

# Private Tuition Industry in India Students' Perspective

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## Abstract

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*Students in our country take private tuitions at a large scale that creates social, educational and financial problems for the middle and poor class students. This is an important but ignored section in educational research. This research paper seeks to find out the various forces which pull students to take private tuition outside the school. Students' perspective was the central point of this research. Descriptive research method was adopted with quantitative approach to investigate the problem. A Five-point Likert Scale on student's perspective towards private tuition was constructed and standardised. Findings revealed that the school teachers are themselves the key forces to press upon the students to take private tuitions. Factors like tutor's reputation, friendliness and personal understanding, independency to choose skilled and effective tutor, tuition as guarantee of academic improvement, aspiration for high grades, lengthy syllabus and its non-completion and poor monitoring system in schools etc. attract the students to take private tuitions.*

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## INTRODUCTION

The historical perspective of tuition witnessed that India had a unique education system. It was social school or Ashram sponsored by the society or kings where everyone was eligible to take education. However, education was prominently limited to family profession. Further, the

process of education started to distort when few kings engaged private tutors for their kith and kins. The best illustrative example can be picked from the *Mahabharata* where, Guru Dronacharya was exclusively employed for Kauravs and Pandavs. In ancient times, "A tutor was not merely someone who imparted knowledge to

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his pupils but also responsible for teaching challenges about life, and how to conduct themselves in their society and at the wider front. It was also said that the tutor is a sculptor of souls; an educator and not just a teacher, for it was often the tutor, not the parent, who took care of the child's education." (Jon, 2018). During the British rule, this became norm and elites were keeping private tutors for their wards and commoners were going to schools. With the advent of democracy, a sense of equity and equal opportunity had come, even then rich and capable preferred home tuition for their wards as many of them could not give up their self-recognition on being elite. The economic reforms of liberalisation and privatisation had an impact on education sector and private tuition has emerged as business and great market forces now-a-days. The report of NSSO (2015) indicates that 81 per cent students in Tripura and 78 per cent in West Bengal take private tuition whereas one out of four students involved in private tuition at National level. Further, ASSOCHAM (2013) also endorsed similar statistics that about 87 per cent primary school children and up to 95 per cent of high school students received private tutoring in metro cities. Surprisingly, "94.8 per cent students take tuitions of mathematics subject in rural areas whereas; this figure is 88.8 per cent in urban areas (Sujatha, 2014). While talking about duration and joining time of private tuition, 74.06 per cent

students joined in the beginning of the academic session till end (ibid: 7). Actually, no level of education has an exemption from private tuitions. The roots of private tuition have taken place from Nursery-KG to senior secondary education, and even in higher education. As a result, the size of tuition market and revenue is increasing tremendously. The ASSOCHAM report (2013) evidenced that the market size of the private coaching industry, which was about Rs. 1.54 lakh crore in 2013 and assumed that it is likely to touch Rs. 2.6 lakh crore by the end of 2015. Similarly, Gupta (2016) in his article titled "Business of private tutorials in India now a multibillion dollar industry", reveals that parents of the middle class families spend one-third of their monthly income on private tuitions. More than five lakhs tutors are engaged in private tutoring in Delhi NCR only. Further reports show shocking figures as regards to charges of private tuition that private tutors charge Rs. 1,000 to 4,000 per hour for individual or one to one basis. For group tuition, fee ranges between Rs. 1,000 to 6,000. It is a wonder that 78 per cent of parents spend Rs. 1,000 to 3,000 per month for primary level learners and Rs. 5,000 for secondary level students. Doesn't the harrowing figure pose a question mark on our mainstream education? Definitely, the success of the private tutors comes out due to inability to provide quality education or failure of mainstream education system.

### **FORCES BEHIND PRIVATE TUITION**

There emerges few basic questions, 'Why do parents send their children for private tuition? Are parents not satisfied with the education that students get in schools? Answering these questions is a bit complicated. "Every parent wants to see their child outperform in schools. This is also enhanced by the societal pressure to perform well as everyone feels that once someone gets good marks then the road to success in life will be little smoother" (Sujatha, 2014). This grade aspiration in the Indian education system is being fuelled by the problems related to school education. Providing quality education which considered as a passport to success is the ultimate dream of every parent for their children. Parents are willing to spend disproportionately and beyond the capacity, dominantly in higher economic class and one can understand it that 5 per cent riches in urban India spent almost 29 times of educational expenditure as compared to middle income group in rural India (NSSO, 2015). Parents believe that private tutors try to go beyond and teach what is required for the level of entrance exams. They tend to provide an environment that helps in learning better. Private tutors are accountable for the desired results.

The ASER report (2018) presents very discouraging figures that only 70 per cent students of Class VII can read a text of Class II. Similarly, only 44 per cent students in Class VIII can solve division problems having 3 digit

numbers by 1 digit number correctly. Nationally, in the age group of 14 to 16, only 50 per cent of male students can accurately solve a problem of division in comparison to 44 per cent of female students. These figures are sufficient to understand that status of primary pillars of learning are in the poorest condition. In such case, when students enter in secondary education, they find it difficult to cope with high order of learning. Therefore, in order to reduce examination anxiety and aspiration for extra academic push in such urgency, they have to look towards magical stick like private tuition to excel level of academic achievement.

