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EFFECT OF PRIVATE TUTORING ON SELF-CONFIDENCE AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT --*The sector of private tutoring is expanding rapidly, as the competitive era demands extra efforts to achieve the aims of life and education. Most of the students feel uneasy and uncomfortable in facing challenges as they lack in self-confidence because of less encouragement and lack of right guidance. Schools are also becoming a part of race only and they cannot attend each and every student individually. Parents are also busy in their work and don't have enough time to motivate their children, so they arrange private tutoring for them. So keeping this view in mind, the researcher found if there is any effect of private tutoring on self-confidence among students. For this study, descriptive survey method of research was adopted and 100 secondary school students (50 female & 50 male) were selected randomly for data collection through personal interview and selfconfidence inventory (2007) by D.D. Pandey to assess self-confidence among secondary school students. Descriptive statistics and t-test were employed to analyze and interpret the data. Results revealed that school students perceive average self-confidence and there is significant difference between the self-confidence of school students who were taking and not taking private tutoring. Further, private tutoring taking school students have better self-confidence than school students who were not taking private tutoring, but there is no difference between the self-confidence of male and female school students who were taking private tutoring. Suggestions and recommendations were made for further research.*

Keywords--*private, tutoring, school, students, self-confidence****.***

I. INTRODUCTION

Private tutoring & self-confidence

The private tutoring sector has been expanding in many countries, so much so that it can be considered the third emerging education sector in addition to public and private school sectors (Dang and Rogers, 2008). Many researchers interchangeably use shadow education when describing private supplementary tutoring because it mimics formal schooling. (Stevenson and Baker, 1992; Bray, 1999b; Lee at al., 2009). Dang and Rogers (2008) also used shadow education in the meaning of the dependency of private tutoring on the formal education system, which implies that the private tutoring industry does not stand alone as an independent educational activity apart from formal schooling. Private tutoring can be conceptualized as fee-based tutoring that provides supplementary

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instruction to children in academic subjects that they study in the mainstream education system (Dang & Rogers, 2008). Both of high achieving students and low achieving students may want to receive supplementary where educational needs are not fully satisfied, (Upadhaya, 2005). The term “shadow education” refers to as private education by informal education institutions or tutoring informally by individual teachers or outsiders from schools. It is common phenomenon that private supplementary tutoring is considered as shadow education (Bray &Silova, 2006). Buchmann, Condron, and Roscigno (2010) defined shadow education as, "educational activities, such as tutoring and extra classes, occurring outside of the formal channels of an educational system that are designed to improve a student’s chance of successfully moving through all the allocation process”. Private tutoring has a deep connection to classroom teaching and learning. The motivating factor for private tutoring in many places is attributed to –poor quality of main stream education, less qualified teachers in schools, insufficient number of mathematics and English teachers in remote public schools, irregularity of classes in schools, and high stakes of high school grades (Pallegedara&Mottaleb, 2018). In the other hand, many students have a high degree of anxiety about college entrance exams and their anxiety level is elevated more when parents add their interest to see colorful high grades (Popa &Acedo, 2006). Then, students prefer to join private tutoring despite parents‟ loss of money and loss of their self-confidence, and social and sport activities after the school. However, being physically present at school is not enough. Without perseverance, motivation, courage and self-esteem, students may fail to make the most of available learning opportunities (Akey, 2006; Christenson, Reschly and Wylie, 2012), regardless of their aptitude, school resources, teaching quality and even how much time they spend in educational activities. Students’ sense of self-efficacy (the extent to which students believe in their own ability to solve specific mathematics tasks) and selfconcept (their beliefs in their own mathematics abilities) have a considerable impact on their self-confidence, perseverance, motivation and, ultimately, their performance in school (Bandura, 1997; Schunk and Pajares, 2009). Students who lack self-confidence in their ability to complete particular tasks may wrongly assume that investing more effort is a waste of time, which, in a self-fulfilling prophecy, leads to less engagement at school and poor performance (OECD, 2013a). Tarekegne&kebede (2017) found in their research that supplementary private tutoring helps students understanding of the subject matter, provide different support (to get one-to-one help, give someone to talk and ask them any question) and increase the self-confidence of the students, and improve students achievement result (helps to achieve the highest examination grades and helps them do better in schools). Subedi (2018) also revealed that exam focused learning, poor classroom teaching, peer culture, parental pressure and indirect pressure from their teachers are the main reasons behind receiving private tutoring. However, improved learning by immediate support and feedback from their teachers and development of self-confidence among students are positive consequences of private tutoring. Similarly, there are negative consequences of private tutoring learning such as to pass examination, lack of students' attention during classroom hours, extra financial burden for parents and teachers and less classes during the regular teaching hours. But Hong (2012) found in his study that the direct effects of self-esteem and self-efficacy had a significant effect on self-regulated learning. Using a longitudinal analysis based on multilevel random effects regression, the effects of self-esteem and self-efficacy on self-regulated learning were .28 and .17 standardized units, respectively. Test stress also had a minimal yet significant effect of .04 points. The findings from this study show that rather than focusing on private tutoring,

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efforts to improve self-study, self-esteem, and self-efficacy can lead to an increase in students' behaviors of self-regulated learning.

