

**Nature and Factors Influencing High School Students and Parents' Demands for
Private Supplementary Tutoring in Kazakhstan**

Gulzada Pussurmanova

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The NUGSE Research Committee reviewed the project entitled "Nature and Factors influencing high school students and parents' demands for Private Supplementary Tutoring " and decided:

To grant approval for this study

Approval: This approval is effective for the life of the study. However, any time you change any aspect of your project (e.g., recruitment process, administering materials, collecting data, gaining consent, and changing participants) you will need to submit a request for modification to the NUGSE Research Committee. Make sure to address all of the information requested on the request for modification form(s). Please be advised that in some circumstances, changes to the protocol may disqualify the project from approval.

Sincerely,

NUGSE Research Committee

December 1, 2016

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Abstract

The primary purpose of this research study is to explore the nature and demands of private supplementary tutoring at a selective school in Aktobe. Basing the arguments on literature review and qualitative research design, this work aims to identify the nature of private supplementary tutoring and the demands that drive high-school students and their parents to engage in private tutoring.

Within the qualitative research study the following research question was addressed in order to fulfill the purpose of the study: What is the nature and factors that influence high school students and their parents for taking Private Supplementary Tutoring at a selective school in Aktobe, Kazakhstan?

A qualitative semi-structured interview approach was used in the study to address the research question. The sample of the study included nine participants, five of whom were high school students and four parents, who were engaged in private supplementary tutoring as consumers. The maximal variation sampling technique was used to help select participants.

The study revealed that the phenomenon of private supplementary tutoring is widely recognized in the research site. It also revealed that high stakes examinations, future career choice, teachers' lack of time, high family expectations, and interaction with peers are the main factors that influence students and parents to refer to private tutoring.

The main implication for further research is to conduct a quantitative research which will fulfill the gaps of this study and give more reliable results through conducting a survey among private tutoring users of this particular school.

Аннотация

Основной целью этого исследования является изучение природы и факторов частного дополнительного обучения (репетиторство) в определенной школе в городе Актобе. Основываясь на аргументах по обзору литературы и на качественных исследованиях, эта работа направлена на выявление характера частного дополнительного обучения и требований, которые побуждают учеников старших классов и их родителей заниматься частным обучением.

В рамках качественного исследования был рассмотрен следующий исследовательский вопрос: Какова природа и факторы, которые влияют на учащихся старших классов и их родителей на получение частного дополнительного обучения в выборочной школе в городе Актобе, Казахстан?

Для того чтобы выявить ответ на вопрос исследования был использован качественный метод полу-структурированного интервью. В выборку вошли девять участников, из которых пять - студенты, и четыре - родители, которые вовлечены в частное дополнительное обучение в качестве потребителей. Для отбора участников была использована методика максимальной вариации выборки.

Исследование показало, что различные экзамены, выбор будущей профессии, нехватка времени учителей, большие семейные надежды и взаимодействие со сверстниками являются основными факторами, которые влияют на учащихся и родителей, в их вовлеченности в частное репетиторство.

Основной рекомендацией в дальнейшем исследований является проведение количественных исследований, которые позволят восполнить недоработки данного исследования и собрать более надежные результаты путем проведения опроса среди пользователей репетиторства в этой школе.

Аңдатпа

Осы зерттеудің негізгі мақсаты Ақтөбе қаласындағы белгілі бір мектепте білім алып жатырған оқушылардың қолданатын жеке қосымша оқытудың түп негізі мен факторларын зерттеу болып табылады. Әдебиетті шолу және сапалы зерттеу әдісі бойынша дәлел негізінде, бұл жұмыс қосымша жеке сабақтың түп негізі және мектеп оқушылары мен ата-аналардың қосымша жеке сабақты қолдану себеп-салдарын анықтауға бағытталған.

Осы зерттеу мақсатына қол жеткізуге бағытталған келесі зерттеу сұрағы қарастырылды – Қосымша жеке сабақтың түп негізі не және қандай себеп-салдар Ақтөбе қаласындағы белгілі бір мектеп оқушылары мен ата-аналарын қосымша жеке сабақты қолдануға итермелейді?

Зерттеу сұрағына жауап табу үшін жартылай құрылымдалған сұхбат әдісі пайдаланылды. Сұхбат мүшелері ретінде жеке қосымша оқыту тұтынушылары - бес жоғары сынып оқушысы мен төрт ата-ана таңдалды. Сұхбатқа қатысушыларды іріктеу үшін максималды вариация іріктеу әдісі пайдаланылды

Зерттеуде жеке қосымша репетиторлық құбылыс зерттеу орнында кеңінен танымал екенін көрсетті. Сондай-ақ, жоғары үлесті емтихандар, болашақ мансаптық таңдау, мұғалімдердің уақыт жетіспеуі, отбасының үлкен үміт артуы және құрдастарымен өзара әрекеттесуі студенттер мен ата-аналарға жеке репетиторлыққа қатысудың негізгі факторы болып табылады.

Зерттеудің негізгі бағыттары - осы зерттеудің кемшіліктерін қанағаттандыратын сандық зерттеулер жүргізу және осы мектептің жеке оқушылары арасында сауалнама жүргізу арқылы сенімді нәтижелер беру.

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Chapter 1: Introduction

1.1. Introduction

Education is one of the essential parts of economic, social and national development of any country. Therefore, much attention is given to it by the governments in all parts of the world. Primary and secondary education is usually given to students by teachers in state schools. However, in some cases students refer to additional support in the form of private supplementary tutoring, due to various reasons, such as catching up with peers, passing school leaving and high stakes examinations, and being influenced by peers. While policymakers are engaged in dealing with the mainstream educational issues, private supplementary tutoring has developed greatly and has remained unnoticed by the governments.

The main focus of this chapter is to provide the background of private supplementary tutoring in terms of its scope, nature and its significance. There are a large number of definitions of private supplementary tutoring, but the most current and popular one is a definition given by Mark Bray, a UNESCO Chair Professor in comparative education that spent decades studying this phenomenon. According to Bray (2014) the term *private supplementary tutoring* has three components: 1. The word *private* means that tutoring is provided for a definite fee; 2. The word *supplementary* means that it is provided as additional lessons to school disciplines – the main focus of this phenomenon is academic subjects, that is, mostly, mathematics, languages, sciences, i.e., the core disciplines taught in regular schools; 3. The word *tutoring* means that students get additional education by tutors, out of school hours (p.382). Another scholar that defines the phenomenon of private supplementary tutoring is Iveta Silova, who gives a more specific definition. In her study (2009):

Private tutoring is defined as tutoring in an academic school subject (e.g., mathematics, history, or English), which is taught in addition to mainstream schooling

for financial gain. This definition of private tutoring includes private tutoring lessons (offered by individuals) and preparatory courses (offered by institutions) (p.29).

In this study, private tutoring is considered as extra lessons that provide support in academic subjects and it is usually provided outside school. Extracurricular activities such as art or sports are not taken into consideration in this study.

1.2. Statement of the Problem

Private supplementary tutoring is a widely known phenomenon that raises scholars and educators' interests, as it has a great impact on the education of the young generation. Thus, this phenomenon is globally recognized and has been under research for decades. Various scholarly studies have shown the expansion of private supplementary tutoring all over the world in recent decades. However, it is more visible in Asian countries. For instance, in recent years in Hong Kong, India, Republic of Korea, and in Vietnam about 72%, 73%, 87% and 63% of surveyed students used the service of private tutoring before entering university, respectively (Bray & Kwo, 2014). Considering former socialist countries, in their study Silova and Bray (2006) claim that in Azerbaijan and Georgia more than 80% of sampled students, and in the Balkans and Slovakia about 60% of surveyed students received private supplementary tutoring during the last year of their study at school. From the given data, it is seen that the service of private tutoring is used in countries of different level of economical background. This phenomenon is also very popular in Central Asian countries, and Kazakhstan is no exception. According to Silova (2009), "of all the Central Asian countries reviewed, the scope of private tutoring was found to be highest in Kazakhstan (64.8%)" (p. 88). Thus, there is a need to explore this phenomenon in Kazakhstani context.

Despite the positive influence of private tutoring in learning and other aspects of education, there is still a large number of policymakers and educators who are concerned with negative dimensions of private supplementary tutoring as well (Kuan, 2015). On the

one hand, it is obvious that students who are engaged in private tutoring gain more knowledge and have more chances to succeed in their future education and career. However, not every parent can afford the service of private tutors, hence only the privileged can rely on that service, which exacerbates social inequality among students. Another important issue concerning private supplementary education is that both teachers and students might rely more on supplementary tutoring and do not put much effort on the educational process in mainstream schools, which could lead to a student's poor academic achievement in regular schools (Bray & Lykins, 2012). Furthermore, important side of this phenomenon is that there is a wide range of factors that drive students to take private tutoring. While most educators think that private supplementary tutoring is only necessary for improving student academic achievement, there are some other determinants, such as an opportunity for getting university grants, low teacher salary, parental influence, competitiveness between schools and students, and keeping students engaged in education after classes (Byun & Park, 2012). It is worth studying the issue of private tutoring in the Kazakhstani context, since knowing the factors that influence students and their parents for taking private supplementary tutoring will give the opportunity to deepen understanding of its nature and to be aware of the factors, which might potentially contribute to understand more profoundly and improve the involvement of students in regular schooling.

There are a few works edited by I. Silova and M. Bray on the topic of private supplementary tutoring in the Kazakhstani setting. Nonetheless, little has been documented about private supplementary tutoring in terms of its nature, factors that drive students and their parents to use private supplementary tutoring, as well as factors that influence the demand for it. Hence, the findings from this research will fill the research gap and add to the current existing knowledge.

During the Soviet period the development of private supplementary tutoring was also widespread. However, it was not publicly announced. As Murawska and Putkiewicz (2005) stated, “Soviet ideology assumed that core segments of the socialist system should function flawlessly – especially the army, police and the education system” (as cited in Silova, 2009, p.27). Therefore, the existence of private tutoring was considered a sign of shortcoming in the education system, since it contradicted the ideology of equal opportunities in education for everyone. Thus, the government preferred to limit private supplementary tutoring, considering it unreasonable (Silova, 2009). After the collapse of the USSR the countries that gained their independence, including Kazakhstan, continued neglecting the phenomenon of private tutoring, because accepting it was considered as accepting an ineffectiveness of the state education system. At the present time, there is a common understanding that low-quality formal schooling gives rise to private supplementary tutoring and this view is taken for granted. Accordingly, it leads to a high necessity to study its nature and the factors that generate demands for using private supplementary tutoring.

1.3. Purpose of the Study

The purpose of this qualitative study is to explore in depth the nature of private supplementary tutoring in terms of its scope, types, parent expenditure, subjects involved in private tutoring and the factors that influence demands of high school students and their parents for taking Private Supplementary Tutoring at a selective school in Aktobe, Kazakhstan. The participants of the study are a sample of five 10th– 11th graders at a selective school in Aktobe and five parents whose children get private supplementary tutoring. The school is defined as selective, since its main focus is mathematics and physics, and the demands for getting a place in the school are very high. It is commonly known that in order to enter a selective school, students refer to private supplementary tutoring, however, there

might be other factors as well that generate the choice for students to be engaged in private tutoring.

1.4. Research Questions

The central research question addressed by this study is: What are the nature and the factors that influence high school students and their parents for taking Private Supplementary Tutoring at a selective school in Aktobe, Kazakhstan?

In order to answer this central question the following sub-questions were designed:

- ▶ What is the nature of private supplementary tutoring in terms of its scope, types, prevalence, subject preferences and parent expenditure at a selective school in Aktobe, Kazakhstan? The purpose of this sub-question is to analyze how often and how much time students spend on private supplementary tutoring in a week, what types of tutoring students use, what subjects are in demand in the field of private tutoring, and the resources parents spend on private supplementary tutoring.
- ▶ What are the factors that influence high school students' desire to take private supplementary tutoring? The purpose of this sub-question is to explore the factors that drive students to take private supplementary tutoring.
- ▶ What are the factors that influence high school students' parents to provide private supplementary tutoring for their children? The purpose of this sub-question is to analyze the determinants that parents are driven by when sending their children to private supplementary tutoring. .

The next section of this chapter discusses the research design and explains the reasons for its choice.

1.5. Design of the Study

In accordance with the research question and the sub-questions, a qualitative interview-based design was used in this study. The purposeful sampling techniques were found appropriate for this study, since “researchers intentionally select individuals and sites to learn or understand the central phenomenon” (Creswell, 2012, p. 206). The experiences of four parents and five 10th-11th grade students at a selective school in Aktobe, who use the service of private supplementary tutoring, were analyzed in depth. The main rationale for using qualitative interview design was for the purpose of hearing the students and parents’ experiences and influences for private tutoring demands and get more profound understanding of the phenomenon. The one-on-one interviews with students and parents provided many insights and allowed the researcher to understand the nature of private supplementary tutoring and its determinants, which is advantageous in answering the research questions. Moreover, many international studies on the topic of private supplementary tutoring were conducted using a quantitative research design, thus there is a need to conduct more in-depth study using qualitative approach (Bray, 2009; Hof, 2014; Silova, 2006).

