

Tuition and Its association with demographic variables

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Abstract

Private tuition is now a well established fact among different educational streams throughout the world with different magnitude. The countless students around the globe have to go through private tutoring even after the long day regular schooling. Over the last few decades, private tutoring is becoming a well established business oriented activity. It is also referred as “shadow educational system” (Bray, 2007). The private tutoring is complex, sometimes hidden and difficult to monitor, so there has been very less focus of researchers on it. The academies, institutions, tuition centers, home tuitions etc. are different forms of tuition. Private tuition is more common in urban than in rural areas; varies in time duration and different subjects, higher socio-economic status pay more tuition as compared to families with poor families. This study focused on the association between students’ tuition and their demographic variables in Pakistan. The sample was drawn from 37 schools of three districts consisting of 1337 students. The results show that there is a significant difference in association with tuition between gender, grade, school type and districts. Parental education and profession seems to have no association with tuition.

Key words: Tuition, academies, paternal education and profession, school type

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Introduction

The private tutoring is complex, sometimes hidden and difficult to monitor, so there was very less focus of researchers on it. Private tuition varies from country to country e.g. about 100% students of senior secondary schools in Mauritius, 70% students in middle school of Japan and 83% students of Malaysia participating in private tuition. Private tutoring is more common in urban than in rural areas (Bray, 2007).

In Cambodia, 61% urban while 9% rural students (Bary, 1999); in Malaysia 59% urban and 28% rural students (Chew & Leong, 1995) were involved in private tutoring. The private tuition varies in time duration and different subjects (Hussain, 1987; Marimuthu et al., 1991; De Silva, 1994; Falzon & Busuttil, 1998; Tseng, 1998); difference of socio-economic status (De Silva 1994; Stevenson & Baker, 1992; Foondun, 2002). Supplementary tutoring is more common at secondary level than at primary level (Bary, 2007); families with higher socio-economic status pay more tuition as compared to families with poor families (Stevenson & Baker, 1992; De Silva, 1994; Foondun, 2002; Bary 2007).

Bray (2007) has compiled different research studies of 17 countries reflecting the scale of private tutoring. Even in 1990s, in China and Viet-Nam the private tutoring has increased (UNICEF, 2007). Private tuition is more common at secondary education than primary level and private tutoring becomes more

necessary in those educational systems which are teacher-centered (Bray, 2007). Most of students who got private tutoring are of science and Mathematics subjects (Hussein, 1987; Kwan-Terry, 1991; De Silva, 1994; Falzon & Busuttil, 1998; Tseng; 1998). Those students have more tuition that has already good grades (Toyama-Bialke, 1997; Tseng, 1998). Private tutoring effect on students' achievement is not easy to find the impact due to the involvement of other factors (Bray, 2007). Some positive relationship between academic achievement and private tutoring and there was no significant effect of tuition on students academic achievement (de Silva, 1994). In Pakistan, tuition is at full swing from the last many decades. It is the time to study this phenomenon.

This research paper focuses on "association between different demographic variables and tuition."

The research questions were (i) to what extent gender is associated with tutoring? (ii) to what extent grade is associated with tutoring? (iii) to what extent locality is associated with tutoring? (iv) to what extent districts are associated with tutoring? (v) to what extent school type is associated with tutoring?

This study was delimited to (a) public sector schools in Punjab; (b) Demographic variables; gender, locality, grade, school type; and (c) parental qualification and profession.

Methodology of the study

The study was descriptive in nature and survey method was used to collect the data from the respondents.

Population, sample and sampling

All students of 8th grade students of elementary and secondary schools; where 9th grade students of secondary schools of Punjab province of Pakistan were taken as population. Three districts i.e. Sargodha, Okara and Rawalpindi were selected

conveniently from the 38 districts of Punjab province. Thirty seven (37) high and elementary (middle) schools were taken on the basis of head teachers’ willingness. Total sample was 1148 students, selected randomly from the conveniently selected elementary and secondary schools. Detail of sample with respect to gender, grades, school type and locality (urban & rural) is presented in table below.

Table 1

Detail of sample with respect to gender, grades, school type and locality

Districts	Gender		Grade		School type		Locality	
	Male	Female	8 th	9 th	Elementary	High	Rural	Urban
Okara	201	226	312	115	159	268	246	181
Sargodha	258	209	314	153	162	305	173	296
Rawalpindi	137	118	168	87	87	168	—	253
Total	596 (51.9%)	553 (48.1%)	794 (69.1%)	355 (30.9%)	408 (35.5%)	741 (64.5%)	419 (36.6%)	730 (63.4%)

Data collection and analysis

Data was collected personally by the researcher. A check list containing information regarding gender, parental qualification and profession, type of school, locality and grades and going for the tuition was administered to the

sample students. Data were analyzed through descriptive statistics; mean standard deviation, percentages and chi-square using Statistical Package for Social Sciences (SPSS).

