

**Reasons and Challenges of Secondary Level Students in Taking  
Private Tutoring of English**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfilment for the Master of Education in English**

**By  
Asmita Tamang**

**Mahendra Ratna Campus, Tahachal  
Faculty of Education  
Tribhuvan University  
2025**

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### **Dedication**

I dedicate this thesis to my husband Mr. Shyam Bahadur Tamang, whose love and support have been the driving force behind my academic achievement. And I would also like to dedicate this work to my respected teachers, who have been a source of inspiration. Similarly, to my dearest friends who encouraged me to finish this research in time.

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Once again, I extend my sincere gratitude to everyone who has contributed to the completion of this research work.

### **Abstract**

This thesis entitled ‘Reasons and Challenges of Secondary Level Students in Taking Private Tutoring of English’ aimed at investigating the reasons and challenges of secondary level students concerning English private tutoring in Nuwakot district. It is a qualitative study adopting phenomenological research design. Four Tamang students were purposively selected as sample to collect their lived experiences as required to fulfill objectives of this study. Based on the objectives and research questions, I prepared interview guidelines and conducted in–depth interviews with the selected informants. After the interviews, I transcribed the audio recordings, categorized the data, developed themes and sub-themes, and analyzed the data under these themes. The study revealed that in Nuwakot district, where most students are from the Tamang community, join English private tutoring because of language barriers. For these students, English was their third language and was taught as a compulsory foreign language from an early age. As a result, they often found English difficult and lost interest in learning it. This led them to focus more on passing exams rather than perceiving English as a means to develop useful skill for their future. Similarly, the study found that in Nuwakot district, English private tutoring primarily focused on completing grammar courses rather than fostering a deeper understanding or enhancing students’ overall English proficiency. As a result, this study emphasizes the importance of self–determination theory, which can help all teachers drive students to learn intrinsically.

This study is organized into five chapters. The first chapter introduces the background of the study, statement of the problem, objectives, research questions, significance, delimitations and operational definition of the key terms. Similarly, the second chapter reviews related literatures, discusses empirical findings and theories, and highlighting their implications for the study, along with a conceptual framework. Likewise, the third chapter explains the research process, including the study’s approach, design, sample and sampling strategy, data collection tool, data sources, data collection procedures, analysis and interpretation procedures, and ethical considerations. In the same way, the fourth chapter presents the background of the participants, results of the collected data and its interpretation with themes and sub–subthemes. Finally, the fifth chapter concludes the study by summarizing its findings and offering pedagogical implications for improving teaching and learning English language in classrooms. References and appendices are included at the end.

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**Abbreviations/Acronyms**

Apps : Applications

EFL : English as a Foreign Language

ICT : Information and Communications Technology

L1 : First Language

L2 : Second Language

L3 : Third Language

SDT : Self Determination Theory

SEE : Secondary Education Examination

## Chapter 1. Introduction

This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and the definitions of the key terms.

### Background of the Study

Private tutoring means extra classes such as coaching classes or tuition classes that students take outside of regular school hours to improve their studies or enhance their academic performance. In Nepal, it is wide spread practice, especially among secondary level students, who seek additional support in subjects like English. Moreover, supplementary tutoring outside school is a phenomenon that appears not only in Europe or America but also occur all over the world and it is understood as a natural element of mainstream schooling (Kim & Lee, 2010; Akhter, 2022; Bray, 2013). Additionally within the Nepali context, we can see the mushrooming nature of the private tuition centers and the flow of students in these centers (Dhami, 2019). Thus, it is a common phenomenon in Nepali society (Subedi, 2018) on which a maximum number of secondary level students are involved.

Likewise, Regmi (2023) claimed that English is taught as a compulsory paper from the beginning of the school education to master degree in Nepal (p. 2). On the same hand, he also added that a large number of tuition and coaching centers have been run privately to provide extra tutorial classes to needy students (p. 1). Similarly, English is the medium of instruction in private schools, and in the past five years, in the few public school (Pandey, 2020) not in all public schools. In addition, most of the students of rural municipalities studying in community schools felt difficulties to study English so their parents manage private tutoring for their children so that they easily pass the SEE and final examination of 12 classes (Bhandari, 2022). From these all, we can realize that English language teaching and learning process has direct and indirect connection with private tutoring. Or private tutoring of English is a debatable subject of current time on which my thesis paper explores the reasons and causes of secondary level students.

In addition, private tutoring means fee-based instruction in academic subject (Bray & Silova, 2006). Regarding this Subedi (2018) states private tutoring is supplementary fee-based tutoring provided to the students in their academic subjects for mainstream schooling (p. 39). In the context of Nepal, a large number of secondary level students from community schools are drawn to private tutoring of

English which is provided inside or outside of the school premises with subject instructors or other tutors with payment. Such extra classes, tuitions or coaching provided to the learners to improve English for scoring good marks in examination can cause burden to the parents and stress to the students.

### **Statement of the Problem**

In the context of Nepal, private tutoring of English is rapidly expanding in rural areas because English as a foreign language has a special place. Though English is specified within the mainstream syllabuses and has been taught in schools and colleges on a regular basis, many students are directly or indirectly drawn to the private tutoring of English for better marks in the examinations. In Nuwakot district, too almost all secondary level students studying in community schools are involved in private tutoring of English which attracted my concern and triggered my interest in the existing practice of private tutoring of English.

Furthermore, some researches have been conducted in this field of private tutoring even though it has a long rooted tradition along with the mainstream education in Nepal. Such as Subedi (2018) found that the students perceived improved learning through tutoring even though there were not any significant differences in pedagogical practice than in the mainstream schooling. Similarly, Bray (2022) concluded that only private tutoring could not enhance the learning. Good achievement depends on the motivations of both the tutors and the students as well as formats, contents, and durations of schooling. In addition, Bhandari (2022) found that tuition and coaching supported students to improve their self-confidence and language proficiency in English and teachers to be financially strong. However, no study has explicitly studies the reasons and challenges of secondary level students of community school of Nuwakot district towards private tutoring of English.

On the other hand, I began attending private group tutoring in English in eighth grade, where I learned fundamental writing skills under Thapa Sir's excellent guidance. Before that, I struggled with writing and found it difficult to compose even a few sentences. However, his effective teaching developed my interest in writing essays, stories, letters, and debates. Unlike my regular school classes, where large student numbers limited individual attention, private tutoring provided a more focused environment with ample writing practice.

Later, I experienced different forms of tutoring, including academic coaching and test preparation, which prioritized exam success over language development. The

teaching methods mainly focused on grammar rules rather than improving communication skills, which is why I still struggle with speaking English due to a lack of practice. Through my learning journey, I realized that private tutoring often emphasizes exam preparation rather than overall language proficiency.

### **Objectives of the Study**

This study had the following objectives:

- a) To explore the reasons and challenges of secondary level students in taking private tutoring of English and
- b) To suggest pedagogical implications based on the findings of the study.

### **Research Questions**

This study was oriented to find out the answers to the following research questions.

- a) According to the experiences of secondary level students, what are the reasons and challenges in taking private tutoring of English?
- b) What can be the significant pedagogical implications of the students' experiences of taking private tutoring of English?

### **Significance of the Study**

The results of this thesis paper can be used by school administrators and English teachers. They can reflect on and recognize their weaknesses in supporting mainstream education by making proper use of private tutoring of English. Typically, it is believed that many of the benefits of this research will be achieved by English teachers who desire to improve their teaching skills as well as motivate learners in the teaching learning process for improved results in English.

Similarly, my findings can be used to inform future research into new idea about private tutoring and learning practice in secondary level education in English, as well as a good source of knowledge for all members of the educational sector. Furthermore, it can assist policymakers to develop suitable educational policies for mainstream and private tutoring.

### **Delimitations of the Study**

This study was delimited to Nuwakot district and focused on exploring the reasons and challenges of secondary level students in taking private tutoring of English. The sample size of the study consisted of secondary level students from two community schools of Nuwakot district. This study was based on phenomenological

research design and was delimited to interview guidelines as a research tool to collect data from four secondary level students.

### **Operational Definitions of the Key Terms**

The key terms used in this study were mentioned below:

**Private tutoring of English-** It refers to the supplementary coaching classes or tuition provided to the students in English subject outside of formal classroom setting for preparing examinations.

**Secondary Level Students-** It refers to Tamang students of class nine to twelve of Nuwakot district.

## **Chapter 2. Review of Literature and Conceptual Framework**

Literature review is one of the essential task to conduct any research work. It helps to identify the gaps in the current studies and guides future research direction. It also helps to understand the subject area better and thus, helps to conceptualize research problem clearly and precisely, and also helps to understand the relationship between research problems and the body of knowledge in the area (Kumar, 2006). In a literature review the main findings are organized around main themes that emerge from literature review.

### **Theoretical Review**

Under the theoretical review, I have presented some related themes to provide comprehensive understandings.

#### ***Concept of Private Tutoring***

Private tutoring of English is a form of shadow education because shadow education is a widely used term that covers various forms of private supplementary tutoring (Bray, 2011). Similarly, the shadow cast by a sundial can tell observers about the time of day and the shadow of an education system may tell observers about the features of the mainstream system (Bray & Lykins, 2012). Thus, private tutoring of English provided in mainstream education can demonstrate the scenario of there because according to Buchmann et al. (2014), “Shadow education refers to the educational activities such as tutoring and extra classes, occurring outside the formal channels of an educational system that are designed to improve a student’s chance of successful moving through all the allocation process” (p. 436). From this definition of shadow education, we can say that private tutoring is a part of shadow education. Regarding this, in academic literature private tutoring is called shadow education because the content of tutoring to some extent mimics that of schooling: as the curriculum changes in the school, so it changes in the shadow (Bray & Hajar, 2023a). In the same way, Bray and Kwo (2013) write that tutoring has become widely known as shadow education as the curriculum in the school system changes, so the curriculum changes in the shadow and the mainstream get larger, so does the shadow (p. 1). Regarding private tutoring Bray (2022) states:

The word ‘tutoring’ commonly implies one-to-one or possibly small group instruction or full classes, sometimes even in large lecture theaters serving hundreds of students. Next the word ‘private’ is taken to mean provided in exchange for a fee. Thus, free- of charge is excluded here, even if provided

privately in the sense of being outside the public space. And ‘supplementary’ means additional to mainstream schooling. The principal focus is on academic subjects rather than extracurricular activities such as sports and music. He also adds it has convergent objectives in enhancing academic performance. (p. 2)

In many countries, private tutoring has arisen as a parallel education sector that provides supplementary instruction to students enrolled in the public school system and private school system (Chui, 2016). It is the provision of academic instruction or educational support outside of regular school. The main goal of private tutoring is to supplement and enhance the student’s understanding of academic materials. Private tutoring refers to the same kind of teaching in which instructions are provided outside of formal school time and teaching responsibilities (by private individuals or institutions, or by formal school teachers but privately) (Malik, 2017) . There are various forms of private tutoring. In Nepal, as in many other countries, private tutoring manifests in several ways which are mentioned below:

**Individual Tutoring.** This is one-to-one tutoring where a student receives personalized attention from a tutor. It can take place at the student’s home, at the tutor’s location, or online. Regarding to this Bray and Hajar (2023b) mentions that one-to-one tutoring, commonly in the home of either the tutors or the students but perhaps also in cafes, libraries, or other public spaces is widely considered by both tutors and families because it can be tailored to the students’ need (p. 54).

**Online Tutoring.** Online tutoring is a flexible and convenient way for students to receive academic support from anywhere in the world. With the use of video conferencing, digital whiteboards, and screen-sharing tools, tutors can provide personalized lessons in subjects ranging from math and science to language learning and test preparation. This method of learning allows students to access expert tutors beyond their local area, often at more affordable rates than in-person tutoring. Additionally, many platforms offer recorded sessions, enabling students to review lessons at their own pace, reinforcing their understanding of difficult topics.

Despite its benefits, online tutoring also presents some challenges. Students may struggle with engagement due to the lack of face-to-face interaction, and technical issues such as poor internet connectivity can disrupt lessons. Additionally, coordinating schedules across different time zones can be difficult for international tutoring sessions. However, with the right technology and interactive teaching methods, tutors can create an engaging and effective learning environment. As online

education continues to evolve, online tutoring is becoming an increasingly popular and valuable tool for students worldwide.

**Subject – Specific Tutoring.** Subject-specific tutoring focuses on providing targeted academic support in a particular subject, such as mathematics, science, English, or history. Unlike general tutoring, which may cover a broad range of topics, subject-specific tutoring helps students deepen their understanding of a specific area by addressing knowledge gaps, clarifying difficult concepts, and reinforcing key skills. This type of tutoring is particularly beneficial for students preparing for standardized tests, advanced courses, or specialized fields of study, as it allows for a more structured and focused learning experience.

One of the main advantages of subject-specific tutoring is its ability to cater to individual learning styles and needs. Tutors can customize lesson plans, use real-world examples, and incorporate interactive tools to enhance comprehension and retention. Additionally, students can receive targeted practice and feedback to strengthen their problem-solving abilities and confidence in the subject. Whether conducted online or in person, subject-specific tutoring provides an effective way for students to achieve academic success and master challenging coursework.

**Group Tutoring.** Several students receive tutoring together in a small group, typically focusing on similar subjects and academic levels. Group tutoring can be more cost-effective for families compared to individual sessions. On this W.-h. Yung (2011) mentioned, “Small group tutoring can facilitate interaction among peers that one-to-one tutoring cannot”.

**Academic Coaching.** This form of tutoring focuses not only on specific subjects but also on study skills, exam preparation techniques and overall academic improvement strategies. It is a personalized, goal-oriented approach that helps students develop essential learning strategies, time management skills, and self-discipline. Unlike traditional tutoring, which focuses on specific subjects, academic coaching enhances a student’s overall approach to learning by improving organization, motivation, and problem-solving abilities. Coaches work with students to set academic goals, create effective study plans, and build confidence in their abilities. By fostering independence and critical thinking, academic coaching equips students with lifelong skills to manage their workload efficiently, stay focused, and overcome academic challenges, ultimately helping them achieve long-term educational success.

**Test Preparation.** Specialized tutoring aimed at preparing students for standardized tests such as SEE (Secondary Education Examination), or university entrance exam. It is the process of equipping students with the knowledge, strategies, and confidence needed to perform well on exams. It involves reviewing key concepts, practicing with sample questions, and developing effective study techniques tailored to the specific test format. Whether for standardized tests like subject-specific exams, test preparation helps students improve their time management, critical thinking, and problem-solving skills. By focusing on areas of weakness and reinforcing strengths, structured test boosts a student’s performance and reduces test anxiety, leading to better results and academic success.

**Homework Help.** Some tutors focus on assisting students with their homework assignment, ensuring they understand the material covered in class and can complete assignment independently. Homework help tutoring is a form of academic support that assists students in understanding and completing their assignments effectively. Tutors provide guidance on challenging concepts, clarify doubts, and help students develop problem-solving skills rather than simply giving answers. This type of tutoring reinforces classroom learning, improves comprehension, and builds confidence by encouraging independent thinking. Whether for math, science, language arts, or other subjects, homework help tutoring ensures that students stay on track with their coursework, manage their time efficiently, and develop better study habits for long-term academic success.

