Perceptions of University Level Students on the Role of Private Tutoring to Enhance their Learning

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Masters of Education in English

Submitted by:

Ranjita Kumari Pandey

Faculty of Education, Tribhuvan University,

Kirtipur, Kathmandu, Nepal

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Recommendation for Acceptance

This is to certify that **Ms. Ranjita Kumari Pandey** has worked and completed this thesis entitled **Perceptions of University Level Students on the Role of Private Tutoring to Enhance their Learning** under my guidance and supervision.

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Dedication

Dedicated to my parents;

for the exceptional love, endless support and sacrifices.

Declaration

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: …………....……………………

Ranjita Kumari Pandey

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Ranjita Kumari Pandey

Abstract

The present research work entitled "Perceptions of University Level Students on the Role of Private Tutoring to Enhance their Learning" was carried out to explore the perceptions of Master level English students on private tutoring interm of language teaching technique, content coverage, use of materials (teaching materials and reference materials) and classroom management. Master level 30 students were selected following purposive non-random sampling procedure. To find out the perceptions of the students, I used questionnaire containing both open-ended and close ended questions. Data collected from informants were tabulated and analyzed applying simple statistical tools i.e. tables, bar diagram and pie-chart. By analyzing and interpreting the data, I found that students are positive toward private tutoring in the sense, tutoring helps to secure high marks; it also helps to the students who cannot regularly attend the class. Students get individual treatment and student centred techniques are applied in tutoring classes. But they accepted that the tutoring increases students' dependency on teachers; it demands extra fee and time , so all the students may not be able to afford it. So, it increases social inequality as well.

This thesis has been divided into five chapters. The first deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Similarly, the second consists of the review of the theoretical literature, review of the empirical literature, implication of the review of the study and conceptual framework. The third chapter deals with the methodological aspect under which method and design of the study, population, sample and sampling strategy, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations. The fourth chapter focuses on the analysis of the data and interpretation of results. Similarly, the fifth chapter of the study consists findings, conclusions and recommendations of the whole study. References are included at the end of the study.

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Chapter 1

Introduction

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

Background of the Study

Private tutors provide one-on-one educational assistance to elementary and secondary school students or to adults. As an elementary school tutor, you may help children to improve their skills in reading, writing or Math…Generally, you are self-employed and operate a tutorial business. Whether is person or online, give a child the opportunity to take as much time as they need to explore difficult concepts, fully understand their classwork and ask questions. Additionally, tutoring provides children a safe place to ask questions in tuition centre when they are too shy or embarrassed.

According to Bray (1999, p.61), "Shadow education is generally defined as" the supplementary tutoring which is the shadow of mainstream education". Private tutoring is simply, considered to be scaffolding of mainstream education. Whether is person or online, give a child the opportunity to take the difference between a private tutor and a teacher while a tutor and a teacher have similar jobs as for as teaching their students various subjects and monitoring their progress, there are key difference between these positions. Hired by a student or family, a private tutor provides one-on-one instruction to help students achieve their academic or personal learning goals. They work with students on specific subjects, especially the ones they're struggling with or to prepare for exams. In contrast, teachers are employed by schools or academic institutions as faculty member. They focus on academic instruction for larger groups of students spanning all ages, from preschool to college, and their responsibilities are lost. Teacher introduce new subjects, create and map out curriculum, assign homework and projects for all of the required education areas, establish learning goals, and much more teachers must also be licenced in their state to private this type of instruction in schools, whereas a private tutor does not need certification to work with clients. Private tuition is a kind of teaching which is usually

Paid for privately and not by the state, given one-to-one, take place in state schools, involve small groups of pupils.

According to "Bray (1999, p.61) " private tuition is provided by self-employed private tutors many of these tutors work independently, meaning that they enter into verbal or written contracts directly with parents, carers or adult students". In this situation, it is the responsibility of the parent, carer or adult student to check the suitability of the tutor. Independent private tutors will often advertise their services, for example other tutors are provided through private tuition agencies. Private tuition usually takes place at the student's home, the tutor's name, a private tuition centre or on school premises. Lessons are either face-to-face (Sometimes called in person tuition) or online. Online tuition is an increasingly popular option for tutoring children and adult students. Tutoring can have for reaching effects which go beyond just academic results. Private tutors can, boots confidence, broaden a child's horizons, provide a good role model, provide extra curricular learning. As a private tutor, Iwill provide students with tailored tuition and may offer specialist skills, methods or approaches to support individual learning needs. You don't have to be a qualified teacher, but should provide a service that helps students progress in their study and learning, apply effective methods of understanding and problem solving and prepare effective for exams or tests. A private tuition session lasts around an hour and normally takes place in the student's name I could also provide onetime tutoring. Private tutoring and shadow education both are similar to each other. But my focuses on private tutoring. The volume of shadow education is based on the volume of mainstream education. Expanding numbers of researchers are focusing on the scale and impact of private supplementary tutoring. Such tutoring is widely called shadow education, since much of its curriculum mimics that of regular schooling (Bray, 1999). " shadow education has expanded significantly worldwide it is now recognized to have for reaching significance". Tutoring of an mainstream education system. Activities outside of school that mimic (shadow) activities performed in school. Private tutoring (for profit), and test prep services used widely, it is not always employed with contant meaning concerned with tutoring in academic subjects that is provided for a fee and that takes place outside standard school hours. Received from teacher's family members, community groups, and other bodies. Supplementary

system of existing mainstream formal education. In a nutshell, shadow education means extra school instruction.

Private Tutoring is simply, considered to scaffolding of mainstream education. It is considered with tutoring of academic subjects that is provided for fees and that take place outside standard school hours. Private tutorial is an extra school institution so it is conducted by the teachers, family members, community, groups and other organized groups. Shadow education is being expanded significantly. At present, there is high level of investment in shadow education. "Expanding numbers of researchers are focusing on the scale and impact of private tutoring, such tutoring is widely called shadow education. The influence of the private tutoring can be measured within a country as it has worldwide significance. It is generally assumed that private tutoring supports the slow learner. More specially, it helps the learner to be competitive in the high stake testing. But private tutoring has also different draw backs, it directly and indirectly hinders the educational activities of mainstream education the teacher may create pressure over guardians to send their student in private tuition classes. Teacher do not provide much attention in the class room rather they are centered towards private tuition class. The students also do not pay attention in their college classes. It also enhance social inequality for those students who have no much money to pay fee of tuition classes. The example of shadow education can be taken as private tutoring, like as tuition classes, teacher service commission class, civil services preparation class. So, simply we can say that private tutoring as a way to boost the income of teacher to attract and retain the better teachers.

Statement of the Problem

Motivating students can be a tricky business but is a crucial component of private teaching. By motivating them to start private tutoring at home, to motivating them to succeed in their exams, it can be a long process that needs lots of attention and encouragement. The initial motivation for our student has to start with how we advertise our home tutoring services. Strong informative marketing materials such as business cards, flyers and adverts will attract prospective students to our business. Good use of social media will also get prospective students and parents interested in private tutoring generate further tutor. Some students might not actually even consider tutoring before seeing a flyer or past, so your advert could motivate their decision.

Seeing our success stories of other students, for example, could motivate them to achieve the same catching students' attention is the first step, so make sure you have given all of the following information to help their decision. Previous experience and success, both academic and professional, any qualifications or certificates, how much you charge per session, where you are based and where you will tutor, any terms and condition of your service. We can also provide a professional photo of our self, which some students and parents like to see, when considering a private tutor. For many students, private tutoring can be quite challenging financially. If your offer reasonable price and a great service, you will instantly inspire their grades. So now that we are catch our student's attention, and have organized our first session, I will need to prepare myself so that I can motivate our students to start learning with ease and enthusiasm. As a tutor, we will want to encourage an intrinsic motivation in our students. This can take time and patience, but it could make all the difference to our students grades and academic performance.

The learners are engaged in private tutoring to make their learning easier. Private tutoring is really enhancing the quality of learning. We all know that tutoring is considered to be one of the challenging task. So, some of the students drop out their study due to the failure in learning. Most of the learners are engaged in private tutoring to boost learning capacity more easier. At the time of teaching teacher and student do not pay attention in the class of private tutoring. Whether private tutoring is really enhancing the quality of learning. If we analyze our context, most of the student feel difficulty to learn anything in colleges. Because of these things they may not get sufficient exposer to practise it, perception on it, learning environment. The main objective of learning instruction is to make the learner able to communicate in it but unfortunately, the students are concerned only on how to pass exam. So, private tutoring is the one which is directly involved in it. How to prepare the course and how to pass the students in their exam. Nowdays, the attention of students is on attending private tutoring rather than taking part of mainstream education to learn in private tutoring. So, private tutoring to enhance their learning has been the area of my study.

Objectives of the Study

The objectives of the research work were as follows:

a) To find out the perceptions of university level students on the role of private tutoring to enhance their English language.
b) To suggest some pedagogical implications.

Research Questions

Research questions are the guiding questions of the study. Generally, objectives are converted into question form. Research question guide the researcher to reach the findings of the study. In my study, the research question are as follows:

a) What are the perceptions of university level students towards the language learning in private tutoring?

Significance of the Study

Teaching learning is a challenging task which depends upon different variables. Additionally, tutoring provides students a safe place to ask questions when they are too shy or embarrassed at the time of classroom teaching. So, tutoring provides students opportunities to take as much time as they need to explore their difficulty. Students explore their confidence not only in tuition centre rather they explore their confidence in institutional setting as well. This particular study concerns with private tutoring and learning. It will be beneficial specially to those learners who have less confidence, less knowledge, and shy nature for them it is really supportive. It helps students how to gain knowledge in tutoring centre. Similarly, by tutoring students get benefit in this way, how to interact critical environment, how to pass the higher level exams and how to give answers of the questions in exam hall. They will know perception of learner regarding their teaching as well, it will also help them to modify their learning style. In this way, guardians will be also knowing the impact of tutoring in their learning. Similarly, the study will be equally be beneficial for the curriculum framers, text books writers and policy makers to keep in mind the outcome of this study to make the learning more result oriented.

Delimitations of the Study

The study was delimited to Kathmandu district university campus , Kirtipur from all semesters. The study was delimited to thirty students of university level who frequently involve in private tutoring in different tuition, coaching centre at Kathmandu. The study was delimited to survey research. Data collected through the use of open-ended and close-ended questionnaires. The study was further delimited to only University Campus, Kirtipur only. The study was delimited to explore the perception of university level students on the role of private tutoring in enhancing their English language.

Operational Definition of the Key Terms

English language learning: English language learning represents different things to different people. For sum it represents the language of English literature. For other it is the language of the English-speaking world. Some associates it with the language of colonialism. Others see English simply as a means of communication from which it doing business and making money. Peoples views of English, or of any language, are influenced by contacts they have had with the language and its speakers. In the case of English, or the language you teach these contact very significantly from one individual to another.

Mainstream Education: The current way of delivery education. in this research, it refers to current way of education in which university level students will be involved.

Private Tutoring : Tutoring will be provided in exchange for a fee which will be considered to be scaffolding of regular schooling. In my study, it indicates tutoring will be attend by master's level students in different tuition/coaching centres in group while preparing for university level students.

