

Impact of Tuition Classes for English: A Study Based on G.C.E (O/L) Students

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Abstract: *Private Tutoring (PT) is a platform that focuses on academic subjects for a fee. Academic performance is defined as the scores achieved in the school as well as national level examination. It is observed that there is a positive influence on the student performance of those who attend the tutorials. This survey tries to inspect the impact of English language tuition classes among GCE (O/L) students in the Navithanvely Education Division. The research instruments were questionnaires and model tests. The sample size of the study is 30 selected from two schools in the targeted area. The tutorial attendees are considered as an independent variable while students' performance is the independent variable. A quantitative approach was employed and analyzed with the help of charts and tables. According to this study, there is a positive impact between tutorial attendees and English language performance. Attractive teaching and clear-cut explanations are taken place in private tutorials in Navithanvely Education Division.*

Keywords: Academic Performance, Activities, English Language, Students, Tuition Classes

1. INTRODUCTION:

The vogue of the English Language in all aspects has created a worldwide dictate for people who are accomplished in that language, which created the need for non-native speakers of English to gain mastery in that language (Mehmoodzadeh, 2012). It is considered a passport for higher education and employment (Ramees, 2019). As a result, many students in different grades are shown interest in attending private tutorials to gain a clear understanding of the English Language in addition to the formal setting. High-achieving children also seek private tutoring to improve their academic performance in addition to low-achieving students. (Choi & Park, 2016).

Private tutoring has become more common in many regions of the world in recent years. Private tutoring is regarded as a type of "shadow education" in many parts of the world, and its significance cannot be overstated. In private tutoring, the students must pay the tutor to learn an academic activity (Dang & Rogers, 2008). Parents are expressing interest in sending their children to tutoring because they are convinced that it will help them do well on exams. Bray (2013) highlights the fact that many students in developing nations, such as Asia, attend private tuition programs and that fashion is becoming more popular throughout the world. The academic disciplines covered by private tutorings, such as mathematics, science, and language, are those that are studied outside of the usual school day (Bray, 2014). With the aid of a private tutor, students can review academic material, do their assignments, or get ready for tests and exams. These lessons are taught one-on-one, in small groups or big classrooms, online, or in a mixed learning environment (Bray, 2013).

In Sri Lanka, especially in urban areas, private tuition sessions are a common and unreliable form of education. Some students enroll in private lessons from the start of their academic careers, while others enroll in private lessons to get ready for their finals in grades 5, 11, and 13 (Pallegedara, 2011). The majority of pupils take private tuition lessons throughout all grades since these three schools' qualifications and examinations are extremely competitive and significant in their lives. The Sri Lankan government does not oversee or manage private tuition classes.

Attending private tutoring is no exception for the students of Navithanvely Education Division where three schools have GCE (O/L) classes and most of the students from these schools attend two private tutorials which are popular in this area and only a few goes to Kalmunai. Parents take more interest to send their children to private tuition although some of them are economically very poor.

2. LITERATURE REVIEW

2.1 Private Tutoring

Around the world, a sizable proportion of pupils receive private instruction (PT). According to Yung (2019), this widespread tendency is known as a "shadow education system. According to Dang & Rogers (2008), Lessons and related support in academic areas that are received for a fee outside of regular school hours are referred to as PT. Guill & Bos (2014) further state that, it has

become a rapidly expanding universal phenomenon. PT further defined by Bray (2005) as shadow education as “outside-school learning activities similar to features of formal schooling used by students to improve their own educational chances”, noting that it includes “organized, structured learning opportunities that take on school-like processes”. Bray further enhances that private supplementary tutoring focuses on financial gain, and “it is not concerned with extra lessons that are given by mainstream teachers to needy pupils, on a voluntary basis, outside school hours.”

‘The private tutoring’ and ‘shadow education’ are terms widely used to describe informal supplementary schooling. The terms are used interchangeably in many articles by Feng, 2020; Jansen et al., 2021; Javadi & Kazemirad, 2020; Tarigan & Lasnumanda, 2020. This gives an impression that they are identical in meaning and scope.

