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## LEARNING OUTSIDE THE CLASSROOM: AN EXPLORATION ON THE EFFECTS OF TUTORING TO ELEMENTARY PUPILS

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### ABSTRACT

Private tutoring expanded dramatically over the last several decades especially in developing countries such as the Philippines. However, most of the studies conducted on private tutoring focused on its effects on pupils' academic performance. Limited studies had been conducted investigating the effects of private tutoring to other non-academic factors. This study was conducted to explore the effects of tutoring to elementary pupils. An interpretive approach in research was utilized in the study employing descriptive-qualitative method of research. Thirty (30) parents and guardians and seven (7) elementary teachers were the participants of the study through in-depth interview to generate themes and common patterns. Themes that emerged as the result of the interview are as follows: (1) study habits, (2) self-esteem, (3) independency, (4) attitude of pupils towards their parents, (5) sociability, (6) behavior in the classroom, (7) academic performance, and (8) parents/guardians views on private tutoring. Finally, the study concluded that private tutoring has both positive and negative effects on the pupils.

**Keywords:** *Private Tutoring, Elementary Pupils, Positive Effects, Negative Effects*

### INTRODUCTION

Tutoring program has been expanding in many countries and it is considered as the third emerging education sector in addition to the public and private school sectors (Dang & Rogers, 2008). The increasing importance of educational achievement for future careers, together with increased pressure on schools to raise standards may well lead parents to see private tutoring as a worthwhile investment, especially as their children approach important transition points in the education system (Ireson & Rushforth, 2014). The main reason for tutoring is to improve academic achievement at school or in high stakes exams at the end of school year (Bray, 2013). In this competitive environment, parents are eager to go any extent to provide facilities for right education to their children (Das & Das, 2013). The attempt of parents to provide their children with the best

opportunities in life has resorted to private tutoring as a means of retaining a relative advantage for their children in the education race (Foondun, 2015).

There are several forms or types of tutoring and one of these is called private tutoring or private tuition. Many parents hire private tutors to enhance their children's learning. Actually, the expectation is that if students spend more time on subject matter learning, they will eventually learn more and better and be successful in the national examinations, provided that the examinations cover basic aspects of the school curriculum (Berberoğlu & Tansel, 2014). There are several studies that indicated the positive impact of tutoring on the academic performance of pupils based on their examination score (Lavy & Schlosser, 2005; Dang, 2007), but can easily fail if one component of the complex interaction system does not work (Guill & Bos, 2014). Moreover, different researches revealed that there are at least partly positive relations between private tutoring and the students' academic achievement (Ireson & Rushforth, 2005; Yonghong, 2011; Stevenson & Baker, 1992; Tansel & Bircan, 2008). However, there are still studies which stressed that the effects of private tutoring on test achievement were slightly negative (Guill & Bos, 2014).

With these, it can be stressed that most tutoring programs usually focus strictly on boosting the academic achievement of low-level students without regard to the characteristics of individual student. Limited studies had been conducted to determine the effects of private tutoring to other important indicators such as pro-social behaviors, independency, attitudes and behaviors towards learning and other variables as recommended by previous researches and studies. Hence, this study was conducted to explore the effects of private tutoring to elementary pupils.

## METHODS

This interpretive approach in research utilized a descriptive-qualitative type of research to explore the effects of private tutoring to elementary pupils. Thirty parents and guardians and seven (7) elementary teachers of tutored pupils were selected as the participants of the study. The personal characteristics of the 30 tutored pupils who were observed are as follows: In terms of their sex, there were 17 tutored females and 13 males. In terms of grade level, there were 7 Grade I pupils, 9 Grade II pupils, 8 Grade III pupils and there were only a few respondents from higher-grade level. It is indicated in the table that out of 30 respondents, 11 of them spent 5-6 hours of their time in every week for their tutorial sessions. It is important to note also that 14 of the respondents were tutored for 3 months to 1 year and there is only 1 who was being tutored for 6 years and 7 years.

An interview was used to provide information that is needed in this study. The interview with the teacher focused on the behavior of tutored

pupils in a classroom setting and so with their academic performance. Actual responses from the parents and interview were also conducted to find out their observations on their children's study habits, self-esteem, sociability and attitude towards their parents. The participants were coded accordingly with the following codes: T00 for teachers, P00 for parents, and G00 for guardians.

