Attitude of Secondary School Teachers and Students towards the Private Tuition in the District of Hooghly

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Abstract: In the present study an attempt has been made by the investigators to study the attitude of secondary school teachers and students towards the private tuition in the district of Hooghly, West Bengal. The investigators have been used descriptive survey method for the present study. The sample consists of 100 teachers and 150 students from 05 (Five) selected secondary school which are situated in the district of Hooghly, West Bengal. The purposive sampling technique has been used for the selection of sample. The investigators have developed two questionnaires (one for teachers and another for students) by themselves to measure the attitude of secondary school teachers and students towards the private tuition. For the analysis of data mean, S.D, ’t’ test, ANOVA have been used in the present study. The overall results indicate that attitude of secondary school teachers and students of the district of Hooghly is neither high favorable nor low favorable i.e. moderate towards the private tuition. Therefore, it can be said that there is a significant difference between boys and girls students regarding their attitude towards the private tuition in the district of Hooghly. It is reflected through the present study that there is significant difference among the students regarding their attitude towards the private tuition in the district of Hooghly on the basis of their caste. It can be said that there is significant difference between male and female teachers with respect to their attitude towards the private tuition in the district of Hooghly.

Keywords: Attitude, Teachers, Students, Private Tuition.
I. INTRODUCTION

By the education, a society can protect their culture and move towards top. Improvement in most the human qualities is only possible by education, a child’s personal development as physical, mental and emotional development can’t be possible by possible until he do not get the proper education.

According to Mahatma Gandhi, “By education I mean an all-round drawing out best in child and man-body, mind and spirit”.

According to Plato, “Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of.”

According to Indian Education Commission (1964-66), “The destiny of India is now being shaped in here classrooms. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and numbers coming out of our schools and colleges will depend our success in the greatest enterprise of national reconstruction”. Thus education is the backbone of a progressive nation and the teacher is the pivot of any system of education as he has a key role in the whole process. Attitude is the way that you behave towards something or somebody that shows how you think and feel or it may be defined as a persistent tendency to feel and behave in a particular way toward something or somebody.

Hudson (1999) defines the process of tutoring as occurring when “a tutor helps a student see option for becoming a more effective human being”. Private tuitions may be received through many channels. Some tutoring is providing on a one to one basis in the home either the tutor or the tutee. Other tutoring is in the small groups, in large classes or even in huge lecture theatres with overflow rooms in which students watch on a screen what is happening in the main theatre. Tutor is a person who facilitates experiential learning that results in future oriented abilities. A tutor refers to a person who is trusted role model, advisor, wise person, friend or guide.

Anthony M Grant (2001) conducted a study on “Towards a Psychology of Coaching”. He found that coaching an effective process for the enhancement of learning. Coaching give psychological support to the learning and provide solutions to remove complex problems.
The shadow education system mimics the regular education system as in any change in the regular education system is followed precisely by the shadow education system (Bray, 2013).

private tutoring acts as surrogate mother as schools became ineffective. The system of private tuition has been in existence in India for a long time but in recent times it has grown manifold affecting the very core of educational system. Though private tutoring is prevalent at all levels of education it is preponderant in secondary education mainly because performance in public examinations is an important aspect to meet increased competition for entering into desired academic streams and thereby to higher, technical, and professional education, etc. (K. Sujatha, 2014)

A study in Ethiopia showed school teachers are the ones who give tutoring to their own students might create demand for private supplementary tutoring because of perceived low salary (Melese & Abebe, 2017).

The amount spent on private supplementary tutoring increases with the expenditure level of households which means those who have high standard of living spend much on private tutoring (Palle gedara & Mottaleb, 2018).

Need of Private Tuition:

According to Sharma & Kaila (2015) in the modern time, is needed for the following purposes:

(i) To remove difficulties of the students related to academic achievements.

(ii) To give practice of difficult task of the students.

(iii) For the achievement of the content of the students.

(iv) Helping the weaker sections of the class.

(v) To give individual attention to the students.

(vi) Creating healthy atmosphere for better learning.

(vii) To suggest new techniques of learning.

(viii) To give guidance to solve problems.
(ix) To make the students confident to face classroom situations.
(x) To make the students comfortable to express their abilities.
(xi) To utilize the maximum potentialities of the students.
(xii) To make the students prepare to face challenges in difficult task like entrance, competitions etc.

Das & Das (2013, p.6) through their study have radial cycle represents how various factors contribute to grow up private tutoring and gearing up.

Figure-1: Source: Das & Das (2013, p.6)
II. REVIEW OF RELATED LITERATURE

Asankha Pallegedara (2011) has conducted a study on “Demand for private tuition classes under the free education policy. Evidence based on Sri Lanka” and revealed that the richer households are more likely to spend money on children’s private tuition classes, however, the private tuition expenditure gap has been narrowing in over the time. The education level of parents is found to be an important factor of household private tuition expenditure. The positive relationship between level of parental education and household private tuition expenditure indicates high educated parents are more likely to spend money on children’s private tuition classes. Majority Sinhalese households are more likely to spend money on children’s private tuition classes compare with minority communities. The number of school aged children seems to increase household private tuition expenditure, however, no significant difference in terms gender has found.

