



The effects of tutoring on school student performance: An economic analysis

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Abstract

At present, the Government of Sri Lanka is providing the necessary benefits to thousands of students to achieve their educational goals while maintaining school education in a systematic and systematic manner at great expense. Even in a free education environment, many school students tend to turn to private tutoring classes. Accordingly, the purpose of this study was to study whether participation in tuition classes has an impact on student performance. The sample used for the study was a randomly selected sample of 200 students attending tuition classes at two schools in the Weligepola Divisional Secretariat Division in the Ratnapura District. The data obtained from the structured questionnaire methodology are analyzed in detail and by multiplicative effect analysis. Analytical data showed that the use of tuition classes had an impact on student academic performance, and that factors such as household income, students 'and parents' perception of school also had a positive effect. However, linear socio-economic factors such as the number of tuition classes in which a student participates, and the degree to which a student participates are not specific to student academic performance.

Keywords: private tuition, school education, student academic performance

Introduction

The Commentary on the Development of Sri Lanka is characterized by a high level of performance from the criteria representing the field of education and health related to human development (UNDP, 2020). One of the reasons for this is that the Sri Lankan community can enjoy the immense benefits of free education as well as free health care. In particular, the Free Education Policy since 1940 provides free education to Sri Lankans up to their first-degree level (Pallegedara, 2012) ^[12]. In the face of such benefits, Sri Lanka, which has achieved a high level of adult literacy, has gained the necessary impetus by recording a high gross access rate. In the Asian and European eras, for example, several countries such as France, Germany and Thailand have provided free education services to the people, of which Sri Lanka is particularly active in providing free education up to higher education in comparison to other countries.

However, in the face of the current competitive education system that has developed in reaching the pinnacle of education, the community has sought to enable the support of private tutoring services in addition to free school education. Suleiman and Hussein (2014) point out that when focusing on the Pakistani education system, some parents tend to resort to private tuition services due to factors such as poor education or some parents not having enough time to focus on their children's education. Furthermore, Pallegedara (2012) ^[12] points out that when looking at the Sri Lankan context, it appears that private tutoring is widespread in the informal education industry. The extent of socialization in the private tuition sector in Sri Lanka is also significant, with Cole (2016) based on data from the National Commission for Education (2005) showing that students other than 36% of students in school education resort to additional tuition in a variety of ways.

Examining this, it can be seen that focusing on tutoring classes is a common household practice nowadays when

examining the contemporary social context. In addition to formal school education, Sanwoong (2010) points to tuition classes as private tuition fees that are charged privately. Families can also be seen independently funding their own budget tuition classes in a context where the government spends significant amounts of money on formal schooling. Some researchers have suggested that private tutoring education be referred to as the 'shadow education system' (Baker *et al.* 2001; Bray 2009).

A common feature in the field of private tuition classes in Sri Lanka is that the bar examinations, Year Five Scholarship, GCE Ordinary Level and GCE Students should focus on these classes in preparation for the GCE Advanced Level Examinations (Hemachandra, 1982; Manchanayake & Nanayakkara, 1986; Kodituwakku, 1992; Rambukwella, 1995; Gunasekara, 2009; Suraweera, 2011) ^[8]. Indicates that. The main reasons for this are the inadequacy of school learning and the lack of proper understanding of what is being taught in the school. Other factors that contribute to this include the use of a simple tutoring pattern in tutoring classes, the ability to teach tutoring in a way that is more appealing to the school teacher, the ability to grasp a variety of additional subjects, and the confidence that students have in the tutorial provided by tutoring as an additional benefit (Manchanayake & Nanayakkara, 1986) ^[8].

Research Problem

Today's education aims to become a high-quality human resource with skills and competencies to suit the world of future work. Due to the fierce competition in the modern education system, students adopt strategies to achieve their future goals. As a result, 54% of high school students turn to private tutoring in addition to the school curriculum.

Aim and Objectives

Analyzing the impact of private tutoring on a student's academic performance.

1. Identify the place of private tuition service in the modern Sri Lankan education system.
2. Identify the tendencies of students to turn to private tutoring classes.
3. Estimating the impact of private tutoring on student academic performance.

Literature Review

According to Manchanayake (1986) [8], if income gradually increases, the amount that can be spent on tuition will gradually increase. Therefore, increasing income is a high priority for attending tuition classes. Since tuition is charged for private tuition classes, a certain percentage of the income must be spent on it. Jagdish (1973) [7] research on education tuition and income status has shown that improving education facilities creates a better workforce and that the impact of income on quality education is high. The specialty here is also to emphasize that enhancing education has a positive impact on student performance. This implies that tuition education also affects students' performance. Accordingly, certain changes in the income distribution of a country can affect the quality of education in that country and affect the accumulation of human capital in the economy. In this way, previous studies conducted in various countries can analytically examine how the factors of household income affect the use of tuition classes (Hasing, 1996; Sarah, 2002).

Student participation in tuition classes exists because of the impact it has on their education. Here tuition education should have some effect on the results of the students. It can be positive or negative, but there is always the prospect of positive outcome growth in students. Thus, the cost of tuition can be an important factor in focusing on the factors that influence student participation in tuition classes. Hooker and Warren (2001) [6] points out that tuition classes are expensive, but students participate in them.

When inquiring about student participation in tuition classes and the impact it has on academic performance, the nature of the tutor teacher can be cited as a major factor influencing students' involvement in tuition classes. Pathmasiri (1991) explores how the nature of the tuition teacher affects the use of tuition classes by students through his research on how private tutoring affects school learning. This indicates that students are reluctant to attend tuition classes due to deficiencies in the teaching of school teachers and that students are skeptical that the school teacher will cover the curriculum properly. Accordingly, he emphasizes that students use tuition classes in the belief that the teacher will support their learning rather than the school. There is a connection between the role of the teacher who teaches and the participation of the students in it (Helena, 2000).