The major rationale for choosing a selective school at Aktobe is that the school focuses on physics and mathematics majors, which requires the enrollment of gifted students. As the school syllabi are organized in a spiral system and it deepens year after year; it becomes harder to perform well even for the students of a selective school. Since the expectations from the side of parents and teachers towards the students are high, the students might be more willing to receive the service of private supplementary tutoring. Moreover, the subjects of the school curriculum are taught in three languages: Kazakh, English and Russian, which might create additional challenges for students. Another reason for choosing this particular school is that there can be found representatives of different groups, such as gender groups, students of different socio-economic backgrounds, and students of different

origins (rural/urban). Therefore, the topic of private supplementary tutoring can be studied from different perspectives at this research site.

Semi-structured interviews were found appropriate for this study as data collection tools, since the questions in the interview were open-ended and there were also follow-up questions which gave more freedom to participants to give in-depth answers. Overall, nine people were interviewed for this qualitative study, including students and parents whose children use private tutoring. The obtained data was processed by using the techniques of coding, thematic analysis and description.

1.6. Significance and Benefits of the Study

This study has significant value for a selective school in Aktobe, since there is a high demand to gain an understanding of why students still refer to private supplementary tutoring, when they spend a considerable amount of time at school (from 8 in the morning till 5 o'clock in the evening), plan their schedule by themselves, and choose those disciplines for extra classes that they feel are necessary for performing well at school. From the personal experience of the researcher it can be added that after eight hours spent at school students use private supplementary tutoring and they go back home when it is very late. This leads to students being under constant pressure and stress. Thus, studying the issue of private supplementary tutoring is beneficial in terms of preventing spending unnecessary efforts, time and financial resources of students, as well as their parents' on the private supplementary tutoring market. School teachers and administration will also benefit from this study, since they can analyze and reflect on the effectiveness of school syllabi. Moreover, this study can be beneficial for other educational stakeholders, since no other research in Kazakhstan was conducted before this one that analyzed private supplementary tutoring in selective schools at which a particular group of students study.

1.7. Outline of the Thesis

Structurally, this study consists of the following chapters. First is the introduction which gives background information on the research topic. Second is the literature review chapter which provides relevant literature and gives the analysis of theories, views and debates. The third chapter deals with the methodology of the study which gives the justifications for the research design, sampling procedures, data collection procedures, and the stage of data analysis. The fourth chapter demonstrates the findings of the study. The fifth chapter presents the discussions and the interpretation of results. The last chapter concludes the research study and describes the limitations and educational implications of the study giving recommendations for further research.

Chapter 2: Literature Review

2.1. Introduction

The purpose of this study was to analyze the nature of private supplementary tutoring in terms of its scope, types, parent expenditure, subjects involved in private tutoring and the factors that influence demands of high school students and their parents to take Private Supplementary Tutoring. The study attempted to answer the following research question:

What are the nature and the factors that influence high school students and their parents for taking Private Supplementary Tutoring at a selective school in Aktobe, Kazakhstan?

In order to understand the nature and the factors that influence students and their parents' demands for private supplementary tutoring, the relevant national and international literature was identified and critically reviewed. While there is no much literature available about the nature and the private tutoring demands in Kazakhstan, according to Bray (2009) the topic was widely recognized and explored in many other countries, including European and Asian countries, Africa, North America, Australia, Latin America and post Soviet Union countries (as cited in Ong, 2012).

This section provides a review of the relevant literature on the topic of private supplementary tutoring that will fulfill the knowledge about the nature and the determinants of private tutoring: its historical background, its meaning as a "shadow education" (Bray, 2013; Matsuoka, 2015), its nature, its positive and negative impacts on student academic achievement and system of education in general, and the factors that influence parents and their children for referring to the service of private supplementary tutoring.

2.2. The Background of Private Tutoring

To explore the phenomenon of private supplementary tutoring in Kazakhstan it is useful to understand its origins and historical background. The history of private tutoring can be considered from two perspectives: the history of private supplementary tutoring in the global context and the history of private tutoring in the Soviet context. Both perspectives on this phenomenon will be discussed in the paragraphs below.

From a global perspective, the history of private tutoring is as old as formal education itself. For instance, in the Indian subcontinent private tutoring was recognized a long time ago. Well-off families recruited students from the colleges and universities to help their children in academic achievements. Especially this was popular in British India when new educational institutions were created (Nath, 2008). Although hiring students was not official, this was the first stages of development of private tutoring.

The phenomenon of private tutoring was also widely recognized in other parts of the world. In Asia, for instance, according to Bray & Lykins (2012), there are three geographical groups of private supplementary tutoring phenomenon: 1. East Asian countries, such as Japan, Korea, Taiwan and China, which are known for their long history of private tutoring in the Confucian tradition; 2. South Asian countries such as Bangladesh, India and Pakistan, which also have a long history of private tutoring, but it was mainly used as a way to increase teachers' wages; and 3. North, Central and West Asian countries, most of which are former socialist countries. Private supplementary tutoring there was developed due to a liberal market system and democracy. This shows that the development of private tutoring had diverse determinants in different parts of Asia.

The phenomenon of private tutoring is traced back to the ancient education systems in East Asian countries. It has become a longstanding process since its rapid spread in East Asia, which was based on a Confucian tradition. Japan and Korea have long been recognized for their *juku* (Matsuoka, 2015, p.273) and *hakwons* (Kim & Lee, 2004, p.6) respectively, and

Taiwan for its *buxiban* (Bray, 2013). These are the cram schools based on the parent payments that teach academic subjects. The main goal of such schools is to help students with particular requirements such as preparation for entrance examinations or preparation to retake tests that students already failed. Even though private schools were banned according to equalization program in South Korea in 1980, they did not lose the popularity all over the country. The banning then was found unconstitutional and in 1999 there were accepted two types of private tutoring: school-like learning institutions and private instruction by university students (Kim & Lee, 2004). In this way, the modern private supplementary tutoring services were developed in East Asian countries.

In Central and West Asian countries, private supplementary tutoring existed during the Soviet period (1920-1991). Since the development of private tutoring was considered as a shortcoming of the system of education, it was not spread as much as it is now (Silova, 2009). The collapse of the Soviet Union contributed to a considerable development to the private tutoring industry, as a response to inadequate teacher salaries, ineffective school curriculum, adaptation to the new reality after the socialist system, and finally, getting an opportunity for the choice in education that was not available during the Soviet Union period.

Along with the Asian countries, private tutoring has gradually become popular in Africa, Europe and the USA (Chan & Bray, 2014; Kim & Lee, 2004). In his seminar given at the Institute for the Development of Education Professor Bray claimed that each year €1.5 billion is spent on private tutoring in Germany, €2.2 billion in France, €2.9 in Turkey, and each year these numbers rise, sometimes exceeding the state funding that is spent for education. The country where the service of private supplementary tutoring is used more than anywhere else in the world is Korea. Families invest more than 24 billion dollars to employers of shadow education (as cited in Muraviyova, 2010). These figures show how widespread is the phenomenon of private supplementary tutoring all over the world.

There are numerous literature reviews and summaries concerning the causes and consequences of private supplementary tutoring. To identify the positive and negative consequences of shadow education we first need to understand what stimulates private tutoring. From the literature reviewed several factors were identified. Barrow and Lochan (2010) gave the idea that after the fall of the USSR in 1991 in such countries as Kazakhstan, Kyrgyzstan and Tajikistan “A major reason was that teachers’ official salaries collapsed in value, and teachers were therefore forced to find other sources of income” (p.153). Thus, private supplementary tutoring has become the only possible source of income after teacher salary.

As for Eastern Europe countries, the main reasons that drive private supplementary tutoring are declining state education expenditures and increasing private spending on education, declining professional legitimacy of teachers, “the decline in public spending on education has resulted in decreasing real salaries, deteriorating social status, and declining authority of teachers” (Silova, 2009). Bray (2013), studying the phenomenon of private tutoring in Hong Kong, believed that the competitive reality has to produce winners, as well as losers. Thus parents tried to invest into private supplementary tutoring in order their children to win, but not to lose

2.3. Private Tutoring as a Phenomenon and as a Metaphor “Shadow Education”

In order to understand the concept of private tutoring and its factors that raise demands for it, it is vital to understand the phenomenon of private tutoring. Bray (2003) defines private supplementary tutoring as «tutoring which covers only the academic subjects, additional to the provision of mainstream education, occurs outside the official school hours and provided by tutors’ financial gain”(as cited in Nath, 2008, p.55). According to this definition, only academic subjects are considered as the target of private tutoring

Bray (2014) discusses three components of private supplementary tutoring implicit in

his definition. The word *private* in this context means that the education is provided in exchange for a fee. Also, this provision is *supplementary*, because it is additional to the regular schooling. Lastly, *tutoring* is received by tutors out of school time.

Within the literature, private supplementary tutoring is widely called “shadow education” (Bray & Kwo, 2013; Bray & Lykins, 2012; Matsuoka, 2013; Nath, 2008; Silova, 2009). This metaphor is used in a variety of works, meaning it reflects the mainstream education system, and changes in the same direction as the mainstream education does. Bray (1999) gives various definitions to the metaphor “shadow education” in his various works. However, the most meaningful definition is as follows:

The metaphor of the shadow is appropriate in several ways. First, private supplementary tutoring only exists because the mainstream education system exists; second, as the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring; third, in almost all societies much more attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the mainstream system (Bray, 1999, p.17).

Silova (2009) in turn adds her own perspective to this metaphor, considering the post-Soviet countries. “The metaphor of a shadow is particularly useful in the context of post-Soviet education transformations, where education systems have experienced major changes with regard to organization, content and process since the collapse of the Soviet Union in 1991.” (p.34). Further Silova (2009) describes the four factors that reflect mainstream education on its shadow: cultural phenomenon, enrichment strategy, “remedial nature” of private tutoring and deteriorating status of a teaching profession. Considering various meanings and definitions of the metaphor of “shadow education”, it is clearly seen that it reflects the demands of the current education system. This is emphasized in a more

significant definition to this study given by Bray (2013) which is as follows: “Just as the shadow on a sundial tells the observer about the changing time of day, the shadow of an education system can tell the observer about the changing pressures in society” (p.28).

2.4. Nature of the Phenomenon “Private Supplementary Tutoring”

The nature of private supplementary tutoring is described in different terms in the overviewed literature. This study explores the nature of private supplementary tutoring only in terms of its types, its prevalence, expenditures, subjects that are mostly in the demand and ethical issues. Therefore, when reviewing literature, only these areas of the phenomenon of private tutoring were analyzed in depth.

2.4.1. The prevalence of private supplementary tutoring. The prevalence of private supplementary tutoring is diverse depending on the country and the frequency of the service in a variety of school subjects. It was found that in Bangladesh over 80% of school students were receiving private tutoring in 2008, while in Korea and Japan 87.9% and 65.2% of the surveyed students were estimated to be involved in the service of private tutoring (Bray & Lykins, 2012, p. 4). These figures show that the prevalence of private tutoring is high, especially in Asian countries.

Regarding the frequency of private tutoring lessons, Silova (2009), claims that more than half of the users (51%) of private supplementary tutoring in Central Asia spend about two-three class hours a week on tutoring, while in Caucasus more than 75% of private tutoring users spend the same amount of hours. This shows that the overall scope of shadow education in Central Asia is less than in East Asian countries and Caucasus, but more than in south-east and central Europe, where less than 25% spend three hours or more on private tutoring. Amongst the Central Asian countries Kazakhstan was found to have the highest percentage (64.8%) of students receiving private tutoring.

Overall, almost in all the above mentioned countries the prevalence of private tutoring

is very high. There is a small difference of prevalence in Asian countries and Kazakhstan is not an exception.

2.4.2. Types of private supplementary tutoring. In order to understand the demands for private tutoring it is vital to know its types, since students attend private tutoring lessons with different purposes and this concept can adopt different forms. Further, I will discuss some of those forms of private tutoring as they have been described in the literature.

Bray and Kwo (2014) suggest four types of tutoring which are largely used in Thailand. They are one-to-one tutoring, small group tutoring, large classes, internet, and broadcast tutoring. One-to-one tutoring is usually more expensive, as the teacher provides necessary knowledge only to one student at a time. Small-group tutoring provides tutoring lessons to small groups of students, in which they can communicate with peers and establish warm and friendly atmosphere. Small group is a loose concept, since groups that are considered small in some countries would be considered rather large in others. The number of students in large classes tutoring is also difficult to define, since they can be either the size of a regular school classes or even the size of a lecture-theatres.