Shadow Education : Supplementary education which is provided in addition to regular schooling or extra school instruction. In any study, it signifies extra school instruction attend by another level students while preparing for higher secondary level examination.

University Level : An institution of higher learning providing facilities for teaching and research authorized to grant academic degrees specifically one made up of an undergraduate division which confers bachelor's degrees and a graduate division which comprises a graduate school and professional schools each of which may confers master's degrees and doctorates. So, in this way higher secondary level students gain knowledge. The students get degrees, experience and the trained of perfect teacher who teach perfectly in any private institution.

Chapter 2

Review of Related Literature and Conceptual Framework

This particular part of the study consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework of the study.

Review of Related Theoretical Literature

Any academic notion has theoretical ground, being based upon those grounds we make several discussions. Language is a social phenomenon which largely depends upon process more than content in the sense that language learning does not take place by only reading or studying the content rather it requires certain procedures, which highly demands the natural use of language.

The instruction of English language consists of its aspects and skills and the learning of English language refers to master in all the aspects and skills.

Aspect of learning. Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and performance. So, the nature and processes involved in learning are studied in many fields, including educational psychology, pedagogy, neuropsychology. Learning occurs when we are able to gain a mental or physical grasp of the subject. Make sense of a subjects, event or feeling by interpreting it into our own words or actions. Use our newly acquired ability or knowledge in conjunction with skills and understanding process. So, the definition of learning is the process or experience of gaining knowledge or skill. An example of learning is a student understanding and remembering what they have been taught. We all know that learning is considered to be one of the challenging task. Some of the learners drop out their study due to the failure in learning. So that most of the learners are engaged in private tutoring to make their learning easier.

Cognitive domain. The cognitive domain aims to develop the mental skills and the acquisition of knowledge of the individual. The cognitive domain in compases of six catagories which include knowledge ; comprehension, application, analysis, synthesis and evaluation. The cognitive domain involves knowledge and the

development of intellectual skills. The ability to recall data or information. Example: A child recites the English alphabet, comprehension the ability to understand the meaning of what is known. So, people think that learning as a cognitive process.

The cognitive domain involves the development of our mental skills and the acquisition of knowledge. The six categories under this domain are:

Knowledge. Knowledge is the ability to recall data and/or information. Example: A child recites the English alphabet.

Comprehension. Comprehension is the ability to understand the meaning of what is known. Example: A teacher explains a theory in his own words.

Application. Application is the ability to utilize an abstraction or to use knowledge in a new situation. Example: A nurse intern applies what she learned in her Psychology class when she talks to patients.

Analysis. The ability to differentiate facts and opinions. Example: A lawyer was able to win over a case after recognizing logical fallacies in the reasoning of the offender.

Synthesis. Synthesis the ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be established. Examples: A therapist combines yoga, biofeedback and support group therapy in creating a care plan for his patient.

Evaluation. Evaluation is the ability to come up with judgments about the importance of concepts. Examples: A businessman selects the most efficient way of selling products.

Psychomotor domain. The psychomotor domain refers to the use of motor skills, coordination, and physical movement measurement of learning. The psychomotor domain include physical movement, coordination development of these skills requires practice and measure in terms of speed, precision, distance, procedures , or techniques in execution. Examples: Include driving a car and ey-hand coordinations task such as sewing, throwing a ball, typing, operating a lathe, and

playing a trombone. Traditionally, these types of objectives are concerned with the physically encoding of information, with movement and/or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts. This area also refers to natural, autonomic responses or reflexes. The psychomotor domain is comprised of utilizing motor skills and coordinating them. The seven categories under this include:

Perception. the ability to apply sensory information to motor activity. Example: A cook adjusts the heat of stove to achieve the right temperature of the dish.

Set: the readiness to act. Example: An obese person displays motivation in performing planned exercise.

Guided Response. the ability to imitate a displayed behavior or to utilize trial and error. Example: A person follows the manual in operating a machine.

Mechanism. the ability to convert learned responses into habitual actions with proficiency and confidence. Example: A mother was able to cook a delicious meal after practicing how to cook it.

Complex Overt Response. the ability to skillfully perform complex patterns of actions. Example: Typing a report on a computer without looking at the keyboard.

Adaptation. the ability to modify learned skills to meet special events. Example: A designer uses plastic bottles to create a dress.

Origination. creating new movement patterns for a specific situation. Example: A choreographer creates a new dance routine.

Affective domain. The effective domain is one of the three domains in Bloom's Taxonomy. It involves feelings, attitude, and emotions. It includes the way in which people deal with external and internal phenomenon emotionally, such as values, enthusiasms, and motivations. The domain includes the manners in which we deal with things emotionally, such as feelings, appreciation, and enthusiasms. The domain is categorized into 5 sub-domains, which include:

Receiving phenomena. the receiving is the awareness of feelings, emotions, and the ability to utilize selected attention. Example: Listening attentively to a friend. Listening attentively to someone; watching a movie, listening to a lecture; watching waves crash on the sand.

Responding to phenomena. responding is active participation of the learner. Example: Participating in a group discussion. Having a conversation; participating in a group discussion, giving a presentation, complying with procedures, or following directions.

Valuing. Valuing is the ability to see the worth of something and express it. Valuing is concerned with the worth you attach to a particular object, phenomenon, behavior, or piece of information. This level ranges from simple acceptance to the more complex state of commitment. Simpler acceptance may include your desire for a team to improve its skills, while more complex level of commitment may include taking responsibly for the overall improvement of the team. Examples: Proposing a plan to improve team skills, supporting ideas to increase proficiency, or informing leaders of possible issues. It is the ability to see the worth of something and express it. Example: An activist shares his ideas on the increase in salary of laborers.

Organization. ability to prioritize a value over another and create a unique value system. Example: A teenager spends more time in her studies than with her boyfriend.

Characterization. the ability to internalize values and let them control the person`s behaviour. Example: A man marries a woman not for her looks but for what she is.

Private tutoring. Generally, private tutoring signifies shadow of mainstream education system a private tutoring provides one-on one instruction to help students achieve their academic or personal learning goals. They works with students on specific subjects, specially the ones they have struggling to prepare for exams. In private tutoring students develop their learning capacity. Bray (2007, p.17) " in private tutoring there is no lesson plans tutor will be able to learn anything that will

help their understanding". Private tutors can also help students their over come learning obstacle such as math formulas, comprehension and language barriers.

Bray (ibid) states that the term private tutoring used in several countries, describe private supplementary tutoring as a shadow education system the metaphor of tutoring is appropriate in several ways. Here some definitions are needed to help identify the nature of private tutoring. First, is the matter of supplementation which is concerned with tutoring which covers subjects which are already covered in school. It does not for example, examine language classes for minority children whose families are anxious that new generations retain competence in language not taught in mainstream schools. Second is the dimensions of privateness concerned with personnel who provide supplementary help at public expense e.g. to assist new immigrants to adjust to host societies, or to provide head-start or other programs for slow learners. Nor is the term concerned with unpaid work, e.g. from family members who voluntarily help other family members with their homework or other tasks rather, the term is primarily concerned with tutoring provided by private entrepreneurs and individuals for profit making purposes. Privateness can have at least three different meaning in relation to tutoring; private as fee paying, private as taking place in a private location, private as one to one teaching.

Here Bray means to say that shadow education is not completely distinct from mainstream education. It is completely profit based action. Shadow education specifically occupies the supplementation and privateness as the key feature of it. Supplementation as the key feature of private tutoring concerns with tutoring of subjects which are already covered in school. The term privateness is connected with personnel who provide supplementary help. Here privateness can be understood in terms of cost, place and one to one teaching.

Private tutoring in learning. It is familier with the fact that most of the students learn private tutoring to feel difficulty while learning in their colleges. Their might be several factor behing it. So, the learners try to make it easier in different ways mostly it finds the learners take the supportsof private tutoring to learn anything.

Bray (2007) states " during recent decades, private tutoring has grown to become a vast enterprise. It employs many thousands of people, consumes many thousands of money and demands huge amounts of time from both tutors and students". However, few planners and policy makers have adequate data private supplementary tutoring in general, the implications of tutoring for education systems and for social changes are underestimated and poorly understood.

Private tutoring has gradually occupied the wider areas and shown some immediate and positive impacts on learners. However, in some countries parents, educators and politicians are highly critical of the way in which private tutoring has come to dominate the lives of families and pupils. The tutoring has generally created social inequalities and it consumes human and financial resources. In this regard Bray and Kwo (2014, p. 42) write;

> There are several benefits of tutoring to the receivers, their families and society as well. Specifically it can help slow learners and enhance the achievements of fast learners. On the other side, private tutoring may be problematic; learners and their families may suffer for the extra fees. Moreover, it can have negative backwash on education system, teachers involved in tutoring class may give much attention on it rather that their regular classes.

Bray (2007, p. 22) says that "The terminology used to identify private tutoring varies in different countries. In some English speaking societies, people refer to private tuition more often than to private tutoring, entrepreneurs who create formal establishment for tutoring commonly call then centres, academics or institutions." Here Bray argues that though the essence of private tutoring is same, the term to signify it are used differently.

Bray and Kwo (2014, p. 1) "First private supplementary tutoring only exists because the mainstream education exists. Second as the size and shape of the mainstream education system change, so do size and shape of supplementary tutoring, third in almost all societies much more public attention on the mainstream than on its shadow, and fourth, the feature of the shadow systems are much less distinct then those of the mainstream.

Here, it has been argued that private tutoring is widely popular terminology in several countries. Private tutoring only exists due to the existence of mainstream education. The cause of change in private tutoring is change in mainstream system. But the people pay attention in mainstream education than its shadow. Moreover, shadow is not much more distinct from mainstream system. But in our context, most of the students pay attention on tutoring class rather than regular class.

Characteristics of private tutoring. Private tutoring occupies different characteristic features. Bray (2007, p.23) provides the following characteristics of it:

Scale. The scale of supplementary tutoring varies widely indifferent societies. Major factors underlying the variation includes cultures, the nature of mainstream education system and the structures of economic, private tutoring in some countries is a very large enterprise. 70 percent in Japan and 83 percent higher secondary level students of Japan take private tutoring. The scale of private tutoring appears to have increased during the last few decades.

Cost. Cost is another lightening feature of private tutoring. In most cases the greatest amount of the costs are the fees paid to tutors and their agencies. In most setting charges increase at higher levels of the education system and tutoring is more costly per person then group work. In addition to fees, students must pay for books, stationary and travel.

Geographic spread. Supplementary tutoring is found in many parts of the world, and especially in Asia, Africa, Eastern Europe and Latin America. The principal regions in which tutoring is not quite as prominent are western Europe, North America and Austria.

Intensity. Of course not all student, even within particular locations receiving tutoring for the same duration each day or week. As already indicated, students receive tutoring more intensively at the secondary rather than primary level; and within those levels, they demand more tutoring in the grades which lead up to major examinations.

Subjects. Because the emphases of mainstream education system vary, so do the emphases of private tutoring. In general, the subjects given most attention in private tutoring are the ones needed for educational and therefore socio-economic advancement, commonly this means languages, mathematics and science.

