



# NEWSLETTER ANTRIEP

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## Private Tuition: Issues and Concerns

As announced earlier, the theme for this issue of Newsletter is “Private Tuition: Issues and Concerns”. The responses have been encouraging and prompt from the member institutions who have contributed articles on the theme, reflecting comparative perspective and their country experiences. Articles included in this issue are from IIEP (Paris), KEDI (Korea), IED-AKU (Pakistan), and NIEPA (India).

The article on “Investigating the Shadows: Comparative Perspectives on Private Tuition” presents a comparative perspective on private supplementary tuition, describing the quantitative pattern and variations, diversity in forms of supply of private tuition, consequences of private tuition and governments responses in different parts of the world to contain the private tuition. The author portrays private tuition as ‘shadow education’ because

of its characteristics and it being a imitation of the formal system. Private tuition is a big industry in many countries, especially in Asia. Of late, it has made its presence felt elsewhere in the world. Though private tuition is not absolutely necessary for many children, yet parents favour to invest on private tutoring for their wards hoping they will perform better and have an edge over others. Despite the difficulty of having reliable data on private tuition, the author has presented a comparative picture of private tuition in different countries of Asia, Africa and Europe. The diversity in the forms of supply of private tuition ranges from individualized tuition to mass lecture theatres. The author illustrates the diversity among the tutors in terms of age, qualification and quality. While in some countries, teachers are prohibited to provide supplementary private tutoring, yet in many countries in Africa and Asia it is so widespread that formal school teachers are engaged in private tuition. The paper highlights perpetuation of inequities as a result of variation in the quality and quantity of private tuition sought by different income groups across different regions. Despite the concern about the negative effects of the private tuition, many governments have failed to take action. In view of poor salaries of teachers coupled with economic crisis, some governments are powerless to control private tuition.

The paper from KEDI (Korea) envisages private tuition as a major problem for the educational system of Korea as the extent and intensity of private tuition have grown manifolds over the years. The Koreans social obsession for higher education and admission in to better institutions coupled with limited number of seats in these institutions has created an unhealthy competition. This has led to higher demand for private tuition among different social groups, Thereby undermining the social

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structure and creating further inequities. The author attributes the demand for private tuition in Korea to educational and social factors. Primary of them is the poor quality of public education, especially the way in which students in Korea are evaluated and selected for university admission. The author argues that poor quality of public education leads students to depend heavily on private tuition. The author points out that the schools failed to satisfy the diverse learning needs of students resulting in parents seeking private tutoring to fulfill their expectations. The social reason for private tuition in Korea includes higher social and cultural importance placed on academic credentials and resultant obsession with education. More importantly the economic and social changes in the country too have led to higher demand for private tuition. The paper suggests measures and solutions for the problem of private tutoring in Korea through reforms in curriculum, student evaluation and methods of selection of students for admission to higher education.

The article from India examines the phenomena of private tuition based on an empirical study. Some of the aspects covered in this paper include extent of private tuition at secondary level, difference between the localities and gender in seeking private tuition etc. The paper presents the intensity of private tuition; amount, time and money spent on private tuition. The paper also explains different forms of supply of private tuition and their major characteristics. The paper highlights that the states with higher socio-economic development have more propensity towards private tuition compared to states which are educationally backward.

The paper on private tuition in Pakistan explains the growing phenomena of private tuition and its positive and negative effects both on the education system and the society. Irrespective of socio-economic levels and grade, private tuition is rampant in Pakistan. The paper points out reasons for private tuition, the main being the better performance in public examinations. Private tuition is available in various forms but currently the tuition centers, coaching centers and the academies are the major providers of private tuition. Like many countries, in Pakistan too the tutors who provide private tuition belong to a cross-section of society. The paper highlights the parent's perspectives who view it as a status symbol

and a necessity for performance enhancement. The author considers private tuition as an educational malpractice and poses a financial burden on parents.

The articles in this volume show that private tuition is a common phenomenon in many countries. The forms of private tuition and the reasons for the same seem to be similar in different countries though the degree and quality of private tuition varies. The educational and social reasons determine the nature and extent of private tuition. Private tuition though contributes to supplement the learning in the school but it perpetuates inequities and creates new forms of disparities. In the absence of regulatory mechanism to restrain private tuition in many countries the market forces have created a supply driven demand.

We continue to receive encouraging responses to the Newsletter from various individuals and institutions. We express our gratitude to the contributors of this issue of the Newsletter and to all the readers for their encouragement.

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The July-December 2006 issue of the ANTRIEP Newsletter will focus on "**Initiatives and Incentives for Education of Disadvantaged Groups**". The member institutions are requested to send their contributions to the Editor not later than 30 November, 2006.

# Investigating the Shadows: Comparative Perspectives on Private Tuition

## Introduction

Increased attention is focusing on the so-called shadow education system of private supplementary tuition in academic subjects beyond the hours of mainstream formal schooling (see e.g. Bray 1999, 2003; Kwok 2004). This tuition is described as a shadow for several reasons. First, it only exists because the mainstream system exists. Second, it imitates the mainstream: as the mainstream changes in size and orientation, so does the shadow. Third, in almost all societies, much more public attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the mainstream. Tuition is a huge industry in much of Asia and is growing fast elsewhere, particularly in Africa, Europe and North America.

Some pupils can easily meet the learning demands of education systems without tuition, but many families still invest in tuition in order to maintain a competitive edge. At the other end of the ability spectrum, low achievers fear being left behind if they do not receive tuition. In the process, major issues of equity are involved. Since future life chances in most settings are closely linked to achievement in education systems, pupils' future livelihoods may be significantly shaped by whether or not they have received tuition – and, if so, how much, in what subjects and of what quality.

## Quantitative Patterns and Variations

Reliable data on shadow education are difficult to obtain because much tuition is conducted on an informal basis. Tuition establishments may not be registered, and enrolments may be unstable. Further, tutors commonly avoid taxes on their earnings and therefore dislike attention. Pupils may also hesitate to reveal the amounts of tuition that they receive, partly because they feel shy about seeking either remedial support or competitive advantages over their peers.

Nevertheless, a picture may be sketched from a range of studies (e.g. Zeng 1999; Baker & LeTendre 2005; Paviot et al, 2005). In some parts of East Asia, particularly Japan and South Korea, tuition has a long history, though it expanded during the 1980s and 1990s. These are prosperous countries and are influenced by Confucian

cultural traditions that value learning and effort. Tuition has also become more evident, though perhaps for different reasons, in low-income countries, such as Cambodia and Bangladesh, and is increasingly being reported in Africa. In Eastern Europe, tuition has emerged as a major enterprise with the collapse of socialism and the advent of the market economy. The proportion of pupils receiving tuition in other societies may be lower, but it has also become increasingly evident, though with different dynamics and underlying forces, in Western Europe and North America.

## Diversity in Forms of Supply

Many types of tuition may be identified. At one end of the scale is individualised tuition, often conducted in the homes of the pupils or the teachers. At the other end of the scale are mass lecture theatres with overflow rooms served by closed-circuit television screens focussing on what in Hong Kong are called 'idol tutors', who in some respects resemble film stars and popular musicians (Bray & Kwok 2003). Between these extremes may be small groups, medium-sized classes and large classes. Much advocacy in mainstream education systems insists that classes must have fewer than 35 pupils in order to be effective; but in shadow education system, in some societies, pupils commonly pay to attend tuition classes that are much larger than this.