### ***Consequences of Private Tutoring***

The demand for private tutoring appears at all levels of education (Sirareepan & Kulkolkar, 2020). It includes both positive and negative features. Scholars have reached differing opinions on this topic. In the view of positive side Bray and Silova (2006) came to conclusion that private tutoring helps to increase learners' competitiveness in the educational market (p. 13). Similar findings were made by Bray (2022), who concluded that private tutoring can develop children's self-esteem and sense of achievement, and slow learners may be enable to keep up with their peers and fast learners can stretch their learning further (p. 9). In addition Korpasová (2009) explored that tutoring helps students to understand and enjoy the mainstream lessons as well as it can help relatively strong students receive more out of their mainstream classes (p. 13).

Private tutoring has certain disadvantages in addition to its benefits. According to Aouissi (2023), in the context of Algeria, private tutoring results greed and avarice of some workers to gain more money and improve their standard (p. 103). Bray (2009) remarked that tutoring normally maintains social and economic inequality; it may dominate children's lives and restrict their leisure times in ways that are psychologically and educationally undesirable (pp.13-14). Similarly, Korpasová (2009) stated that in private tutoring students may be bored by their classes if they have already covered the content outside the school (p. 13). In the context of Nepal, regarding aspects of private tutoring Subedi (2018) wrote:

Development of self-confidence, improvement in learning by immediate feedback from the teachers and learning enrichment by peer competition are

some of the positive consequences of private tutoring. Similarly, teachers put less effort to teach during regular classroom, students being less attentive during classroom instruction, exam focused learning rather than learning for understanding and better performance, and extra financial burden for family are the negative consequences of private tutoring. (p. 40)

### **Theories Influencing Private Tutoring**

Different theories influence private tutoring but the present research uses the motivation and self-determination theory.

#### ***Private Tutoring and Motivation***

Motivating students to learn in school is a topic of great concern for educationists today, and motivating students so that they can succeed in school is one of the greatest challenges of education (Filgona et al., 2020). They also added that students' motivation is necessary for quality education.

To be motivated means to be moved to do something (Richard & Edward, 2000). It is the socio-psychological factor so that teachers have vital role to work on this theory to develop themselves as well as bright future of the learners. Many studies states that motivation is a key to learning as it stimulates and facilitates learning activities and develop competencies, spark curiosity, increase interest as well as engagement on study, and try to expose their inner talent for their own satisfaction without care of external environment.

There are two types of motivation. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation refers to doing something because it leads to separable outcome (Richard & Edward, 2000). Both have their own characteristics and are important in the educational sector.

**Intrinsic Motivation.** Intrinsic motivation is defined as the doing of an activity of its inherent satisfaction rather than for some separable consequences (Richard & Edward, 2000). They also said when intrinsically motivated, a person is moved to act for the fun or challenges entailed rather than because of external prods, pressure, or rewards (p. 56). Intrinsic motivation exists within individuals but not everyone is intrinsically motivated for any particular task (Richard & Edward, 2000). That is why every teacher should have good knowledge of child psychology to understand individual student's interest and desire.

**Extrinsic Motivation.** It refers to the drive to engage in an activity to gain external rewards or factors such as prize, money, grades, and prestige. It is done to satisfy external demand. Examples of extrinsic motivation include medals for the winners of a race, chocolate for good attendance, extra break time for positive behavior, vouchers for reading for pleasure, and completing homework in order to avoid a detention. According to Demir (2011), “The aim of the school management should be built on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement” (p. 1405). In addition Ryan and Deci (2019) argued that when teachers are more autonomously engaged, students are more likely to be autonomously motivated to learn. They also added that when the focus is on nurturing and supporting the teacher’s and learner’s autonomy, relatedness and competence, the desired outcomes will be produced. (p. 40)

### ***Factors of Motivation***

There are many sources of motivation that motivate students to take private tutoring which are commonly known as factors of motivation. Shadow education and private tutoring, are closely intertwined with various motivational factors that drive its demand and effectiveness. Such motivational factors are mentioned below with short definition.

**Students.** Students are indeed crucial factors in the motivation process within educational setting. Their engagement, curiosity, and desire to learn can significantly influence their motivation levels. When students are actively involved in their learning process, understand the relevance of the materials to their lives, and feel supported by teachers and peers, their motivation tends to be higher. Educators play a vital role in fostering an environment that encourages student motivation through various strategies such as personalized learning approaches, constructive feedback, and promoting autonomy in learning. Ultimately, when students feel motivated, they are more likely to achieve academic success and develop a lifelong love for learning. The students who are demotivated to learning in schooling education, they search another way to learn in private tutoring and become motivated towards it.

Many students seek private tutoring to enhance academic performance and achieve higher grades. The motivation here is often driven by the desire to excel academically and gain a competitive grades in examinations. Kshetree (2020)

mentioned that shadowing in education can help students to achieve higher marks on important exams like the Secondary Education Examination (SEE) and the 12<sup>th</sup> grade.

**Parents/ Guardians and Significant Others.** Parents are the part of students' life because they always think about the better future of their children. In studies, job, sports and many other fields where their children are involved, motivate them to do their best and invest how much they can being back supporters. Thus, in the field of education sector also parents invest their time, money and sometimes desires for their children's academic progress. Now a days, we all are well known about the private tutoring. Parents encourage their children to join private tutoring for good marks. They believe more to private tutors than the teachers of mainstream education. Therefore, parents do promise with their children that if there is good marks then, they will provide needed gifts or presents. Like this, parents become main factors of motivating children towards taking private tutoring. And children have to take private tutoring with desire or without desire to please their parents.

Similarly, parental expectations play a significant role in motiving students to engage in private tutoring of English. In many cultures, academic success is highly valued, and parents may invest in tutoring to ensure their children meet societal expectation and future career prospects. Competitive nature of the educational environment is partly created and partly inflated; by the parents' competitiveness and desire to see their children to perform better than others (Fülöp & Gordon Györi, 2021)

**Teachers.** Clearly a major factor in the continuance of students' motivation is the teacher. The teachers' attitudes to teaching learning process is vital. If teachers are intrinsically motivated then they teach with full energy with new teaching strategies that automatically motivate the learners. But in case of the community school due to the lack of proper management, supervision and other factors, teachers are not fully motivated to their teaching profession. In private tutoring teachers themselves engage fully on their duty and motivate learners to study. They help students to do homework and extra project works. Private tutors' behavior and attitudes become different than teachers of mainstream education even if they are from the same institution. Thus, teachers are also the main factors of motivation for the learners.

**Contents.** In educational field, content is the fundamental component of learning, alongside objectives, methodology, and assessment. It provides structured information and resources, making it easier for learners to acquire and understand

new knowledge and skills. It is also known as the backbone of the teacher-student interaction. Thus, while developing contents, related people must have knowledge of students' level, what they need to know, should know, and can know. If contents are designed according to desire and need of the learners, then they will automatically motivate towards the learning and mainstream education will be sufficient for them to fulfill their desires. But in the context of Nepal, contents are not appropriate for learners. Contents are designed on the basis of curriculum developed by foreign scholars. As a result, students search for private tutoring for extra knowledge.

**Methods of Teaching.** Different people have different talents and hobbies. Like this, different teachers use different methods and techniques according to their talents and knowledge that directly or indirectly influence or motivate the learners. If the teachers of mainstream education sector apply varieties of methods to teach which they learn from teacher training then students do not need to join private tutoring. Methods should engage learners to learn but many methods are examination focused so learners become demotivate towards learning and have to take private tutoring as a helping source for examination.

When students perceive gaps or deficiencies in their school education, they may seek tutoring as a means to supplement and reinforce learning that they feel is lacking in the classroom. The schools have so little equipment that the processes of teaching and learning are inefficient and supplementary tutoring is needed to bridge the gap (Bray, 2007).

**Society/Environment.** One of the main sources of motivation towards learning as well as taking private tutoring is society. In this era, private tutoring has become a fashion of the society. Maximum students of secondary level join the private tutoring for great marks. Students think more about the social praise and response than their own satisfaction. There is competitions among the children of the society that motivate students to get good marks in the examination.

All the related people of teaching learning sector should be familiar with these factors of motivation then only there will be progress in education sector of every nation along with the psychological and physical growth of the learners as well as professional development of teachers.

Overall, the motivation for participating in private tutoring is multifaceted, involving combination of intrinsic and extrinsic factors that vary depending on individual circumstances, cultural norms and educational goals. Understanding these

motivations is crucial for educators, policy makers, and parents aiming to support students' academic journeys effectively.

### ***Self Determination Theory***

Simply theory means an abstract knowledge, an idea or reasoning used to account for a situation or justify a course of action. In other words, theory means a system of rules, procedures and assumptions used to produce a result. As Suppes (1974; as cited in Schunk, 2012, p. 10) a theory is a scientifically acceptable set of principles offered to explain a phenomenon and it provides frameworks for interpreting environmental observation and serves as a bridge between research and education. Therefore, in the field of research it has its own place and value, as it provides explanation, understanding, and meaningfulness to research. Similarly, it gives research a clear direction, guides methodology, aids in interpretations and analysis of findings, and helps to explain phenomenon of interest. Thus, this research work will be viewed from a theory named Self Determination Theory.

Self Determination Theory (SDT) is a psychological theory developed by American psychologists Edward Deci and Richard Ryan in the 1980s. SDT suggests that people are motivated to grow and change by three innate and universal psychological needs. They are autonomy, competence, and relatedness. If these three needs are fulfilled then learners get intrinsically motivated towards learning which will result great achievement in their desired goal.

**Autonomy.** Here, autonomy means the ability to take responsibility of own decisions or works and its results. In short, autonomy means making use of self. It can encourage learners to learn and make their own perceptions regarding learning and their future plans, too. If students become autonomous on learning process then they can be curious and motivated on studies, feel learning is their responsibility, can develop their learning skills, can reflect their own work, and can realize what they need to do for greater achievement.

**Relatedness.** Relatedness refers to the intrinsic desire to interact, be connected to and experience caring for others, as well as to feel understood and valued by others. Key aspects of relatedness in SDT includes social connection, feeling connected, and being understood. In STD, relatedness is crucial because it contributes to motivation, well-being and personal growth. When individuals experience supportive relationship and a sense of belonging, they are more likely to feel motivated intrinsically, engage

in activities willingly and experience greater psychological health, and overall well-being.

**Competence.** In SDT, competence refers to one of the three basic psychological needs that drive human motivation and well-being, alongside autonomy and relatedness. Specially, competence refers to the need to feel effective in one's interactions with the environment, to experience mastery, and to exercise one's capacities. According to SDT, competence involves self-efficacy, skills and mastery. When individuals perceive themselves as competent, they are more likely to feel motivated, satisfied, and engaged in their activities. SDT posits that environments that support competence foster intrinsic motivation and well-being, whereas environment that undermine competence can lead to feeling of incompetence, helpless, and reduce motivation.

Social environments that support the satisfaction of three psychological needs promote capabilities for self-regulation and social relationship, and well-being whereas those that thwart satisfaction of three needs lead to a broad array of more impoverished individual and interpersonal outcomes (Ryan & Deci, 2022). Thus, if students' three psychological needs are facilitated, it facilitates the physical and psychological growth, engagement, effectiveness, and well-being in studies.

Here, the Self-Determination Theory (SDT) connects well with the study on private tutoring of English among secondary-level students in Nuwakot. The study shows that students take private tuition mainly because of language difficulties, exam pressure, and less interactive learning in school. According to SDT, developed by Deci and Ryan, students learn best when three basic needs are met—autonomy, competence, and relatedness. Autonomy means students should have control over their learning, but many take tuition due to pressure from exams, teachers, and parents. If they were encouraged to take responsibility for their learning, they might develop more interest in English. Competence refers to students feeling confident in their skills, but many struggle with English as foreign language. If schools and tuition classes focused more on building their skills step by step, they could feel more capable and motivated. Relatedness means students feel supported and connected with others. The study found that tuition classes provide a more friendly and supportive environment than schools, making students feel more comfortable asking questions and interacting with teachers and friends. By applying SDT in both tuition and school

classes, teachers can create a better learning environment that motivates students naturally, reduces their need for extra classes, and helps them succeed in English.

### **Review of Empirical Literature**

Numerous studies on private tutoring have been conducted both in Nepal and internationally. Researchers need to gather information from previous studies, as this serves as a foundation for developing further research on their chosen topic. To ensure my study is meaningful and focused, I have reviewed various studies related to my subject, which are presented here in this section.

Ireson and Rushforth (2011) provided a systematic description of the nature and extent of private tutoring at three points of transitions the English education system and explored students' view of the reasons for its use. In this study, approximately 300 students answered a questionnaire survey that provided information on the extent of private tutoring in school curriculum areas, the reasons for tutors' employment, and demographic data. In addition, more than 1100 parents provided information on why they hired tutors. From these it was found that 7.6% of 6 year's pupils were in receipt of tutoring in mathematics, 8.1% English and 3.2% in science. Comparable figure for 11 pupils were 7.9% in mathematics, 2.6 in English, and 2.8 science. Overall, 27% of students reported that they had received tutoring at some stage during their school career and there were clear associations with family socio-economic status and cultural backgrounds. Parents employed tutors to increase their child's confidence, improve their understanding of the subject and to help them do well in test and examinations. Most primary age children indicated that tutors were not needed as their teachers and families provided sufficient educational support. Some families appeared to be using tutors to help their children make successful transition the education system.

Mahmud and Bray (2017) conducted a research which focused on school factors that shape demand for private supplementary tutoring in English at secondary level. The data were gained from both quantitative and qualitative method. This study was especially concerned with urban and rural variations, noting that rates of tutoring were greater in urban area but that many factors converged to create similarities. And it was found that private tutoring in English was highly demanded because English was a subject in its own right, it assisted in the learning of other subjects. While private tutoring may support the academic learning of some pupils, it also had

problematic dimensions. As such the spread of tutoring across urban and rural areas was not unnecessary be welcomed.

Subedi (2018) explored the process, reasons, and consequences of private tutoring as perceived by the secondary level teachers and students at the community school. He took sixty secondary level teachers, two participating students who completed grade ten and waiting for the SEE result. His article was a qualitative study based and the data were generated from the focus group discussion and interview. He found that the students perceived improved learning through tutoring even though there were not any significant differences in pedagogical practice than in the mainstream schooling.

Soeung et al. (2019) explored the determinants influencing English achievement and differences between students who take private tutoring with their teachers and who with other. The data were gathered from 669 high school students chosen at random in clusters across four town centers. They found that learners taking private class with others outperform their counterparts. Additionally, learners with clear plan for further education seem to be perform better, and learners who have good role model (father's occupation, and a member who generates family income via using English) is advanced their friends in English achievement.

Islam and Hoque (2019) explored and documented the responses of students, parents, and teachers' perceptions on effectiveness, ethnicity and government regulations regarding Private Tutoring in English. He interviewed twelve students, five parents, and four teachers from different institutions of a rural region of Bangladesh to explore their perception regarding PT-E. From this study he found that PT-E was beneficial to students as they understood English lectures better in PT class than of school-class lectures. They got a chance for regular practice and assessment and they got individual feedback in private tuition. Parents thought their children became more regular and serious in studying English when students took private tuition in English. Teachers believed they can serve better in private tutoring class due to manageable number of students to assure quality education with attention to individual students. Most of the participants believed there was nothing unethical in taking private tuition or in doing PT as long as students got the freedom of choosing their private tutor, and a number of students in a batch were between 25-30. Moreover students, parents, and teachers were satisfied with some of the sections of government

regulations. However, for having better teaching-learning outcomes, they had recommended some changes in those prescribed regulations.