Under these circumstances, why should parents not send their children for private tuition? Conscious and aware parents will answer the reason for 'quality education'. But, what is quality education in age of competition? "The simple answer could be to achieve 'good scores' in exams" (Jangir, R.K. and Ashok, 2018). The reason behind this affinity for the grades or scores is minimum cut off criteria in most of the competitions. In order to clear this first hurdle, one must score higher grades putting him in the short listing for further scrutiny such as admission into college, scholarship, and job, etc. Thus, a student, is always under constant pressure to score higher grades. In this scenario, students and parents see tuition as a sure shot solution. Unfortunately, with vested interest teachers and

tuition centres not just exploit but also create a rosy picture to persuade them and many a time create situation in one or the other way, so even those who do not require, are forced to be a part of tuition culture. Nowadays, private tuition emerged as pivotal force out of demand and supply in current education market. (Sujatha, 2014) Teacher is a central point to encourage the private tuition. "Quality of teacher is one of the major factors to surge tuition habit among students" (Shihab and Sultana, 2017). Someone would argue that government school teachers who have been selected out through rigorous competitive exams are considered to be a non-performer as sometimes found to be overworked and overburdened with activities other than teaching which are not accountable for results. Whereas, at the same time, teachers in private schools, except few, are paid less, which could be a major cause of their dissatisfaction. Apart from this, the type of service such as contract, guest or ad-hoc also creates a kind of job insecurity which compels the teachers to make conscious efforts to involve in private tuition to fulfil financial requirements. Here, other questions come into light. Why is it so? Or, what kind of panacea private tutors have? On the basis of that, the tutors declare if the wards do not perform and get expected results, their entire money will be returned. Why do school teachers not declare so? Do the private tutors teach with

more commitment and dedication? Are they more interpretive to explain the concepts and topics? Probably, tutors make the groups according to the level of achievement of the students and diagnose the hard spot or weakness of learning, while in formal education sector all students learn together with less individual attention. Students feel easy and comfortable with tutors to share and express about their learning difficulties. Private tutors teach students according to examination pattern. Tutors assess the issues and help in competitive examinations also. They provide enriched material and train students how to answer smartly to score high grades. It attracts students to take private tuitions. On the other hand, a single teacher has to teach multiple subjects in schools. It makes very difficult to cover the syllabus of multiple subjects that leads to the non-completion of the syllabus within time frame and obviously quality of teaching also deteriorates.

Mainly in the metropolitan cities, there is a trend of tuitions of non-academic subjects like singing, dancing, musical instruments, painting, drawing, martial arts etc. on the name of all round development of child which keeps them occupied and slowly fosters the habit of taking tuition among the students in academic subjects. In case of nuclear families, both mother and father are working to earn the bread and butter. Neither it is possible for father nor for

mother to pick up the wards from the school which makes difficult to manage both job and schooling of children. In this emergent situation, nuclear families have to look up towards the 'Private Education Centre' which provides pick and drop facilities from school to home. These private centres also arrange some means of entertainment to students on the name of the co-curricular activities and provide lunch in the afternoon. They also help the students in completing the homework given by the schools when their mother and father come back from work. The personnel of these private education centres drop the students at their homes in the evening.

### **WHAT LITERATURE SAYS**

At international level, private tuition has been noticed as a global problem. Research studies at international level present contrasting findings that it enhances student's performance (Cheung, 2013; Khamis, 2012; Kinyaduka, 2014; Dooley, Liu and Yin, 2018; Shihab and Sultana, 2017). But, how can ethical issues related to teachers be ignored? Education is being compromised in public schools (Hartmann, 2008; Kiyaduka, 2014; Melese and Abebe, 2017). Some research findings support to private tuition as student gets individual attention by private tutors (Suleman and Hussain, 2014; Kinyaduka, 2014). Studies also stressed that private tuitions help to keep the pace with peers; it's more into increasing

competition in academic achievement and create division in society (Azam, 2016). Private tuitions help to extend the social network as students can meet diverse groups from other schools (Khamis, 2012). Similarly, research also points out that private tuitions have benefits but for a short term, in the long run the students' performance declined with number of years of private tuition (Nam, 2013). In developed countries, where people have abundance of resources and choices. There are certain factors that are still inducing student's behaviour towards private tuition. A comparative study done by Cheung (2013) in context to Hong Kong, South Korea and Japan shows 'prevalence in tuition as student wanted to do best in their academics rather than only improve'. Entrich (2019) in his study in Japan talks about 'how parents and student's own aspiration influences the decision about private tuition'. In the context of developing countries, Shihab and Sultana (2017) reported that 'enhanced academic performance is the factor behind increase in Private tuition in Bangladesh'. Similarly, Sujatha (2014) in India emphasises on parental and peer pressure and desire to score more in examination. There is a similarity noticed about the methodology of private tuition in case of Hong Kong and India. It is being offered through companies in Hong Kong (Bray, Way, Lykins and Kwo, 2013). Similarly, in case of India, many private companies

