

Reasons and necessity of Private tutoring in English for Bangla medium primary school students in Bangladesh

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Bangladesh**

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Brac University**

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Abstract

Private tutoring in English is a major phenomenon in Bangladesh. A large number of students receive private supplementary tutoring in English in Bangladesh. Payment-based private supplementary tutoring has also spread all over the world, both in developed and developing countries-from east to the west. The aim of this study is to find out the reasons and necessity of private tutoring in English for Bangla medium school students in Bangladesh. Besides, It will be also investigated that private tutoring has any positive effects or not. To conduct this research, thirty five respondents were surveyed successfully with a written questionnaire. And classroom observation was done successfully to find out where there was any lacking in English teaching or not. The findings from the survey show that most of the primary level learners receive private tutoring and they are satisfied with the English lesson provided by their private tutor rather than their school teacher. But learners should not fully depend on private tutor. Private tuition has both positive and negative effects. Parents and learners should recognize the importance of private tutoring in English and also be aware about negative effects of it.

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Chapter 1: Introduction

1.1 Research Topic

Private tutoring in English is a common phenomenon in Bangladesh. During recent decades, it has grown to become a vast enterprise. A huge number of children receive this private supplementary tutoring in English in Bangladesh. Children receiving such tutoring are then able to perform better in school which is not a new phenomenon in Bangladesh but also other parts of the world. English is an international language and it is gaining more space in the national education curriculum in Bangladesh, at first, English was only an elective subject but now it is a compulsory subject. So, a substantial number of families hire private tutors of English for their sons and daughters to improve their English. Children's education is the top priority for most of the parents. As some children struggle to keep up with their schoolwork, home tuition in particular plays a very important part in helping the weaker students cope with today's competitive learning environment. In fact, home tuition has long been an integral part of our education scene. So in many ways private tutoring is necessary especially for Bangla medium young learners or primary school students in Bangladesh. While private tutoring have positive consequences, such as improving students learning, employment for tutors, help to get good grades in exam, it also have negative consequences, like pressure on young learners, establish social inequalities, de-motivated to learn in the mainstream system and manipulation of students by tutors. Therefore, this study aims to find out the reasons and necessity of private tutoring in English for primary school students in Bangladesh.

1.2 Research questions

The aim of the research was to know the answers of following questions:

- 1) What are the reasons for private supplementary tutoring in English for Bangla medium primary school students in Bangladesh?
- 2) Is private tutoring in English is necessary? Dose private tutoring in English have any positive effects on young Bangla medium school students?

1.3 Rationale behind conducting this research

English is an international Language. In this age of globalization, everyone needs to know English to communicate with the world. For this reason English had been made a compulsory subject on the school curriculum in Bangladesh. It is being taught from the play group to higher secondary level. But despite studying English as a compulsory subject from the beginning of school life, students of our country are failing to use English effectively in different situations. This scenario remained the same for both primary and secondary level students in Bangladesh. So all the parents of the students always try to change the scenario and send their children to private tutors for extra learning. Parents think that private tutoring in English will help to make their children's better future.

Coaching, or tutoring, has become so ingrained in rural and urban areas of Bangladesh that parents of young children feel they must hire private tutors to improve their child's performance in school. As a result, the face of Bangladesh's primary education system has been changed for this unique phenomenon. Private tutoring has become so accepted that parents of all income levels send their children to tutoring which is creating a new educational culture. Day by day the

primary level's English syllabus in Bangladesh is becoming vast. And it is difficult for young students to teach themselves that huge syllabus in English so students must seek out tutors to help them what they don't learn by themselves.

So in this way, for many reasons primary school students receive private tutoring for their extra learning and parents also inspire them to receive private tuition. Because parents always want their children's better performance in school and bright future and to some extent they depend on private tutoring.

Therefore, the rationale for conducting this research is to find out the reasons of receiving private tuition in English and how much necessary is it for the primary school students in Bangladesh. And why parents depend on private tutoring for learning English? Is it beneficial for them or not?

Chapter 2: Literature review

2.1 What is private tutoring?

Private tutoring is defined as fee-based tutoring that provides supplementary instruction to children in academic subjects they study in the mainstream education system (Dang & Rogers, 2008, p.161). Educational institutions are the places where tuition is supposed to take place. The teachers and the students jointly participate in classroom situation to achieve education. The education provision is such that in majority cases the students require study at home in order to supplement school education. It is done in the form of homework and learning what was asked by the schoolteachers. Studying at home requires tutoring support, which sometimes the parents, relatives or the household members provide and sometimes do not, so, an external support is often sought for this and such support is sometimes provided free of cost and often on a payment basis. Therefore, private tutoring means payment-based tutoring support to the students outside official school hour (Nath, 2006, p.1).

2.2 Forms of private tutoring

The forms of private tutoring can be varied. In many systems, mainstream teachers themselves provide supplementary private tutoring. In such countries as Australia, France and Singapore, teachers are prohibited from providing such paid tutoring to the children for whom they already have responsibility in the mainstream. However, in such countries as India, Lebanon, Nigeria and Bangladesh it is common for mainstream teachers to provide supplementary tutoring for their own mainstream pupils (Bray, 2006, p.519). Some tutoring is provided one to one in the

home of either the tutor or his/ her tutees. Other tutoring is in small groups, in large classes or even in huge lecture-theatres with video screens. Some tutoring is provided entirely by correspondence in the mail or over the internet and in some societies tutoring is provided by telephone (Bray, 1999, p.22). Internet and technology based tutoring most of the time can be found in developed countries or in high income societies. The forms of tutoring differ from country to country.

Bangladesh is a developing country and private tutoring in Bangladesh is delivered by mainstream teachers, teachers from other institutions or even non-teachers. Lessons occur one-to-one, in small groups (5-10 students) or in large groups (20 students or more). The venue of the teaching can be tutors place of residence (one-to-one or small groups), the tutee's place of residence (usually one-to-one) or special teaching centres (large groups) known as coaching centres (Hamid; Sussex & Khan, 2009, p. 281). There are many differences found in the ages and qualifications of private tutors. In many settings, secondary school students earn pocket money by tutoring primary school children, and similarly university students tutors secondary students. At other end of the age scale, many tutors are retirees who wish still to contribute to society and earn some extra money. Between these two extremes of age are others who provide tutoring on a full time or part time basis, and who may or may not have formal training. This picture contrasts with mainstream schooling, in which teachers are expected to be aged between 21 and 65 and to have formal training. (Bray, 2006, p.529).