K. W. H. Yung (2019) carried out a narrative inquiry research based on longitudinal narrative inquiry which investigated the experiences of a financially disadvantaged students who managed to pay the tuition to subscribe to an EPT class in Hong Kong. For this purpose, he collected multiple sources of data throughout the year from six routes of in-depth interviews with students, three reflective essay, classroom observations and interviews with the student tutors, school tutors, and parent yielded thick description of the student narrative. From analysis of data he found that how the participants invested in EPT to overcome existing educational inequalities. In addition, he also concluded that the tutorial class was perceived by the students on a place to expand no social network with students from prestigious schools, with a hope to ultimately gain to economic capital for escaping poverty. This study had implication regarding the effects of inequalities of educational opportunities in affluent societies. And indicated the need for further research on language learners' experiences in the shadow education context.

Kshetree (2020) found out the situation of shadowing in education and its effect in English Language Learning of Tilottama municipality of Rupandehi district of Nepal. His study was conducted at two private schools of the municipality. The participants were from various districts who had passed SEE from different government and private schools of Lumbini region and outside. The result showed that the students were spellbound in taking part in shadow activities of education and they believed that whatever they achieved was due to shadowing not due to the regular classes and also revealed some unwanted activities of the teachers involved in shadow activities like giving clues of questions to prepare for the examination.

Bray (2022) conducted a research to present data on the scale and nature of shadow education around Asia and the Pacific, noting commonalities and variation. Here, he included information from recipients as well as from providers of shadow education. He took mainly three providers. The first one was an entrepreneur who ran a tutorial centers of various kinds another included teachers of mainstream schools who offered private tutoring on the side to supplement their income, and the last one was informal workers such as university students who desired some extra income. In this research, he found out that one educational side, tutoring did not always enhance learning, - much depended on the motivations of both the tutors and the students as

well as the formats, contents and durations of schooling. With a wide lens, tutoring tended to maintain and exacerbates social inequalities since rich families could secure more and better shadow education than their lower-income counterparts. Similarly, it was found that only private tutoring could not enhance the learnings, but other elements also should be equally involved or maintained and according to the economic status of students or their parents private tutoring was provided, or the duration of private tutoring depended on the economic status of parents not on the weakness or level of the students.

Bhandari (2022) explored teachers' and students' attitudes towards shadow education in teaching and learning the English language in the context of Nepal. He adopted narrative inquiry as a research method. Two secondary level-English language teachers, and two students were selected as the study sample who were involved in Shadow Education for the study from two community secondary schools in Rupandehi district. He used unstructured interviews for collecting the required data as a research tool. From these data collected through interviews, it was revealed that teachers and students had both positive and negative attitudes towards shadow education in English language teaching and learning. Some findings of this study were tuition and coaching supported students to improve their self-confidence and language proficiency in English and teachers to be financially strong.

Regmi (2023) explored the benefits and challenges associated with shadow education in the context of teaching English. In this study, he adopted an interpretive phenomenological approach, focusing on Vygotsky's socio-cultural theory as a framework. As a sample, he purposefully selected three participants waiting for the 12th grade examination results. And data were collected through interviews with participants who actively sought shadow education to improve their English language skills. Three participants waiting for the 12th grade examination results were purposefully selected. He collected data through interviews, recording audio response, transcribing the recording and taking field note to capture observation and contextual details. In this research article, he found out that shadow education had an impact on students' personal growth and empowerment by enabling them to explore their potential and shape identity. On the other hand, he found some challenges as workload, financial burdens and conflicts with existing curricula could impede its effectiveness.

### **Implications of the Reviewed Literature for the Study**

A literature review is essential for conducting a research because it serves as a fundamental part of any research study. It is literature review that paves the path to accomplish our research effectively (Dhami, 2019). So, through the intensive study on theoretical and empirical literature I got clear direction to conduct the research. The review of related literature motivated me to carry out the research in the field. I formed an idea about phenomenological research design, its process, and methodological tools from these evaluated literature, all of which are extremely helpful for my research. After reviewing literature, I also gained a lot of insight about the advantages and disadvantages of shadow schooling as well as its applications in Nepal and other nations. I also learnt some crucial guidelines and understandings for this study, too.

Such as I developed a concept on phenomenological research design, its process, and methodological tools from the study of Regmi (2023) which are very beneficial to my research work. I also learned a lot about shadow education, its nature, its positive and negative characteristics, and its practices in the context of Nepal as well as other countries from the research of Islam (2019), Bray (2021), Bray (2022), and Kshetree (2022). Honn et al. (2022) published an article on the topic “Students Motivation Factors behind Acquiring Shadow Education and Reasons for Creating New Generation School in Cambodia”. This paper assisted me in carrying out the theoretical aspects of my study. Like this, I got a chance to be familiar with perspectives of secondary level students towards Shadow Education from the study Bhandari (2022) in the context of Nepal. I have got lots of ideas regarding private tutoring. Specially, I got information on the technique of collecting required data for my study. These studies gave knowledge about preparing interview guidelines, too.

Therefore, above cited theories have played a significant role in becoming familiar with my research problems, objectives, and methodological procedure. Over all, it is noted that the above mentioned related literature, theories and consulted materials guided the researcher to conduct work. They all have the direct or indirect role to play throughout the study.

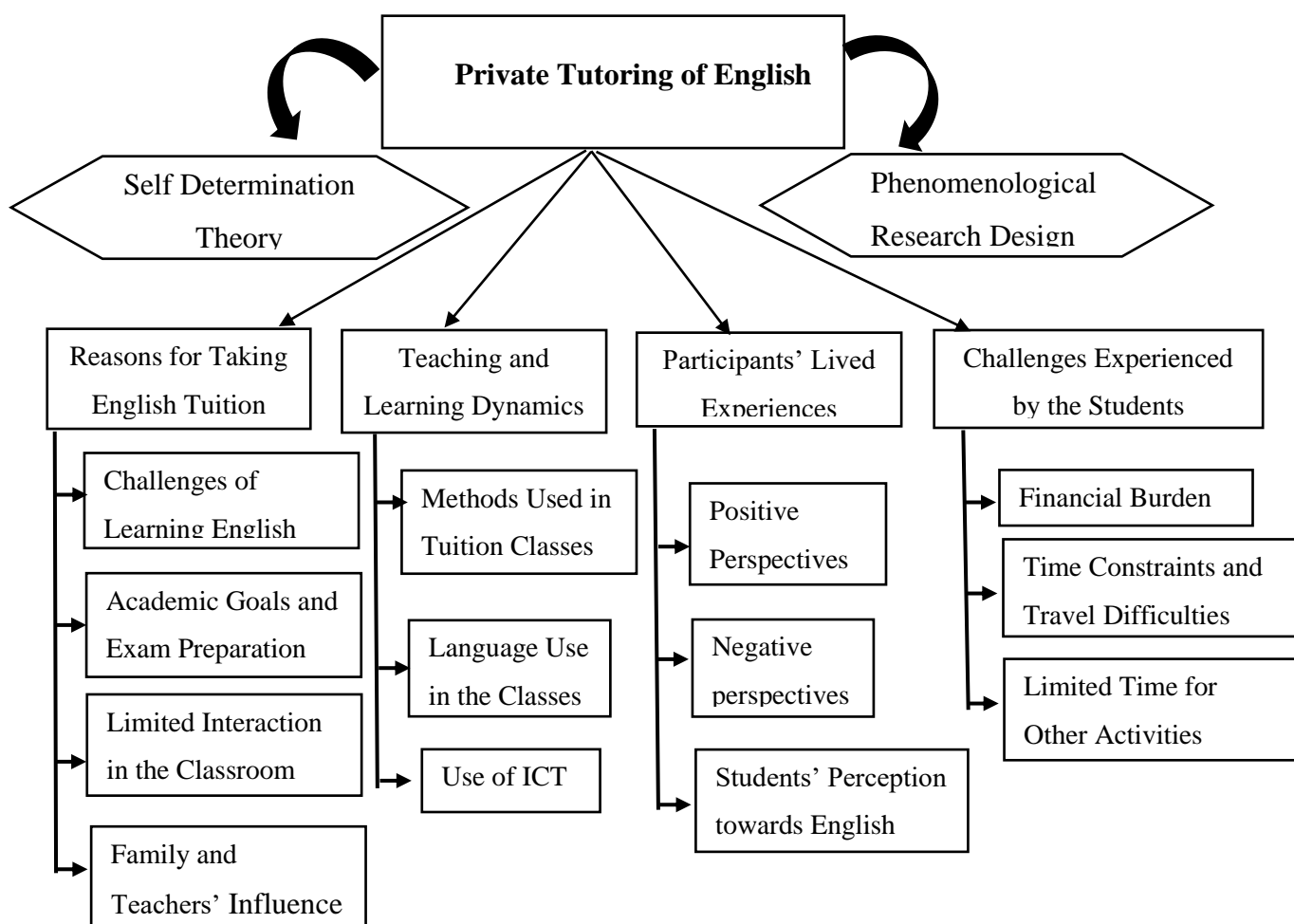
Similarly, the previous studies have primarily focused on defining private tutoring, its benefits, challenges, and its role in improving academic performance. However, none of these studies have specifically examined how students from linguistic minority backgrounds, like the Tamang students in Nuwakot, experience

and perceive private tutoring of English. Their struggle with language barriers as English is their third language, the pressure to pass examinations, and the lack of interactive learning in school make their experiences unique. Thus, the research gap addressed here is the lack of focus on the personal, linguistic, and socio-cultural factors influencing private tutoring decisions among Tamang students in Nuwakot. This study fills that gaps by highlighting their struggles, motivations, and the necessity of private tutoring of English due to limited English proficiency , exam pressure, and inadequate interactive in schools.

## Conceptual Framework

A conceptual framework is a plan of frame on which the study is established. It provides a general picture of the study from which the readers conceptualize the whole idea. To be specific, the framework incorporates the soul of the study. The conceptual framework of this study is shown below in the figure1.

### Reasons and Challenges of Secondary Level Students in Taking Private Tutoring of English



**Figure 1.** *Conceptual Framework of the Study*

The figure in the study visually represents how the research is structured, focusing on four key themes: reasons for taking private English tutoring, teaching and learning dynamics, students' lived experiences, and the challenges they faced. The first theme explores why students choose private tutoring, such as improving their English skills, preparing for exams, or fulfilling parental expectations. The second theme examines how tutoring sessions are conducted, including teaching methods, student engagement, and the tutor-student relationship. The third theme probes

students' personal experiences, their feelings, perceptions, and the impact of tutoring on their learning journey. The fourth theme highlights the difficulties student encounter, such as academic pressure, financial constraints, or challenges in taking private tutoring of English. This study follows a phenomenological design, which means it focuses on real-life experiences and perspectives of secondary-level students. It is based on Self-Determination Theory (SDT), which explains how motivation—both internal (personal interest) and external (exam pressure or parental influence)—affects learning. Overall, the framework provides a clear representation of the research design, the theory guiding the study, and the main themes and sub-themes explored.

### **Chapter 3. Research Methodology**

Methodology is one of the important components of research work. It is a process by which information is collected based on objectives of the study. Therefore, under this chapter, design of the study, population, sample, and sampling procedures, data collection tools, sources of data and data collection procedures are included as subtopics.

#### **Research Design**

This study employed qualitative phenomenological research design. Phenomenology has always been in practice universally, no matter consciously or subconsciously, since the early development of human civilization (Sharma, 2023). Phenomenological research design attempts to understand people's perceptions and understanding of a particular phenomenon (Pathak, 2017). There are two major types of phenomenology depending on its different perspectives—Husserlian descriptive phenomenology and Heideggerian hermeneutic (also called interpretive) phenomenology (Peoples, 2021; Vagle, 2018; van Manen, 2016). This study is grounded in the latter type of phenomenology, namely, Heideggerian hermeneutic phenomenology. To be clearer Creswell (2013; as cited in Pathak, 2017) describes the following steps to elaborate phenomenological analysis:

The researcher starts by recognizing their own biases to avoid influencing the study. Next, they list all relevant quotes from participants and treat them as equally important. They identify key topics from these quotes and group them into meaningful categories. The researcher writes a description of what participants are saying, including direct quotes, and then writes about how these experiences are structured. Finally, they analyze the information to find the core of the phenomenon, focusing on common themes shared by all participants. (p. 1729)

Following the given process such as first expressing own experiences on the related topic, next listing relevant quotes of the studied topics collected through in-depth interview, then grouping them into units of meaning, after these writing textual and structural description and at the last, on the basis of these descriptions this study tried to identify the essence of the phenomenon. Like these, following the steps of phenomenological research design my study moved towards the findings and conclusions.

### **Sample and Sampling Procedure**

The secondary level students in the Nuwakot district were the population in this study. I purposively selected four students from two community schools in Nuwakot district. For this, I followed a non-probability sampling design in which samples were selected on the basis of convenience or accessibility. Non-probability sampling is mostly employed in qualitative research design. Under this sampling design, I employed purposive sampling in which samples can be chosen purposively which helped to gather information from the respondents who have firsthand experiences and knowledge of taking private tutoring of English.

### **Data Collection Tools**

In order to meet the objectives of study, I conducted in-depth interview with the selected secondary level students following the interview guidelines and gathered required information.

### **Sources of Data**

There are mainly two types of sources of data: one is primary source of data, and the next one is secondary source of data. Both sources of data are crucial in research and analysis, each serving distinct roles. Here, primary sources of data refer to the original sources of data or information that have not been interpreted or analyzed by others. They include survey and questionnaires, interviews, observations, and experiments. Primary sources offer firsthand information and are typically more reliable for specific context.

On the other hand, books, theses, journals, research articles, previous research work, and online and offline materials were my secondary sources of data. These supported analysis and interpretation of primary sources, making them useful for gaining broader insights or context. In a research work, both types of sources are often used together to provide a comprehensive understanding of a topic, with primary data offering original insights and secondary data providing context and validation.

### **Data Collection Procedures**

With interview guidelines, I started a journey towards my village, which lies in Nuwakot district to collect the required data. My first step was visiting the school and meeting the secondary level students, which I did with the help of my brother-in-law. At first, I visited the school named Dhansing Higher Secondary School. It took 1 hour on a bike to reach that school. There I met the principal and explained about my thesis work and its topic with objectives. He was so kind and helpful. He gave me

permission to take a record of student numbers studying in classes 9 to 12 with the help of teachers and also to meet the students. After his appreciative work, I thanked him as well as other teachers and went to search students to ask for a favorable time and place for an interview. Meanwhile, I got a chance to meet 3 students studying in classes 10 and 12. I had an informal conversation with them and described my aim to visit them. I could not take more time with them because it would take 30 to 45 minutes to reach their home. Thus, with their permission, I took their phone numbers, and left.