Results

Table 2
Association of tuition with gender, grades, school type and locality

Demographic variables		Tuition					Chi-Square	p
		Yes		No				
		N	Frequency	%age	Frequency	%age		
Gender	Male	595	280	47.1	315	52.9	15.933 ^a	0.000
	Female	553	196	35.4	357	64.6		
Grade	8 th	793	293	36.9	500	63.1	21.539 ^a	0.000
	9 th	355	183	51.5	172	48.5		
Districts	Okara	426	202	47.4	224	52.6	11.041 ^a	0.004
	Sargodha	467	184	39.4	283	60.6		
	Rawalpindi	255	90	35.3	165	64.7		
School type	High	741	315	42.5	426	57.5	0.943 ^a	0.331
	Elementary	407	161	39.6	246	60.4		
Locality of respondents	Rural	420	164	39.0	256	61.0	1.593 ^a	0.207
	Urban	728	312	42.9	416	57.1		

a. 0 cells (.0%) have expected count less than 5.

Table 2 shows that the association of gender is significant as $\chi^2 = 15.933$ at $p = 0.001 > 0.05$. It is inferred that the male students (47.1%) are more engaged in private tuition as compared to female students (35.4%) and.

On comparing grades it was observed that 9th grade students having percentage 51.5% avail the private tuition as compared to 8th grade students with 36.9% and $\chi^2 = 21.539$ at $p = 0.001$ shows the significant association between grades and tutoring. From the three districts, students of District Okara 47.4% are availing the private tuition as compare

to other two districts i.e. Sargodha (39.4%) and Rawalpindi (35.3%) whereas $\chi^2 = 11.041$ at $p = 0.004$ shows significant association between districts and tutoring. Though the students of High schools (42.5%) are availing tuition more than the student of elementary schools (39.6%) and urban students (42.9%) have higher percentage of availing tuition than the rural students (39.0%) which is evident from $\chi^2 = 0.943$ at $p = 0.331$ and $\chi^2 = 1.593$ at $p = 0.207$ that school type and locality of respondents have no association with tuition.