The narratives and experiences of the informants were coded and analyzed to identify the themes that gradually emerged. After the identification of themes and their descriptions, the researchers went back to the informants for validation and verification of the results as part of the rigour for qualitative research. And finally, ethical consideration was strictly observed during the conduct of the study such as keeping the confidentiality and anonymity of the informants and the tutored pupils, addressing communications and letters to proper authorities, avoiding biases and prejudices in the conduct of the study, and giving informed consent prior to the conduct of interview to the informants.

## RESULTS AND DISCUSSION

This part presents the findings from participants' interviews as they related to the research objective of the study. This consists of several sections about the effect of tutoring on tutored pupils. These were: (1) study habit, (2) self-esteem, (3) independency, (4) attitude towards parents, (5) sociability, (6) behavior in the classroom, (7) academic performance, and (8) guardians/parents view on tutoring.

### Theme 1. Effects of tutoring along study habits of tutored pupils

**Table 1.** *Effects of tutoring along study habits of tutored pupils*

<b>Effects of Tutoring along Study Habits</b>	<b>Frequency*</b>	<b>Percentage</b>
<b>Focus on studying</b>	15	50.00
<b>Fond of learning</b>	12	40.00
<b>Motivation is needed</b>	3	10.00
<b>Dislike learning</b>	2	6.67
<b>There's no effect at all</b>	2	6.67

*\*multiple responses*

Table 1 presents the effects of tutoring along study habits of elementary pupils according to the observation of their guardians/parents and most of them answered that because of tutoring, pupils became more focused on studying.

### ***Focus on Studying***

The students always pay attention to their studies.

Some of the verbalizations of the informants are as follows:

P002: My daughter's guide in learning is very good. She has a good time management, patience, and determination to learn. She is trained to study/review every day and she doesn't want to be disturbed.

P009: There's a huge change in his study habits. He always finds time to study, that's why he excels in school, especially in Math subject and with this, he became the contestant in MTAP and MPG.

### ***Fond of learning***

The pupils study with vigor and enthusiasm.

Some of the verbalization of the informants are as follows:

G0017: There is a change in his study habits. Before, he rarely reviews lessons. But now that he has a tutor, he became more diligent in studying up to the extent of reviewing his lessons alone.

P013: I don't need to force and encourage her to learn anymore because she's willing to do so. Isn't that a child loves to learn especially if she understands the lesson? But if she's hard up to cope up with the lesson, the tendency is, she does not have the interest to grasp and internalize the lesson anymore. With the help of her tutor, she understands her lesson and always exited to go to school.

### ***Motivation is needed***

The pupils need motivation for them to study well and to prepare them to be ready to face any lesson.

Some of the articulations of the informants are as follows:

P015: My child won't review anymore after coming from school. He will get his gadgets and play games because he knows that he can't do it anymore as soon as his tutorial session starts.

P017: My child became lazy in reviewing her lessons at home even her tutor is with her already. That's why I made a deal with her telling that if she has a perfect score, we'll go out to eat or we'll buy toys for her.

### ***Dislike learning***

The pupils have no interest in studying. They usually tend to escape their tutorial classes.

Some of the verbalizations of the informants are as follows:

P005: We always argue because she doesn't review her lessons. If her tutor already arrives, she starts being irritated. She's frowning all throughout her tutorial session. But at the end, she doesn't have a choice but to listen.

G021: She actually got mad at me for hiring a tutor for her but since her teachers gave positive remarks about her performance in school, I think it's better to continue her tutorial.

### ***There's no effect at all***

The pupils' study habits are still the same even before and after receiving tutorials.

One of the verbalization of the informants is as follows:

P003: He is still the same. There is no change/improvement in his study habits.

Study habits mean theme setting of a subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them (Lavy & Schlosser, 2005). According to the informants, tutoring plays an essential role in the study habit of pupils. The children become more studious and they spend their spare time in reading. This means that tutoring is not only helpful in increasing the test score of pupils but also in practicing a good study habit. Further, tutoring programs do not only improve test scores, but also have a positive impact on student attitude toward reading and learning in general (Power & Cummings, 2011). Tutoring trains the pupils to have a good routine and well-planned schedule in learning until the pupils get used to it.

