

The Effect of Private Tutoring on Academic Anxiety of Secondary School Students

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Abstract:

Private coaching is getting to be an imperative portion of instructive development these days. Be that as it may, the benefits of this office is still in blended surveys. The zone of private coaching is mushrooming as a conspicuous commerce as well. The expanding scholastic competition and a persistent race towards victory continuously requests additional consideration for considers. The desires from instructors, guardians and society makes uneasiness for understudies to attain the alluring objectives. Understudies look for direction and offer assistance for it. So keeping this thought in intellect, the analyst examined how scholarly uneasiness can be affected by the private mentoring among auxiliary school understudies. For this clear study strategy of investigate was embraced and 100 (50 female & 50 male) auxiliary school understudies were taken as test. Individual meet strategy and Scholarly uneasiness scale by M. Abid. Siddiqui and Dr. AtieqUIRehman (2017) was utilized to survey academic anxiety among auxiliary school understudies. Discoveries uncovered that school understudies see normal scholastic uneasiness and there's existing the contrast within the scholastic uneasiness among school going understudies who were taking and not taking private mentoring. Advance, private coaching taking school understudies have less scholastic uneasiness than school understudies who were not taking private tutoring, but the contrast did not happened within the scholarly uneasiness of boys and young ladies school going understudies who were taking private coaching.

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I. INTRODUCTION

PRIVATE TUTORING

Private mentoring can be known by other names such as coaching, preparing, shadow instruction etc. it gives direction, informational, help and preparing for a specific ability or subject. The benefit supplier is known as mentor, educator, educators and coach etc. Within the past, at the rudimentary and tall school level, guardians of the children were as it were concerned approximately domestic assignments the children were given at school. Now-a-days they are more stressed and concerned approximately private coaching. Private coaching has been seen as a plague. One might foresee that the issue is fair as deep in India because it is at other places of the world. Private mentoring is different in nature. It may be given exclusively or in bunches.

The places of accepting private mentoring may be tutors' domestic, students' domestic, private educational cost centers, lodgings etc.

Besides, expansion too happen in regard to month to month expenses, subjects, reasons for embracing private coaching, educating aptitudes connected by private guides, session of getting private mentoring, time term of private coaching classes etc. it can be moreover gets to be a noticeable commerce by charging tall expenses. The understudies look for private tuitions for two reasons: the disappointment of the government and specialists to give tutoring to those who requires offer assistance and accounts; and the disappointment of government organizations to supply instruction of quality which can be seen as beneficial. In spite of the fact that numerous endeavors of the government have made a difference to extend the arrangement of essential instruction, the quality of the instruction is still not at standard

with the anticipated confirmation of the quality. It may be said that the coaching classes are turning out to be an extraordinary stage for mushrooming commerce by giving instructive offices.

II. ACADEMIC ANXIETY

Anxiety may be an ordinary feeling and it can be happened by a few situations. It for the most part shapes when some person needs to realize any point but cannot reach that since of a few inability. This weakness causes uneasiness and when it relates to scholastics, it gets to be scholarly uneasiness. It can be clarified as “a excruciating or anxious uneasiness of intellect as a rule over an looming or expected it. (Meeriam and Webster, 2012). To a few degree, it can be persuaded to realize objectives, but extreme uneasiness is destructive. Numerous components are mindful for it such as teachers’, parents’, society’s desires. Understudies can be endured by it because it cannot be recognized by instructors and guardians effortlessly and can influence by and large execution of a person. “As a students’ scholarly execution endures, the uneasiness level related to certain scholastic errands increases.” (Huberty, 2012). Whereas confronting troublesome scholarly assignments, understudies can have it and can create boundaries in their way. Educational institutions are ceaselessly attempting to bargain with it.

III. PRIVATE TUTORING AND ACADEMIC ANXIETY

Related literature

To confront the scholarly challenges, private mentoring can be a supportive alternative. In today’s competitive and active world, everyone needs to be on the beat in each field. Understudies are moreover running in this race. Scholarly weight is getting to be a danger and starts a few genuine conditions such as scholarly uneasiness, because it is by one means or another great at a certain level for propelling understudies but after crossing a secure level, it may be perilous for mental and physical wellbeing. A tremendous sum of understudies in classroom and both working guardians can miss out this condition

but an additional offer assistance or direction can provide way better comes about additionally can be advantageous to diminish scholarly uneasiness. Khemka&Rathod (2016) uncovered in their consider that 18.5% of understudies perceived moo, 75% had normal and around 6.5% had tall scholarly uneasiness. Young ladies were more into scholarly uneasiness than boys. Boys of private schools were less in uneasiness in comparison to government school going boys.