2.3 Terminology of private tutoring

Various terminologies are used to identify private tutoring in different countries. In some English speaking countries, people refer to private tuition more often than to private tutoring. In

Japan, tutoring centres which supplement the school system are known as ‘juku’. ‘Yobiko’ is different from ‘juku’, which mainly serves pupils who have left school but who want an extra study for examinations in order to gain higher grades for entrance exams. In the United Kingdom, such institutions are called ‘crammers’. ‘Yobika’ and ‘crammers’ serve pupils who have left school. But some ‘yobika’ and ‘crammers’ give supplementary tutoring to pupils who still attend school (Bray, 1999, p.22).

Professor Mark Bray (1999) called private supplementary tutoring a “shadow education system”. The metaphor of a shadow is appropriate in several ways. First, private supplementary tutoring only exists because the mainstream education exists, second, as the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring, 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 system. Tutoring reduces the workload of mainstream teachers and helping the students to understand the materials which have been presented during the school day (Bray, 1999, p.17).

2.4 Importance of learning English at primary level

English language has been recognized as one of the most broadly spoken language and is the most acknowledged form of communication in the world. It is the official language of European Union and is taught as the second language in most of the countries across the world. Today, knowledge of English language has become the basic requirement in most of the professions. Although people study Basic English in schools as a subject and they face various communication related problems. This problem can be on written or spoken skills. Lack of

English knowledge can cause many problems such as: unemployment, accomplishing success in fields like business, science, media etc and in fact international travel can also become uncomfortable if you visit a place where your local language is not spoken and English is the only ordinary medium of communication.

In Bangladesh, Bangla language is our mother tongue so Bangla gets priority in our country. The language movement was the foundation of Bangladesh's independence. It is said that Bangladeshis are very much emotional about language. So the nation has given priority to Bangla ignoring English. But English should not be ignored as it is needed to survive in this competitive world. Nowadays, many students do not get job after obtaining their university degree. The main reason behind this is they are very weak in English. From primary level to university, students study in Bangla medium. They face the brutal reality when they face job interviews. It is often very tough to get job without knowing English in this competitive job market. For this reason, most of the parents are worried about their children future. So now-a-days they give extra attention to their child's English learning. But English teaching quality is not very standard at primary level Bangla medium schools. So in this case, parents seek efficient private tutors for their child's purpose. In this way, most of the young learners involved with private tutoring.

2.5 Private tutoring in English in other countries of the world:

Private tutoring or after class supplementary schooling is a special phenomenon of modern education. Recently, it has dramatically grown in Asia, Africa, Europe, North America and Middle East countries (Hamid, Sussex & Khan, 2009, p.282). In parts of East Asia, it has

established a position as an essential part of education, culture and society. In Japan, private after hour classes is called ‘juku’. And in Japan, a 1993 survey found 24% of elementary pupils and 60% of secondary pupils attending ‘Juku’. Another 4% received tutoring at home. Nearly 70% of all students had received tutoring by the time they had completed middle school (Bray, 1999, p.24).

Private tutoring is also embedded in South Korean society, where it is known as ‘hagwuan’ or cram schools (Hamid, Sussex & Khan, 2009, p.282). It is also an integral part of education in Hong Kong. In Hong Kong, a 1998 survey of four schools serving different populations groups found an average on 41% of grades 3 and 39% of grade 6 pupils receiving private tutoring (Bray, 1999, p.24).

Some important reasons are given by Hong Kong students for taking supplementary tutoring.

1. My academic performance is not very good.	71%
2. I don't understand what the teacher teach in class	14%
3. To prepare for the public examination	8%
4. No one in the family can help me with my homework	1%
5. Because some of my classmates have private tutoring	1%
6. Other reasons	5%
Sources: Bray (1999), p.43	

Table 1: Reason of private tutoring for Hong Kong students.

Arabic is the mother tongue of Jordan but English language is included in all curricula between 5-12 grades in Jordanian schools and universities. Because various computer networks are accessed through English and most textbooks used in universities are published in English (Khuwaileh & Shoumali, 2001, p.31). So students fully appreciate the importance of a good command of English language. As a result, many parents have started hiring private tutors for their sons and daughters for better English learning. Jordanian parents consider English the 'make or break' of their children's future and that the financial status of Jordanian families plays a crucial role in the English level of their families (Khuwaileh & Shoumali, 2001, p.31). The learners of Jordan seemed to be heavily dependent on private tutoring to help them operate well in their target situation. Sometimes they blamed school teachers' lack of competence which made necessary for them to hire private tutors.

2.6 Bangladesh and its status of primary education:

Bangladesh is a medium-sized country in south Asia and substantial population of Bangladesh is 14, 97, 72, 364 (Bangladesh Bureau of statistics, 2011). The literary rate of the population aged 7 and above is 51.8 % (Bangladesh Bureau of statistis, 2011). Bangla is spoken by 98% of the population in Bangladesh. Two-thirds of the students in Bangladesh attend schools administered or assisted by the government. In 2005, the Ministry of Primary and Mass Education reported that there were 37,672 government primary schools in Bangladesh (Richards, 2008, p.19). Children from rural environments are significantly less enrolled for the school. Of all students initially enrolled, 25–33 percent do not complete primary school (Richards, 2008, p.19). In Bangladesh, English was introduced during British rule and still enjoys a position of dominance

and prestige (Hamid, Sussex & Khan, 2009, p.284). English is taught as a compulsory subject from the first to the 12th grade and also at the tertiary level in Bangladesh.

2.7 Private tutoring in English in Bangladesh:

Private tutoring in English is widely spread in urban as well as rural areas in Bangladesh. It is widely implemented at all stages of education in Bangladesh. Private tutoring in Bangladesh is delivered by mainstream teachers, teachers from other institutions, or even general person. The forms of private tutoring are varied. Lessons occur one-to-one, in small groups within 5 to 10 students, or in large groups within 20 students or more. The place of the teaching can be the tutor's house, tutee's house or special teaching places known as coaching centres. Most of the parents provide their children with private tutors because they think that it will help them to learn the language as well as to obtain higher grades in English and English is important for their future education and careers. So many children proceed from their schools, with or without break for private supplementary tutoring in English. Many others children also receive tutoring on non-school days at weekends, during vacations and on public holidays (Hamid et al, 2009, p. 284).