Another type of tutoring which is Internet and broadcast tutoring is dramatically increasing at present time, offering the service of tutoring via the internet through ready-made video clips or lessons by means of web cameras. While on-line tutoring is becoming more developed in East Asian countries, it has not been widely used by the students in the other regions yet. Similarly, Berberog̃lu and Tansel (2014) identify three main types of private tutoring in Turkey. First, there are one-to-one individualized teaching, delivered by students and teachers of prestigious universities. Second, there is private tutoring outside of formal class hours, provided by mainstream school teachers. Finally, there are private tutoring centers (PTCs), school-like organizations with professional teachers that work for profit. The types of supplementary tutoring in Kazakhstan and in Central Asia in general are similar to

the above described. Silova (2009, p.70) gives thorough description to each type in her studies. According to her, there are two prevalent types of supplementary education: private tutoring lessons and preparatory courses. Private tutoring lessons are individual lessons taught by school teachers after the school hours, while preparatory courses are held in larger groups in private schools that focus on some particular academic subjects, such as mathematics, physics or English. The study revealed that individual private tutoring lessons are more popular than preparatory courses in Central Asian countries.

2.4.3. Private supplementary tutoring expenditures. Owing to the diversity of factors that raise demands for shadow education, students and their parents are ready to pay a vast part of their income every year. In 2010 in Japan, for instance, parents spent 924 billion yen (US\$12 billion) on private tutoring (Dawson, 2010). Studying expenditure rates in the Republic of Korea in 2006, Kim and Lee (2010) found that “expenditure on private tutoring was equivalent to about 80% of government expenditure on public education for primary and secondary students” (as cited in Bray & Lykins, 2012, p.21). Another study provided by Lee (2006) claims that Korean families spend, roughly, 21% of their household income on employing private tutors for their children. As for Singapore, an average household expenditure is about US\$680 million on private tutoring in tutoring centers and at home (Basu, 2010, as cited in Bray & Lykins, 2012). From the figures given above, it is seen that families spend a vast amount of their income on private tutoring and every year these figures rise.

In comparison with the above-mentioned countries, private tutoring in Kazakhstan is not so prosperous, by reason of only US\$20 million is considered to be spent on shadow education per year (Silova, 2009). However, this estimation cannot be counted as the most reliable, as most of private tutoring is a shadow activity that is not controlled by the government.

2.4.4. Subjects in the demand of private supplementary tutoring. Exploring the nature of private supplementary tutoring, this study will also look at the academic subjects that are in a high demand among private tutoring users. Thus, the overview of the school disciplines that are in demand all over the world will be beneficial in this qualitative study. The popularity of school subjects mostly depends on the purposes that parents are driven by when sending their children to private tutoring services. For example, in Hong Kong, English is considered as one of the subjects that are in greatest demand, since it is essential not only as an academic subject, but also as a language of instruction for other academic subjects (Bray & Kwok, 2003, p.614). In some other countries, the highest demand is in the basic examination subjects, such as mathematics, science and languages. In Georgia, for instance, among students surveyed, 48% received tutoring in mathematics, 23% in Georgian language, and 78% in foreign languages (Bray & Kwo, 2014; Bray & Lykins, 2012). Before the entrance examinations to the higher educational institutions, students of Kazakhstan, Kyrgyz Republic and Tajikistan refer to private supplementary tutoring in such disciplines as Mathematics, Physics, History, State Language, Russian Language and Foreign Language. The studies show that only the core academic subjects, including foreign languages, are in a high demand among shadow education consumers. However, along with the reason that these subjects are in a greater demand because of the university entrance exams, they are also popular because of the new vision of post-Soviet countries' citizens, who seek for new opportunities beyond their own country (Silova, 2009, p.73).

2.5. Factors that Influence the Demands for Private Supplementary Tutoring

After the nature of private supplementary tutoring, factors that influence students and their parents decision on whether to use private tutoring service or not is the main focus of this study. Having reviewed a number of literature concerning the determinants of private tutoring, two main categories were revealed: academic factors and social factors. These two

groups of factors will be discussed in the subsections below.

2.5.1. Academic factors. The main academic factor that leads students to use private tutoring is unresponsiveness of public education. Lee et al. (2009) claimed that teacher-centered instruction and ineffective teaching methodology in regular schools gives rise to the popularity and reinforcement of private tutoring, since it can supplement low-quality instruction in the state education system (as cited in Song, Park & Sang, 2013). This view towards the public school quality and the core reason for private tutoring development was also supported by other scholars. In her study, Silova (2009) stated that in Eastern Europe and Central Asia there exists a problem of the school curricula, since a number of national and international reports show the overloaded and encyclopedic nature of the academic content taught at public schools. Moreover, the content of school curricula does not always allow students to apply the gained knowledge in practice, to connect it with the real-life situations, to use higher-order thinking skills. All these discrepancies lead students being unprepared to the competitive market economy. This, in its turn, leads to high demands of private supplementary tutoring market among school children and their parents. In the study by Nath (2008) it was claimed that one of the reasons is concerned with the quality of the teachers and their unpreparedness to the academic lessons.

In almost all countries where there was a research on the topic of private tutoring, the second most important factor that gives rise to private supplementary tutoring is high-stakes examinations or transition examinations from one level of schooling to the other. According to Ireson and Rushforth (2011), the main cause of private tutoring in England is transition points when students face tests in the education system. Private tutors act as gateways to higher levels of education and high status occupations. In her research on the determinants behind private tutoring, Safarzynska (2013) stated that students “are more likely to invest in private education as the grade from the final exam in upper secondary schools (‘matura’)

determines students' chances of continuing education at the higher level" (p.141). Lots of other instances can be given to demonstrate the use of private tutoring as a gateway to a higher level of education. For example, according to Bray and Kwok (2003), Stevenson and Baker (1992), and Tansel and Bircan (2006),

“the close connection between elite universities and labor market opportunities in Taiwan, the examination-based link between secondary schools and the best universities in Greece, highly competitive higher education entrance examinations in Turkey, and the secondary school selection process in Japan all produce a strong logic for students to use private tutoring” (as cited in Silova, 2009, p.35).

Thus, shadow education is taken for granted as the only support after public schooling in building students' own career path throughout their school and university life. This view is also well developed in the work by Kwo and Bray (2011) that studies the phenomenon of shadow education in Chinese context. The authors claim that “when the majority of their classmates receive tutoring, students worry that they will be left behind. And parents consider tutoring part of a normal form of family support without which they might be neglecting their children's future” (Kwo & Bray, 2011, p.20). Such attitude towards academic competitiveness and towards private tutoring in general is seen in many educational contexts.

Another factor that raises the demand for private tutoring is different competitions and Olympiads held at the school, region, state and international level or the comparisons of student achievements scores by different testing systems that are usually made by various educational policies. This demand is usually created by the educational system itself. For example, according to Davies et al. (2002), a dramatic increase of private tutoring in Canada was due to the rapid overload of math curriculum, standardized testing system in schools and focus on the comparisons of student achievement scores (as cited in Song, Park & Sang, 2013, p.128). Thus, without being aware that it causes the need to refer to shadow education,

various schools and school like organizations “send” students to tutoring lessons in order to increase their ratings at a certain level.

2.5.2. Social factors. Concerning social factors, the most essential one is students being competitive in the social arena. Looking at their peers, students try to catch up, no matter what subject they attend tutoring for. Their decisions on receiving private tutoring are usually influenced by various colorful advertisements in streets and in magazines that go along with the discount, which attracts more consumers of shadow education market. Kwo and Bray (2011) give a distinct example of this advertising campaign in Hong Kong, where people can see such commercials on the back of buses with slogans saying “Lead the Future” that invoke students to become a consumer of private tutoring. Some preparatory courses even advertise the best results of their former students/clients and provide cash prizes or package holidays to foreign countries in order to attract more clients (Bray & Kwok, 2003). Thus, students become private tutoring consumers due to the influence of attractive offers, without having a special need for it.

In some countries, the economic and political circumstances can be also a reason for the rapid development of private supplementary tutoring. For example, the study by Silova et al. (2006) revealed that in the former socialist countries, private tutoring is more comprehensive due to the teachers’ low income. Therefore, they try to support their family budgets by creating demands for private tutoring. The same conclusions were derived from another work which states that the pattern of school educators providing private tutoring to students is more a necessity than a choice, since teacher salary is close to a poverty line (Bray & Lykins, 2012).

There are also a large number of factors that may not directly influence reasons for referring to supplementary tutoring, but may influence the access to private supplementary tutoring or not. Social inequalities, gender, ethnicity, socio-economic status of students, place

of residence, parents' own education level can be listed as the aspects that largely influence people's choice.

Previous studies have emphasized that the family background plays a great role in the enrollment of students in private tutoring. Wealthy families are more inclined to send their off-springs to tutoring centers, as they can afford well-known prestigious supplementary tutors, in comparison with those people who do not have such opportunities. This fact has been proven empirically in different studies. For example, Dang (2013) stated that in Vietnam the rich spend 14 times more household expenditures on private supplementary tutoring than the poor. Similarly, the survey that was reported by Kwok (2010) stated that 62.5% of high income families and 47.1% of low income families had the demand for private tutoring (as cited in Bray & Kwo, 2014, p.26). A clear example of social inequalities and its influence on the desire of using private tutoring would be the one provided by Jeon et al. (2003), which reported that parents living in a wealthy area of Korea, called Gangnam, prefer private tutoring to state schools, since they felt dissatisfaction towards public education (as cited in Song, Park & Sang, 2013).

Another determinant behind private tutoring that is influenced by family background is parents' level of education. As reported in multiple studies, parents with a higher level of qualification are more likely to invest in their children's future in the form of private supplementary tutoring, which demonstrates that there is a strong correlation between the level of education of the parents and the increase of the number of students attending private tutoring courses (Berberog̃lu & Tansel, 2014; Nath, 2008; Kim, 2007; Ireson & Rushforth, 2011). This determinant underlies the idea that parents with higher qualification level value education and try to provide it to their own children.

As it is evident from data, gender is also one of the factors that impact the demand for private supplementary tutoring. In some countries, there is a noticeable gender gap between

males and females, with one of the groups receiving more private education than the other. For instance, Nath (2008) studying the topic in Bangladesh, reported that probability of boys receiving tutoring was higher than that of girls. However, this was not a case in other countries: in Georgia (Matiashvili & Kutateladze, 2006) and in Macao (Ho et al., 2008) girls turned to be in more advantaged position than boys. Sometimes these gaps occurred due to some political regulations. For example, in Uzbekistan males who did the military service are more privileged in terms of receiving extra scores during the university entrance examinations. Thus, female applicants have to refer to private tutoring in order to pass the entrance test (Bray & Kwo, 2014, p.28). Such situations increase the demand for shadow education even when it is not as necessary as the consumers perceive it.

One more case that should be taken into consideration, when discussing factors that influence the demand for private tutoring is the area of residence. Rural and urban inequality is one of the most discussed topics in many areas, and private tutoring is not an exception. Many studies revealed that students in urban areas have more chances in using private tutoring than students from rural areas. This is due to the location of preparatory courses buildings and the tutors themselves. They mostly tend to work in big cities where there is a high level of demand for private tutoring as a result of a large population. Another reason of the popularity of private tutoring in urban areas is higher income of residents of big cities who can afford the service of private tutoring compared to their rural counterparts (Zhang, 2013, p.19). Therefore, area of residence has a great impact on students' being involved in the market of private tutoring.

Since there are a lot of various social factors that raise the demand for private supplementary tutoring, it is worth to have a short summary of each. One of the main factors that affect private tutoring demands is advertising campaigns and teenagers that follow these ads and attend private tutoring courses. Another reason for it is a low teacher income,

especially in the former socialist countries. One more main determinant is a family background, i.e. family income and parents' level of education. Both these factors are found essential as additional reasons for using private supplementary tutoring. The last factor that should be taken into consideration when discussing factors that influence the demands for private supplementary tutoring is the area of residence, since there are a big number of studies that claim that people from urban areas use private tutoring more often than their counterparts.

2.6. Pros and Cons of Private Tutoring

The phenomenon of private supplementary tutoring cannot be defined as a phenomenon which has either positive or negative impact on the system of education. There are two sides of the issue, each having its own peculiarities.

On the one hand, there is a large number of researchers who brought up the idea that there is a positive effect of supplementary tutoring on student academic achievement. Remedial program suggested by Hof (2014) revealed that it affects positively the academic outcome of underperforming students. For instance, Banerjee, Cole, Duflo and Linden (2007) found that tutoring program for low-performing students improved their test scores in India. In the USA, Jacob and Lefgren (2004) analyzed the effect of summer tutoring and found increased academic achievement in mathematics and reading. In Israel, Lavy and Schlosser (2005) found positive effect from a remedial education program for underperforming students and in Italy De Paola and Scoppa (2014) found positive effect of remedial courses as well (as cited in Hof, 2014, p. 348). Thus, it is evident that private supplementary tutoring has a positive impact on students' academic achievements.