Producers of private tutoring. According to context, producers and purpose of private tutoring varies. In this regard Bray (2007, p. 37) states that the first reason is that in some setting, supply increases demand. In these circumstances tutoring exists because the producers make it available and recommend pupils to take advantages of availability. The second reason is that the nature of the types of consumers who are attracted, teachers who go to private homes and teach to one to one basis serve a different market to those tutors who operate large classes. Tutors who are not already employed and mainstream teacher may vary widely in characteristics. Variation of course exists in the mainstream, it is much greater in the private tutoring. Tutors may be young or old, well qualified or poorly qualified, male or female, full time or part time and employed by an institution or self-employed. University students commonly supplement their incomes by providing tutoring for secondary and perhaps primary school children. For understanding of dynamics two types of private tutors and situations are as: Where the tutors are also teachers in mainstream system and are receiving additional payment for tutoring pupils who are already their students in the mainstream. Where the tutors provide tutoring for students for whom they do not otherwise have any responsibility.

Consumers of private tutoring. The reason behind attending private tutoring differs from individual to individual. In this regard, Bray (2007, p. 42) says, causal observation sometimes assume that the dominant group of student receiving tutoring comprise pupils whose academic performance is weak and who therefore need remedial assistance. In fact opposite is the case; the dominant group is of students whose performance is already good, and who want to maintain the competitive edge.

Bray (2007, p. 45) has presented some motives for seeking tutoring.

Socio-economic group. Families in higher socio-economic groups have more opportunity to invest in tutoring and commonly use this opportunity. Proportions of students receiving tutoring are greatest in the higher socio-economic and professional

group whereas there is the least participation of students from working class backgrounds.

High-stakes examinations. Examinations have high stakes when they significantly determine the future pathway available to the students. In Nepal, SLC examination is considered to be high stakes. So many secondary level students take private tutoring. And university entrance exam preparation is also another motive to search for private tutoring.

Overload curriculum. The wide variety of curriculum broadens the academic horizon but they also burden the students. Students are unable to prepare all academic subjects. They fail to choose future options. In this case, private tutoring becomes one of the effective ways for students to master academic subjects.

Non academic motives. Parents send students to private lesson in order to feel that they are doing all they could to help them. It is probably that at least some students attend private lessons even when there is no real need. In some cases, parents assume that their children's homework is well taken care of without having to feel responsible.

Modes of private tutoring. There are different modes of private tutoring. The different modes have different implications. The different modes have different implications for students, learning, tutors pedagogy and government policies. According to Bray and Kwo (2014, p. 19) following are the different modes of private tutoring.

One to one. In this mode, a single tutor works with one student at a time. This form of tutoring is more personalized and usually more expensive than others.

Small group tutoring. In this mode, students work together as a group. Groups that are considered small in same societies would be considered relatively large in others. Sometimes group size is influenced by regulations.

Large classes. In some societies, tutorial classes are offered in groups at least equivalent in size to regular school classes and sometimes considerably larger.

Internet and broadcast tutoring. Private tutoring via the internet has become increasing popular in which students and tutors don't have to be located in the same city or even in the same country. Some internet tutoring operates video clips and other computerization aids but other tutoring has direct human contact using web cameras.

Role of private tutoring in learning. The very purpose of private tutoring is to complement the mainstream education both of high achieving students and low achieving students . May want to receive supplementary where educational needs are not fully satisfied, while there have not been many studies that directly measure the effects of shadow education on students, there are studies that have been completed which suggest that tutoring has positive effects on achievements. In a study concerning the effects of Juku (Japanese Cram Schools) by Sawada and Kabayashi 1986 as cited in Bray 2007, p. 49. They found that students attending Juku had higher scores on problems that involved arithmetic calculation and algebra but did not show high scores in arithmetic application or geometry. Additionally, a study completed by Streaham 2005 as cited in Bray, 2007, p. 51 showed that tutoring children that were reading below their grade level over the phone provided to be effective with students increasing their reading levels. Future/other studies on the effect of private tutoring on achievement will need to consider existing achievement of student, socio-economic status, content and way of delivering tutoring, and the intensity and duration of tutoring programs. If we analyse the Nepalese context regarding private tutoring and English language, most of the low scorer students pass the English subject with the support of private tutoring from primary to Master level because teacher encourage individual work in tutoring class. The learners who are not able to capture all the contents taught in regular class. So that teacher taught individually in tutoring class.The students who do not have time to be regular in college for that students teacher organized tutoring classes.

Policies and practices of private tutoring in Nepal. There are some legal policies of shadow education in Nepal which has provided the rules and regulations for conducting private tutoring. The policies of shadow education are as follows:

Some institutions are registered in company registrar's office as private company. A few shadow institutions are run by registering them at the Ministry of Education (MOE). It is necessary to submit their yearly fiscal year audit report on

concerned office within the last date of Ashwin. It is necessary to renew the shadow institution as per the rules of concerned act. Tuition and coaching centre should be registered in District Education Office (DEO).TSC, Civil service, Entrance (CMAT, KUMAT, MBBS, CA, BE, Staff nurse, BN, GRE, TOEFL) preparation classes should be registered in MOE or company registrar's office. It is necessary to take PAN number from tax office for financial transaction. Some shadow educational institutions are conducted by NGOs and INGOs. The NGO must be registered in district administration office and PAN number must be taken from tax office. Many more other institutions are running under the registration of VDC, municipality and metropolitan city.

Government of Nepal (1998) Local Self Governance Act (1999), Nepal Education Act 1971, The Companies Act 2063. Though the term shadow education has not been mentioned in these documents rather the term company and institutions have been used.

Private tutoring is common phenomenon in Nepali society. It is conceived as indispensable supplementary input for mainstream schooling. Currently there is a common trained of private tutoring among the students of both community and institutional schools. Some scholars view private supplementary tutoring as a form of shadow education because it fulfils the gap between students' expectation and actual learning in the mainstream (Bray, 2007). The very purpose of private tutoring is to complement the mainstream education. therefore, as there is change in mainstream education, the content and method of private tutoring also change (Bray and Lykins, 2012). Both of high achieving students and low achieving students may want to receive supplementary where educational needs are not fully satisfied (Upadhaya, 2005). So, the shadow education is becoming inseperable component of mainstream schooling in Nepal.

Review of Empirical Literature

Private tutoring prevails worldwide and Nepal is not an exception to it. Different researches have been carried out in the field of private tutoring.

Thapa (2011) presented a thesis to Columbia University on "Does private tuition improve student performance? The case of Nepal." The main objective of this study was to explore the impacts of private tuition competition on student performance for the case of Nepal using data from the school leaving certificates (SLC) exam. The researcher has used survey research design. The data for this study comes from a nationwide survey of 425 schools and 22,500 students from the school leaving certificates (SLC) batches of 2002, 2003 and 2004. This survey was conducted by the SLC study team sponsored by the Ministry of Education and Sports of Nepal. The survey includes 5626 families 425 headteachers and 2500 teachers. The stratified random sampling procedure was used to carry out the research. This survey used questionnaire as the tool of data collection. His research finding showed that school type (private) is positive and statistically significant in explaining students' SLC performance. There is enrolment of different types of students in public and private school for example private schools have more resources and certainly have students from families with higher socio-economic status for peer effects. The achievement of students receiving tutoring was comparatively higher than those of not receiving it. Most importantly, researcher found 68 percent of the Grade 10 students were receiving tutoring.

Regmi (2012) carried out a research entitled "Perception of M.Ed. semester students on exam focused printed materials" though the research is indirectly connected to private tutoring, it has also studied the perception of students on result oriented activities. This research linked to private tutoring in the sense that the students attending private tutoring and using exam focused materials are specially concerned with passing the exam rather than enhancing creativity. To find out perception of students, the researcher used two sets of questionnaire. The sample size of study was 30 students of M.Ed. 2nd semester the purposive sampling procedure was used to select the campuses and students were selected randomly. The data collected from informants were tabulated and analyzed applying simple statistical tools. The researcher found that exam focused printed materials were useful specially only for the students who did not take tuition regularly or those students who could not manage time for their study. Moreover, most of the students were found using such materials to identify ways of starting and ending of answers and most of the students were against the role of exam oriented materials.

Ireson(2004) conducted a study entitled "Participating in a shadow education." This research is connected to private tutoring. The volume of shadow education is based on the volume of mainstream education. Tutoring is widely called shadow education, since of its curriculum mimics that of regular schooling. The contribution of this research is that provides how to developed students activities in participating shadow educaton. The objective of the research is to contribute to the development of theory about the role of shadow education . The study was carried out using both primary and secondary sources of data the sample size of research was to take 40 students in any tuition centre and non-random sampling procedure was followed. The research is based upon survey research design. The researcher used both open-ended and close-ended questions to elicit the data. The researcher found that using different materials and tools were specially useful for those students who are less active in participating shadow education. But the students were not satisfied with the quality of materials, i.e. typing, printing and paper quality. The students suggested to consult something new materials and tools.

Acharya(2014) conducted a study "Beliefs of learners on using tools and materials" this research conducted to private tutoring. It has also studied the perceptions of students oriented activities. It linked to private tutoring in the sense that the taking part in tutoring and using tools and materials are specially concerned with passing the exam rather than broaden knowledge. The objective of research is to find out the beliefs of learners on using tools and materials. The study was carried out using both primary and secondary sources of data. The sample size of research was 30 students of university campus and non-random sampling procedure was followed. The research was based upon survey research design. The researcher is used both open-ended close-ended. Questions to elicit the data. The researcher found that tools and materials specially useful for the students to enhance their learning.

Karki (2016) conducted a research entitled" A study on the attitude of master level students towards learning English". The main objectives of the study was to find out the attitude of master level students learning English. Sample population was selected by using random sampling procedure. To sets of questionnaire were prepared to elicit data from the students and teachers. The researchers found that the students

were positive toward learning English but had negative attitude towards the materials, methods and examination system.

Awasthi (2010) carried out a research on "attitude of different groups towards English learning and teaching ". This research was non-institutional research study. The main objectives of the study was to find out the attitudes of different minority groups towards English language learning and teaching. Sample population was selected purposively. It found positive attitude of minority groups towards English language learning but they did not have equal excess to learn language like majority because they did not have equal representation and opportunity. So, the people of minority groups were deprived of chance to be included in national decision making.

Implications of the Review for the Study

Each and everything has its own significance. All the literature reviewed are connected to private tutoring and the English language. The study of above-mentioned literature directly and indirectly has great support for my study to have the concept regarding private tutoring and English language learning. Literature review supported to have theoretical background, broadened knowledge base, helped in objectifying and improving methodology. Review of Thapa (2011) is of greater implication for my study in the sense that it helped to know the number of secondary level students receiving the tutoring.

In the same way, review of Regmi (2012) and Acharya (2014) supported to form objectives, choose the design to be followed, formulation of data collection tools. It also helped in what kinds of resources should be used and it also helped in bring clarity and focus on research problem. The study of literature is also helpful to contextualize the findings and suggest the areas for further research.