The next day, there was a holiday. So, I visited one neighboring house to meet next participant, studying in class 12. In the beginning, we did normal conversation, and I told her about my research work and its objectives. She was friendly and helpful. Thus, in front of her, I kept the proposal for an interview, which she accepted very easily. She gave me her favorable time and location for an interview. Following her time and location, I took an interview with her. She also provided me with the mobile number of one student who studied in class 11 of the same school. For this help, I thanked her and returned from there. On the following day, I returned to Kathmandu and I started taking an interview with 4 other students on mobile phones. At the first, one student ignored me to give an interview. In the beginning, she gave her instructions and agree to give interview. But next day, she did not receive my calls and did not reply to my messages. Then I called another student. At first, she also was not talking properly with me. I thought I need to take help of my husband who knows about the village and villagers well. After this, I took help of my husband to convince that student and started interview. The next day, with the help of my husband, I took interviews with two other students and recorded all. Like this, I became familiar with them and second time, I easily took interviews. Like this, I collected required information needed for my study to fulfill the objectives.

### **Data Analysis and Interpretation Procedures**

In my thesis, I explored the reasons and challenges experienced by secondary-level students regarding private tutoring in English. To achieve this, I used a qualitative research approach, focusing on thematic analysis of interviews. First, I collected data through interviews with students and then transcribed the recorded responses into written form. The interviews were conducted in Nepali, I translated them into English to maintain clarity and accuracy. Once the transcription and

translation were completed, I categorized the data by identifying common ideas and grouping them into different themes.

After organizing the data, I structured it further into main themes and sub-themes, ensuring a clear representation of students' experiences. I then analyzed and discussed the findings in detail, interpreting the significance of each theme based on the students' responses. Through this process, I examined the key aspects of private tutoring in English and its impact on secondary-level students. Finally, I summarized the results, drew meaningful conclusions, and presented my key findings, providing valuable insights into the role of private tutoring in students' academic experiences.

### **Ethical Considerations**

I made sure to keep all the recorded and written information from my study safe and confidential because the participants trusted me with their data. Ethical guidelines are important parts of any research, and I was careful to follow them. I will not share or publish any of this information without the participants' permission. The data will only be used for my research, and I am committed to respecting their privacy and the trust they placed in me.

## **Chapter 4. Data Analysis and Interpretation**

This chapter consists of the analysis and interpretation of the data that were collected from the primary sources based on phenomenological research design. The data were collected with the help of interview guidelines. The guidelines were constructed based on the objectives of the study. The primary data were collected through the interviews of secondary level students from two community schools in Nuwakot district. This study was carried out to explore the reasons and challenges experienced by the secondary level students on taking English tuition classes. For this purpose, the collected data were analyzed and interpreted as below.

### **Background of the Students**

Before assessing the experiences of students regarding English tuition, we must first understand their history in order to understand the significance of taking English tuition classes at a community school in the Nuwakot district. For this reason, I have presented each participant's background information below.

P1 is an intelligent and hardworking girl studying in grade 12. She is the first student of the class. Her mother and father are farmers and has 4 siblings. Out of four siblings she is the eldest and has to look after sisters and complete household chores. She is also preparing for the board examination. In early childhood, she had got a chance to study in a private school in Kathmandu up to class five, but due to family problems, she had to join a community school in Nuwakot district. She as well as her all classmates are taking English tuition from class eight. Now a days, also taking an English tuition inside school premises with the same subject teacher.

P2 is a good student of grade eleven who is taking English tuition from class nine in the same class where regular classes run with the same subject teacher. Some friends of her did not take tuitions because of family problems and lack of interest. I asked why you did not enroll in English tuition in grade eight. Then she replied, "I used to study in another school up to class eight where there were no tuition classes." and again I continued our conversations and came to know that she had eight siblings. She is the family's youngest child. Other brothers and sisters, with exception of one sister, were unable to continue their studies due to family and financial issues. She does not have father to support family. As a result, their mother is responsible for household management, brothers also help with this.

P3 a student of grade ten is taking English tuition from grade nine because there were no tuition classes in previous school. She is preparing for SEE and is

taking English tuition inside school area with the same subject teacher to get good marks in English as well as to practice grammar courses and free writings. Her father and mother both are farmers and has six siblings. When I asked her how she felt about the English subject, she responded “*Fine.*”

P4 is studying in class eleven and has three siblings. She is taking an English tuition class from grade eight inside school premises with the same subject teacher. Both father and mother are farmers and she is taking tuition classes in English to pass the examinations and to practice grammar as well as free writing.

Based on the background of the students, I concluded that they come from a lower middle class family. They have more than 3 siblings, and both parents are farmers and have no other sources of income in the families. Similarly, all of the participants have to do household chores and ‘Melapat’ for the family support in their holidays and free time. Thus, in their experience, it is challenging to pass in the examinations without taking the tuition classes.

### **Reasons for Taking English Tuition Classes**

There could be several reasons behind taking English tuition classes. It depends on the individuals’ goals, needs and circumstances. According to the data, I have collected, the following specific reasons why secondary level students of Nuwakot district enroll in English tuition classes.

### ***Challenges of Learning English***

One of the main reasons for taking English tuition is that English is the third language (L3) for Tamang students. In Nuwakot district, most secondary level students come from the Tamang community. For these students, even Nepali, which is their second language (L2), is challenging to speak and understand. As a result, learning English becomes even harder. My data also shows that language barriers make students feel that English is a difficult subject to learn.

Tamang students learn English as a foreign language (EFL), with teachers from other castes who teach and explain courses in Nepali. Thus, it is a difficult subject for the students. Regarding this P1 shared, “English is our third language, whereas Nepali is our second and Tamang is our first language. This makes English a difficult subject for us, and to get better marks, we take private tutoring.” In addition P2 argued, “English has always been a difficult subject for me. I struggle to understand it well enough to pass my exams. That is why I decided to take English tuition classes”.

From this, it is clear that Tamang students find learning English difficult because it is their L3, after Tamang and Nepali. They speak L1 at home and in their community, while Nepali serves as their L2 for broader communication and education. L3 becomes an additional, layer of complexity, as it requires mastering new vocabulary, grammar, and pronunciation that are vastly different from Tamang and Nepali. This leads to confusion. For instance, grammatical rules and sentence structures in Tamang and Nepali do not align with those in English, making it harder for students to form coherent sentences or grasp concepts. As exemplified by P1 shared, “My friends do not know even simple English language. They even cannot make a simple English sentence. While writing an essay or a paragraph my friends cannot understand the topic.”

From this, we can assume that this difficulty is further compounded by limited opportunities to practice English in daily life, leaving students dependent on English tuition for additional help to get pass marks in English examination. García et al. (2014) suggest that multilingual learners often require additional support to navigate language barriers, particularly in formal education system.

#### ***Academic Goals and Exam Preparation***

Another reason for being involved in English tuition classes is to meet academic goals and prepare for examinations. According to my observations, English tuition classes are attended to practice grammar as well as to complete the remaining courses. If the students do not attend tuition classes, they will be unable to complete the grammar courses at school because teachers only teach literature in normal classrooms, which may lead to students’ failure.

For instance P1 shared, “Grammar courses and free writing exercises are better covered in tuition classes. At school, teachers mainly focus on literature, such as poems, stories, and their exercises.” She also added that tuition classes emphasize the grammar parts that are essential to pass examinations. Similarly, P2 said, “Tuition classes help us focus on grammar and free writing, which are not thoroughly covered in regular school classes.”

Likewise P3 also put forward:

English is not easy for many of us, and tuition helps us practice grammar and free writing, which are essential parts of the syllabus. Among all the reasons, the most important one is to complete our grammar courses. Regular school

classes do not always give us enough time to practice these areas in depth, so tuition becomes necessary.

From the above information, it is found that students find tuition classes helpful because they focus on grammar and free writing, which are essential for examinations but not thoroughly covered in regular school classes. P1 noted that schools primarily focus on literature, while tuition emphasizes on grammar. Similarly, P2 and P3 highlighted that tuition provides the extra practice and attention needed to pass English examinations. Regarding to this, the role of tuition classes in addressing exam-oriented learning is agreeing with the findings by Bray (2003), who noted that private tutoring often fills gaps left by mainstream education.

### ***Limited Interaction in the Classrooms***

Participants reported limited interaction in regular classes, where teachers primarily focus on literature. In contrast, English tuition provides more opportunities for questions and personal interaction with teachers. Here P1 shared, “tuition provides a space to interact freely with teachers and friends. It allows us to ask questions, clarify doubts, and engage in discussions which things we cannot often do in school classes.” And P2 also told same, “Tuition allows us to interact with teachers and friends more freely. It gives us a chance to ask questions and clear doubts, which is harder to do during regular school hours.”

In this regard P4 opined:

In regular school classes, it is often difficult to ask questions or clarify doubts because of time constraints or the large number of students. In tuition classes, we have more opportunities to ask questions and get clear answers. This helps me understand the subject better and improve my performance in the examinations.

From these all, we can conclude that regular school classes often have time limits, which make it hard to ask questions or get individual attention. On the other hand, tuition classes offer a more open and supportive environment where students can interact freely with teachers and classmates, ask questions, and clear their doubts. This helps them understand the subject better and perform well in the examinations.

### ***Family and Teachers' Influence***

Many students recognize that attending tuition classes is important not only to pass their examinations but also to secure good marks. This belief motivates them to enroll in tuition classes, as they see it as a way to improve their understanding and

performance. Similarly, parents and teachers also encourage students to attend tuition classes. Parents want their children to have a bright future and believe that extra support can help them succeed. Teachers, on the other hand, face the challenge of completing the syllabus in limited time and know that some students struggle with English, making it harder for them to pass examinations. Tuition provides the additional help to the students, who need to overcome their difficulties and perform better academically. In this situation, participants have their own perception such as: P1 asserted, “I decided for myself that taking English tuition class was necessary to achieve better results in the examinations.”

And P2 stated:

It is almost impossible to pass English examinations without taking tuition classes. This realization motivated me to join English tuition classes. My parents and teachers also played a significant role in encouraging me. They understood the challenges I faced with English, and believed that tuition classes would help me overcome those difficulties and perform better in the examinations.

Similarly P3 described, “I realized that if I want to pass my English examinations and perform well, I need extra support, especially in grammar. Apart from that, my parents and teachers also play a significant role in motivating me to join English tuition classes.” At the end P4 explained:

I realized that the lessons we could not cover in regular classes at school needed to be completed in tuition classes. Tuition gives us the chance to revisit those lessons and learn them thoroughly. Another reason is that tuition classes have a different environment, where we feel more fresh and energetic, which makes learning more effective.

Students view tuition classes as essential for improving their performance in English examinations, particularly due to the challenges in mastering the subject through regular school classes alone. P1 and P3 emphasized the need for extra support, especially in grammar, to achieve better results. P2 and P3 also highlighted the encouragement from parents and teachers, who recognized the difficulties and believed tuition would help them overcome these challenges. Additionally, P4 pointed out that tuition classes provide an opportunity to revisit incomplete lessons in a more focused and refreshing environment, making learning more effective. Overall, tuition classes serve as a crucial supplement to regular schooling for English learners.

Here, the data shows that students take tuition classes because they struggle with English due to language barriers, exam pressure, and limited interaction in school. According to Self Determination Theory (SDT), these classes can be more effective if students are motivated to learn English for its real value, not just to pass exams.

Teachers can help by making grammar and writing lessons more interesting and useful, so students feel more confident in their skills. Schools can also create a friendly and engaging learning environment where students feel supported. This way, students may not need tuition as much because their learning needs are met in school.

By applying Self-Determination Theory (SDT) ideas in both tuition and regular school classes, students can become more motivated, actively engaged in learning, and achieve greater success in their studies. Teachers play a crucial role in this process by fostering a supportive learning environment, encouraging autonomy, and providing meaningful feedback that enhances students' sense of competence and relatedness, ultimately boosting their intrinsic motivation and academic performance.

### **Teaching and Learning Dynamics in Tuition classes**

Teaching and learning dynamics refer to the ways teachers and learners interact and how the learning process works. It includes the methods teachers use to teach such as teaching style or the overall environment in which learning takes place. Thus, under this theme, I have presented two sub-themes as follow:

#### ***Methods Used in Tuition Classes***

There are different ways of teaching and learning, which can be divided into two categories: student-centered and teacher-centered. The methods teachers use can vary depending on the subject and the needs of the students. Teachers need to choose the right methods to make sure students actually learn and don't waste time. It is important for teachers to understand how students think and feel while teaching. They also need to consider the situation and environment in which they are teaching to make the learning process effective. In this study, I tried to find out the real teaching learning methods used in regular school classes and English tuition classes. Regarding these, all the participants expressed same thing that in the regular classes teachers follow teacher centered methods such as reading lessons and explaining them whereas in the tuition classes, teachers teach grammar and free writing for which they do interaction with students and allow students to discuss with friends, too.

For instance P1 shared:

In regular classes, teachers mostly use a teacher-centered approach, like lecturing, where they do most of the talking and students are expected to listen to them. This method does not encourage much interaction. In contrast, in tuition classes, teachers adopt a student-centered approach. They use discussion methods and question-answer techniques, making the classes more interactive. These methods allow us to engage with the material more deeply and improve our understanding.

Similarly P2 added:

Teachers give us specific classwork, like grammar exercises to practice. They not only assign these tasks but also check our work thoroughly, correct our mistakes, and provide constructive feedback. This helps us understand the concepts better. Additionally, during group discussions with friends, teachers encourage us and often join in, guiding us through the conversation. This interactive approach makes tuition classes more engaging and effective than regular school classes.

Regarding this P3 claimed:

In school, teachers often become strict. They maintain discipline and focus on covering the course materials. On the other hand, in tuition classes, they become kinder, more helpful, and more polite. They take time to address individual doubts and guide us through difficult areas. This supportive behavior in tuition classes makes it easier for us to ask questions and feel comfortable during learning.

Likewise P4 shared, “Teachers also give us personal attention in tuition classes, which makes a big difference in our understanding of the subject.”

Students find tuition classes more effective than regular school classes due to their interactive and supportive teaching methods. P1 highlighted that tuition teachers use a student-centered approach, like discussions and question-answer techniques, which encourage active participation and deeper understanding. P2 emphasized that the focus on practice, with teachers providing grammar exercises, checking work thoroughly, offering constructive feedback and group discussions, guided by teachers make learning more engaging. P3 noted that tuition teachers are kinder and more approachable, creating a comfortable environment where students feel encouraged to ask questions and address their doubts. Similarly, P4 appreciated the personal

attention given in tuition classes, which helps improve understanding. Overall, the interactive and supportive environment of tuition classes makes learning more effective and enjoyable.

Moreover, the students shared that there is a noticeable difference between teaching methods in regular school classes and tuition classes. In school, teachers tend to use a teacher-centered approach, focusing on lectures and discipline, with limited interaction. In contrast, tuition classes are more student-centered, with interactive methods like discussions and question-answer sessions that help students engage more deeply with the material. Teachers in tuition classes provide individual attention, give constructive feedback, and encourage group discussions, creating a more supportive and comfortable learning environment. This personalized approach helps students understand concepts better and feel more confident in asking questions.

### *Language Use in the Classes*

Language is the medium of communication by which one can transfer knowledge to the others. Without language, teaching learning process is not possible. And for better teaching learning process language of teachers, learners and language of instruction play a vital role. If these three have same language then teaching learning process move to progress. And if the language becomes different then there will be challenges for teachers as well as students, too. In my study, I found that teachers of one language community speak mostly Nepali language and students of another language community speak Tamang language and both are involving English teaching learning process where they have to read, write, speak and listen to each other in English. Regarding this P1 expressed:

Our English teacher was Adhikari who used entirely Nepali language in English classes. He explained some words in Tamang if he knew them because he was somewhat conversant in Tamang language. In our English classes, while talking with friends I use Tamang language and with teachers we all use Nepali language. Personally, I prefer English language in English classes but my friends cannot understand English. Many friends of mine even cannot understand Nepali well. All my friends request the teacher to explain in Nepali. Thus, better is using English language in English classes but friends demand Nepali one.

