

# Intensity of private tuitions at sc level education essay

[Education](#)



## **5. 1 Introduction**

The purpose of this chapter is to discuss the findings of the current research presented in Chapter Four. The present research was undertaken with the view to try and gain more insight into what, students, in this case, students of Lower VI think about private tuitions at S. C level. This is needed in order to get a better understanding of the impacts of private tuitions at S. C level from the students' point of view. As the study involved four distinct areas, the following chapter is divided into: A discussion about the positive impacts of private tuitions at S. C level from the students' point of view. A discussion about the negative impacts of private tuitions at S. C level from the students' point of view. A discussion about the extent to which private tuitions at S. C level boost up academic performance of the students from the students' point of view. A discussion about the extent to which private tuitions at S. C level are replacing mainstream schooling from the students' point of view.

## **5. 2 Intensity of private tuitions at S. C level**

As seen in Chapter 4, all the 400 respondents took private tuitions in at least 1 subject at S. C level, which is in line with what has been said by Bray and Silova (2006) that private tutoring is more commonly taken by students at key transition points, for example, from primary to secondary. In the context of the education system in Mauritius, it has been shown that S. C and H. S. C are two important transition points in the secondary level and therefore students strive hard in order to obtain good aggregate at S. C level.

### **5. 3 Positive impacts of private tuitions at S. C level**

The EFA which was done in this section showed that there were 4 positive impacts of private tuitions at S. C level from the students' point of view, namely,

#### **Economic and career benefits**

By economic and career benefits, the researcher means that the students who took private tuitions at S. C level believed that these would help them obtain a good job in the future with a good salary ( $\chi^2 = 458.902$ ,  $p < 5\%$ ). This is in line with the literature review where it was mentioned by Dang & Rogers (2008) who argued that close relationship between education and work might lead to extreme and fierce competition for more education and thus private supplementary tutoring. Psacharopoulos and Patrinos (2004) said that private returns in the job market were higher with higher level of education and that those who had a higher level of education were better paid than those who had lower level of education. This phenomenon appears in both developed and developing countries. As a result of these economic and career benefits, students engage themselves in private tuitions.

Mauritius, which is a small island developing country, has always invested a lot in the education sector leading to a variety of professionals in different sectors. There has been and up to date intense competition among students mainly at key transition points, such as C. P. E, S. C, and H. S. C levels, in order to secure the best colleges and universities which ultimately lead to a high ranked job with an excellent salary. However, with the democratisation of the education sector, more and more universities are now being opened together with more opportunities for distant learning courses, more and

more students are coming to the job market with high level of qualifications, though questions can be asked concerning the quality of the qualifications. Government has extended the retirement age of the civil service from 60 to 65 years, with more officers working for the longer period resulting in less job opportunities for the students with high qualifications. The job market nowadays is getting saturated and the level of unemployment has now risen to 8.9% (CSO, 2013). As a result, questions can be raised on the Mauritian education system which has become outdated with the high level of competition among students who engage themselves a lot in private tutoring. The question that can be asked is whether in the context of today private tuitions really help in the attainment of economic and career benefits for the students?

### **Better academic performance and more effort**

EFA grouped better academic performance and more effort as one factor, though in literature review, academic performance and effort are considered as two different factors (Bray, 2003). The research has confirmed that students at S. C level took private tuitions in order to obtain better academic results in their different subjects and also the former helped them to make more efforts in their studies ( $\chi^2 = 92.436$ ,  $p < 5\%$ ) as found by Bray & Silova (2006). Private tuitions as termed by Bray (2003) as supplementary to the mainstream education are indeed ways to help students to make more effort in corresponding subjects and ultimately obtain a better academic result. Private tuitions have been seen to help the students at S. C level to help the students practice more problems in addition to those done at school in addition to increase the knowledge of the students in the subjects for which