Conceptual Framework

Perception of University Level Students on the Role of Private Tutoring

Enhancing their English Language

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                        │      Education       │
                        └──────────────────────┘
              ┌──────────────────┴───────────────────────┐
   ┌────────────────────┐                      ┌────────────────────┐
   │  Private tutoring   │                      │    Mainstream      │
   └────────────────────┘                      └────────────────────┘
             │
   ┌────────────────────┐
   │ Perception of students │
   │   on master's level    │
   └────────────────────┘
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  │Language│ │ Use of │    │Positive &│    │ Content  │
  │teaching│ │materials│    │ Negative │    │ coverage │
  │techniques│└────────┘   │effects of│    └──────────┘
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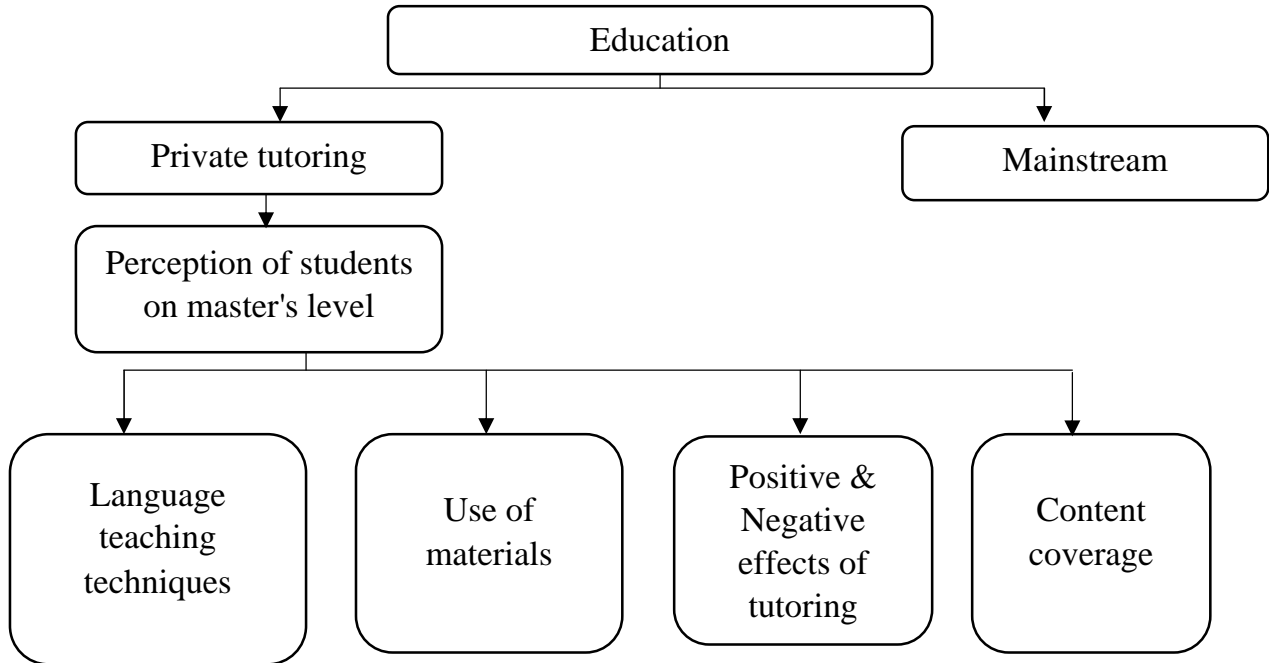
Chapter 3

Methodology and Procedure of the Study

Methodology refers to the methods or procedures adopted to achieve the specified objectives. To address the objectives of my study, I adopted the following methodologies.

Methods and Design of the Study

The design of my study was based upon survey research. Generally, survey is a superficial study of an issue. It is the most commonly used method of investigation in educational research. In survey research the data is collected only at a single point of time and structured tools are used. It is the method of collecting information by asking a set of pre-formulated questions in pre-determined sequence through structured questionnaire to a sample of individual so as be representative of a defined population.

Research is a systematic critical and self critical enquiry which aims to contribute towards the advancement of knowledge and wisdom. There are several research designs available and all have their own importance in the field of research. Among the various research designs, survey design is supposed to be a very old and reliable technique for conducting research. It is the research design in which information are collected through questionnaire, interviews, and observation method is called survey research. The obtained information is interpreted and presented statistically.

The survey is a research technique in which data are gathered by asking to a group of individual called respondents. Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale govt. Investigation to small scale studies carried out by a single researcher. Survey can be descriptive, exploratory, and analytic to examine relationships (Cohen,Manion and Morrision 2011). Thus, survey research as useful to complete this study. Survey research is one of the most important research designs used in educational research. The purpose of survey is generally to find out openions, beliefs and attitude on certain

issue as well as to find out behaviors of different professionals which are quite related objectives of my research study.

Similarly, Nunan (2015 p.46) as mentioned in Bam (2017) suggests the following eight procedures of survey research;

Step 1: Define Objectives

To carry out any research, at first objectives of conducting research need to be defined. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important step in survey research.

Step 2: Identify the Target Population

As second step in survey research we need to identify population in which we are going to conduct study. Identifying of population helps in selecting the sample population as well.

Step 3 Literature Review

Literature review is fundamental in all the type of research, so is the case in survey research. It is necessary in our research in the sense that it helps to link our study to different theories, it also helps to know the opinion of different scholar in our particular study. Literature review is fruitful to avoid duplication in research.

 Step 4: Determine sample

After defining population, we need to select the sample population consisting of representative of our whole population. Selecting sample is must in survey research in the sense that our study depends upon on sample in survey. While selecting sample we need to be clear about sampling strategy.

Step 5: Identify Survey Instrument

In this step researcher needs to define or determine the tools of data collection. In survey research mostly, questionnaire and interview are used as the tools of data collection.

Step 6: Design Survey Procedures

In this step the researcher needs to design the data collection procedure. While collecting data the researcher need to be careful in different things. Researcher should be aware of some ethical considerations.

Step 7: Identify Analytical Procedure

In this step the job of researcher is to determine the how the data will be assembled and analyzed, analysis procedures of data need to be determined which helps later on to analyze the data.

Step 8: Determine reporting procedure

It is the final step of survey research where we should determine the way of our concluding our research and presenting of it.

The discussion above clarifies that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions, on certain issue, events or situations. So, in order to explore the student's perception on private tutoring.

Population, Sample and Sampling Strategy

The population of the study were Master level students who were receiving private tutoring to enhance their learning in different tuition/coaching centres in group in Kathmandu valley. The sample size was thirty students and purposive non-random sampling procedure will be used to select them.

Research Tools

For this particular study, I used questionnaire having both open-ended and close-ended questions.

Sources of Data

I used both primary and secondary sources for the collection of require data. The primary sources used for collecting the first-hand data and the secondary data collected to extend the require theoretical knowledge of this study.

Data defined as the qualitative or quantitative values of a variable. Data was the unit of information from which further measurement, analysis can be drawn up. Data can be numbers, opinions, images, figures, facts or ideas and other relevant materials, past and present information. It helped the researcher to justify, analyse and draw appropriate findings. Normally, there were two main sources of data: primary and secondary sources.

Primary Sources/ Primary Data. The primary sources of this study was thirty students of master's level students who are receiving private tutoring of English subject in different tuition/coaching centres in group of the Kathmandu valley.

Secondary Sources/ Secondary Data. As secondary sources of this study, I used both published and unpublished research works as I was read the books, journals, articles and movie-based materials (websites blogs).

Data Collection Procedures

First of all, I visited the private institute then I asked for the permission to concern authority to enter the classroom. Then entering the classroom, I was established the rapport with the students then I requested students to share honestly regarding whether they are receiving private tutoring or not. Then I was explained about my purpose and about the item contain in questionnaire. Then, I was provided questionnaire with respondents and I requested them to return the questionnaire with responses within two days.

Data Analysis Procedures

The collected data from the participants was analysed using both statistical and descriptive approaches. The learner's responses to the questionnaire was analysed using both statistical and descriptive tools like frequency count and percentage. First,

the collected data was tabulated with the percentage according to the learner's responses. The data was presented in table in quantitative manner and then the responses to the items was analysed descriptively in qualitative manner in order to draw finding of the study.

Ethical Considerations

First of all, I took informed consent from both the concerned institutions and the informants. Then, I was provided them detail information about the study. After that, I was also inform them that their participation in this study is voluntary. So, the informants didnot compelled to take part in this study. Moreover, I was assured them that the collected data was solely used for the current research study only. Along with institutions, none of informant's real identification was disclosed in any part of this research work. Furthermore, I was also assured them that any piece of information about the current study was availabled if they want.

Conclusions: Simply, it assumed that private tutoring was necessary to learn English. Generally, private tutoring was considered to be scaffolding of regular schooling. In our context most of the students attend private tutoring to support their study specially the students join private tutoring to learn English. The expansion of private tutoring was growing day-by-day worldwide. In the Nepalese scenario as well, private tutoring gained its status. This particular study intended to explore the perception of Master's level English students regarding private tutoring. The students perceived it to necessary to increase English learning with other subjects. The students took help of internet, newspaper, articles along with private tutoring to enhance their English learning. Though only the exam oriented content focused in tutoring class, it helps to score high marks in the examination. Generally, students got individual treatment and especially learner centred techniques applied. There was proper classroom management in tutoring class, teachers used of technology as well.

Chapter IV

Analysis and Interpretation of Data

This chapter consists of analysis of data collected through questionnaires applying various descriptive statistical tools, figures and interpretation on results. In other words, it includes the process of sifting, organizing and summarizing the data to arrive at the results and conclusion of the study.

Need of Private Tutoring

The collected responses from Master level students regarding the need of private tutoring have been analyzed and interpreted under the following subheadings.

Necessity of tutoring for the subject. The first item was asked to find out the view of students regarding the subjects they require the tutoring. Responses of the students on the question are shown in the following table.

Table 1

Necessity of Tutoring for the Subject

Response	No. of Students	Percentage
Maths	4	13.34
English	14	46.67
Math, science	4	13.34
Science, English	3	10.00
Math, science, English	1	3.34
Math, English	4	13.34

The table shows that out of the total thirty students 13.34 percent mentioned private tutoring is necessary for math subject. Similarly, 46.67 percent of them mentioned tutoring is necessary for learning English . Similarly, 13.34 percent students responded that tutoring is necessary for maths and science subjects. Likewise, 10 percent respondents stated that tutoring is necessary for science and English subjects. Few of the students i.e. 3.34 percent mentioned that tutoring is

necessary for maths, science and English subjects. Remaining 4 students i.e. 13.34 percent mentioned that tutoring is necessary for math and English subjects. It can be concluded that majority(46.67%) of the students feel necessity of tutoring for English subject.