According to Russell (2002), one-on-one tutoring, home-based tutoring, school-based tutoring, done early in the morning before official class hours and in the evening after school throughout the weekdays and weekends, as well as tutoring done during school breaks, are all included in PT programs. Russell adds that PT involves tutoring in both small groups and large classes. According to Russell, assistance can be given to university students and secondary school graduates while they are on break not just by full-time tutors and teachers but also by university professors.

PT is also conducted in the way of Online tutoring. According to the definition of Wikipedia (2010), Online tutoring refers to the process of tutoring in online by an institution, website, or individual using a virtual learning environment platform or networked environment, in which teachers and learners participate from separate physical locations and time frames. Pushpanathan (2011) explains the most vital factor of online is that the students feel free to interact with their tutor on all their personal issues too. So, they are also counselors who guide students through their other problems like curriculum teachers.

The most important factor in online is that the students feel free to interact with their tutor on all their personal issues too. So, apart from being merely curriculum teachers, they are also counselors who guide students through their other problems.

2.2 Private Tutoring in Sri Lanka:

Although the government of Sri Lanka spent a large amount of money on free education estimated amount of 11,804 rupees per student in 2015 and Rs.11,357, in 2016 on average, when Cole (2017) describes the purposes, many Sri Lankan children enroll in private tutoring beginning in third grade in preparation for scholarship exams. The demand for PT among Sri Lankan students was very high since many years ago. However, the shadow education for academic achievement is still not clear, therefore, Cole explains the necessity of further analyses on the relevant topic.

PT classes are a significant component of Sri Lanka’s informal education system, particularly in metropolitan areas. While some students participate in physical education (PT) from the start of their academic careers, others do so to get ready for the national school qualification exams that are given at the conclusion of grades five, eleven, and thirteen. Gunasekara (2009) and Suraweera (2011) demonstrates that the majority of pupils attend PT sessions in order to prepare for their school qualifying examinations.

Students who are preparing for the GCE (O/L) exams take private tutorials in English, math, science, and Tamil. The National Institute of Education in Sri Lanka performed a survey in 2011 indicated that 78% of students learnt in grade 10 received PT for English Language subject prior to final examination and GCE (O / L) examinations. The performances of examinations especially in English are very crucial and competitive in their future life.

According to Pallegedera (2012), one to one tutorial in which students visit teacher's place or teacher visit student's place to conduct tuitions. The qualification of the tutor maybe undergraduate or graduate, or even master holders. Their extra classes will be held at any time after school hours, and their hourly pay may vary from person to person depending on their qualifications and experiences. These types of classes are considered as expensive among other set up. Tuition fees according to Suraveera (2011) collected more than 1500 Rupees for only two-hour sessions. As a result, most of the rich householders get their type of facilities compared with other types.

The second type of PT is delivered to a small group of students by gifted teachers. The number of students in the class can range from 2 to 50. This type of physical therapy class is known as “Group Tuition Class” in Sri Lanka. Teachers from the local public schools typically serve as the resource people in these classes and charge extra for their education. Teaching after hours in a public school is not against the law. Thus, there are more public school instructors working in this type of classroom. This second category of PT classes typically has monthly charges due.

A major question mark now surrounds the existence of the free school system due to the high demand for informal fee-paid out-of-school education. The conclusion of the research study conducted by Prof Herath (2019) reveals that students and parents spend

largest amount of money for PT even if Sri Lanka still provides free education. The main reason for students attending PT understand that the quality of teaching is better in these classes when compare with the public-school setting. This study suggests that government schools look for more engaging instructional strategies with qualified academic staff.

The majority of schoolchildren have the intention to attend PT classes in addition to regular schooling, according to an article published in the *International Journal of Education, Learning, and Development* Vol. 6, No. 9, pp. 21–37, (2018). This is true of students in grades ranging from junior secondary to senior secondary. PT is therefore the main expense for household education in Sri Lanka.