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they were taking private tuitions. From the researcher's point of view, in the Mauritian context which consists of a multicultural society in which education has a paramount role, effort is considered as a very important part of the Mauritian culture. Since the post independence period from 1968 till date, the education system has always given more importance on the "educare" part which means only the academic achievement of the students. As a result, in order to achieve excellent academic results at different key transition areas, such as C. P. E, S. C and H. S. C, students from low to high socioeconomic status engage in private tuitions. There is a strong paradigm in the minds of parents and students that private tuitions are mandatory in order to achieve good academic results. However, on the other side, the researcher also makes the analysis that private tuitions do not necessarily help in boosting the academic performance of all students who are engaged in them, because from the results found in this research, not all students who were engaged in private tuitions at S. C level did obtain very good aggregate at S. C examinations 2012. Literature has shown that students who already work well and who take private tuitions perform well in examinations and obtain good academic results (Smyth, 2008).

### **Better socialisation among students**

The research has yielded that one of the positive impacts of private tuitions at S. C level is that they increase the level of socialisation among the students, that is, students who are engaged in private tuitions have the opportunity to meet new friends from other schools, share ideas and enjoy with one another ( $\chi^2 = 583.634, p < 5\%$ ). This impact has been confirmed in the literature where Hon (2010) conducted a study on private tuitions in <https://assignbuster.com/intensity-of-private-tuitions-at-sc-level-education-essay/>

Hong-Kong and one of his analyses was that private tuitions helped students to better communicate with peer friends. However, on the other side of the coin, the researcher makes the analysis that there are still students mainly from higher SES who prefer to socialise with those who are from the same background as them or students have a preference to communicate only with those who are intelligent.

### **Better quality of teaching in private tuitions**

Another positive impact of private tuitions at S. C level, according to the students, is that the private tutors provide a better quality of teaching, in terms of notes and explanation ( $\chi^2 = 167.246, p < 5\%$ ). This factor is in line with what Nath (2008) found out in a study conducted in Korea that lower schooling quality is a driving force for students to take private tuitions. In Mauritius, the researcher finds that in all secondary schools of the island, all teachers, who after PRB report (2008) were called "educators", have a minimum of an undergraduate degree and most of them have a Post Graduate Certificate in Education (PGCE) which is a basic requirement for teaching. As a result, all teachers have a mastery of their respective subjects to be taught in classroom. However, due to factors such as indiscipline inside and outside of classroom, poor communication between management of the school and the teachers, and students to teacher ratio being too high, 1: 40, among many constraints, the teacher is demotivated and consequently, he/she cannot do the core part of his/her duty which is teaching and learning. On the other side, it is also noted with regret that many teachers who work with the same pupils during mainstream schooling do give private tuitions to them after school hours, mainly in primary schools. Then the

question that arises is what are these teachers doing during school hours? Parents and pupils cannot report the teacher/s to the management due to fear of being stigmatised. At the secondary level, the problem is that many teachers fight like mad to work in "star schools" for the simple reason that even if they do not work in class, the students will still get very good results due to the fact that they are very intelligent and all of them depend a lot on private tuitions. It can be said that many teachers do have high level of qualifications but they do lack a lot of teaching skills and as a result, they are incapable of meeting the expectations of the pupils.

#### **5. 4 Negative impacts of private tuitions at S. C level**

The EFA which was done in this section showed that there were 3 negative impacts of private tuitions at S. C level from the students' point of view, namely,

##### **Negative psychological factors in the mind of the students**

From the research, it has been found that many students believe that private tuitions at S. C level are just a waste of time and money and they are mostly taken by rich students ( $\chi^2 = 125.354, p < 5\%$ ). This factor is in line with a research conducted in Austria by Safaszynska (2011) on the socio-economic determinants of demand for private tutoring and who came with the conclusion that the high tuition fees could not be met by all students in Austria, students from upper average to high SES only took more private tuitions and another conclusion from this research showed that private tuitions did not necessarily boost up the academic performance of all students who were engaged in private tutoring. In Mauritius, the researcher

has found out that private tuitions are taken by students of all SES, but mainly by those from higher SES as confirmed by the results obtained in this research as will be discussed at a later stage. However, despite that many students think that private tuitions are waste of time and money, the paradigm of the Northern epistemologies is still deeply grounded in the mind of students and parents that private tuitions are a must to success.

