

Research Article

Discovering Filipino Intermediate Pupils' Attitude towards Shadow Education: Private Tutoring and Its Implications

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Abstract: The study aimed to determine the attitude of intermediate pupils towards private tutoring among selected private schools in Tanauan City, Batangas, Philippines. This study was conducted among 8 schools in Tanauan District and utilized a population of 74 respondents. The main instrument used in gathering data was a self-made questionnaire. After the needed data were obtained tabulated statistically treated, analyzed, and interpreted, the study revealed that pupils with private tutors have a high-positive attitude towards private tutoring. Considering the significant findings revealed and conclusions drawn in this study, the researchers recommended that the importance of time management of the pupils in their study in terms of balancing time allotment among their subjects must be strengthened; the relationship between them and their pupils in the way that they are collaborating with each other in doing their lessons should be established; good socialization skills of the pupils in a way that they can understand and learn from each other must be developed.

Keywords: Private Tutoring, Tutor, Shadow Education, Elementary Education.

Introduction

Investing in education is seen as one of the fundamental ways in which nation states and their citizens can move toward long-term development goals and improve both social and economic standards of living. In this regard, the government in the country provides supplementary budget for education to be allotted for instructional materials teacher preparation and physical facilities. Further, it also creates intervention program like K-12 Education to make the educational system parallel to other progressive countries.

In the Philippines, education is regarded as the first priority of parents because it is a common belief that this is their only legacy to their children. Parents usually invest to formal education for they believe that it is the real key to success. Likewise, it is very evident today that having a formal education make people easier to socialize, and most specifically, to get stable job which is the ultimate goal of the people.

However, it is very evident today that there are parents who still seek for more than the formal education, so they also seek private tutors for their kid's individualized attention. Individualism has intensified the need for privatization of education and learning, making one-to-one private tutoring a popular option.

The reason why people today are demanding to increase the quality of education is that they firmly believe that it would provide them a future with high living standards as well as a high level of welfare. Further, because both parents and students today are worried that the

education provided in schools would not be sufficient enough, they feel obliged to search for different methods. One of the best solutions to this is known as Private Tutoring or Shadow Education. In foreign countries, Private Tutoring is also called Shadow Education. Shadow Education was developed to the mainstream education but with different characteristics. It is a widely used term that covers various forms of private courses. In recent decades, shadow education has greatly expanded, and it has far-reaching economic, social and educational implications (European Commission, 2011).

Moreover, shadow education is considered a supplementary tutoring. The metaphor is used because much tutoring mimics the mainstream school system. Any new curricula added and introduced to the formal education or the mainstream will also appear shadow in due course. As the mainstream expands, so as the shadow. Many families have given their opinions regarding this. For them, the provision of mainstream schooling is inadequate to meet all their expectations, and particularly for the achievement of their children in relation to other young people. Also, private supplementary tutoring of various kinds is used to bridge the gap, to improve and maintain their children's competitive advantage. On the contrary, there are negative perceptions to the supplementary schooling. If left to market forces, tutoring is likely to maintain social inequalities and to create excessive pressure for young people who have insufficient time for non-academic activities. Additionally, school teachers providing extra tutoring in exchange for fees from their own pupils are definitely another serious problem (Bray, 2012). But, for some people, extra lessons for the children are essential for their academic success. There are many reasons why people today in this modern world has major interest to Private Tutoring. Some reasons would be: parents do not have time to tutor their children; parents hope that their children will acquire high academic achievement in school, and parents are not satisfied with public school education.

With the recognized significance of education that is crucial for the success of one's nation as discussed previously, this study was conceptualized. The desire to enrich the quality of basic education motivated the researchers to determine the attitude of the pupils towards Private Tutoring in selected private schools in Tanauan City, Batangas, Philippines. This study would help the researcher understand the role of tutorial in strengthening students' performance in class and how this performance work, and show impact to attitude towards it. Most importantly this could give her baseline data on how it may affect the quality and equity in the educational system.

Objective of the Study

This study determined the attitude of the intermediate pupils on Private Tutoring in selected private schools in Tanauan City, with an end view of determining the implication of the findings to the private tutoring program. Specifically, this revealed the respondents' attitude towards private tutoring as to cognitive, affective, and behavioral.

Methodology

The type of research design used was descriptive. To gather the needed data, self-made questionnaire was used and answered by 74 pupils among selected private schools in Tanauan City, Batangas, Philippines. Weighted mean was the statistical measure used in analyzing and interpreting the data.

