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ATTITUDE OF HIGHER SECONDARY STUDENTS TOWARDS PRIVATE TUITION

[1]Premananda Sarkar, [2]Prof. Bijan Sarkar
[1]Research Scholar, Department of Education, University of Kalyani, Kalyani, Nadia
Orcid Id: https://orcid.org/0009-0004-2421-0990
[2]Professor, Department of Education, University of Kalyani, Kalyani, Nadia
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ABSTRACT
The aims of education encompass holistic child development, fostering confidence and enthusiasm through timely advice, motivation, and support from parents, guardians, teachers, and members of society. In today's competitive era, younger generations are striving for success in various fields, particularly in education. Private tutoring has become a globally pervasive phenomenon. This study aims to measure students' attitudes toward private tuition. The objectives of the study are to determine whether there are any gender differences in higher secondary students' attitudes toward private tuition and to examine variations in attitudes based on locality. Additionally, the study seeks to explore the relationship between attitudes toward private tuition and academic achievement, considering both gender and locality. A total of 198 higher secondary students participated in the study, serving as the sample. A descriptive survey method, following a quantitative approach, was employed. The sample was selected using the purposive sampling technique. A self-developed questionnaire was used to measure the attitudes of higher secondary students toward private tuition. The results were analyzed using Means, Standard Deviation, t-tests, and correlation. The outcomes of the study demonstrate that higher secondary students generally hold positive attitudes toward private tuition, with significant differences observed in relation to class, gender, and locality. It can be inferred from the research that the primary reasons for the growing prevalence of private tuition are the lack of proper study environments and the inadequacy of school teachers.
KEYWORD: *Attitude, Private Tuition, Higher Secondary Students.*

INTRODUCTION
The overall development of the student is the primary aim and objective of education. Present-day education is versatile and dynamic. If we review the concept of education in ancient times, it is evident that education has evolved and now emphasizes child-centered learning. A psychological review of the learning process shows that every student has a unique personality, and accordingly, their learning abilities differ. Not all students have the same learning style, and since each student acquires knowledge differently, it is often challenging to cater to individual needs within an institutional education setting. As a result, students frequently rely on private tuition to meet their specific learning needs. In other parts of the world, this is referred to as shadow education. The impact of private tuition or shadow education can be observed in various countries. According to the ASER-2021 report, the number of students taking private tuition in India, including states like West Bengal, is increasing day by day. Private tuition has become a global trend, operating alongside formal school education. It keeps children engaged, provides flexible time for doubt-solving, improves academic performance, and prepares students for exams and professional courses. Private tuition benefits students by helping them achieve high exam scores and addressing educational gaps, particularly for first-generation learners. The rising demand for private tuition complements both public and private schooling systems, driven by factors such as the prestige of certain schools, ineffective teaching methods, large class sizes, strikes, and a lack of individual attention. However, private tutoring does not always guarantee improved academic achievement. The National Curriculum Framework of 2005 adopted a constructivist perspective on education, aiming to develop learners who actively construct their own knowledge. The growing concern about fee-based private education, or private tutoring, warrants further investigation. This study explores the phenomenon, causes, effectiveness, and challenges of private tutoring, particularly for children or adolescents, as funded by households or parents.

REVIEW OF RELATED LITERATURE
Adhikari (2022) conducted a study on the Perception of Teachers and Students towards Shadow Education. This study aimed to investigate teachers' and students' perceptions of shadow education practices and trends using narrative inquiry as a qualitative approach. The study found that students and teachers prefer private tutoring over formal classes, as it is more interactive and student-centric. The study highlights the importance of involving learners, teachers, and authorities in shadow education for effective formal schooling.

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Mondal and Barman (2020) investigated a study on the Attitude of Secondary School Teachers and Students toward Private Tuition in the District of Hooghly. The study aimed to compare students with and without private tuition attitudes towards it. Using a descriptive survey method and purposive sampling, it was found that private tuition is an attractive medium for students, enhancing self-confidence and achieving good results.