Besides, the Young ladies of government schools seen less scholarly uneasiness than private school going young lady understudies. Mischo and Haag (2002) moreover tried uneasiness, self-concept of capacity, activity control and learning inspiration in their think about of coaching adequacy. The finding uncovered that all factors were noteworthy indicators of school accomplishment. (Helmke, 1992) found that as it were activity control had not critical impact, but all variables were affecting scholarly uneasiness. Das (2019) investigated that all understudies counting weaker understudies in thinks about went to private classes, and the reasons were guardians weight additionally classmates’ weight beside completing syllabus. It was too uncovered that students felt it more comfortable to illuminate maths issue in private mentoring instead of school. Koller et al. (2019) uncovered that private mentoring was not so successful strategy to make strides scholarly accomplishment among understudies conjointly may accommodating to decrease the push shaped by unsuitable accomplishment in school. Subedi (2018) too investigated that the ultimate examination arrangement, uninteresting educating and, peer impersonation and weight, parental desires and constrained by their instructors are the most variables or causes for picking additional educational cost classes. Shockingly there are moreover negative comes about of private coaching learning i.e as it were to pass in exams, need of consideration in classroom learning, money related burden for family etc.

SIGNIFICANCE OF THE STUDY

Increasing demands and expectations forms anxiety and stress among students. Teachers and parents are not able these days to provide individual attention due to their excess workload and busy routines. That is why students face less motivation and encouragement and rigid curriculum, unsuitable facilities creates chaos in students. Keeping this thought in mind, this study will be helpful for teachers, parents, school administrators and planners to know and erase the reasons for academic anxiety.

IV. STATEMENT OF THE PROBLEM

After analyzing the related studies and going through the need of private tutoring among students, the researcher therefore seek to examine the extent to which private tutoring is influencing academic anxiety among secondary school students.

V. RESEARCH OBJECTIVES

1. To study academic anxiety among secondary school students.
2. To study the effect of private tutoring on academic anxiety among secondary school students.
3. To study the effect of private tutoring on academic anxiety among secondary school students in relation to gender.

VI. RESEARCH HYPOTHESES

The following null hypotheses were generated for this study:

Ho1: There will be no significant difference between the academic anxiety of private tutoring and non-private tutoring taking secondary school students.

Ho2: There will be no significant difference between the academic anxiety of male and female private tutoring taking secondary school students.

VII. RESEARCH METHODOLOGY

This study was conducted by descriptive survey method. 100 secondary school students (50 male & 50 female) were selected randomly from schools of Noida and taken as a sample for data collection through purposive, convenience and random sampling technique. The study was conducted by delimiting it to CBSE school students of tenth standard only from Noida city.

VIII. DATA COLLECTION AND RESEARCH TOOLS

Data from the students were attained by arranging personal interview among school students whether they are taking private tutoring or not and "Academic Anxiety Scale (2017)" by Dr. Mohd. Abid Siddiqui and Dr. AtieqUIRehman was used for assessing academic anxiety among secondary school students.

IX. STATISTICAL TECHNIQUES

Descriptive statistics average, median, mode, S.D., and t-test was employed for analyzing the data and to find the results.

X. ANALYSIS AND INTERPRATATION OF DATA

Academic anxiety among secondary school students

The frequency distribution of scores of secondary school students on academic anxiety along with mean, median, mode and S.D. value are given below:

Table I

Frequency distribution of academic anxiety scores among secondary school students

Class interval	frequency	%age	Cumulative frequency
70-91	41	41	41
92-113	37	37	78

114-135	21	21	99
136-157	0	0	99
158-179	0	0	99
180-201	1	1	100
Total	100	100 %	
Minimum= 70, maximum= 192,range= 122, mean= 98.5, median=			

96, mode= 116, S.D. =16.74

The table I shows that the mean score of academic anxiety score came out to be 98.5 with S.D. of 16.74 and median 96. The minimum score was 70 and maximum score was 192 with a range of 122 for the distribution of academic anxiety scores of secondary school students.