Similarly P2 stated:

English teacher is Ghimire. He could understand Tamang language. If he knew, he explained word meaning in Tamang. In English classes, while talking with friends I used both Nepali and Tamang languages but with teachers, we all used only Nepali language. In English classes, I prefer both Nepali and English languages.

In addition P3 shared:

Our English teacher is from Ghimire community. He had some understanding of Tamang language but struggled to communicate. Sometimes he used to say some word meaning in Tamang if he knew them. In English classes, we used both Nepali and Tamang language while talking with friends but with teachers, we all used only Nepali language. Thus, I prefer both Nepali and English languages.

Likewise P4 said:

An English teacher belongs to Shah community. Little bit he could understand Tamang language. If he knew then he explained meaning of English words. With friends, I used both Nepali and Tamang language but with teachers we all used only Nepali language. I prefer both Nepali and English languages in English classes.

The language dynamics in English classes reflect the multilingual environment of Tamang students, where teachers and students use a mix of languages to aid understanding. P1 mentioned that their teacher, Adhikari, primarily used Nepali to teach English but occasionally explained words in Tamang when possible. While P1 preferred English in the regular classes, many friends struggled with both English and Nepali, leading to a reliance on Nepali for explanations. Similarly, P2, P3, and P4 highlighted that their teachers, Ghimire and Shah, had limited knowledge of Tamang and sometimes explained English word meanings in Tamang if they knew them.

In all cases, students used both Nepali and Tamang when speaking with friends, while interactions with teachers were exclusively in Nepali. Most participants expressed a preference for using both Nepali and English in classes, balancing accessibility and the need to improve their English skills. This reflects a shared struggle to navigate learning in a multilingual context.

It is already mentioned that due to language barrier learners are involved in English tuition classes. From the interviews, I knew that participants speak Tamang

language at home with their parents and school, too. They communicate with friends in Tamang, and with teachers they interact in Nepali. While teaching English teachers just read the lesson and fully explain in Nepali in the demand of students. From this, it is clear that there is no chances of listening English and no chances of speaking, too. By this, how they can pronounce the English words and how they express their ideas through the English writings.

P1 shared her one experience of English class as follow:

Teachers as well as students focus on grammar portion just to get pass marks in the examinations rather than learning language or literature parts. And friends also tell teachers to teach or describe English lessons in Nepali. Thus, we get no chance to be exposed to English language. Due to which my friends do not know even simple English language. They even cannot make simple English sentences. While writing an essay or a paragraph my friends cannot understand the topic. Once, when teacher gave us the title “The Cow” to write a paragraph without stopping our pen, no one started writing. Only I and one of my friends wrote some paragraphs on the given title. From this, it was clear that without taking private tutoring of English many friends could not pass the English examinations.

P1 also added:

I do not blame my friends as well as my teachers for this. Here, the main blame goes to the administrators who make the rules and regulations of the school. If school administrators make the rules of teaching and speaking in English during primary English classes then there will be little changes in English studies. And from the basic level teachers have to develop interest of learning English on the students. My friends do not have interest on learning English. They just take private tutoring to pass in the examinations. Thus, motivation is important and most essential for learning.

Therefore, first and foremost, educators and anyone involved in the educational field should have good knowledge of SDT, which focuses on three psychological needs of the students that I have already discussed in my chapter two. When these three needs of the students autonomy, relatedness, and competency are fulfilled then students themselves intrinsically motivate on learning; as a result, they can go one step further in their English learning.

In conclusion, language plays a vital role in the teaching learning process, particularly in multilingual contexts. This study explored that while English was the medium of instruction, it was not consistently used in practice. Teachers often depended on Nepali and occasionally on Tamang to explain concepts, reflecting the multilingual realities of the classroom. This practice aligns with Cummins (2000) Linguistic Interdependence Hypothesis, which suggests that proficiency in a first language can support second language acquisition. But the reliance on Nepali and limited use of English in regular classrooms hinders students' opportunities to develop listening and speaking skills in English, as highlighted by P1's observation that most of the students struggled with basic English communication. Therefore, mainstream education should focus on training English teachers for effective teaching strategies to multilingual classrooms.

### ***Use of Information and Communication Technology (ICT) in English Classes***

Many schools and tuition classes still depend on traditional teaching methods, with little use of modern learning tools such as digital applications, interactive software, or online resources. This lack of technology integration limits students' ability to engage with English in dynamic and interactive ways. In most cases, English lessons are taught using text books and written exercises, with minimal exposure to multimedia tools like educational videos, language learning apps, or online practice platforms. This digital tool could help students improve their listening, speaking, and writing skills by providing real-world examples and interactive exercises. However, due to a lack of resources, teaching training, or awareness, many students do not get the opportunity to use them in their learning process. Regarding this participants have following experiences.

P1 shared, "Sometimes teachers use mobile to show meanings and overhead projector for presentation and suggest us some apps to use for learning but many friends do not know how to search apps, how to open or use it. But I use some apps suggested by teachers". Similarly, P2 and P4 claimed, "Teachers use mobile for word meanings and overhead projector for presentation in the regular classes but not in the tuition classes". P3 expressed, "Teachers teach with books only".

Students shared different perspectives on how teachers incorporate technology into their teaching methods. P1 mentioned that teachers sometimes use mobile phones to explain word meanings and overhead projectors for presentations. In addition, teachers also suggest various apps for learning, but many students struggle with

searching for, opening, or using them. However, P1 personally uses some of the apps recommended by teachers.

Similarly, P2 and P4 stated that teachers use mobile devices for word meaning and overhead projectors for presentations during regular classes. However, they observed that this practice is not followed in tuition classes, where such technological aids are not utilized.

In contrast, P3 expressed a different experience, stating that teachers rely solely on books for instruction without incorporating mobile devices or projectors into their teaching approach. This indicates a variation in teaching methods, possibly influenced by the learning environment or specific teacher preferences.

Additionally, while some teachers suggest mobile apps or online resources, many students struggle to access them due to lack smart phones, internet connectivity, or digital literacy. As a result, students miss out on self-learning opportunities that could enhance their understanding of grammar, vocabulary, and pronunciation. If schools and tuition centers integrated modern learning tools more effectively, students could benefit from interactive exercises, instant feedback, and a more engaging way to practice. Encouraging the use of digital tools in classroom, training teachers to incorporate technology into lessons and ensuring access to devices and the internet could significantly improve students' language learning experiences.

### **Participants' Lived Experiences in Receiving English Tuition**

This research work is conducted using the phenomenological research design which focuses on the study of an individual's lived experiences. Thus, here I have presented the lived experiences of participants in receiving private English tutoring.

#### ***Positive Perspectives***

In Nuwakot district, most of the students studying at secondary level involve in English tuition. They do not take any other forms of private tutoring such as online tutoring, group tutoring, one-to-one or home tutoring because they have to go to school to take tuition classes. They take tuition classes inside school premises with the same subject teacher. And they have following experiences that drive them to take English tuition classes.

P1 shared:

I feel good to take English tuitions because we get more time to practice grammar. We can complete our grammar courses and other contents that are not covered at school. We can practice on free writings. Teachers provide us

extra exercises from our books. We can discuss with our friends on related topics. Teachers become close to us so, we can freely interact with teachers which we rarely can do in the regular classes.

P2 said:

In my experiences, taking English tuition classes is good. I feel English subject difficult. Thus, we get time to practice grammar as well as free writing to get pass marks in tuition classes. We can interact with teachers and friends, and also can ask questions.

P3 said, "I am taking tuition classes because it helps to get pass marks. In tuition classes, we get time to discuss with friends and teachers. We also can ask doubt questions easily." Similarly, P4 replied:

Taking English tuition helps us to get pass marks in the examinations. In tuition classes, we can get time to discuss with our friends and teachers. We can easily ask the answers of the questions which we could not find in the books. There is no disturbances in tuition classes.

Students find private tutoring beneficial for improving their English skills and preparing for examinations. P1 appreciated the additional time for practicing grammar, free writing, and completing unfinished courses, along with the opportunity to freely interact with teachers and friends. P2 and P3 emphasized that tuition helps them focus on grammar and free writing, which are crucial for passing examinations, while also providing a supportive environment to ask questions and clarify doubts. P4 highlighted the focused and disturbance-free environment of tuition classes, where they can discuss topics with teachers and friends and address questions not covered in textbooks. Overall, tuition classes offer personalized support, ample practice opportunities, and a collaborative learning atmosphere that regular classes often lack.

The findings from the study indicate that students perceive English tuition classes as beneficial for addressing specific academic challenges, particularly in grammar and writing. These findings align with existing literature on the advantages of private tutoring. For example Bray (2013) highlights that private tutoring often provides tailored learning opportunities that are not available in regular classroom setting.

In conclusion, it was clear that taking private tutoring of English is satisfied. The main aim of taking private tutoring is to get pass marks rather than improving English language or English knowledge. It is more focused on practicing grammar, or it is examination oriented. And we also can assume that school periods or working hours

are not enough to complete the courses which result taking tuitions to complete courses rather than improving English.

### *Negative Perspectives*

Simply, we think that tuition classes are provided to give additional knowledge on related subjects but my study found that tuition classes are mainly run to complete the grammar courses and they are focused on result. Tuition focuses mainly on grammar to get pass marks. Students cannot develop communicative competence of English language and also lose interest on this subject due to the impact of tuition classes. Participants have shared their experiences as follow:

P1 shared:

It is waste of money because we have to pay for it. Early in the morning, we have to leave home for school to take tuition and we return only in the evening. So, we cannot help our parents in their works. We take tuition of Mathematics, Science, and English from 6 am to 9 am. In regular classes also we study these subjects. Thus, less time remains for other subjects.

Similarly, P2 said, “We have to pay 18 hundred for tuition of three subjects. And while going tuition, we get no time for doing works at home. We cannot help our parents. We feel tired while returning home.”

In addition, P3 argued:

Even taking tuition classes, we cannot get good marks thus, I think it is just waste of money and time. I also experienced that we get less time for other subjects. Early in the morning, we have to go for tuition and in the evening we return, and have to do some works at home. After lunch, we become tired and sometimes we do homework given in school and sometimes without doing we sleep. Thus, there is no time for reading other subjects.

In the same manner P4 claimed:

We take tuition classes of English, Mathematics, and Science. For these three subjects, we have to pay 18 hundred per month. It is hard to pay and without paying we cannot take tuition classes. Early in the morning to evening we have to spend time in school. Thus, we cannot help our parents in their work. In other subjects we cannot focus fully. Sometimes, taking tuition classes create stress, too.

All of the participants stated that they must pay for tuition classes. As previously stated the majority of the students belong to lower middle class family.

And they believe that if they study hard enough, they may pass the examinations without having to pay for tuition classes. As I listened to this, I started to wonder how they could pass the examinations without taking tuition classes because they must complete grammar courses and practice it in tuition classes, which they do not do in regular classes. Participants are so innocent that they are unable to speak out against the fee and the education systems of their schools. They themselves believe that they are weak. P2 said, “We were weak in English subject so, teachers ran tuition to make us pass in the examinations.” They do not know how they became weak. They are unknown about the curriculum. They do not know it is the responsibility of teachers to finish the courses in regular classes.

Teachers must be familiar with curriculum of class 9 to 12. If teachers cover all literary and grammatical courses in the regular classes, then students can easily pass the examinations. In addition, teachers can employ a variety of ICT tools to help students learn in the age of science and technology, which help them to finish the courses on time and encourage students to practice their studies more. For this, the assistance of the administrators is necessary.

Though private tuition classes offer academic support, students also highlight significant drawbacks, particularly related to cost, time, and workload. P1 and P2 emphasized that tuition fees are expensive, with 1,800 rupees required for three subjects, and the time spent in tuition and school makes them unable to help their parents with household work. P3 expressed frustration that despite taking tuition, good scoring is not guaranteed, and the demanding schedule leaves little time or energy for studying other subjects. Similarly, P4 noted that the financial burden and the long hours spent in tuition and school lead to stress and difficulty focusing on other subjects. Overall, while tuition may offer academic benefits, it also creates financial and time-related challenges for students and their families.

Despite the benefits, the findings reveal notable challenges associated with English tuition classes. The financial burden of private tutoring, as highlighted by P1 and P2, aligns with concerns raised by Bray and Lykins (2012) about the socioeconomic inequities maintained by private tutoring systems. For lower middle-class families, the cost of tuition classes can strain financial resources, creating stress for both students and their families.

### *Students' Perception towards English as a Subject*

Students have different perceptions of English as a subject. Students who have done primary education in private school feel English subject easy whereas who have continued in community schools from primary level it is hard a subject. For example P1 feels English subject easy because she joined community school from class six. Up to class five she studied in a private school where she learnt basic English which helped her in present studies. But P2, P3 and P4 feel English as a difficult subject. Here, P1 thought:

English is a good subject. If we study hard, it becomes easier over time. But if we do not make an effort, it can feel very difficult. Consistency is the key—if we keep learning and practicing regularly, it feels manageable and even enjoyable. Without regular effort, it becomes a tough subject to handle.

P3 added:

I feel that English is fine. It is not too difficult if we put in effort, but it does require consistent focus and practice, especially in grammar. Passing the examinations heavily depends on how well we grasp grammar concepts. For me, practicing grammar is essential as it forms the foundation for most questions in the examinations. Without sufficient practice, it becomes hard to manage, but with enough effort, it feels achievable.

Here, P4 also expressed, “I feel that English is a good subject. It is interesting and essential, but it can also be challenging at times. With the right guidance, like the one we get in tuition classes, it becomes easier to understand.”

In conclusion, students have different perceptions of English as a subject based on their educational backgrounds and experiences. Those with a private school foundation, like P1, find English easier due to their early exposure to basic concepts. In contrast, students who have studied in community schools from the beginning, like P2, P3, and P4, often find English more challenging. However, all students agree that consistent effort, regular practice—especially in grammar—and proper guidance are crucial for mastering the subject. With dedication and the right support, such as tuition classes, English can become an interesting and manageable subject for all learners or by integrating SDT theory into mainstream education, students can develop self-determined motivation, reducing their dependence on English Tuition while improving their overall learning experiences.

## **Challenges Experienced by Students**

In village life, students have to face many challenges to go to school. Beside this, it is more challenging to take tuition classes mainly in winter session, when the sun rises late and days pass faster. Thus, here I have presented challenges experienced by the participants during their English tuition classes.

### ***Financial Burden***

In many villages, most students come from lower middle-class families, and paying for their education can be very difficult for these families. They often do not have enough money to cover basic needs like food and shelter, so paying for things like school fees, uniforms, and books becomes a big challenge. Parents in these families usually work hard, but their income is only enough to meet daily needs, not extra expenses like education. Because of this, education is often not a top priority, and students may struggle to attend school or get the resources they need to succeed, like study materials or a healthy diet. This makes it hard for children to perform well in school and can create a cycle where limited money affects their chances for a better future. Regarding this, P1 mentioned:

Teachers take fee for the tuition classes. And due to large number of students fee is reasonable. However, some parents are unable to afford it, and students do not get admit card until the last hour of the examination. When their parents manage fee only they receive the admit card.

