

## Reasons of tutoring Phenomena among Secondary Stage Students

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**Abstract: Problem statement:** The purpose of this study was to investigate the reasons of tutoring phenomena among secondary stage students in Amman City as perceived by School Principals. **Approach:** The sample of the study consisted of (117 male principals and 57 female principals). **Results:** The evaluations of principals regarding tutoring reasons were high, factors related to students came first, followed by the factors related to the family while the factors related to the curriculum came in the last rank. **Conclusion:** There was no significant statistical difference between the means of samples' evaluations on the questionnaire items as a whole due to gender, scientific qualification and experience.

**Key words:** Private tutoring, secondary stage students, educational systems, school administration, questionnaire items, items distributed, negative impact, significant statistical

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### INTRODUCTION

There is no doubt that the success of education depends on many different factors. However, the existence of a competent teacher is the mile stone in this success as the best books and means despite its importance can't achieve the desirable goals unless there is a competent and well qualified teacher with certain characteristics that may benefit students and develop their skills and way of thinking (Al-hila, 2002).

The dangerous spread of private tutoring in the educational systems became an important issue occupying the minds of parents and even all society categories since this phenomenon has devastating results on the educational system. The spread of private tutoring may be referred to many complex factors starting from the intellectual, physiological and social abilities of the student to the high numbers of students in classes, the lack of skills of teachers and the problems of curriculum too ( Abdelslam, 2004; Yahaya *et al.*, 2009; Pangma *et al.*, 2009).

It may be said that the increase in the number of students in the classroom, and the weakness of the internal efficiency of education, and the inability of the school to its function of educational mandate, and lack of professional preparation for teachers, and the imbalance in management systems, and others, a major role in the emergence of private lessons. It may also be that there is no specific mechanism in the school to evaluate whether the educational performance of the student, or teacher, or classroom to discover the strengths and weaknesses, and to identify opportunities for the development of a role in the spread of the phenomenon of private lessons (Al Ajami, 2000)

In a study purpose of this study was to assess the efficacy of fact retrieval tutoring as a function of Math Difficulty (MD) subtype, that is, whether students have MD alone (MD-only) or have concurrent difficulty with math and reading (MDRD). Third graders ( n = 139) at two sites were randomly assigned, blocking by site and MD subtype, to four tutoring conditions: Fact retrieval practice, conceptual fact retrieval instruction with practice, procedural computation/estimation instruction, and control (no tutoring). Tutoring occurred for 45 sessions over 15 weeks for 15-25 min per session. Results provided evidence of an interaction between tutoring condition and MD subtype status for assessment of fact (Powell *et al.*, 2009). (www.EBESCO.com).

No longer limited to the effects of tutoring on the future of education only, but extended to include the economic system itself, has contributed significantly to the increase in the liquidity crisis in some countries (Ahmad, 2002). The study sought to answer the following research questions:

- What are the reasons of tutoring phenomenon among secondary stage students in Amman city as perceived by principals
- Are there any significant statistical differences at the level of ( $\alpha= 0.05$ ) between the means of principals evaluations about tutoring phenomenon among secondary stage students in Amman city attributed to gender, years of experience and scientific qualification variables

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The importance of this study appears in the following aspects:

- What can be added to the literature and research efforts in the field of Tutoring among schools students
- Revealing the factors that may lead to tutoring among secondary stage students in Amman city
- It may be useful for the stakeholders in the Ministry of Education in preparing the programs and strategies that may contribute in reducing this phenomenon
- The study may benefit principals and teachers to adopt educational methods to reduce tutoring

### MATERIALS AND METHODS

The population of the study consisted of all male and female principals in the secondary school in the educational directorates (The first, the second, the third, the fourth and the fifth) in Amman city in the second semester of the schooling year 2009/2010 totaling (213) male and female principals after excluding the reliability sample. The researcher retrieved (170) questionnaires. Table 1 shows the characteristics of the sample according to the study variables.

To achieve the aim of this study the researcher reviewed the related literature and studies then developed a questionnaire consisted in its first form of (36) items distributed on five domains: Factors related to students, Factors related to teacher, Factors related to school management, Factors related to family and Factors related to curriculum.

The reliability will was measured by offering the questionnaire to specialized referees in order to provide their notes and comments. The final form of the questionnaire consisted of 42 items distributed on five domains: Factors related to students, Factors related to teacher, Factors related to school management, Factors related to family and Factors related to curriculum.