Diversity may also be found in the ages and qualifications of tutors. In many settings, secondary school students earn pocket money by tuitioning primary school children, and similarly university students may tutor secondary students. In contrast, many tutors are retirees who still wish to contribute to society and also earn some extra money. Between these two extremes of age, are others who provide tuition on a full-time or part-time basis, and who may or may not have formal training. Again this picture contrasts with mainstream schooling, in which teachers are expected to be aged between 21 and 65 and to have formal training.

In many systems, mainstream teachers themselves provide supplementary private tuition. In such countries as Australia, France and Singapore, teachers are prohibited from providing such paid tuition to the children

for whom they already have responsibility in the mainstream. However, in such countries as Lebanon and Nigeria, it is common for mainstream teachers to provide remunerated supplementary tuition for their own mainstream pupils. In some settings this creates a problematic form of blackmail, in which teachers cover only part of the curriculum during school hours and then require pupils to attend private classes for covering the remainder of the curriculum. This mainly occurs in countries in which mainstream teachers receive low salaries. The level of salaries forces the teachers to seek supplementary incomes, and also makes society more sympathetic to the practice than it might otherwise be.

High-income societies have additional forms of tuition that harness technology. Telephone tuition is one option, but it has increasingly been supplemented or displaced by Internet tuition. Such technology means that the tutors and the tutees may be distant from each other and perhaps even in different countries.

For face-to-face tuition, however, location becomes of considerable importance. In most countries, face-to-face tuition is much more readily available in cities than in rural areas. This is partly because the population density of cities provides sufficient supply of pupils to allow the tutors to set up classes which are large enough to permit affordable prices, but also because cities commonly have more competitive environments and higher per capita incomes.

### **Social Stratification and Government Responses**

Given that the quality and quantity of tuition available to children depend strongly on their family incomes, tuition is obviously a mechanism for maintaining and increasing social stratification. An added layer of stratification arises from the fact that tuition is in general more readily available in cities (and in the prosperous parts of those cities) than in rural areas. For this and other reasons, many governments are concerned about the existence and nature of private tuition. However, the responses by governments have varied.

Some governments feel powerless to do anything about the existence of tuition. This observation is especially applicable to the countries in which teachers are forced to seek extra incomes by the inadequate levels of their official salaries. In Eastern Europe, for example, during the 1990s, the collapse of communism and the advent of the market economy left teachers' salaries at a level which could not even support those teachers' families above the poverty line. Similar pressures were evident in China and Vietnam, which officially maintained socialist

systems but moved to market economies. Many teachers turned to tuition as an obvious way to make ends meet. The governments frowned on the practice, but did not themselves have sufficient resources to remunerate the teachers adequately and therefore to remove the fundamental cause.

Elsewhere, authorities have endeavoured to take proactive measures, including prohibition. In South Korea, for example, the government banned all tuition in 1980 (Seth 2002). However, the ban was not effective and was gradually relaxed. The issue returned vigorously to the political agenda in the late 1990s, but the renewed attempt at prohibition got no further than its predecessor. In 2000 the courts declared the prohibition unconstitutional as an infringement of human rights.

In Singapore, by contrast, the authorities have sought to harness tuition. Community bodies have been encouraged to provide tutoring for low-achieving students to reduce social gaps. The government has also trained tutors who work voluntarily or for low fees.

### **Conclusions**

In recent decades, private tuition has greatly increased in scale and has become a major phenomenon in practically all regions of the world. Tuition is driven by a competitive climate and strong belief in the value of education for social and economic advancement. China, Vietnam and Cambodia are countries which have entered the market economy after a period of socialism, and in which private tuition has become common where it barely existed before. These societies share some cultural characteristics with Japan, Korea, Hong Kong and Taiwan, but tuition is also driven by the need for mainstream teachers to earn extra incomes in order to provide for themselves and their families. For similar reasons, tuition has grown significantly in Eastern Europe. Significantly, tuition has also greatly expanded in such Western European countries as Germany and the UK, as well as in Canada and the USA.

It has been demonstrated in multiple settings that tuition maintains and exacerbates social stratification. Prosperous families with the necessary resources can invest in greater quantities and better qualities of tuition than can their less well-endowed neighbours. Tuition also widens the gaps between urban and rural areas, and in some settings also between boys and girls. Families which invest in tuition are able to give their children head-starts which permit those children to perform better in school, stay longer in the education system, and in turn secure greater lifetime earnings. However,

complexities may exist in this picture. Some elite families refuse to send their children for tuition because they resist the incursions into their children's free time. Also, not all private tuition can be effective: much depends on the nature of the tuition, on the motivation and abilities of the tutees, and on the structures and contexts of the education systems.

It is clear that shadow education has major implications for social and economic development. Although it is now receiving more attention than before, the sector deserves considerably stronger focus from both policy makers and researchers. Much can be learned from comparative analysis in the identification of the underlying causes and implications of tuition; and in turn, such understanding will greatly contribute to identification of appropriate policy responses.

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### Training Module on Successful School Management

ANTRIEP has completed the collaborative research study on 'Improving School Management: Learning from Successful Schools'. Based on thirty case studies of successful schools conducted by the ANTRIEP member-institutions (Bangladesh, India, Nepal, Philippines, Pakistan, Sri Lanka and Malaysia) five important areas were identified for preparation of training modules for heads of schools. The themes of the modules include: (1) Successful School, (2) Managing People at Work, (3) Managing Student Affairs (4) Managing External Relations and (5) School Development Planning. The draft modules were prepared by the case study researchers and the same were deliberated in a workshop organized by ANTRIEP at Centre for Professional Management Development (CPMD), Colombo, Sri Lanka. The training modules were later finalized.

## Private Tuition in India

India has a long history of private tuition (PT) but rarely did it affect the educational system of the country in terms of its growth and coverage as it has in the recent decades. There was a general impression that only academically weak students received tuition to make up for their deficiencies. In the past few decades, the private tuition scenario has, however, undergone a sea change in tune with the changing texture and character of society. Earlier, the students appearing for public examinations only thought of receiving private tuition. Over the years, the enrolment and participation at secondary level has increased manifold leading to intense competition. The spirit of competition has been exacerbated by the mismatch between the number of aspirants and the limited seats available at the higher levels of academic ladder, thus necessitating private tuition. Consequently, students of all types-weak, average and bright- have taken recourse to private tuition for different reasons. However, the specific reasons for private tuition are varied and encompass educational, social, cultural, economical and psychological aspects. India has one of the largest sectors of secondary education in the world in terms of institutions (0.15 million) and enrolment (35 millions). Competitively the segment of private tuition has also grown in size and form, making it one of the largest in the world. The volume, propensity and intensity of private tuition makes it almost a replica of formal system, or in other words a 'shadow' (Bray: 1999) of the formal system.