For P2, P3 and P4 also it is challenging for paying the tuition fee because their parents are farmers and have to depend on agriculture for their survival. Paying tuition fees poses a significant challenge for many students, as their families rely on farming and agriculture for their livelihood. P1 acknowledged that while tuition fees are reasonable due to the large number of students, some parents struggle to afford them, delaying access to examination cards until fees are paid. To manage this, P1 sometimes takes the initiative to contribute by doing “melapat.” Similarly, P2, P3, and P4 face difficulties covering tuition fees due to their families' limited financial resources. This highlights the financial burden tuition classes pose to students and their families, despite its perceived importance for academic success.

### ***Time Constraints and Travel Difficulties***

Several participants mentioned the challenges of traveling long distances, often in difficult weather conditions, particularly for female students. Safety concerns and the discomfort of early mornings were common issues. As P1 shared:

I have to go alone walking 45 minutes for tuition classes early in the morning. I get scared of wild animals like tigers on the way, so I use ear phones and play music with loud sound to get rid of fear. There is no light on the way. We have to pass rivers and forest on the way to school.

Similarly P2 mentioned:

The school where the tuition classes are held is about 45 minutes away from my home. I have to walk there early in the morning, which is challenging. Sometimes, I have to go alone, passing through fields, jungles, and rivers. It is scary and unsafe, especially during the winter when it is still dark outside. There were times I missed classes because I was too afraid of thieves or wild animals. The path to school had no lights, which made it even more dangerous.

In the same way P3 stated:

For me, the biggest challenge is the distance. It takes about 45 minutes to an hour to reach the tuition class. Sometimes, I have to travel alone, which makes me feel unsafe, especially in the early morning. The route to the school passes through jungles and rivers, and I often felt scared while walking there by myself. During the winter season, it becomes even more difficult. The cold weather and dew make it uncomfortable to travel as our clothes would get wet. These conditions sometimes make me skip the classes altogether.

Similarly, P4 also said, "One major challenge is the time it takes to reach school. It is about 30-minutes' walk for me, and going to tuition classes early in the morning is particularly hard, especially during the winter."

Students face significant challenges in attending early morning tuition classes, primarily due to long and unsafe commutes. P1, P2, and P3 described having to walk 45 minutes to an hour through dark, unlit paths, forests, and rivers, often feeling scared of wild animals or thieves. P1 mentioned using loud music to distract from fear, while P2 and P3 highlighted skipping classes at times due to safety concerns. P3 also noted the discomfort of traveling in cold, wet conditions during winter. P4, with a slightly shorter 30-minute walk, shared similar struggles, especially in the cold mornings. These experiences underline the physical and emotional difficulties students endure to attend tuition classes.

These experiences of the participants align with the findings from research Muralidharan and Prakash (2017), which highlight how long travel distances and

unsafe commutes significantly impact rural students' attendance and academic performance, especially for female students.

### ***Limited Time for Other Activities***

Limited time for other activities is a big challenge with private tutoring. Students spend so much time in school and tuition classes that they do not have enough time for homework in other subjects, helping their families, or taking care of themselves. This can cause stress as they try to balance everything. The lack of free time can also affect their health and well-being, and they might miss out on other activities that help them grow, like sports or hobbies. Regarding this participants expressed their experiences as given:

P1 argued, "There was no time for breakfast before heading to tuition classes. We would go directly to school after tuition and only eat lunch during the break. This routine was exhausting and difficult to manage."

Same like this P2 stated:

Another challenge was the difficulty of managing meals. I had to prepare lunch early in the morning before leaving for tuition, and by the time we ate it at school the food was cold. This made me feel uncomfortable and sometimes sick. The entire routine from preparing for tuition to managing meals and traveling long distances was exhausting and made the process very difficult.

P4 also has similar challenges, "The cold weather makes it difficult to get out of bed, and preparing lunch to take to school adds to the trouble."

Managing meals and maintaining a routine are challenges for students attending private tuition classes. P1 mentioned that there was no time for breakfast before tuition, and they would only eat lunch during the school break, making the routine exhausting. P2 shared the difficulty of preparing lunch early in the morning, which would get cold by the time it was eaten at school, causing discomfort and sometimes sickness. P4 also pointed out that the cold weather made it hard to get out of bed, and preparing lunch added to the struggle. Overall, the combination of managing meals, long commutes, and a tight schedule made the entire process exhausting and difficult to handle.

Truly it is very challenging for the village students to go to school and to take tuition classes early in the morning. According to the data of the interviews, it is clear that students are indirectly deprived of their rights. They are not getting free time for their hobbies. Not getting time for breakfast. Lunch also have to prepare by

themselves and cannot have warm. There is no proper facility of transportation for the students. Even no lights on the way to school. No security for the students.

It is very hard to get education in the village. Participants even do not have any experiences of online classes or online private tutoring. When I inquired if they had any experience with online classes or online private tutoring during Covid-19, all participants responded "No". In my opinion, if students have access to the internet, teachers should provide online tutoring rather than physical tutoring, so that students do not have to confront the obstacles mentioned above. Education sectors must be aware of these cases.

In conclusion, students in rural areas face many challenges with private tuition. They don't have enough time for meals, rest, or activities like hobbies and sports. Similar challenges were identified by Bray (2020) who noted that private tutoring often creates time constraints and sometime sickness. Long travel times, poor transportation, and unsafe conditions add to their struggles. These difficulties make their routines exhausting and affect their health and well-being. These findings suggest a need for more flexible educational solution in rural setting

From the perspectives of SDT, when students' three psychological needs such as autonomy, competence, and relatedness are met, they become intrinsically motivated to learn, enabling them to acquire both the English language and knowledge about it. Therefore, in my view, offering online tutoring can help to meet these three psychological needs by reducing the challenges discussed earlier. Here, the lack of access to online classes or private tutoring during COVID-19 also shows that they are missing out on opportunities that could make learning easier. Offering online tutoring could save students time, reduce travel, and help them focus more on their studies. Improving transportation, safety, and basic facilities is also important to support these students and ensure they can get an education without so much difficulty.

## Chapter 5. Findings, Conclusion and Pedagogical Implications

This chapter deals with the findings, conclusions, and possible pedagogical implications of the study.

### Findings

After analyzing and interpretation of the collected data I have revealed the following findings.

#### *Positive Aspects*

**Enhanced Focus on Grammar.** Private tutoring in English emphasizes grammar, which often neglected in regular school classes.

**Improved Interaction.** Students experience better interaction with teachers and friends during private tutoring, allowing them to clarify doubts and engage more effectively.

**Supportive Learning Environment.** Tutoring classes create a more personalized and supportive atmosphere, helping students feel comfortable and motivated.

**Better Academic Performance.** Participants reported improvements in their exams scores and overall confident in English due to target supported received in tuition classes.

#### *Challenges*

The students who are in village and studying there in secondary level have to face many challenging regarding private tutoring. Some significant challenges faced in this study by the participant are as follow:

**Transportation Problems.** Students have to walk for about an hour early in the morning to get to school for private tutoring. The path goes through fields, forests, and rivers, where they cannot use bicycles or other transport, which makes the journey scary and unsafe.

**Financial Strain.** Families, especially those with limited income, face difficulties affording private tutoring.

**Time Constrains.** Students struggle to balance tuition, school, and household responsibilities, leaving limited time for breakfast, lunch, rest and other activities.

**Overemphasis on Exams.** Private tutoring tends to focus heavily on exam preparations rather than holistic language development, limiting students' practical English skills.

### ***Influence and Motivation***

Joining English private tutoring depends on factors, influence, and motivation. Motivation plays an important role in learning, as it can either help students improve or make them less active in their studies. In this study, most participants were motivated to join English private tutoring because of the following factors:

**Perceived Inadequacies of Mainstream Education.** Limited focus on individual students need, incomplete courses and outdated teaching methods that is teacher centered methods in schools push students towards English private tutoring.

**Parental and Teachers Pressure.** Students often feel compelled to join tuition classes due to societal expectation and encouragement from teachers and parents.

In conclusion, this study highlights both the benefits and challenges of private tutoring in English for secondary level students in Nuwakot. On the positive side, private tutoring enhances grammar skills, fosters better interaction, provides a supportive learning environment, and improves academic performance. However, challenges such as transportation difficulties, financial strain, time constraints, and an overemphasis on exam preparation hinder its accessibility and effectiveness. Additionally, motivation to join private tutoring is influenced by the perceived shortcomings of mainstream education and societal pressures from parents, teachers, and peers. These findings underscore the need for policymakers, educators, and stakeholders to address these issues, ensuring private tutoring becomes a more accessible, equitable, and effective tool for supporting students' educational goals and holistic language development.

### **Conclusions**

This study explored the reasons and challenges of secondary-level students in taking private tutoring of English, focusing on their motivations, learning experiences, and the causes they encountered. The findings revealed that students seek private tutoring for various reasons, including academic improvement, exam preparation, language barrier and parental expectations. The study also highlighted the teaching and learning dynamics, showing that private tutoring provides personalized instruction, additional practice, and a supportive environment that helps boost students' confidence. However, several challenges were identified, such as financial burdens, time constraints, travel difficulties and academic pressure, which can negatively impact students' overall experiences. Rooted in Self-Determination Theory

(SDT), the study emphasized the role of both intrinsic motivation, such as personal interest in learning, and extrinsic motivation, such as academic requirements and parental pressure, in influencing students' participation in private tutoring. While many students found tutoring beneficial, others struggled with stress due to high expectations and demanding schedules.

Overall, private English tutoring plays a significant role in students' education, offering both advantages and challenges. Many students turn to tutoring because regular classrooms often provide limited interaction and insufficient focus on grammar and writing skills. While tutoring helps fill these gaps, it also creates educational inequalities, as not all families can afford such services, further widening the learning gap. To improve English education, schools should enhance classroom instruction by incorporating structured grammar and writing lessons, interactive teaching methods, teacher training programs, and technology-based learning tools. Additionally, ensuring accessibility to quality English education for all students can help reduce reliance on private tutoring. Early exposure to English through activities like storytelling and language games can foster independence and confidence in learners from a young age. This study offers valuable insights for educators, parents, and policymakers to enhance the effectiveness of private tutoring and address its challenges. Future research should explore the long-term impact of private tutoring on students' academic performance and overall well-being.

### **Implications of the Findings**

Private English tutoring in the field of education has been a topic of much debate. Supporters argue that it serves as a valuable tool to help students develop their language skills more effectively. They believe that personalized instruction, tailored to a student's specific needs, can boost confidence, enhance understanding, and accelerate progress in learning English. On the other hand, critics see private tutoring as a potential obstacle to genuine language learning. They argue that it can create dependency on tutors, reduce opportunities for independent learning, and sometimes focus too much on exam preparation rather than practical communication skills. This ongoing debate highlights differing perspectives on the role and impact of private English tutoring in education.

In Nuwakot district, many secondary-level students take private tutoring as a part of their regular education. While it has both benefits and drawbacks, students often think private tutoring is only for exam preparation. They do not see it as a way

to improve their overall learning. This study aims to share students' experiences with private tutoring, which is part of shadow education, and help people in the education sector understand what private tutoring really is. It also highlights how private tutoring should be used to improve the quality of education, especially in English, focusing on learning the language itself rather than just its rules and structures.

Thus, the findings of this study have several important pedagogical implications for improving the education system and supporting students more effectively as outlined below.

#### ***For Educational Policy and Curriculum Development***

Policymakers can use the results of this study to improve school curricula. They should ensure that lessons focus on both developing practical language skills and preparing for exams. By reforming the curriculum to be more interactive and inclusive, the reliance on private tutoring can be reduced.

#### ***For Teachers and Schools***

Schools need to create an environment where all students feel supportive. Teachers should use interactive and engaging methods to teach, making sure students' individual needs are met. Regular training sessions for teachers can help them to adopt innovative methods and use students' native language to explain difficult concepts.

#### ***For Parents***

Parents play an essential role in their children' learning. They should focus on encouraging self-learning at home by supporting their children's effort to read, write, and practice English in everyday situations. Instead of putting pressure on exam results, parents should encourage balanced academic growth and help their children manage time effectively.

#### ***For Students***

Students can benefit from taking more responsibility for learning. They should actively participate in self learning activities, such as practicing English by reading books, writing essays, and speaking with friends. Managing their time between school, tuition, and other activities is also important for reducing stress and achieving better results.

#### ***For Researchers***

This study opens up opportunities for more research works on private tutoring in different areas. Future studies could explore how private tutoring affects students in

urban areas or other districts. Long-term studies could also look at the impact of private tutoring on students' personal and academic growth over time.

By addressing these implications, all stakeholders in the education system- from policymakers and teachers to parents and students- can work together to create a fair and effective learning environment. This will help reduce the need for private tutoring and ensure that all students receive a quality education.

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## **Appendices**

### **Appendix I: Interview Guidelines**

Interview guidelines have been prepared to collect information for the research work entitled, 'Lived Experiences of Secondary Level Students on Private Tutoring of English' under the supervision of Mr. Hari Prasad Kafle, Department of English Education, M.R.C. Tahachal, Kathmandu, Nepal. I do hope that you will Co-operate by providing invaluable information to get success in my research study.

#### **Questions**

- Please, introduce yourself in brief.
- Please tell me about your family background?
- What is your father's profession?
- What is your mother's profession?
- From which class did you start taking private tutoring of English?
- For what purposes did you take private tutoring of English?
- What/who encouraged to join private tutoring of English?
  - i. Parents      ii. English teachers      iii. Friends      iv. Language
  - v. School administrators      vi. Annual result      vii. Yourself
- If one of above encouraged you to take private tutoring of English then how they became your motivational factors behind taking private tutoring of English along with the mainstream education system? Give some explanation.
- How did you feel in your first private tutoring class of English? If you can remember, please share your experiences with me.
  - i. Excitement      ii. Helpful      iii. Motivated      iv. Encouraging
  - v. Boring      vi. Humiliated      vii. Dominated
- What kind of different experiences did you gain from private tutoring of English and English classroom taught in mainstream education? In relation with:
  - i. Rules and regulation      ii. Contents      iii. Time duration
  - iv. Strategies or methods of teaching      v. classroom arrangement
  - vi. Language      vii. Homework and classroom system
  - viii. Feedback or Punishment system      ix. Role of teachers and friends
  - x. teaching/learning materials      xi. Involvement of friend
  - xii. Fee system

- Did you fulfill your achievements through it?
- How did your parents think about private tutoring and mainstream educational system of teaching English subject?
- Were you and your parents satisfied with your achievement in English which you got after taking private tutoring?
- Depending on your own experiences, can you define what is private tutoring of English in short?
- According to your experiences what is your perception in taking private tutoring of English? Is it really helpful for the students to get better marks in related subject or not? Why?
- In this session, from which month are you taking the private tutoring of English?
- Are you and your all friends taking private tutoring of English in this session, too?
- Why can't you depend upon schooling education fully to get better marks in the examination?
- On the basis of your experiences of taking private tutoring of English what kind of suggestion do you want to give to your English teachers while teaching in the real classroom or teaching in private tutoring?
  - i. Teaching techniques    ii. Teaching materials    iii. Subject matters
  - iv. Teaching learning environment    v. Language of Teaching
- Would you want to suggest something to your school administrators regarding private tutoring of English?
  - i. Fees                    ii. Time                    iii. Teachers
  - iv. Teaching learning materials    v. Use of ICT
- Please share your positive as well as negative perception on taking private tutoring of English?
- What kind of challenges or problems have you faced while taking private tutoring?