like BYJU'S, Vedantu, and Bharat Tutors have entered in private tuition market. "Mostly, teachers of developing countries compromise on classroom teaching to increase the revenue from the private tuitions" (Jayachandran, 2014). Actually, the issue of private tuition is widely spread over many disciplines such as sociology, psychology, education, and economics etc. which make it complex and difficult to understand. It shows that private tuition is a complex research area. At international level, private tuitions have been investigated and explained by a diversity in study settings, category, sample, types of teachers, parents and peer pressure, dominance of parents and students in taking decision, types of school, economy, and pedagogy which make difficult to compare the findings and draw the conclusions in Indian context.

Whereas, at the national level, ASSOCHAM (2013) and NSSO (2015) prepared status reports about private tuition in the country but these reports are only indicators about representation of students who are engaged in private tuition. It does not provide solutions. Research issues related to private tuition is a neglected area at national level. However, some researchers had conducted research taking private tuition problem in India but they had used standardised tool to collect data. (Sharma and Kalia, 2015; Kotaky and Hazarika, 2016; Sripriya and Ramesh, 2017; Chingthem, 2015; Ghoshal, 2018).

Similarly, some studies were done on very small samples which indicate about less generalisation power. (Das and Das, 2013; Sharma and Kalia, 2015; Chingthem, 2015). Therefore, due to this technicality, findings of these studies are under questions. This problem will remain unsolved until we make students part of research. Therefore, exploring students' varied views and determine forces which are accountable for private tuition, is much crucial and need of the hour to frame policies to overcome the problem of private tuition among the students.

### **Justification of the Study**

Private tuition is not a problem of any particular class. It has become a major problem to all classes of the society. Even, many teacher have to send their children to take private tuition. There may be immediate benefits of private tuition but "in the long term it declines when the number of hours of private tuition lengthened" (Liu, 2012). It has been observed that students have to take the private tuition of multiple subjects such as Mathematics, Science (Physics and Chemistry), and language (especially English) in addition to school hours. Further, it is important to note that no policy of Government of India since independence or before independence encourages students for taking private tuitions, yet not only academically poor but also bright students are engaged in private tuitions to excel their academic achievement and pay

high amount of money. Why is it so? Sometimes, it is out of the capacity of parents to pay huge money for private tuitions that lead to create an imbalance in home budget. Despite heavy expenditure on public education, why do students take private tuition? This study has been done to provide valuable empirical inputs with students' point of view to policy planners to plan better in a way that private tuition doesn't get overemphasised over formal education and at same time serve societal needs. Knowing the forces of private tuition, parents would also be able to play their effective role in learning of students.

### **Operational Definitions of Terms Used**

**Private tuition:** It points to shadow education that is held outside school premises in which both students and teachers are engaged in teaching learning process. Tutor assists academically one or more students in particular subject/skill on payment basis.

**Students' perspective:** It refers to students' opinion about those forces/factors which compel students to take private tuition outside school premises.

### **Objectives**

1. To study students' perspective towards private tuition.
2. To study male and female students' perspective towards private tuition.

### **Hypotheses**

There is no significant difference in male and female students' perspectives towards private tuition.

### **Research Design**

**Research method:** This study adopted descriptive research method with the quantitative approach to find out students' perspectives towards taking the private tuition.

### **Sample and sampling technique:**

Four hundred students of class tenth were selected by simple random technique from forty secondary schools located in different areas of North Delhi i.e. Model Town, Narela, Alipur, Saraswati Vihar, and Rohini. Further, in order to identify the student's engagement in private tuition they were asked about it and only those students were included in the research who confirmed that they took private tuition and consented to be part of the research.

### **Tool Used**

**Description of tool:** In order to collect the data, a five point Likert rating scale was constructed and standardised by the authors. Private tuition scale consists of total 58 items. It has five dimensions namely Psychological, Social, Academic, Personal, and Administrative. Item analysis was done to secure the discrimination index of every item. Only those items which had significant 't' value, were included in the final version of scale. The scale was very highly reliable because

coefficient of reliability of the scale was (0.93) which was computed by the split-half method. The validation of the scale was done with the help of experts. They were requested to rate the items on a 10-point rating scale on the criteria whether each item is able to assess the different dimensions of private tuition for which this rating scale has been framed and only those items were included in the scale which were rated at least 7 or above. Z-score norms were also developed for meaningful interpretation of row scores.

### Analysis of Data

The quantitative data collected from secondary school students, were

analysed through different descriptive statistics like Mean and Standard Deviation. Under the inferential statistics, 't'-test was applied to test the null hypotheses. Chi-square was used to test the equal probability of frequencies.

### Results and Discussion

With reference to first objective, i.e. to study students' perspective towards private tuition. The collected data was organised and tabulated according to different dimensions of private tuition, i.e., psychological forces, social forces, personal forces, academic forces, and administrative forces. Dimension wise analysis is presented below.

