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“Background Factors and Private Tutoring in Quetta City”

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ABSTRACT

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Policy makers have always recognized the importance of good education for social and economic development in Pakistan, Asia and on the global scale. Private tutoring can help slow learners to keep up with their peers, and can help them as high achievers who can reach new levels of successes. Present study has overviewed the relationship between background factors and private tutoring in selected government schools in Quetta city. The data was collected through a questionnaire where 100 respondents were randomly selected from two governments boys' schools and 100 respondents from two governments girls' schools (a total of 200). The results have shown that different background factors show high frequencies for private tutoring. For example, the frequencies of female students attending private tutoring are almost same to male, students from urban background show more frequencies than rural, and among the languages, students with Pashto language show higher frequencies than other local languages.

Background of the Study

Schools are normally accountable and intended for giving a common platform for enlightening the future of kids of nation. When the choice of the children's school is made, guardians have desires to get their children enrolled in a school where they get excellent teaching-learning environment and mastery of the content knowledge. However, in our society one of the most important intentions and demands of the parents from their children's schools has been an institution where their children can get highest grades in examinations.

According to [Aslam \(2007\)](#), the students of age 15-19, 234.8 rupees annually are spend on private tutoring by private school students while 17.8 million rupees by government school students. [Aslam \(2011\)](#) found that in Pakistan the trend of private tutoring differs based on some of the background factors such as location, age gender, and socio-economic status (SES). The private tutoring has also been found to effect student grades ([Sahito, Khawaja, Siddiqui, Shaheen, & Saeed, 2017](#); [Suleman & Hussain, 2014](#)). The parents education and SES significantly affect students PT ([Bray & Kwok, 2003](#)). Similarly, the gender is not a factor effecting interest in private tutoring ([Elbadawy, Council, Assaad, & Ahlburg, 2007](#)).

Thus, it is found that there is strong relationship between background factors and private tutoring. Therefore, this study aims at finding the impact of background factors and private tutoring in selected government schools of Quetta.

Literature Review

There is vast literature available on relationship between background factors and private tutoring across the globe. In Malaysia also, there is tough competition among the students and schools for getting good grades in primary school achievement test and secondary school achievement test. Therefore, an increasing interest is notice towards private tutoring. In Malaysia, a study was conducted in to investigate the spending in terms of money and time on private tutoring in Malaysia and its relation with different background factors ([Wan & Weerasena, 2017](#)). From 343 respondents, it was found that background factors such as ethnicity, father's qualification, and students previous academic performance are significantly related with amount and time spend on private tutoring and residential location was only significantly related to money spend on private tutoring but not related to time spend on private tutoring. Similarly, [Jelani and Tan \(2012\)](#) while collecting data from the parents of primary school children in a state of Malaysia found that background factors such as ethnicity, SES, marital status, and level of schooling are strongly related to expenditures on private tutoring.

Moreover, the trend of private tutoring in other South Asian countries like Sri Lanka, India, and Bangladesh is also high ([Ray & Wo, 2014](#)). In Bangladesh, a research found that bays, students with highly qualified parents, and high SES, and residing in urban areas are more likely to participate in private tutoring ([Nath, 2008](#)).

Azam (2016) claimed that in India students from private schools and urban areas are more inclined towards private tutoring while gender is also a factor that makes difference in attending private tutoring in India.

Like other developing countries, the trend of private tutoring is also at its peak in Egypt. Elbadawy et al. (2007), while investigating the gender and determinants of private tutoring in Egypt found that there was not any gender biasness in term of private tutoring. The condition of private tutoring is also unchanged in Hong Kong like countries mentioned. Chan and Bray (2014) highlighted that the main reason behind the focus towards private tutoring is because of emphasis towards good grads in examination. They declared that an increasing interest was seen towards private tutoring of a newly introduced course. Hon (2010) claimed that working parents might not have enough time for guiding their kids in their homes therefore; they send their kids for private tutoring.