Omoke, Nyakundi & Getange (2020) studied the Influence of Private Tuition on Students' Academic Performance in Public Secondary Schools in Gucha South Sub County, Kisii County, Kenya. The study investigates the cost implications of private tuition on public secondary school performance in Gucha South sub-county, Kisii County. It reveals that parents still provide extra school lessons, despite government policy, and that parents of higher socioeconomic status prefer private classes due to time constraints and fear of certain subjects.

Kotaky (2018) researched Private Tuition at The Secondary Level in Assam: An Analytical Study of the Attitude and Achievement of the Students. The study aimed to assess Secondary school students' attitudes towards private tuition using a descriptive survey method and Quota sampling technique. The study shows private tuition is popular among secondary school students in Assam, mainly in General Mathematics, English, and Science. Reasons include academic pressure, personal, family, and peer pressure. Mixed opinions exist among Headmasters, Principals, schoolteachers, and parents.

Singh and Bai (2018) researched A Study on secondary-level students' Attitudes Towards Private Tuition in West Tripura District. The study's objectives were to examine the nature of private tuition at the secondary level. The descriptive method was used in this study. The study reveals that private tuition is a significant secondary education issue affecting quality. 85% of tutors are school teachers, with urban students receiving less private tuition than rural ones. Girls receive equal resources, with a 1.6% difference. Nearly 90% of students seek private tuition in one or two subjects.

Sripriya & Ramesh (2017) conducted a study on the Attitude Towards Private Tuition Among Selected 10th Standard and 12th Standard Students. The objectives of the study were to find out the attitude of selected 10th-standard and 12th-standard students toward private tuition. The study uses stratified random sampling to analyze student attitudes toward private tuition. Results show female, Class 12 and government students have more favorable attitudes, with no influence from school location, tuition center area, or tuition time.

Sharma & Kalia (2015) researched on the study of the attitude of students towards private tuition at the senior secondary level. The study aimed to identify significant differences in attitudes towards private tuition among boys and girls, as well as between sciences and art students at the senior secondary level. This study used a descriptive survey method and random sampling for data collection, finding that students often prioritize tuition over classroom teaching, suggesting efficient classroom teaching to avoid external assistance.

Suleman & Hussain (2014) performed a study on the Effects of Private Tuition on the Academic Achievement of Secondary School Students in the Subject of Mathematics in Kohat Division in Pakistan. The study investigated the impact of private tuition on the academic achievement of 50 secondary school Mathematics students using experimental methods and statistical tools. The study found that private tuition significantly enhances secondary school students' mathematics academic achievement, recommending parents to arrange such tuition for their children.

Sujatha (2014) studied Private tuition in India: trends and issues. The study's objectives are to examine the nature, extent, and trends of private tutoring in secondary education in India and discuss reasons and some policy issues. The study surveyed 4,031 Grade IX–X students from 49 schools in Kerala, Maharashtra, Andhra Pradesh, and Uttar Pradesh, India, on private tuition. Students seek tuition for academic, personal, and social reasons. Private unaided schools had the highest percentage of students seeking tuition, with 65.72% attending. Gender disparity in private tuition was found, with boys attending more than girls, with only 39.58% of girls and 54.86% of boys.

Alotaibi (2014) conducted a study on the Causes of Private Tutoring in English: Perspectives of Saudi Secondary School Students and Their Parents. The study aimed to explore the opinions of secondary school students and their parents regarding the reasons behind private English tutoring, through interviews with two groups. The study found that students' group interviews revealed difficulties with English, weak teacher performance, and high exam scores. Parents' interviews revealed factors like lack of follow-up, social pressure, and heavy teaching loads. The Ministry of Education and other educational institutions should minimize these causes to prevent negative consequences.

Zhan et al. (2013) conducted a study on the effectiveness of private tutoring: students' perceptions in comparison with mainstream schooling in Hong Kong. The study investigates Hong Kong students' perceptions of private tutoring's effectiveness compared to

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mainstream schooling, employing mixed methods of quantitative survey and qualitative interview. The study found that lecture-type tutoring, particularly video recording, improved students' examination grades, confidence, revision skills, and learning strategies. However, only 17.2% of students reported not receiving tutoring due to existing academic performance or financial constraints, while 23.7% felt tutoring was burdensome due to parental choice.