Necessity of private tutoring. The second item was asked to explore how frequently tutoring is necessary. The responses have been presented in following figure:

Figure 1

Necessity of Private Tutoring
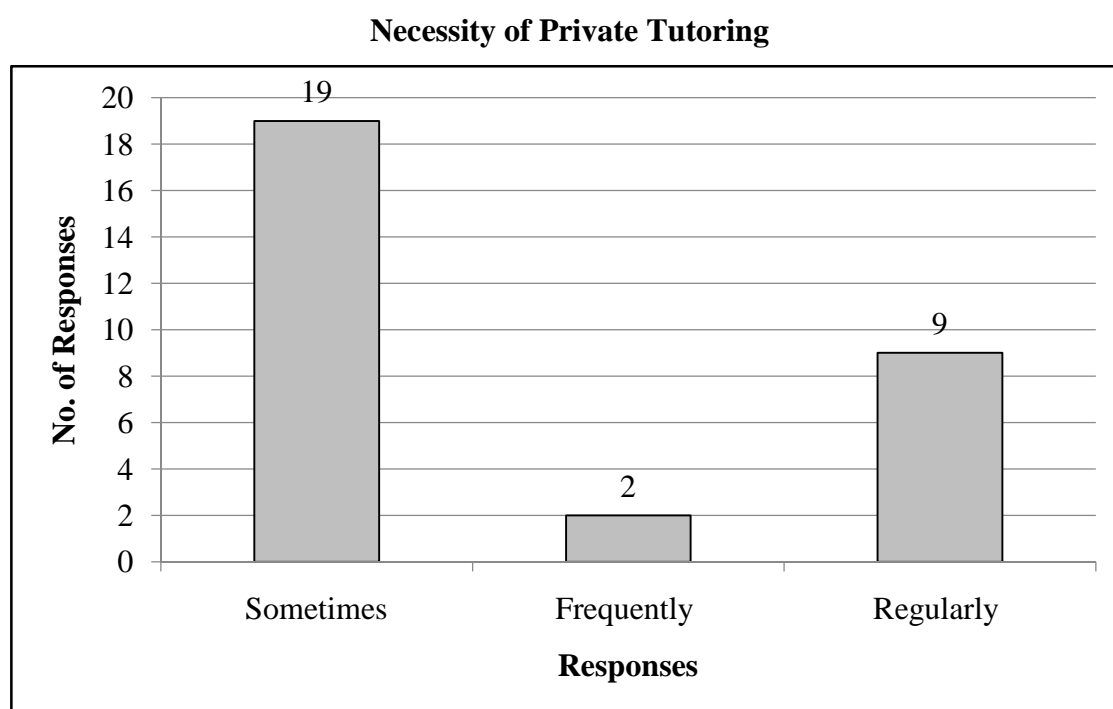
Above figure shows that out of the total thirty students, 19 students (i.e. 63.34%) feel necessity of tutoring sometimes. Among the respondents 2 (i.e. 6.67%) mentioned that tutoring is needed frequently. Similarly, 9 students (i.e. 30%) stated that private tutoring is needed on regular basis. By the figure, it can be deduced that majority (63.34%) of the students feel necessity of private tutoring sometimes.

Need of private tutoring to enhance language learning. The students were asked to find out whether private tutoring is needed to enhance English learning or not. The responses of students are shown in the following figure.

Figure 2

Need of Private Tutoring to Enhance Language Learning
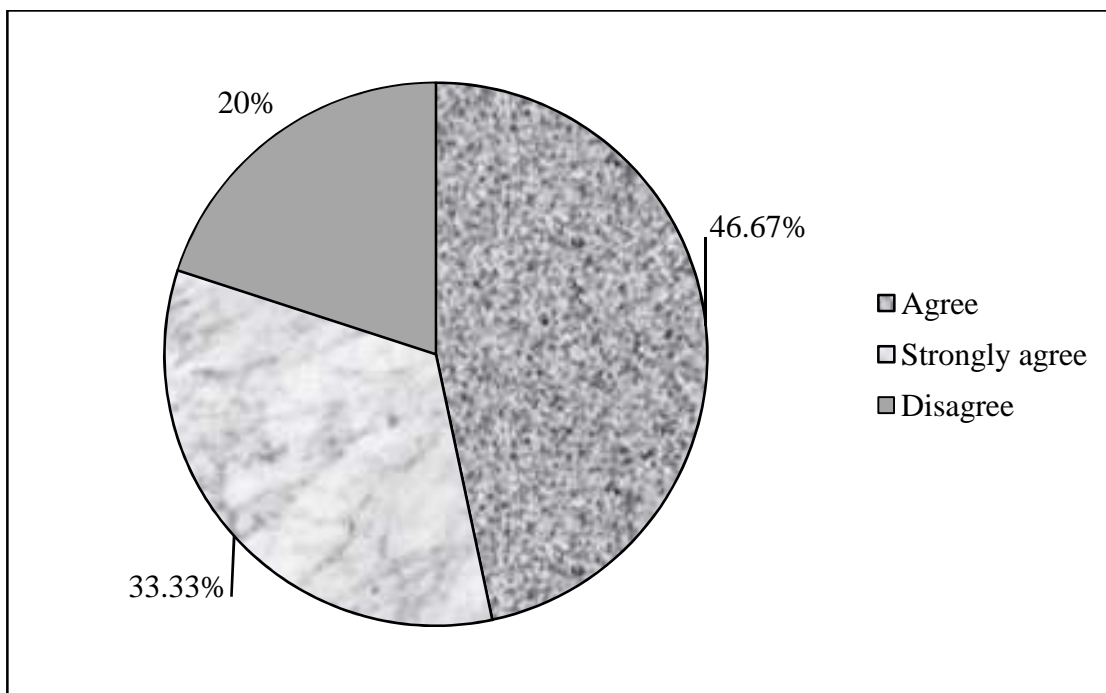
The above figure reveals that out of the total thirty students 46.67 percent agreed that tutoring is needed to enhance English learning. Similarly 33.33 percent strongly agreed private tutoring is needed to enhance English learning. But 20 percent disagreed that tutoring is needed to enhance English learning. It can be inferred that majority of students (80%) feel necessity of private tutoring to enhance English learning.

In conclusions, private tutoring is necessary for most of the students to enhance their learning.

Tutoring for enhancing creativity. An item was asked to the students to investigate whether private tutoring enhances creativity of learner regarding English learning or not. The responses obtained have been presented in the following table.

Table 2

Tutoring For Enhancing Creativity

Responses	No. of Students	Percentage
Agree	18	60
Strongly agree	4	13.33
Disagree	6	20
Strongly disagree	2	6.67

The table indicates that out of the total thirty students, 60 percent agreed private tutoring enhances the creativity of learner regarding learning English. Similarly, 13.33 percent strongly agreed the statement. But 20 percent disagreed with the statement whereas remaining 6.67 percent also strongly agreed with the statement. It indicates that majority (73.33%) of the students Resume that private tutoring enhances the creativity of learning regarding learning English.

English learning without private tutoring. The respondents were asked whether English learning can take place without private tutoring or not. The students responses have been presented in the following table.

Table 3

English Learning without Private Tutoring Response

Response	No. of Students	Percentage
Agree	2	6.67
Strongly agree	4	13.33
Disagree	18	60
Strongly disagree	6	20

The table shows that out of the total thirty students 60 percent disagreed without the private tutoring, English learning can not take place. Similarly, 20 percent strongly disagreed. Whereas 6.67 percent agreed with the statement and 13.33 percent strongly agreed. It can be deduced that majority of the students (80%) assume English learning can take place without private tutoring as well.

In conclusions, most of the students point of view that learning English without private tutoring is possible.

Private tutoring appropriate for slow learner for bright students loss of time. Students were asked for whom private tutoring is appropriate slow learner or for bright learner it is loss of time the responses have been presented in following table.

Table 4

Private Tutoring Appropriate for Slow Learner for bright Students Loss of Time

Response	No. of Students	Percentage
Agree	12	40
Strongly agree	2	6.67
Disagree	16	53.33
Strongly disagree	0	0

The table reveals that out of the total thirty students, 40 percent agreed that private tutoring is appropriate for slow learner but for bright learner it's loss of time. Similarly, 6.67 percent strongly agreed. On the other hand, 53.33 percent disagreed with the statement. It indicates that more than half of the students (53%) disagreed with the statement. It can be said that private tutoring is not only appropriate for slow learning but bright learners too.

Nature of private tutoring. Analyzing and interpreting the open ended questions, it was found that along with private tutoring, and coaching classes students make use of internet, read newspaper, articles, novels and watch movies to improve their English learning. The students who are slow get much more benefit from tutoring bright students also get extra exposure to learn. Students view tutoring as the tool to help score high marks; students perceive tutoring negatively as well in the sense that it increases dependency of students on teacher; it demands extra money and time, focuses only on exam oriented content etc. The students have been found suggesting the learners who depend on tutoring only, it is better to increase self study, focus on regular class. Furthermore it has been found that, students do not get much more attention of teacher in regular class as compared to tutoring class. Mostly textbooks, books written by foreign writers and notebooks are used and simply student centred techniques are applied in tutoring class.

Private tutoring for score high marks. The question whether private tutoring helps to score high marks or not was asked to informants.

The responses to the item have been tabulated in the following table.

Table 5

Private Tutoring For Score High Marks

Response	No. of Students	Percentage
Agree	20	66.67
Strongly agree	3	10
Disagree	7	23.33
Strongly disagree	0	0

The table indicates that out of the total thirty students, 66.67 percent agreed private tutoring helps to score high marks. Similarly, 10 percent strongly agreed to the statement. But 23.33 percent disagreed to the statement. The analysis of table indicates that majority (76.67%) of students view private tutoring helps to score high marks..

Focus of private tutoring on exam oriented content. Informants were asked whether private tutoring focuses upon exam oriented content or not. The responses of students have been presented in the following figure.

Figure 3

Focus of Private Tutoring on Exam Oriented Content
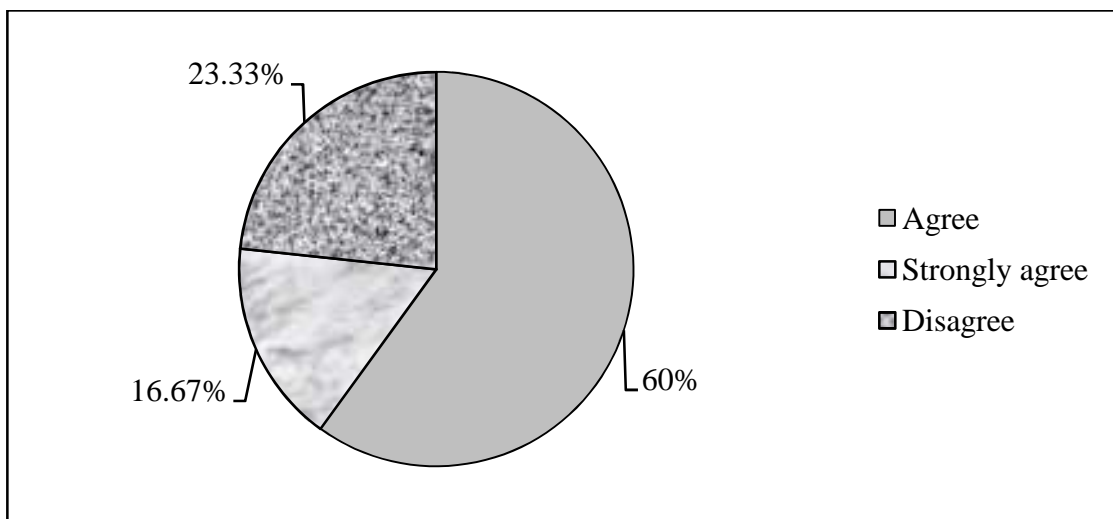
The figure shows that out of the total thirty students, 60 percent agreed to tutoring focuses upon exam oriented content. Likewise, 16.67 percent strongly agreed

to the statement. Among the informants 23.33 percent disagreed to the statement. By analyzing the table it can be inferred that majority (76.67%) of respondents assume that the much more focus of private tutoring lies on exam oriented content.