Teacher shortages and overcrowded students in schools help to make a large market for private tutoring throughout Bangladesh. The rate of primary school students accessing private supplementary tutoring increased two percentage points per year over the past decade, reaching 31 percent of students in 2005 (Richards, 2008, p.19). According to the 2006 Education Watch Report, an estimated 43 percent of students in government primary schools had private tutors (Richards, 2008, p.19). Although, most of the time private tutoring receives grater among boys, urban students, and wealthier households but it is also seen to receive private tutoring even

among the poorest families. A study by BRAC's Research and Evaluation Division finds that supplementary tutoring in Bangladesh helps students learn more than those who have no such support (Richards, 2008, p.19). Private tutors for primary school students have become a well-accepted norm. Bangladesh is not the only country which only depends on tutors. The World Bank reports that tutors have become a pillar of education in many developing countries. It finds that "private tutoring boosts student academic performance. Tutoring lessons are found to increase test scores in India, mean matriculation rates in Israel, the quality of colleges in which students can enroll in Japan, both SAT and ACT test scores (except for ACT reading scores) and academic performance in the United States, and student academic performance in Vietnam." (Richards, 2008, p.19).

Household income and expenditure survey (HIES) of BBS and the education watch studies show that a large part of educational expenditure of the households is spent for such additional tutoring (Nath. R.N, 2011, p2). Educated and wealthy parents are more likely to provide their children with private tutors. Poor parents are also in line with their limited income. Studies show that students with private tutors do better in the examinations than those who do not have tutoring.

Bangladesh	A study of 8212 households in 10 diverse locations found an average of 43.2% of primary school students receiving private tutoring. The lowest grade the proportion was 33.9%, but the highest grade it was 54.7%. Boys received more tutoring than girls,
Source: Bray, 2006, p.517.	

Table 2: A study of private tutoring in Bangladesh.

When supplementary tutoring helps students to understand and enjoy their mainstream lessons, it may be considered beneficial. D Silva (1994) has observed that private supplementary tutoring can enable teaching to be undertaken according to individual needs. His observation is “Sometimes large gaps in students’ learning are created due to a number of factors such as student and teacher absence, frequent closure of school, ineffective teaching and negligence on the part of the teacher. Effective private tuition may help overcome these gaps or deficiencies in students’ learning and build their confidence enabling them to compete with others and experience a happy and peaceful life.” (as cited in Bray, 1999, p.51)

Vogel (1993) studied the effect of private tutoring on College students. After these students graduated, Vogel found that the longer duration of private tutoring, the better outcomes. (as cited in Khuwaileh and Al- Shoumali, 2001, p.32). Greaney and Kellaghan (1995) investigated private tutoring in English and its effect on language tests, again establishing a positive effect. (as cited in Khuwaileh and Al- Shoumali, 2001, p.32). Sometimes, private tutoring is reported to have a negative effect on mainstream classes. Writing about Kuwait, Hussein (1987) stated that: “Tutoring has caused a great lack of interest on the part of students. They have reached a point of thinking that as long as they can pay someone who will show them how to pass their examinations, they do not need to attend school classes except when they are required to do so by school regulations.” (as cited in Bray, 1999, p.52)

2.8 Reasons of private tutoring in English in Bangladesh

1. Private tutoring helps to obtain good grades in exam: Mainstream teachers cannot teach thoroughly in classroom because of limited time. They cannot able to teach all the students

English language in one English class. And it is also difficult for young students to understand those language elements in a limited time. But they want to obtain good grades in the exam. So they prefer to go private tutors for learning English and also getting good marks in the exam.

2. Reduce the workload of mainstream teachers: Private tutoring reduces the workload of mainstream teachers by helping students to understand the materials which have been presented during the school day.

3. Teachers shortage-too many students too few teachers in school: In Bangladesh, students increasing day by day but the number of the primary English school teachers are not increasing significantly. So these few teachers cannot give proper attention for teaching English to the huge number of students. And for this reason, students go to private tutors for learning English.

4. Teachers economic condition: .The another reason of private tutoring is poor teacher salaries in mainstream school. They want to upgrade their economic condition so school teachers offer private after hour lessons to their own students for extra income.

5. Poor teaching learning provision in a majority of mainstream classrooms: One of the main reasons for the spread of private supplementary education system is poor teaching learning process in a majority of mainstream classrooms. If the teachers could give enough attention to their students in the classrooms or to the needy students after official school hours than private tutoring might be reduced among a section of pupils.

6. English is necessary to compete in the job market: There is another reason of private tutoring is increasing competition at the higher level of education and job market. Educated and wealthy parents want from their children a good grade in English in the examination so that they can

enroll in the good institution at the higher level and occupy good places in the job market in future.

7. Peer pressure: In Bangladesh, most of the students receive private tuition in English.

Sometimes peer pressure forces the students and their parents to engage in private tutoring.

8. Parental concern about their children's education: Many parents give high value to their children education especially in English language. So they directly assist their children to succeed in school by helping them with their homework, as an example, while also spending money on private tutoring in English.

9. Students motivation for studies: Highly motivated students may be more willing to receive private tutoring than less motivated students.

10. Private tutoring reduces student's grade repetition rate: students with poor academic rankings usually have to repeat grades. Those weak students go to private tutor. An example, In Vietnam, private tutoring reduces the expected costs of grade repetition by about D25,000 (Dang & Rogers, 2008, p.177).

11. Improve English and effective user in classroom: In Bangladesh, private tutoring is a common platform for learning English. Students wanted private tutors because these tutors help them participate effectively in their classroom and learners rely on private tutoring to improve their command of English.