Tutoring has a good effect to the time management of pupils according to a majority of informants. It was greatly highlighted that tutored students used private tutoring as a means to increase the time devoted to

study the content taught in regular classroom teaching and the instructional methods and the learning material used in private tutoring were similar to those used in regular classroom teaching (Wittwer, 2014; Brehm & Silova, 2014). But the minority of the respondents negates this claim. According to them, their children become more inclined in playing or doing other stuff that does not have any connection with their studies. This change was developed because of the fact that a child is aware that there will be a tutoring session later. Previous study revealed that most of the students tend to rely on private tutors for everything including the exam tips and homework (Yasmeen, 1999). They tend to spend time in playing rather than studying since they depend too much to their tutor. But still, there are more positive feed backs about the effect of tutoring on time management, which means that the effect of tutoring is positive but the tutor's attitude can be an intervention on its effect. If the tutor spoils or does everything during the tutorial session, then the effect of tutoring can be negative in the time management of pupils.

Tutoring effectiveness has limitations. According to the minority of the informants, there are no changes in the study habit of pupils and these pupils belong to kindergarten, grade 1, and grade 2. With this, tutoring is seen as an ineffective tool in improving the study habit of pupils in low-grade levels. In addition, pupils who have the tutorial session for more than 6 hours in a week are the pupils who ended up hating learning or studying. This finding has also been substantiated by other studies as they revealed that tutoring sessions held for more than 60 minutes were not significantly beneficial; materials used for tutoring were not shown to be a significant variable; and positive outcomes were found for both small and presumably inexpensive programs as well as much more extensive and costly programs ((Power & Cummings, 2011).

## Theme 2. Effects of Tutoring Along Self-esteem

Table 2. *Effects of Tutoring Along Self-esteem of pupils*

Changes along self-esteem	Frequency	Percentage
<b>Confident in a good way</b>	20	66.67
<b>Conceited</b>	7	23.33
<b>Self-under estimation</b>	2	6.67
<b>There's no change at all</b>	1	3.33

Table 4 explains the effect of tutoring to the self-esteem of elementary pupils as observed by their guardians and parents. The majority of them answered that tutoring increases the self-esteem/confidence of pupils in a good way.

### **Confident in a good way**

The pupils show certainty to their answers. They don't hesitate to voice out their answers without shame. They express their ideas and opinions/comments if you ask them to do so.

Some of the verbalizations of the informants are as follows:

G027: If I ask him about their lessons, unlike before, he answers me immediately with a proud smile on his face. When his brother teases him and says that his answer is wrong, he will explain well why his answer is correct instead of believing his brother. He can't easily be fooled and swayed by anybody anymore because he trust himself and confident enough that his answers are correct.

P022: He's always ready to go to school. Actually, he even looks so excited for their class activities. Unlike before, he hates or he's afraid every time we send him to school because his teacher sometimes called him to recite. Maybe, tutoring makes him confident enough that he thinks he can answer now the possible questions of his teacher.

### **Conceited**

The pupils are excessively proud of themselves to the point that they assume that they know everything. It is difficult to correct them because they would not believe you anyway.

Some of the verbalizations of the informants are as follows:

P015: He became more hard-headed and overconfident to the point that he thinks he knew everything and sometimes he does not listen to us when we tried to correct him.

G019: He won't believe me if I say that his answer is wrong. As if he knows his lessons better than me, that's why we argue especially in doing his assignments if his tutor is not around.

### **Self-underestimation**

They think they are dumb because their parents hire a tutor to help in their studies.

One of the verbalization of the informants is as follows:

P020: She became more timid. She always asks us to double check her work even if we say she has no wrong answer.

***There's no change at all***

The study habit of pupils did not change at all.

The only verbalization of the informant is as follows:

P014: There's no change in his self-esteem. He is still a shy-type person and he prefers to be alone.