Another positive effect of private supplementary tutoring is its impact on student social development. The study undertaken by Bray and Kwo (2013) demonstrated that in the countries where private tutoring was provided by regular full-time teachers, students and the

society itself had a lot of benefit. More specifically, they concluded that the private supplementary tutoring has become a mechanism through which extra use of teachers' talents is secured and through which students received more attention from their own teachers. Moreover, the researchers stated that "when operating positively, supplementary tutoring can help students to overcome obstacles to learning and can stretch further the achievements of talented pupils. It can synergize well with regular lessons, and may contribute to both economic and social development" (p.492)

On the other hand, the studies by Bray and Kwo (2013), Berberog̃lu and Tansel (2014), and Dawson (2010) demonstrate clear negative impacts of private tutoring as a whole. The most evident *negative* effect of private tutoring is inequity among students. The study undertaken by Bray (2014) demonstrated this process distinctly:

Given that the financial market is not perfect, a high ability child with poor parents might end up in a low-ranked university, as they are not able to foot the bills for private tutoring. That inequitable distribution of private tutoring would also lead to an inefficient allocation of talents because the marginal rate of substitution between education and other goods is not the same across households.

The same problem was raised in the findings by Berberog̃lu and Tansel (2014). According to Turkish perspective:

There is an inequality between students who receive private tutoring and the ones who do not. Private tutoring is more common among children whose parents have high education levels. This strengthens the idea of social inequality which private tutoring fosters in society. Most likely, such parents have more economic power to send their children for private tutoring compared to those who do not send their children for private tutoring (p.697).

In this study, the authors expressed inequity in the demands for private tutoring through

socio-economic status of tutees, as well as the parental education. The study revealed that the more parents are educated, the more they demand private supplementary tutoring for their offspring. The same phenomenon was discovered in Eastern Europe and Central Asia. According to Silova (2009), “In addition to socioeconomic differences, there is evidence that private tutoring is more widespread among students whose parents have received higher education (i.e. higher education degrees or incomplete higher education)” (p.333). This is another example of inequity among students whose parents have/have not higher level of education.

One more analysis of the negative impact of private tutoring on education system was investigated by Silova (2009). According to her, the whole private tutoring market was manipulated by employees, i.e. teachers, who in their turn created an artificial demand for private tutoring among their own students. 40 per cent of the students surveyed responded that they used their own teachers as private tutors. Therefore, this situation can be considered as corruption in the system of education.

Overall, private supplementary tutoring can be perceived as a phenomenon that has both sides: positive and negative. Due to these twofold sides of private tutoring some students are in more advantageous position than the others.

2.7. Ethical Issues Concerning Private Supplementary Tutoring

The research analyzed in this literature review revealed that there are two types of unethical use of private tutoring: a “compulsory” private tutoring and a collaborative scheme of tutoring. The first form of unethical use of private tutoring deals with the teachers who are involved in private tutoring and provide tuition lessons for their own students. They often neglect their own responsibilities at the regular lessons in order to raise the demands for private tutoring (Barrow &Lochan, 2010, p.154).

This means that regular school teachers teach only one portion of the curriculum during official school hours and teach the remained portion only to those students who stay longer after regular classes and pay for extra tutoring lessons. This trend is widespread in countries such as Cambodia, Mauritius and Romania (Bray & Kwok, 2003, p.613). Parents in this case do not have a large choice in deciding whether to pay for private tutoring or not, since they realize that it is better to pay for private lessons than to spend money on their children in case he/she has to repeat the school year due to being a low-achiever because of teachers' own self-interest. There is also a common view among teachers that if people of other professions, for instance, doctors are allowed to practice private treatment beyond their work day, why teachers should not be involved in private tutoring (Nath, 2008). This form of providing the service of private tutoring is at least questionable, as private teachers tend to misuse their responsibilities during academic hours in order to make profit out of it after classes. To prevent such corruption in schools the governments of some republics banned school teachers to provide private tutoring lessons to their own students. However, this gave an impulse to another unethical use of private supplementary tutoring. The second form of unethical use of private tutoring involves several teachers "from several different schools who agree to refer their students to each other for private tutoring" (Silova, 2009, p. 336). Both cases can be considered as a corruption or even blackmail, as teachers act in this way in order to fulfill their personal benefits.

Summing up, as the literature review has demonstrated much has been documented on the topic of private supplementary tutoring. However, there are only few scholars who raised the issue in the Kazakhstani context. Having studied the factors that drive supplementary tutoring and its consequences, there is still room for further research on the nature and the demands for private tutoring in the Kazakhstani setting. The shadow education still remains

unnoticed by the policy makers and the system of education and it still stays in shadow of other governmental issues.

Chapter 3: Methodology

3.1. Introduction

In the previous chapter the literature review on the phenomenon of private tutoring was presented. This chapter deals with the methods that were used for the present research work. The purpose of this chapter is to describe the methodology of the study, that is to explain how and why the certain participants were chosen, how the analysis was held, what methods were used for data collection. This chapter will also provide the details of the research design, which helps to address the research questions. The research questions of the study are the following: identifying the nature of private supplementary tutoring in a selective school in Aktobe and exploring the demands that drive consumers to use the service of private supplementary tutoring in a selective school in Aktobe. Overall, the purpose of the study is to analyze the nature of private supplementary tutoring and the determinants that impact the interests of high school students and their parents in getting involved in Private Supplementary Tutoring. As Wellington (2014) claims “No one can assess or judge the value of a piece of research without knowing its methodology” (p. 34). Thus, this chapter is focused on the description of the research methods by defining and justifying the choices for developing a qualitative, interview-based study that helped to address the research questions described before.

In the first section of the chapter the research design will be discussed, in the second section the sampling procedure will be presented. The third and the fourth sections will deal with the research methods and data analysis strategy respectively. The last section will describe the ethics considerations and the general conclusion.

3.2. Research Design

In this section I will specify the research design that was used in the study and explain the choices made. A qualitative research approach is justified for this study because it was

helpful in listening and understanding in depth the words of participants involved in the research. Since the central phenomenon of the study is the nature and demands of private supplementary tutoring, it was meaningful to listen to the participants' experiences and to know what factors influenced their decisions in approaching private tutoring. As in the Literature Review chapter various factors of private supplementary tutoring were observed, the author of this study found it useful to listen and to study the perspectives of private tutoring consumers who gave in-depth answers. Therefore, semi-structured interviews were used to obtain data. According to Wellington (2006) "interviews can reach the parts which other methods cannot reach" (p.71). Using other methods would give only surface information on the nature of private supplementary tutoring, while interviews are helpful in understanding the issues in-depth referring to the central phenomenon. Moreover, a qualitative interview-based study is suitable in providing a descriptive study (Sandelowski, 2000). Another advantage of interview-based approach is that it gives the "opportunity to learn about what you cannot see and explore alternative explanations of what you do see" (Glesne, 2010, p. 104). In other words, in comparison with observations or focus-groups, one-on-one interviews can show the "ins and outs" of the issue being focused, in my case it is private supplementary tutoring.

As for the research procedures, firstly, the research problem was developed, which was the basic for the research purpose. Then overarching research questions were formulated that helped to address the research problem. Afterwards, data collection instruments were developed that aimed to answer the research questions. The protocol of the interview consisted of 10-12 open-ended questions that were asked during the interview and the answers were recorded. Then the information from the interviews was transcribed and used for data analysis. The findings were based on the data analysis. In the next section, the sampling procedure will be described.

3.3. Participants and Research Site

This section describes the procedure of sampling techniques that were used to select the participants and research site for the study. As the study is qualitative descriptive, purposeful sampling technique was used to address the research question. According to Creswell (2012) in the purposeful sampling “researchers intentionally select individuals and sites to learn or understand the central phenomenon” (p. 206) gaining a lot about issues of central phenomenon from information-rich participants.

The population of the study is the students of a selective school in Aktobe, Kazakhstan. To be more specific, the study is focused on the high school students and their parents, who receive private supplementary tutoring at a selective school in Aktobe. The reason for choosing this particular school is that its main focus is mathematics and physics, along with the other subjects that are taught in Kazakh, Russian and English languages. Thus, it is more likely that the students of this school use private tutoring more often than the other school children in mainstream schools in the same location. Moreover, even though the school provides students with extra lessons after the main schedule free of charge, private supplementary tutoring is still assumed to be popular among high school students.

The study was interested in high school students, who are 10th and 11th graders, since at this level of schooling students have some high-stakes examinations which may be one more reason for receiving private tutoring. Nine participants were involved in the study: five students who use or used private supplementary tutoring for academic subjects and four parents whose child uses or used private supplementary tutoring. The age of the student-participants were between 15-16 years, while the age of parent-participants was not taken into consideration.

According to Patton (1990), for the qualitative descriptive study any of the purposeful sampling techniques can be used (as cited in Sandelowski, 2000, p.337). However, maximum

variation sampling was found to be more appropriate in this study, as it is especially useful in allowing “researchers to explore the common and unique manifestations of a target phenomenon across a broad range of phenomenally and/or demographically varied cases” (Sandelowski, 2000, p. 338). In order to get multiple perspectives on one phenomenon different representatives of different groups were selected. In particular, different gender groups and those, who use private tutoring for different subjects were selected to explore the nature and determinants of using private supplementary tutoring.

3.3.1. Steps of sampling procedure. The first step of sampling procedure was identification of participants (high school students and parents) who are involved in private supplementary tutoring and represent different groups. As there are tutors in this selective school who are in charge of each class, and who can provide all the necessary information on student background, the researcher referred to them in order to select the participants. The high-school students’ tutors were requested to give contacts of those students and parents who might be willing to participate in the research. The researcher asked the tutors to identify the participants of different background based on the characteristics of maximum variation sampling technique. The participants were contacted by sending an email or by telephone, during which they were asked to take part in the interview and share their experiences in the involvement in private tutoring. Overall, the sampling procedure and the site described above helped in finding relevant data that was used for further analysis and findings

3.3.2. Characteristics of Participants. Table 1 and Table 2 include the information on the respondents who were involved in the interviews, as well as the codes that will be used instead of the original names of the participants to keep the confidentiality of respondents.

Overall nine participants were engaged in the interviews. There were two groups of respondents: five high school students and four parents. Table 1 demonstrates the parent-participants who took part in the interview on a voluntary basis. The interviews were

conducted with mothers, therefore only their perspectives were considered in the findings of the study. However, during the interview it was clear that mostly both parents' views were presented concerning their children's engagement in the private supplementary tutoring. Another common trait of parent-participants is that they are all of Kazakh ethnicity and almost all of them claimed that their language of communication is Kazakh, except one respondent. All participants represent a group of parents with higher level of education, i.e. bachelor or master's degree and they also represent a group of working parents. Only one respondent stated that she is a housewife, but with a higher level of education.

Table 1

General Information about Parent-participants

Participants	Participants' codes	Gender	Nationality	Level of education	Language of communication	Employment
Parent 1	P1	Female	Kazakh	Higher education	Kazakh	Employed
Parent 2	P2	Female	Kazakh	Higher education	Kazakh	Employed
Parent 3	P3	Female	Kazakh	Higher education	Russian	Housewife
Parent 4	P4	Female	Kazakh	Higher education	Kazakh	Employed

The second group of participants included five high-school students at a selective school in Aktobe. The general information on the student-participants is presented in Table 2. As it is shown in the table, one male and four female students took part in the interview. All of them are representatives of Kazakh ethnicity and most of the participants' language of communication is Kazakh, except one student. Moreover, all the five respondents are city dwellers, among which there are three students from the 11th grade and two from the 10th grade.

Table 2

General Information about Student-participants

Participants	Participants' codes	Gender	Nationality	Language of communication	Area of residence	Grade
Student 1	S1	Female	Kazakh	Kazakh	City	10
Student 2	S2	Female	Kazakh	Kazakh	City	10
Student 3	S3	Female	Kazakh	Kazakh	City	11
Student 4	S4	Male	Kazakh	Kazakh	City	11
Student 5	S5	Female	Kazakh	Russian	City	11

3.4. Research Methods

In this section, the research methods that were used for data collection will be presented. Firstly, the instruments for data collection and their relevance will be described. Secondly, the characteristics of the research instruments will be indicated and their usage in the procedure will be discussed.

3.4.1. Data collection methods. As described above, this is an interview-based study in which semi-structured interviews of five high school students and four parents who are involved in private tutoring were conducted. There are several advantages of conducting interviews, such as gaining necessary information when the researcher cannot observe participants, and that participants can give detailed personal information based on their life experience (Creswell, 2012, p. 218). One-on-one interviews were conducted with each of the participants in a welcoming atmosphere so that the participants could be relaxed and share ideas comfortably (Creswell, 2012). The interviews contain open-ended questions, since they are supportive in gaining the answers from the participants that are not influenced by any viewpoints of the researcher or prior research findings. Semi-structured interviews were found appropriate as they allow paraphrasing or changing the questions in order to give the

participants an opportunity to answer the questions with flexibility, generating new ideas. The questions of the interviews were directed to obtain data on the nature of private tutoring and its demands that the participants influenced by. The interview protocol for participants' interview is provided in Appendix C.