2.9 Negative attitudes towards private tutoring

Private tutoring has both positive and negative effects of learning. There have many negative attitudes towards private tutoring. Hussain reported that in some schools the number of absentees had risen because of private tutoring. “In particular two months before the school year finally ends (the students) stay at their homes in the morning and attend tutorial institutes in the afternoons. This cripples the school system. A second group of students comes to school just to avoid being questioned by the school administration but shows no interest when there. These two groups affect the third group, which is small, of those students who attend intending to learn. This group cannot find a suitable atmosphere to learn because of the behavior of the class as a whole and also the fact that the teacher is disturbed by the abnormality of the situation” (Bray, 2003, p.31).

Sometimes private tutoring is reported to have a negative effect on mainstream classes. Yasmeen (1999) has highlighted the ‘culture of dependency’:

“Most students tend to rely on private tutors for everything including homework and exam tips. As a result classroom attention tends to dwindle creating discipline problems for schoolteachers. Supplementary or top-up teaching is becoming more important than the synergistic classroom experience.”(Bray, 2003, p.30).

Students do not pay adequate attention to lessons in the mainstream system either because they have already covered the topics with the tutor because they are unimpressed by the teaching styles in the mainstream system. Nanayakkara and Ranaweera indicated that the majority of students felt that the quality of instruction in the tuition class was superior to that in the school. They said, “This has a negative influence on the respect they have for and confidence

in the classroom teacher and his teaching. Negative student behavior and non participation in the teaching-learning process leads to poor quality teaching, poor quality teaching leads to private tuition, and private tuition leads to negative students behavior in the class which in turn leads to further deterioration of classroom teaching and so on.”

Private tutoring sector improves welfare but it also increase social inequality. More privileged household those have higher income can provide their children more books, more learning equipments and even full-time private tutoring. But low income or poor people cannot provide their children such facilities and cannot able to pay for private tutor. So in this way, private tutoring increases social inequalities.

De Silva pointed out, “When children are away from home most of the time, family bonds of affection are inevitably weakened.” This is one of the negative sides of private tuition which De Silva pointed. Sometimes students rush to tutoring classes without taking food or rest and they return home late and tired. So this way of studying affects their health.

Private tutors provide suggestions and already prepared answers to the tutees so it encourages them to memorize the answers. There is hardly any scope for understanding the context and studying the textbook thoroughly which hinder to increase intellectual ability of the students.

Private tutoring put extra pressure on students who attend both mainstream and private tuition classes. It affects the daily life of students by taking away time what they allot for their families or for extracurricular activities like music or dance.

A study brings mixed results on the impact of private tutoring on academic performance. This study indicate that private tutoring has positive impacts in Japan, Kenya and Vietnam negative impacts in Korea and Singapore (as cited in Dang & Rogers, 2008, p.175).

Study	Country	Year	Level/grade/age	Main effect
Ono (2007)	Japan	1995	Male high school	Years spent in private tutoring centers. Improved the quality of that students attend.
Dang (2007)	Vietnam	1997-98	Primary and lower secondary school	Private tutoring improved students' academic performance.
Buchman (2002)	Kenya	1995	13-18 years old	Private tutoring reduced the chance of repeating grades and increased student academic

				performance.
Cheo and Quah (2005)	Singapore	-	Grade-8	Time spend with private tutor had negative impact on student academic performance.
Lee and others (2004)	Republic of Korea	2000-01	Middle and high school	Private tutoring had no short- or long-term effects on student academic performance.
Source: Dang and Rogers, 2008, p. 172.				

Table 3: Impact of private tutoring on academic performance.

2.10 Government policy

Bray divides governments into four types: those that ban private tutoring (type I), those that ignore it (type II), those that recognize and regulate it (type III), and those that actively encourage it (type IV).

Type I governments all failed in their attempts to ban private tutoring. Bans in Cambodia and Myanmar failed because those countries' institutions were too weak to implement the policy. In Korea and Mauritius the bans faced too much opposition from vested interests, forcing the governments to lift the bans and regulate private tutoring.

Type II governments ignore private tutoring. These governments can be divided into two groups based on their reasons for ignoring private tutoring. Countries in the first group (including Nigeria and Sri Lanka) have weak institutions and little capacity to monitor private tutoring. Countries in the second group (including Canada and the United Kingdom) have stronger institutions and adequate capacity to monitor private tutoring. They choose not to regulate the sector, either because they consider it to have small and insignificant effects or because they prefer to let market forces govern the sector.

Type III governments (such as Hong Kong, China; Mauritius; and Vietnam) take a more active role in controlling private tutoring. These governments recognize the importance of private tutoring and attempt to control it both directly and indirectly. They may prohibit private tutoring in early grades; forbid teachers from tutoring their own students; stipulate fees, class sizes, or syllabi for private tutoring classes; and reduce disparities across schools.

Type IV governments (including Singapore, South Africa, Tanzania) actively encourage private tutoring. These governments believe that private tutoring contributes to human capital development and that private tutoring is an effective means of tailoring education to the needs of students. Policies in type IV countries range from offering general encouragement to providing subsidies for private tutoring, training courses for tutors, and tax incentives.

(Dang & Rogers, 2008, p. 185).

In Bangladesh, type IV governments should be implemented but also corruption of this sector should be strictly controlled. In Bangladeshi context, private tutoring cannot be ignored because parents and students have already adjusted themselves with this system. And in many ways they get benefit from it. It is true that private tutoring has both good and bad affects. If government takes measures to reduce its bad effects by controlling corruption and encourage its good side actively than the contribution of private tutoring will enlighten our education sector.

Chapter 3: Research Methodology

3.1 Objective of the research

To investigate the reasons and positive effects of private supplementary tutoring in English in Bangladesh and also with find out the attitude of students towards private tutoring.

3.2What is methodology

Methodology is a body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry or research. Methodology is a series of choices:

1. Choices about what information and data to gather
2. Choices about how to analyze the information and data that you gather
3. Other methodological choices

Methodology is very important for research because through methodologies I have to collect my data for the research.

3.3 Research Design

To make the research easier and the data collection more effective both qualitative and quantitative analysis were applied. Thus, I have used mixed method research approach for data collection and analysis. According to John Creswell, “Mixed methods research is a research design (or methodology) in which the researcher collects, analysis and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry” (as cited in Johnson, Onwuegbuzie & Turner, 2007, p. 120). Mixed method helps to

analyze data in all possible ways. It provides a broader perspective of the study and helps the researcher to assemble a deeper understanding of the fact of interest. Thus it is becoming increasingly a part of research practice and also taking place of the third major research approach along with qualitative research and quantitative research. (Johnson, Onwuegbuzie, & Turner, 2007, p. 119).