**Appendix II: Transcription of Interviews****Transcription of First Interview with Participant 1 (Sec 1) 2081/05/17**

R: What is your name?

P1: My name is Kamala Tamnag.

R: What is your father's name?

P1: My father's name is Bhim Bahadur Tamang.

R: What does he do?

P1: He is a farmer.

R: What is your mother's name?

P1: My mother's name is Goma Tamang.

R: What does she do?

P1: She is a housewife as well as looks after household chores. And does "Melapat".

R: How many siblings do you have? And in which class do you all study?

P1: We are four siblings. I am the eldest sister and I study in grade twelve. My first sister studies in class eight, second sister studies in class four and small sister is still very young to go to school.

R: How is your study going on?

P1: It's running well.

R: Are you in the same school from your childhood?

P1: No, I studied up to class five in a private school. From class six I joined this school.

R: From which class are you taking tuition classes?

P1: I am taking tuition classes from class eight.

R: In which subjects do you take tuition classes?

P1: I am taking tuition classes of English, Science and Mathematics.

R: Where do you take tuition classes?

P1: We take tuition classes in the school.

R: What is the tuition time?

P1: It is 6 am to 9am.

R: Who takes the tuition classes? Same subject teachers or others?

P1: The same subject teachers take tuition classes.

R: What about the fee?

P1: Teachers take fee for the tuition classes. And due to a large number of students fee is reasonable. However some parents are unable to afford it, and students do not

get admit card until the last hour of the exam. When their parents manage fee only they receive the admit card.

R: How do you manage your fee?

P1: My parents pay my fee but sometimes, I also manage by doing melapat.

R: Do all friends take tuition classes?

P1: Not all. One or two friends do not take tuition classes because of economic and transportation problem.

R: How many students were there in class ten and now in class twelve?

P1: We were forty nine students in class ten. Now we are only fourteen in class twelve.

R: What can be the result behind this decreasing number of students?

P1: Friends move to city area for work as well as for education.

R: Do you also wish to go out of your village for further study?

P1: Yes, but my family background is not good to support me to send me to the town. But I am planning to join Bachelor in Kathmandu. There I will work and study by myself. For this I am searching for good friends who also have similar desire like me.

R: I hope your wish would be fulfilled soon.

P1: Thank you.

R: For how many months do you have to take tuition classes in a session?

P1: We have to take tuition classes for five to six months in one session.

R: Could you please share the reasons for taking English tuition classes?

P1: Sure. The first reason is that English is our third language, whereas Nepali is our second and Tamang is our first language. This makes English a difficult subject for us, and to get better marks, we take private tutoring. The second reason is that grammar courses and free writing exercises are better covered in tuition classes. At school, teachers mainly focus on literature, such as poems, stories, and their exercises. The third reason is that tuition provides a space to interact freely with teachers and friends. It allows us to ask questions, clarify doubts, and engage in discussions which things we cannot often do in school classes. Lastly, tuition helps us do extra grammar practice using supplementary books, which enhances our understanding and performance.

R: Do all students pass English after taking tuition classes?

P1: Yes. Tuition classes emphasize on the grammar parts that are essential to pass

exams. So, to put it clearly, tuition is more exam-centered than focused on actually learning English.

R: How can you say that tuition is exam-centered rather than focused on learning English? Can you share your experience?

P1: In English tuition classes, teachers as well as students focus on grammar portion just to get pass marks in the examinations rather than learning language or literature parts. And friends also tell teachers to teach or describe English lessons in Nepali. Thus, we get no chance to be exposed to English language. Due to which my friends do not know even simple English language. They even cannot make simple English sentences. While writing an essay or a paragraph my friends cannot understand the topic. Once, when teacher gave us the title “The Cow” to write a paragraph without stopping our pen, no one started writing. Only I and one of my friends wrote some paragraphs on the given title. From this, it was clear that without taking private tutoring of English many friends could not pass the English examinations.”

R: Who do you think is responsible for this problem?

P1: I do not blame my friends as well as my teachers for this. Here, the main blame goes to the administrators who make the rules and regulations of the school. If school administrators make the rules of teaching and speaking in English during primary English classes then there will be little changes in English studies. And from the basic level teachers have to develop interest of learning English on the students. My friends do not have interest on learning English. They just take private tutoring to pass in the examinations. Thus, motivation is important and most essential for learning.

R: Based on your experiences, which language should English teachers use in class?

P1: Our English teacher Adhikari sir, who used entirely Nepali language in English classes. He explained some words in Tamang if he knew them because he was somewhat conversant in Tamang language. In our English classes, while talking with friends I use Tamang language and with teachers we all use Nepali language. Personally, I prefer English language in English classes but my friends cannot understand English. Many friends of mine even can't understand Nepali well. All my friends request the teacher to explain in Nepali. Thus, better is using English language in English classes but friends demand Nepali one.

R: What are the positive experiences you have with English tuition classes?

P1: I feel good to take English tuitions because we get more time to practice grammar. We can complete our grammar courses and other contents that are not covered at

school. We can practice on free writings. Teachers provide us extra exercises from out books. We can discuss with our friends on related topics. Teachers become close to us so, we can freely interact with teachers which we rarely can do in the regular classes.

R: What are the negative aspects of taking English tuition classes?

P1: One negative aspect is the financial burden. It is waste of money because we have to pay for it. Early in the morning, we have to leave home for school to take tuition and we return only in the evening. So, we cannot help our parents in their works. We take tuition of Mathematics, Science, and English from 6 am to 9 am. In regular classes also we study these subjects. Thus, less time remains for other subjects.

R: Thank you for sharing your experiences. Is there anything else you would like to add?

P1: I would just like to say that English tuition class is helpful but not a complete solution. Schools need to focus more on teaching English as a language rather than just a subject. Students also need to develop an interest in learning, and teachers should use English in class to help us practice and improve.

### **Transcription of Second Interview with Participant 1 (Sec 1) 2081/05/22**

R: Who motivated you to take English tuition?

P1: First of all, I decided for myself that taking English tuition class was necessary to achieve better results in exams. Then, my family, friends, and teachers also encouraged me to join English tuition classes. Their support reinforced my belief that this tuition class would be helpful in improving my performance.

R: How do you feel about the English subject?

P1: English is a good subject. If we study hard, it becomes easier over time. But if we do not make an effort, it can feel very difficult. Consistency is the key—if we keep learning and practicing regularly, it feels manageable and even enjoyable. Without regular effort, it becomes a tough subject to handle.

R: Based on your experience, why do teachers run English tuition classes?

P1: The main focus of teachers in private English tuition classes is on grammar, which is a crucial part of our course. They also cover free writing exercises such as letter writing and essay writing, which are often left out in regular school classes. Additionally, teachers provide extra exercises from supplementary books to help us practice more. The primary reason why teachers run tuition classes is to ensure that grammar and writing skills are covered in-depth, as these areas are essential for exams but are not given enough time in regular classes.

R: How do you feel about the behavior of your teachers in regular classes compared to English tuition classes? Do they show the same behavior in both settings?

P1: No, the behavior of teachers is different in the two settings. In regular school classes, teachers tend to be more course-centered than student-centered. They often avoid interacting much with students because of time constraints. This makes them seem less friendly or approachable. However, in tuition classes, teachers become much closer to us. They interact with us more freely, answer our questions, clarify our doubts, and focus on helping us practice grammar. This makes the tutoring environment more comfortable and productive for students.

R: What teaching methods do teachers use in regular classes compared to English tuition classes? Do they use the same methods?

P1: No, the methods are different. In regular classes, teachers mostly use a teacher-centered approach, like lecturing, where they do most of the talking and students are expected to listen. This method does not encourage much interaction. In contrast, in tuition classes, teachers adopt a student-centered approach. They use discussion methods and question-answer techniques, making the classes more interactive. These methods allow us to engage with the material more deeply and improve our understanding.

R: Do teachers use digital equipment in English tuition classes?

P1: Sometimes teachers use mobile to show meanings and overhead projector for presentation.

R: Do teachers suggest for learning applications or not?

P1: They suggest us but many friends do not know how to search apps, how to open or use it. But I use some apps suggested by teachers.

R: On your own experience, can you define what tuition classes are?

P1: The classes which we take out of regular classes to improve our studies are called tuition classes.

R: Based on your experience, what is necessary for learning English?

P1: To perform well in English, the first and most important thing is self-effort. We need to study hard on our own with support from teachers and resources like the internet. Additionally, strict rules and regulations should be implemented by school administrators to improve teaching and learning practices in English. Schools should also introduce motivational activities that encourage students to develop an interest in

learning English. These could include language competitions, storytelling sessions, and group discussions to make learning more engaging and effective.

R: In your opinion, do students focus less on regular classes because of tuition classes?

P1: No, I do not think so. We focus equally on both types of classes because they serve different purposes. In regular classes, teachers mainly teach literature, such as stories and poems, while in the tuition classes they focus on grammar and writing skills. Both are important, and students benefit from a balance between the two.

R: Have you faced challenges while attending English tuition classes?

P1: Yes, I have. When I was in class 8, I was the only girl in my neighborhood attending English tuition. Every morning, I had to walk for 45 minutes in the cold winter with two boys. It was challenging and uncomfortable. Additionally, there was no time for breakfast before heading to tuition. We would go directly to school after tuition and only eat lunch during the break. This routine was exhausting and difficult to manage. Now a days, I have to go alone walking 45 minutes for tuition classes early in the morning. I get scared of wild animals like tigers on the way, so I use ear phones and play music with loud sound to get rid of fear. There is no light on the way. We have to pass rivers and forest on the way to school.

R: Thank you for your insights. Is there anything else you would like to add about your experiences?

P1: Yes. I believe private tutoring has its advantages, but schools should take more responsibility for providing a comprehensive education. If schools can cover all aspects of the English course, such as grammar, writing, and literature, students may not need private tuition. Also, students should be motivated to learn English as a language, not just as a subject to pass examinations. Schools and teachers should create an environment where English is taught effectively and where students can practice speaking and writing in a supportive atmosphere.

### **Transcription of the First Interview with Participant 2 (Sec 2) 2081/05/18**

R: What is your name?

P2: My name is Kamali Tamnag.

R: What is your father's name?

P2: My father's name is Ram Bahadur Tamang.

R: What is your mother's name?

P2: My mother's name is Thuli Maya Tamang.

R: How many siblings do you have? And in which class you all study?

P2: We are eight siblings. I and my one sister are studying. Other three sisters and one brother are married. One brother is in abroad and another is in India for work.

R: How is your study going on?

P2: It is going on well.

R: Are you in the same school from your childhood?

P2: No, I studied up to class eight in another school. From class nine I am in this school.

R: From which class are you taking tuition classes?

P2: I am taking private tutoring from class nine.

R: In which subjects do you take tuition classes?

P2: I take tuition classes of English, Science, and Mathematics.

R: Where do you take tuition classes?

P2: We take tuition classes at school.

R: What is the tuition time?

P2: It is 6 am to 9am.

R: Who take the tuition classes? Same subject teachers or others?

P2: The same subject teachers take tuition classes.

R: What about the fee?

P2: Teachers take 18 hundred for three tuition classes.

R: How many students were there in class ten and now in class eleven?

P2: We were sixty three students in class ten. Now we were only sixteen in class eleven.

R: What can be the result behind this less number of students?

P2: Friends who have relatives or siblings in urban area, they go to the town for further studies.

R: Do all friends take tuition classes?

P2: No, some friends do not take tuition classes and do not come school regularly.

R: Why some friends do not come regularly to take tuition classes? Is there any reason?

P2: One friend do not take tuition classes because her mother helps her in studies. And may be the lack of interest on studies other friends miss the tuition classes.

R: For how many months you have to take tuition classes in one session?

P2: We have to take tuition classes for five to six months in one session.

R: Could you please share the reasons for taking English tuition classes?

P2: English has always been a difficult subject for me. I struggle to understand it well enough to pass my exams. That is why I decided to take English tuition classes. Another reason is that tuition classes help us focus on grammar and free writing, which are not thoroughly covered in regular school classes. Tuition also allows us to interact with teachers and friends more freely. It gives us a chance to ask questions and clear doubts, which is harder to do during regular school hours.

R: Do all students pass in English after attending tuition classes?

P2: No, not all students pass.

R: Who cannot pass the examination even after receiving English tuition? What might be the reasons?

P2: The students who do not take tuition classes and do not complete their homework regularly often fail in English. In our tuition classes, the main focus is on grammar courses, which are essential for securing passing marks in exams. Without this extra practice and effort, it is hard to succeed in English.

R: Based on your experience, which language is better for English teachers to use during English classes?

P2: Our English teacher is Ghimire sir. He could understand Tamang language. If he knew, he explained word meaning in Tamang. In English classes, while talking with friends I used both Nepali and Tamang languages but with teachers we all used only Nepali language. In English classes, I prefer both Nepali and English languages.

R: Can your friends understand simple English language?

P2: No. It is hard for them.

R: What about the English writing?

P2: My friends take help of grammar marks to pass in English examinations. For them writing in English is very difficult.

R: What are the positive experiences you have with English tuition classes?

P2: In my experiences, taking English tuition classes is good. I feel English subject

difficult. Thus, we get time to practice grammar as well as free writing to get pass marks in tuition classes. We can interact with teachers and friends, and also can ask questions.

R: What negative experiences have you had with English tuition classes?

P2: One of the main issues is the cost. We have to pay 18 hundred for tuition of three subjects. And while going tuition, we get no time for doing works at home. We cannot help our parents. We feel tired while returning home.

R: Thank you for sharing your experiences. Is there anything else you would like to add?

P2: I just want to say that though tuition classes are helpful, schools should do more to cover important topics like grammar and writing, so students don't have to depend so much on private tutoring.

### **Transcription of the Second Interview with Participant 2 (Sec 2) 2081/08/19**

R: How and who motivates you to take English tuition classes?

P2: For me, it is almost impossible to pass the English examinations without taking tuition classes. This realization motivated me to join English tuition classes. My parents, and teachers also played a significant role in encouraging me. They understood the challenges I faced with English and believed that tuition classes would help me overcome those difficulties and perform better in the examinations. Thus, I was primarily self-motivated. I realized that if I wanted to pass my exams, I needed the extra help that tuition classes provide. The grammar portions of our syllabus are particularly challenging, and tuition classes focus specifically on those areas. This understanding drove me to join.

R: Do friends also encourage you to take tuition class?

P2: Friends who do not take tuition classes, they say taking tuition classes is not necessary. First girl also does not take tuition classes and tells us not to take tuition classes.

R: In your experience, why do teachers run English tuition classes?

P2: Teachers know that many students struggle with English, particularly grammar, which is a key part of the syllabus. To help us improve and prepare better for exams, they run tuition classes. These sessions focus on making us stronger in grammar and other challenging areas. Additionally, the lessons in English often progress from simple to complex, and tuition provides an opportunity to discuss and clarify difficult

topics in greater depth. Teachers also use tuition to complete any lessons or exercises that might have been left unfinished in regular school classes.

R: How do you feel about the behavior of your teachers in regular classes compared to English tuition classes? Do they show the same behavior in both settings?