II. SIGNIFICANCE OF THE STUDY

This study focused on how private tutoring can influence self-confidence among school students. It can be helpful for teachers, parents and educational administrators, as well as the curriculum and educational policy makers for choosing suitable and appropriate methods and techniques to follow for maximum benefits and gain by education through the findings of the study.

III. STATEMENT OF THE PROBLEM

After analyzing the related studies and going through the need of private tutoring among students, the researcher therefore seek to examine the extent to which the secondary school students possess self-confidence and if there is any effect of private tutoring on self confidence among secondary school students.

IV. RESEARCH OBJECTIVES

1. To study self confidence among secondary school students.
2. To study the effect of private tutoring on self confidence among secondary school students.
3. To study the effect of private tutoring on self confidence among secondary school students in relation to gender.

V. RESSEARCH HYPOTHESES

The following null hypotheses were generated and tested for this study:

Ho1: There will be no significant difference between the self-confidence of private tutoring and non-private tutoring secondary school students.

Ho2: There will be no significant difference between the self-confidence of male and female private tutoring secondary school students.

VI. RESEARCH METHODOLOGY

This study was conducted by descriptive survey method of research. For collecting data,

100 secondary school students (50 male & 50 female) were selected randomly from private schools of Noida and taken as a sample through purposive, convenience and random sampling technique. The study was delimited to CBSE school students of Noida of tenth class only.

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VII. DATA COLLECTION AND RESEARCH TOOLS

Data was collected through personal interview of school students whether they are attending private tutoring or not and self-confidence inventory (2007) by D.D.Pandey to assess self-confidence among secondary school students. The tool contains positive and negative items both. The items are keyed in such a way that the lower the score, the higher is the self-confidence.

VIII. STATSITICAL TECHNIQUES

Descriptive statistics mean, median, mode, S.D., and t-test was employed for analyzing the data and to test the generated hypotheses for the study at 0.05 level of significance.

IX. ANALYSIS AND INTERPRATATION OF DATA

I. *Self-confidence among secondary school students*

The frequency distribution of scores of secondary school students on self-confidence along with mean, median, mode and S.D. value are given below:

Table I: Frequency distribution of Self-confidence scores among secondary school students

Class-interval	**frequency**	**%age**	**Cumulative frequency**
3-8	0	0	0
9-14	13	13	13
15-20	10	10	23
21-26	36	36	59
27-32	30	30	89
33-38	11	11	100
Total	100	100 %	
Minimum= 9, maximum= 37,range= 28, mean= 24.36, median= 25, mode= 25, S.D. =6.96			

The table I shows that the mean score of self-confidence score came out to be 24.36 with S.D. of 6.96 and median 25. The minimum score was 9 and maximum score was 37 with a range of 28 for the distribution 0f self-confidence scores of secondary school students.

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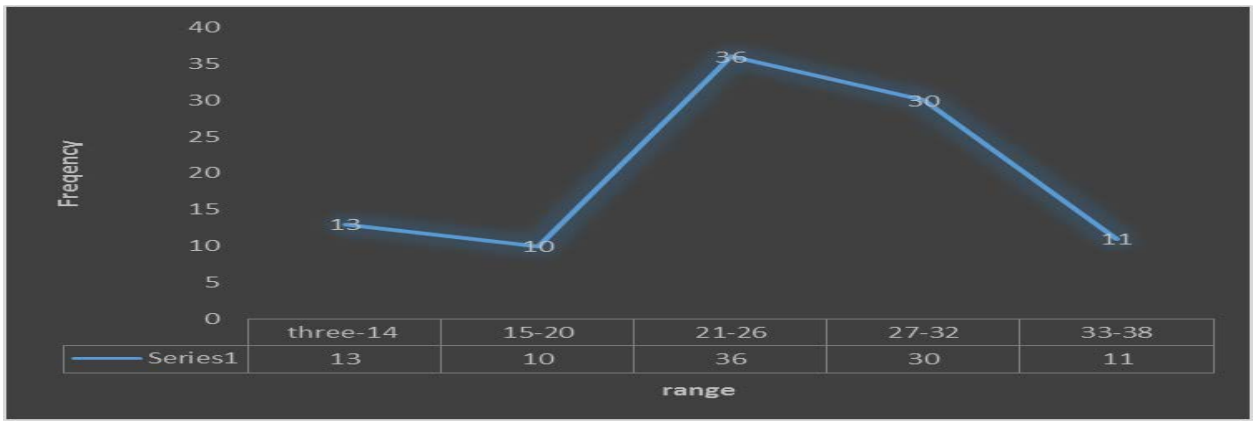