A recent study on private tuition in India (K. Sujatha, 2006) at secondary level in four sample states (Andhra Pradesh, Kerala, Maharashtra and Uttar Pradesh) covering a sample of 6948 students showed that 41.32 percent of secondary students (Grade IX to XII) seek private tuition in one or more subjects. However, there is a variation among the students in terms of the extent of private tutoring at lower and higher secondary levels. A high percentage of students (47%) at lower secondary level go for private tutoring while 36.8 percent of students at higher secondary level go for the same. Interstate variation is conspicuous as far as trends of private tutoring is concerned, e.g. in Kerala, the state with highest human development index in the country, 71.58 percent of students in lower secondary level go

for private tuition as against 33.2 percent in educationally medium level developed state of Andhra Pradesh. Similarly, economically and educationally developed state of Maharashtra too displays higher propensity towards private tuition. In fact, in an industrially developed state the need for skilled manpower is more which creates demand for higher and professional education. As a result the competition becomes tougher forcing concerned students to go for private tuition in order to get admission in technical and professional courses.

Generally, the extent of private tutoring varies among localities. It is usually higher in urban areas than in rural areas (Bray: 1999). Similar trend is also found in India as the extent of private tutoring varies in rural and urban localities. At lower secondary level, 53.67 percent of urban students go for private tuition in contrast to 30 percent of students in rural areas. At lower secondary level in educationally and industrially developed Maharashtra, 77.5 percent of students in urban areas attend private tuition. The urban-rural disparities are found to be much higher in educationally backward states. The trend is exactly similar at the higher secondary level, with the exception of Kerala which does not show the pattern of rural-urban difference.

The extent of private tuition varies among the schools belonging to different management types. Higher percentages of students from the private unaided schools (77.4%) go for private tutoring compared to other management types. However, the extent of private tuition was much higher among Grade X students in all types of management schools and rural-urban schools as they were to appear for public examinations. As high as 100 percent of students of Grade X in some private schools were going for private tuition, while in government and government aided private schools, 63 percent and 61 percent students respectively received private tuition, i.e. majority was having tuition. Comparatively, the low percentage of private tuition among students of government and government aided schools could be attributed to their lower socio-economic status and non-availability for private tutoring especially in rural areas (K. Sujatha, 2006).

The study reveals that at lower secondary, students seek tuition in subjects viz. Mathematics, Sciences and English. However, 27 percent of students go for private tutoring in all the subjects at lower secondary level. Nearly 40 percent of students were receiving private tuition in the above mentioned three subjects. One fifth of students received private tuition in at least two subjects and only 13 percent students were tutored in only one subject. However, the subjects and their combinations in which private tuition is sought differ from each other in terms of locality (rural-urban) and management type of schools. Students receiving private tuition on an average spend 2.43 hours per day. However, the time and intensity ranges from 6.24 hours to 1.66 hours, though the numbers of students spending more than 6 hours on PT are few and limited only among those who seek tutoring in all subjects. Similarly the number of days going for PT ranges from 3-7 days in a week depending upon the form of private tuition and the grade. At higher secondary level the percentage of students going for private tuition is higher in case of science stream (52.35%) and lower among arts stream (13.83%). Number of hours per day and number of days per week varies for different academic streams/ subjects and the form of PT.

The percentage of boys (53%) going for private tuition is higher than the girls (47.1%) at lower secondary level, except in Kerala and Maharashtra. Interestingly, a higher percentage of girls in urban areas of Maharashtra and in rural Kerala go for private tuition compared to boys. At higher secondary level, the difference between boys and girls is very marginal, i.e. only 2 percentile points. The diversity and stratification of India into multiple socio-economic groups is also reflected in access to private tuition among students. The study shows that there is wide disparity among the caste and tribes in terms of accessing private tutoring. Private tutoring is more prevalent among the caste groups which are positioned at higher level of caste hierarchy. Among the most disadvantaged groups like scheduled castes and scheduled tribes, only 22 and 17 percent of students respectively are having private tutoring which is arranged by the government for the students residing in hostels. The study clearly indicates that the education profile of parents have an effect on access to private tuition among students. Among the private tuition seeking students 41 percent had their parents were educated up to graduation or more while very few students with illiterate parents go for private tuition.

### **Forms of Private Tuition**

As the activity of private tutoring finds new means and territories, classes and sites, its nature and type too change in accordance with the demand, demand groups and locations. In India private tuition can be broadly divided into four forms, namely home tuition, group tuition, private tutorial and coaching centres.

The study conducted in the four states of India shows that among the total students seeking private tutoring , 80.61 percent join tutorial/coaching centers, 18.89 percent are tutored by the same school teacher in group tuition, and a meager 0.5 percent had home tuition or by others. Tuition timings are scheduled either before or after school hours. Seventy five percent of students in rural areas and 48.70 percent students in urban areas attend private tuition in the morning session i.e. before school hours, while nearly one-fourth of students in rural areas and a little less than 50 percent in urban areas go for private tuition after school hours and very few students go both the times for private tuition (K. Sujatha:2006). This clearly indicates that students are continuously busy in studies which can cause fatigue and deprive them from other social and co-curricular activities. Similarly, since considerable numbers of students are tutored by the same school teachers and one can imagine their level of fatigue and consequent impact on the regular classroom teaching.

### **Teaching-Learning Process**

The private tuition/ coaching centres have long term and short duration tutoring. In the long term category, the duration of tutoring is of full academic years (i.e. June to March) either for a subject or for the full course. However, PT is available for short duration from the middle of the year offering crash tuition on one or a few topics in definite schedule. The recent study shows that 74.06 percent students at secondary level join for PT from the beginning of the academic year either for one or more subjects, while one fifth of the students go from the middle of the academic year and only 4.6 percent opt tutoring before the annual examinations (K. Sujatha: 2006). Interestingly, students in educationally developed states viz. Kerala, have more propensities to join the PT from the beginning than the students from educationally backward states viz. Uttar Pradesh.

The teaching-learning process involves tutor-student contact ranging from 10 to 29 hours per week in most of the private tuition/coaching centres, depending upon

the number of subjects and grade (K.Sujatha, 2006). Generally, the duration of teaching a subject varies from 50-60 minutes per lecture. The efforts in private tuition centres obviously focus on preparation of students from the point of view of public examinations by covering the school syllabus with individualised attention. Lot of coaching is given to students as a drill and to practise answering questions correctly as well as managing time during examinations. Model test papers with solutions form the part of the teaching material. Frequent tests and feedbacks are part of private tuition. Some of the coaching centres regularly revise their study materials based on feedback of students and keep them updated. The noticeable aspect of these coaching centres is the regularity, punctuality and accountability among both the tutors and students. Generally the continuity of subject teachers depends upon the student's satisfaction and feedback.

#### **Cost of Private Tuition**

The fee charged by coaching institutions ranges from INR 1,000-8,000 per annum in most of the centres (K.Sujatha:2006). The private tuition fee also varies across different grades. It is higher for grade X and XII. The fee varies depending on the academic stream, combination of subjects and intensity. Of course, it depends on various other factors also like credibility of tutor/centres, infrastructure provided, etc. The fee is generally higher for science and mathematics group. Some coaching centres have fee packages for 2/3 years for secondary students (i.e., for Classes VIII to X), and 2 years for higher secondary students (i.e. Classes XI and XII). The yearly charges for such a package in one of the private tuition centres in Pune City of Maharashtra ranges from a minimum of about INR 10,000 - 12,000 to a maximum of about INR 30,000 - 35,000, depending on the grade, subjects and intensity. The evidence from these study shows that a student pays on an average INR 3500 to coaching centres as tuition fees for a combination of mathematics, sciences and English at lower secondary level. At the higher secondary level the average fee goes up to approximately INR 8,500 (K. Sujatha: 2006). However, the average amount paid in group tuition is lower in rural areas while there is no difference between the charges for group tuition and coaching institutes in urban areas. In fact, according to micro level evidences the household expenditure on private tuition per month on an average in the four sample states varies from a low of INR 43.75 to a substantial INR 1587.50 at lower secondary level.