Aspects learned in tutoring class. The students were asked what aspects they learn in private tutoring class not regular class. In response to the item, out of the total thirty informants, 13.33 percent responded that they join tutoring class to learn the use the reference materials. In the same way , 23.33 percent responded, that they learn about writing answers of questions. Similarly, 3.33 percent attend tutoring class to learn strategies to learn fast. Similarly, 23.33 percent responded that they go tutoring class to learn writing answers to the question and to overcome the challenges while learning English. Likewise 13.33 percent responded that private tutoring is necessary to learn to use reference materials and writing answers. 6.67 percent stated use of reference materials and strategies to learn fast is learnt in tutoring class not in regular class. 3.33 percent responded students learn strategies to learn fast and strategies to overcome the challenges while learning English. On the basis of above discussion, it can be concluded that majority (46.66%) of the students attend private tutoring to learn writing answers and strategies to overcome the challenges faced while learning English.

Table 6

Aspects Learned in Tutoring Class

Response	No. of Students	Percentage
Agree	6	13.33
Strongly agree	14	46.66
Disagree	7	23.33
Strongly disagree	3	6.67

According to students, they learn English. Most of the students have responded that they joined the tuition/coaching classes to enhance their English learning.

Individual Treatment in Private Tutoring. In order to investigate the perceptions of informants regarding the treatment in tutoring class, students were

asked whether there is individual treatment in tutoring class or not. The responses of students have been shown in the following figure.

Figure 4

Individual Treatment in Private Tutoring
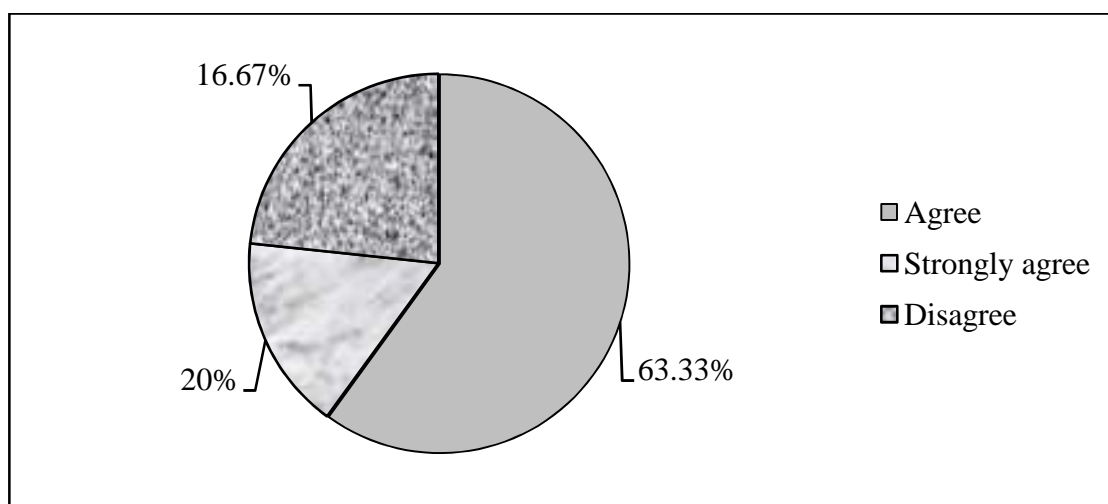
The figure reveals that out of the total thirty respondents, majority of the students i.e. 63.33 percent agreed that there is individual treatment in tutoring class. Similarly, 20 percent strongly agreed to the statement. Among the students,16.67 percent disagreed that there is individual treatment in tutoring class. It can be deduced that majority (83.33) of students get individual treatment in tutoring class.

Teaching differences in regular class and tutoring class. Respondents were asked to present their view on the statement "same teacher teaches differently in regular class and tutoring class. The views of respondents have been presented in the following table:

Table 7

Teaching Differences in Regular Class and Tutoring Class

Response	No. of Students	Percentage
Agree	11	36.67
Strongly agree	10	30
Disagree	8	26.66
Strongly disagree	2	6.67

The table reveals that out of the total thirty informants, 11 students (36.67%) agreed with the statement 'same teacher teaches differently in regular od tutoring class'. In the same way, 10 students (i.e. 30%) strongly agreed with the statement but 8 students (i.e. 26.66% disagreed with the statement, remaining 2 students (i.e. 6.67%) strongly disagreed the statement. It can be concluded that majority (66.67%) of the students assume that the teacher teaches differently in regular class and tutoring class.

According to students, they learn English. Most of the students have responded that they joined the tuition/coaching classes to enhance their English learning.

Content coverage in tutoring class. The students were asked their perceptions regarding the content coverage in tutoring class. The responses are shown in the following figure.

Figure 5

Content Coverage in Tutoring Class
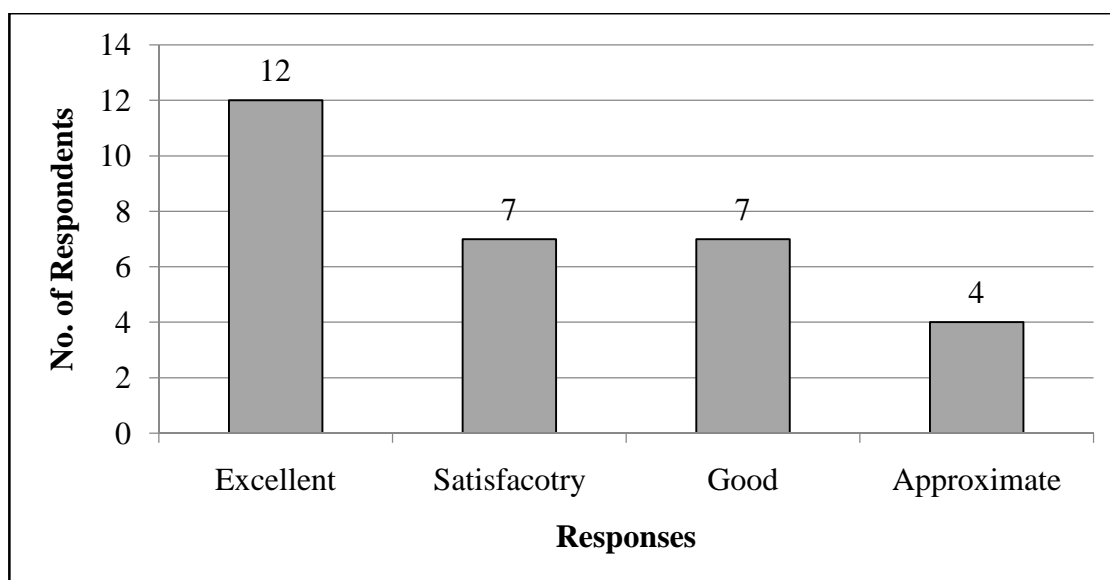
The figure demonstrates that out of the total thirty students, 12 students (i.e. 40% responded that content coverage is excellent in tutoring class. Similarly, 7 students (23.33%) stated that content coverage is satisfactory in tutoring lass. Likewise, other 7 students (i.e. 23.33%) responded that content coverage is good in

tutoring class. Remaining 4 students (i.e. 13.34%) of students revealed the fact that there is approximate content coverage in tutoring class. By analyzing the figure it can be deduced that majority (40%) of students regard content coverage is excellent in tutoring class.

Content understood in tutoring class. An item was asked to informants to investigate 'whether the content provided in tutoring class is clearly understood or not the responses of informants have been depicted in the following table:

Table 8

Understood of Content in Tutoring Class

Response	No. of Students	Percentage
Agree	17	56.67
Strongly agree	2	6.67
Disagree	10	33.33
Strongly disagree	1	3.33

The table depicts that out of the total thirty respondents, 56.67 percent agreed that content provided in tutoring class is clearly understood. Similarly, 6.67 percent strongly agreed. Whereas 33.33 percent disagreed that content provided in tutoring class is clearly understood and remaining 3.33 percent strongly disagreed. With the analysis of the table it can be concluded that the majority (63.34%) of students clearly understand the content provided in tutoring class.

Materials used by teachers. Students were asked what sort of materials were used by teachers while teaching. The students responded to the item as, out of total thirty students, 33.33 percent stated that textbook is used by teachers while teaching, Similarly, 13.33 percent responded the teachers use guide and guess papers. In the same way, 6.67 percent revealed that teachers use books of foreign writers. Likewise, 6.67 percent responded teachers use notebooks prepared by themselves; 16.67 percent stated that teachers use textbook and book of foreign writers. Similarly, 3.33 percent responded that teachers make use of guide guess and paper and book of foreign writers. Remaining 20 percent revealed that teachers make use of guide and guess

paper and textbooks. On the basis of above mentioned discussion, it can be inferred that according to half (50%) of students teachers make use of textbook and books of foreign writers.

Table 9

Materials Used by Teachers

Response	No. of Students	Percentage
Textbook	10	33.33
Guides/Guess paper	4	13.33
Textbook & Book of Foreign writers	5	16.67
Guides/Guess paper & Textbook	6	20

In conclusions, it can be inferred that most of the students teachers use of textbook and books of foreign writers.

Materials suggested to students. An item was asked to respondents to investigate 'what sort of materials are suggested to read in tutoring class'. The responses have been depicted in the following table.

Table 10

Materials Suggested to Students

Response	No. of Students	Percentage
Textbook	15	50
Guides/Guess paper	4	13.33
Authentic books	11	36.67
Others	0	0

The table shows out of the total thirty students, 50 percent responded that they were suggested to read textbook. Similarly, 36.67 percent mentioned they were suggested to read authentic books and remaining 13.33 percent revealed that they were suggested to read guide/guess papers. Analyzing the table, it can be concluded

that majority (86.67%) of students are suggested to read authentic books and textbook in tutoring class.

In conclusions, it can be inferred that most of the students are suggested to read authentic book and textbooks in tutoring class.

Classroom management. An item was asked regarding the classroom management in tutoring class. Out of the total thirty students, 6.67 percent responded that there is enough space to sit in class. 3.33 percent mentioned that there is enough light to read and write. Similarly, other 3.33 percent revealed that tutors make use of black /white board. Likewise, 20 percent mentioned that tutors make use of multimedia projector. 10 percent responded that there is proper seating arrangement in tutoring class ,36.67 percent revealed there is proper seating arrangement and enough light to read and write. In the same way, 13.33 percent responded that there is proper seating arrangement and tutors make use of white/black board. Likewise, remaining 6.67 percent mentioned that there is enough light to read and write and tutors make use of multimedia projectors. On the basis of above discussion, regarding classroom management, it can be concluded that according to 36.67 percent of students there is proper seating arrangement, enough light to read and write.

Table 11

Classroom Management

Response	No. of Students	Percentage
Enough space to sit in class	2	6.67
Enough light to read and write	1	3.33
Use of multimedia projector	6	20
Proper sitting arrangement	15	50

In conclusions, it can be inferred that most of the students are suggested to there is proper sitting arrangement, enough light to read and write in tutoring class.