When examining the impact of tutoring on student outcomes, it is important to note how much time students spend on tutoring. At present, the tuition class system is widespread in Sri Lanka as well as around the world, and it has been confirmed through various researches in the field of tuition classes and this tuition class pattern is carried out in different mediums and in different methods. Here the timing of these classes can be identified as an important factor. That is, it is important to find out how long the student stays in tutoring classes and how it affects his results, as well as whether the length of stay in tuition classes varies by grade or year, or whether it remains the same.

Parents are a group of people who try to maximize utility by following clear values and preferences and always behaving rationally in order to achieve their children's educational goals. Based on data from a sample of 1,500 students from ten private and public schools in Alberta, Canada, the study focuses on tutoring classes that focus on parents' knowledge, values, and beliefs about the negative or positive impact of school on education (Bosetti, 2007) [2].

Methodology

This research is compiled by school children in the Weligepola Education Division of the Balangoda Education Zone in the Ratnapura District of the Sabaragamuwa Province. Accordingly, 200 students representing Year 11 private tuition classes in 02 schools belonging to the 1AB and 1C grades of the Weligepola Education Division were randomly selected. Preliminary data were collected from a sample survey of 200 students using a structured questionnaire. There are two stages in data analysis. That is, as detailed analysis and economics analysis. Descriptive Analysis Descriptive data analysis tools such as tables, graphs, diagrams, percentages, quantitative values, mode, median, median, standard deviation were used to present and analyze the data obtained from the survey using descriptive methods. Student academic performance was estimated by assuming that the correct answers given to a short question paper given to students covering basic knowledge of core subjects were the marks they earned. The student academic performance function was estimated by treating those scores as student academic performance.

$$SAP = f(X_1, X_2, \dots, X_n)$$

Where, X_1 = Income " X_2 = Gender" X_3 = Participation in tuition classes" X_4 = Cost of tuition" X_5 = students 'opinion about the school and X_5 = Parents' opinion about the school

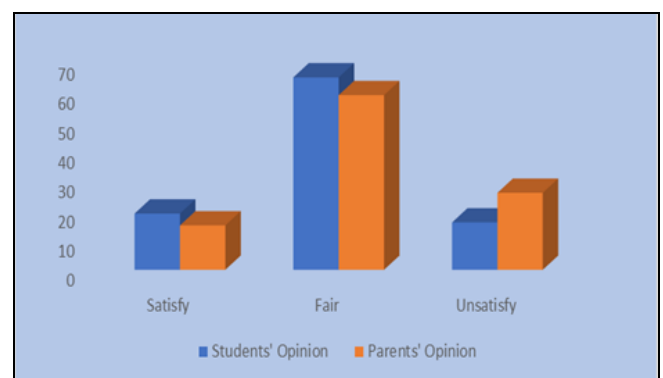


Fig 1: Students' and Parents' Opinion On School Education

Results and Discussion

In the sample of 400 students, 60% of the students and 75% of them are engaged in tuition classes. The remaining 40% were students and 85% of them went on to tuition classes. Also, in terms of household income of the sample students, the highest number (52%) are low income earners and 18% are highest income earners. Estimated indicators to identify the opinion of students as well as parents about the school show that the majority (65%) of the students and the majority (59%) of the parents are of a neutral opinion and do not have a strong belief in them. They are focused on school work to meet existing exam criteria.

There should be a suitable home environment for children who are engaged in academic activities. It will lead to higher performance. Therefore, the home study environment was analyzed based on the answers given to the questions 'Have a unique place for study and there is a free environment' to identify whether there is a suitable study environment in the home. 45% of the students are studying in a suitable study environment and 20% of the students are studying in a suitable study environment.

Studying at the results shown in Table 01, it is clear that

with student academic performance, factors such as household income, tuition class participation, tuition cost, students' perception of school, and parents' perception of school are statistically significant. Furthermore, in terms of household income, there is a positive relationship with student performance, which means that income is a priority in funding investments to enhance students' academic performance. It is also important to note that high-income households find it easier to make financial investments for their children.

Table 1: Results of the estimated model

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	140.311	10.155		13.817	0.000
Income	4.132	1.235	0.232	3.346	0.001
Gender	-2.988	2.488	-0.076	-1.201	0.233
Number_of_PT	-3.056	2.153	-0.117	-1.419	0.159
Tuition	0	0.001	0.016	0.21	0.075
Cost of Tuition	11.193	6.151	0.832	1.82	0.072
Students' Opinion	3.637	0.666	0.469	5.464	0.000
Parents' Opinion	9.112	6.324	0.659	1.441	0.002

Source: Author constructed based on the sample survey, 2020

However, parents' and students' perceptions of school, as well as their emphasis on student performance, indicate that they are moving toward tutoring in anticipation of higher performance. It also implies that students are paying more attention to tuition classes that provide more knowledge than school education. Thus, the importance of tuition education to the general education machinery of the economy is gradually increasing and should be taken into consideration in the formulation of educational policies.

The relationship between the cost of tuition and the student performance was also analyzed. However, it was found that there was no correlation between the monthly cost of tuition and the number of tuition classes per student. But nowadays students as well as parents spend a lot of money every month on tuition classes. It is clear from this that the expenditure incurred alone does not affect the performance of the students. Also, the factor of excellence was considered in the analysis of the impact on student performance due to attending tuition classes. Accordingly, it can be concluded that attending tuition classes does not make a difference in performance due to gender inequality.

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