3.4.2. Data collection procedures. Prior to the interview two main stages were held: getting the approval from GSE Research Committee and getting the permission for access to the site via potential gatekeepers. The research procedure was approved in the process of ethics review by the GSE Research Committee. As to gatekeepers, the persons who have access to the site were identified. The gatekeeper who grants the access to the school is normally the school principal. He was contacted one week earlier before the data collection procedure and informed about the purpose of the study in order to get a permission to conduct a research engaging the students of that particular school.

After gaining the access to the site, the participants were contacted by sending an email or by telephone, during which they were asked to take part in the interview and share their experiences in the involvement in private tutoring. The participants who agreed to participate in the research study got the electronic version of the consent form two or three days before the interview and they also got the hard copy when they arrived to the interview. As the sampling population consists of underage students (10th and 11th grade students), in order to get a permission to involve their children in the research process the consent forms were sent to their parents. The informed consent form described the purpose of the research study, risks and benefits of the study, and the information that if the participants will be willing to quit the interview, they will be able to do it any time. Finally, the participants and the parents of the participants who were willing to take part in the research signed informed consent forms and returned them to the interviewer. The time for the interview was chosen by the participants, since “people who agree to be interviewed deserve some consideration and

so you will need to fit in with their plans, however inconvenient they may be for you” (Bell, 2005, p. 167). By the end of the interview the participants were informed that when the study is completed they will receive its summary with the findings and results.

This is the general overview of the data collection procedures that was planned to be done in winter-spring, 2017, which will be followed by the data analysis methods. Data analysis methods will be described in the next section of the chapter.

3.5. Data Analysis Approach

In the previous section I described the methods that were used to collect data. In this section, I will describe the data analysis process that is found relevant to the qualitative research design. The purpose of data analysis process is to critically analyze the participants’ answers on the topic of nature and demands of private supplementary tutoring. The steps will be described in the order of appearance during the process of data analysis.

According to Creswell (2012) there are six major steps of the data analysis process. After the data was collected the researcher transcribed field notes, the transcripts were read and studied carefully. As the participants gave the interview in Russian, the transcripts were translated into English language verbatim. The next step was to highlight the core ideas and organize them in the form of a table. Then the text segments were located and major categories were identified. For each category a particular code was used. After thorough analysis the categories were arranged according to the research questions. Then the categories were thoroughly analyzed and the statement of findings was developed. Based on the findings of the study and on the literature review, discussion was developed and reported. Overall, this qualitative data analysis brought the understanding of the nature of private supplementary tutoring and the demands that influence students’ decisions to use it.

3.6. Ethical Considerations

In this section I will present the ethical issues that are consistent throughout this study.

If to specify, to ensure that the study followed ethical principles of the research work, a formal letter was written by NUGSE which was sent to the potential gatekeeper. The letter informed the purpose of the study and it asked for permission to conduct the research involving the students who study at a particular school. The gatekeeper was also informed of the ethical principles of the research.

The next important step in this research work was sending the consent forms to the participants of the study the day or two before the interviews (Appendix B). There were two categories of participants in this research work: students and parents. Therefore, the consent forms were sent to the parent-participants, as well as to the parents of student-participants, since the students who were interviewed are under 18. In this way the participants were informed that the interviews will be held on a voluntary basis, that all the participants have rights not to answer any of the questions that they consider not appropriate, that there is an opportunity to withdraw if necessary. The consent form included the information about the purpose of the study, the length of the interview, the details of data storage, and finally, the further usage of the information. After reading the information in the consent form the interviewees signed them. Signing the consent forms showed their assurance of the awareness of their rights, also the information was provided orally right before the interview.

The anonymity of the research site and the participants cannot be ensured, since their identity was revealed when they came to the interview. As for confidentiality of the participants, it was protected through giving the participants pseudonyms, such as S1, S2, P1, P2, which were used in the master's thesis and any other research report derived from this study. The researcher then thanked individuals for participation and cooperation. With the permission of the participants the interviews were recorded to the Dictaphone and transcribed by hand. All the voice files and transcriptions were saved on a password-protected personal computer of the researcher, and will be deleted after the research work is complete. Only the

researcher and her supervisor have access to the data collected.

Regarding the risks, there were no potential risks in this study concerning the participants' personal and professional lives, since all the participants were informed about the confidential nature of the research being conducted and the pseudonyms that they will be assigned to. However, a minor potential risk of this research study was the case that the participants might feel uncomfortable to answer any of the questions during the interview. To minimize this potential risk the researcher informed the participants that they will not be forced to answer any of the questions and that they can withdraw from the interview if they feel any risk.

There were some potential benefits of the study for different stakeholders. Firstly, the results of the study were beneficial for students and parents, since they were able to self-reflect on their own experiences as private tutoring users. Secondly, this study might be beneficial for the whole school community, since it will add more data to the existing knowledge, in terms of the nature and factors of referring to private supplementary tutoring. Finally, the whole school can benefit from the information the study will provide by identifying the areas of challenge for students. Meaning that the study will give some clarity on reasons why students go for private supplementary tutoring; whether they have weak study skills that they need to take extra hours, since they need support; or the school curriculum that students are covering is superficial and it does not let students study subjects in depth. These and other reasons that the study revealed will give an opportunity for the school to organize some extracurricular activities within the school so that students do not have to go out of the school to get extra support. Another opportunity for the school is to develop educational programs that will support students in the areas that the study revealed.

3.7. Conclusion

In this chapter, the outline of the methodology was demonstrated. Specifically, the

chapter presented the research design, which explains the sampling techniques and research procedures. The methods of data analysis have also been described in this chapter. The final paragraph provided information on the ethical issues of the study. These approaches and techniques chosen by the researcher will serve as a basis for the next stages that are data analysis and findings of the study which will be presented in the following chapters.

Chapter 4: Findings

4.1. Introduction

In this chapter, the findings of the study will be presented, which is focused on the analysis of the nature of private supplementary tutoring and the demands that influence parents and students' interest in engaging in it.

The following research question was the basis for this study: What is the nature and factors that influence high school students and their parents for taking Private Supplementary Tutoring at a selective school in Aktobe, Kazakhstan? The sub-questions were: (1) What is the nature of private supplementary tutoring in terms of its scope, types, prevalence, subject preferences and parent expenditure at a selective school in Aktobe, Kazakhstan? (2) What are the factors that influence high school students' desire to take private supplementary tutoring? (3) What are the factors that influence high school students' parents to provide private supplementary tutoring for their children? In order to find the answer to these research questions and to gain more in-depth answers from the participants, a qualitative interview-based research design was applied.

In this chapter, the perspectives of two groups of participants will be presented: (1) high school students at a selective school in Aktobe who are engaged in private supplementary tutoring, (2) parents whose children are engaged in private supplementary tutoring at a selective school in Aktobe. The researcher believed that obtaining the data from two different groups would be beneficial for this study as it gives the understanding of the issue from two different perspectives.

This chapter presents the key findings gained from nine semi-structured interviews which are presented in accordance with the sub-questions. Since the study is based on the three sub-questions, the chapter is divided into three main parts. The first part will deal with sub-question №1, which reveals the nature of private supplementary tutoring. The second

part addresses sub-question №2 that represents students' perspectives on the demands for private supplementary tutoring. The last part provides answer for sub-question №3, and brings the perspectives of parents whose children refer to private supplementary tutoring at a selective school in Aktobe, Kazakhstan.

4.2. The Nature of Private Supplementary Tutoring at a Selective School in Aktobe, Kazakhstan

To give the answer to the first sub-question, the representatives of both groups (parents and students) were interviewed to examine the nature of private supplementary tutoring. Several themes emerged from the analysis of the data and were grouped into the following categories:

- the scope of private tutoring
- the types of private tutoring
- the prevalence of private tutoring
- subjects that are mostly in demand among private tutoring users
- the investment of parents

I will discuss each category in the subsections below.

4.2.1. The scope of private supplementary tutoring. Having interviewed all the nine participants, the following four different themes were discovered that refer to the scope of private supplementary tutoring: 1. the frequency of private supplementary tutoring lessons; 2. the duration of the period spent on private tutoring; 3. the gender gap; and 4. the area of residence of the respondents. Each theme will be described and analyzed further in the subsections below.

4.2.1.1. The frequency of the lessons in private supplementary tutoring. In order to understand the nature of private tutoring the researcher found it useful to ask the participants about how often they went to private tutoring lessons and whether they thought it was enough

for them. All the participants of the study (100%) claimed that they used private tutoring twice a week, i.e. 8 lessons in a month for one subject. When the participants were asked whether they thought that it was enough for them or for their children, most of them answered that they even did not think about it, as all the tutoring centers or tutors offered the same amount of hours every week and the consumers just took it for granted. Student 2 (S2), for instance, stated: *“We go there [to the tutoring center] on Tuesdays and Thursdays, and I even didn’t ask if they have the other timetable with more lessons in one week”*. Only one parent-participant claimed that the schedule for private lessons was not fixed, since their tutor was in high demand among private tutoring clients. The following is the comment which illustrates that sometimes, private tutoring users had to adjust their own schedule to the tutor’s schedule:

Our English tutor is very “popular”, and she herself phones us and says when she can receive my child. If she is available, we go twice a week, if she is on a business trip, we don’t go. So, it’s not stable, it can be twice or once a week. (Parent 3, P3)

These findings demonstrate that private tutoring consumers do not appoint the time which is convenient for them. On the contrary, they try to adjust to the private tutor’s fixed schedule, even not asking whether there are other options available. Both parents and students are ready to accept the conditions that are made by private tutors or private tutoring centers.

4.2.1.2. The duration of the period spent on private supplementary tutoring. Another trait of private supplementary tutoring nature is the time period spent on private lessons. By asking the respondents how long they have been using private tutoring the researcher wanted to identify the time spent on tutoring throughout their education. It was surprising to find out that the duration of the period spent for private tutoring varies from four months up to five years. Although most of the respondents said that they have been referring to private tutoring

for about 2-3 years, there was one respondent who stated that she has been using private tutoring for only four months. This can be explained with the fact that she went to private tutors for Korean language which is not considered as a core subject at school. Moreover, due to the fact that these courses were offered not long time ago, the respondent claimed that that was the reason of why she attended it only for four months. The rest of the participants stated that they have been attending private lessons in average for 2-3 years and they were not planning to quit until the tutor said that they got enough of private lessons and there was no more need to continue. Some of the common responses of participants were as follows: “*She goes to tutors from the 5th grade, how long she will go in the future, I don’t know. Only when she [the tutor] says that that’s enough.*” (P1). Another comment concerning the period spent on private tutoring was as following:

She is going to tutoring for about 2 years. We will listen to what her teachers will say, whether she needs additional help or not, then it will be clear. If both sides [the teacher and the tutor] will say that she doesn’t need, then we will stop. (P2)

These examples make it clear that both parents and students mostly rely on the opinion of the private tutor on whether they should continue going or finish the courses.

4.2.1.3. Gender gap. Following the question about the period of time spent on private tutoring, the theme of gender was also found as one of the characteristics of the scope of private supplementary tutoring. As the study is based on the qualitative research design, in order to identify the gender prevalence and what is their reason, the researcher asked the participants on whether they thought mostly boys or girls went to private tutoring and what was the reason for that. This finding is significant in terms of the overwhelming number of participants (4 out of 5), who thought that female students were more inclined to be referred to private tutoring in comparison with their male counterparts. Based on the participants’ responses, male students were perceived to be good at sciences, whereas female students are

considered to be good at humanity subjects. Since the school curriculum is focused on physics and mathematics, male students do not feel as much pressure as the females do. The participants expressed this idea in the following ways:

According to some scholars, girls have more difficulties in natural sciences, such subjects as physics, math, IT. And boys are good at these subjects. They don't pay much attention to languages. They are not good at it. Therefore girls go to private tutoring. (S2)

Another participant, who gave a similar response, stated:

As I noticed, in my class mostly boys understand sciences than girls. That's why I think they don't need tutoring. Boys are all good at sciences. (smiles) Girls like humanity subjects. (S5)

This idea leads to the finding that female students were perceived to be more engaged in private supplementary tutoring than male students, since they might not be very good at sciences and need extra help in the form of supplementary tutoring.

4.2.1.4. Area of residence. Since all the participants are dwellers of the city, the respondents were questioned about how far they lived from the tutoring center and whether the distance caused any challenges in getting to a place. Overall, the interviewees stated that the tutoring center was not very far and there was no challenge in getting there. However, the challenge occurred during the week days, since they had to go to the private tutor right after classes, from school, which was located far from the city center. One of the participants replied:

It's close. On Sundays it's easier as I spend about 20 minutes by bus, as for working days I go there after classes, it takes longer from school to the center. Our school is located far from the center.(S3)

Another challenge for participants was the expenditure for transports from school to a tutoring center:

Therefore sometimes I had to take a taxi, which is also expensive; I spent for a taxi as much money as I spent for private lessons. (S4)

The biggest challenge concerning the distance was the fact that students had to take a taxi to get to the tutoring courses, as the school where they studied was situated in the countryside. However, it was not an obstacle for them to attend private supplementary tutoring courses after classes.