3.4 Participants

To conduct the survey 35 participants were randomly chosen by the survey conductor. All the participants were the students of different Bangla medium schools of Bangladesh. They read in Bangla medium schools at primary level. They were from public and private schools of Dhaka city. The survey conductor visited all the participants and they were requested to complete a survey questionnaire. All the participants were young so the instructions were given before fill up the questionnaire.

There were total 35 participants. And some participants were boys and rests of the participants were girls. All of them were from class 3 to class 5. The following table distributes the participants according to their grade.

Grade	Girls	Boys
Class- 5	12	10
Class- 4	5	5
Class-3	3	--
Total	20	15

Table 4: Grade distribution of survey participants

3.5 Instruments

To conduct the survey two instruments have been used for collecting data and they are:

- 1) Questionnaire and
- 2) Classroom observation.

3.6 Procedure

Questionnaire

A questionnaire was given to the students to investigate the learners' ideas towards positive or negative effects of private tutoring in their learning. The questionnaire has two parts. Part I was composed of 15 items in which modified Likert scale was used and Part II had 5 mixed open and close ended questions. Part I of the questionnaire was for those learners' who receives private tutoring and Part II of the questionnaire was for those learners' who do not receives private tutoring. The respondents were asked to rate the level at which they agree or disagree with a statement on the likert scale. The percentage of each statement indicated whether majority of the respondents supported the statement or not. The open ended questions gave the respondents a scope to express their opinions about private tutoring in English.

Classroom observation

As a research conductor, I have observed four English language classes from class 5 and class 4 in a Bangla medium school named "Firoza Bashar Ideal School". During the classroom observation, the research was performed by observing the teaching sequence and the way of teaching without informing the teacher in advance. Through observing the English classes survey

conductor tried to find out where there was any lacking in English teaching or not. And survey conductor also tried to find out that the learners were satisfied with the classroom teaching or not. Classroom observation was done in classroom's natural setting. Research conductor collects data through this classroom observation. In total four English language classes have been observed in a Bangla medium school. Classroom observation was done with the help of 'Classroom observation form' (see appendix-2).

3.7 Method of Analysis

The questionnaires were filled by the learners. And the results of the questionnaires were turned into percentages. Each statement of the likert scale was studied to find out what was preferred by the students. In a Bangla medium school, four English language classes were observed by the research conductor. And results of teachers observation was presented through discussion for easier understanding.

Chapter 4: Findings and Analysis

To accelerate the survey, 35 participants were selected randomly. Among them 28 participants were receiving private tutoring and only 7 participants were found who were not receiving private tutoring. So, 28 participants filled the first part of the questionnaire because they were receiving private tutoring. And 7 participants filled the second part of the questionnaire because they were not receiving private tutoring.

4.1 Results of questionnaire (Part-I)

The tables given below shows the students' response to different statements on private tutoring and school teachers' teaching on the modified Likert scale (see appendix-1). Each of the questions had the following points against each of the statements on the scale:

5=Strongly Agree, 4= Agree, 3= Neutral, 2=Disagree, 1= Strongly Disagree

If the highest percentage of students circles 5 or 4 then it is considered that majority of them have supported the statement. If the percentage is low, it means that only few students' have supported the statement. On the other hand, if highest percentage of the students circles 2 or 1, it is considered that most of the students have disagreed with the statement. If percentage is low, it means that only few students have disagreed with the statement.

Table 5:

Always understand what teacher explains to me in English class at school					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Number of Students	0	5	10	13	0
Percentage	0	17.9%	35.7%	46.4%	0

According to table 4, it can be seen that 13 learners (46.4%) disagree that they always understand what teachers explain to them in their English class at school. And it also can be seen that 10 learners (35.7%) are neutral which means sometimes they understand and sometimes they do not understand teacher's lecture in English class at school. Only 5 learners (17.9%) agree with the statement. So we can see that most of the learners do not support this statement.

Table 6:

I always get chance to ask the teacher in school about my problems					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	4	8	16	0
Percentage	0	14.3%	28.6%	57.1%	0

In table 5, 16 learners (57.1%) disagree with the statement which means they do not always get chance to ask their school teachers about their problems. These learners cannot get chance to

discuss their problems with school teacher for the short duration of class time. 8 learners (28.6%) are neutral which means sometimes they get chance to ask their school teachers about their problems. And 4 learners (14.3%) agree with the statement. They may be very active students in their class and they actively make their own way to ask about their problems to the teacher in a short duration of class. The highest percentage represents that majority of students disagree with the statement.

Table 7:

I always can ask my private tutor about my problems					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	15	12	1	0	0
Percentage	53.6%	42.9%	3.5%	0	0

In table 6, 15 learners (53.6%) strongly agree and 12 learners (42.9%) agree that they can ask their private tutor about their problems. Students receive private tutoring to get extra help for their study. A private tutor has enough time to solve his students' problems. So students always get chance to ask and discuss about their problems with the private tutor. And only 1 learner (3.5%) cannot always discuss or ask his or her problems to the private tutor because learner may be less motivated about his study. So highest percentage is 53.6% which shows that majority of the learners strongly agreed with the statement.

Table 8:

I am satisfied with the lesson provided by private tutor					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	10	14	4	0	0
Percentage	35.7%	50%	14.3%	0	0

Here in table 7, many learners are satisfied with the lesson provided by private tutor. Most of the learners select good and efficient teacher as their private tutor and learners become also motivated to learn from his or her private tutor. So naturally they become satisfied with the private tutors teaching. 14.3% (4 learners) remain neutral. And 10 learners (35.7%) and 14 learners (50%) become ‘Strongly agree’ and ‘agree’ which reveal that majority of the learners supported this statement.

Table 9:

I am satisfied with the lesson given by teacher at school					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	1	5	14	7	1
Percentage	3.5%	17%	50%	25%	3.5%

In above table 8, 14 learners (50%) stay neutral with the statement that they are satisfied with the lesson given by teacher at school. Total 8 learners (28.5%) disagree and total 6 learners (20.5%) respond from the range of “agree” to “strongly agree”. Many learners always cannot be satisfied with the lesson at school because school teacher do not get enough time to explain properly the whole lesson. So some sharp students can understand the lesson within short duration of class time but some students cannot understand.