The review of literature shows that the private tutoring is existent around the globe. Moreover, gender, parents' education, parents or students SES, and other background factors. However, the number of studies on private tutoring on the whole (Andrabi, Das, & Khwaja, 2002; Aslam, 2007; Aslam & Kingdon, 2008) and on the relationship between background factors and private tutoring more specifically are limited.

Methodology

Rao (2006) characterizes research methodology as an arrangement of

standards and methodology that aid the research study. For this study, survey method was used as design of the study. The respondents were 200 hundred secondary level students (100 boys and 100 girls). All respondents were from the government girls and boys from secondary schools of Quetta. The four schools (2 girls, 2 boys) located in the urban areas with a large population of students were purposely selected. However, from each school, the students were randomly selected. A questionnaire was developed to collect data through review of literature. The questionnaire consisted of two parts. Part 1 involved data for background factors where age, gender, geographical location, parents' education, mother tongue, and subjects for which tuitions were taken were the background factors. Part 2 involved questions based of private tutoring (e.g., who is the tuition provider, motives behind taking private tutoring). However, in this paper the background factors such as gender, mother tongue, and residential location are reported. The data was analyzed through SPSS. This paper has been extracted from the thesis of first author.

Results

Subjects for which private tutoring is taken
Table 1

The subjects for which the respondents take tuitions.

Subjects	Frequencies	Percentage
English	124	75.60%
Mathematics	141	85.9%
Physics	105	64%
Chemistry	109	66%

Biology	106	64.6%
Urdu	41	25%
Pakistan Studies	3	1.8%
Islamiyat	39	23.7%
Computer	7	4.2%
General Science	9	5.4%
Civics	10	6%

Table 1 above clearly indicates that the number of students taking tuition for Mathematics subject (85.9%) are greater than other subjects. English (75.6%) is the second subject for which students prefer to go for private tuition. However, the percentage of Science subjects (Biology, Chemistry, and Physics) are almost same. The percentage may have increased if data was collected from only science students.

Gender and Private Tutoring

Table 2 below shows that the number of respondents taking tuition from their own teachers are greater than other. This count is high both genders. However, the number of female students having private tutoring with self-employed tutor and senior university students are comparatively higher than boys. One thing is worth mentioning here that the number of male and female students attending coaching centers are comparatively lower.

Table 2
Gender and Private Tutoring Providers

		Tuition Providers						
		Own teacher	Other teacher from same school	Teacher from other school	Coaching Centre employee	Senior or University student	Self-employed teacher not involved in any school	Total
Gender	Male	30	15	13	8	4	1	71
	Female	24	3	14	13	24	8	86
Total		54	18	27	21	28	9	157

Table 3
Gender and Motives for taking Private Tutoring

		Motivates for taking private tutoring						Total
		To learn school subjects better	To improve examination score	Attracted by advertisement	My parents chose it for me	Any of friends are doing it	My teachers recommended it	
Gender	Male	22	30	3	11	4	1	71
	Female	20	23	9	11	12	11	86
Total		42	53	12	22	16	12	157

Table 3 shows that the main motive for taking tuition for male and female students was to improve examination scores. The second main important motive in this is to learn the school subjects. While the data shows that attraction towards advertisement for private tutoring are comparatively lowered.

Table 4
Gender and Tutors supportive behavior towards respondents.

		My tutors are more supportive					Total
		Agree	Disagree	Strongly agree	Strongly disagree	No idea	
Gender	Male	38	4	20	3	7	72
	Female	32	11	17	2	30	92
Total		70	15	37	5	37	164

The male and female respondents agreed that their private tutors are more supportive towards them. However, the counts for male respondents towards the supportive behavior of their teachers were in both agree and strongly agree option were high.

Table 5
Gender and tutors expertise in subject

		My tutors have expertise in my subjects					Total
		Agree	Disagree	Strongly agree	Strongly disagree	No idea	
Gender	Male	34	5	26	1	6	72
	Female	42	6	18	4	22	92
Total		76	11	44	5	28	164

Majority of the respondents (male and female) agreed that their tutors have expertise in their subjects. However, the count of male respondents for strongly agree were comparatively higher than female.