Results and Discussion

This part of the study revealed the pupils' attitude towards private tutoring in terms of cognitive, behavioral and affective components.

Table 1. Attitude towards Private Tutoring in Terms of Cognitive Component

Item Statements	Weighted Mean	Verbal Interpretation
I believe that private tutoring ...		
1. Helps me a lot in achieving high grades.	3.65	Strongly Agree
2. Enables me to accomplish my homework and school projects easily.	3.61	Strongly Agree
3. Acquaint me with additional information on the topics discussed in class.	3.78	Strongly Agree
4. Helps me to perform better in class.	3.39	Strongly Agree
5. Enhances my study skills.	3.45	Strongly Agree
6. Develops my thinking skills.	3.41	Strongly Agree
7. Makes me manage my time wisely.	3.31	Strongly Agree
8. Improves my vocabulary.	3.45	Strongly Agree
9. Motivates me to study harder.	3.42	Strongly Agree
10. Enables me to have higher scores in examinations.	3.59	Strongly Agree
Composite Mean	3.51	Highly Positive

In general, these pupils have a highly positive attitude towards private tutoring in terms of cognitive component with the composite mean of 3.51. According to Mone (2010), the purpose of their private courses was defined as educating the students on the lessons they wished to succeed in and improving their level of knowledge, preparing them for the entrance exams of the next level educational institution, preparing them for the exams conducted either by public or private institutions, encouraging them to do research and analyses, and specializing in accordance with their interests and abilities in order to make progress in particular fields.

Table 2. Attitude towards Private Tutoring in terms of Affective Component

Item Statements	Weighted Mean	Verbal Interpretation
In private tutoring, I...		
1. Enjoy attending my tutorial class.	3.38	Strongly Agree
2. Feel pleasure every time I'm attending my tutorial lessons.	3.35	Strongly Agree
3. Appreciate the allotted time and effort of my tutor in teaching me during my tutorial class.	3.49	Strongly Agree
4. Enjoy doing my home works with my tutor.	3.62	Strongly Agree
5. Feel comfortable when my tutor teaches and helps me do my projects.	3.59	Strongly Agree
6. Am proud for having private tutor.	3.45	Strongly Agree
7. Am encouraged to be involved in class discussion because my tutor gives me more knowledge about our lesson.	3.42	Strongly Agree
8. Am happy to get high score in my exams because my tutor helps me to review my lessons.	3.62	Strongly Agree
9. Feel excited every time I attend tutorial class.	3.35	Strongly Agree
10. Joyfully collaborate with my tutor in studying my lesson.	3.31	Strongly Agree
Composite Mean	3.46	Highly Positive

Generally, intermediate pupils who seek private tutors have a highly-positive affective response based on their assessment with a computed composite mean of 3.46. In line with this, tutors have known that learner attitudes and responses are interconnected and that a positive correlation exists between the two. Dang and Rogers (2008) explained that highly motivated students may be more willing to receive private tutoring than their less motivated peers, but they were likely also to outperform students who did not received tutoring for reasons unrelated to tutoring. Therefore, students who received private tutoring may positively differ in various unobserved but important dimensions from those who do not. Tutors on the other hand, have had the dynamic task of improving the tutorial programs, its delivery and resources in an attempt to fuel positive learner attitudes knowing that in turn it would improve learning outcomes (Paris, 2004).

Table 3. Attitude towards Private Tutoring in Terms of Behavioral Intentions

Item Statements	Weighted Mean	Verbal Interpretation
With private tutoring, I...		
1. Make it a point to attend my tutorial class to gain additional knowledge.	3.61	Strongly Agree
2. See to it that I learn much from my tutorial sessions so that I can interact productively during class hours.	3.57	Strongly Agree
3. Make sure that I focus on my lessons in order to get high scores in my examinations.	3.72	Strongly Agree
4. Study with my tutor with eagerness so that my teachers will give me praises during class discussion.	3.58	Strongly Agree
5. Solve problems prepared by my teacher with excitement.	3.39	Strongly Agree
6. Make it a habit that I interact with my tutor so that I can develop my oral communication skills more especially when I am in school.	2.99	Agree
7. Correctly answer the review questions of my teacher before starting new lessons.	3.28	Strongly Agree
8. Engage in activities prepared by my teacher with confidence.	3.45	Strongly Agree
9. Do my projects with my tutor so that they would be more presentable.	3.53	Strongly Agree
10. See to it that I make advanced study in all my subjects so that all my grades will be high.	3.61	Strongly Agree
Composite Mean	3.47	Highly Positive

As a result, pupils who sought private tutors have a highly-positive attitude towards private tutoring in terms of behavioral intentions which can be proved by the computed composite mean of 3.47. It can be deduced to the idea that tutored students outperformed their peers on examinations, and they expressed more positive attitudes toward the subjects in which they were tutored as well as developed a better understanding and more positive attitudes toward the subject matter covered in the tutorial program. Participation in tutoring programs has an effect also, on the self-esteem of tutees.