### **Deterioration of health of students**

From the research findings, it has been seen that private tuitions at S. C level make the life of students more stressful and they have a negative impact on the students' health such as greater tiredness, severe headache, among many other complications ( $\chi^2 = 346.016, p < 5\%$ ). The findings are in line with the studies conducted by Hargreaves (1997) in Egypt and de Silva (1994) in Sri Lanka where they found out that private supplementary tutoring lead to fatigue due to the fact that pupils had to go directly to private tuitions from school after a very long tiring day. From the researcher's point of view, in Mauritius where private tuitions start as early as from standard V in primary school where the pupils have to rush to school at 9 a. m to 3. 30 p. m for normal school day, and then private tuitions which start just after from 3. 30 p. m to 5. 30 p. m. For a child of 10 years old, such a hectic day thrice a week plus on Saturdays has a very negative impact on both his/her mental and physical aspects and also the child together with his/her parents live a very stressing moment for the 2 years during standards V and VI. The same observation can be made for students at S. C and H. S. C levels. On the other side, it can also be noted that some students are properly taken care by their parents where the latter use all means to



prevent their child from getting stressed such as getting him/her into an extra curricular activity (swimming, yoga, dancing, etc.). The parents also drive the child in car from and to school or private tuitions.

### **No family and leisure time**

From the results obtained, private tuitions at S. C level took up all leisure time of the students according to the latter ( $\chi^2 = 199.326$ ,  $p < 5\%$ ).

According to Cheng (1977), a study conducted in Hong-Kong showed that private tutoring put enormous pressure on the children and the lot of homework that were given during private tuitions took all the time of the poor children and prevented them from having their "play time". According to the researcher, a pupil of standard VI in a primary school spends on average 9 hours at school including private tuitions, whereas a student at S. C level spends on average 9 hours at school and private tuitions and a student at H. S. C level spends on average 10 hours at school and private tuitions. Out of a day of 24 hours, if we subtract a minimum of 6 hours for sleep, and 3 hours for breakfast, lunch and dinner, and the number of hours spent at school and private tuitions, then the time left is 5 hours which is spent in travelling and other activities. It is seen that very little time is left for leisure and family time. On the other hand, there are still some students who can manage their time properly so that they can have their leisure activities and also family time. Some parents do not give private tuitions to their child on Sundays since they keep the last day of the week for leisure and family activities.

## **5. 5 Extent to which private tutoring at S. C level is replacing mainstream schooling**

The EFA which was done in this section showed that there were 3 factors which showed the extent to which private tuitions at S. C level were replacing mainstream schooling, from the students' point of view, namely,

### **Better quality of teaching by private tutors**

This factor has already been discussed in the section 5. 3 (IV).

### **More care and attention from private tutors**

According to the students, they received more care and attention from their private tutors at S. C level ( $\chi^2 = 272.752, p < 5\%$ ). This factor is in line with what Hon (2010) said, where in Hong-Kong parents gave private tutoring to their children so that the latter got more care and attention on an individual basis, which in mainstream schooling was not possible. In Mauritius, the researcher observes that the above factor is very true if students take private tuitions where they receive more individual attention from the tutors who give private tuitions to a small group of less than 10 pupils, since as mentioned above in a mainstream class, the students to teacher ratio is too high, 40: 1 for the students to obtain individual care and attention. However, what happens if in the private tuitions, the ratio of the students to private tutor is same or greater than in mainstream schooling? Nowadays, many private tutors who have already made a good reputation are giving private tuitions to more than 40 students in a group which lasts for not more than 1h30 min. Many students fear to ask questions or seek individual attention in these types of private tuitions due to the fact that they fear from being

humiliated by their peer friends in the group. As a result, can we say that students get more care and attention from private tutors in this case?