Table 6
Gender and attention given to respondents in private tutoring.

		I learn more in tuition because they provide more attention to each student					Total
		Agree	Disagree	Strongly agree	Strongly disagree	No idea	
Gender	Male	35	5	30	0	2	72
	Female	43	12	15	6	16	92
Total		78	17	45	6	18	164

Table 7 presents the results on gender and the perception of respondents regarding attention that they get from their private tutors. The percentage of male respondents in this regard is slightly higher than female respondents for agreeing and disagreeing on statement related to attention provided by private tutor.

Mother Tongue and Private Tutoring

The Figure 1 below indicates the number of respondents from Pashto background is more inclined towards private tutoring. However, the respondents from Persian background for private tutoring were comparatively less. The reason behind this finding is due to number of respondents from Pashto background were more while Persian were less. In addition, the

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majority of the students from Pashto background go to their own school teachers after school hours for private tutoring. The number of respondents from Brahvi as a mother tongue going to senior and university teachers are comparatively higher.

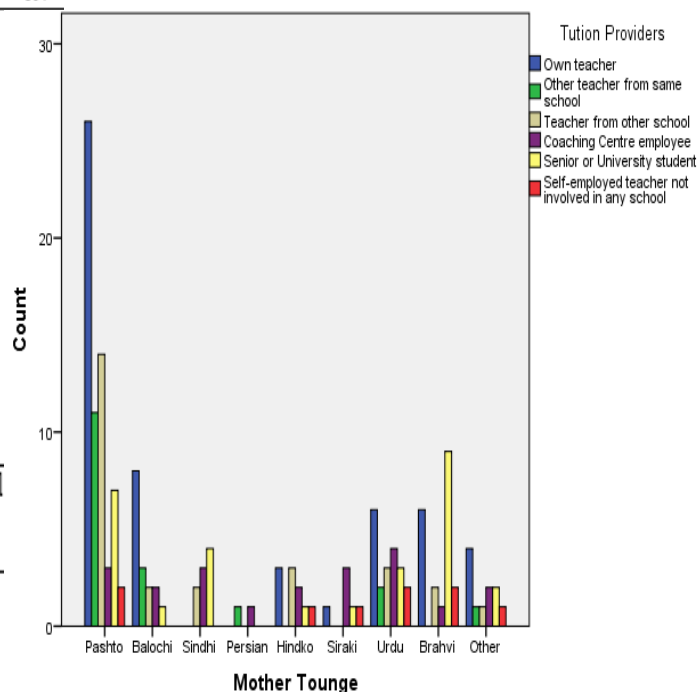


Figure 1 Mother tongue and tuition providers.

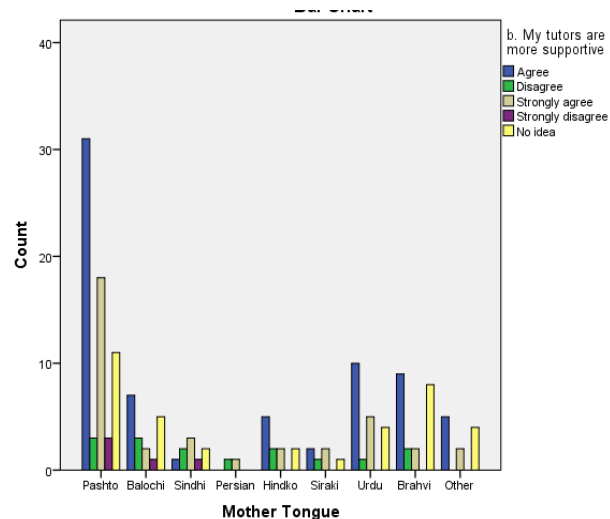


Figure 2: Mother tongue and tutors supportive behavior

Figure 2 shows that majority of the respondents agree that their private tutors are more supportive towards them. The number of students from Pashto background agreeing are greater than others.

Figure 3 presents that like gender the motives towards private tutoring in terms of mother tongue are also towards getting good scores in exams. And the second main reason for taking private tutoring in terms of mother tongue was to learn the school subjects in better way. The attraction of respondents towards private tutoring because of advertisements as compared to gender were higher in terms of mother tongue.