2.3 Private Tutoring for English Language

. In the contemporary world a substantial amount of the teaching and learning of English occurs outside the curricular setting taking such forms as franchised tutoring industries (as previously mentioned), cram schools or coaching centres (e.g. Hamid et al., 2009; Roesgaard, 2006), one-to-one home tutoring (e.g. Barkhuizen, 2011; Diskin, 2010), linguistic migration (Park & Abelmann, 2004), family and social networks and resources (Palfreyman, 2011) and, overwhelmingly, online tutoring (e.g. Kozar, 2013; Ventura & Jang, 2010). However, apart from computer and internet-based language learning, there has been limited recognition of these teaching and learning activities in applied linguistics. Only recently, some scholars have come forward to investigate these diverse learning contexts beyond the formal setting and have argued for a separate field of research called ‘language beyond the classroom’ (Benson & Reinders, 2011; Nunan & Richards, 2015)

Private tutoring for the subject of English is crucial as students in school exposure to English is low, Noom-ura (2013) complains that the English taught in class cannot be put into real use, and the focus on receptive skills and grammatical knowledge worsens the problem. Kaur et al. (2016) state that “Students are given limited exposure to real-life learning and only a few get hands-on experiences”. This motivates many students to seek supplementary English education after school hours at tutoring in the hope of improving in English and acquiring practical English skills.

According to Hamid et al. (2009), In today’s globalized society, a sizable portion of English instruction and learning occurs outside of formal educational institutions, for example, through certified tutoring businesses, material schools or coaching centers, one-to-one home tutoring, resources, and family and social networks. Further Kozar (2013) added online tutoring.

questions of professional ethics since school teachers are also involved as PT-E actors.

Given the growing market of PT-E, it is important to research the applied linguistic and educational aspects of the phenomenon drawing on the perspectives of various stakeholders. This is where the study reported in this article is situated

Su (2005) did a second study on physical exercise with Year 10 students in South Korea and found a link between participating in various forms of PT and using the English Test’s format to gauge English competence. Based on the research, the author argues that, despite the fact that the need for communicative competence in the context of globalization typically drives private English instruction in Korea, the various private English education programs did not increase students’ spoken English proficiency but instead focused on reading and writing to help students prepare for college entrance exams.

The quantitative data failed to demonstrate a strong correlation between physical activity and English grade attainment, according to the study by Hamid et al. (2009). For those who could afford to pay the right kind, amount, and quality of tuition fees, however, student interviews revealed that PT was not only socially advantageous but also possibly even preferable to school-based English teaching due to a number of social and cultural considerations. The PT and school sectors consequently engaged in a clandestine struggle. The need to retain status in the educational system has led to increased growth in the private tutoring industry.

Every year, massive failures in the Grade 10 school-leaving exams are reported, mostly in the subjects of English and mathematics. According to Hamid (2009), private schools are a major cause of these failures. The urban-rural disparity in English learning outcomes has been clearly demonstrated by research (e.g., Hamid, 2011; Hossain, 2009), yet there is no gender pattern in these findings. According to Hamid (2011), these outcomes are related to students’ socioeconomic backgrounds. Poor English-language instruction is typically blamed for worse English learning outcomes, especially in nongovernmental schools. According to Islam (2015), despite the fact that the sector as a whole has been hampered by a shortage of qualified teachers who are fluent in English, the resources and locations of the schools determine variances in the quality of the teachers and English instruction.

Parents look for alternatives to tutoring in English courses in order to prevent the failure of teaching English in schools. This paved the way for a stunning nationwide expansion of private tutoring (Hamid et al., 2009; Nath, 2008). Several of the forms indicated, including one-on-one and small-group tutoring facilities, are also available in East Asian nations (Hamid et al., 2009).