THE RATIONALE OF THE STUDY

In the 21st century, education is crucial for excelling in any field. However, the quality of education is declining day by day, hence students are being directed towards private tuition for quality education. This has both positive and negative effects on students' performance. Research is needed to understand students' attitudes toward private tuition/coaching classes, as many studies have explored this topic.

STATEMENT OF THE PROBLEM

Private tuition is an important issue these days. The purpose of tutoring is to support students to learn from outside of the classroom. Both parents and students see private lessons as a significant part of the education process and believe that tutoring plays an important and successful role in children's education. The researcher, therefore, tries to explore how private tuition is considered in the education process. The researcher conducts the study entitled **"Attitude of Higher Secondary Students Towards Private Tuition"**

OBJECTIVES OF THE STUDY

1. To find out the difference between 11th and 12th standard students' attitudes toward private tuition.
2. To find out the difference between boys and girls higher secondary students' attitudes toward private tuition.
3. To find out the difference between science and arts higher secondary students' attitudes toward private tuition.
4. To find out the difference between urban and rural higher secondary students' attitudes toward private tuition.
5. To find out the relationship between attitudes and academic achievement of higher secondary students towards private tuition based on gender and locality.

HYPOTHESIS OF THE STUDY

H_{01}: There is no significant difference between the attitudes of 11th and 12th-standard students toward private tuition.
H_{02}: There is no significant difference between the attitudes of boys and girls higher secondary students toward private tuition.
H_{03}: There is no significant difference between the attitudes of science and arts higher secondary students toward private tuition.
H_{04}: There is no significant difference between the attitudes of rural and urban higher secondary students toward private tuition.
H_{05}: There is no significant difference between the attitudes of urban boys and rural girls' higher secondary students toward private tuition.
H_{06}: There is no significant difference between the attitudes of urban girls and rural boys higher secondary level students toward private tuition.
H_{07}: There is no significant relationship between attitudes and academic achievement of higher secondary students towards private tuition.
H_{08}: There is no significant relationship between attitudes and academic achievement of higher secondary boy students towards private tuition.
H_{09}: There is no significant relationship between attitudes and academic achievement of higher secondary girl students towards private tuition.
H_{010}: There is no significant relationship between attitudes and academic achievement of higher secondary rural students towards private tuition.
H_{011}: There is no significant relationship between attitudes and academic achievement of higher secondary urban students towards private tuition.

METHODOLOGY OF THE STUDY

Method

The descriptive survey method has been used in this investigation to determine whether there is a significant difference in students' attitudes toward private tuition.

Population and Sample

The researcher considered as the population of this study the pupils of higher secondary school students of North Bengal were also considered as the population of this study. The researcher collected data from two districts in North Bengal by using a questionnaire. The researcher collected 198 samples.

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Tool Used

For data collection, the researchers used a self-made questionnaire. The questionnaire consisted of 47 items. The 47 items contained both Positive and Negative questions. Respondents were asked to rate each statement on a five-point Likert scale. The self-made questionnaire on private tuition was validated by the experts.

Statistical Techniques Used

The Mean, Standard deviation, 't' test, and correlation were used to determine the significance of the difference between the groups.