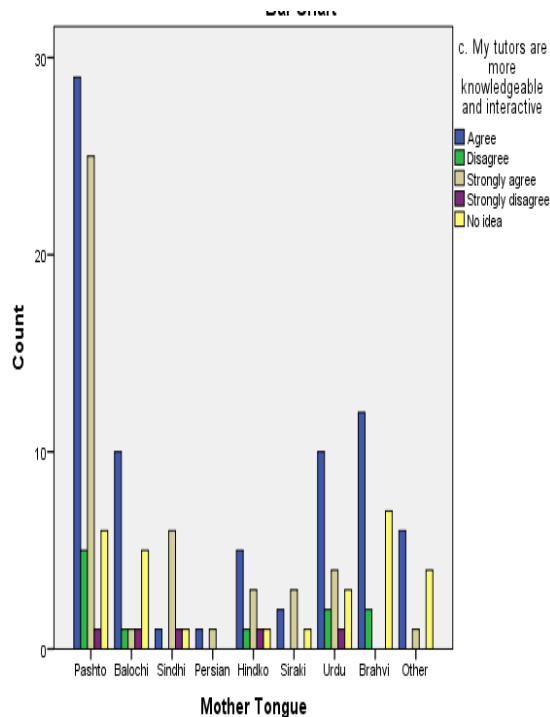


Figure 5: Mother tongue and private tutors' expertise in their subjects

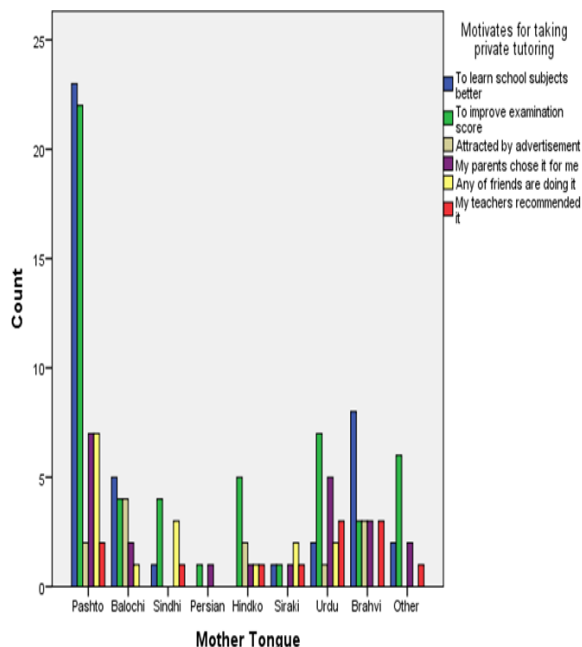


Figure 3: Mother tongue and motives of private tutoring.

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Table 7 Residential Location and Tuition Providers

Residential Location	Tuition Providers						Total
	Own teacher	Other teacher from same school	Teacher from school	Coaching Centre employee	Senior University student	Self-employed teacher not involved in any school	
Urban	42	12	23	20	25	9	131
Rural	12	6	4	1	3	0	26
Total	54	18	27	21	28	9	157

The data analysis revealed that majority of the students belonged to urban areas where out of 157, 131 belonged to urban areas. Like other background variables, respondents with both

urban and rural residential locations attended tuition with their own school teachers.

Table 8
Residential Location and Motives for taking Private Tutoring

Residential Location	Motivates for taking private tutoring						Total
	To learn school subjects better	To improve examination score	Attracted by advertisement	My parents chose me	Any friends doing it	of My teachers are recommended it	
Urban	33	42	11	20	15	10	
Rural	9	11	1	2	1	2	

The motive of the respondents towards private tutoring was also higher for improving examination score and at the second number was to learn subjects being taught in their own schools.