Katie Rushforth (2011) has conducted a study on “The Quality and Effectiveness of One-to-One Private Tuition in England” and revealed that the all participants considered Private tuition to be effective in raising achievement and confidence, demonstrating that for some students Private tuition can be very beneficial. Tutors' and students' views of effective tutoring included the perceived importance of subject knowledge, rapport and patience; although there was some variation by subject and age group.

Mshauri Abdulla Khamis (2012) has conducted a study on “Assessing Stakeholders Perceptions on Private Tuition in Zanzibar” and revealed that Private tuition helps learners to bridge the gap of what they could not meet in class or what he/she did not understand well from his or her teacher. It helps learners to extend their networks of friendships because they can meet other students from different schools and be able to share materials and knowledge among and between themselves rather than just relying on materials from the same and a single source or teacher. Private tuitions are considered to be contributing factors to student performance as we have seen in this small study, then those who do not have the chance to attend private tuition will very likely not be able to pass national exams. Thus, the majority of drop outs and failures will be those from poor families.
Maryam Mariya (2012) has conducted a study on ‘I don’t learn at school, So I take tuition’

“An ethnographic study of classroom practices and private tuition settings in the Maldives” and revealed that the practices of teachers and students in the classrooms were shaped by: the sustained mini exam session of teaching and learning, the absence of teachers’ voices in decision-making; teacher-centered a approaches; passive learning; the physical conditions of the classrooms; and ever-present concerns about noise and managing time in the classroom. The analysis was extended to uncover the complex reasons that led students and their parents to opt for private tuition, and how these reasons were interrelated with classroom practices.

Mark Bray (2013) has conducted a study on “Benefits and Tensions of shadow Education: Comparative perspectives on the roles and impact of private supplementary Tutoring in the levels of Hong Kong Students” and revealed that the private tutoring has grown significantly in the last two decades, and has become a standard feature of the lives of many families. Some tutoring is provided one-to-one by professionals, semi-professionals or amateurs; other tutoring is provided in small groups; and yet other tutoring is provided in lecture formats. Such tutoring demands significant financial investment by households, and also consumes substantial amounts of students’ time. Some tutoring has benefits in helping slow learners to keep up with their peers and in stretching further the learning of high achievers. Parents may also prefer to pay other people to manage homework and related stresses. However, tutoring can also increase pressures on young people, and is not always effective.

Gunendra Chandra Das & Ranjan Das (2013) has conducted a study on “An Empirical view on private tutoring in school mathematics of kamrup district” and revealed that not only the weaker students go for private tuition in mathematics but the students from all categories. Reasons of going mathematics tutorial classes ranged from getting pass marks to being forced by parents or pushed by class mates. However, common practice for most of the individual tutors is to complete the syllabus. Students expressed boldly that they could learn problem solving more easily in tutorial classes than in school.
Ji Yun Lee (2013) has conducted a study on “private tutoring and its impact on students’ Academic Achievement, Formal Schooling and Educational inequality in Korea” and revealed that the private tutoring improves the overall learning environment in formal schooling, which in turn increases the overall quality of schooling. Private tutoring in high school contributes to reducing the achievement gap; low achievers benefit more from private tutoring in high school compared to high achievers.

Shengli Zhan, Mark Bray, Dan Wang, Chad Lykins & Ora Kwo (2013) has conducted a study on “The Effectiveness of Private Tutoring: Students’ Perceptions in Comparison with Mainstream Schooling in Hong Kong” and revealed that the large proportions of secondary school students receive private tutoring. Students generally perceive private tutoring and private tutors to be more effective in the provision of examination support compared with mainstream schooling and teachers. However, perceptions vary according to students’ self-reported academic levels and motives for taking private tutoring. The operations of the parallel sector of private tutoring have significant implications for the nature of schooling, and therefore need to be considered by teachers and school administrators.

Jörg Wittwer (2014) has conducted a study on “Discussion: Conditions, processes, and effects of private tutoring” and revealed that the most important findings obtained in the four studies sheds light on three different facets of private tutoring, namely on conditions, processes, and effects. The conclusion addresses some directions for future research on private tutoring, including the conceptual clarification of the construct of private tutoring, the examination of factors that make private tutoring effective, and the comparison of private tutoring with other forms of instructional support.

Qaiser Suleman & Ishtiaq Hussain (2014) has conducted a study on “Effects of Private Tuition on the Academic Achievement of Secondary School Students in Subject of Mathematics in Kohat Division, Pakistan” and revealed that there is significant positive effect of private tuition on the academic achievement of students in subject of mathematics at secondary school level. Based on the findings, it was recommended that parents should arrange private tuition for their children to move up their achievement level in subject of mathematics.
Giray Berberoglu & Aysit Tansel (2014) has conducted a study on “Does private tutoring increase students' academic performance? Evidence from Turkey” and revealed that (i) the results indicate that while private tutoring does have a positive and statistically significant impact in fields of competence such as mathematics and Turkish language, this is not the case in the natural sciences. (ii) Students with a high level of interest in various subjects such as mathematics, natural science and Turkish language who are also more confident of their success in these respective subjects are more likely to receive private tutoring. (iii) To obtain an even clearer picture of the interplay of all the aspects involved in the effectiveness of private tutoring.