As a rule, no concession in fees is available to socially disadvantaged students in these private tuition coaching centres. Many centres offer fee concessions to attract meritorious students so that the centre can use their performance for publicity later. Some of these centres offer 10% discount as brother/ sister concession and if a student scores 80% consecutively in their 8 weekly tests, then 75% of fee is waived off (K. Sujatha, 2006). However, with the mushrooming of such private tuition centres, there is a stiff competition among them resulting in competitive packages and a guaranty for better results.

#### **Registration**

Though there has not been any policy to regulate the system of private tuition at the central level, there are legal provisions and Acts at the state levels at least in some states to regulate the private tuition system. In the state of Maharashtra, coaching centers are registered under the 'Shop Act' of the State's Revenue Department, while tuition bureaus providing tutors for home tuition are registered under the Charity Commission Act. The bureaus are registered under the head of educational consultancy and welfare activities. A registration fee of Indian rupees (INR)500 to 1000 is charged from coaching centers and tuition bureaus depending upon the number of students. The registration has to be renewed every three year, which generally does not occur (K.Sujatha, 2006). In Uttar Pradesh, the largest state of India, all the coaching centers have to be registered according to Uttar Pradesh Coaching Rules and Regulation, 2002. According to this Act, any one can open coaching centre by applying to the Education Department and paying a small amount of application fee. Similar process exists in many other states also.

#### **Who Manages Coaching Centers and Tuition Bureaus?**

The prevalence of private tuition/ coaching centres is an all-India phenomenon though they display large variation among themselves in terms of size, areas of specialization, subject specialization, infrastructure and clientele. Their spread and depth vary from place to place. There are many well organized corporate type private tuition/ coaching centres as well as dingy little rooms with one or two tutors transacting lessons. Some of these centres are operated by former teachers, unemployed educated youth and entrepreneurs. In early 1990s, these institutions were set up on the pattern of business houses or in the form of companies. Some of the established centres have introduced franchise system and regulate and monitor the quality.

### **Who are the Private Tutors in Coaching/Tuition Centers?**

Tutors employed by the private tuition centres comprise teachers working in government schools, private schools and colleges, university teachers, university students, unemployed educated, retired teachers, educated housewives etc. Despite the ban on teachers working in government and aided schools/colleges to engage in private tuition, the practice continues in many states (K.Sujatha, 2006). The private tutors in coaching centres are usually appointed on a contractual basis. The contractual tutors are paid on the basis of number of lectures taken. Some of the private tuition/ coaching centres employ full time tutors for teaching as well as for preparing the study materials. Few large and well established coaching centres seem to keep a core of full-time teachers so as to ensure regularity in teaching and updating of their study material (K. Sujatha, 2006). The remuneration paid to the tutors in these centres is based on the grade and subjects they teach and their contact hours. Their remuneration ranges from INR 100 to 250 per contact hour. Some institutions also pay up to Indian rupees 400 per contact hour. Teachers employed on regular basis for full-time, are paid INR 12000-15000 per month. Consequently, teachers with good reputation often leave their job to join or open private tuition/ coaching centres. In well-established registered coaching centres, tutors are paid in the range of INR 3000/-20,000/- pm, depending upon the experience, subjects, nature of batch, number of classes and, most importantly, student's feedback and their success rate.

### **Infrastructure**

The infrastructure facilities of the private tuition centers vary widely from air-conditioned rooms and modern technology to tin and thatched sheds and congested rooms. Majority of private tuition centers' premises are rented but most of them have minimum requirements pertaining to teaching-learning facility, though some of them may lack ancillary facilities, adequate space and ventilation (K. Sujatha, 2006).

### **Conclusion**

The emergence of private tuition as 'shadow education system' has several serious implications for the society. Initially it was prevalent among the students of government schools as a supplement to the poor quality of education. The growth of private unaided schools was expected to stem the rot and improve the quality but it has been found that a higher percentage of students

are receiving private tuition in these schools. However, there is a difference in perspective as students from government schools seek private tuition to qualify in regularly as they are busy in going for private tuition classes in coaching centers. Similarly, teachers are also engaged in PT could hardly focus on regular teaching. Even the schools do not insist on regular attendance of students who take private tuition in coaching centers, except for practical classes in case of science stream. There seems to be good understanding between private tuition /coaching centers and the schools to synergies each others success. This has proved to be major problem before the educational system particularly the function of schools as institutions of learning and socialization.

An interesting fact emerges from the study concerning the extent of private tuition in four sample states. The degree of interschool variations is found to be significant in terms of students attending private tutoring. Among the 49 schools, the extent of private tuition ranges from 96-0 percent at lower secondary level. However, the extent of private tuition was very low in one of the states i.e. in Andhra Pradesh cutting across the schools by different management types and rural-urban difference. This requires an explanation from the perspective of the role of the state particularly to the state policy of using disincentives for the head master and teachers in case of poor results in public examinations in a particular school thus fixing accountability and putting accountability on district administration on monitoring the performance of the schools. This has resulted in teachers completing syllabus in time, revising the syllabus, organizing remedial teaching, and conducting supervisory studies before and after the school hours. Similarly, the state policy of expanding the provision quality education to students from disadvantaged section through residential school has brought down the need for PT as the schools have an effective in-built mechanism of structured teaching-learning schedule. More importantly, a large number of private tuition/ coaching centers have metamorphosed into private unaided schools leading to increased competition for attracting students. This has resulted in integrating extra coaching and supervisory studies for public examination as part of their teaching-learning process before or after school hours thus reducing the scope for private tuition among the students in these schools. Further, many of the unaided schools are also being residential won the responsibility of better performance of students through different institutional strategies for improved learning and teaching. Last but

not least the state government itself provided private tutoring to disadvantaged students as mentioned elsewhere. These efforts have culminated in lower degree of private tuition in the state. However, the state policy of intervention through disincentives in ensuring good performance will depend on political will and administrative monitoring whose sustainability is doubtful. Contrary to these high performing schools in all other sample states are correspondingly schools with higher percentage of students seeking private tuition.

Reference: Bray, Mark (1999). *The shadow education system: private tutoring and its implications for planner*. IIEP/UNESCO: Paris.

Sujatha, K. (2006) *Private Tuition among Secondary Students in four states*, NIEPA, New Delhi.

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#### **Abstract**

#### **Bray Mark, “Adverse Effects of Private Supplementary Tutoring”, IIEP/UNESCO, Paris**

This monograph is organized in five chapters in addition to introduction. The first chapter discusses the nature, scale and causes of private supplementary tutoring. This chapter also defines private tuition in the context of the monograph followed by a review of extent of private tutoring prevailing in different countries. In the same chapter the author has deliberated over the causes of private tuition namely cultural, educational and economic. The extent of private tutoring varies in accordance with grades and subjects. Other chapters examine the impact of tutoring on formal system, society and economy with diverse outcomes. Developing a comparative perspective of private tuition the study has explored governmental responses through a review of available literature from all parts of the world, and case studies of five countries. The nature of government responses are varies based on economy, polity and society. The four main policy responses envisaged in the monograph by the author include, ignoring the phenomenon, prohibit private tutoring, recognize and regulate tutoring and actively encourage tutoring. The final section recognizes that control of private tutoring has costs, and that these costs must be set against the benefits anticipated from the regulatory efforts.