The questionnaire was administrated on 25 male and female principals from the sample through (Test-Retest) within a time limit of two weeks between the two applications. Then person coefficient factor totaled (0.89) and Alfa coefficient totaled 90.90). Therefore, the questionnaire is valid for the purposes of this study.

The researcher adopted the absolute statistical model to interpret the samples' responses as follows:

- 1.00-1.49 very low
- 1.50-2.49 low
- 2.50-3.49 moderate
- 3.50-4.49 high
- 4.49-5.00 very high

Table 1: Samples' characteristics according to independent variables

Variable	Level/category	No
Gender	Male	113
	Female	57
Years of experience	Less than 5 years	21
	5-10 years	109
	More than 10 years	40
Scientific qualification	Ba	125
	Higher studies	45
Total	170	

### RESULTS AND DISCUSSION

This section discusses the findings of the study which aimed to investigate the reasons of tutoring phenomenon among secondary stage students in Amman city in Jordan.

**First: Results of the first questions:** What are the reasons of tutoring phenomenon among secondary stage students in Amman city as perceived by principals?

To answer this question means and standard deviations were calculated for principals' evaluations on each domain, following the results.

Table (2) showed that the means ranged from (3.56- 3.63) with standard deviations ranged from (0.41-0.34) with high evaluation degree. It is clear that the domain of factors related to school management came first with a means of (3.63) and standard deviation of (0.38) and a high evaluation degree. It is followed by the factors related to the teacher with a means of (3.61) and standard deviation of (0.34) and a high evaluation degree. The factors related to students came in the fifth and final rank with a means of (3.56) and standard deviation of (0.36) and a high evaluation degree. The total means of principals evaluations on all the domains was (3.60) and standard deviation of (0.20) and a high evaluation degree.

**Second: Results of the second questions:** Are there any significant statistical differences at the level of ( $\alpha=0.05$ ) between the means of principals evaluations about tutoring phenomenon among secondary stage students in Amman city attributed to gender, years of experience and scientific qualification variables?

To answer this question means and standard deviations were calculated for principals evaluations in the questionnaire items as a whole according to gender, years of experience, scientific qualification, Table 8 shows this Table 3 showed that there are significant statistical differences in principals' evaluations for the items of the questionnaire as a whole attributed to gender, scientific qualification and years of experience. Three Way ANOVA was used to calculated the significance of those differences as seen in Table 10.

Table 2: Means and Standard deviations of principals' teachers on each domain arranged descendingly according to the means

Evaluation degree	S. Deviation	Means	Rank	Domain	No
High	0.38	3.63	1	Factors related to school management	3
High	0.34	3.62	2	Factors related to teacher	2
High	0.34	3.61	3	Factors related to family	4
High	0.41	3.59	4	Factors related to curriculum	5
High	0.36	3.56	5	Factors related to students	1
High	0.2	3.6		Total	

Table 3: Means and standard deviations where calculated for principals evaluations in the questionnaire items as a whole according to gender, years of experience, scientific qualification

Variables	المستوى/الفئة	No	Means	S. deviation
Gender	Male	113	3.61	0.19
	Female	57	3.59	0.21
Years of experience	Less than 5-10 years	21	3.57	0.22
	More than 10 years	109	3.6	0.19
	10 years	40	3.61	0.2
Scientific qualification	Ba higher studies	125	3.6	0.2
	45	45	3.6	0.19

Table 4: Three Way ANOVA analysis of principals evaluations on the study items ass a whole according to gender, scientific qualification and years of experience

Variance source	Chi square	F	Means	F. value	Significance
Gender	0.008	1	0.008	0.207	0.65
Scientific qualification	0.001	1	0.001	0.02	0.887
Years of experience	0.021	2	0.011	0.267	0.766
Error	6.579	165	0.04		
Total	6.609	169			

Table 5: Means and standard deviations of the principals' evaluations were calculated on each domain according to gender, scientific qualification and years of experience

