight. This effect is equivalent to an additional year of schooling or being in a private school instead of a government school. The effect is stronger for the disadvantaged students – those who are less wealthy, and those whose parents are relatively less educated. These are, to our knowledge, the first estimates of impact of private tutoring on learning outcomes in the Indian context.

Despite employing Fixed Effects, the possibility of omitted variable bias can’t be completely ruled out. Hence we propose to evaluate the robustness of our results to confounding from unobservable, as suggested in **Oster (2014). (Impact of Private Tutoring on Learning Levels: Evidence from India).**

OBJECTIVE OF THE STUDY:

- To find the opinion of high school students about attending private tuitions.

RESEARCH METHODOLOGY:

The present study was conducted through personal interviews using structured questionnaires on the judgemental sampling of 4027 high students studying in 8th, 9th and 10th standard of Dharwad region. The sample comprised of high students from St. Joseph’s High School, Shanti Sadan High School, Basel Mission High School, Pavan High School and Presentation High School. The analytical used for the analysis of the data is SPSS. The tests conducted are Descriptive analysis and Factor Reduction.

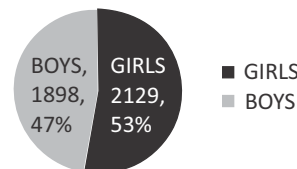
Sampling Size	4027
Sampling Method	Judgmental Sampling
Survey Tool	Personal Interviews using structured questionnaires.
Sampling Tool	SPSS
SPSS Test	Factor Analysis and Descriptive Analysis.

HYPOTHESIS

- i) H0 : There is no difference in the opinions of the high school students based on gender.
H1: There is difference in the opinions of the high school students based on gender.
- ii) H0 : There is no difference in the opinions of the high school students belonging to the different schools.
H1: There is difference in the opinions of the high school students belonging to the different schools.
- iii) H0 : There is no difference in the opinions of the high school students belonging to the different class.
H1: There is difference in the opinions of the high school students belonging to the different class.

DATA ANALYSIS AND DATA INTERPRETATION

Total sample size :



The research consists of 1898 (47%) boys and 2129 (53%) girls studying in the high school.

Based on class:

Class	Gender	Question Number	Value
8th	Male	Q03 No	0.942
	Female	Q03 No	0.983
9th	Male	Q05 No	0.988
	Female	Q06 Yes	0.975
10th	Male	Q08 No	0.962
	Female	Q02PrivateTuition	0.933

Data Interpretation:

- According to the data analysis, both male and female students studying in 8th standard think they are not getting sufficient academic guidance from their school teacher.
- The male students of 9th standard would not prefer attending private tuitions if their school teachers were conducting the classes
- The female students would go the same tuition that their friend goes to.
- The male students of 10th standard are not going to private tuitions because of their parents or siblings influence, they’re going because they want to.
- Whereas, the female students of 10th standard think private tuition teaching is better than school teaching.

Based on schools :

Name of the school	Gender	Value
St. Joseph's High School	Female	1.00
	Male	1.00
Shanti Sadan High School	Female	1.00
	Male	0.999
Pavan High School	Female	1.00
	Male	0.997
Basel Mission High School	Female	0.991
	Male	1.00
Presentation	Female	1.00

Data Interpretation:

- According the data analysis as per the high schools made, students of Basel Mission and Pavan high school think that school tuition is better than private tuition.
- The students of St. Joseph's think that self study along with some additional help other than school teaching is helpful.
- The students of St. Joseph's think that going to private tuitions due to heavy academic stress is not a better option.
- The students of Shanti Sadan high school think that they are getting sufficient academic guidance from school teachers.
- The students of Shanti Sadan high school think that school hours are insufficient to resolve their academic related doubts.
- The students of Pavan school think that they are not getting sufficient academic guidance from their school teachers.
- The students of Basel Mission school think that they have heavy academic stress so going to private tuitions will help them.
- The students of Presentation high school think that school hours are sufficient to resolve their study related doubts.

Based on gender:

Gender	Value
Female	0.877
Male	0.950

- Majority of female think that school lessons lack preparing them to have good scores additional helps can be taken.
- Majority of male think that they are getting sufficient academic guidance from school teachers.

CONCLUSION:

- The research done on high school students in Dharwad city reveals that the private school teaching is better than the school teaching.
- As the students start moving one grade higher their affinity towards the private tuitions goes on increasing.
- Both male and female students do not have any common opinion about going to tuition classes.
- Also, the high school students of different schools have a different opinion about attending tuition classes.

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