



Private Tutoring and its Effect on Students' Learning Performance

Makhtubakhon Shokirova¹, Ikhtiyor Rasulov^{2*}

¹Central Asian Medical University,

²Chonnam National University

Corresponding Author: Ikhtiyor Rasulov 177305-2@jnu.ac.kr

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ABSTRACT

The study examines the global private tutoring industry, focusing on South Korea, China, and Japan. It examines factors like academic pressure, school excellence, and subject challenges. It highlights the widening achievement gap in middle school and the positive effects of sustained tutoring. The study also reveals the complex dynamics of tutoring in high school, with varying effects on academic performance. The findings will inform education stakeholders, policy makers, and researchers, emphasizing the need for tailored approaches and a more nuanced understanding of tutoring's role in shaping students' educational pathways.

INTRODUCTION

In recent years, tutoring has become a global phenomenon that has had a significant impact on the educational landscape. Families around the world are increasingly turning to tutors to help them improve their academic performance and navigate the complexities of modern education. This burgeoning trend has given rise to a parallel education industry that is having a significant impact on students worldwide.

One example of the scale of this change is South Korea, where private spending on education soared to an unprecedented 20.9 trillion won (approx. 17.9 million dollars) in 2020. This exponential growth despite falling student numbers raises critical questions about the reasons for the increased investment. In China, over 24.6% of students in grades one through nine took private tutoring, illustrating the widespread use of private tutoring practices. Japan, long a leader in tutoring, recorded an annual industry value of 14 billion dollars in the mid-1990s. These examples reflect a global phenomenon that requires thorough investigation.

Behind the rise of tutoring is a complex interplay of factors. Families expecting a high return on their educational investment, particularly in terms of challenging exams and admission to prestigious educational institutions, are fueling the demand for tutoring. At the same time, perceived shortcomings in the traditional school system contribute significantly to the search for additional educational support. Educational reforms in countries such as South Korea and Japan, which aim to equalize learning opportunities, have inadvertently led to an increased demand for tutoring as parents and students seek to counterbalance the changing educational landscape.

This review article aims to shed light on the diverse effects of tutoring on students' academic performance. Our aim is to shed light on the nuanced advantages and disadvantages of tutoring, decipher its potential impact on overall academic performance, and analyze the mechanisms that underpin its effects on student learning outcomes. In reviewing the diverse body of research, including perspectives from studies such as Ono (2007) and critiques such as Gurun and Millimet (2008), we target to draw out critical findings.

We will scrutinize key aspects of tutoring and examine the factors that motivate families to take advantage of these supplemental educational services. By deciphering the motivations that lie in academic pressures, the pursuit of academic excellence and the challenges of specific subjects, we aim to create a comprehensive understanding of the driving forces behind the rise in tutoring provision. Our overarching goal is to identify and analyze the effects of tutoring on students' academic performance.

By navigating this complex web of tutoring, we aim to bring a nuanced perspective that informs education stakeholders, policy makers and researchers alike. Through a thorough synthesis and critical evaluation of the existing literature, we aim to provide valuable insights that promote a deeper understanding of the role and impact of tutoring on students' educational trajectories.

LITERATURE REVIEW

The effects of extracurricular tutoring on academic performance have been studied primarily in Korea and various other countries, with varying results. Numerous researchers have investigated the relationship between the amount of time students invest in extracurricular tutoring and its impact on academic achievement. In a recent study by Song and Xue (2022), the effect of time spent on extracurricular tutoring on the academic performance of secondary school students was examined and a remarkable non-linear relationship was found. The researchers found a threshold effect indicating that a significant improvement in academic performance is unlikely if students do not spend more than a certain amount of time on tutoring. A qualitative improvement in academic performance only becomes visible when students invest a certain minimum amount of time in extracurricular tutoring.

A study by Berberoğlu and Tansel (2014) underlines the essential link between tutoring and academic performance. In this study, which took into account students' interest in their subjects and their self-confidence, the results of the National College Entrance Examination were used as a measure of academic performance. The results show that tutoring has a statistically significant effect on grades in math and Turkish, while there is no significant effect in science. In a departure from previous studies, this study examined the impact of tutoring on academic achievement in terms of student-related factors, including family background characteristics and school-related factors such as subject combinations and average grades.

A study by Lee (2013) confirms the positive correlation between tutoring and better academic performance. The study focused on 7th and 10th grade students, representing the beginning of middle and high school in Korea, and showed a robust relationship between the duration of tutoring and academic achievement. The positive effect of tutoring increased exponentially with increasing duration of participation, with 7th graders showing the most positive effect. Interestingly, tutoring in middle school showed no significant statistical effect on SCAT scores, with the exception of the increase in CSAT scores due to time spent on English tutoring.