Cause of Private Tutoring

In order to explore the cause or encouraging factor to make students attend private tutoring, respondents were asked different questions. The responses of the students have been presented herewith under the following sub-themes:

Reasons to attend tutoring. An item was designed to investigate the causes or reasons to attend private tutoring. Out of the total thirty respondents, 16.67 percent mentioned that students' negligence in regular class is one of the causing factor to attend tutoring class. In the same way, 3.33 percent considered the teachers' negligence in regular class is the reason to attend tutoring. Similarly ,other 3.33 percent stated that overloaded curriculum as the reason to attend tutoring. Likewise, 26.67 percent responded students attend tutoring class because of competition to score high marks. Other 10 percent revealed that they attend tutoring class because of overloaded curriculum and competition to score high marks; 13.33 percent considered students' negligence in regular class and competition to score high marks as the reasons to attend tutoring. Similarly, 26.67 percent responded that students and teachers' negligence in regular as the causing factor to attend tutoring class. According to the above mentioned discussion, it can be concluded that majority (53.34%) of students consider competition to score high mark and teachers' and students' negligence in the regular class are the main reasons to attend tutoring class.

Table 12

Reasons to attend tutoring

Response	No. of Students	Percentage
Student negligence in regular class	5	16.67
Overloaded curriculum	1	3.33
Competition to score high marks	8	26.67
Teachers negligence in regular class	1	3.33

In conclusions, it can be inferred that most of the students are joining tutoring class due to competition to score high mark and teachers' and students' negligence in the regular class are the main reasons to attend tutoring class.

Cause of attending tutoring class. Respondents were asked regarding the causes of attending private tutoring. The different respondents have mentioned different causes of attending tutoring. Out of the total thirty students, 33.33 percent mentioned that individual treatment in tutoring is the causing factor to attend tutoring. Similarly, 20 percent mentioned that the use of sufficient materials in tutoring class is the cause of attending tutoring. In the same way, 20 percent responded that guidance of teacher in the tutoring class causes students to attend private tutoring. 26.67 percent mentioned the individual treatment and guidance of teacher cause the students to attend tutoring. According to the discussion, it can be deduced that majority (60%) of students attend tutoring class because of individual treatment and guidance of teacher in the tutoring class.

Table 13

Causes of Attending Tutoring Class

Response	No. of Students	Percentage
Individual Treatment	10	33.33
Use of Sufficient Materials	6	20
Guidance of Teacher	6	20
Individual Treatment & Guidance of Teacher	8	26.67

In conclusions, it can be inferred that most of the students are attending tutoring class because of individual treatment and guidance of teacher in the tutoring class.

Perception towards English to be difficult. A statement "Perception toward English to be difficult is one of the causes to attend private tutoring" was administered to the respondents. The responses of students on that statement have been presented in the following table.

Table 14

Perception Towards English to be Difficult Response

Response	No. of Students	Percentage
Agree	20	66.67
Strongly agree	3	10
Disagree	5	16.67
Strongly disagree	2	6.66

The table demonstrates that out of the total thirty students , 66.67 percent agreed to the statement perception toward English to be difficult' is one of the cause to attend private tutoring. Similarly, 10 percent strongly agreed to the statement whereas 16.67 percent disagreed the statement' perception toward English to be difficult is one of the causing factor to attend tutoring and remaining 6.66 percent strongly disagreed the statement. The majority of students(76.67%) agreed the statement, so it can be concluded that perception toward English to be difficult is one of the causes to attend private tutoring.

Table 15

Effect of Private Tutoring

Response	No. of Students	Percentage
Listening skill	1	3.33
Speaking skill	7	23.34
Reading skill	4	13.33
Writing skill	18	60

The table reveals that out of the total thirty students, 3.33 percent mentioned that the focus was on listening skill. Likewise, 23.33 percent responded that speaking skill was focused in tutoring class. Similarly 13.33 percent mentioned that reading skill was focused. But 60 percent mentioned that writing skill is focused in tutoring class. Majority (60%) of students responded that writing skill is focused in tutoring class, it can be deduced that writing skill is highly emphasized in tutoring class.

Aspects of language learnt in tutoring. Students asked what aspect of language to learn they attend tutoring class. The responses have been presented in the following table.

Table 16

Aspects of Language Learnt in Tutoring

Response	No. of Students	Percentage
Grammar	17	56.67
Pronunciation	3	10
Vocabulary	7	23.33
Others	3	10

The table demonstrates that out of the total thirty students, 56.67 percent mentioned that private tutoring is attended to learn grammar. Similarly, 10 percent stated that students attend tutoring to learn pronunciation; 23.33 percent mentioned that vocabulary is learned in tutoring class. Remaining 10 percent responded that students attend tutoring to learn other things. Majority (56.67%) of students have mentioned that tutoring was attended to learn grammar. It can be concluded that students attend tutoring to learn grammar.

Focus of tutoring class. Finally, students asked, what the main concern of tutoring is. The response of students have been presented in the following table:

Table 17

Focus of Tutoring

Response	No. of Students	Percentage
Rote memorization	11	36.66
Enhancing creativity	3	10
Developing critical thinking	8	26.67
Developing communicative skills	8	26.67

The table reveals that out of the total thirty students, 36.67 percent mentioned that in tutoring class main concern lies on rote memorization, 10 percent stated that tutoring focuses on enhancing creativity. Similarly, 26.67 percent responded that tutoring focuses on developing critical thinking. Likewise, 26.67 percent mentioned that communicative skills are developed in tutoring class. While analyzing the table, it has been found that the majority (36.67%) of students mentioned that rote memorization is emphasized in tutoring class, it can be concluded that the private tutoring mainly emphasizes on rote memorization.

Efforts Made by Learner to Learn English

Along with close ended item, the open ended questions were also asked to students. The first item was for finding the efforts made by a learner to learn English except regular class in their school/colleges. The respondents stated that they made the following attempts to learn English. Join the tuition/coaching classes. Make use of internet. Read newspaper and different type of books, novel, article. Do self study. Watch and listen to the English speaking of native speakers/watch movies. Make communication in English with friends. Practise to write in English. Make use of grammar book and dictionary. Join English language classes.

According to students, they learn English. Most of the students have responded that they joined the tuition/coaching classes to enhance their English learning.

Role of Private Tutoring in English Learning

The second item was administered regarding the role of private tutoring ,i.e "what sort of role, the private tutoring plays in English learning". The students have explained the role of tutoring : It provides opportunity to learn with the great care of teachers. Provides techniques to read and write in the exam. Encourages to interact and communicate in English. Helps to enhance writing skill. Provides enough time to practise English. It also helps to use appropriate vocabulary, enhance reading, listening skill and speaking skill. Fosters creativity, informs about new innovations regarding learning. Helps to improve pronunciation. Provides knowledge regarding

the content. Helps to build confident to speak in English and writing the answers of questions.

Regarding the role of private tutoring in English learning, according to the responses of students, it can be said that tutoring plays positive role in their learning.

Individual Treatment in Tutoring

The students were asked as to whether they get individual treatment tutoring class, if so how'. Most of the students stated that, they get treatment in tutoring by the following ways: Teachers encourage individual work in tutoring class. Teachers check the answers of students individually. Teachers make students involve in discussion. Teachers respect the curiosity of especially of slow learner. Students are limited in tutoring class, so teachers care and evaluate all the students; if any mistake found that is corrected. Teachers provide sufficient time to practise individually. Teachers respect the individual way of learning of learners. Teachers provide the support to learners as per their needs.

Most of the students said that they get individual treatment in tutoring class. The teachers respect the individual learning of learners. They evaluate students individually as well.

Types of Learner Benefits of Tutoring

Generally we assume that, all of the students get benefit by tutoring. To be more specific regarding the type of students fourth questions was asked as what types of learners get benefit from private tutoring. The students responded as: The learners who are not able to capture all the contents taught in regular class. The students who do not have time to be regular in school/college. The slow learners who want to master over the subject matter. Not only slow learners enthusiastic students as well get benefit from tutoring class. The students wishing high marks and passing the examination. Students engaged in job and having different family problems. The students who cannot learn in crowded environment.

According to the above mentioned responses especially those students who unable to be regular in school/college and the students who want to score high marks get benefit from the private tutoring.

Positive Aspects of Tutoring

The fifth number of item in the questionnaire aims to explore positive aspects of tutoring. The following are the positive aspects presented by the respondents. We can learn the things in tutoring class which is missed in regular class. We get enough opportunity to practise in tutoring class. Much more focus is given to individual learners. Student oriented classes are conducted in tutoring. It helps slow learners. Helps to develop the idea to deal with the questions in examinations. Provides counselling, if necessary. There is a freedom to select the topic to be discussed. Helps students to secure high marks in examination. Makes aware of the technique to write the answers of difficult questions. Helps to overcome the challenges while learning English. The teachers facilitate students in the problem of students. Increase confidence level to face the examination. Helps to develop communicative skills as well. Learners can learn individually. More interaction takes place in tutoring class. It highly motivates students towards their learning. The teachers repeat the subject matter so students can grab. The students are less in a number so they get enough time to practise.

On the basis of responses of students, now it can be said that most of students view it positively in the sense that it helps to score high marks, focus on students' practise, content repetition.

Negative Aspects of Tutoring

Students were not asked only positive aspects of tutoring but negative aspects as well. The students presented the negative aspects of tutoring as: It increases students dependency on teachers so kills the creativity of learner. Students may not pay attention in regular class of school/college. Students may focus on content only rather than other skills.Teachers may have problem of managing time for both regular and tutoring class. It focuses on exam oriented content only. It may create mental pressure in learner then in regular class. Learners focus only on getting notes by

teachers. It is economic oriented so all the student may not have opportunity to join it. Focus on writing skill (in the examination) than other skills. It provide only specific knowledge which may not be sufficient for learners. It may decrease students learning participation in regular classes.

Students not only view tutoring positively they are aware of several negative aspects of it as well such as it is expensive, it demands extra time, increases dependency of learner.

Suggestions for the Students who only Depend on Tutoring

The students were asked what is their suggestion for the students who only depend on tutoring classes. The students have provided the following suggestions: Not to be fully depend on tutoring classes because it makes students lazy and students become more exam oriented. Students need to do self study rather being dependent upon tutoring, if necessary only join the tutoring classes.Tutoring is only a tool to enhance our learning, it doesn't provide all the required knowledge. Focus on regular classes rather than tutoring class. Do not be totally dependent on tutoring class, it may loss the creativity of the learner. If students are attentive in regular class, there is no need of tutoring class.

According to the responses of students, now it can be said that students view tutoring classes as a tool to enhance learning but it is not good to be totally dependent on it rather students need to be attentive in regular class and focus on self study,

Differences between Language Teaching in School Class and Tutoring Class

The item no, eight in the questionnaire was asked to investigate whether any differences existed between tutoring and regular class. Most of the students argued that there are significant differences between them which are as follows: In regular class, students do not get much more attention of teachers. But in tutoring class teachers individually focus on learners. In regular class, there are students in greater number but the time is limit, on the other hand tutoring class contains students in less number, so all the students get sufficient time to practise. Language teaching in school class focuses on all the aspects and skills of language, but in tutoring class focus is

only on writing skill. Regular class in school focuses on all the contents but in tutoring class focused exam oriented subject matter is basically focused. Regular class covers all the aspects of curriculum but in tutoring class emphasis is given to the problems raised by the students. Teachers teach actively in tutoring class than in regular class. Individual need and interest are focused in tutoring class than in regular class. In school, there is only teacher centred language teaching but in tutoring class, all students participate in activities. Teachers are well qualified in school but in tutoring class even a graduate student may be a teacher to teach intermediate students. In school class, especially lecture method and textbooks are used while in tutoring class there is the facilitation of extra student oriented proceeding. Individual capacity and psychology of students are recognized in tutoring class rather than school classes. School classes try to make students able in all the contents of the curriculum but in tutoring class focus is on scoring high marks.