**Table 1**  
**Psychological Forces for Taking Private Tuition**

S. No.	Item Description	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	$\chi^2$
1.	Tuition facilitates deep understanding.	31 (7.75%)	174 (43.50%)	131 (32.75%)	50 (12.50%)	14 (3.50%)	238.7*
2.	Private tuition helps children to realise their potentials.	32 (8.00%)	178 (44.50%)	87 (21.75%)	98 (24.50%)	5 (1.25%)	223.8*
3.	In private tuition, feedback is quick and relevant.	41 (10.25%)	173 (43.25%)	74 (18.50%)	82 (20.50%)	30 (7.50%)	158.9*
4.	Tuition is a blessing for those students who shy away from public speaking.	35 (8.75%)	67 (16.75%)	102 (25.50%)	175 (43.75%)	21 (5.25%)	189.8*

5.	In private tuition, students are better focused as reading one subject.	26 (6.50%)	183 (45.75%)	97 (24.25%)	82 (20.50%)	12 (3.00%)	230.5*
6.	Private Tuition is responsible for the reduction of reflective thinking capacity.	28 (7.00%)	207 (51.75%)	79 (19.75%)	69 (17.25%)	17 (4.25%)	286.6*
7.	Tuition cultivates a mind-set of academic dependency on tutor.	14 (3.50%)	198 (49.50%)	99 (24.75)	77 (19.25%)	12 (3.00%)	290.9*
8.	Some teacher's influence students to take tuition.	43 (10.75%)	240 (60.00%)	46 (11.50)	43 (10.75%)	28 (7.00%)	402.5*
9.	Students who become accustomed to tuitions always look for shortcuts.	20 (5.00%)	215 (53.75%)	49 (12.25%)	104 (26.00%)	12 (3.00%)	349.8*

\*Significant at 0.01 level of significance

As regard to all 58 items, there is significant difference in trends (frequencies) towards private tuitions as mentioned in specific item. Psychology is one of the root causes for taking private tuitions. We find evidence from aforesaid Table 1 that 43.50% students felt that private tuition helps in providing deep understanding on the subject. It means that students have to face difficulties in making conceptual

understanding in regular class. Similarly, 44.50% students accept that private tuition helps to realise their potential whereas 43.25% students agreed that they received quick and relevant feedback in private tuitions. It is already known that feedback works as a guide that suggests strategies and steps for corrections in errors. It makes a strong base for positive student-teacher relationship. Students

understand that teacher (tutor) is genuinely concerned and attached with them and it adds a lot of avenue for motivation and learning in form of improvement. Further, 45.75% students reported that in private tuition students are better focused as reading one subject although 20.50% disagreed to it. It is also an indicator that students did not do focused reading in class.

On the negative items, the data substantiate that reflective thinking capacity is being hampered due to tuition. A large chunk of 51.75% of students agreed to accept that private tuition is responsible for the reduction of reflective thinking capacity whereas reflective thinking is much more important to develop the ability of analysis, synthesis, applying logic and drawing inferences. It may

have the reason that some students take private tuitions to get notes of teachers just to pass an examination which hardly give any scope to think differently while conscious thinking and analysis of action is much needed in every stage of life and that should be taught since student-hood. Habit of getting everything (academically cooked), reduces the capacity and ability to think. Similarly, 49.50% of students agreed that tuition cultivates a mind-set of academic dependency on tutor. It means that students aren't putting much self-efforts for learning. Evidence also upholds the fact that somewhere teacher himself is responsible for surge in private tuition as 60% of students accepted that some teachers influence students to take tuition.

**Table 2**

**Social Forces for Taking Private Tuition**

Sl. No.	Item Description	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)	$\chi^2$
1.	Even if it doesn't improve their children's grades parents send children to tuition anyway because other children have it.	29 (7.25%)	151 (37.75%)	146 (36.50%)	68 (17.00%)	6 (1.50%)	220.2*

2.	Increase in tuition is due to both parents working.	3 (0.75%)	199 (49.75%)	112 (28.00%)	64 (16.00%)	22 (5.50%)	309.2*
3.	Selection of particular subject tuition depends upon friend circle.	39 (10.00%)	197 (49.25%)	102 (25.50%)	45 (11.25%)	17 (4.25%)	263.1*
4.	Selection of particular subject tuition depends upon how renowned the tutor is.	40 (10.00%)	193 (48.25%)	118 (29.50%)	34 (8.50%)	15 (3.75%)	276.9*
5.	Parents see tuition as investment in child's future socio economic status.	18 (4.50%)	88 (22.00%)	87 (21.75%)	192 (48.00%)	15 (3.75%)	259.1*
6.	Tutors are more friendly and understanding to students.	17 (4.25%)	166 (41.50%)	97 (24.25%)	113 (28.25%)	7 (1.75%)	225.90*
7.	Tuition provides space for group study.	13 (3.25%)	268 (67.00%)	64 (16.00%)	40 (10.00%)	15 (3.75%)	573.9*
8.	Private tuition is unfair because it gives rich children advantage over poor children.	27 (6.75%)	185 (46.25%)	85 (21.25%)	95 (23.75%)	8 (2.00%)	240.9*