Karin Guill & Wilfried Bos (2014) has conducted a study on “Effectiveness of private tutoring in mathematics with regard to subjective and objective indicators of academic achievement. Evidence from a German secondary school sample” and revealed that (i) the effect of private tutoring was evaluated using multiple criteria: The majority of the parents as well as of the students stated that private tutoring had improved the students’ mathematics achievement. (ii) There was neither a significant improvement of math marks of tutored students compared to the entire sample of non-tutored students nor an improvement in math achievement test results due to private tutoring when controlling for prior knowledge, motivational variables and school level effects. (iii) The effects of private tutoring on the different criteria and discussed possible reasons for the contradictory results.

Ayleo George Mogaka (2014) has conducted a study on “Factors that influence the need for private supplementary tuition in secondary school: A case study of selected schools Barabu district of nyamira Country, Kenya” and revealed that the study should stimulate continuous debate on the various facets of Private Supplementary Tuition and also provide valuable insights that the government, stakeholders, scholars and researchers can rely on in their collective Endeavour in addressing the “shadow” education system rationally with the sole purpose of coming up with a more sensitive and acceptable policy framework that would let all students in secondary schools benefit fully from Private Supplementary Tuition irrespective of their social, economic and academic stature.
Metho Joeton Kilonzo (2014) has conducted a study on “Influence of private tuition on standard Eight pupils Academic Achievement in Mbooni west District, Kenya” and revealed that (i) the most schools took private tuition. Only a few of the schools did not take private tuition lessons. (ii) A significant positive influence of school based private on standard 8 pupils’ academic achievement. (iii) The school based private tuition took place in schools, churches and rented premises and involved pupils and their mainstream teachers.

Karong’o Irene Wambui (2014) has conducted a study on “Factors influence pupils involvement in private tuition: A case study of oshwal international mombasa, kenya” and revealed that (i) the study concluded that pupils were engaged in private tuition and the schools that engaged their pupils in private tuition performed well. (ii) The study also concluded that there were pupils who entered the school with low marks which implied that there was need for private tuition for pupils who entered the school with low marks. (iii) The study also concluded that private tuition prepare children for good academic result and that private tuition affected pupils’ academic performance. (iv) Parents engaged their children in private tuition to reinforce what has been done at school and to improve child’s grades in school. Pupils who entered school with low marks needed private tuition as it enabled pupils to keep up with the teaching learning pace of the class.

Ambrish Dongre & Vibhu Tewary (2014) has conducted a study on “Impact of Private Tutoring on Learning Levels: Evidence from India” and revealed that (i) The find positive and significant effect of private tutoring on learning outcomes for students at elementary level (grades 1-8). (ii) This effect is equivalent to an additional year of schooling or being in a private school instead of a government school. (iii) The effect is stronger for the students enrolled in government schools compared to the students enrolled in private schools, for children from economically disadvantaged background, and for children whose parents are relatively less educated.
Bryson D. Kinyaduka (2014) has conducted a study on “private tutoring: A critical analysis of world experiences” and revealed that the critically analyses private tutoring experiences from different part of the world. It shows a worldwide private tuition experiences. It perceptions the impact of private tuition in society. It gives a hint on perceptions of parents and students towards private tuition. It raises critical issues that need attention to interested researchers in the field of education.

Shweta Sharma & A.K. Kalia (2015) has conducted a study on “A study of attitude of parents towards private tuition at senior secondary level” and revealed that (i) there is significant difference between the mean scores of attitude of rural and urban parents towards private tuition. It means that urban parents show positive attitude towards private tuition than rural ones. (ii) There is significant difference between the mean scores of attitude of educated and uneducated parents towards private tuition. It means that educated parents show more positive attitude towards private tuition than rural parents.

Shweta Sharma & A.K. Kalia (2015) has conducted a study on “A study of attitude of students towards private tuition at senior secondary level” and revealed that (i) there is no significant difference between the mean scores of attitude of boys and girls towards private tuition. It means that boys and girls have equal attitude towards private tuition. (ii) There is significant difference between the mean scores of attitude of science and art students towards private tuition. It means that science students show more positive attitude towards private tuition than arts students.

Andrew Cromton (2015) has conducted a study on “Private tuition for school children and its impact” and revealed that (i) in many countries its existence undermines the wider social and cultural goals of education policy with a narrower focus on examination success. (ii) In diverse societies private tuition is a flexible market based response providing what parents want, at a cost they can afford, in a convenient location and as such can contribute to social and national development, help lower-achievers make better progress and improve attitudes to learning.
Tomba Chingtham (2015) has conducted a study on “Necessary Evils of Private Tuition: A Case Study” and revealed that the problems of private tuition in the lives of the students, the problems are – cultivate a mindset of dependency and culture of rote learning, robbing the thinking power, creativity and problem solving skills, dominate students lives most of the time, no sufficient time for self-study, restrict students leisure times for recreation and other activities, create confusion in the teaching method of the school teachers and tutors, create a serious socio-economic problem among the rich and poor families in the society, join private tuition unnecessarily through pressure from peer groups, family, relatives and society, little time to have nutritious food and it affects physical and mental health. The findings may help to improve the present education system and to enable eradication of private tuition in our society.