Another category related to the nature of private supplementary tutoring emerging from the data was its types. They will be presented in the subsection below.

4.2.2. Types of private tutoring. The following three main types of private tutoring were the most popular among the participants: (1) preparatory courses, (2) one-to-one tutoring, and (3) online tutoring. Preparatory courses were considered as the most significant type of private supplementary tutoring. The majority of the participants (6 respondents) stated that they chose preparatory courses for variety of reasons, such as getting acquainted with other school children or working in groups. Interestingly, all the participants who chose preparatory courses claimed that one of the main reasons for their choice was the organization of the lessons, where they could communicate with other people, help each other and share different ideas. This can be evident from the following response:

When leaning something new you share your ideas with others and you also get thoughts and ideas of other people. And then later you can have absolutely different thoughts on one particular topic. We help each other. (S5)

Interestingly, those respondents who did not choose this type of tutoring, i.e. preparatory courses, stated that they would like to go to group courses, but the schedule was not convenient for them, therefore, they had to choose one-to-one tutoring.

Going to group courses was not convenient for us because of the schedule, as she[daughter] studied in the afternoon, and the private courses also were in the afternoon, they had the fixed days that could not be changed. (P4)

This response demonstrates that if the schedule of preparatory courses were convenient for the participants, they would prefer going to group courses rather than to the individual one-to-one tutoring.

The second most popular type of private supplementary tutoring is individual one-to-one tutoring, since four participants out of nine were engaged in it. The main reason of referring to individual tutors was that the participants believed that individual approach was more student-centered and effective. Interestingly, all the four participants that favored one-to-one tutoring were parents, and their opinion about this type of supplementary tutoring could be expressed in the following discourse: *“My child uses one-to-one tutoring. Because when the lessons are individual, they are more effective, the teacher uses individual approach and all the attention is given to her.”*(P1) As for student-participants, their opinion on the individual tutoring had a negative connotation. One of them even claimed that one-to-one tutoring was effective, but boring. The following response is a vivid example of this idea: *“I used to study individually and I became bored very quickly. It is involving, but working with one teacher makes me bored.”* (S4) Thus, the two interviewed groups did not share similar opinion on the effectiveness of types of private supplementary tutoring.

As for online tutoring, neither parents, nor students considered them effective, since they believed that the technology could be broken down or there might occur other challenges such as weak internet connection. As an advantage of this type of tutoring, participants named developing good time management skills. The advantages and disadvantages of types

of private supplementary tutoring in the eyes of participants' responses are demonstrated in Table 3.

Table 3

Respondents' Opinions Regarding Advantages and Disadvantages of Private Tutoring according to its Types.

Types of private tutoring	Advantages	Disadvantages
Preparatory courses	Help from other students Sharing ideas	Schedule match
One-to-one lessons	Schedule match	Becoming bored
Online tutoring	Developing time management skills	Problems with technology

In the following subsection the prevalence of private supplementary tutoring will be presented which is another trait of its nature.

4.2.3. Prevalence of private supplementary tutoring. In order to get the deep understanding of the nature of private supplementary tutoring it was also essential to consider the prevalence of private tutoring. From the respondents' answers it was clear that private tutoring was widely spread in the school which was the research site. Both parents and students admitted that about a half of the students of the school were engaged in private supplementary tutoring. This can be evidenced in the following statement: *"In my class there are many students who go to the tutor, about 50%, I think"* (S1). The same idea was mentioned by other student-participants too. The qualitative data analysis did not allow to get the exact information on the number of students involved in the private tutoring. However, it was interesting to listen to the respondents' answers concerning the prevalence of private supplementary tutoring consumers. From the interviews, it was clear that private tutoring was very popular in the school where the participants studied, since almost all of them stated that about 50% of students went to private tutoring.

In order to understand the nature of private tutoring it was essential to identify what subjects were in demand among private tutoring consumers. This finding will be described in the following subsection.

4.2.4. Subject preferences. Subject preferences was another category that was analyzed by the researcher of this study. The participants made it clear that the core subjects that they went for tutoring were English, physics and mathematics. More specifically, almost all participants (8 out of 9) indicated that they use private tutoring in English language, and five respondents went to private tutoring in math and physics. According to their opinion, knowing English is necessary, since the language of instruction of some core subjects (physics, chemistry, biology, IT, economics, GPPW) is English for higher grade students. This opinion of the participants can be illustrated in the following response: *“I went to English. [...] Firstly, in the 7-9th grades students go to language courses, as in order to study math and other subjects you must know English.”* (S4) From the participants’ answers it was seen that they refer to private supplementary tutoring in English language for being able to understand other subjects in the 11-12th grades.

As for math and physics, the interviewed students and parents claimed that they referred to private tutoring in these disciplines, since they have chosen them as profile subjects and these subjects would be in the examination at the end of the academic year. One of the parent-participants made it clear in her interview, saying: *“Her [the daughter’s] profile subject is physics, and she will take an exam in physics. And also she finds it difficult, so she goes to private tutoring.”* (P2)

Thus, the participants mostly connected their choice to the above-mentioned reasons. As for other subjects, only one student-participant claimed that she goes to Korean language lessons, due to the fact that in the future she wants to study in Korea.

In the following subsection I will present a finding concerning the costs of private tutoring.

4.2.5. Parent expenditure. The last category within the nature of private tutoring that the researcher of this study found meaningful during the data analysis procedure was parent expenditure. The findings of this study revealed that parents spend less money for preparatory courses than for individual lessons. Although the difference was not substantial, it is worth noticing that one hour of one-to-one tutoring costs about 1500 -2 000 Kazakhstani tenge (KZT), while one month of courses in the tutoring center which offers preparatory courses is about 10 000 KZT, which is 1250 KZT per lesson. S2 who went to tutoring centers, for instance, said: *“It’s about 10 thousand KZT a month. I go to tutoring twice a week and pay 10 thousand KZT.”* (S2) Another participant who used individual tutoring said that: *“In math we pay about 1,5 thousand, the same in English.”* (P4) All of the participants, regardless of the subject preferences, gave the same information relating the expenditures for private supplementary tutoring.

In the next section, the author will present findings that are related to the second sub-question: What are the factors that influence high school students’ desire to take private supplementary tutoring? Therefore, only the views of high school students will be presented in this section.

4.3. Factors that Influence High School Students’ Desire to Take Private Supplementary Tutoring

The second sub-question was addressed for high school students at a selective school in Aktobe and was targeted to find out the factors that influence students to be involved in private supplementary tutoring. Based on the participants’ answers, seven factors were identified that students were driven by when referring to private supplementary tutoring. The

revealed factors were grouped into two big categories: (1) Academic factors, and (2) Social factors. This section is aimed to describe findings within each category from the most to the least significant.

4.3.1. Academic factors. The following themes emerged during the data analysis process concerning the academic factors: (1) High-stake examinations, (2) Future career choice, (3) Changing school, and (4) Teachers' lack of time. All the identified themes within academic factors present only the viewpoints of student-participants who were interviewed.

4.3.1.1. High-stake examinations. The finding concerning high-stake examination is very common in the variety of literature that studies the phenomenon of private supplementary tutoring, and this study is not an exception. All interviewed students stated that the main factor for referring to private tutoring was examinations which students take either in the 10th or 11th grade. For instance, S1 reported that: *“It is also one of the reasons. Because, for example in order to get ready for the summative assessment we revise all topics, as we do not manage to revise everything at home we go to tutors.”* (S1) While some students consider the summative assessment which is taken after each term or the Unified National Testing (UNT) as high-stake exams, for some other students International English Language Testing System (IELTS) is another high-stake examination. This can be introduced in the following response:

There [in the tutoring center] I was told about IELTS exam. If you pass this exam very well, you have an opportunity to study abroad, in NU, which is the best university in Kazakhstan, I decided to study more. And I went to different private courses. (S2)

Overall, all interviewed student-participants claimed that they went to private tutoring, because they needed extra preparation for their future examinations.

4.3.1.2. Future career choice. Future career choice was another expected finding, since it was considered as one of the factors of students being involved in private supplementary tutoring in the literature review chapter. The data analysis process revealed that three out of five interviewed students claimed that they were engaged in private tutoring in a certain subject because they chose it as a profile subject in their schools. Moreover, in the future, they were planning to enter the higher education in the same field. S5 states: *“The second reason is that I want to study in Korea. I want to enter Korean university that is why I am studying the language.”* From this perspective, it is clear that the students’ reasons of being engaged in private tutoring and their plans about future career were closely related.

4.3.1.3. Changing school. Since the school where the student-participants study was selective and it accepted students from the 7th grade, after taking several stages of entrance examinations, it was not surprising that they claimed that they referred to private tutoring because of the requirements of the new school. The majority of the participants (4 out of 5) claimed that after changing the school they realized that they needed to deepen their level of knowledge in some subjects, thus they referred to private supplementary tutoring. The following is a comment that illustrates how changing school influenced students’ desire to go to private tutoring: *“Firstly, when I came to this school my level of English was lower than other students’ level, and in order to get higher level I went there [to the tutoring center].”* (S4) The rest of the participants gave similar answers. For instance, S3 stated: *“In this school I faced some difficulties in understanding different topics, as I will pass exams next year I agreed to go to tutoring.”* (S3). Therefore, changing school can be considered as one more academic factor that students take into account when going to private supplementary tutoring.

4.3.1.4. Teachers’ lack of time. Interestingly, the issue of teachers being overloaded, and as a consequence the lack of time, is another finding that leads students to participate in private supplementary tutoring. Two students among the participants complained that

teachers did not have time after classes to work on the students' weaknesses in the subject.

As a result, having lack of attention from school teachers, students decided to get involved in private tutoring. Some of the comments were:

In our school a lot of teachers do not have time to work with students, even when you go to individual lessons with our teachers, there are always lots of students. And the teacher cannot spend much time with you. (S2)

They don't pay much attention to the student's level of knowledge. They are always busy. (S4)

Having analyzed these comments, it was revealed that heavy workload of teachers of this school did not allow them to work with students at the extra lessons that were mandatory after the main lessons.

4.3.2. Social factors. The present category identified student-participants' viewpoints concerning the reasons of being involved in private tutoring in terms of social factors. Within the current category, the following themes were grouped (1) Communication with peers, (2) Students' own interest, and (3) Personal characteristics. Each of the themes will be presented in the following subsections.

4.3.2.1. Communication with peers. Based on students' responses, it was evident that students attend private tutoring to interact with other students outside of school, mainly with two purposes. First, private tutoring was helpful for them in making friends with other students from different schools. The respondents noted that in their own school they spent most of the time (from 8 a.m. till 5 p.m.) and they did not have an opportunity to make friends with other people outside their school. Thus, going to private tutoring lessons provides students with opportunity to find new friends. This is evident from the following response:

Private tutoring is useful not only to get knowledge, but it also helped me to change my mind. That is in this school we spend our time till evening and we do not communicate with other people. But in the private center I got acquainted with other students from other schools. It was a new experience for me, because I met new people, new friends. We even went to the cinema with my group mates and the tutor once. We enjoyed much. (S3)

Second, based on the participants' responses, being engaged in private supplementary tutoring gives an opportunity to students to share ideas with others, and to look at one problem from different angles. In addition, the respondents believed that going to private tutoring allowed them to get knowledge without limiting themselves with the knowledge gained in the school. Some of the suggestions given by the students were as follows: *"Don't only rely on what your teacher says, don't limit yourself only with the school knowledge, communicate with other people, ask for help if you need."* (S2). Another student's view on this claim was:

Listening to what other people say, learning from other people, we can get a lot of information and develop versatile. That's why I don't limit myself only with the school knowledge. I study in different places, with different people, have good relationships with them, and get different information (S3).

Overall, according to the participants, private supplementary tutoring is not only a good opportunity to deepen their knowledge, but also a chance to find new friends and to ask for assistance during and outside of the lesson.

4.3.2.2. Students' own interests. One of the unexpected findings discovered during the data analysis process is students' subject interests. From the interviews, it was identified that apart from trying to get additional knowledge and making friends as consumers of private tutoring, students also referred to it due to their subject interests. Meaning that they

receive private tutoring to explore one specific subject in more depth, and to satisfy their personal interests beyond academic requirements. Some of the most typical responses of student-participants were as follows: “*Firstly, I’m interested in Korea, in Korean culture and I also wanted to know the language*” (S5). Another participant claimed that even if she chose physics as a profile subject she went for private tutoring in English, as English was more interesting for her than physics. This is evident from the following statement:

In general, I chose physics as a profile subject. So I need to go to private tutoring, but I don’t have any free time. Twice a week I go to English, and I have 10 classes a day. Therefore I don’t have time to go to other subjects. To tell you the truth, I don’t have much interest in physics (S2).