9.	Tuition contributes towards constraints of the time to interact with parents.	12 (3.00%)	184 (46.00%)	94 (23.50%)	87 (21.75%)	23 (5.75%)	236.7*
10.	Tuition is restricting student's time for fun activities and sports.	26 (7.00%)	180 (45.00%)	117 (29.25%)	67 (16.75%)	8 (2.00%)	242.8*

\*Significant at 0.0 level of significance

As regards to Table 2, 37.75% of students were found agreed even if private tuition doesn't improve grades, parents send their children to take tuitions anyway because other children have it, while merely 17% of them disagreed on it. It shows that there is a tendency of sending children to tuition to be at par with others. Similarly, 49.75% of students agreed that increase in tuition is due to both parents working. Likewise, 49.25 % of students expressed that selection of particular subject tuition depends upon friend circle which indicates that feedback and experience of student to fellow students about particular tutor leaves a good impression. In other words, suggestions of either peers or seniors (friends) play a role of influencer in decision making process about selecting private tutor of particular subject because adolescents influence each other a lot in adolescence period. Even,

sometimes they give more weightage to suggestions of peers over parent's suggestions'. Further, 48.25 % of students responded that selection of particular subject tuition depends upon how renowned the tutor is. It points that reputation of private tutor is also one of important force for private tuition. Similarly, 41.5 0% of the students agreed that tutors are more friendly and understanding to students. This finding is natural when someone being a teacher behaves like a friend during the teaching-learning process. It gives a comfort zone and removes fear and hesitation from the mind of students which open new avenues to solve various problems associated with learning. It may be the reason that students perceive private tutor as friendly tutor. Further, evidence also upholds the fact that 67% of students agree to the statement that private tuition provides space

for group study whereas very minor portions i.e 3.75% of students were against the statement . It reflects that majority of students accepted group study as one of attractions for private tuition.

With reference to logics against the private tuition on 'social force' domain, it is evident that a high percentage of students agreed that private tuition is unfair because it gives rich children an advantage over poor children (46.25%). The children of well to do families are able to afford good tuition teacher by spending more. It marks that private tuition is making a kind of separate category among students that turns as high achievers and low achievers or students having privilege of tuition

and non-tuition. Correspondingly, there is some evidence of how private tuition is hampering socialisation process and bar the interaction of students with parents. 46 % of students agreed that tuition contributes towards constraints of the time to interact with parents. In case of both parents working, the situation may be worse and lead to family isolation whereas family communication adds a lot of avenues for socialisation. It helps to remove hesitation, foster a culture of learning and imitation of good behaviours of parents. Equivalently, tuition is also a thread to physical and entertainment activities as 45 % of students reported that it is restricting their time for fun activities and sports.

**Table 3**

**Personal Forces for Taking Private Tuition**

Sl. No.	Item Description	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	$\chi^2$
1.	Tuition helps you to cope up in competition.	17 (4.25%)	225 (56.25%)	97 (24.25%)	58 (14.50%)	3 (0.75%)	396.2*
2.	Tuition is rewarding for me.	26 (6.50%)	183 (45.75%)	97 (24.25%)	82 (20.50%)	12 (3.00%)	230.52*
3.	Tuition builds self-confidence.	14 (3.50%)	175 (43.75%)	134 (33.50%)	55 (13.75%)	22 (5.50%)	253.57*
4.	Tuition is flourishing as students are serious about their study.	16 (4.00%)	236 (59.00%)	58 (14.50%)	67 (16.75%)	23 (5.75%)	404.17*

5.	Parent education level and lack of subject knowledge contributes in increase in tuition.	26 (6.50%)	186 (46.50%)	100 (25.00%)	81 (20.25%)	7 (1.75%)	248.52*
6.	Aspirations of higher grades in examination contribute to increased tuition.	25 (6.25%)	215 (53.75%)	69 (17.25%)	57 (14.25%)	34 (8.50%)	300.2*
7.	Selection of particular subject tuition depends upon the proximity of tuition centre.	25 (6.25%)	195 (48.75%)	78 (19.50%)	84 (21.00%)	18 (4.50%)	251.425*
8.	Tuition pressurises to finish the work.	18 (4.50%)	201 (50.25%)	106 (26.50%)	50 (12.50%)	25 (6.25%)	288.57*
9.	Private tuitions help to prepare well for competitive examinations.	20 (5.00%)	24 (56.00%)	111 (27.75%)	42 (10.50%)	3 (0.75%)	408.37*
10.	In private tuition lessons could be customised as per individual need.	36 (9.00%)	209 (52.25%)	83 (20.75%)	59 (14.75%)	13 (3.25%)	293.95*
11.	Private tuition grants opportunity to choose effective and skilled teacher.	14 (3.50%)	220 (55.00%)	65 (16.25%)	94 (23.50%)	7 (1.75%)	371.32*