Figure 1: Frequency distribution of self-confidence scores of school students

The scores of self-confidence obtained by secondary school students was taken collectively and used to classify high, average and low level of self-confidence. The level depends upon the mean score i.e. (M+1SD) ranging from 17.4 to 31.32 (i.e. 18 to 32) as obtained on the sample from secondary school students. The specific range for classification of levels of self-confidence was greater than (>33) i.e. 33 to 137 for low self-confidence, 18 to 32 for average self-confidence and less than (<17) i.e. from 9 to 17 for high self-confidence of secondary school students. The distribution of school students in three different levels of self-confidence is given in table II.

TABLE 2: Classification of levels of self-confidence along with numbers of school students

Sr. No.	Levels of selfconfidence	Range	No. of school students	%age
1	High	9 to 17	17	17
2	**Average**	**18 to 32**	**72**	**72**
3	low	33 to 137	11	11
	Total		100	

The table II reveals that 17% school students fall in the high level of self-confidence, 72% school students falls at the average level of self-confidence and 11% school students fall in the poor level of self-confidence. Thus, it can be said that school students perceived average self-confidence.

II. The effect of private tutoring on self confidence among secondary school students.

To study the effect of private tutoring on self-confidence among secondary school students, self-confidence scores of school students were collected differently from who were taking private tutoring and not taking private tutoring. The mean, S.D. were calculated for both groups and t-test was applied to study any significant difference between both groups as shown in table III.

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TABLE 3: GroupWise Numbers, Mean, S.D. and t value of self-confidence score between private tutoring and non-private tutoring taking school students

Group	Mean	S.D.	N	t-value	Significance
Private tutoring	27.3	5.83	50	4.64**	Significant at 0.05 and 0.01 level of significance.
Non-private tutoring	21.4	6.80	50		

It can be observed from the table III that the t-value for significance difference between self-confidence scores of both private tutoring taking and non-private tutoring taking school students' group came out to be 4.64, which is more than the table value of t-test at 0.05= 1.96* and 0.01= 2.58**. It interprets that there is significance difference between the self-confidence scores of private tutoring taking and not taking private tutoring school students. **Hence, the first null hypothesis is rejected.**

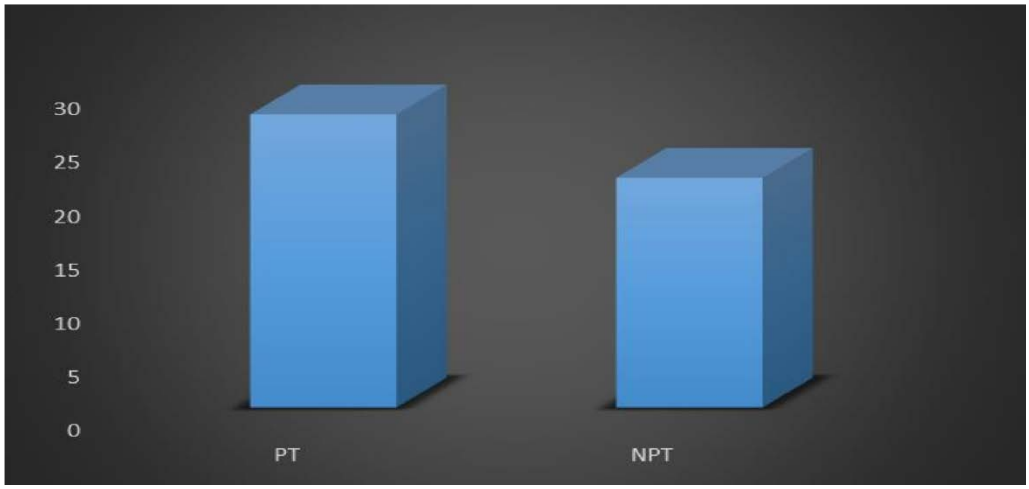

Figure 2: Mean scores of PT (private tutoring) & NPT (non-private tutoring) school students

It can also be interpreted by the mean scores of self-confidence (private tutoring taking school students is= 27.3 and not taking private tutoring school students=21.4), that the school students which are taking private tutoring possess better self-confidence than school students which are not taking private tutoring. Tarekegne&kebede (2017) supported this result by finding in their research that supplementary private tutoring helps students understanding of the subject matter, provide different support (to get one-to-one help, give someone to talk and ask them any question) and increase the self-confidence of the students.