Table 10:

In School, the teacher spends enough time to explain complex grammatical rules					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	2	7	16	3
Percentage	0	7.1%	25%	57.1%	10.8%

The results of table 9 reveal that 16 learners (57.1%) disagree and 3 learners (10.8%) strongly disagree to the statement that the teacher spends enough time to explain complex grammatical rules in the school. In School, class time is very short and fixed so an English teacher cannot spend his or her whole class to explain complex grammatical rules. Teacher has to explain other topics within 40 or 45 minutes in an English language class. So some students can understand her lecture but some students cannot. So from the above table, we can see that most learners disagree with the statement. 7 learners (25%) stay neutral and 2 learners (7.1%) agree with the statement.

Table 11:

In private tuition, teacher spends enough time to explain grammatical rules until I understand					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	11	12	4	1	0
Percentage	39.3%	42.9%	14.3%	3.5%	0

From the table 10, we can see that about 23 learners (82.2%) support the statement that in private tuition, teacher spends enough time to explain grammatical rules until students understand. A private tutor always does not follow any fixed time. He spends extra time to explain any complex grammatical rule if his students needed. 4 learners (14.3%) remain neutral and only 1 learner (3.5%) disagrees with the statement.

Table 12:

Private tutor helps me to obtain good grades in English exams					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	9	13	4	1	1
Percentage	32.1%	46.4%	14.3%	3.6%	3.6%

Most of the participants which are about 9 learners (32.1%) strongly agree and 13 learners (46.4%) agree with the fact that they obtain good grades in English exams with the help of

private tutor. All the participants are from Bangla medium schools. So they need extra help in English. As a result they go to private tutor and a private tutor tries his best to make his students able to get good grades in English exams. 4 learners (14.3%) stay neutral and a total of 2 learners (7.2%) disagree with the statement. The highest percentage of response shows that majority of students support this statement.

Table 13:

My English improved after receiving private tutoring					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	9	12	1	4	2
Percentage	32.2%	42.9%	3.5%	14.3%	7.1%

In table 13, 9 learners (32.2%) and 12 learners (42.9%) of the student participants “Strongly agree” and “Agree” respectively that their English improved after receiving private tutoring. 1 learner (3.5%) remains neutral and total 6 learners (21.4%) do not agree with the statement. English private tutor take extra care about their English language subject and ask them to practice more and more so as a result learners English improved after receiving private tutoring. Here, highest percentage reveals that most respondents support this statement.

Table 14:

Private tutor gives enough effort to teach me English than my class teacher at school					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	11	10	6	1	0
Percentage	39.3%	35.7%	21.5%	3.5%	0

According to the table 14, 11 learners (39.3%) and 10 learners (35.7%) are “Strongly agree” and “Agree” respectively that private tutor gives them enough effort to teach them English than their class teacher at school. 6 learners (21.5%) remain neutral and 1 learner (3.5%) does not agree with the statement. A private tutor has his own responsibility to teach his students English well because parents paid him for this. So generally a private tutor gives extra effort to teach his students English. And percentage reveals that majority of the student participants support this statement.

Table 15:

Private tuition reduces my repeating the same class					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	2	7	13	4	2
Percentage	7.1%	25%	46.5%	14.3%	7.1%

We can see from table 15, that a majority of the learners that is 13 learners (46.5%) stay neutral with the statement that private tuition reduces their repeating the same grade. 9 learners (32.7%) agree and 6 learners (21.4%) disagree with the statement. Most of the students receive private tutoring to get good marks in the exam also to get extra help for their studies. But some weak students join private tutor only to pass in the exam or avoid class repetition. Here, we can see that highest percentage of learners stay neutral with the statement.

Table 16:

I go to private tutor because all my friends go to private tutor					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	1	2	1	9	15
Percentage	3.5%	7.2%	3.5%	32.2%	53.6%

The results of table 16 reveal that 9 learners (32.2%) disagree and 15 learners (53.6%) strongly disagree to the statement that students go to private tutor because all their friends go to private tutor. Only 3 learners (10.7%) agree with this statement which means they are not actually interested in studying. They go to private tuition because they get to meet their friends in the tutors place. But we can see from the table, most students do not support this statement.

Table 17:

Become an effective user of English in classroom after receiving private tuition					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	10	13	3	2	0
Percentage	35.7%	46.4%	10.7%	7.2%	0

Table 17 shows that more than half of the learners, about 23 learners (82.1%) of total participants, become an effective user of English in classroom after receiving private tuition.

2 learners (7.2%) disagree with the fact that as they fear English. So these two learners cannot become an effective user of English even though they are receiving private tuition. From the above table highest percentage shows that majority of the participants agree with the statement that they become an effective user of English in classroom after receiving private tuition.

Table 18:

I could do well in my studies without the private lessons in English from my tutor					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	3	8	7	6	4
Percentage	10.7%	28.6%	25%	21.4%	14.3%

In above table 18, 11 learners (39.3%) agree and 10 learners (35.7%) respond from the range of “disagree” to “strongly disagree”. 7 learners (25%) stay neutral with the statement. Here, 11 students agree and 10 students disagree with the statement that they could do well in their studies without the private lessons in English from their private tutor. From the result we can see that the percentage of ‘agree’ (39.3%) is higher than the percentage of ‘disagree’ (35.7%). The result of this table is contradictory to the results of table 12. Here, we can see majority students (39.3%) support that they can do well in the English exam without help of private tutor. But in table 12, majority student participants (78.5%) support that private tutor helps them to obtain good grades in the exam. At the end, from the percentage of table 12 and table 18 represents, most students prefer private tutors help for the exam rather study alone.

4.2 Results of the questionnaire (Part-II)

Table 19:

Do you clearly understand what the teacher explains to you in English class at the school?			
Students' response	Yes	No	Sometimes
Student number	3	0	4
Percentage	42.8%	0	57.2%

From table 19, we can see that 57.2% (4 learners) give answer the above question that sometimes they understand clearly what the teacher explains to them in English class at the school. 42.8% (3 learners) say “yes” which means those students are very attentive in the class so they always

understand what the teachers explain in English class at school. But majority of the participants say sometimes they understand and sometimes they do not understand clearly.