Self-esteem is confidence in one's own worth and abilities. Building self-esteem and leadership skills of pupils are goals of tutors while improving academic achievement and communication skills of pupils [4]. The effect of tutoring along self-esteem in this study is generally good. Tutored pupils openly tell their ideas to others and they cannot just be fooled by saying that their answers are wrong because they can defend and explain their answers. This means that pupils who have been tutored are usually the brave and confident ones. So it is true that students who participate in private tutoring show higher self-esteem than those who do not (Lee, 2013). Tutoring helps the pupils understand their lesson in the classroom so that they can compete with their classmates in reciting during their class discussion. Furthermore, effective tutoring can help slow learners to keep up with their peers, and in this way can support children's self-esteem and sense of achievement (Bray, 2013).

Tutoring for few informants has negative effects along self-esteem. The pupils become over-confident to the point that they think they are always right. They end up ignoring others' corrections to their answers. This is because of the compliments that they receive and the thought of having tutors make them believe that they are advance in their lesson so they know well what they are saying.

**Theme 3. Effects of Tutoring in terms of the Independency of the Pupils**

**Table 3.** *Effects of tutoring in terms of the independency of the pupils*

<b>Changes in the independency of your child</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Work alone</b>	5	16.66
<b>Work with tutor/adult</b>	23	76.67
<b>Others work for them</b>	2	6.67
<b>Total</b>	30	100.00

Table 3 divulges the effect of tutoring to the pupils' independency. The guardians and parents based their answers on the way the pupils do their assignments. As shown in the table, most of the informants said that tutored pupils tend to work with their tutor. However, there were deviant voices that had opposite answers saying that the pupils do their assignments alone.

***Work alone***

The pupils tend to work independently. They try their best to do their assignments without seeking the help of their parents and tutors. The tutors' work is to correct it.

One of the verbalizations of the informants is as follows:

P004: My child prefers to work alone and I will only check her answers whether correct or wrong after answering all.

***Work with tutor/adult***

The pupils only do their assignments if they are with their tutors. The tutor would teach them and discuss the things that they ought to know before they answer their assignments.

Some of the verbalizations of the informants are as follows:

G028: He became more dependent in doing his assignments to the point that he can't do it or he won't do it alone unless he is with his tutor or with me.

P010: He always does his assignments with his tutor. If his tutor is not around, it's either me or his sister will help him because he won't do his assignment if no one will guide him.

***Others work for them***

Instead of doing their assignments, they usually throw tantrums so their parents or the tutor would do it for them.

One of the verbalizations of the informants is as follows:

P013: I don't know why he became lazier. He doesn't want to do his assignment because according to him, he's tired. With this, we end up doing his assignments especially Math subject.

Many informants stated negative effects of tutoring to their children's independency. The pupils would not do their assignment without their tutor or any adult to assist them in doing it. This means that they were not trained to do their homework alone. But for some informants, the effect of tutoring along independency is positive. In contrast with the majority of the responses, they said that their children became more dependent in doing their assignments. Age has nothing to do with its opposite effects. This means that the tutoring depends on tutors' treatment to their tutees or parents' treatment to the children. If a parent or a tutor spoils the child by doing everything just to please him/her, then the child will end up being dependent

#### **Theme 4. Effects of Tutoring to the Attitude of Pupils towards their Parents**

**Table 4.** *Effects of tutoring to the attitude of pupils towards their parents*

<b>Changes of attitude of pupils towards their parents</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Close proximity</b>	4	13.33
<b>Distant acquaintance</b>	22	73.33
<b>Attitude is not affected at all</b>	4	13.33
<b>Total</b>	30	100.00

Table 4 presents the effect of tutoring on the attitude of pupils towards their parents. The majority of the informants shared the negative treatments they received from tutored pupils. Though some parents said otherwise.

##### ***Close proximity***

The pupils became more open to their parents.

One of the verbalizations of the informants is as follows:

P002: She became more open to me about her experiences in school. She often tells me many things. Even I am not asking about her scores, she will still tell me including the compliments that she is receiving. My child already has a tutor since grade 1 that's why I discovered some tips and strategies to maintain my close relationship with my child. First, you should not give your full trust to the tutor or don't rely on them too much. You should also interfere in his/her tutoring session. Ask him/her what he/she had learned and share your ideas about the lesson that the tutor failed to discuss.

##### ***Distant acquaintance***

Tutoring builds a gap between pupils and their parents. The pupils are secretive towards their parents.