DATA ANALYSIS AND INTERPRETATION

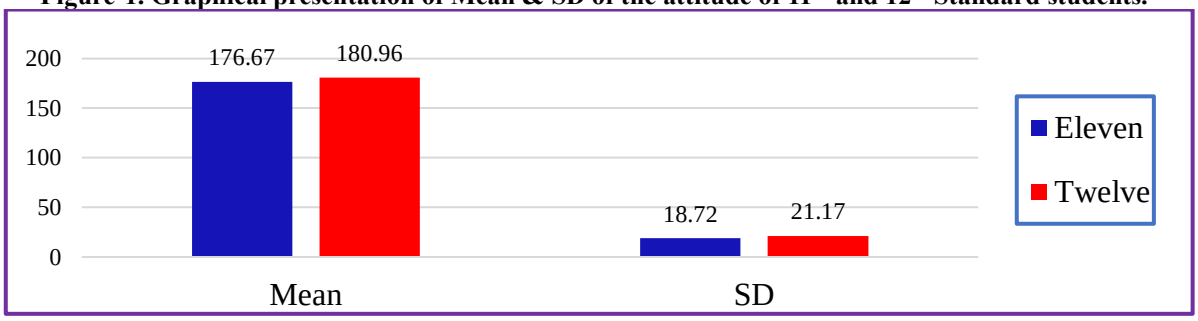
Hypothesis-1.

H_{01}: There is no significant difference between the attitudes of 11th and 12th standard students toward private tuition.

Table-1

Variable	Group	N	Mean	SD	df	't' value	Level of significance
Standard	11th Class	102	176.67	18.72	196	1.51	Not Significant at 0.05 level
	12th Class	96	180.96	21.17			

Figure-1. Graphical presentation of Mean & SD of the attitude of 11th and 12th Standard students.



The corresponding null hypothesis was accepted as the value appeared to be not significant. So, the researcher concluded that there was no significant difference in private tuition scores between the 11th and 12th-standard students toward private tuition.

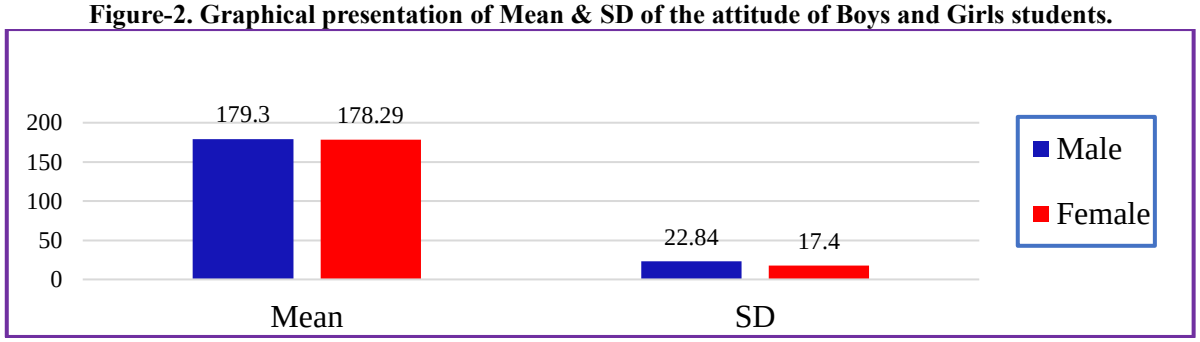
Hypothesis-2.

H_{02}: There is no significant difference between the attitudes of boys and girls higher secondary level students toward private tuition.

Table-2

Variable	Group	N	Mean	SD	df	't' value	Level of significance
Gender	Boys	90	179.30	22.84	196	0.35	Not Significant at 0.05 level
	Girls	108	178.29	17.40			

Figure-2. Graphical presentation of Mean & SD of the attitude of Boys and Girls students.



The corresponding null hypothesis was accepted as the value appeared to be not significant. So, the researcher concluded that there was no significant difference in private tuition scores between the higher secondary boy and girl students.