Table 20:

Are you satisfied with the lessons given by your English teacher in the school?			
Students' response	Yes	No	Sometimes
Student number	2	0	5
Percentage	28.6%	0	71.4%

From table 20, we can see, more than half of the learners, about 71.4% (5 learners) of total participants say sometimes they are satisfied with the lessons given by their English teacher in the school. And 28.6% participants say that they are always satisfied with the lesson provided by their English teacher in the school.

Table 21:

Do you think you need extra help for getting good marks in the exam?			
Students' response	Yes	No	Sometimes
Student number	6	0	1
Percentage	85.7%	0	14.3%

From table 21, it is observed that almost all the participants prefer extra help for getting good marks in the exam. 85.7% students say that they need help to get good marks in the exam. All the participants are from the primary level. So, as young learners they need help to learn English and do well in the exams.

Table22:

Which help is more beneficial for you?		
Students' response	School teacher's help	Private tutor's help
Student number	5	2
Percentage	71.4%	28.6%

In table 22, Students are asked which help is more beneficial for them. 71.4% (5 learners) participants support that school teachers help is beneficial for them and 28.6% (2 learners) participants support that private tutor's help may be helpful for them.

From the above table, we can see that most students believe that school teachers are more helpful than private tutor. One participant said that her class teacher knows all her weakness of learning English so she can easily understand when teacher explains to her after class. On the other side, only two participants support private tutor is helpful for their English studies. Among them one participant said; in school English teacher do not have enough time to explain a topic with more example. So she thinks private tutors help may be beneficial for her studies.

4.3 Results of Classroom Observation

Research conductor has observed four English language classes in a Bangla medium school. So, to collect data four English teachers were observed through 'Classroom observation form'.

Table 23:

Teacher's Observation				
	Teacher1	Teacher2	Teacher3	Teacher4
1. The teacher was well prepared and well organized in class.	Okay	Okay	No	Yes
2. The class material was explained in an understandable way.	Okay	Okay	No	Okay
3. Teacher's directions were clear and students were able to carry them.	Okay	Okay	No	Yes
4. Materials were presented at students' level of comprehension.	No extra materials were used except text book.	No extra materials were used except text book.	No extra materials were used except text book.	No extra materials were used except text book.
5. An appropriate portion of class	No	No	No	Okay

time was dedicated for students' production.				
6. The teacher asked and answered questions carefully and satisfactorily.	Okay	Okay	Okay	Yes
7. The teacher knew when the students were having trouble understanding.	No	No	No	Yes
8. The teacher showed interest and enthusiasm for the subject taught.	Okay	Okay	No	Yes
9. The teacher	Yes	Yes	No	Yes

moved around the class and made eye contact with students.				
10. The teacher knew students' name.	Yes	Yes	Yes	Yes
11. The teacher positively reinforced the students.	No	No	No	Okay
12. Teacher's personal appearance.	Good	Good	Good	Good
13. Pronunciation, intonation, fluency and appropriate use of language.	No	No	No	Okay
14. Teacher encouraged student	No	No	No	Yes

participation in class.				
15. The class felt free to ask questions, to express their own ideas.	Okay	Okay	No	Yes
16. The teacher was able to control and the class.	Okay	Okay	Yes	No

Table 20 gives us a clear idea about the teacher's way of conducting the class. In the school, all four classes were English which I observed as a survey conductor. All the teachers were young except Teacher3. The school was a Bangla medium school so medium of instruction was Bangla. Even in English language classes, teachers used Bangla to explain students. But I observed that only Teacher4 tried to speak English and tried to use English words in the class. Sometimes when students were having trouble understanding English than Teacher4 translated into Bangali.

At first I wanted to observe classroom environment. Classrooms were very small with large number of students. Students were sitting on wooden benches. And benches were also small. There were almost fifty students in each classroom. And only 35 minutes was allocated for each English class. I observed that every teacher entered their individual class with smiling face, did the roll call and started their teaching. Teacher2 and Teacher3 spent extra time to do roll call.

Teacher3 have a monotonous way of teaching by talking most of the time of the class hour. She was older than other three teachers so I noticed most of the time she sat on the chair and gave lecture. She was very strict and controlled the class very well. As a result it minimizes student talk time, participation and made the classroom teacher dominated and authoritative.

Except Teacher3, the other teachers were well organized and well prepared for the class. Their directions were clear. They did not use any material except text book. Actually, teachers do not have time to use extra materials for teaching. Even they could not properly teach or explain text book in such a short class time. Though teachers were well prepared but could not give their full effort to teaching for extremely short class time. Teacher1, Teacher2 and Teacher3 did not give enough time for students' production. Only Teacher4 was exceptional because she encouraged learners to ask questions when they were feeling trouble to understand any lesson. So students felt free to ask questions and to express their own ideas. And for this reason she could not able to control the class properly. Young learners continuously talked and made noise. So in the whole class time she encouraged students, answered their questions, positively reinforced the students but could not properly teach or explain the English because class time was very short.

Teacher1 and Teacher2 explained the lessons in an understandable way but they did not give much attention that whether students were facing any troubles or not. They explained, wrote on the blackboard and rushed through lessons. They also said to read the lesson thoroughly at home. Their main attention was to complete the lesson on time. Except Teacher4, the other teachers read the text book aloud and asked the students to mark important lines which they have to read at home.

Eye contact is a very important element in language teaching as it creates an alert atmosphere within the classroom and learners know that they have to be attentive. Except Teacher3, other teachers moved around the class and made eye contact with students.

4.4 Discussion

From the whole survey and result section, it can be seen that most of the primary level learners receive private tutoring for better performance in the exam. Private tutoring has become so deeply integrated in Bangladeshi education system that almost 90 percent of both weak and sharp students depend on private tutoring. As a survey conductor, I cannot blame on students because through the classroom observation it is found that teachers do not give enough time to teach thoroughly in school but still expect students to thoroughly learn lessons. . And it is difficult for young students to learn by their selves complex sentences and grammar in English so they must seek out tutors to feel the gaps of what they don't learn in school.