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## Korea's Obsession with Private Tutoring

The percentage of students participating in private tutoring in Korea, has hit astronomical numbers. In 2003, 83.1% of elementary, 75.3% of middle school, and 56.2% of high school students were recorded as undergoing various kinds of private tutoring. When compared to 15 year-olds in other OECD nations, Korea is second only to Japan in this regard. The cost of investing in private tutoring in Korea takes up approximately 2.3% of GDP, and 80% of the Korea parents feel a financial burden in their efforts to fund such high levels of private tutoring.

According to PISA reports of OECD, Korean students show high performance in the areas of language, mathematics, and science. However, most Koreans recognize that such accomplishments are the results of private tutoring rather than public education. As the private tutoring flourishes, trust in public education falls. The percentage of parents' satisfaction of public education has recorded a low 18%. The Korean government has strived to provide free private tutoring through educational broadcasts and internet in order to lighten the burden the parents bear. Such policies have had some measures of success, but they have not had much influence in decreasing the scale of the budget for private tutoring nor in raising the trust of public education.

There are two basic views on the issue of private tutoring in Korea: one that sees it as a problem, and one that does not. Proponents of the first view contend that private tutoring, either at home or at academic institutes, does not allow children to develop a self-motivated approach to studying and contributes to intellectual and emotional dependence; creates excessive competition and hinders the development of a cooperative spirit and sense of community; retards normal physical and emotional growth; leads to a disregard of regular school education on the part of both teachers and students; places a tremendous financial burden on families; and promotes irregularity in the university entrance process in the fields of sports, music, and art.

High-priced private tutoring, in particular, is seen as undermining social order and public well-being, while subverting the principle of "equal opportunity education." Ban on private tutoring is thus seen as being consistent with the Korean Constitution, which calls for

the abolition of all unjust and ill-intended practices. As a mode of education that concentrates on rote memorization, private tutoring tends to retard the development of individual problem-solving skills, the ability to think independently, and creatively. Therefore, some educators and other observers argue that banning private tutoring should not be seen as oppressing private education, hindering the development of individual talent, nor running counter to promoting Korea as a cultured nation.

On the other hand, those who believe that private tutoring does not constitute a social or educational problem, maintain that the education of one's children is a fundamental parental right. As such, the welfare of one's children is seen as the determining factor behind parental decisions concerning education, thus parents should have the right to advance their children's education as they see fit. Particularly in a liberal capitalist system, individuals should be free to choose how they spend their family income, be it on additional education for their children or something else.

There are some fundamental and useful ways to overcome the misperceptions that often accompany the enthusiasm for private tutoring, including the changing of popular sentiment that over-emphasizes academic credentials, fostering of appreciation for individual ability rather than school grades, allocating more funds to the public school system to improve the quality of public education, providing a more balanced distribution of colleges and universities, expanding opportunities for adult education, and reforming the country's university entrance examination system to help reduce demand for private tutoring. These kinds of macro-solutions, not the outright prohibition of private after-school tutoring, are the long-term remedies for Korea's educational problems.

The most effective approach to the issue of private tutoring involves recognition that certain forms of tutoring may be problematic while others may not. One example of the former would certainly include private tutoring that involves exorbitant costs. This compounds the problem of class division by undermining social cohesion and widening the gap between rich and poor, specifically in the ability to have one's children admitted to the university of their choice. Here, the problem is

two-fold: children of lower-income families may suffer not only from intensified competition arising from widespread private tutoring, but also from a corresponding neglect of public school education — in both cases finding entrance into the country’s top universities all but impossible. If investment in and over-reliance on private tutoring leads to an effective “inheritance” of social position and wealth, then the country’s educational environment will truly be shaped by economics rather than individual ability, while Korea’s social structure will become increasingly stratified.

Another problem of after-school tutoring involves the prevalence of many public school teachers and even professors who act as private tutors in the evenings. Professors can often influence the results of university entrance exams, while teachers can influence school grades, which are increasingly important in determining university admission. Moreover, for teachers employed in the public education system to engage in private tutoring amounts to an abandonment of their primary duty to provide equal opportunity education for all their students.

In addition, most of the private tutoring is focused on simple memorization of information provided in textbooks. Such instruction does not contribute to the development of creativity or to the student’s ability to think independently, and thus is not particularly helpful in complementing regular classroom instruction.

Private tutoring is also criticized for taking away too much free time from students and contributing to excessive stress on students, both physically and mentally. To force students to go straight from school to private tutoring lessons without returning home until midnight is not only inhumane but also borders on child abuse.

Despite these problems, however, there are still no clear solutions to the issue of private tutoring. Often, the more the government tries to regulate or restrict private tutoring, the bigger the problem becomes. In the case of “overpriced” tutoring, for example, it is difficult to set standards for determining what constitutes excessive costs for private instruction; and even if such standards were in place, they would be difficult to enforce. Indeed, regulation would only push private tutoring underground, with prices rising even higher.

However, there are some types of tutoring that clearly should not be considered problematic, including private tutoring for students with special needs, instruction

aimed at supplementing education system deficiencies, and special tutoring to develop individual talent and ability. If such tutoring could be provided at “reasonable” prices, this would certainly be beneficial.

### **Reasons Behind Demand for Private Tutoring**

#### ***Educational Factors***

The reasons for the widespread popularity of private tutoring can be divided largely into educational and social factors. First among the educational factors is the way in which students in Korea are evaluated and selected for university admission based mainly on written exams. Korean school examinations are based on a simple point system. Given the practice of arranging school classes according to grade and rank, students often turn to private tutoring in order to improve their marks under this system. In university admissions, student evaluation based on grades only exacerbates the competition to gain higher scores, which in turn induces students to receive private tutoring.

Second, the quality of public education in many schools is sub-par. In general, as the quality of public school education declines, dependence on private tutoring increases. The reasons behind such deficiency in the quality of public education include, first, that it is very difficult for schools, which accommodate large numbers of students with differing levels of ability, to compete with private tutors or specialized cram schools. Then, private tutors and cram schools operate under market principles; if they do not produce results, they can quickly go out of business. In contrast, public school teachers are relatively insensitive to such result-oriented pressure. Again, the popularity of private tutors and cram schools perversely leads public educators to conclude that many of their students are getting most of their education outside of school, and thus they see no particular need to improve the quality of their classroom instruction. Also, public schools cannot really compete with private tutoring, given that school teachers are expected to guide their students not only in their studies but also in their social behavior. Private tutors and cram schools, in contrast, are only expected to focus on textbook material. Moreover, school officials and education authorities effectively undermine teachers’ ability to concentrate on their teaching by loading them down with extra duties and paperwork.

Third, teachers are unable to provide students with proper instruction. Public school classrooms are invariably overcrowded, making it difficult for teachers

to adequately address the educational needs of individual students. In contrast, private tutors and cram schools operate under market principles. They provide greater attention and more tailored service to individual students, which students and parents naturally find attractive and useful. As a result, many students and parents tend to depend on private tutors rather than on school teachers for guidance in matters such as future education plans and choice of university.