Mehtabul Azam (2015) has conducted a study on “Private Tutoring: Evidence from India” and revealed that the Students in urban areas and private schools are not only more likely to take private tutoring but also spend more on private tutoring. We also find that demand for private tutoring is inelastic at each stage of schooling, which implies that the private tutoring is a necessary good in the household consumption basket. We also find evidence of pro-male bias in both decisions regarding private tutoring.

Ambrish Dongre & Vibhu Tewary (2015) has conducted a study on “Impact of Private Tutoring on Learning Levels” and revealed that finds a positive and significant effect of private tutoring on learning outcomes for students in Classes 1 to 8. The effect is stronger for disadvantaged students—those who are less wealthy, and those whose parents are relatively less educated.

Robert B. Mwebi & Redempta Maithya (2016) has conducted a study on “Perceptions of Parents on the Practice of Private Tuition in Public Learning Institutions in Kenya” and revealed that the private tuition was more prevalent due to the emphasis placed on grades in national examinations. It is therefore clear that as long as examination grades play a greater role in furtherance of career and higher studies, a lot of premium will be placed on examination performance and this is a requisite for the continued support of private tuition among key education stakeholders in Kenya and elsewhere.
Mary Mugwe Chui (2016) has conducted a study on “Private supplementary Tutoring: motivations and effects: a review study” and revealed that the Private tuition also has a negative social and economic implication since it gives a heavy financial burden to parents, and worsens the social inequality. It strains both the teachers and pupils causing fatigue and pupils lose interest in what happens in mainstream schooling. To reduce the excessive prevalence of private tutoring, the government should enforce the ban. Lasting solutions to this however need to be made. Dependence on National examination to gauge students’ performance has acted for long as the bit that attracts parents to prefer private tutoring to ensure better performance for their children.

Rima Kotaky & Mukut Hazarika (2017) has conducted a study on “A Study of Attitude of Secondary School Students towards Private Tuition” and revealed that the study level of attitude among secondary school students of Sivasagar district towards private tuition is found to be negatively skewed. Again, it was found that there is a significant difference between the boys and girls students as far as their attitude towards private tuition is concerned. Besides, the study revealed that there exists a significant difference between rural and urban school students as far as their attitude towards private tuition is concerned.

John jerrim (2017) has conducted a study on “Private tuition and out-of-school study, new international evidence” and revealed that there is also a notable difference between (i) high-achieving disadvantaged children and (ii) low-achieving advantaged children, with the former spending around 5 hours less studying outside core timetabled hours per week than the latter. This is why the Sutton Trust has advocated for the introduction of a means-tested voucher scheme to allow greater access to tuition amongst less well-off pupils, along with encouraging increased non-profit and pro bono provision for these groups, and a ‘highly able fund’ to support the most talented pupils from less well-off backgrounds to reach their full potential, in order to tackle the damaging effect private tuition has in reinforcing educational inequalities and holding back social mobility.
Sioned Pearce, Sally Power & Chris Taylor (2017) has conducted a study on “Private Tutoring in Wales: Patterns of private investment and public provision” and revealed that the terms of individuals, the patterns of uptake are similar, with private tutoring being an investment made largely by more educated and advantaged parents. There are interesting differences at the institutional and national level which may reflect the distinctive features and priorities of the Welsh education system. These findings underscore the importance of examining the growing phenomenon of private tutoring as a system effect as much as an individual decision.

Anas Hajar (2018) has conducted a study on “Exploring Year 6 pupils’ perceptions of private tutoring: evidence from three mainstream schools in England” and revealed that the participants displayed prevention (ought) orientation by conceive tutoring as a powerful means to help them to pass the grammar school entrance exam and thus avoid failing their parents’ expectations. However, some participants gradually realized that the advantages of receiving tutoring were not restricted to tangible (quantifiable) benefits related to improved examination results. Tutoring also enabled them to achieve their desired possible self-image by boosting their self-esteem and interest in learning, and becoming more confident when socializing with others (i.e. intangible benefits). The participants acted agentive, not only reflecting on the benefits of tutoring but also on its disadvantages including creating pressure on their parents and themselves and being somewhat an unfair advantage in competition.

Asif Imtiaz (2018) has conducted a study on “Exploring Factors Influencing Satisfaction of the University Students Who Work as Private Tutors” and revealed that the forces that affect the satisfaction of a tutor from providing tuition have been investigated here through factor analysis and stepwise regression. Analyzing a set of tutors from University of Dhaka, tutoring environment and financial independence are found to have a positive relationship with the satisfaction level of a tutor. Transportation costs as well as disadvantageous factors of tutoring as in wasting productive time, hampering academic results, lack of recreation pull the level of satisfaction down. Tutors are thought to be self-concentrated since result and improvement of the
tutees are absent from the formulation of their satisfaction. Driving a wedge of fellow feeling between tutors and tutees will enhance the quality of education.