III Self-confidence of male and female private tutoring secondary schoolstudents.

To study the self-confidence among secondary school students in relation to gender, self-confidence scores of male and female school students were collected differently, who were taking private tutoring. The mean, S.D. were

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calculated for both groups and t-test was applied to study any significant difference between both groups as shown in table IV.

TABLE 4: GroupWise Numbers, Mean, S.D. and t value of self-confidence score between male and female school students

Group	Mean	S.D.	N	t-value	Significance
Male	27.88	4.41	25	0.70	Not Significant at 0.05 level of significance.
Female	26.72	7.01	25		

It can be observed from the table IV that the t-value for significance difference between self-confidence scores of private tutoring taking male and female school students' group came out to be 0.70, which is less than the table value of t-test at 0.05= 1.96* and 0.01= 2.58**.

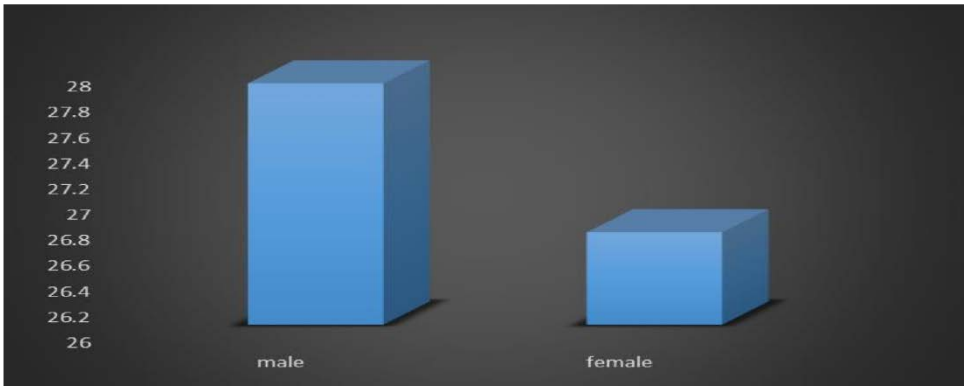

Figure 3: Mean scores of self-confidence of male and female school students

It interprets that there is no significance difference between the self-confidence scores of private tutoring taking male and female school students. Hence**, the second null hypothesis is accepted** that "There will be no significant difference between the self-confidence of male and female private tutoring secondary school students."

X. TESTING OF HYPOTHESES

1. There is significance difference between the self-confidence scores of private tutoring taking and not taking private tutoring school students. Hence, the first null hypothesis is rejected.
2. There will be no significant difference between the self-confidence of male and female private tutoring secondary school students. Hence, the second null hypothesis is accepted.

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XI. MAIN FINDINGS OF THE STUDY

1. School students perceived average self-confidence.
2. There was significance difference between the self-confidence scores of private tutoring taking and not taking private tutoring school students.
3. The school students who were taking private tutoring possess better self-confidence than school students which were not taking private tutoring.
4. There was no significant difference between the self-confidence of male and female private tutoring secondary school students.

XII. CONCLUSION

This study concentrated on self-confidence among school students of Noida of Xth standard, who were pursuing private tutoring and also who were not taking any kind of private tutoring. The researcher collected data from a sample of 100 school students, including 50 male and 50 female and also the same with private tutoring taking group and not taking private tutoring. After analyzing and interpretation of the collected tabular data, the findings revealed that school students possess average self-confidence and the self-confidence differs in the private tutoring taking group and not taking private tutoring group. Male and female did not differ in self-confidence, who were taking private tutoring. It was also revealed that the school students who were taking private tutoring were having better self-confidence than school students who were not taking private tutoring.

XIII. EDUCATIONAL RECOMMENDATIONS AND SUGGESTIONS

After going through the findings, following educational recommendations and suggestions can be made:

1. Parents should always encourage their children for achieving the success, no matter how difficult the situation is.
2. Teachers should focus on the strategies and methods which can enhance self-confidence among students.
3. Every educational institution should hire a psychologist, counsellor and guide for students to deal with their problems related to well-being.
4. School administration and policy makers should plan all educational system in such a way that students will not need a private tutoring to achieve their goals.
5. Curriculum and time-table of education should be in flexible way.
6. Teachers should be competent in recognizing and dealing with every type of students' problems; behavioral as well as educational.
7. Parents should spend quality time with their children.
8. There should always be contact between the parents and teachers to make ensure well-being of students.
9. There should be arrangements of lectures, guidance, counselling and co-curricular activities in every educational institution.
10. Teaching-learning method should be made interesting for students.

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By these strategies, students can take interest in school studies and won't need any kind of private tutoring. If parents and teachers are willing then students will have high self-confidence.

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