## **Higher level of importance given to private tuitions at S. C level**

Students gave higher importance to private tuitions than to mainstream schooling at S. C level from the results found in this research ( $\chi^2 = 259.903$ ,  $p < 5\%$ ). According to a study conducted by Hussein (1987) in Kuwait, the number of student absenteeism in many schools had risen especially during the last two months before examinations due to the fact that the students believed that no concrete work was being done at school resulting in a waste of time and therefore they stayed at home to do the homework given during private tuitions which they attended in the afternoon. Similar studies conducted in Sri Lanka and Japan by Nanayakkara & Ranaweera (1994) and Sawada & Kobayashi (1986) respectively, yielded the same conclusions. In Mauritius, the researcher observes that many students do give more importance to private tuitions than to mainstream schooling due to the fact that they believe that greater work is done in private tuitions than in school. However, if we compare the time spent at school in one subject per week at S. C level, for example in Chemistry, the time spent at school is about 200 minutes whereas that in private tuition is only 90 minutes. It is clear that more time is spent in school than in private tuitions; however the question that arises is out of the 200 minutes spent at school, how much quality time is present?

## **5. 6 Linear relation between academic performance and SES of parents, region in which student lives, intensity of private tuitions, and highest educational attainment of parents.**

The last part of the research involved to analyze whether there was a linear relationship between academic performance of the student at S. C level and SES of student, region in which the student lives, highest educational attainment of the parents, and intensity of private tuitions at S. C level. The results confirmed that there was a linear relationship among these factors ( $F = 5.387, p < 5\%$ ), with academic performance depending more on intensity of private tuitions. The findings are in line with a research done in the Republic of Ireland by Smith (2008) on the academic performance of upper secondary students which depended on region in which the students lived, highest educational attainment of the parents, and socioeconomic status of the students. From the researcher's point of view, it is very true that the 4 factors mentioned have a direct impact on the academic performance of the student. The students who take more private tuitions have a better mastery of the subjects and hence obtain better grades than those who take less private tuitions. The students who live in the urban areas have a tendency to work better than those who live in rural areas probably due to greater facilities in terms of better teachers, schools, etc, in urban areas than in rural areas. The higher the educational attainment of the parents, the higher the expectations they have from their children to reach at a higher academic achievement than them which is in accordance with the self fulfilment prophecy. The last factor is the socioeconomic status of the parents which means the higher the SES of the parents, the more they can pay for different facilities for their children, such as, chauffeur driven car for the children,

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more costly textbooks, etc, and therefore the better is the academic performance of the students. However, on the other side it can be argued that the low value of the coefficients affecting these 4 factors show that the dependency of academic performance at S. C level is weak. The researcher has found that students whose parents have low educational attainment are also motivated and given approximately the same opportunity as those with high educational attainment. Students living in the rural areas do perform as well as those living in urban areas since even if they do not have the required facilities in their region, they can travel by bus or car to urban regions to have access to these facilities. There are some students who take more than one private tuition per subject and yet they do not get excellent grade in that subject. Concerning the SES of the parents, from the Ministry of Education report (2013), it has been seen that many students from low to average SES obtained very good grades at S. C level and moreover many students came out as laureates at the H. S. C level.

## **5. 7 Conclusion**

The results found in this research have been analysed where the positive and negative impacts of private tuitions at S. C level on the students, to what extent private tuitions at S. C level are replacing mainstream schooling from the students' point of view, and whether there is a linear relationship between academic performance and SES of student, highest educational attainment of parents, intensity of private tuitions, and region in which the student lives, have been depicted. The results coming out from the study have been compared with the findings from literature.