III. THE PRESENT STUDY

3.1 Needs or Significance of the Study:

The proposals said in Private Tuition are very important in our present educational system & the needs of the study are—

1. With a questionnaire I had tried to test the attitudes of the Teachers & Students of Secondary Level about Private Tuition.

2. Every questionnaire contains 40 questions with different issues related to the Private Tuition.

3. After the test it is essential to make them known about Private Tuition in details.

4. The present study helps to know the attitude of Teachers of Secondary Schools in the district of Hooghly, West Bengal.

5. The present study helps to know the attitude of Students of Secondary Schools in the district of Hooghly, West Bengal.

6. To conduct this study the present researcher has constructed an Attitude Questionnaire which will be very helpful for other researchers to conduct future research in the field of Private Tuition.

7. The findings related to attitude of Teachers and Students will be helpful for the Government and Policy Makers to take some important steps to modify the Private Tuition for its successful implementation in school education.

8. The findings of the present study will also make awareness of the Students and Teachers both about Private Tuition.

3.2 Objectives of the Study:
1. To study the attitude of Secondary School Teachers towards the Private Tuition in the district of Hooghly.

2. To study the attitude of Secondary School Students towards the Private Tuition in the district of Hooghly.

3. To find out the differences between Secondary School Teachers and Students regarding their attitude towards the Private Tuition in the district of Hooghly.

4. To find out the differences between Boys and Girls Students regarding their attitude towards the Private Tuition in the district of Hooghly.

5. To find out the differences among the Students of having Private Tuition and without having Private Tuition regarding their attitude towards the Private Tuition in the district of Hooghly.

6. To find out the differences among the Students regarding their attitude towards the Private Tuition in the district of Hooghly on the basis of their Caste.

7. To find out the differences between Male and Female Teachers with respect to their attitude towards the Private Tuition in the district of Hooghly.

8. To find out the differences among the Teachers of Various Streams with respect to their attitude towards the Private Tuition in the district of Hooghly.

9. To find out the differences among the Secondary School Teachers who were doing Private Tuition and not doing Private Tuition.

3.3 Hypotheses of the Study:

$H_1$: There is high level of attitude of Secondary School Teachers towards the Private Tuition in the district of Hooghly.

$H_2$: There is high level of attitude of Secondary School Students towards the Private Tuition in the district of Hooghly.
There is significant difference between Secondary School Teachers and Students regarding their attitude towards the Private Tuition in the district of Hooghly.

There is significant difference between Boys and Girls Students regarding their attitude towards the Private Tuition in the district of Hooghly.

There is significant difference among the Students of having Private Tuition and without having Private Tuition regarding their attitude towards the Private Tuition in the district of Hooghly.

There is significant difference among the Students regarding their attitude towards the Private Tuition in the district of Hooghly on the basis of their Caste.

There is significant difference between Male and Female Teachers with respect to their attitude towards the Private Tuition in the district of Hooghly.

There is significant difference between Arts Teachers and Science Teachers regarding their attitude towards the Private Tuition in the district of Hooghly.

There is significant difference between Arts Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly.

There is significant difference between Science Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly.

There is significant difference among the Secondary School Teachers who were doing Private Tuition and not doing Private Tuition.

3.4 Operational Definition of the Terms:

Before proceeding forward, it is important to state and understand all the words and terms that are used in the title. The terms which are given emphasis on, are: Attitude, Secondary school, Students, Teachers, Private Tuition.

3.4.1 Attitude:
Here in this study the researcher has used the term ‘Attitude’ in the sense that the opinions or views which are reflected by the secondary school teachers and students of Hooghly district about the Private Tuition.

3.4.2 Secondary School:

A Secondary School is a school which provides Secondary Education, typically between the ages of 11-16, after primary school. In this study the term ‘Secondary School’ means that those schools which are situated in the district of Hooghly to provide secondary education to the students.

3.4.3 Teachers:

Here, the researcher asked the term ‘Teachers’ in the sense that who are working as an assistant Teachers in the Secondary Schools in the district of Hooghly, West Bengal.

3.4.4 Students:

The dictionary meaning of Student is (i) a person studying at a university or college. (ii) a school pupil. (iii) a person who takes a particular interest in a subject. (iv) referring to someone who is studying to enter a profession: a student nurse.

3.4.5 Private Tuition:

Private Tuition is coaching class, where model question or some actual questions are given to students for the ensuring examination or to equip them with notes- *quest in Education, Volume VII No-4 October (1970)* p.199.

Private Tuition is a private coaching given to students must Pay fees for instruction-*Thorndike junior illustrated dictionary*.

IV. METHODOLOGY OF THE STUDY

4.1 Method of the Study:
The present study is Descriptive type in nature. Descriptive type survey method has been used in this study. Therefore, naturally different tools, techniques, strategies and methods of Descriptive survey type research have been used to collect, analyze and interpret the data.

4.2 Population of the Study:

All the Teachers and Students of Secondary Schools in the district of Hooghly have been traded as population for the present study.

4.3 Sample of the study:

The researcher has selected only 100 Teachers and 150 Students, among all the Teachers and Students in the district of Hooghly, West Bengal as sample for his present study.