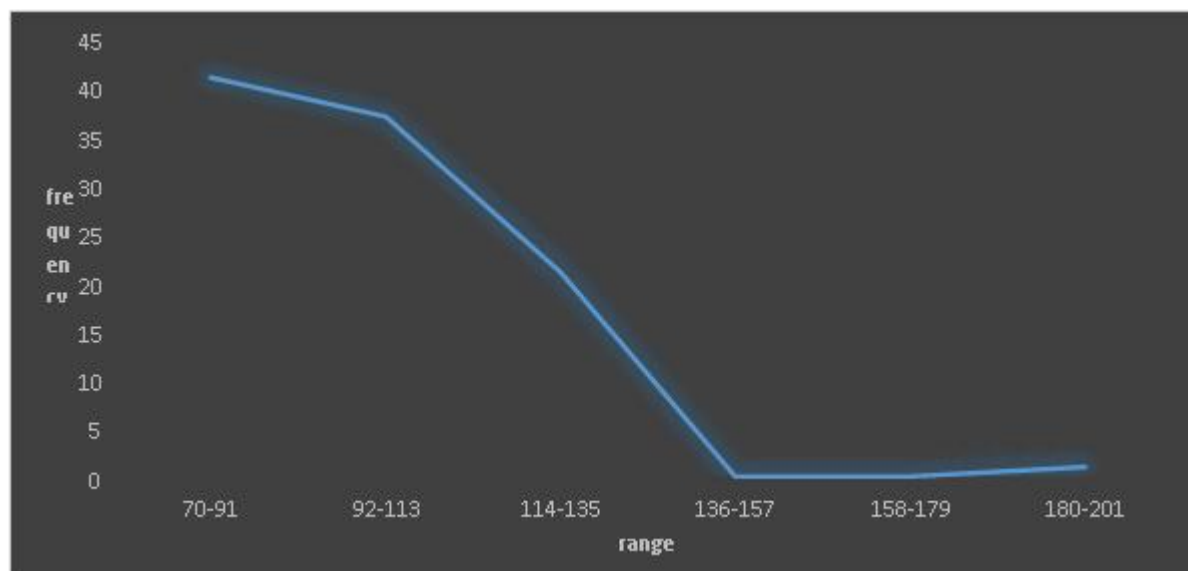


FIG. 1 FREQUENCY DISTRIBUTION OF ACADEMIC ANXIETY SCORES OF SCHOOL STUDENTS

The scores of academic anxiety obtained by secondary school students was taken collectively and used to classify high, average and low level of academic anxiety. The level depends upon the mean score i.e. (M+1SD) ranging from 81.76 to 115.24 (i.e. 82 to 116) as obtained on the sample from secondary school students. The specific range for classification of levels of academic anxiety was greater than (>116) i.e. 117 to 192 for high academic anxiety, 82 to 116 for average academic anxiety and less than (<82) i.e. from 70 to 81 for low academic anxiety of secondary school students. The distribution of school students in three different levels of academic anxiety is given in table II.

TABLE II: Classification of levels of academic anxiety along with numbers of school students

Sr. No.	Levels of academic anxiety	Range	No. of school students	%age
1	High	117 to 192	10	10
2	Average	82 to 116	79	79
3	low	70 to 81	11	11
	Total		100	

The table II reveals that 10% school students fall in the high level of academic anxiety, 79% school students fall at the average level of academic anxiety and 11% school students fall in the poor level of academic anxiety. Thus, it can be said that school

students have average academic anxiety. Khemka & Rathod (2016) supported this finding by revealing in their study that most of the school students had average level of academic anxiety in them.

The effect of private tutoring on academic anxiety among secondary school students.

To study the effect of private tutoring on academic anxiety among secondary school students, academic anxiety scores of school students were collected differently from who were taking private tutoring and not taking private tutoring. The mean, S.D. were calculated for both groups and t-test was applied to study any significant difference between both groups as shown in table III.

TABLE-III : GroupWise Numbers, Mean, S.D. and t value of academic anxiety score between private tutoring and non-private tutoring taking school students

Group	Mean	S.D.	N	t-value	Significance
Private tutoring	89.98	12.40	50	5.89**	Significant at 0.01 level and 0.05 level.
Non-private tutoring	107.02	16.26	50		

It can be observed from the table III that the t-value for significance difference between academic anxiety scores of both private tutoring taking and non-private tutoring taking school students' group came out to be 5.89, which is more than the table value of t-test at 0.05 = 1.96* and 0.01 = 2.58**. It interprets that there is significance difference between the academic anxiety scores of private tutoring taking and not taking private tutoring school students. Hence, the first null hypothesis is rejected.