Some of the verbalizations of the informants are as follows:

G024: There was already gap between us and he is already closer to his/her tutor than me. Most of the time, he doesn't want to listen to me and her trust is no longer observed. He will even cover his ears with his hands as I correct him. "Mommy I know that already", "Mommy you're wrong. That's not what my tutor said" and "No thanks! I'll just ask my tutor about it mommy" are some of the responses that I usually get from him. I am hurt but I know he needs his tutor, that's why I'm allowing him be like that.

P012: It's sad to note that she listens more to her tutor than me as her mother but I can't blame her because most of the time, she is with her tutor.

##### ***Attitude is not affected at all***

There's no change in the attitude of pupils towards their parents.

One of the verbalizations of the informants is as follows:

P011: Our relationship is still the same. The only thing that changed is his grades that improved.

The effects of tutoring on the attitude of pupils towards their parents are negative in this research study, according to a majority of informants. The pupils tend to hate their parents for hiring tutors for them. Some pupils also are even closer to their tutors than their parents. They tell their secrets to their tutors instead of telling it to their parents. If the parents try to correct them, the children would not believe them because they believe more in their tutors. With this, tutoring is seen as one of the reasons why a gap is built between pupils and from their parents. Participation in private tutoring can weaken family bonds of affection because children are away from home and their parents most of the time (Guill & Boss, 2014).

However, for few informants, tutoring makes them closer to their children. Since tutoring makes the pupil active during discussions, they can share a lot of compliments and praises that they receive from their parents. This leads to good communication and connection between parents and children.

## Theme 5. Changes in Sociability of Elementary Pupils

Table 5. Changes in Sociability of Elementary Pupils

Changes in sociability	Frequency*	Percentage
Friendly to others	21	70.00
Conquered anti-social attitude	11	36.67
Introvert	6	20.00
There is no change	8	26.67

\*multiple responses

Table 5 presents the changes in the sociability of elementary pupils according to the observations of their guardian. Most of them answered that their children became friendly to others.

### ***Friendly to others***

Pupils became friendly to others and helpful to their classmates.

Some of the verbalizations of the informants are as follows:

P008: Every time I go to school to fetch her after class, I always see her with her friends or classmates playing. She is not that kind of child who is shy in public. She's joyful child when she's at school. When we go to parks, she can easily make friends with the other children there.

G017: The sociability of my child changed because of tutoring. She became talkative and friendly to others. But you know, sometimes I'm afraid because she also talks to strangers but I am always reminding her not to just talk to persons she doesn't know.

P004: My child became generous and kind to her classmate. One time, she told me that one of her classmates approached her if she can do a favor in their math subject and she said, YES. I think being helpful is one of the attitudes that she had developed because of tutoring.

### ***Conquered anti-social attitude***

Pupils had developed their sociability and conquered their anti-social attitude.

One of the verbalizations of the informants is as follows

P002: *She had conquered her shyness in public. Before, she was not really comfortable when she is in public. She is aloof to play with others and she is always at my side. Her teacher even told to me that she is a silent pupil. When she started receiving tutoring, I saw a changed in her social life. From being shy child to a friendly one but not too friendly but at least there is a change. I think she is slowly developing her active social life.*

### ***Introvert***

Pupils like to play alone than getting involved in a group.

One of the verbalizations of the informants is as follows

G018: To be honest, the effect of tutoring in the social life of my child is not that good. She does not want to join children in playing. She will not talk to you unless you will be the first one to approach her and talk to her. She likes to be alone while playing with her gadgets. She has also friends but she is quiet. When her friends call her to play, she will join them but just for compliment. After few minutes, she will leave them again and go back to her gadgets playing alone ...

### ***There is no change***

There was no change as to the sociability of pupils before and after receiving tutoring.

Some of the verbalizations of the informants are as follows

G019: For the sociability of my child, I observed that there is no change at all. He is still the same in going with other children before and after receiving tutoring. He is still friendly to others and he plays with them after their class at the elementary ground.

G014: There is nothing new to the social life my daughter. The way she treats others is still the same before and after receiving tutoring. I did not observe any change. She is still friendly to others but sometimes she prefers to be alone especially when she is not in the mood.