4.4 Sampling Technique:

The purposive sampling technique has been used in the selection of the sample.

4.5 Research Tools:

The researcher has used two questionnaires as a tool for collecting the data in the present study:

i) Questionnaire for measuring the school Teachers’ Attitude towards the Private Tuition.

ii) Questionnaire for measuring the school Students’ Attitude towards the Private Tuition.

4.5.1 Reliability and Validity of the Tools:

The term reliability refers to “The consistency of score obtained by the same individual, when re-examined with the same test on different occasions or with sets of equivalent items, under other variable examining”.

The present researcher in computing the reliability of the questionnaire adopted the test-retest method. The Questionnaires were re-administered upon the sample of 50 Teachers and 50 Students and the value of Reliability of the tool for the Teachers’ Attitude Questionnaire is 0.89 and the value of the tool for the Students’ Attitude Questionnaire is 0.86. In measuring the validity of the tools, Expert Judgment Method has been used by the researcher.

4.6 Administration Procedure:
The final questionnaire was distributed among 100 Teachers and 150 Students of 5 Secondary rural schools of Hooghly district.

First of all, the Permission Letter (a copy of which is given in appendices), issued by the Associate Professor and DIC of Department of Education, was shown to the head of the institution for permission to conduct the survey in the respective institution.

As per previous planning the tool was of teachers and students in various secondary schools. The authority and all teachers and students were informed in advance by the researcher for the purpose of collection of data. On the everyday and moment of data collection the researcher clearly and categorically explained the instruction in the school regarding what to do and how to answer the within the time frame. On completion of the answering by all the teachers and students the filled in copies of the test were collected from all the teachers and students by the help of one of the various schools of the Researcher finally. On completion of the test, manuscripts were collected; all the teachers, students and authority of the school were thanked by the researcher for all the cooperation that they extended for the purpose of present study.

4.7 Data Collection and Scoring:

After collecting all 250 response sheets (including 100 teachers and 150 students) from 5 schools, the researcher has calculated the total score on a Questionnaire by computing the score against the each and every items. In computing the score of each items of the Questionnaire, the researcher has used a preselected method. In case of positive item, direct scoring method that was 5-4-3-2-1 has been used and in case of negative items, reverse scoring method that was 1-2-3-4-5 has been used by the researcher in computing the score of each and every items of the Questionnaire. This total process of computing of the Questionnaire has been done by the researcher very carefully and sensitively.

4.8 Techniques of Data Analysis:

The present researcher has used SPSS followed by these techniques for analyzing and representing the data:
V. RESULTS AND DISCUSSION

H01: There is no high level of attitude of Secondary School Teachers towards the Private Tuition in the district of Hooghly.

Analysis of Level of Teachers’ Attitude on the basis of Cut off Point

Table No-1

Shows the Number, Mean and S.D of the Total Teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>156.82</td>
<td>32.01</td>
</tr>
</tbody>
</table>

Formula: \( M \pm \sigma \)
\[ M + \sigma = 156.82 + 32.01 = 188.83 \]
\[ M - \sigma = 156.82 - 32.01 = 124.81 \]

**Table No-2**

Shows the Level of Teachers’ Attitude on the basis of Cut off Point

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above-188.83</td>
<td>18</td>
<td>18%</td>
<td>High Favorable</td>
</tr>
<tr>
<td>Between-124.81</td>
<td>62</td>
<td>62%</td>
<td>Moderate</td>
</tr>
<tr>
<td>to 188.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below-124.81</td>
<td>20</td>
<td>20%</td>
<td>Low Favorable</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

On the basis of Cut off Point, from the above table, we can see that out of the total 100 Teachers, 18% Teachers have scored above 188.83, 62% Teachers have scored between 124.81 to 188.83 and 20% Teachers have scored below 124.81 on the attitude measuring Questionnaire constructed by the researcher for the Teachers. Therefore, we can see that maximum percentage (%) of the Teachers have scored between 124.81 to 188.83, which indicates that the level of attitude of Secondary School Teachers towards the Private Tuition in the district of Hooghly is at Moderate.
H02: There is no high level of attitude of Secondary School Students towards the Private Tuition in the district of Hooghly.

Analysis of Level of Students’ Attitude on the basis of Cut off Point

Table No-3

Shows the Number, Mean and S.D of the Total Students

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>150</td>
<td>161.17</td>
<td>27.54</td>
</tr>
</tbody>
</table>

Formula: $M \pm \sigma$

$M + \sigma = 161.17 + 27.54 = 188.71$

$M - \sigma = 161.17 - 27.54 = 133.63$

Table No-4

Shows the Level of Students’ Attitude on the basis of Cut off Point

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above-188.71</td>
<td>18</td>
<td>12%</td>
<td>High Favorable</td>
</tr>
</tbody>
</table>
On the basis of Cut off Point, from the above table, we can see that out of the total 150 Students, 12% Students have scored above 188.71, 74% Students have scored between 133.63 to 188.71 and 14% Students have scored below 133.63 on the attitude measuring Questionnaire constructed by the researcher for the Students. Therefore, we can see that maximum percentage (%) of the Students have scored between 133.63 to 188.71, which indicates that the level of attitude of Secondary School Students towards the Private Tuition in the district of Hooghly is at Moderate.