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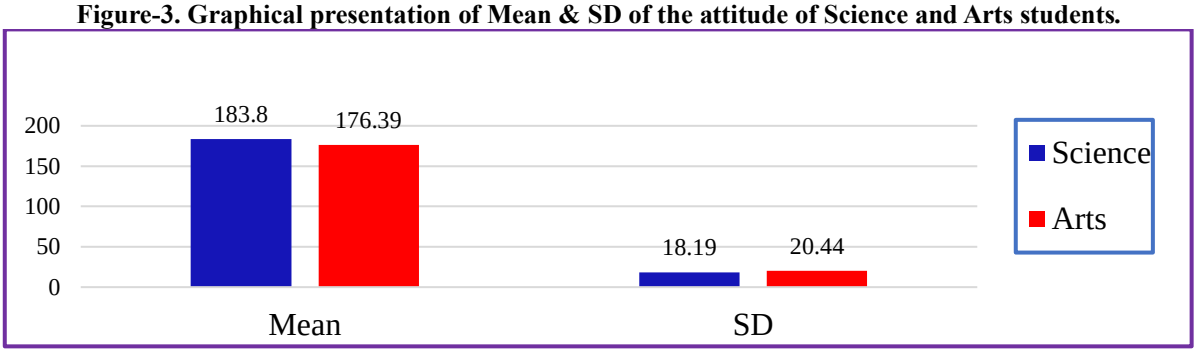
Hypothesis-3.

H_{03}: There is no significant difference between the attitudes of science and arts higher secondary level students toward private tuition.

Table-3

Variable	Group	N	Mean	SD	df	't' value	Level of significance
Strems	Science	63	183.80	18.19	196	2.46*	Significant at 0.05 level
	Arts	135	176.39	20.44			

Figure-3. Graphical presentation of Mean & SD of the attitude of Science and Arts students.



The value is significant. The corresponding null hypothesis is rejected. So, the researcher concluded that there is a significant difference in Private Tuition scores between Higher Secondary Science and Arts students.

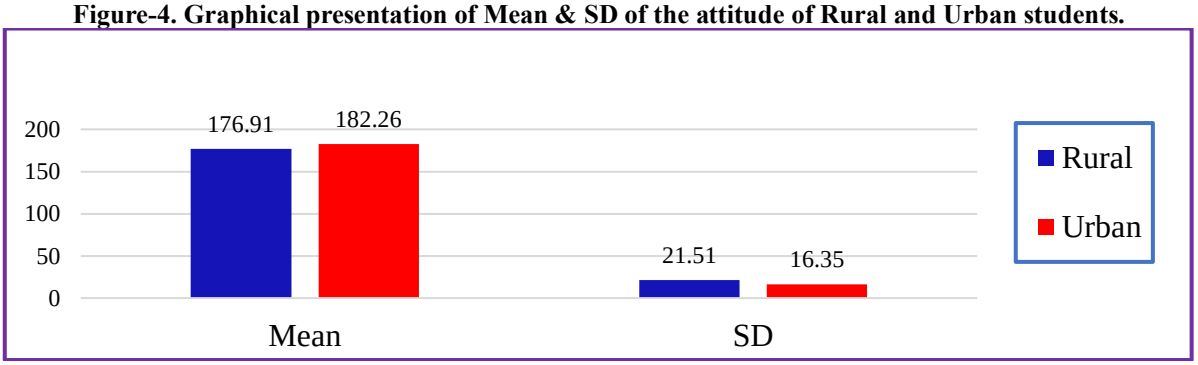
Hypothesis-4.

H_{04}: There is no significant difference between the attitudes of rural and urban higher secondary level students toward private tuition.

Table-4

Variable	Group	N	Mean	SD	df	t value	Level of significance
Location	Rural	130	176.91	21.51	196	1.80	Not Significant at 0.05 level
	Urban	68	182.26	16.35			

Figure-4. Graphical presentation of Mean & SD of the attitude of Rural and Urban students.



The corresponding null hypothesis was accepted as the value appeared to be not significant. So, the researcher concluded that there was no significant difference in private tuition scores between the higher secondary rural and urban students.

Hypothesis-5.