According to Stastny (2016), secondary school students had experienced private tutoring mainly in English Language. The main reasons why students seek private tutoring include their parents' decisions, their discontent with their academic performance, their preparation for the school-leaving exam, and their desire to learn more than what is taught in the classroom. The same factors that drive student engagement in private tutoring were examined by Erna et al. (2016) as they looked at the learning paths of Czech English speakers and their success in a number of spoken competencies.

Yung (2015) investigated Chinese learners' accounts of their PTE experiences and
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English has always been included in the national entrance examinations. However, Thai students' English performance on these examinations has been far from satisfactory. Many students, therefore, turn to private tutoring. This is highlighted by the answers given by eighty high school students in Chan's (2017) study. When asked to rate the factors influencing them to take private English tutoring, they rated "to prepare themselves for the university admission" (pp. 22–27) the highest (i.e., the mean score of 4.61 out of 5). Wongsathorn et al. (2002) showed similar results.

3. METHODOLOGY

This part presents the research methodology that was used in the study. The use of appropriate methodology is significant for the successful data collection for any study and for making a concrete conclusion on the basis of any analysis of the data collected in accordance with the research questions. A methodology explains how a researcher will conduct the study in order to produce accurate, legitimate data that meet their goals and objectives. It includes the data they will gather, where they will get it from, how they will gather it, and how they will analyze it. This chapter highlights the main research methodological components employed in the research to evaluate the impacts of English Tuition classes among GCE O/L students.

4. RESULT AND DISCUSSION

In order to measure the validity or reliability of this research the reliability test was performed to make sure the internal consistency and reliability of processes.

Table 1

Reliability test scores

No	The students Name	Attend Tuition	Not Attend Tuition
01	STNF01	65	
02	STNF02		45
03	STNF03	85	
04	STNF04		35
05	STNF05	45	
06	STNF06	70	
07	STNF07		40
08	STNF08	85	
09	STNB09		55
10	STNB10	80	
11	STNB11		35
12	STNB12		55
13	STNB13	75	
14	STNB14	60	
15	STNB15		45
16	STVF16	70	
17	STVF17	55	

18	STVF18		30
19	STVF19	80	
20	STVF20	65	
21	STVF21		60
22	STVF22		65
23	STVB23	75	
24	STVB24	45	
25	STVB25	85	
26	STVB26		30
27	STVB27	55	
28	STVB28	75	
29	STVB29		40
30	STVB30		50

A model test was conducted to identify the current standard in the English Language skills. This test was implemented to examine mainly two skills suitable to GCE (O/L) students.

The score obtained in the model test, can be categorized as follows

Table 2

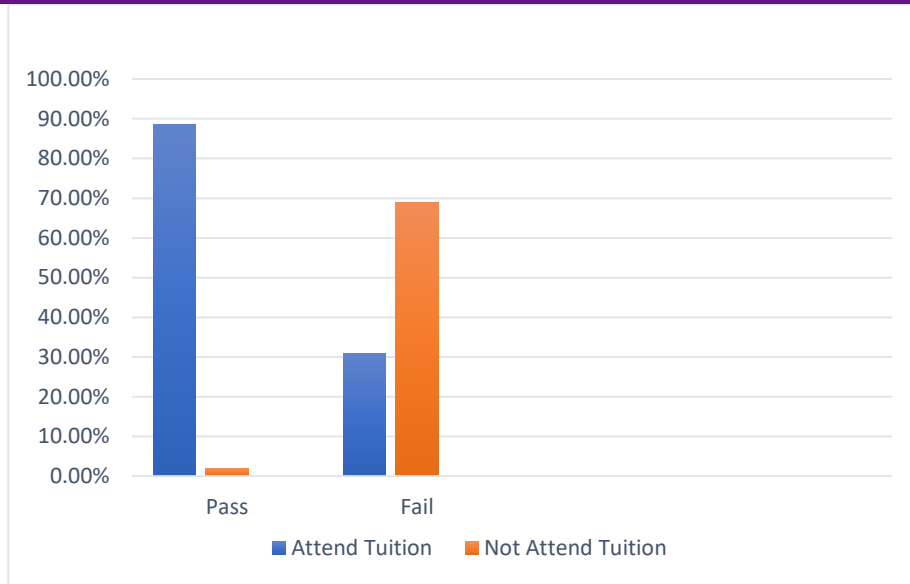
Model test score range

Class Interval	Attend Tuition	Not Attend Tuition	Standard
21 - 30	-	2	Fail
31 - 40	-	4	
41 - 50	2	3	Pass
51 - 60	3	3	
61 - 70	4	1	
71 - 80	5	-	
81 - 90	3	-	
Total	17	13	