On the other side, private tuition affects the daily life of the Bangladeshi family by taking away time that children would otherwise allot for their families or for extracurricular activities. It can be seen, private tuition has both positive and negative effects. It would not be a wise decision to avoid or ban private tutoring. We should recognize the importance of private tutoring. But also raise public awareness about negative effects of private tutoring.

If a weak learner says that he or she needs extra help, then having tuition will definitely help the child to achieve greater success. But parents cannot fully depend on the tutor to achieve results. If by having tuition, the learner should set his or her targets or objectives, then extra hours will

be worth paying for. If students are young, cannot understand their expectations than it is parent's responsibility to discuss with their child about targets and objectives of learning. In this way, a student will understand why he needs a private tutor and how he can benefit fully from the extra classes.

Chapter 5

5.1 Limitations of the research:

As a research conductor, I faced some problems when I collected data for the research.

So some problems are given below:

- Participants were young so they did not feel interested about the research.
- Participants were less interested. So outcome of data were not much valid.
- The questionnaires filled by the learners were not fully accurate as they consulted one another while filling it up.
- The numbers of participants were limited. The research findings would have been more representative if few more participants could be included in the survey.
- The school authority gave permission to observe only four English classes for conducting research.
- The data collection environment was not favorable.

5.2 Recommendation

Private tutoring has both positive and negative sides. Parents and students should not depend on private tuition. We should find good effects of private tutoring and make the best use of it. So suggestions or recommendations are given below:

At first, the teaching system of Bangla medium school should be changed. Large number of students in a class is the core of all the problems. As there are too many students, teachers could not give emphasis to listening and speaking skills. Instead of having one or two sections of 50 to 60 students, it is better to make four or five sections of one class consisting of a maximum of 20 to 30 students.

Another problem is while teaching, English is not given any importance. In a Bangla medium school, all the subjects teach in mother tongue and English is also teach like other subject. But English needs to be given extra care.

After studying English for so many years, students could not communicate in English effectively. This is because it is a new language to them. So it needs to be practiced more and more. In this case, students can take help from a private tutor for a certain time to make language learning successful.

Weak students can be sent to private tuition for a selected time. Private tutor will find out his problem area and try to solve it.

Lastly, it is recommended that both school teachers and private tutors should get training from the government. The government should make a rule that without the training they cannot teach any students.

5.3 Conclusion

This research is all about the reasons and necessity of private tutoring in English for primary school students in Bangladesh. From the above theories and concepts it can be said that private tutoring do not have only negative side, it has good side too. A private tutor helps his learners to fill the gaps of what they don't learn in school. A weak learner needs help which can be provided by a private tutor successfully. It would not be a wise decision for the Bangladesh Government to ban private tutoring. Other countries such as, in Korea and Mauritius were tried to ban private tuition but failed and at last the governments were forced to lift the bans and regulate private tutoring. The main responsibility of Bangladesh government is to control corruption in private tutoring. Only those students will go to private tutor who needs it. A private tutor should not hire just because friends or neighbors have private tutor and is doing well. The learner should understand why he needs a private tutor and how he can benefit fully from this tutor. So Bangladesh government should raise awareness about it.

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Appendix-1

This survey questionnaire is designed for Bangla medium primary school students in Bangladesh. This survey aims to explore the necessity as well as positive effectiveness of private tutoring for Bangla medium young learners in Bangladesh.

This questionnaire has two parts. Part I is for those students who receive private tutoring in English and part II is for those students who do not receive private tutoring in English.

Questionnaire for students

Grade..... Date..... Age..... Gender.....

Direction: Please read the questions carefully in part I and circle only one number in each row.

PART-I

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.Always understand what teacher explains to me in English class at school.	5	4	3	2	1

2. I always get chance to ask the teacher in school about my problems.	5	4	3	2	1
3. I always get chance to ask about my problems to the private tutor.	5	4	3	2	1
4. I am satisfied with the lesson provided by private tutor.	5	4	3	2	1
5. I am satisfied with the lesson given by teacher at school.	5	4	3	2	1

6.In School, the teacher spends enough time to explain complex grammatical rules.	5	4	3	2	1
7.In private tuition, the teacher spends enough time to explain complex grammatical rules until I understand.	5	4	3	2	1
8. Private tutoring helps me to obtain good grades in English in	5	4	3	2	1

the exam.					
9. My English improved after receiving private tutoring.	5	4	3	2	1
10. Private tutor gives enough effort to teach me English than my class teacher at school.	5	4	3	2	1
11. Private tuition reduces my repeating the same grade.	5	4	3	2	1
12. I go to private tutor because all of	5	4	3	2	1

my friends go to private tutor.					
13. Become an effective user of English in classroom after receiving private tuition.	5	4	3	2	1
14. I could do well in my studies without the private lessons in English from my tutor.	5	4	3	2	1

PART-II

Direction: Please read the questions carefully in part II and underline what you think to be correct and in (Q-5) write in few lines your own view.

1. Do you clearly understand what the teacher explains to you in English class at the school?
a) Yes b) No c) Sometimes
2. Are you satisfied with the lessons given by your English teacher in the School?
a) Yes b) No c) Sometimes
3. Do you think you need any extra help for getting good marks in the exam?
a) Yes b) No c) Sometimes
4. Which help is more beneficial for you?
a) School teachers help b) Private tutors help
5. If you think that school teachers are more beneficial, explain why.

.....

or

If you think that private tutor is more beneficial, explain why.

.....

Appendix-2

Teacher observation was done based on these criteria

1. The teacher was well prepared and well organized in class.
2. The class material was explained in an understandable way.
3. Teacher's directions were clear and students were able to carry them.
4. Materials were presented at students' level of comprehension.
5. An appropriate portion of class time was dedicated for students' production.
6. The teacher asked and answered questions carefully and satisfactorily.
7. The teacher knew when the students were having trouble understanding.
8. The teacher showed interest and enthusiasm for the subject taught.
9. The teacher moved around the class and made eye contact with students.
10. The teacher knew students' name.
11. The teacher positively reinforced the students.
12. Teacher's personal appearance.
13. Pronunciation, intonation, fluency and appropriate use of language.
14. Teacher encouraged student participation in class.
15. The class felt free to ask questions, to express their own ideas.
16. The teacher was able to control and the class.