Even if they do not have any high-stake examinations students continue to go to private tutors in different subjects because of their interests. This pattern can be noticed in the other respondents’ answers as well.

4.3.2.3. Personal characteristics. The finding about the influence of students’ personal characteristic on using private tutoring services is not as widely discussed in literature, however it is considered to be significant, since it is unexpected and can be studied deeper in the future research works. As one of the reasons referring to private tutoring, two out of five student-participants considered students’ personal characteristics. They stated that if there was something unclear at the lesson, they would prefer to approach a private tutor rather than their subject teacher because of being shy. Their viewpoint is represented in the following quotation:

All our teachers are good, but if students don’t understand the topic, they are afraid to go to extra lessons and ask again, because they are feeling shy in front of the teacher, because the teacher has just explained the topic. If they didn’t understand

something and go and ask again they feel shy, it's my opinion. Therefore they refer to private teachers (S2).

The same idea was mentioned by another student-participant: *"If there is a student who doesn't understand something in a class, he can be shy or he can't understand how the teacher explains, it's better for him to listen to other teachers".(S4).*

These comments illustrate that sometimes students feel themselves more confident with the private teachers than with their school teachers, which brings the idea that the subject teachers might be more demanding or strict towards their students.

Summarizing general findings regarding the factors that influence students to be involved in private tutoring, the researcher considered the following findings as significant:

Academic factors:

- High-stake examinations
- Future career choice
- Changing school
- Teachers' lack of time

Social factors:

- Communication with peers
- Students' own interest
- Personal characteristics

In addition, the above-mentioned findings can be grouped into two groups as expected and unexpected regarding student-participants, which can add knowledge to the existing findings. The expected findings are those that were found by other scholars around the world and described in the literature review section of this study. The unexpected findings

are those that were not revealed by the scholars on the topic of private supplementary tutoring and appeared only in this study. Both groups are illustrated in Table 4.

Table 4

Main Findings on Factors Influencing Students' Demands for Private Tutoring

Categories	Themes	Short description
Academic factors	High-stake examinations	As there are some exams as UNT and IELTS, students refer to PST*
	Future career choice	Students want to deepen their knowledge in subjects that they chose as a profile
	Changing school	After entering the selective school in the 7 th grade students realized that they need additional lessons
	Teachers' lack of time	Teachers' business does not allow to work with students after the main classes
Social factors	Parents' level of education	Parents with higher education are more inclined to send their children to PST
	Communication with peers	Students refer to PST because they communicate with students from other schools
	Students' own interest	In some subjects students are highly interested, therefore they go to PST
	Personal characteristics	Students prefer to use PST instead of going to school extra lessons, since they feel shy

*Private Supplementary Tutoring

4.4. Factors that Influence Parents' Desire to Take Private Supplementary Tutoring

The third sub-question was targeted to parents of high school students at a selective school in Aktobe and its purpose was to find out factors influencing parents' decisions to have their children engaged in private supplementary tutoring. By coding and categorizing the existing data the author of this study revealed two large categories that helped to address the current sub-question: (1) Academic factors, and (2) Social factors. However, the findings that were revealed from the interviews of parent-participants have some differences in comparison with the findings from the student-participants' interviews. The purpose of this section is to describe the findings within each category.

4.4.1. Academic factors. The themes that emerged from the data gained from the interviews are as follows: (1) The content of school curriculum, (2) High-stake examinations, (3) Changing school. The findings that will be presented further demonstrate only parent-participants' points of view.

4.4.1.1. The content of school curriculum. The content of school curriculum appeared to be the biggest concern among parent-participants. Mostly they claimed that it had some shortcomings in the form of being highly demanding and “stuffed” with too much material. Therefore, teachers did not have enough time to cover all the topics and gave only a direction that is supposed to be followed by students through self-study after classes. However, due to the fact that students had 8-10 lessons per each day, they physically did not have time to work by themselves, and they had to refer to private tutoring. This can be seen from the answer of respondent P1:

The reason [to go to private tutoring] is that school curriculum is difficult, at the lesson the teacher doesn't manage to cover all the material and to consolidate the topic and it turned out that it's better if the student studies the topic by himself. Teachers say so (P1).

While some parents complained about the self-study system at school, others said that the organization of subject topics in the curriculum was not consistent. That is, the units in the curriculum were not related to each other and the topics within one unit also differed from each other, which made students get confused. Therefore, there was a high need for private tutors, since they did not follow any academic curriculum and just took the topic that the student needed to study in-depth. This idea is clearly seen from the following comment:

To tell you the truth, we don't like the system of topics in the program of this school, as they do not fulfill one topic and jump to another, our grandmother and the brother still don't understand how it's possible to jump from one theme to another. In

mainstream schools students start one topic and they don't switch to another until they fully cover it. The system is not good, but it's foreign, isn't it? So, we have to finish this school, as we entered it, and we try to get good results (P3).

Overall, the parent-participants expressed their indignations towards the school curriculum in terms of overload with academic material and being not systematic with topics within each unit. While giving the interview to the researcher, they expressed different types of disappointments. Yet, none of the respondents said that they would like to change the school. By contrast, in order to enable their children to catch up with the school curriculum, they were ready to invest in private tutoring.

4.4.1.2. High-stake examinations. One of the expected findings of this study is high-stake exams that students took at the end of each term or the academic year, which led them to refer to private tutoring, as they needed supplementary lessons. Both parents and students shared the idea of the importance of examinations. Since the students of this school had to take some international examinations as IELTS and NET, the parents found it useful to send their children to private tutoring in order to be prepared for them. One of the common responses was: *“As our children study at this school we need private tutors, as in the future they will take IELTS exams, to fill the knowledge gap, even just to revise the learned material”* (P4). Similar idea was expressed by another parent-participant: *“The main goal is the child's academic performance. This school requires high demands from students, there are such exams as IELTS,NET”* (P3).

From the given comments, it can be noticed that students, as well as their parents, were influenced by the fact that they will take some international exams in the future and decided to refer to private supplementary tutoring.

4.4.1.3. Changing school. Changing school is another common finding among student and parent-participants. As it turned out, students faced some academic challenges

when they entered this selective school. Most parents claimed that after changing school they realized that their children needed tutoring because of some knowledge gaps. For instance, respondent P4 noted the following: *“We cannot compare her former school and this school, on the other hand she had some challenges, that is why she went”* (P4). The other respondents had some similar ideas.

This theme is closely connected to the finding relating to school curriculum, which was mentioned in the above subsections. The school curriculum of this selective school and the curriculum of other mainstream schools differ a lot, since it was developed implementing new methods of teaching and assessment methods. Thus, for students it might be hard to adapt to a new atmosphere and they start searching for additional assistance in the form of private supplementary tutoring.

4.4.1.4. Teachers’ lack of time. The finding of teachers’ lack of time was not as frequent during the interviews with parents as the previous ones, but was found to be significant for the researcher, since the parent who reported about the issue related to teachers’ lack of time, expressed her thoughts with a big emphasis and indignation in her voice. Parent 3 claimed that the school provided extra lessons for students, but they were scheduled only on Mondays, between 4 and 6 p.m., since all the other days teachers had other things to deal with.

All the teachers said that they receive students on Mondays from 4 till 6, only two hours. It’s not enough. She can go only to physics and IT, for example, and what about English or chemistry? So, physically she cannot attend all the extra lessons in one day, that’s why we go to private tutoring (P3).

From her response, it is clear that one day is not enough to cover all the extra lessons for a student. As the teachers did not have appointment with students other days except Mondays,

there was only one choice which is to go to private tutors who are available any time. Thus, a heavy workload of teachers creates opportunities for private tutors to be in high demands.

Having described all the academic factors concerning private supplementary tutoring from the parent-participants' viewpoints, it becomes clear that all these factors occurred because their children studied at the selective school. The high demands of the school in the form of international examination, the system of self-study, or the content of school curriculum raise parents' desire to be involved in private supplementary tutoring.

4.4.2. Social factors. High family expectations appeared to be the main social factor which was mentioned by parent-participants. Since the parent-participants were asked the same questions as the student-participants, some themes overlap, however, the priorities of students and parents differ. Moreover, some factors which appeared to be essential for students were not even mentioned by parents. For example, the factor of communication was one of the main reasons why students referred to private tutoring. As for parents, they did not even consider this as a reason to send their children to private tutoring. The above-mentioned theme will be described in the further paragraph.

4.4.2.1. High family expectations. It was found that “high family expectations” is a major reason for parents that push them to send their children to private supplementary tutoring. The majority of the interviewed parents claimed that since their children studied at a selective school in Aktobe, which was considered to be one of the best schools in the city, they had to get high results in education. One of the interviewees even stated that her child must be the first in the group:

Of course, the student gets tired, we also thought about it, what if she doesn't go, because she's always tired. But it's necessary. School curricular is the standard program, but as she's planning to get higher education, she must be the first in the group. Therefore, private tutoring is necessary (P2).

This comment was common for the rest of the parent-participants. Interestingly, the finding relating to parents' high expectations was not reviewed in the literature, since the phenomenon of private supplementary tutoring has been studied mostly in mainstream schools, where parents do not typically demand high results from their children as a norm.

Academic factors:

- The content of school curriculum
- High-stake examinations
- Changing school
- Teachers' lack of time

Social factors:

- High family expectations

In order to get clearer picture, all the findings regarding parent-participants are illustrated in Table 5 with short descriptions.

Table 5

Main Findings on Factors Influencing Parents' Demands for Private Tutoring

Categories	Themes	Short description
Academic factors	The content of school curriculum	Parents are not satisfied with the content of school curriculum, since it is overloaded and not systematic
	High-stake examinations	End-of-year and international exams push the parents to send children to PST
	Changing school	After entering the selective school in the 7 th grade students, as well as their parents realized that they need additional lessons
	Teachers' lack of time	Teachers' business does not allow to work with students after the main classes
Social factors	High family expectations	Since their children study at a selective school parents see their children achieving high results

4.5. Conclusion

The main purpose of this chapter was to describe the major findings derived from the interviews. All findings were collected by one-to-one interviews with two groups of participants, high school students who receive private tutoring and parents whose children receive private supplementary tutoring. All the findings are presented within each sub-question that is the part of a main research question. Since there were three sub-questions, the researcher presented the findings in accordance with them.

The first part of this chapter was addressed to describe the finding relating to the nature of private supplementary tutoring. It was aimed to analyze the scope, types, subject preferences, expenditures for private supplementary tutoring at a selective school in Aktobe. It appeared that the majority of students of this school attended private lessons two or three times a week with the period of 2-3 years. Concerning the types of private tutoring, it was identified that student-participants favored preparatory courses, where they could study in groups, and communicate with other students, while parent-participants turned to perceive one-to-one tutoring as most qualitative.

Subject preferences was another theme that was included to the nature of private supplementary tutoring. The most popular subjects among private tutoring users in this selective school were English, physics and mathematics. The respondents noted that the main reason for choosing these subjects was high stake examinations and the peculiarities of the school. The last theme within the nature of private supplementary tutoring appeared to be parent expenditure. In average, the participants spent 1500 KZT, paying more to one-to-one tutoring than to preparatory courses.

The second part of this chapter was aimed to present the factors that students of high school were influenced by to attend private tutoring courses. As academic factors for getting involved in private tutoring students named high-stake examinations, future career choice,

changing school, and teachers' lack of time. As for social factors, student-participants mentioned the following themes: communication with peers, students' own interest, and personal characteristics.

The final chapter dealt with the parent-participants' opinion regarding the factors of using private supplementary tutoring. The parents explained that they referred to private supplementary tutoring due to the following reasons: (1) dissatisfaction with the school curriculum, (2) high stake examinations that their children had to take in this selective school, (3) entering a selective school, and (4) teacher's lack of time. All the above mentioned determinants that parents indicated in their interviews were grouped into one big category called "Academic factors". To social factors, parent-participants included (1) high family expectations,. The major findings of this study will be discussed and explained by the literature in the next chapter.

Chapter 5: Discussion

5.1. Introduction

The previous chapter presented major findings derived from the data analysis. The purpose of this chapter is to discuss the presented findings in accordance with the three sub-questions set at the beginning of the study. Moreover, the major findings will be discussed in connection with the literature that formed the basis for this research study.

The central question of this study was: What are the nature and the factors that influence high school students and their parents for taking Private Supplementary Tutoring at a selective school in Aktobe, Kazakhstan? The following sub-questions were developed that helped to address the research question: (1) What is the nature of private supplementary tutoring in terms of its scope, types, prevalence, subject preferences and parent expenditure at a selective school in Aktobe, Kazakhstan? (2) What are the factors that influence high school students' desire to take private supplementary tutoring? (3) What are the factors that influence high school students' parents to provide private supplementary tutoring for their children? After the discussion of findings relating to each sub-question the unexpected results will be presented and discussed as well.