12.	The tuition centre encourages group discussions, unlike conventional class where talking is not allowed.	38 (9.50%)	208 (52.00%)	88 (22.00%)	57 (14.25%)	9 (2.25%)	297.27*
13.	Tuition works as a remedial program for a student who learns at their own pace.	26 (6.50%)	170 (42.50%)	114 (28.50%)	68 (17.00%)	22 (5.50%)	196*
14.	Tuition is not helpful, even harmful.	9 (2.25%)	81 (20.25%)	97 (24.25%)	194 (48.50%)	19 (4.75%)	275.6*
15.	Teacher's unwillingness to take extra classes lead to surge in tuition trend.	19 (4.75%)	155 (38.75%)	97 (24.25%)	81 (20.25%)	48 (12.00%)	133.25*
16.	Private tuition is not the best way of learning for individual students.	12 (3.00%)	66 (16.50%)	74 (18.50%)	225 (56.25%)	23 (5.75%)	364.12*
17.	Private tuition is an outcome of stress on result oriented performances.	5 (1.25%)	88 (22.00%)	86 (21.50%)	97 (49.25%)	24 (6.00%)	281.87*

\*Significant at 0.0 level of significance

As far as 'personal' forces for taking private tuition are concerned it is evident from Table 3, that students agreed that it helps to cope up in competition (56.25%), builds

self-confidence (43.75%), tuition is flourishing as students are serious about their study (59%) and parent education level and lack of subject knowledge, contributes in increase

in tuition (46.50%). It points that in those cases where a child is a first generation learner or parents lack specific subject knowledge, tuition may be a forced choice to fill the void. Further, students also agreed that aspirations of higher grades in examination contribute to increased tuition (53.75%) and only 14.25% disagreed and 8.50% strongly disagreed to it. It is because that in our education system and society, those students who secure higher grades are considered as achievers and successful. Moreover, students do not get help for competitive examinations in regular class as students agreed that tuitions help to prepare well for competitive examinations (56%), pressurises to finish the work (50.25%), and even in private tuitions, lessons could be

customised as per individual needs (52.25%). Likewise, facts indicate about very highlighting point that private tuition grants opportunity to choose effective and skilled teacher (55%) while merely 1.75% strongly disagree to it. Students also agreed that private tuition works as a remedial program for a student who learns at their own pace (42.50%).

As regard to rationales against private tuition on personal forces, a high percentage of students disagreed that tuition is not helpful, even harmful (48.50%) and private tuition is not the best way of learning for individual student (56.25%). Whereas, data also substantiate about stunning fact that students agreed that teacher's unwillingness to take extra classes lead to surge in tuition trend (38.75%).

**Table 4**

**Academic Forces for Taking Private Tuition**

Sl. No.	Item Description	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	$\chi^2$
1.	School teachers pay less attention as they know that student take tuition.	17 (4.25%)	196 (49.00%)	70 (17.50%)	103 (25.75%)	14 (3.50%)	280.12*
2.	Students pay less attention in class as they know that tuition teacher will cover the syllabus.	28 (7.00%)	148 (37.00%)	119 (29.75%)	96 (24.00%)	9 (2.25%)	176.82*

3.	Tuition is a guarantee of an improvement in student performance for a subject.	23 (5.75%)	280 (70.00%)	79 (19.75%)	18 (4.50%)	0 (0.00%)	668.67*
4.	Tuition actually improved your academic performance by a noticeable extent.	31 (7.75%)	179 (44.75%)	89 (22.25%)	44 (11.00%)	57 (14.25%)	176.35*
5.	Tuition helps to complete syllabus.	118 (29.50%)	125 (31.25%)	64 (16.00%)	74 (18.50%)	19 (4.75%)	93.52*
6.	Tuition increases subject awareness.	35 (8.75%)	155 (38.75%)	114 (28.50%)	61 (15.25%)	35 (8.75%)	139.9*
7.	Tuition helps in revision.	47 (11.75%)	151 (37.75%)	120 (30.00%)	51 (12.75%)	31 (7.75%)	137.15*
8.	Tutor is more helpful than school teacher in explaining the concept.	13 (3.25%)	167 (41.75%)	167 (41.75%)	44 (11.00%)	9 (2.25%)	324.55*
9.	Tutor/Tuition class is being selected based on reference material being provided.	29 (7.25%)	188 (47.00%)	99 (24.75%)	52 (13.00%)	32 (8.00%)	221.42*
10.	Tuition is necessary for math and science subjects.	16 (4.00%)	190 (47.50%)	114 (28.50%)	69 (17.25%)	11 (2.75%)	277.92*