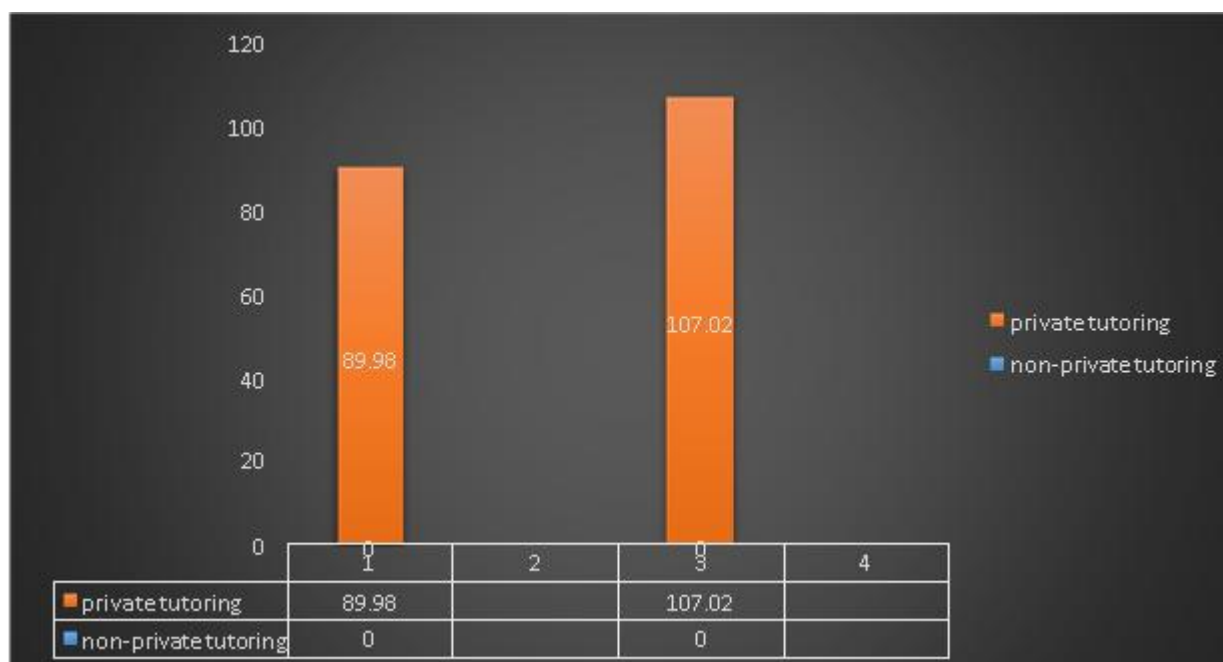


Fig. II Mean scores of PT (private tutoring) & NPT (non-private tutoring) school students

It can also be interpreted by the mean score of academic anxiety (private tutoring taking students is= 89.98 and not taking private tutoring school students=107.02), that the school students which are pursuing private tutoring possess less academic anxiety than school students which were not getting private tutoring. Which means that private tutoring may support students to reduce their academic anxiety. Mischo and Haag (2002), helmke (1992) and das (2019) also revealed the same findings in their studies.

Academic anxiety of male and female private tutoring secondary school students.

To find the level of academic anxiety among secondary school students in relation to gender, academic anxiety scores of both genders (male and female) school students were collected differently,

who were taking private tutoring. The mean, S.D. were calculated for both groups and t-test was applied to study any significant difference between both groups as shown in table IV.

TABLE-IV: GroupWise Numbers, Mean, S.D. and t value of academic anxiety score between male and female school students

Group	Mean	S.D.	N	t-value	Significance
Male	89.72	12.81	25	0.15	Not Significant.
Female	90.24	12.22	25		

It can be observed by the table IV that the t-value for academic anxiety scores among male and female school students came out to be 0.15, which is less than the table value of t-test at 0.05= 1.96* and 0.01= 2.58**.