Sociability means how a person interacts in his community or people around him. This theme was developed through the given information of the informants. The informants of this study have reported the effects of tutoring as regards to the sociability of their child. According to a majority of informants, tutoring really affects the sociability of their child who belongs to

grade III and grade IV. The children become friendlier to the people around them, especially to their schoolmates. The tutored pupils have developed this attitude when they received a tutoring session. Some informants shared that tutoring is a way to develop good attitude like being generous and helpful. The child became helpful to their classmates. When one of their classmates approaches him asking for help in their subject, the tutored pupils do not hesitate to extend help to their classmates. The tutored pupils have conquered their anti-social attitude. These changes occurred when they started receiving tutoring session. These changes happened to the grade 1 and grade 2 pupils. Before, the children were not that sociable in school but when they received tutoring session they slowly conquered their anti-social attitude. They did not want to be exposed in public places or they were not comfortable when they were in front of many people. Tutored pupils who conquered anti-social attitude are now comfortable with people around them and can play with their classmates. Similar with previous studies tutoring would also provide a healthy framework within which young people can develop and meet many peers, which improve their social relationship (Nanayakkara & Ranaweera, 1994; Song, Park, & Sang, 2013).

With the positive effects of tutoring to the sociability of elementary tutored pupils, there were least number of informants who observed the negative effect of tutoring to the sociability of their children. They reported that the child became introvert which means that the child had this attitude of being shy in public. The child chose to be alone rather than to play with his classmates but the informants defended that their children are not anti-social; it is just that their children are comfortable when they are alone. It does not mean that their children have no friends the fact that their children do still have friends. There were informants who observed that tutoring has no effect to the sociability of their children. Their sociability before and after receiving tutoring was still the same which means that there is no change. But still, there were more informants who answered that the effect of tutoring to the sociability is positive which helped to boost their confidence when in public; hence, they became friendlier.

**Theme 6. Effect of tutoring to the behavior of the child inside the classroom**

**Table 6.** *Effect of tutoring to the behavior of the child inside the classroom*

<b>The behavior of the child inside the classroom.</b>	<b>Frequency*</b>	<b>Percentage</b>
<b>Active in class discussion</b>	5	71.43
<b>They are hard headed and they display lack of interest</b>	6	85.71

\*multiple responses

Table 6 presents the effects of tutoring on the behavior of the tutored pupils inside the classroom according to the observations of their teachers and most of them answered that because of tutoring, pupils become hard headed and they display lack of interest during their discussion and other activities inside the classroom. Though, other respondents said that the pupils became more talkative and active.

**Active in class discussion**

The pupils are very interactive. They are very energetic and they display their interest in the lesson by always asking and reciting.

Some of the verbalizations of the informants are as follows:

T033: During class discussion, some tutored pupils become talkative. They always talk especially if they know well our lesson.

T031: The tutored pupils excel most during recitation. You can see that they are really interested to what I am teaching.

T035: During a discussion, the tutored pupils always ask questions especially those who belong to top 10 and I tell you honestly, it's hard to satisfy them with just a simple explanation. They are very interactive.

**They are hard headed and they display lack of interest**

The pupils are not active in class. They do not give their full attention and interest in the lesson because for them, they know everything. It is not easy to correct them since they have very high expectation on themselves. They hate attending their classes.

Some of the verbalizations of the informants are as follows:

T036: Many tutored pupils are hesitant to attend our class and they look tired and uninterested during our discussion.

T033: The tutored pupils are not listening during discussion. I think our discussion for them is boring since some of them are yawning, sleeping and doing other things on their chairs like doodling, folding papers, talking to their classmate and others.

T037: I observed that the tutored pupils are those who are hard headed. Every time we have our discussion, they usually oppose what I am saying and they reason out that it is not what their tutors taught them. One word is not enough to stop them from doing unpleasing things like playing around while I am discussing something.