The percentages of the pass rate and the fail rate in the model test from both groups can be displayed in the following bar chart for clear picture.

Figure 1

The percentage of the pass and the fail rate

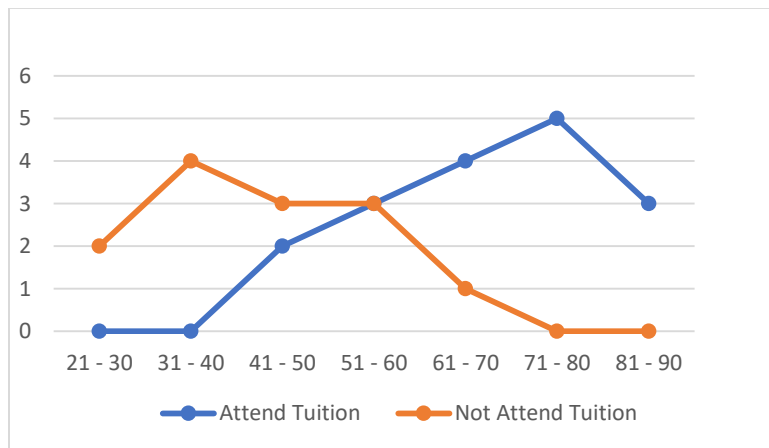


As per the given pass rate in the model test, only 31% of students who do not attend to the private tuition classes pass the test, while 88.5% of students who regularly attend to the private classes pass successfully in the Navithanveli Education Zone. Out of 17 students in the category of tutorial attendants, only 02 students (11.5%) fail in the model test conducted by the researcher. Students fail in the model test from the group of those who do not attend to the tutorials was 09 which were calculated as 69% in total samples.

The following graph clearly shows the difference in both groups of the score gained.

Figure 2

Comparison of the Model Test Scores



According to the table shown above, 02 students got the marks range from 41 – 50 among the group of Tuition attended. Most of the students (05) obtained the score between 71 – 80. Totally 15 students from this group obtained the score above 50 which is considered as pass marks by the researcher. At the same time, 06 students in the group of Tuition “not attended” scored below 41. Majority of students in this group gained between the class interval of 31 – 30 and only four students got eligible score of above 50 in the model test.

Discussion

For a price, a platform called private tutoring focuses on academic areas. Students receive personalized instruction to review material, complete assignments, or get ready for exams. Teaching the English Language without using the proper mechanism is a very challenging task in the research area. The researcher identified that there was a positive relationship between attending private

tutoring and performance in the English Language. In this study, the private tutorial study is an independent variable that impacts on performance as the dependent variable.

5. CONCLUSION

Private tutoring is to provide knowledge about academic subjects for a fee outside the school premises. Academic performance is defined as the scores achieved in the school as well as national level examination. The goal of this study is to determine how English language instruction has impacted GCE (O/L) pupils in the Navithanvely school division.

The first research question is to examine what impacts do private tutorials have on the achievement of GCE (O/L) students' performance in the English Language. Through the data collected from the questionnaire and model test. It is proved that private tuition classes have positive impact on the performance of English Language and the results of the model test also supported to this conclusion.

The second question is, what are the reasons for seeking the private tutorial for GCE (O/L) students. The most of the students' responses proved that students seek private tutorial to achieve the best performance in the local as well as national examinations. Attractive teaching, clarifying doubts without any tension, and clear explanations in the class motivate students to seek private tutorials in the Navithanvely Education Division.

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