On the other hand, in the study made by Bartley (1970), she revealed that attitude may be positive or negative from the start. Usually some students showed their eagerness in their studying from the very start to impress their classmates and some show their unfavorable attitudes towards their subject. Then sometimes they are changeable in their attitudes.

Table 4 presents the summary of the composite mean.

Table 4. Summary Table of Composite Mean

Attitude towards Private Tutoring	Composite Mean	Verbal Interpretation
Cognitive	3.51	Strongly Agree
Affective	3.46	Strongly Agree
Behavioral	3.47	Strongly Agree
Total	3.48	Highly Positive

It can be inferred in the table that all the respondents have a highly-positive attitude towards private tutoring in terms of the three components. Cognitive component obtained 3.5 as composite mean, affective gathered 3.46 and behavioral got 3.47 with the total composite mean of 3.48. This clearly implies that private tutoring has a good impact on pupils. They have full faith in private tutoring.

Pupils thought that private tutoring were essential part of the student's life in this competitive world. They had a very positive effects on the development of students and society and were very helpful in attaining better goals in life. As supported by the study made by Beri and Ber (2013), research reported positive effects from tutoring on the tutors themselves.

In a meta-analysis made by Cohen *et al.*, (1982), students who were tutored performed better on examinations and had more positive attitudes toward the subject being taught than students who were not tutored. The underlying assumption was that tutees benefited from tutoring because of the positive cognitive effects associated with tutoring. In short, this suggested that the tutee's own learning was enhanced by having private tutors.

Implication of the findings to private tutoring program

Since it has been observed that having private tutor allowed pupils to maintain good performances in class and excel in terms of cognitive, affective and behavioral components, the school principals were also encouraged to create a sound policy that will not create any conflict to school rules. These may include rules on tutor's educational profile, professional fee and guidelines on the qualified teacher to perform this duty. In doing so, they may also contribute to the meaningful development of formal educational system mainstream and address the conflict of interest among the school and external tutoring agencies.

Moreover, this study suggests that tutoring must be structured in order to be effective. Tutoring must be structured that school principals or owners of institutions may see to it that tutor should be licensed in making the tutoring services and make sure that offering tutorials should be in accordance with the Code of Ethics for Professional Teachers, Article VII Section 5.

This also means that tutors should be trained to develop positive relationships with their tutees by promoting an environment of mutual respect and trust; by strengthening the importance of time management of the pupils in their study in terms of balancing time

allotment between each subjects; by establishing good relationship between them and their pupils in the way that they are collaborating with each other in doing their lessons; and by developing good socialization skills of the pupils in the way that they can understand and learn from each other.

On the other hand, the result of this study also implies that parents of these pupils who seek private tutors are supportive of them and understanding them with regards to the limitations that they have when it comes to finances. It will be of great help to these pupils if their parents, their siblings and other people in the community continue to establish good relationship and camaraderie among others. Furthermore, since the respondents revealed that they have highly-positive attitude towards tutoring, private institutions that offered tutoring are encouraged to provide more programs that will benefit and favor those pupils who exert their efforts in seeking private tutors. Giving credits to these pupils can push them to aim higher and improve their positive attitude in studying in any components, be it in cognitive, affective or behavioral aspects.

Conclusions and Recommendations

The findings of this study revealed that the attitude of the intermediate pupils as respondents towards private tutoring was both perceived as highly-positive. Hence, some recommendations are hereby offered: First, strengthening the importance of time management of the pupils in their study in terms of balancing time allotment between each subjects; Establishing good relationship between tutors and their pupils in a way that they are collaborating with each other in doing their lessons; Parents may see to it and check that their children are not totally dependent on their tutor in doing tasks or assignments, that is, allowing their children to do the same; lastly, a follow-up study may be conducted to further supplement the findings of this study.

Conflicts of interest

There is no conflict of interest of any kind.

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