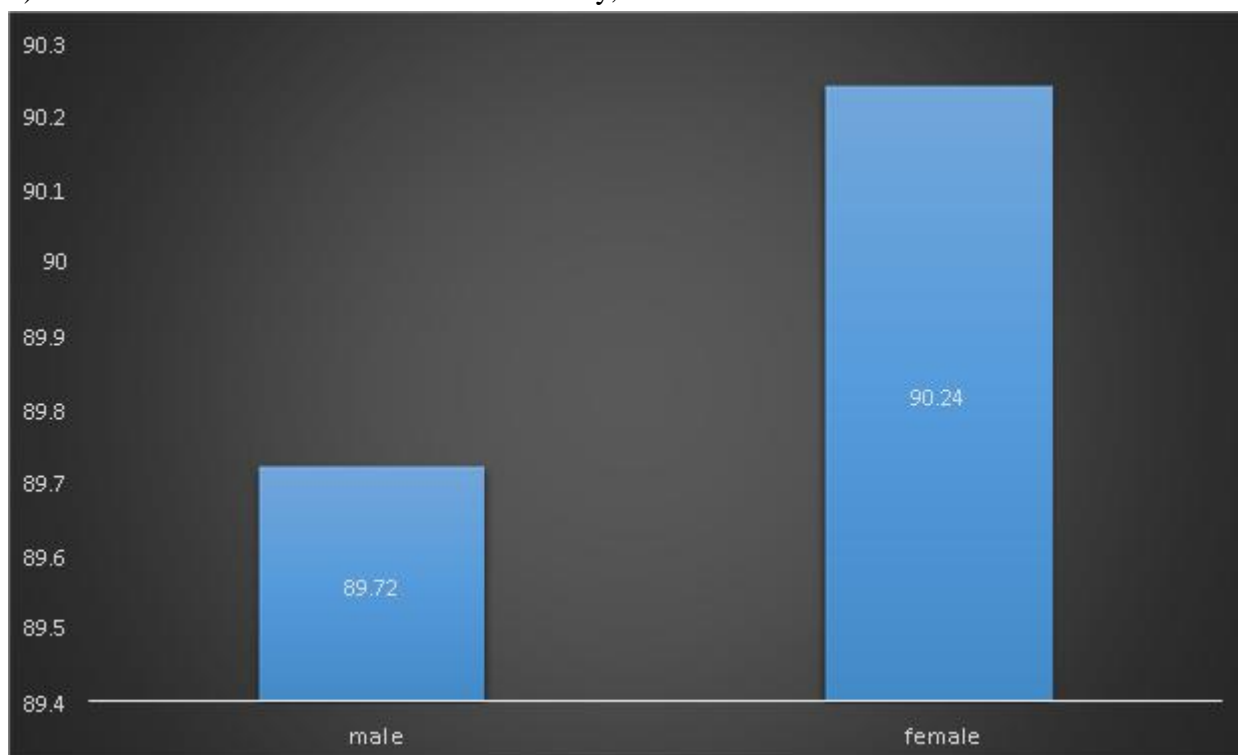


Fig. III Mean scores of academic anxiety of male and female school students

It interprets that there is no significance difference between the academic anxiety scores of private tutoring taking male and female school students. Hence, the second null hypothesis is accepted that

“There will be no significant difference between the academic anxiety of male and female private tutoring secondary school students.”

TESTING OF HYPOTHESES

There is significance difference between the academic anxiety scores of private tutoring taking and not taking private tutoring school students. Hence, the first null hypothesis is rejected.

There will be no significant difference between the academic anxiety of male and female private tutoring secondary school students. Hence, the second null hypothesis is accepted.

XI. MAIN FINDINGS OF THE STUDY

1. School students perceive average academic anxiety.
2. There was the significance difference between academic anxiety scores of private tutoring taking and not taking private tutoring school students.
3. The school students who were taking private tutoring had less academic anxiety than school students which were not taking private tutoring.
4. There was not any significant difference between the academic anxiety of male and female private tutoring taking secondary school students.

XII. CONCLUSION

After analyzing and interpretation of the collected data, the findings revealed that school students possess average academic anxiety and the academic anxiety differs in the private tutoring taking group and not taking private tutoring group. Male and female do not differs in academic anxiety, who were taking private tutoring. It was also revealed that the school students who were taking private tutoring were having less academic anxiety than school students who were not taking private tutoring.

EDUCATIONAL RECOMMENDATIONS:

After going through the findings, following educational recommendations and suggestions can be made:

1. Necessary measures should be taken for reducing the academic anxiety among school students.
2. Teachers should pay attention towards students to deal with their doubts and weaknesses.
3. School should arrange extra classes for weak and needy students.
4. Parents should also be aware about the needs of their children and also motivate them for their betterment.
5. School time-table and curriculum, examination system should be light and easy to go with the abilities and capabilities of the students.
6. Students should also be indulged in such activities, which can improve their wellbeing and also helps them to deal with their academic anxiety.
7. Educational policies should be flexible according to the demands of students.
8. Teachers, parents and peer group should not expect beyond the capabilities of the students and should not force anything on them.
9. Strict punishment should be avoided by teachers and parents both.
10. Parents and teachers should always encourage the students positively.

Thus, students should treat in such a way that they don't feel bound in fulfilling everybody's expectations. But set them free to achieve their goals positively.

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