Graph 1

Association of tuition with gender, grades, school type and locality

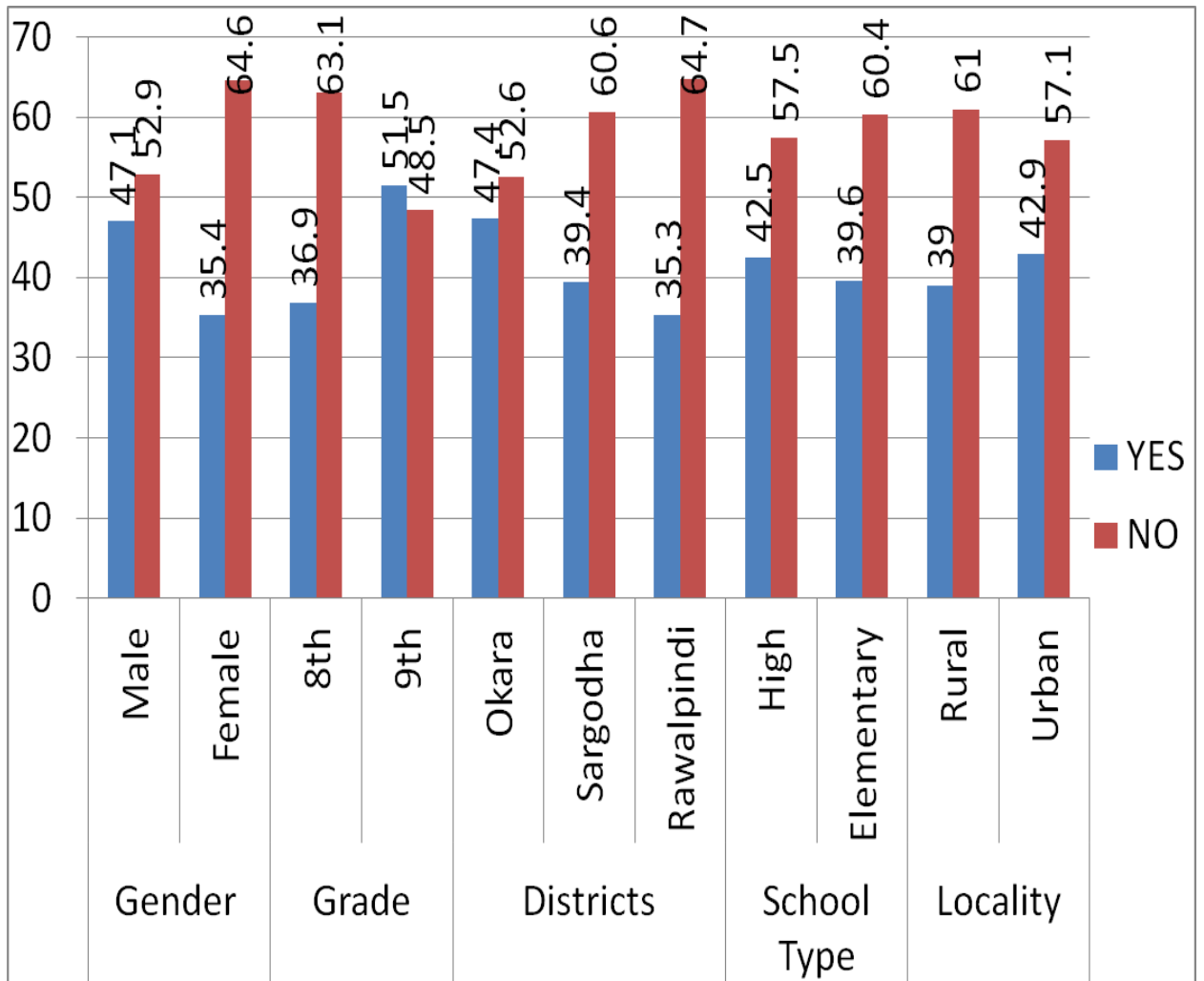


Table 3

Association of tuition with parental qualification and profession

	Levels	Tuition					Chi-Square	p
		Yes			No			
		N	Frequency	%age	Frequency	%age		
Paternal Qualification	Illiterate	266	106	39.8	160	60.2	6.360 ^a	0.498
	Primary	103	50	48.5	53	51.5		
	Middle	226	100	44.2	126	55.8		
	Matric	346	139	40.2	207	59.8		
	F Sc/ F A	109	37	33.9	72	66.1		
	Graduate	55	24	43.6	31	56.4		
	Post graduate	35	16	45.7	19	54.3		
Maternal Qualification	Illiterate	510	212	41.6	298	58.4	1.255 ^a	0.974
	Primary	180	76	42.2	104	57.8		
	Middle	203	87	42.9	116	57.1		
	Matric	177	68	38.4	109	61.6		
	F Sc/ F A	49	22	44.9	27	55.1		
	Graduate	23	9	39.1	14	60.9		
	Post graduate	3	1	33.3	2	66.7		
Paternal Profession	Government Servant	306	128	41.8	178	58.2	2.443 ^a	0.785
	Agriculture	158	70	44.3	88	55.7		
	Personal Business	316	124	39.2	192	60.8		
	Private Job	132	57	43.2	75	56.8		
	Labour	200	79	39.5	121	60.5		
	Others	26	13	50	13	50		
Maternal profession	House hold	1056	446	41.9	619	58.1	2.382 ^a	0.666
	Government Servant	33	14	42.4	19	57.5		
	Personal Business	17	4	23.5	13	76.5		
	Private Job	17	7	41.2	10	58.8		
	Labour	13	5	38.5	8	61.5		

Table 3 indicates that the trend of tuition with respect to paternal and maternal education are in opposite direction, with the increase in paternal education tutoring increased while with the increase in maternal education