11.	Tuition is necessary for students who are poor in studies.	18 (4.50%)	195 (48.75%)	96 (24.00%)	56 (14.00%)	35 (8.75%)	249.07*
12.	In private tuition lots of practice helps in academic performance.	24 (6.00%)	215 (53.75%)	90 (22.50%)	60 (15.00%)	11 (2.75%)	332.77*
13.	Tuition focuses on scoring more in upcoming exams rather than upgrading subject knowledge.	29 (7.25%)	185 (46.25%)	73 (18.25%)	95 (23.75%)	18 (4.50%)	221.8*
14.	In tuition one gets a readymade answer for the examination.	19 (4.75%)	194 (48.50%)	97 (24.25%)	81 (20.25%)	9 (2.25%)	275.6*
15.	Tuition grants better scope of revision and practice to students in comparison to school.	35 (8.75%)	220 (55.00%)	103 (25.75%)	31 (7.75%)	11 (2.75%)	366.45*
16.	Tuition is not necessary for Social science subjects.	32 (8.00%)	54 (13.50%)	98 (24.50%)	193 (48.25%)	23 (5.75%)	241.52*
17.	In tuition one is expected to memorize the topic not to explore.	11 (2.75%)	69 (17.25%)	119 (29.75%)	190 (47.50%)	11 (2.75%)	290.8*
18.	Tuition cannot be substitute to school.	11 (2.75%)	61 (15.25%)	88 (22.00%)	210 (52.50%)	30 (7.50%)	307.32*

\*Significant at 0.0 level of significance

Table 4 shows that 49 % of students responded that school teachers pay less attention as they know that students take tuition. It is simply about strategies of school teachers to attract students for tuition. Furthermore, 37 % of students accepted that they themselves pay less attention in class as they know that tuition teacher will cover the syllabus in private tuition which hints that private tuition is making students to be non-serious, careless and divert mind from meaningful learning in regular classes. Regular school class is just a formality to pass a school day. It indicates that due to private tuition neither school teachers nor students are sincere about teaching-learning in regular school classes. Further, students had viewed stunningly that tuition is a guarantee of an improvement in student performance for a subject (70%) while only (4.50%) disagreed to it. It points to student's belief system that tuition can help in achieving success that lead to progression. Alike, 44.75% of students agreed that tuition actually improved academic performance by a noticeable extent, though only 14.25% strongly disagreed to it. Further, 29.50% of students were found to be strongly agreed and 31.25% agree that tuition helps to complete the syllabus. It messages that teacher do not complete the syllabus in school which may force students to think to take private tuition to complete the syllabus. Furthermore, 38.75% of students

agreed that tuition increases subject awareness, tuition helps in revision (37.75%), tutor is more helpful than school teacher in explaining the concept (41.75%), tutor/tuition is being selected based on reference material being provided (47%). Similarly, 47.50% students agreed that tuition is necessary for math and science subjects whereas only 2.75% strongly disagreed to it. Tuition is necessary for students who are poor in studies (48.75%). In addition, the practice is one of the invitations for tuition as (53.75%) students agreed that in private tuition lots of practice helps in academic performance while only 2.75 % strongly disagreed to it. In the same way, aspiration towards high scoring also pulls to tuition, it is evident that 46.25% students agreed that tuition focuses on scoring more in upcoming exams rather than upgrading subject knowledge. In tuition, one gets readymade answer for the examination (48.50%).

Whereas, on the negative items of 'academic components' of private tuition, students disagreed that tuition is not necessary for Social Science subjects (48.25%). Similarly, 47.50% students disagreed that in tuition, one is expected to memorise the topic, not to explore it. Further, a large chunk, 52.50 % of students was found to be disagreeing that tuition cannot be a substitute to school. It means that students take tuition to be similar to school and develop wrong perception about school due to private tuition.

**Table 5**  
**Administrative Forces for Taking Private Tuition**

Sl. No.	Item Description	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	$\chi^2$
1.	Syllabus is too wide to be covered in school time alone.	24 (6.00%)	226 (56.50%)	90 (22.50%)	55 (13.75%)	5 (1.25%)	385.03*
2.	Teaching learning environment is very much favourable for me in tuition.	46 (11.50%)	174 (43.50%)	117 (29.25%)	63 (15.75%)	0 (0.00%)	225.63*
3.	Attendance in Private tuition is more important than school.	35 (8.75%)	103 (55.00%)	103 (25.75%)	31 (7.75%)	11 (2.75%)	366.45*
4.	Private Tuition is spreading as school is not interested to monitor teachers.	13 (3.25%)	101 (48.75%)	101 (25.25%)	71 (17.75%)	20 (5.00%)	272.95*

\*Significant at 0.0level of significance

It is evident from Table 5 that 56.50 % of students agreed that syllabus is too wide to be covered in school time alone followed by teaching learning environment is very much favourable for them in tuition (43.50%), and attendance in private tuition is more important than

school (55%) Surprisingly, 48.57% of students reported that private tuition is spreading as school is not interested to monitor teachers. It is a question mark on administrative accountability of administrators of schools.

**Table 6**  
**Gender Difference in Students' Perspectives towards Private Tuition**

	N	Mean	SD	df	t-value
Male	318	189.31	21.30	398	0.68
Female	82	191.1	21.028		

As regard to gender difference, it is evident from table, that mean and SD values of male and female students' perspectives towards private tuition are (189.31, 191.1) and (21.30, 21.028) respectively. The mean value (191.1) of female students' perspectives towards private tuition is not significantly greater than the mean value (189.31) of male students for df 398 at 0.01 level of significance. Therefore, the null hypothesis "There is no significant difference in male and female students' perspectives towards private tuition" is accepted. Hence, it can be concluded that gender does not create any significant difference in students' perspectives towards private tuition.