**H03: There is no significant difference between Secondary School Teachers and Students regarding their attitude towards the Private Tuition in the district of Hooghly.**

**Table No-5**

Shows this difference between Secondary School Teachers and Students regarding their attitude towards the Private Tuition in the district of Hooghly

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>156.82</td>
<td>32.01</td>
<td>4.35</td>
<td>3.80</td>
<td>248</td>
<td>1.145</td>
<td>Not Significant at 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Students</td>
<td>150</td>
<td>161.17</td>
<td>27.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table no-5, It is observed that the calculated ‘t’-value (‘t’ =1.145) is less than the table value at the both level of significance (1.97 at 0.05 level and 2.60 at 0.01 level of significance). Therefore, the
result is not significant and it indicates that there is no significant difference between Secondary School Teachers and Students regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.

**H0**: There is no significant difference between Boys and Girls Students regarding their attitude towards the Private Tuition in the district of Hooghly.

Table No-6

Shows this difference between Boys and Girls Students regarding their attitude towards the Private Tuition in the district of Hooghly

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>$S_{ED}$</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>79</td>
<td>168.23</td>
<td>27.32</td>
<td>14.92</td>
<td>4.35</td>
<td>148</td>
<td>3.430</td>
<td>Significant at 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Girls</td>
<td>71</td>
<td>153.31</td>
<td>25.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table no-6, It is observed that the calculated ‘t’-value (‘t’ =3.430) is greater than the table value at the both level of significance (1.98 at 0.05 level and 2.61 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between Boys and Girls Students
regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is rejected.

**H03:** *There is no significant difference among the Students of having Private Tuition and without having Private Tuition regarding their attitude towards the Private Tuition in the district of Hooghly.*

**Table No-7**

Shows this difference among the Students of having Private Tuition and without having Private Tuition regarding their attitude towards the Private Tuition in the district of Hooghly

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>$S_{ED}$</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students having Private Tuition</td>
<td>119</td>
<td>160.73</td>
<td>28.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students not having Private tuition</td>
<td>31</td>
<td>162.84</td>
<td>25.78</td>
<td>2.11</td>
<td>5.57</td>
<td>148</td>
<td>0.378</td>
<td>Not Significant at 0.05 and 0.01 level</td>
</tr>
</tbody>
</table>

**From the table no-7,** it is observed that the calculated ‘t’-value ($t =0.378$) is less than the table value at the both level of significance (1.98 at 0.05 level and 2.61 at 0.01 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between among the Students of having Private Tuition and without having Private Tuition regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.
**H06:** There is no significant difference among the Students regarding their attitude towards the Private Tuition in the district of Hooghly on the basis of their Caste.

**Table No-8**

Shows this difference among the Students regarding their attitude towards the Private Tuition in the district of Hooghly on the basis of their Caste

<table>
<thead>
<tr>
<th>Sources of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F – Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>23690.941</td>
<td>3</td>
<td>7896.98</td>
<td>12.912</td>
</tr>
<tr>
<td>Within Groups</td>
<td>89293.892</td>
<td>146</td>
<td>611.602</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>112984.833</td>
<td>149</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At 0.05 level of significance-2.66

At 0.01 level of significance-3.91

From the table no-8, it is observed that the calculate F-ratio is 12.912 which is greater than the table value at both the level of significance. Therefore, we can say that there is significant difference among the Students regarding their attitude towards the Private Tuition in the district of Hooghly on the basis of their Caste. Hence, the null hypothesis is rejected.

**H07:** There is no significant difference between Male and Female Teachers with respect to their attitude towards the Private Tuition in the district of Hooghly.
Table No-9

Shows this difference between Male and Female Teachers with respect to their attitude towards the Private Tuition in the district of Hooghly

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>S_{ED}</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>55</td>
<td>148.24</td>
<td>30.77</td>
<td>19.07</td>
<td>6.17</td>
<td>98</td>
<td>3.09</td>
<td>Significant at 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>45</td>
<td>167.31</td>
<td>30.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table no-9, It is observed that the calculated ‘t’-value (‘t’ =3.09) is less than the table value at the both level of significance (1.98 at 0.05 level and 2.63 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between male and female teachers with respect to their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is rejected.

**H_{08}. There is no significant difference between Arts Teachers and Science Teachers regarding their attitude towards the Private Tuition in the district of Hooghly.**
Table No-10

Shows this difference between Arts Teachers and Science Teachers regarding their attitude towards the Private Tuition in the district of Hooghly

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>S_ED</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Teachers</td>
<td>57</td>
<td>155.05</td>
<td>31.53</td>
<td>5.11</td>
<td>6.82</td>
<td>93</td>
<td>0.749</td>
<td>Not Significant at 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Science Teachers</td>
<td>38</td>
<td>160.16</td>
<td>34.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table no-10, It is observed that the calculated ‘t’-value (‘t’ =0.749) is less than the table value at the both level of significance (1.98 at 0.05 level and 2.63 at 0.01 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between Arts Teachers and Science Teachers regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.
H09: There is no significant difference between Arts Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly.