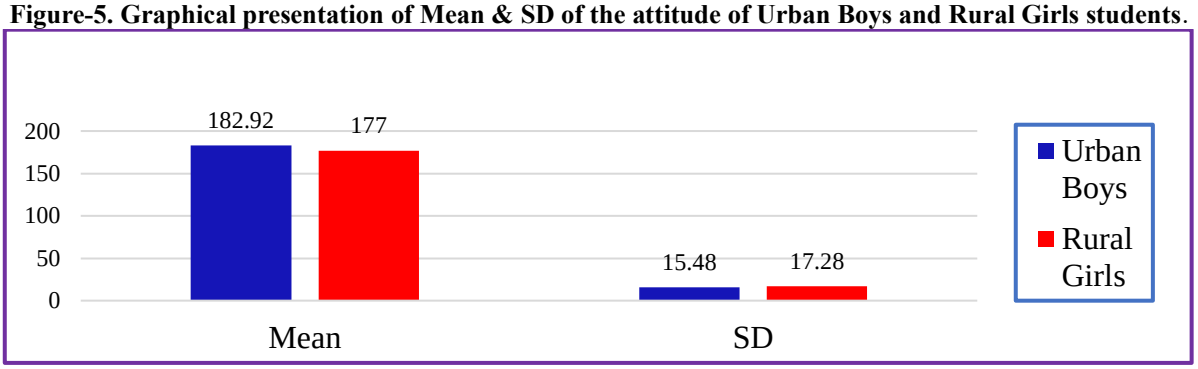
H_{05}: There is no significant difference between the attitudes of urban boys and rural girls higher secondary level students toward private tuition.

Table-5

Variable	Group	N	Mean	SD	df	't' value	Level of significance
Location	Urban Boys	37	182.92	15.48	112	1.77	Not Significant at 0.05 level
	Rural Girls	77	177	17.28			

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Volume: 9 | Issue: 11 | November 2024 - Peer Reviewed Journal

Figure-5. Graphical presentation of Mean & SD of the attitude of Urban Boys and Rural Girls students.



The corresponding null hypothesis was accepted as the value appeared to be not significant. So, the researcher concluded that there was no significant difference in private tuition scores between the higher secondary urban boys and rural girls students.

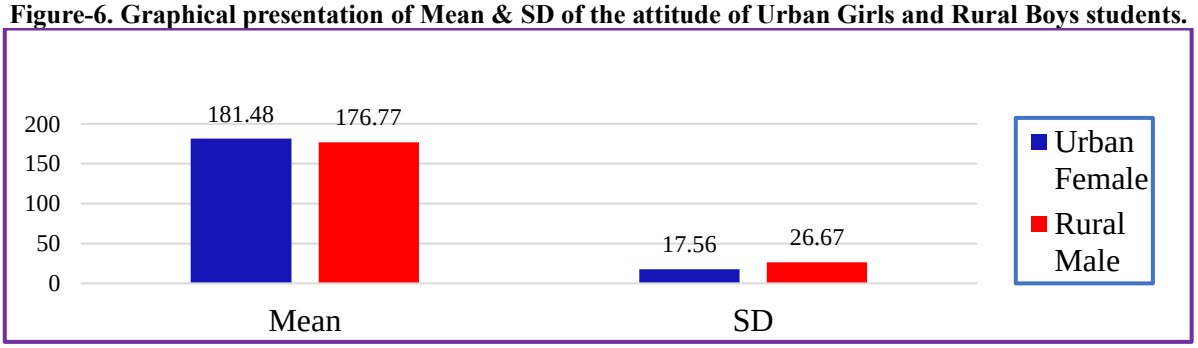
Hypothesis-6.

H_{06}: There is no significant difference between the attitudes of urban girls and rural boys' higher secondary level students toward private tuition.

Table-6

Variable	Group	N	Mean	SD	df	't' value	Level of significance
Location	Urban Girls	31	181.48	17.56	82	0.88	Not Significant at 0.05 level
	Rural Boys	53	176.77	26.67			

Figure-6. Graphical presentation of Mean & SD of the attitude of Urban Girls and Rural Boys students.



The corresponding null hypothesis was accepted as the value appeared to be not significant. So, the researcher concluded that there was no significant difference in private tuition scores between the higher secondary urban girls and rural boys' students.

- **Relationship between Higher Secondary student's attitude and academic achievement**

Hypothesis-7.

H_{07}: There is no significant relationship between attitudes and academic achievement of higher secondary students towards private tuition.