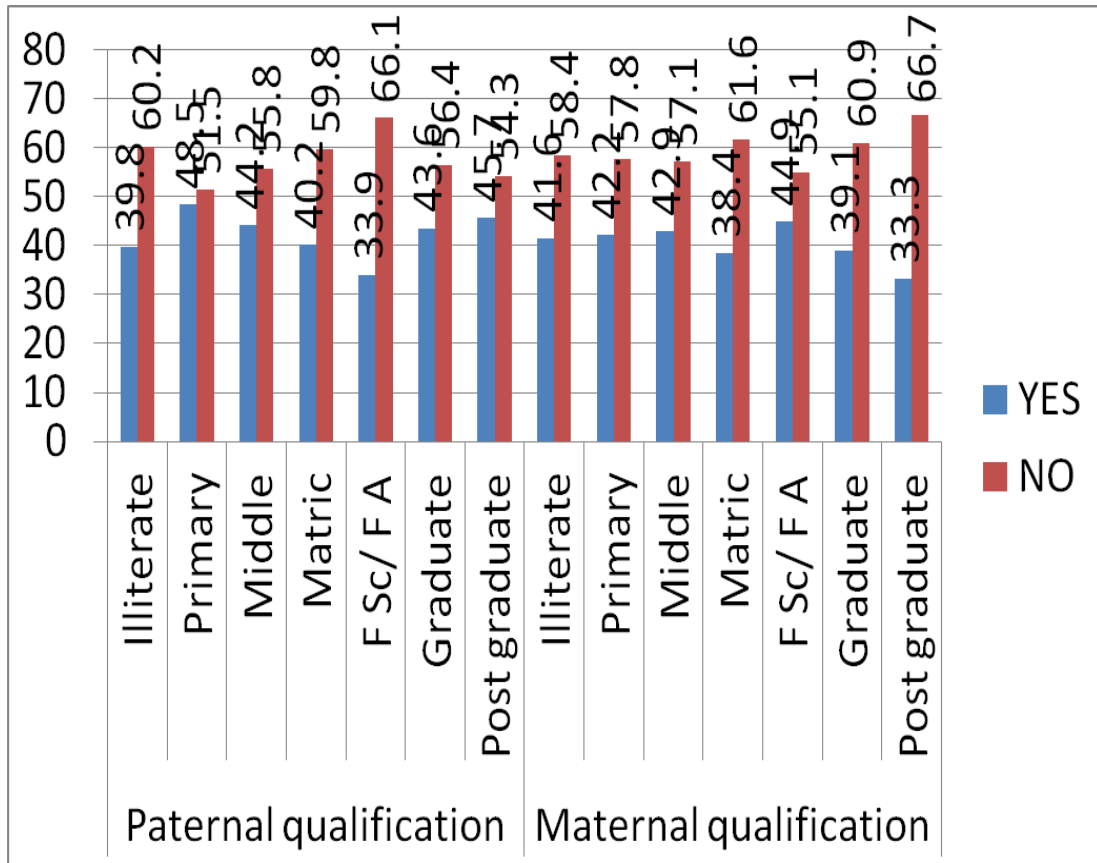
tutoring decreased.

Parents involved in agriculture, private business and government service showed more trends in their children tutoring, while mothers involved in government service,

household and private jobs preferred their children to have private tutoring.

Graph 2

Association of tuition with parental qualification and profession



Conclusions and Discussion

This study is focused on public sector schools only, while 39% students enrolled at private schools were not included in this study. More male students are engaged in tuition than females. The possible reason lies in Pakistani context where females are given less preference in terms of investment than males. The second possible reason can be that female students are more hard working and they do not need extra coaching after school hours. This result contradicts with the findings of the study by Chuadhry, & Javed, (2012) because

that study was conducted in urban area. Urban students have higher percentage of availing tuition than the rural students. This also confirms the results of the study of Chew & Leong, (1995), Bray, (2007), Dang (2007), & Pallegedara (2011). A greater number of high school students are availing tuition as compared to the students of elementary schools. It confirms the findings of Bray, (2007). The possible reason is that the 9th and 10th grades are turning points in academic carrier of the students so they prefer tuition for better performance.

Fathers involved in agriculture, business and government service while mothers involved in government service showed trend toward tutoring of their offspring. The results are same as the findings of Stevenson & Baker, (1992); De Silva (1994); Foondun, (2002) and Bray, (2007); they found that people of higher socio-economic status have more trends towards tuition. The possible reason is that the parents of white collar jobs and well earning want their children to earn more thorough knowledge economy. With the increase in paternal education, tutoring increased while with the increase in maternal education tutoring decreased (Pallegedara, 2011). The possible reason may be that

fathers with higher education remain more busy in their jobs while in our society less number of women is working so the educated women support their children at home in their education and do not pay for tutoring.

Recommendations

The trend of tuition is associated with maternal education, so government should focus on female education. There is need to focus on the aspect that if we increase the schooling hours (like Japan and Korea) which may decrease the tuition expansion in Pakistan. There is need of qualitative research to explore the reasons behind the expansion of tuition in Pakistan.

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