Behavior means the response of an individual to its environment or it is the way he behaves. The majority of the informants said that there are incidents wherein tutored pupils display the lack of interest during the discussion. Pupils become lazy in participating classroom activities and discussion because their lesson had been discussed by their tutor already so they have no guts to listen and participate actively in the classroom activities and discussion anymore (Song, Park, & Sang, 2013). Aside from this, some of the pupils who underwent tutoring usually had arguments with them because of the styles or strategies that they apply were different from what the tutors taught them. This means that pupils' trust to their classroom teacher is lesser than their trust to their tutor. Many tutored pupils also hated attending their classes. They looked like they were always tired and bored during discussion. Thus, tutoring can increase the rate of absenteeism in school and tutoring also is one of the reasons why pupils are being stressed. The students concentrate their efforts on the private tutoring centers and on their own preparations rather than attending mainstream classes, providing expensive, false medical reports of sickness to account for their being absent from their mainstream classes (Foondun, 2002). In contrast with this, few informants said that tutoring has a big impact on the behavior of a child inside the classroom. They said that their pupils become active during discussion and group activities and become more inclined to learning. Student attitudes were more positive in classrooms with tutoring programs according to eight studies about this matter (Choi, Calero, & Escardíbul, 2011). Even though the number of studies available was small, results were consistent enough for us to conclude with statistical confidence that tutoring programs had a positive effect on the tutored students' attitudes toward the subject being taught (Foondun, 2002; Song, Park, & Sang, 2013; Dang, 2007). This means that tutored students do not just outperform their peers on examinations but also expressed more positive attitudes toward the subjects in which they were tutored.

**Theme 7.** Effect of Tutoring on the Academic Performance of Tutored Pupils

**Table 7.** *The effect of tutoring on academic performance of the tutored pupils according to teachers*

<b>Effects of tutoring on Academic Performance</b>	<b>Frequency*</b>	<b>Percentage</b>
<b>Increases grades</b>	6	85.71
<b>Comprehension is difficult</b>	3	42.86
<b>There was no effect</b>	1	14.29

\*multiple response

Table 7 presents the effect of tutoring on the academic performance of the tutored pupils as observed by their classroom adviser. Majority of the informants answered that tutoring has a positive effect. It helps the child's performance especially in increasing this grades. Only one informant answered that there was no impact at all.

***Increases grades***

The grades of the pupils every grading period increased. The pupils were very smart and they could easily understand the lesson.

Some of the verbalizations of the informants are as follows:

T036: Talking about the effect of tutoring on their academic performance, I can say that it was effective because every grading period, their grades increased. They can easily understand the lesson and they usually get perfect scores.

T031: I think it helps my pupils in increasing their grades. They are good in both oral and written activities. Maybe, because they have their advance lesson with their tutors and I consider it as a good strategy. Every grading period, their performance is getting better and so with their grades.

***Comprehension is difficult***

Pupils find difficulty in analyzing the question or given situation to them. In Cognitive skills, they are good. They are really good in any objective activities but when it comes to comprehension and analyzing questions, they are not that good.

One of the verbalization of informants is as follows:

T032: I observed that when I give objective quizzes, they are good and very fast in answering but when I give subjective questions, their scores are low. I think they are good in memorizing but their skills in analyzing questions are not yet enhanced though not all my tutored pupils are like that.

***There were no changes***

The tutored pupils' academic performances were still the same. There were no improvements or changes that the class adviser observed.

One of the verbalizations of informants is as follows:

T033:I did not see any improvement in the performances of my tutored pupils. Many of them still have low scores.

In terms of academic achievement, teachers said that tutoring really increases the academic achievement of pupils. Most of the pupils who have awards were tutored. This is the same with the claim of other studies that students who took private tutoring, on average, show higher academic achievement than those who did not take tutoring (Brehm & Soliva, 2011; (Song, Park, & Sang, 2013). Aside from this, the performance of students who were tutored is better than the examination performance of students in a conventional class .

However, the informants also stated the slight negative effect of tutoring. They said that tutored pupils were not so good in analyzing questions because they only tend to memorize the content of the lesson. They worked mechanically and without understanding the underlying meanings. Their test scores really increase but if you let them explain their answers, they would have difficulty to do so.

### **Theme 8. Parents Views on Tutoring**

**Table 8.** *The perspectives of parents on tutoring*

<b>Parents' view on tutoring</b>	<b>Frequency*</b>	<b>Percentage</b>
<b>Plays a positive role in the academic performance of a child</b>	19	63.33
<b>Plays a positive role in the attitude of a child</b>	7	23.33
<b>Plays a negative role in the attitude of a child</b>	15	50.00

\*multiple responses

Table 8 presents the view of parents on tutoring. The majority answered that tutoring played a positive role in the academic performance of a child. But in terms of attitude, more parents said that tutoring had negative role in the attitude of a child.