### **DISCUSSION AND CONCLUSION**

While investigating the issue of private tuition, findings highlights certain dominant forces which surge the tuition habits among the students. Surprisingly, same school teachers were found as key force because some school teachers deliberately influence students to take private tuition. However, it is against the teacher's code of ethics. Similar findings have been endorsed by other researchers that private tutors treat students and parents strategically to keep them impressed to take private tuition (Sujatha, 2014; Das and Das 2013). Deep understanding and quick feedback were also good psychological forces for private tuition. Further, Sulemann and Hussain (2014) confirmed in

their research that private tuition is effective in raising motivation level of students. In case of social forces, both parents working, friends' circle, tutors' reputation, tutors to be friendly and personal understanding and opportunity to group study were dominant forces to attract students to take private tuition. These findings are consistent with findings of Khamis (2012) who found that private tuition helps to extend the social network as students can meet with diverse group from other school. Whereas under the person forces, preparation for competition, parents' lack of subject knowledge, aspiration for high grades, individual needs, independency to choose skilled and effective tutor, remedial interventions in tuition and unwillingness of school teacher to take extra classes, were accountable for private tuition. Similarly, due to academic reasons such as less attention by teachers towards students, tuition as guarantee of academic improvement, revision and practice intuition, good explanation of concepts, facility of reference material, helps in completing syllabus, students' poor status of academic achievement, and readymade answers for cracking exams, mainly invite students to take private tuition. It is important to note that mostly students reported that tuition is necessary for math and science subjects that indicate about poor teaching inschoolsfor mathematics and science subjects. Sujatha (2014) also reported similar

findings in her survey that students take private tuition 90.4% in maths and 84.8% in science subjects. In case of administrative forces, like priority of attendance in private tuition, wideness of syllabus and its non-completion within time frame and poor monitoring system in schools, also encourage private tuition culture among the students. These findings were also supported by Azam (2015), Kiyaduka (2014), Melese and Abebe (2017), Hartmann (2008).

In view of the above findings and discussion, it can be asserted if appropriate actions are not taken timely to limit private tuition, that the size of the tuition industry will spread at large scale in future. Subsequently, not only the budget management of middle class families will be messed up largely but will also create a serious gap between the students of poor and rich families. Middle and poor class families will feel depressed on their inability to send their sons/daughters to private tuition due to the financial crisis. Further, private tuition is a great threat to the constitutional provision of 'equality and equity'. Not only private tuition kills the students' leisure time but also restricts the students to involve in the sports activity which negatively affects physical health of the students. Private tuition also prohibits the students to interact with parents because it hardly leaves time to talk and discuss with parents after attending school and private tuition. Additionally, students have

to complete the homework given in school and private tuition. Hence, gradually, socialisation process of the students also hampers. Private tuition also interferes with the freedom of students to participate in the community work and limit the interaction with siblings or neighbours. Moreover, this study has the evidence that private tuition mar the reflecting thinking capacity of students. Hence, private tuition is necessary evil in our society and education system. But, there is a question, what is the solution? All the stakeholders of the education system such as policy planners, educational administration, teachers and parents must be accountable. First, policy planners are required to frame remedial teaching policy at national level to excel the academic achievement of academically poor students. Second, however, the success of remedial teaching is dependent on effective and compulsory internal monitoring system by educational administration. Members of School Management Committee and Parent Teacher Association should be a part of this monitoring system. Third, it has been found through the review of related literature and this study that poor handling of students or compromised teaching in schools, was one of the factors responsible for increase in private tuition. Therefore, teachers should be trained about conducting constructive teaching because constructive teaching makes learners active rather than

passive. Learners self-construct the knowledge in their cultural and social environment. Students themselves develop layout of the experiment, formulate, test, process, conduct the experiment, infer, conclude and interpret the results and draw conclusions. Students also validate and verify the idea and modify own old knowledge. Experiential learning is much more important rather than feeding of content into empty bottles with the superfluous knowledge. Constructivism follows learner centered approach teaching that encourage cooperative learning, inquiry, debate, discussion, and sharing of thoughts among the students. Teacher is the leader of democratic learning group in place of controller of the class. In other words, the teacher is the facilitator of knowledge construction under the constructive teaching. Thus, quality teaching based on constructive approach is very much significant

to avoid the evils of private tuition. Fourth, in order to change the psychology of both students and parents, they should be counselled that private tuition is not guaranteed to excel the academic achievement. Private tuition not only breaks all round development and education of students but also nurtures the mind-set of dependency and fosters the rote learning that increase the possibility of restricting the flow of critical thinking. Further, although schools are not responsible for training to pass competitive examinations yet in the age of the competition, it cannot be ignored. Therefore, there is a need to debate and discourse in academia. Can we establish link with board and competitive examinations to short out the problem? What type of pattern should be followed? Therefore, researchers need to explore the answers of these questions in further research.

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