Table 9
Residential Location and Tutors supportive behavior towards respondents

Residential Location	My tutors are more supportive					Total
	Agree	Disagree	Strongly agree	Strongly disagree	No idea	
Urban	55	14	31	4	33	137
Rural	15	1	6	1	4	27
Total	70	15	37	5	37	164

In terms of perception of the respondents from urban and rural location regarding supportive behavior of their tutors, majority of the respondents from urban and rural background agreed that their tutors are supportive towards them.

Table 10
Residential Location and tutors expertise in subject

Residential Location	My tutors have expertise in my subjects					Total
	Agree	Disagree	Strongly agree	Strongly disagree	No idea	
Urban	64	8	37	4	24	137
Rural	12	3	7	1	4	27
Total	76	11	44	5	28	164

In terms of perception of the respondents from urban and rural location regarding expertise of their tutors, majority of the respondents from urban and rural background agreed that their tutors are expert in their subjects.

Table 11
Gender and attention given to respondents in private tutoring.

Residential Location	I learn more in tuition because they provide more attention to each student					Total
	Agree	Disagree	Strongly agree	Strongly disagree	No idea	
Urban	68	17	35	3	14	137
Rural	10	0	10	3	4	27
Total	78	17	45	6	18	164

In terms of perception of the respondents from urban and rural location regarding attention that they get from their tutors, majority of the respondents from urban and rural background agreed that their tutors give them more attention which facilitates their learning.

Discussion

The findings have demonstrated that there is a higher level of sexual orientation (gender-based) while choosing private tuition (Azam, 2016). Besides, guardians may take sex related choices. In numerous social settings, young men are viewed as a superior speculation than young women in light of the fact that young men will probably discover blue-collar work. Such a perception has been made with reference to private tutoring Japan (Buchmann,

2002). Such finding were additionally supported by Davies et al. (2002). In this research, it is found that based on gender, the perception of respondents for private tutoring remained almost same. Thus, the results are contradicting with Azam (2016). However, in some of the aspects the slight difference could be observed.

As Balochistan has a various dialect structure and Quetta just like its capital city has a wide range of shades of mother tongues in it. Variety in the native languages additionally expands the need for additional learning and private tutoring. Dang (2007) has revealed that students with Chinese language backgrounds spend more on private tutoring compare to Malay language partners. Similarly, among Malaysian Indians, a multi-cultural and multi-lingual groups and distinctive minority clusters are living. Among Malaysian Indians, the Sinhalese and Eurasians were spending more charges of private tutoring and more number of hours than other Malays were. Similar results were found in this study where the difference could be seen among the respondents of different mother tongues towards their perception towards private tutoring.

In Pakistan, pattern of home or private educational cost is regularly seen in relatively every side of the country and urban zones for assortment of subjects. The fundamental reason behind is that poor execution of educators, absence of subject instructors in establishments, phenomenal association of understudies in co-curricular exercises and so forth. This is the reason lion's share of the guardians particularly in urban regions organize private educational cost for their kids to raise the level of their scholastic accomplishment, to make up their scholarly lacks and to keep them occupied. (Atta, et al., 2011). In Egypt, private coaching was assessed in 1994 to devour 20 for each penny of aggregate family unit consumptions

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per kid in urban elementary schools and 15 for every penny in provincial grade schools (Fergany, 1994). Among the urban schools in the example, 61 for every penny revealed that their youngsters got private supplementary mentoring, though the extent among rustic schools was only 9 for each penny (Bray, 1999). The difference between private tutoring and residential locations are not that high in this study. Thus, residential location does not make any difference in perception towards private tutoring. However, one thing should be kept that the data was collected from students who were studying in a school located in an urban area. If the data was collected from the rural schools, the results could be different.

Conclusion

Private tutoring is both attractive and annoying as well. On the positive side, this provides an earning platform to the educators or coaches. Moreover, it also provides an alternate way to the students to get support and expand their knowledge. Private tutoring can help slow learners to keep up with their peers, and can help them as high achievers who can reach new levels of successes. However, it has also been criticized in terms of equity and access. At first, the private tutoring may vary in country and urban zones and between the low, direct and high-pay social orders and networks. The results demonstrated that background factors still influence the interest for private coaching in Quetta city.

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