Fourth, Korea's overall educational environment is poor. With limited investment in public education and high student-to-teacher ratios, the country's mediocre school environment compels many parents to turn to private tutoring to supplement their children's education. This in turn leads to a further lack of faith in school instruction, and creates a vicious circle of ever greater reliance on private tutoring. In essence, parents seek out private tutors because the country's public schools do not adequately promote the development of individual talents and abilities.

Fifth, private tutoring thrives under the intense competition to enter university and an education system geared towards getting students into university. With social status in Korea traditionally based on academic achievement, the passion for education has increased demand for elite university education. With the government limitation for the number of students entering individual universities, the availability of university education is highly restricted, with annual demand far exceeding the supply. This problem is especially acute for elite schools and popular departments. Competition to enter university has thus intensified, and private tutoring is seen as the means to gain an advantage in university admission.

Sixth, schools have not been able to satisfy popular demands for more diverse instruction. With all schools operating under a uniform and rigid curriculum, teachers cannot respond properly to the varying demands of parents and students.

Seventh, low morale among public school faculty is another reason for increased private tutoring. Under a climate in which teachers and schools lack credibility and have lost much of their social status, morale has deteriorated throughout the teaching profession. As more and more teachers are unable to devote themselves properly to their primary task of teaching, concerned parents have increasingly sought out private tutoring.

Finally, excessive school testing has led to greater demands for private tutoring. Incredibly, many schools include content areas in their exams which are not covered in the class. This further leads to greater reliance on private tutoring outside of school.

### *Social Factors*

The first social factor behind the prevalence of private tutoring in Korea is the social and cultural importance placed on academic credentials and the resultant obsession with education. In Korea, individuals are invariably treated differently according to the level of education attained. University education is thus seen as a stepping-stone to higher social status — the higher the better. The practice of firms employees is almost solely based on the scholastic records, and basing compensation on the university education have effectively created a discriminatory labour market. In order to be competitive in the workforce, therefore, students rely on private, out-of-school tutoring to gain the best academic credentials possible.

Second, the government's senior-level civil service exam also encourages private tutoring. In its selection process of qualified people for senior positions, the government does not evaluate overall school records or individual ability, but takes into account only the performance in standardized written exams. Thus education is often seen as a process to prepare for these exams, with private tutoring being a means to gain an advantage over potential competitors.

Third, economic and social changes have led to an increased demand for tutoring. With the upward trend in incomes, parents have new educational demands that schools are unable to satisfy. These demands can be provided by the private education market, which has been quick to expand and diversify in line with the new demands.

Fourth, widespread social egoism is another social factor behind the demand for private tutoring. Excessive concern for the well-being and success of one's family and an accompanying lack of community sentiment create a situation where parents are only interested in the education of their own children, not in improving the public education system as a whole.

Fifth, the rise in double-income families has made private education relatively affordable for such households. As more married women enter the workforce and the number of double-income families rises, working parents need

safe places for their children to stay after school, with the choice often being private cram schools.

### **Solutions to Korea's Tutoring Problems**

#### ***Broad Perspective Necessary***

How should one interpret the decision reached by the Constitutional Court that Article 3 (on tutoring) and Article 22, section 1, clause 1 (on penalties for tutoring) of the Korean Constitution breaches the right to education and freedom to seek employment of one's choice, such that government restrictions on private tutoring are deemed unconstitutional? At the same time, the court also held that "overpriced" tutoring and private tutoring conducted by public school teachers could be regulated in view of their possibly serious social repercussions. One should regard this decision as a shift from banning tutoring in principle and allowing it in exceptional cases, to allowing it in principle and banning it in exceptional cases. The government thus needs to respect this decision while preparing comprehensive measures to minimize its possible negative consequences.

The issue of the social impact of tutoring is nothing new. It is a problem with a long history that influences not only education but also society, culture, and corporate hiring practices. As such, it is a complex problem to resolve, and its resolution calls for a comprehensive approach. The current issues being discussed, namely regulation of "overpriced" tutoring, dealing with unreported income, and punishment of both providers and consumers of private tutoring, simply focus on immediate symptoms of the problem rather than the root cause of the problem itself.

Ultimately, the problem of private tutoring must be solved by first identifying its root causes and searching for remedies from a broad perspective and long-term outlook. Educational measures must be implemented to renovate the country's public education system while social initiatives need to be promoted to deal with the social and cultural factors behind excessive private tutoring.

#### ***Educational Measures***

In order to overcome the problems associated with private tutoring, policies must be enacted to restore the status and authority of public schools. This can start with school academic records becoming the most important element in determining university admission and employment recruitment. Recommendations by teachers and school principals should also be a more important

factor in evaluating admittance into university. Public schools should be allowed to operate autonomously in hiring teachers and managing their funding in order to be more competitive with private tutoring. Finally, various measures will have to be undertaken to normalize school education.

First, Korea's education system must be reformed so that parents and students are free to choose the school they believe is best suited to fulfilling their educational needs. In this way, those who have relied on private tutoring will be better able to satisfy their educational needs within the public school system. Korea thus needs to eliminate its obsession with a uniform educational curriculum and allow greater flexibility in school administration, such that the varied needs of students can be better satisfied and students admitted more freely.

Under the current school system, competition exists only among students; there is no competition among schools and teachers. Accordingly, a new system needs to be established whereby schools are encouraged to engage in healthy competition with each other as a way of promoting higher quality instruction. Similarly, private schools that seek a freehand in managing educational issues and do not seek government funding, must be granted maximum autonomy in matters such as the selection of students, allocation of funds, and establishment of their curriculum. In short, schools need greater authority to satisfy the diverse educational demands of parents and students.

School curricula also need to be reformed. There are currently too many compulsory subjects and too much subject content covered within a single school year. The work load needs to be reduced. Many subjects are too advanced for their intended grade level, which only contributes to demand for private tutoring. Consequently, a detailed evaluation of the current curricula and the contents of individual subjects is called for to ensure that students are asked to study only relevant material. On the basis of this review, schools should reduce or integrate their mandatory subjects. At the same time, the range of elective subjects should be broadened, giving students greater freedom to choose subjects that relate to their personal interests.

Again, various curricula need to be operated under objective standards that are capable of assessing academic achievement. Objective standards of performance should be established for each subject, with lessons conducted and students evaluated accordingly.

In selecting students for admission, universities should emphasize academic performance, assessing achievement within a given curriculum, and limiting consideration of other subjective factors. In addition, the method of evaluating students in school also needs to be revised. The outdated system of measuring performance based on exam scores and class rank needs to be transformed into a system under which students pass or fail according to an objective performance standard. Such an evaluation process should include only subject content covered in the classroom to restore the importance of in-school work and thereby reduce demand for private tutoring. Under the current system, there is a perverse tendency for students who receive a test score of 90 at school wanting special tutoring lessons to raise the score to 100. This phenomenon is rooted in the practice of evaluating school performance according to a simple point system. In contrast, if school performance only reflected a passing or failing grade for a given subject, then the need for private tutoring would in all likelihood decline.

Fifth, schools need to establish a more integrated study system. Classes should group students according to their ability, so that advanced and slower students can study the same material but at a different pace. Slower students thus would not be left behind and feel neglected in class, while all students would receive a better quality education. Greater consideration should also be given to students who do not or cannot receive tutoring.