The study by Dongre and Tewary (2015) found a positive correlation between tutoring and academic achievement. The survey found that students who received one-on-one tutoring invested an additional nine hours per week in learning and tutoring. Students with lower basic skills in particular benefited more from tutoring, which may be due to the fact that tutors specifically identify and correct weaknesses.

However, not all studies support the positive effects of tutoring. A study by Robert Rudolf (2021) on time spent tutoring students in Korean middle schools found no statistically significant effect between time invested in tutoring and college entrance exam scores. Instead, the study showed that students' academic interests, especially in math, English and social sciences, outweighed the other observed factors and significantly increased their chances of gaining admission to top colleges.

This comprehensive review aims to provide a nuanced understanding of the effects of tutoring on students' academic achievement by summarizing and evaluating the existing literature. This chapter examines not only the effectiveness of different tutoring approaches and methods, but also the long-term impact on students' educational goals. The aim is to contribute to ongoing debates about the role of tutoring in education systems, to inform educational policy and practice, and to promote a deeper understanding of the complex relationship between tutoring and students' academic achievement. Ultimately, this report aims to shed light on the benefits and impact of tutoring and pave the way for further research and understanding of this important educational issue in the future.

METHODOLOGY

In this study, the existing literature on the effects of tutoring on students' academic performance was thoroughly reviewed. Using academic databases such as PubMed, Google Scholar and JSTOR, a systematic search was conducted for relevant peer-reviewed articles, research papers and studies published between 2000 and 2023. Articles dealing with the effects of tutoring on the academic performance of secondary school students were considered. Exclusion criteria were studies that were not written in English, that were not clearly related to the topic or that focused exclusively on the primary level.

The selected studies were systematically reviewed and key information extracted, including the geographical context, the school outcomes measured, the methods used and the main findings. This qualitative synthesis provided a comprehensive understanding of the different perspectives on tutoring and its impact on students' academic achievement.

Comprehensive Analysis Of Private Tutoring Dynamics

In this section, the dynamics of tutoring are comprehensively analyzed using data from the Korean Education Longitudinal Study (KELS). The study focuses on 7th and 10th grade students who were strategically selected to represent the beginning of middle and high school in South Korea. An analysis of the demographic landscape reveals a gender difference, with 52% of male students opting for private school compared to 48% of female students. A further examination of learning habits shows that 40% of Year 10 students and 15% of Year 7 students who receive private tuition study independently for more than 10 hours per week than the 7% and 12% of pupils without private tuition respectively. Interestingly, students with tutoring have higher self-esteem: 0.08 and 0.11 for grade 7 and 10 students, respectively.

The academic performance of students with tutoring also stands out, with grade 7 students measured by "pre-mark" and grade 10 students measured by raw marks. The results show a significant upward trend in the academic achievement of tutored students, who on average scored 16.41 points higher than their non-tutored peers. When looking at school characteristics, it is clear that tutored students prefer private schools, especially in the 10th grade (49 to 44). In addition, tutored students prefer schools with a high student-teacher ratio and a general secondary school.

There are also regional differences: 70% of tutoring students live in urban areas, compared to 35% of non-tutoring students. Furthermore, 35% of tutoring students live in districts with school choice, while 49% of non-tutoring students enjoy this privilege. Looking at the temporal aspect, the study shows a gradual decline in participation in tutoring from middle school to high school. Middle school students tutor for an average of 2.32 years, while it decreases slightly to 1.7 years for high school students. The subjects English and mathematics dominate in middle school, with a higher proportion of weekly lessons (40%) compared to oral lessons (20%).

Financial considerations are paramount: the cost of tutoring peaks in grade 9 at USD 250 per month, closely followed by grade 10 at USD 240 per month. By contrast, in grade 7, the monthly cost is \$130. More money is spent on English and math tutoring than on verbal tutoring, showing that parents prioritize certain subjects. This comprehensive analysis sheds light on the complex dynamics surrounding tutoring, which include demographic, school and financial aspects. These nuanced insights contribute to a deeper understanding of the multiple factors that influence the choice, impact and consequences of tutoring on students' educational pathways.

RESEARCH RESULTS

The analysis revealed a global increase in tutoring, which is particularly evident in countries such as South Korea, China and Japan. South Korea, for example, recorded a record high of 20.9 trillion won in private education spending in 2020. China has seen significant growth in private tutoring over the past two decades, with varying levels of participation across regions. Japan continues to lead the way in tutoring, with an estimated annual value of USD 14 billion in the mid-1990s.