P2: Yes, teachers generally behave the same in both regular and tuition classes. However, I feel that they teach more thoroughly and properly in tuition classes.

R: How did you feel that teachers teach more properly in English tuition classes?

P2: In tuition classes, teachers are more approachable and helpful. They create an environment where we feel comfortable asking questions and discussing our doubts. Teachers give us specific classwork, like grammar exercises to practice. They not only assign these tasks but also check our work thoroughly, correct our mistakes, and provide constructive feedback. This helps us understand the concepts better. Additionally, during group discussions with friends, teachers encourage us and often join in, guiding us through the conversation. This interactive approach makes tuition classes more engaging and effective than regular school classes.

R: In your experience, what is necessary for learning English?

P2: The most important things are self-discipline and hard work. We need to put in consistent effort to practice reading, writing, and grammar. Relying solely on teachers or tuition is not enough; we must take responsibility for our learning. Teachers and tuition provide valuable guidance, but it is up to us to make the most of it by studying diligently on our own.

R: In your opinion, do students focus less on regular classes because of private tutoring?

P2: No, I do not think so. Regular classes and tuition serve different purposes, and students understand that both are important. In regular classes, we focus on the core lessons, like literature, while tuition classes are more practice-oriented, especially for grammar and writing. Both complement each other. Additionally, friends become supportive in both settings, which helps maintain focus and motivation.

R: Do teachers use digital equipment while taking English tuition classes?

P2: Teachers use mobile for word meaning and overhead projector for presentation in regular classes but not in tuition classes.

R: Can you share the challenges you have faced while taking tuition classes?

P2: Sure. The school where the tuition classes are held is about 45 minutes away from my home. I often have to walk there early in the morning, which is challenging.

Sometimes, I have to go alone, passing through fields, jungles, and rivers. It is scary and unsafe, especially during the winter when it is still dark outside. There were times I missed classes because I was too afraid of thieves or wild animals. The path to school has no lights, which made it even more dangerous.

Another challenge was the difficulty of managing meals. I had to prepare lunch early in the morning before leaving for tuition, and by the time we ate it at school the food was cold. This made me feel uncomfortable and sometimes sick. The entire routine from preparing for tuition to managing meals and traveling long distances was exhausting and made the process very difficult.

R: Thank you for sharing your experiences?

P2: You are welcome.

### **Transcription of the First Interview with Participant 3 (Sec 3) 2081/05/20**

R: What is your name?

P3: My name is Suntali Tamang.

R: What is your father's name?

P3: My father's name is Amar Bahadur Tamang.

R: What does he do?

P3: He is a farmer.

R: What is your mother's name?

P3: My mother's name is Ful Maya Tamang.

R: What does she do?

P3: She is a housewife.

R: How many siblings do you have?

P3: We are six siblings. We all are students.

R: How is your study going on?

P3: It is going on well.

R: Are you in the same school from your childhood?

P3: No, I studied up to class eight in another school in Besi. From class nine I am in this school.

R: From which class are you taking tuition classes?

P3: I am taking tuition classes from class nine.

R: In which subjects do you take private tutoring?

P3: I take tuition of English, Science and Mathematics.

R: Where do you take tuition classes?

P3: We take tuition classes in the school.

R: What is the tuition time?

P3: It is 6:45 am to 9am.

R: Who take the tuition classes? The same subject teachers or others?

P3: The same subject teachers take tuition classes.

R: What about the fee?

P3: Teachers take 18 hundred for the tuition classes.

R: Do all friends take tuition classes?

P3: No, 7/8 boys don't take. In school also they do not come regularly.

R: What can be the reasons for this?

P3: I am not sure.

R: For how many months you do have to take tuition classes in a session?

P3: We have to take tuition classes for five to six months in a session.

R: Could you please share the reasons for taking English tuition classes?

P3: The primary reason for taking English tuition classes is to secure good marks in the very subject. English is not easy for many of us, and tuition helps us practice grammar and free writing, which are essential parts of the syllabus. Among all the reasons, the most important one is to complete our grammar courses. Regular school classes don't always give us enough time to practice these areas in depth, so tuition becomes necessary.

R: Do all students pass the English subject after taking tuition classes?

P3: No, not everyone passes. It depends on how much effort the student puts in the particular subject. Only those who study hard and practice regularly manage to pass. Tuition alone cannot guarantee success if the student does not actively engage in learning and practicing on their own.

R: According to your experiences, which language is better to use by the English teacher in English classes?

P3: Our English teacher is from Ghimire community. He had some understanding of Tamang language, but struggled to communicate. Sometimes he used to say some word meaning in Tamang if he knew them. In English classes, we used both Nepali and Tamang language while talking with friends but with teachers, we all used only Nepali language. Thus, I prefer both Nepali and English languages.

R: What are the positive perceptions you have experienced in receiving English tuition classes?

P3: I am taking tuition classes because it helps to get pass marks. In tuition classes, we get time to discuss with friends and teachers. We also can ask doubt questions easily.

R: What are the negative perceptions you have experienced in English tuition classes?

P3: Even taking tuition classes, we cannot get good marks thus, I think it is just waste of money and time. I also experienced that we get less time for other subjects. Early in the morning, we have to go for tuition and in the evening we return, and have to do some works at home. After lunch, we become tired and sometimes we do homework given in school and sometimes without doing we sleep. Thus, there is no time for reading other subjects.

R: Thank you so much for this collaborative interview.

P3: Welcome.

### **Transcription of Second Interview with Participant 3 (Sec3) 2081/08/18**

R: Who motivates you to take English tuition classes?

P3: I motivate myself the most. I realized that if I want to pass my English exams and perform well, I need extra support, especially in grammar. Apart from that, my parents and teachers also play a significant role in motivating me to join English tuition classes. They often encourage me to take these classes to improve my understanding and prepare better for the examinations.

R: How do you feel about the English subject?

P3: I feel that English is fine. It is not too difficult if we put in effort, but it does require consistent focus and practice, especially in grammar. Passing the examinations heavily depends on how well we grasp grammar concepts. For me, practicing grammar is essential as it forms the foundation for most questions in the examinations. Without sufficient practice, it becomes hard to manage, but with enough effort, it feels achievable.

R: In your experience, why do teachers run English tuition classes?

P3: In my opinion, teachers run English tuition classes to make the subject easier for students. Regular school classes don't always allow time for detailed practice, particularly in grammar. Teachers use tuition as a way to complete the grammar syllabus and provide additional support. The extra sessions allow them to focus more on exercises and activities that help us improve. Tuition classes make it possible to

break down complex topics into simpler parts, making the subject more approachable and less intimidating for students like me.

R: How do you feel about the behavior of your teachers in the regular classes compared to English tuition classes? Do they show the same behavior in both settings?

P3: No, I do not think teachers behave the same in both settings. In regular school classes, teachers primarily focus on reading and explaining lessons. The focus is more on completing the syllabus and ensuring that students understand the core material. However, in tuition classes, their approach changes. They concentrate more on grammar practice, which is essential for passing exams.

In school, teachers often become strict. They maintain discipline and focus on covering the course material. On the other hand, in tuition classes, they become kinder, more helpful, and more polite. They take time to address individual doubts and guide us through difficult areas. This supportive behavior in tuition classes makes it easier for us to ask questions and feel comfortable during learning.

R: In your experience, what is necessary for learning English?

P3: Learning English requires a combination of regular study and guidance from teachers. Students must consistently study and practice the subject on their own, especially grammar, which forms the backbone of the syllabus. Regular study helps in retaining concepts and improving writing skills.

At the same time, the help of a teacher is indispensable. Teachers provide direction, correct our mistakes, and help us focus on the important parts of the syllabus. Without their guidance, it is easy to lose track or struggle with challenging areas. So, it is a balance—our efforts combined with the teacher's support create the best conditions for learning English.

R: In your opinion, do students concentrate less on regular classes because of private tutoring?

P3: No, I do not believe that is true. In fact, students tend to focus more on their studies overall. Regular classes and private tuition serve different purposes, and students understand their importance. Regular classes provide a broader understanding of the syllabus, including literature and other components, while tuition classes focus on grammar and additional practice.

Rather than causing distractions, tuition complements the learning that happens in school. It helps students prepare better by reinforcing what they learn at school.

Moreover, friends in both settings often motivate and support each other, which helps maintain a good balance. This combined effort ensures that students pay equal attention to both regular school classes and private tutoring.

R: Have you faced challenges while taking English tuition classes?

P3: Yes, I have faced several challenges.

R: What are those challenges?

P3: For me, the biggest challenge is the distance. It takes about 45 minutes to an hour to reach the tuition class. Sometimes, I have to travel alone, which makes me feel unsafe, especially in the early morning. The route to the school passes through jungles and rivers, and I often feel scared while walking there by myself. During the winter season, it becomes even more difficult. The cold weather and dew make it uncomfortable to travel as our clothes would get wet. These conditions sometimes make me want to skip the classes altogether.

R: Do the teachers use digital equipment while taking English classes?

P3: No. Teachers teach with books only.

R: Do teachers suggest for learning applications or not?

P3: No.

R: Thank you for your kind information.

P3: You are welcome.

**Transcription of the First Interview with Participant 4 (Sec 4) 2081/05/20**

R: What is your name?

P4: My name is Apsara Tamang.

R: What is your father's name?

P4: My father's name is Purna Bahadur Tamang.

R: What is your mother's name?

P4: My mother's name is Ful Maya Tamang.

R: What are your parents doing?

P4: Both are farmers. They work in the field and also look after some cattle.

R: How many siblings do you have?

P4: We are three siblings. Two sisters and me.

R: How is your study going on?

P4: It is nice.

R: Are you in the same school from your childhood?

P4: Yes, I am.

R: From which class are you taking tuition classes?

P4: I am taking tuition classes from class eight.

R: In which subjects do you take tuition classes?

P4: I take tuition classes of English, Science and Mathematics.

R: Where do you take tuition classes?

P4: We take tuition classes at the same school, where we take regular classes.

R: What is the tuition time?

P4: It is 6:30 am to 9:30 am.

R: Who takes the tuition classes? The same subject teachers or others?

P4: The same subject teachers take tuition classes.

R: What about the fee?

P4: Teachers take Rs.18 hundred for the tuition classes.

R: Do all friends take tuition classes?

P4: No, due to lack of interest on studying some friends do not take tuition classes.

R: For how many months do you have to take tuition classes in a session?

P4: We have to take tuition classes for five to six months in a session.

R: Could you please share the reasons for taking English tuition classes?

P4: One of the main reasons, I take English tuition classes is because tuition classes allow us to interact more freely with teachers. In regular school classes, it is often difficult to ask questions or clarify doubts because of time constraints or the large number of students. In tuition classes, we have more opportunities to ask doubtful questions and get clear answers. This helps me understand the subject better and improve my performance in the examinations.

R: Do all your friends take English tuition classes?

P4: No, not all of them. Some boys do not take tuition classes.

R: Why do not they take tuition classes?

P4: I think it is mainly due to a lack of interest in studies. Some students are not motivated enough to put in the extra effort, while others might have financial issues or other personal reasons for not joining tuition classes.

R: Do all your friends pass the English subject after receiving tuition classes?

P4: No, not everyone passes, even after taking tuition classes. It's not enough to just attend the classes; we also have to study properly on our own. Without putting in the effort, it's hard to pass the exams, even with tuition.

R: According to your experience, which language is better to use by the English teacher in English classes?

P4: Our English teacher is from the Shah community. Little bit he could understand Tamang language. If he knew then he explained meaning of English words. With friends, I used both Nepali and Tamang languages but with teachers, we all used only Nepali language. I prefer both Nepali and English languages in English classes.

R: What are the positive aspects of receiving English tuition classes that you have experienced?

P4: Taking English tuition helps us to get pass marks in the examinations. In tuition classes, we can get time to discuss with our friends and teachers. We can easily ask the answers of the questions which we could not find in the books. There is no disturbances in tuition classes.

R: What are the negative aspects of receiving English tuition classes that you have experienced?

P4: We take tuition classes of English, Mathematics, and Science. For these three subjects, we have to pay 18 hundred per month. It is hard to pay and without paying we cannot take tuition classes. Early in the morning to evening we have to spend time in school. Thus, we cannot help our parents in their work. In other subjects we cannot focus fully. Sometimes, taking tuition classes create stress, too.

R: Thank you for this informative interview.

P4: You are welcome.

**Transcription of the Second Interview with Participant 4 (Sec 4) 2081/08/17**

R: Who motivated you to take English tuition classes?

P4: I was mainly self-motivated to take English tuition classes. I realized that the lessons we could not cover in regular classes at school needed to be completed in tuition classes. Tuition gives us the chance to revisit those lessons and learn them thoroughly. Another reason is that tuition classes have a different environment, where we feel more fresh and energetic, which makes learning more effective. My parents and friends also encouraged me to join tuition classes as they believed it would help me improve my performance in English.

R: How do you feel about the English subject?

P4: I feel that English is a good subject. It is interesting and essential, but it can also be challenging at times. With the right guidance, like the one we get in tuition classes, it becomes easier to understand.

R: In your experience, why do teachers run English tuition classes?

P4: In my experience, teachers run tuition classes to help students better understand the topics and concepts. Regular school classes often move at a fast pace, and not everyone can keep up, especially with subjects like English. Tuition classes provide additional time for teachers to clarify doubts, focus on grammar, and complete the syllabus. Teachers want to ensure that we are well-prepared for exams and don't fall behind.

R: How do you feel about the behavior of your teachers in regular classes compared to tuition classes? Do they show the same behavior in both settings?

P4: No, teachers do not show the same behavior in both settings. In regular school classes, they are stricter and more focused on covering the syllabus. However, in tuition classes, they become more approachable, friendly, and helpful. They interact with us more closely and guide us through grammar exercises and other challenging topics. Teachers give us personal attention in tuition classes, which makes a big difference in our understanding of the subject.

R: In your experience, what is necessary for learning English?

P4: From my experience, taking private tutoring is necessary for learning English. While regular classes provide a foundation, tuition classes give us the extra support and practice we need to excel. They focus more on grammar, writing, and other important aspects that are crucial for exams. Apart from that, our own effort and regular study are equally important for mastering the subject.

R: In your opinion, do students concentrate less in regular classes because of private tutoring?

P4: No, I do not think so. Private tutoring actually complements regular classes. It helps us better understand the lessons taught in school and prepares us for exams. Students who take tuition classes often perform better in regular classes because they feel more confident and prepared. In my case, tuition classes have motivated me to focus more on my studies both in school and at home.

R: Have you faced challenges while taking English tuition classes?

P4: Yes, I have faced several challenges.

R: Can you share them?

P4: Certainly. One major challenge is the time it takes to reach school. It is about a 30 minutes' walk for me, and going to tuition classes early in the morning is particularly

hard, especially during the winter. The cold weather makes it difficult to get out of bed, and preparing lunch to take to school add to the trouble.

Carrying out these daily tasks in such conditions often feels exhausting. There are days when I feel like staying home instead of going to class, but I know that missing classes makes it harder for me to keep up with my studies. Despite these challenges, I try my best to attend regularly because I understand how important tuition classes are for improving my English.

R: Do teachers use digital equipment while taking English class?

P4: Yes. Teachers use mobile and Over Head Projector in the regular classes but not in the tuition classes.

R: Thank you a lot for sharing your experiences with me.

P4: You are welcome.

## Appendix III: Similarity Report



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