The respondents have different views regarding regular class and tutoring class. Almost all respondents argue that in tutoring class there is individual treatment and teaching is exam oriented than in regular class.

Classroom Management in Tutoring Class

To get the perception of students regarding classroom management in tulong class the respondents were asked as to how the classroom is managed in tutoring class in terms of seating arrangement for disruptive behaviour of students. The respondents stated as: There is well management of desk and benches. There is sufficient light to read and write. White / black board has been placed in proper space. There is no gender variation in seats. Both girls/boy can sit wherever they like. Students are limited in number, so there is well seating arrangement. Generally because of limited number of students, there is less noise, if students show disruptive behaviour they are punished by asking them doing class work. There is enough space for role play, pair work and group activities. Students seem to be quite interested in class because they have invested great amount of money.

On the basis of students, responses, it can be analyzed that students are satisfied with classroom management in tutoring class; teachers treat them as per their psychology and physical management is also proper.

Techniques used in Tutoring Class

The final item was asked to know the view of students regarding teaching techniques applied in tutoring class. Most of the students responded as: Basically, tutoring class followed question - answer, describe objects orally and free writing . Special techniques to enhance writing skills are used. But all the skills should be emphasized such as for speaking, role play, pair work. Generally, dictation (note writing) is applied in tutoring class. Techniques vary as per the nature of content and tutors. Teachers make use of both inductive and deductive method while teaching. Teachers also make use of communicative technique to teach. The techniques applied in tutoring classes are simple and easy as per the level of students.

Here almost all students are satisfied with the techniques applied in tutoring class in the sense that teachers use simple and easy techniques to make them understand and they get notes as well.

Chapter V

Findings, Conclusions and Recommendations

Findings

This chapter reports the major findings of this study. The study intended to find out the perceptions of Master level students' on private tutoring in terms of language teaching technique, content coverage, use of materials (teaching materials and reference materials) and classroom management. Further, the study aimed to suggest some pedagogical implications. After analyzing and interpreting the data explored through the questionnaire, this study has come up with the following findings:

Students are found to be positive toward private tutoring. More than 46.67 percent of the students mentioned that private tutoring is necessary for English subject. This means tutoring is needed to learn English effectively. More than sixty percent of the students i.e. 63.34 mentioned that private tutoring is needed sometimes. It was found that, private tutoring is most needed to enhance English language learning for eighty percent of the students. Majority of the students i.e. 76.67 percent assume private tutoring helps to score high marks. More than 75 percent of students (i.e. 76.67%) revealed that private tutoring focuses upon exam oriented contents; the content important from examination point of view is much more emphasized in tutoring class. Majority of learners (83.33 percent) students get individual treatment in tutoring class. It was found that private tutoring kills the creativity of learner because teacher dictates the answers to the questions for more than fifty percent of the students (i.e. 53.33%). Ninety percent of the students were found to be responding students were promoted to answer the questions in tutoring class. But students do not respond because they expect answer from the teacher. More than sixty percent of the students (ie. 63.34%) mentioned that the content provided in tutoring class is clearly understood. It was found that teachers use textbook and books written by foreign writers in tutoring class according to the response of 50 percent students.Fifty percent of students mentioned that they are suggested to read textbook similarly 36.67 percent of student revealed that they are suggested to read authentic books.

Regarding the classroom management in tutoring class, 36.67 percent of students revealed that there is proper seating arrangement and enough light to read and write. Similarly, 20 percent of students responded that tutors make use of multimedia projectors in tutoring class. Majority of the students i.e. 70 percent responded that teachers make students involve in activities and make the students interact. It means in tutoring class, student centred techniques are applied to teach. It was found that 26.67 percent of the students considered competition to score high marks is the reason to attend tutoring class; 26.67 percent of students considered students' and teachers' negligence in regular class are the reasons to attend private tutoring. It was found that learner themselves are the encouraging factors to attend private tutoring for the students i.e. 53.34 percent, whereas 23.33 percent of the students, guardians and teacher themselves are the encouraging factors to attend private tutoring. Perception toward English to be different is one of the causes to attend private tutoring in the sense that, majority of the students i.e. 76.67 percent agreed the statement. The majority of the students (i.e. 70%) agreed the statement "private tutoring increases social inequality."More than half of the students (i.e. 60%) mentioned that writing skill is emphasized in tutoring class. It means students were highly taught regarding the answering the questions in examination. It was found that 56.67 percent of students attend private tutoring to learn grammar. It means students feel much more difficulty in grammar rather than other aspects of language.

Conclusions

Simply, it is assumed that private tutoring is necessary to learn English. Generally, private tutoring is considered to be scaffolding of regular schooling, In our context, most of the students attend private tutoring to support their study specially the students join private tutoring to learn English. The expansion of private tutoring is growing day by day worldwide. In the Nepalese scenario as well, private tutoring has gained its status. This particular study intended to explore the perception of Master level English students regarding private tutoring. The students perceived it to be necessary to increase English learning along with other subjects. The students take help of internet, newspaper, articles along with private tutoring to enhance their English learning. Though only the exam oriented content is focused in tutoring class, it helps to score high marks in the examination. Generally „students get individual

treatment and especially learner centred techniques are applied. There is proper classroom management in tutoring class; teachers make use of technology as well.

By analyzing and interpreting the data, it can be concluded that students are positive toward private tutoring in the sense that it helps them to secure high marks; their need and interest are addressed in tutoring class. Though tutoring occupies negative aspect the proper utilization of it will really enhance the learning of students.

Recommendations

Being based upon the major findings of the study, the following recommendations can be made.

Policy level. As most of the students are attracted toward private tutoring, the concerned authority need to pay attention on formulating policy for the establishment of private tutoring centres. The students responded that, due to better learning opportunity in tutoring class, students go to tutoring. But the concerned authority need to formulate and implement the policy of regular monitoring of private tutoring classes.

Practice level. In tutoring class much more emphasis is given on writing skill. But for effective language learning all of the four language skills need to be taught. The goal of teaching learning should not be for temporal uses rather should be for life long learning. It is better to do self study rather to be depending on tutoring class in the sense that it demands extra fee and time. Students are promoted to answer the questions but they rarely become creative because they are fully dependent on teachers. So, the dependency of learners need to be decreased.

Further research. Private tutoring is not only related with English learning, but it has touched the other area of teaching learning. This study is just an entry point in the department of English education, so what exists inside needs a surgery. It means still the details are to be found out. So, some of these can be recommended as:

An area for study can be a comparison between the achievement of students attending tutoring class and students attending only regular classes. The current study only has been limited to the M.Ed. students of Kathmandu valley. So other areas need further researches. This study has included only the perceptions of students, further perceptions of guardians and teachers can also be explored.

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Appendices

Appendix-1

Questionnaire for Students Closed Ended Respondent

Dear respondents,

      This questionnaire has been prepared to completed a research work entitled "Perception of University Level Students on the Role of Private Tutoring for Enhance their English Language". The research is being carried out under the supervision of Resham Acharya, Lecturer of English Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher aims to explore perception of students on private tutoring regarding English language learning, content coverage, use of materials and classroom management . The honest information you provided will be kept highly confidential and will be used only for this research purpose.

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Researcher

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Exercise:

Name:

College:

Level:

(1) Private tutoring is necessary for the subject (feel free to tick more than one option)

   (a) Math   (b) Science   (c) Enghlish   (d) Others

(2) Private tutoring is necessary.

   (a) Sometimes   (b) frequently   (c) regularly   (d) never

(3) Private tutoring is most needed to enhance English Language Learning.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(4) Private tutoring helps to enhance the creativity of learner regarding

    English language learning.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(5) Without private tutoring , English Learning cannot take place.

   (a)agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(6) Private tutoring is appropriate for any slow learner but for bright students it

    is loss of time.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(7) Private tutoring helps to score high marks.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(8) Private tutoring focuses upon exam oriented context.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(9) What are the aspect you learn in private tutoring not in regular class.

    (feel free to tick more than one)

  (a) use of reference materials

  (b) writing to learn fast

  (c) Strategies to overcome the challenges while learning English

  (d) Other (specify)………….

(10)There is individual treatment in private tutoring .

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(11) The same teacher teaches differently in regular class private tutoring.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(12) Private tutoring kills the creativity of learner because in tutoring class
    tutors dictate the answer to questions.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(13) In tutoring class tutors promote student to answer the questions.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(14) All the students get opportunities to involve in learning in tutoring class.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(15) The content coverage in tutoring class is

   (a) excellent   (b) satisfactory   (c) good   (d) approximate

(16) The content provided in tutoring class is clearing understood.

   (a) agree   (b) strongly agree   (c) disagree   (d) strongly disagree

(17) Teachers make use of the …….while teaching .

   (a) text book   (b) guides/guess papers

   (c) books of foreign writers   (d) other (specify)………

(18) Teachers in tutoring class encourage student to read

   (a) text book   (b) guides/guess papers

   (c) authentic book   (d) other (specify)………

(19)   The tutoring class is found to be,

   (a) enough space to sit   (b) proper seating arrangement

   (c) enough light to read and write   (d) tutors makes use of white board

   (e) tutors makes use multimedia projectors (f)other (specify)…………….

(20) Teachers in tutoring class,

   (a) make students involve in activities   (b) use only lecturer method

   (c) make students interact   (d) use discovery method

   (e)other (specify)………….

Appendix 2

Questionnaire for Students Open Ended Respondent

1) What effects do you make to learn English except regular class in school/collage?

   …………………………………………………………………………………

   …………………………………………………………………………………

2) What is the role of Private tutoring in your English Learning?

   …………………………………………………………………………………

   …………………………………………………………………………………

3) Do you get individual treatment in Private tutoring ? How?

   …………………………………………………………………………………

   …………………………………………………………………………………

4) What type of learners get benefited from private tutoring? Explain?

   …………………………………………………………………………………

   …………………………………………………………………………………

5) What are the positive aspects of private tutoring?

   …………………………………………………………………………………

   …………………………………………………………………………………

6) What are the negative aspects of private tutoring?

   …………………………………………………………………………………

   …………………………………………………………………………………

7) What do you suggest to the students who only depend on private tutoring?

   …………………………………………………………………………………

   …………………………………………………………………………………

8) What is the difference between language teaching in school class and tutoring class?

   …………………………………………………………………………………

   …………………………………………………………………………………

9) What is your view regarding the content coverage in tutoring class?

   …………………………………………………………………………………

   …………………………………………………………………………………

10) What sort of reference material and teaching materials are used and suggested in tutoring class?

………………………………………………………………………………………

………………………………………………………………………………………