Sixth, schools need to improve the quality of instruction and re-instill a sense of professional pride in their teachers. In order to bolster the quality and competitiveness of public school teachers, schools need to implement an employment system that is able to select the most qualified teachers, provide adequate training and proper compensation, and offer opportunities to enhance their personal development. If necessary, a sabbatical system should be introduced and a variety of incentives provided to teachers to undertake continuing education. In order to improve teacher morale, the government should abolish the system of rotating teachers through different public schools. Except in special cases, such as moving to a new area or teaching in highly competitive fields, teachers should be encouraged to continue their careers at the school of their choice. Teachers should also be encouraged to consider teaching as a lifetime career in order to promote a sense of professional pride and loyalty among teaching staff. Specific standards need to be developed and applied in the hiring of teachers in order

to select the most qualified, along with periodic evaluations of work performance as a means of promoting competence.

Seventh, school and government officials need to work together to improve educational facilities and the overall education environment. Classroom sizes need to be brought into line with OECD norms. In 1999, Korea's average classroom size stood at 35.4 students in elementary school, 38.9 students in middle school, 47.2 students in high school, and 44.6 in vocational high school. In contrast, the average classroom size of elementary and middle schools was 22 in Britain, 23 in the United States, and 31 in Japan. In Germany, the size of elementary and middle school classrooms is limited to 30, and a maximum of 25 for high school classes. In France, the corresponding limits are 30 and 35. Korea, however, still has over 250 classrooms which operate on a double-shift basis due to overcrowding, while over 700 classrooms have been created by converting shipping containers into makeshift facilities.

Eighth, the role of universities in Korea needs to be expanded and the university entrance system supplemented. In particular, universities need to establish admission standards that take into account the influence that these guidelines have on secondary school education. For higher education to fulfill its primary role of preparing graduates to serve society, universities need to establish higher quality and more reasonably priced programmes to foster the individual talents and abilities. In order to encourage universities to develop entrance criteria that promote sound educational competition, there is a need for research into the university entrance system and its impact on secondary school education and students. However, universities should not simply exclude entrance examination scores and related considerations, such as TOEIC and TOEFL scores in their selection of students, as this would likely have the effect of stimulating even more demand for private tutoring.

Ninth, vocational training needs to be strengthened in order to increase employment opportunities in technical fields that do not require university degrees and to overhaul the tendency of determining salary levels based on academic credentials. Opportunities for continuing education also need to be increased by expanding university night classes and promoting specialized education. Over time, enrollment at vocational high schools should become tuition-free to better encourage vocational and technical training.

In addition, Korea's school system needs to be streamlined so that exam results and student evaluations do not include material that has not covered in the classroom. Efforts must be taken to enable community facilities, such as civic centers, social welfare centers, and public libraries, to offer affordable after-hours education for elementary and secondary school students. Likewise, school facilities and resources should be made available to students after school so that they can remain on-campus to study on their own.

To ensure that these measures are effectively applied to help solve the problems associated with private tutoring, these must first be preceded by increased financial investment in public education. If government spending on education were to be at least 6 percent of GNP, this would go a long way towards normalizing public education.

#### ***Social Measures***

To rectify the society's existing attitude toward academic achievement, greater efforts have to be put in. In order to move in this direction, discriminatory practices based on educational backgrounds need to be discouraged. Moreover, business companies need to reduce the wage gap among those with different academic credentials and cease favouring graduates from certain select universities in their recruitment processes.

The government would also need to enhance the awareness that the problems associated with private tutoring concern not only public education but also social stability. The government should promote closer cooperation among government ministries and develop synergetic relations with civic organizations comprising of parents, teachers, and the media to address long-term solutions to this problem.

The media need to pay its attention to refute the negative aspects of tutoring and highlight the need to promote a sound education system. The news media should be encouraged to form an independent taskforce for this purpose. It could perhaps be called the Media Association for the Support of Public Education, consisting of reporters covering the Ministry of Education and local education officers in cities and provinces. These journalists should be encouraged to report on relevant cases both in Korea and abroad that could help to shed light on successful education reforms in advanced countries. At the same time, they should show restraint while reporting news that unduly criticize

public education or the development of a proper attitude toward education.

Improved infrastructure for after-school care should be implemented. In dual-income families, there is an increasing tendency to send children to after-school cram schools for a supervised environment. There is thus a need for affordable programmes that can provide the needed care for students after school, so that parents can be assured of their children's safety.

The society in general should make efforts to restrain excessive tutoring fees. Campaigns against undesirable tutoring should accompany measures such as public disclosure of those caught tutoring illegally or of those failing to declare tutoring income for tax purposes. It should be recognized, however, that attitudes vary depending upon region, social class, type of tutoring, and grade level as to what constitutes overpriced tutoring and appropriate punishment. Furthermore, if guidelines are created to define what constitutes overpriced tutoring, then there is the perverse possibility that private tutoring fees could actually increase.

Over priced tutoring in the area of sports and arts should be especially scrutinized. In order to prevent irregularities in their admission process, university officials should be encouraged to set up special committees to deal with this problem.

#### **Conclusion**

The reasons for the prevalence of private tutoring in Korea today are, to a certain extent, rooted in the failure of public education to adequately satisfy the emerging demands of parents. However, a more fundamental reason lies outside the public education system. Tutoring is seen as a means of gaining an advantage in the fierce competition for university admission. Most people think that by receiving the same education as everyone else, it may be difficult to acquire an edge in this all-important competition. Parents and students tend to be apprehensive if they do not excel over other parents and students; so parents are convinced that the more time, effort, and money they invest in their children's education, and the earlier they do so, they will have greater chance to outperform when time comes to apply for university admission. Private tutoring, not only for high school students but also for middle and elementary school students, is focused on the ultimate goal of gaining admittance to university.

No matter how excellent public education might become, private tutoring will remain popular as long as there are

parents who seek an edge for their children. Even parents who cannot really afford to do so will try to find some way to keep up with this competitive process. As a result, the class conflict between the rich and the poor over the issue of private tutoring will continue, even while excessive outlays for tutoring strain household finances.

The problems associated with private tutoring are complex and relate not only to education. It is thus impossible to solve these problems solely from an educational perspective. The issue of private tutoring is rooted in Korea's so-called "university disease," which is the result of social discrimination based on the levels

of academic attainment. It is thus time to discard such antiquated attitudes under which people are judged according to their education. In an environment where people think one must graduate from a top university to be respected in society, Korea's "university disease" will not be easily cured. But if society does not at least attempt to control this disease, the problem of using private tutoring as leverage to gain university admission will never be resolved.

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## Private Tuition in Pakistan

Private tuition or getting coaching privately is very widely practiced all over Pakistan. It has both positive and negative effects on the lives of Pakistani people. Recently it has come to draw a lot of public attention causing growing concern for educationists, researchers and practitioners. In order to understand why it has come to be so ubiquitous and how it is being carried out, we discussed the practice of private tuition with some tutors, parents and students in Karachi. We asked a number of questions such as the extent of the practice, its implications, the various forms that it takes, parents' attitudes towards it, why children take to private tuition, why teachers and sometimes even non-teachers provide it and the policies required to deal with the issue.

### Who provides tuition?

These days private tuition is very common in our society at all levels. Most of the students taking tuitions do so for several reasons and it does not matter to which socio-economic class they belong or at which level/grade they are studying. Hence students from low, middle and even higher income classes are taking to tuition and students from primary classes/grades to university level are taking recourse to private tuitions.