#### ***Plays a positive role in the academic performance of a child***

Tutoring is really helpful in increasing the academic achievement of the child and it promotes advance-learning competencies.

Some of the verbalizations of the informants are as follows:

P005: Tutoring is very helpful in the studies of a child especially to those who are slow learners. Based from the experience of my son, I can say that tutoring can increase the grades of a child.

P009: Tutoring promotes advance learning competencies. The tutor does not only teach the lessons in the school but also the ways and strategies in learning. Therefore, tutoring really plays a positive role in the studies of a child.

#### ***Plays a positive role in the attitude of a child***

Pupils can develop good attitudes and behavior towards others through tutoring.

One of the verbalizations of the informants is as follows:

P013: The child becomes friendlier when she receives tutoring. Tutoring can help a child in overcoming shyness. It also boosts confidence. If you are tutored, you became more confident to go to school and the trust to self because you know that you can easily cope up with the lesson.

#### ***Plays a negative role in the attitude of a child***

The child becomes lazy in studying because he always depends on his tutor. Other unpleasant attitude can be developed because of tutoring.

Some of the verbalization of the informants are as follows

P013: Based on the effect of tutoring to my child, I can say that a child becomes lazy in his studies because of tutoring. He/she always depends to his/her tutor every time there are take-home activities.

P009: Tutoring can cause a great lack of interest on the part of students. They have reached the point of thinking that they already know their lessons in school so they do not need to attend school classes anymore. That's why tutoring can also increase the day of absents of a child. Tutoring also builds the gap between a child and his/her parents.

Findings show that there are three different views of parents in tutoring. These are; (1) Tutoring plays a positive role in the academic achievement of a child, (2) Tutoring plays a positive role in the attitude of a child, and (3) Tutoring plays a negative role in the attitude of a child. The majority of the informants viewed tutoring as an effective assistance in

increasing the academic achievement of a child. Private tutoring is one of the important factors for academic achievement. Tutoring really plays a vital role in the academic performance of the children [17]. The grades of the tutored pupils are increase every grading especially in Math and English subjects. Tutoring can increase the grades of a child and it really promotes advance-learning competencies.

According to a minority of informants, tutoring also plays a positive role in the attitude of pupils. Tutoring can help in developing good study habits. It also boosts self-confidence and activates the social life of pupils. But there were more informants who stated the negative impacts of tutoring to the attitude of pupils. They viewed tutoring as the creator of the gap between parents and child. Participation in private tutoring could weaken family bonds of affection because children are away from home and from their parents most of the time (Heyneman, 2002). The children had developed trust to their tutors more than their parents when it comes to the academic concern. When parents teach their children and the children notice that it is not similar to what their tutors taught to them, the children conclude that their parents are wrong. The children also project disinterest to the lesson inside the classroom, that's why parents concluded that tutoring can improve academic performance, though, it has a negative impact on the attitude and behavior of children.

## CONCLUSION

This present study revealed that tutoring is not only effective in increasing the academic performance of pupils but it has also a positive impact on pupils' self-esteem, sociability and study habits. However, it was also concluded that tutoring has a negative effect on the attitude of pupils towards their parents, behavior inside the classroom and independence of a pupil. It weakens family bonds of affection and pupils have more trust to their tutors than their parents in terms of doing assignments and other concerns in school. They became too dependent to their tutors and they usually display unpleasant behavior inside the classroom. It also increased the rate of absenteeism in the school.

## RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

The elementary department should implement a tutoring program especially for the underachieving pupils and for those who can not afford to hire a private tutor.

For the parents, they should have a follow up on the things taught to their children to maintain a good relationship. They should at least check the homework of their children because it is part of parenting. They should see to it that their children do their homeworks and that the tutors should

only guide and do check their assignments'. Furthermore, they should not simply rely always on the tutors. They should also allot time to check the assignments of their children.

The teacher should prepare exciting activities and not just a plain discussion. Different activities to be given to diverse learners should be prepared.

Future studies should be conducted with more informants to have sufficient conclusions. Further, future studies should also include in their findings the schedule of the tutorial session of pupils. And finally, to find the effect of tutoring on academic performance, the trend of grades must be taken into account to have a reliable finding.

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