Table No-11

Shows this difference between Arts Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>S_Ed</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Teachers</td>
<td>57</td>
<td>155.1</td>
<td>31.53</td>
<td>3.45</td>
<td>14.47</td>
<td>60</td>
<td>0.239</td>
<td>Not Significant at 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Commerce Teachers</td>
<td>5</td>
<td>151.6</td>
<td>22.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table no-11, It is observed that the calculated ‘t’-value (‘t’ =0.239) is less than the table value at the both level of significance (1.99 at 0.05 level and 2.63 at 0.01 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between Arts Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.

H010: There is no significant difference between Science Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly.

Table No-12
Shows this difference between Science Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>S&lt;sub&gt;ED&lt;/sub&gt;</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce Teachers</td>
<td>5</td>
<td>151.6</td>
<td>22.92</td>
<td>8.56</td>
<td>15.77</td>
<td>41</td>
<td>0.543</td>
<td>Not Significant at 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Science Teachers</td>
<td>38</td>
<td>160.16</td>
<td>34.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table no-12, It is observed that the calculated ‘t’-value (‘t’ =0.543) is less than the table value at the both level of significance (2.02 at 0.05 level and 2.71 at 0.01 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between Science Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.
**H0**₁₁: There is no significant difference among the Secondary School Teachers who were doing Private Tuition and not doing Private Tuition.

**Table No-13**

Shows this difference among the Secondary School Teachers who were doing Private Tuition and not doing Private Tuition

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>MEAN DIFFERENCE</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher doing Private Tuition</td>
<td>26</td>
<td>159.31</td>
<td>27.08</td>
<td>3.36</td>
<td>7.33</td>
<td>98</td>
<td>0.459</td>
<td>Not Significant at 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Teacher not doing Private Tuition</td>
<td>74</td>
<td>155.95</td>
<td>33.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table no-13, it is observed that the calculated ‘t’-value (t =0.459) is less than the table value at the both level of significance (1.99 at 0.05 level and 2.63 at 0.01 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference among the Secondary School Teachers who were doing Private Tuition and not doing Private Tuition. Hence, the null hypothesis is accepted.

**VI. MAJOR FINDINGS OF THE STUDY**
The following findings came out through this present study:

1. It is found that the level of attitude of Secondary School Teachers towards the Private Tuition in the district of Hooghly is at Moderate.

2. It is found that the level of attitude of Secondary School Students towards the Private Tuition in the district of Hooghly is at Moderate.

3. It is found that there is no significant difference between Secondary School Teachers and Students regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.

4. It is found that there is significant difference between Boys and Girls Students regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is rejected.

5. It is found that there is no significant difference between among the Students of having Private Tuition and without having Private Tuition regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.

6. It is found that there is significant difference among the Students regarding their attitude towards the Private Tuition in the district of Hooghly on the basis of their Caste. Hence, the null hypothesis is rejected.

7. It is found that there is significant difference between male and female teachers with respect to their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is rejected.

8. It is found that there is no significant difference between Arts Teachers and Science Teachers regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.

9. It is found that there is no significant difference between Arts Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.

10. It is found that there is no significant difference between Science Teachers and Commerce Teachers regarding their attitude towards the Private Tuition in the district of Hooghly. Hence, the null hypothesis is accepted.
11. It is found that there is no significant difference among the Secondary School Teachers who were doing Private Tuition and not doing Private Tuition. Hence, the null hypothesis is accepted.

VII. CONCLUSION

The Present day, Private Tuition is an attractive media to the learners in their study. In this present study, the level of attitude of Secondary School Teachers and Students towards the Private Tuition in the district of Hooghly is at Moderate. Through the present study it is found that most of the Teachers and students supported the Private Tuition at secondary Level. According to them, Private Tuition is a notable media for good result in examination.

It is found that there is significant difference between Secondary School Students (Boys and Girls) regarding their attitude towards the Private Tuition in the district of Hooghly. According to Secondary School between teachers and students is no significant difference between regarding their attitude towards the Private Tuition and it is found that there is no significant difference between among the Students of having Private Tuition and without having Private Tuition regarding their attitude towards the Private Tuition in the district of Hooghly. It is found that there is significant difference between male and female teachers with respect to their attitude towards the Private Tuition in the district of Hooghly. According to most of the secondary School Students of Hooghly district, there is significant difference among the Students (GEN, SC, ST, MR) regarding their attitude towards the Private Tuition on the basis of their Caste. According to the most of the Secondary School Students of Hooghly district, they think that if they take Private Tuition there is creates a mental pressure in my mind. According to the most of the Secondary School Students of Hooghly district, Private Tuition is a major correction able place to them.

According to the most of the Secondary School Teachers of Hooghly district, the learners need not take Private Tuition if they go through the well students of the studies of the school regularly and Private Tuition enhances the self-confidence of the learners to do good result. According to the most of the Secondary School Teachers of Hooghly district, In Private Tuition the private tutor motivates the students specially and Private Tuition is a major correction able place to them. According to the most of
the Secondary School Students of Hooghly district, Learning in Private Tuition is not much more monotonous than the learning by reading book.

VIII. REFERENCES