### Why do students take tuition?

The reasons for taking tuitions are many. Some students face difficulty in specific subjects such as mathematics, accountancy, physics/chemistry etc. and they feel that private tuition will help them to improve their acquisition. Some students want individual attention and special support in their studies while others are in search of better practical facilities for science subjects which they could not get adequately in their public sector college or

school. Some students want to prepare themselves to get better grades in the Board Examinations and get notes and model papers for those exams from these 'shops' which in a way are also institutions. Other students take tuition in English because they want to become proficient in the English language to enable or facilitate them get admission in a reputable institution where the medium of instruction is English.

### Where do students seek tuition?

Private tuition is available in various forms and places and even subject-wise. Traditionally, tutors used to go to the students' homes (especially for the lower classes) and give tuition to an individual student or a group. In some cases students go to the tutor's house and get tuition individually or in a group. However, currently the trend is changing. Tuition is being provided by tuition centers, coaching centers and 'academies'. These coaching centers are giving more systematic and formal service to the clients. They offer to the students various courses, crash coaching before exams, assistance programs for various subjects. Students join these courses and programs according to their needs.

### Who are the tutors?

In most cases, the people who are involved in this business are retired teachers. But now a days, even those in service (working teachers/lecturers of public and private sector educational institutions) are also involved. Even people who are not directly involved in teaching and thus have no relation to the education sector do practice giving tuition. Public sector teachers have adopted this as an unofficial part-time job to supplement their meagre emoluments from their regular job. College

or university students also coach others to earn money. The motivation to be a tutor is primarily to earn 'extra' money. A contributing factor, in Pakistan, is that teaching is mostly a half-day job and the remaining half-day is available to earn some in other way.

### **The parents' perspective**

The parents we interviewed gave many reasons for sending their children to take private tuitions. First, they saw it as a trend, sometimes a status symbol. It is owing to demonstration effect for their children; copied from the rich and also to keep up with the Jones's. They feel that their children should not feel inferior. They also stated that they want extra care for their children in some areas. Another reason given was that the homework given to the children, sometimes, is beyond their own ability to help them with. They need a tutor to render help to the boy or the girl.

Some parents indicated that since they could not afford to send their children to highly renowned institutions owing to limited resources, they send them to 'normal' schools and arrange tuition. This, for them, appears to be comparatively less expensive. It was also pointed out that sometimes schools fail to complete the syllabus. "The teachers cannot teach everything to our children; therefore, we have to arrange coaching classes for our children," said one parent.

### **How is tuition carried out?**

There are a number of different methods of actually carrying out the tuition:

1. Tutors go to the students' homes to give tuition.
2. Children go to tutors' homes.
3. Tutors have their own tuition centers and children go there.
4. Owners hire tutors in their tuition centers to coach children. Proprietors or organizers receive fees from students and pay the tutors. Varying amounts are

charged for various subjects, the rate depending upon the reputation of the tutor or the tuition center.

### **When do they give tuition?**

Most of the coaching centers are run throughout the year with some of them being run in different shifts. Most children prefer to go for tuition two to three months before their annual examinations. Usually they operate in the afternoon and in the evenings when schools are closed for the day. The centers mostly operate three to five days per week, However, the door-to-door coaching and individual coaching at teachers' homes are decided on the basis of mutual convenience based on some kind of consensus among the students and the tutors or between the parents and the tutors.

### **Is it an educational mal-practice?**

Although private tuition has certain positive effects, it imposes a considerable financial burden on parents and often gives rise to mal-practises. Private tuition gradually changes the trend of giving quality education to children from (ideally) a vocation or occupation to a purely commercial business. In some cases, it is acceptable that a retired teacher puts his scholarship to good use by coaching students for a fee. However, at the same time, this is unacceptable in the case of serving teachers, as they cannot go against the service rules by simultaneously undertaking private employment. These rules expressly prohibit serving teachers from giving private tuition and coaching for monetary consideration. Furthermore, due to this legal limitation many talented teachers have chosen to voluntarily retire/resign from service and then run a tuition business without any legal binding.

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## News from Member Institutions

### **Korean Educational Development Institute (KEDI)**

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- Organized training for Mongolian educational administrators on educational policy, management and educational development planning during September 5-17, 2005.
- Held an International Symposium to understand current status of the education in Democratic Peoples' Republic of Korea (DPRK) in order to develop strategies to support education and build networks to support education development in DPRK (November 21-24, 2005).
- Conducted research studies on Effects of Education Welfare Action Zone; Education Welfare for Foreign Workers' Children; School Evaluation Partnership; Development of Teacher Job Profile; Innovations in Life long Education System; and Analysis of School Education.

### **The Aga Khan University (AKU) – Institute for Educational Development (IED)**

*Karachi, Pakistan*

Five research studies are in the final stages of completion, they are : Teacher Learning through Action Research in a rural context in Pakistan; Strengthening Literacy and Non-formal Education; Policies and Practices in Pakistan; Conceptualizing the Notions of 'Citizenship', 'Human Rights' and 'Conflict Resolution' in the Pakistani context; Researching Practice, Practicing Research, and Understanding and Enhancing Science Teachers' conceptions of the Nature of Science : A Study in Curriculum and Professional Development.

### **The Aga Khan Education Services, Pakistan (AKES,P)**

*Karachi, Pakistan*

- Activities involved in extensive "School Development Planning" with capacity building programmes,

teacher assessment, improvement in classroom teaching learning, parental involvement, networking and up gradation of school infrastructure and facilities.

- Operational plans for "Quality Assurance and Support of Private Schools" were initiated with dialogues for establishing public and private partnership in private education.

### **National Institute of Educational Planning and Administration (NIEPA)**

*New Delhi, India*

- Conducted successfully XXII International Diploma in Educational Planning and Administration (IDEPA) from February 1 to April 30, 2006. Forty-three trainees from 25 countries from Latin America, West Asia, Middle East, Eastern Europe and South Africa participated in the programme.
- NIEPA has taken up collaborative research on access to primary education as a member of the Consortium for Research on Access, Transitions and Equity (CREATE) in primary education. The Consortium supported by DFID and led by Centre for International Education, University of Sussex has two Asian Institutions, namely, NIEPA in India and BRAC University, Bangladesh. It is envisaged that the research will offer new analyses of access in specific socio-cultural settings in different zones of exclusion in the participating countries leading to the identification of promising avenues and blind alleys for policy and strategic interventions by governments (national and local), communities, schools, and non-government organisations.

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3. Bangladesh Rural Advancement Committee (BRAC), 75, Mohakhali Commercial Area DHAKA - 1212, Bangladesh
4. Campaign for Popular Education (CAMPE), 5/14 Humayun Road, Mohammadpur, DHAKA - 1207, Bangladesh
5. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWAD - 580001, KARNATAKA, India
6. Centre for Professional Development Education Management (CPDEM), National Institute of Education (NIE), Meepe junction, Padukka, Isurupaya Battaramulla, Sri Lanka
7. Institut Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Malaysia Sri Layang, 69000, Genting Highlands PAHANG, Malaysia
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10. National Academy for Educational Management, (NAEM) Dhanmodi, DHAKA -1205, Bangladesh
11. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal
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