The motivations for using tutoring were varied. Families' expectations that their investment in education would pay off and the perceived shortcomings of traditional school systems were the main reasons. Educational reforms in South Korea and Japan, which aimed to equalize educational opportunities, inadvertently increased the demand for tutoring in response to changing educational standards.

The analysis showed that private tutoring has different effects on academic performance. While the study showed a possible widening of the achievement gap in middle school, continued tutoring during this time was found to have a positive effect. Tutoring in high school had varying effects on overall academic performance, with a significant positive effect found in math subjects.

Factors that motivate families to take tutoring include academic pressure, the pursuit of academic excellence and challenges in specific subjects. These motivations underscore the need for tutoring as a supplemental educational option to navigate the changing educational landscape.

This comprehensive report provides valuable insights into the global trends, drivers and academic outcomes associated with tutoring. The nuanced findings highlight the complex dynamics at play and underscore the need for

tailored approaches to meet the diverse needs of students. The study lays the groundwork for informed discussions among education stakeholders and paves the way for future research efforts in this important area.

DISCUSSION

When analyzing the effects of tutoring on students' academic performance, a differentiated view emerges, revealing different results based on individual school backgrounds. It becomes clear that the effectiveness of tutoring varies for students with different starting levels, meaning that a tailored approach is required to address the individual needs of each learner.

One striking observation suggests that tutoring may be widening the achievement gap, particularly in middle school. The summary suggests that tutoring, rather than bridging the gap between academically strong and weak students, may inadvertently contribute to exacerbating educational inequalities. This calls for a critical examination of the unintended consequences that tutoring can have on the educational landscape.

On a positive note, the analysis highlights the benefits of sustained tutoring in middle school and specifically finds that a three-year commitment leads to an overall improvement in CSAT scores. This finding makes a compelling case for extended use of tutoring in the early grades and shows that it can have a significant impact on students' academic performance throughout middle school.

However, the discussion of tutoring in high school presents a more complex picture. The summary shows that the impact on overall performance on the CSAT is inconsistent, highlighting the complicated relationship between tutoring and academic performance in these later years of secondary school. This variation across subjects and domains prompts a closer examination of the contextual factors that influence the effectiveness of tutoring in high school.

One notable exception is high school math tutoring, where a significant positive impact on CSAT scores was found. This particular finding suggests that a targeted approach in specific subjects, such as math, can lead to noticeable improvements in overall academic performance, within the context of high school tutoring.

In summary, tutoring has an overall positive impact on children's academic performance in secondary school. Regardless of whether it is middle school or high school, it is consistently found that students who receive tutoring generally perform better in school. This overarching conclusion underscores the potential of tutoring to play a constructive role in shaping students' academic trajectories in secondary and higher education.

CONCLUSION

This study attempted to advance the current state of knowledge about the effects of tutoring on students' academic performance. By analyzing various findings from the existing literature, our work contributes valuable insights that shape the discourse in this area. The study sheds light on the nuanced dynamics of tutoring and highlights its differential effects on students from different

academic backgrounds. This nuanced understanding challenges simplistic assumptions and underscores the need for tailored approaches that address individual learning needs. In addition, the analysis draws attention to potential unintended consequences, such as widening the achievement gap in middle school, promoting a more critical perspective on the wider impact of tutoring. The implications of this work reach globally and provide a basis for education policy makers and practitioners to improve tutoring strategies. The findings not only contribute to the ongoing dialog on educational inequities, but also offer insights into optimizing the positive impact of tutoring on overall academic performance.

This study opens avenues for future research by highlighting areas where further exploration is warranted. Future studies could delve deeper into the specific contextual factors that influence the effectiveness of tutoring, particularly during high school. In addition, examining the long-term, positive and negative consequences of tutoring would allow for a more comprehensive understanding of its lasting effects on students' educational trajectories.

Our study deepens existing knowledge, but also points to areas where further experimentation could be fruitful. Investigating the effectiveness of innovative tutoring methods, adaptive learning technologies, or subject-specific interventions could improve our understanding of how to optimize the benefits of tutoring.

Educational stakeholders can use the insights gained in this study to make evidence-based decisions. Policy makers can consider how to improve tutoring regulations to ensure equitable access, while educators can adapt their teaching strategies to complement the existing tutoring landscape. Thus, this work represents a significant advance in understanding the multifaceted impact of tutoring on academic achievement. By promoting a nuanced understanding, we hope to stimulate future research efforts, guide pedagogical practices, and ultimately contribute to the continuous improvement of educational systems worldwide.

ADVANCED RESEARCH

This research still has limitations so it is necessary to carry out further research related to the topic "Private Tutoring and its Effect on Students' Learning Performance" to perfect this research, as well as increase insight for readers.

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