Variable	Level/category	Domain						
		Factors related to student	Factors related to teacher	Factors related to school management	Factors related to family	Factors related to curriculum		
Gender	Male	Means	3.56	3.62	3.65	3.62	3.61	
		S. deviations	0.36	0.33	0.38	0.35	0.4	
	Female	Means	3.57	3.60	3.58	3.59	3.61	
		S. deviations	0.39	0.35	0.39	0.32	0.42	
	Years of experience	Less than 5 years	Means	3.57	3.48	3.61	3.58	3.62
			S. deviations	0.41	0.28	0.36	0.35	0.37
5-10 years		means	3.56	3.61	3.64	3.6	3.62	
		S. deviations	0.36	0.34	0.38	0.34	0.42	
Scientific qualification	More than 10 years	means	3.57	3.68	3.60	3.64	3.57	
		S. deviations	0.36	0.34	0.40	0.35	0.40	
	Ba	3.57	3.62	3.64	3.60	3.60	3.60	
		S. deviations	0.37	0.33	0.38	0.35	0.41	
	Higher studies	means	3.55	3.60	3.60	3.63	3.63	
		S. deviations	0.37	0.36	0.39	0.32	0.38	

Table 4 showed that there are no significant statistical differences at the level of ( $\alpha = .0.5$ ) in the means of principals evaluations for the items of the questionnaire as a whole attributed to gender, scientific qualification and years of experience. Moreover, means and standard deviations of the principals' evaluations were calculated on each domain according to gender,

scientific qualification and years of experience, Table 5 shows that:

Table 5 Showed that there are differences between the principals evaluations on each domain according to (gender, years of experience, scientific qualifications). To calculate the statistical significance for these differences MANOVA analysis, as shown in Table 6.

Table 6: MANOVA analysis for principals evaluations on each domain according to (gender, years of experience, scientific qualifications)

Variance source	Domains	Chi. square	F	Means	F value	significance
Gender <b>0.009=هوتلنج</b> H=0.911	Factors related to students	0.003	1	0.003	0.021	0.885
	Factors related to teacher	0	1	0	0.001	0.97
	Factors related to school management	0.178	1	0.178	1.206	0.274
	Factors related to family	0.017	1	0.017	0.148	0.701
	Factors related to curriculum	0.001	1	0.001	0.004	0.948
Scientific qualification <b>0.004=هوتلنج</b> H=0.982	Factors related to students	0.027	1	0.027	0.196	0.659
	Factors related to teacher	0.016	1	0.016	0.139	0.71
	Factors related to school management	0.01	1	0.01	0.07	0.792
	Factors related to family	0.011	1	0.011	0.096	0.758
	Factors related to curriculum	0.06	1	0.06	0.36	0.549
Years of experience <b>0.953=ويلكس</b> <b>0.651=ح</b>	Factors related to students	0.007	2	0.003	0.025	0.975
	Factors related to teacher	0.549	2	0.275	2.458	0.089
	Factors related to school management	0.062	2	0.031	0.21	0.811
	Factors related to family	0.052	2	0.026	0.223	0.8
	Factors related to curriculum	0.119	2	0.06	0.356	0.701
Error	Factors related to students	22.44	165	0.136		
	Factors related to teacher	18.432	165	0.112		
	Factors related to school management	24.395	165	0.148		
	Factors related to family	19.402	165	0.118		
	Factors related to curriculum	27.638	165	0.168		
Total	Factors related to students	22.469	169			
	Factors related to teacher	18.994	169			
	Factors related to school management	24.661	169			
	Factors related to family	19.498	169			
	Factors related to curriculum	27.789	169			

Table 6 showed that there are no significant statistical differences at the level of ( $\alpha = 0.05$ ) in the means of principals evaluations on all domains due to gender, years of experience and scientific qualifications. This means that principals (males and females) despite the differences in their qualifications, and years of experience agreed that tutoring is related directly to students, school management, teacher and curriculum this indicates the actual status of the tutoring phenomenon among secondary stage students in Amman city as it is a noticeable phenomenon by all educators.

### CONCLUSION

The findings of the study showed that all the factors related to tutoring were evaluated highly by school principals, this means that those factors contributed in the spread of tutoring among secondary school students in Amman city. Based on these findings the researcher recommended the following:

- The necessity of linking between the theoretical aspect and the applied aspect when planning the curriculum as well as observing the individual differences between students
- Developing teachers professionally through training courses containing the recent educational methods
- Training secondary school principals to acquire them the needed skills to build solid relations with parents and students

- Educating the family about the necessity of following up their children's performance and clarifying the danger behind depending on tutoring only

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