Variables	No. of sample	Pearson 'r'	df	p-value	Level of significance
Attitudes and Academic Achievement of Higher Secondary Students	198	0.1931	196	0.006431	Significant at 0.05 level

The value is significant. The corresponding null hypothesis is rejected. Therefore, the researcher concluded that there is a significant relationship between Attitudes and academic achievement scores of the higher secondary students.

Hypothesis-8.

H_{08}: There is no significant relationship between attitudes and academic achievement of higher secondary boy students towards private tuition.

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Variables	No. of sample	Pearson 'r'	df	p-value	Level of significance
Attitudes and Academic Achievement of Higher Secondary Boys Students	90	0.3113	88	0.002818	Significant at 0.05 level

The value is significant. The corresponding null hypothesis is rejected. Therefore, the researcher concluded that there is a significant relationship between Attitudes and academic achievement scores of higher secondary Boys students.

Hypothesis-9.

H_{09}: There is no significant relationship between attitudes and academic achievement of higher secondary girl students towards private tuition.

Variables	No. of sample	Pearson 'r'	df	p-value	Level of significance
Attitudes and Academic Achievement of Higher Secondary Girls Students	108	0.06592	106	0.4979	Not Significant at 0.05 level

The value is not significant. The associated null hypothesis is accepted. Therefore, the researcher concluded that there is no significant relationship between Attitudes and academic achievement scores of the higher secondary Girls students.

Hypothesis-10.

H_{010}: There is no significant relationship between attitudes and academic achievement of higher secondary rural students towards private tuition.

Variables	No. of sample	Pearson 'r'	df	p-value	Level of significance
Attitudes and Academic Achievement of Higher Secondary Rural Students	130	0.2416	128	0.005614	Significant at 0.05 level

The value is significant. The associated null hypothesis is disproved. Thus, the researcher concluded that there is a strong correlation between the higher secondary rural students' academic achievement scores and their attitudes.

Hypothesis-11.

H_{011}: There is no significant relationship between attitudes and academic achievement of higher secondary urban students towards private tuition.

Variables	No. of sample	Pearson 'r'	df	p value	Level of significance
Attitudes and Academic Achievement of Higher Secondary Urban Students	68	-0.02453	66	0.8426	Not Significant at 0.05 level

The value is not significant. The associated null hypothesis is accepted. Thus, the researcher concluded that there is no meaningful correlation between the higher secondary urban students' academic achievement scores and their attitudes.

DISCUSSION

From the above findings and discussion, it can be said that higher secondary students' attitude towards Private Tuition is independent regarding gender, class, Strems, and residence. Both boys and girls, rural and urban, eleven and twelve, science and arts higher secondary students have high attitudes towards Private Tuition. The present study revealed that Twelve class students have comparatively higher attitudes than Eleven students toward Private Tuition, and science students have more attitudes towards Private Tuition than arts students. Higher secondary school students spend more money on private tuition than any other class, while science students spend the most on private tuition (Laskar, 2016). Logically, science students have high positive attitudes towards private tuition where they spend more money on tuition. The study also revealed that urban students have a higher attitude toward rural students, and male students have a slightly higher attitude toward Private Tuition than female students. Moreover, it was found that urban male students have more attitude toward rural female students, and urban female students have more attitude towards rural male students towards private tuition. The study found that most secondary school students in Assam have a favorable attitude toward private tuition, (Kotaky, 2018).

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Also, there is a significant relationship between attitude towards private tuition and the academic achievement of higher secondary boys and rural students.

CONCLUSION

Currently, the main reason for the increasing demand for tutors is the inadequacy of teachers for the growing number of students in schools and colleges. Even if a student has difficulty understanding a teacher's reading, he must read with that teacher. But if a home teacher is not according to the student's mind, then he can be changed to another teacher. The tutor teaches according to the student's preferences and needs. As a result, students' interest in studies increases. So nowadays students prefer private tutors more than school teachers. Parents also support private tuition keeping in mind the quality of student achievement.

So, it can be said from the research that the main reason why private tuition is currently increasing to such an extent is the lack of proper study environments in schools. In addition, teachers provide private tuition which results in parents giving private tuition to their children.

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