5.2. Nature of Private Supplementary Tutoring at a Selective Sschool in Aktobe, Kazakhstan

5.2.1. The scope of private tutoring. The first major finding related to the nature of private tutoring will be discussed within its scope. The findings concerning the frequency of private tutoring lessons suggest that students receive private tutoring on average twice a week with the duration for about 2-3 years. This finding is in line with the previous studies (Bray and Kwo, 2014; Silova, 2009) which suggest that students spend about 2-3 hours per week on private tutoring with the same duration of time approximately. What is more, these studies indicate that Kazakhstan is appeared to have the highest number of private tutoring users

(64.8%) in Central Asia. From the analyzed data of the study it is clearly seen that the phenomenon of private tutoring is widely used at a selective school in Aktobe as well, since the respondents stated that over 50% of students refer to private tutoring. This can be explained by a variety of reasons; however, the main reason for the popularity of private tutoring at this selective school might be its requirements. Since the school where the participants study is selective, and it is focused on mathematics and physics, students could also find it as one of the determinants to be engaged in supplementary tutoring. Moreover, in high classes the language of instruction for several subjects is English, this fact leads to the idea that the peculiarities of this school drive high school students to be engaged in private supplementary tutoring.

Gender gap is another finding that is closely related to the scope of private tutoring. Interestingly, in different countries the number of male and female students that go to private tutoring differs due to various reasons. In Bangladesh, for instance, the number of boys receiving private tutoring prevails in comparison with girls (Nath, 2008, p.67). This is explained by the reason of parents thinking that girls are socially insecure, or that they are more engaged in housework, or parents might still undervalue girls' education. In some other countries the gender gap develops due to the government's control. In Uzbekistan, for instance, girls are involved in private tutoring more than boys, since the last are more privileged when entering higher educational institutions (Bray & Kwo, 2014, p.28).. Meaning that those boys who do a military service, score extra points during the entrance exams to higher educational institutions. Therefore, female students have to refer to private tutoring in order to be able to enter a university with the equal number of points with boys (Bray & Kwo, 2014). The participants of this study also indicated that female students got more frequently engaged in private supplementary tutoring, though the reasons indicated by them were different from other studies. The main reason stated by participates in this study was the

difference in “the boys’ nature” compared to girls, since boys are more likely to self-study or just to ignore the gaps in their studies. As for female students, they are kind of “panicky” and if they feel they have weaknesses in any of the subjects, they immediately refer to private tutoring.

Overall, male students of a selective school in Aktobe did not rely much on private tutoring, since it was assumed by participants in this study that they were either more confident in their educational abilities or they understood sciences better and therefore did not need any extra help. As for females, they were more inclined to refer to private tutoring, as they were more “responsible” for their education.

Regarding the area of residence, it was found out that all the participants of the study were the city dwellers, and they did not face any challenges in finding private tutors or tutoring centers. However, they claimed that sometimes they found it difficult to travel to the private courses, since they had to study at their own school till 5 p.m. From the answers of the participants it can be assumed that they did not want to quit private lessons in any circumstances. This brings the idea that the participants valued these private lessons and were not going to stop them because of the area of residence.

Another category related to the nature of private supplementary tutoring emerging from the data was its types. They will be presented in the subsection below.

5.2.2. Types and parent expenditure of private supplementary tutoring. Different studies from various countries agreed that there are at least three types of private supplementary tutoring: one-to-one tutoring, preparatory courses, and online tutoring. However, the popularity of each is different in terms of the location. For instance, the reviewed literature revealed that online tutoring in the form of broadcasting lessons is dramatically increasing in East Asian countries (Bray & Kwo, 2014). In Turkey, however, one-to-one individualized tutoring is considered as the most prestigious form of tutoring,

since the tutors guarantee the success of their students and consequently, the costs of their lessons are higher than the other forms of private tutoring (Berberog̃lu & Tansel, 2014). However, this is not a case at a selective school in Aktobe, Kazakhstan. One of the major findings of this study suggests that students are more inclined to refer to preparatory courses, since at these courses they study in small groups with other peers. Based on the data analysis there are two reasons that support students' choice. First, students prefer to study in groups, since when communicating with others they develop their speaking skills, as well as a skill of respecting others' viewpoints. The explanation for this preference might be the methods of teaching used at a selective school in Aktobe, meaning that group studying might be rarely used at the lessons. Second, the respondents claimed that when going to preparatory courses they could find new friends and broaden their scope of communication. This brings the idea that being involved in the school life for the whole day, students felt lack of communication from other people who were not from their own school. Thus, they preferred going to tutoring centers rather than working with one teacher one-to-one.

Regarding the costs of the service of private tutoring, it was revealed that the cost of one hour of private lesson is more expensive than the cost of preparatory courses. This can be another reason of participants' choice in favor of preparatory courses. Going to preparatory courses they can pay less than going to individual one-to-one tutoring, as it was found that one hour of individual lesson costs 1 500-2000 KZT, while one hour of preparatory courses is 1250 KZT. This is in line with the finding of Silova (2009) which claims that:

Preparatory courses were considerably cheaper than private tutoring lessons: 53.5% of the respondents attending preparatory courses reported that they spent approximately US\$135 per year on one subject, while students attending private tutoring lessons reported spending about US\$220 per year on private tutoring in one subject (p.106).

Although the sample size of the current study is not as large as the previous studies, the respondents gave similar estimations relating to the costs of private supplementary tutoring. The main determinant of this phenomenon might be the fact that a tutor charges less money from students working in groups, since the sum of all is anyway higher than the expenditure of only one student working at a time. Another factor influencing the cost of private tutoring can be the qualification of the tutor. As one mother-participant claimed, for them it was very important to send their child to a qualified tutor in order to get a high-quality tutoring service. Accordingly, the higher the qualification of the tutor, the more expensive is the service. Therefore, similarly to many studies on the expenditure on private tutoring, the data from this study shows that the cost of private tutoring varies depending on the type of the service.

5.2.3. Subject preferences. When asking about subjects that are in demand in private tutoring market, there was noticed a consistency in respondents' comments that the major subjects are English, physics and mathematics. The finding concerning physics and mathematics coincides with a number of previous studies that studied the subject preferences among consumers of private tutoring service (Bray, 2009; Bray & Kwo, 2014; Silova, 2006; Silova, 2009; Wei, 2013). The reason of popularity of these subjects can be explained by several factors. First, as the respondents of this study mentioned they chose core subjects, since they were the profile subjects which would be tested at the end of the academic year. It is in line with the finding by Wei (2013) who claims that:

In some Asian countries the most popular subjects are closely linked to what are tested in high stakes examinations. For instance, tutoring in Vietnam, mathematics, Physics are mostly demanded because the subjects are taken by approximately 60% of students taking examinations. (p.16)

The second factor of choosing these academic subjects is related to university entrance examinations. Mathematics, for instance is a compulsory subject in the test, regardless of the field of study (Silova, 2009, p.73). Therefore, it is popular among private tutoring users.

As for English language, it was found as one of the most frequent private tutoring subjects among the respondents. Since in higher grades the language of instruction for some core subjects is English, students receive private tutoring for being able to communicate in it. This fact contradicts the findings made by Silova (2009), who claims that English has the last position among subjects that are in demand, after mathematics, physics, history, the state language, and the Russian language. This can be explained by the fact that most studies on private tutoring were conducted within mainstream schools, where English is not so determinant for students' performance. As for the school that is studied in this work, it is selective where subjects are taught in English. Moreover, in the final grade every student takes IELTS, which is an international level examination that helps to enter most prestigious higher educational institutions.

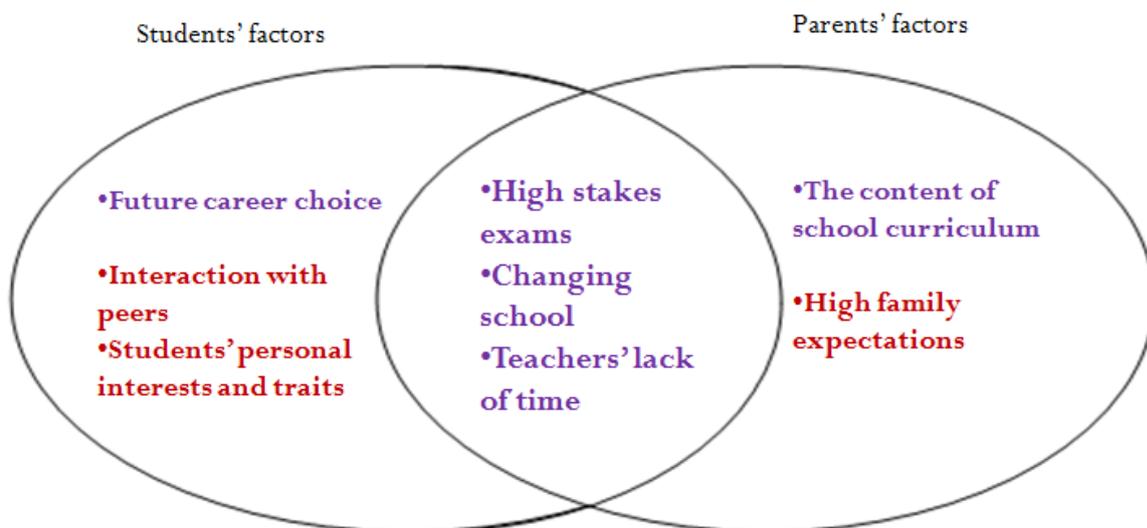
Overall, the findings related to subject preferences are expected. All participants, except one, admitted that English, physics and math were in high demand in the private tutoring market. This is not an exception for the other countries in terms of physics and mathematics (Bray, 2009; Wei, 2013). English appeared to be more popular among the students of a selective school, as it was one of the languages of instruction, which is not a case in mainstream schools.

5.3. Factors that Influence High School Students' Desire to Take Private Supplementary Tutoring

In order to get in-depth answers from participants on the nature and factors of private supplementary tutoring, both groups were asked the same questions during the interview.

Although the participants gave different perspectives on one topic, some themes overlapped, showing the common view from both groups. The academic factors such as, high stakes examinations, changing school, and teachers' lack of time were the main factors that were mentioned by both groups. The similarities and differences in the answers of the two groups of participants are demonstrated in the diagram below.

Figure 1



The findings related to high school students' involvement in private tutoring were split into two main categories: academic and social. Within each category there were several sub-categories that will be discussed further. The findings will be restated, compared with the existing studies and interpreted.

5.3.1. Academic factors.

Four academic factors were found to determine students' desire to take private tutoring. First, high stakes examinations were considered the most powerful academic factor that leads students to participate in private tutoring in this study. This is in line with previous studies (Ong & Roe, 2012; Silova, 2009), in which high stakes examinations were considered to determine student's future in several European counties and private tutoring was observed to be a necessary instrument to pass them successfully (Ong & Roe, 2012, p. 21).

The same determinant seems to underline Kazakhstani students' demands in terms of private tutoring. To be more specific, the participants of this study suggested a similar idea, saying that due to some end-of-year examinations along with the international ones, such as IELTS and NET, they went to private tutoring. Getting lessons from private tutors gave an additional opportunity to students to achieve successfully in high stakes tests that made them eligible to university admission and to getting grants.

The above-described finding is closely related to the next one, which is students' future career choice. As it was found out the respondents of this study tie their choice in favor of private tutoring because they believed that it could help them to achieve high results in entering the desired university which provides education in the profession of their choice. Students realize that the better education they gain in their school career, the more prosperous profession they can get in the future. This echoes the finding in the research work conducted by Ireson and Rushforth (2011) who claim that passing the examinations successfully is a "gateway to higher education and future careers" (p.15). Thus, students consume the service of private tutoring, believing that it leads them to a prosperous future.

The third finding derived from the data is students' receiving private tutoring due to changing school after the 6th grade. As the research site is the selective school with a focus in mathematics and physics, students have to pass through a rigorous admission process. Students enter it only in the 7th grade, having passed three stages of examinations in the form of sciences, languages and critical thinking. The common answer from the participants was that after they entered this school they realized that they needed some extra lessons to strengthen their knowledge, and private tutoring served as a main help after school extra lessons. Since this finding was not described in the Literature Review chapter, it is considered unexpected. However, it is worth mentioning that the reviewed literature was not focused on selective schools, therefore this finding did not occur.

From the finding described, it can be assumed that students were not able to catch up with the school curriculum, since its content was overloaded or due to teaching methods that were not relevant to the curriculum. Previous findings relating to the school curriculum, suggested that due to the toughness of academic curriculum, teaching methods and teachers' professionalism students relied mostly on tuition lessons in order to be more competitive on the educational arena (Ong & Roe, 2012). As a result, new academic curriculum was found as one of the determinants that gives rise to private supplementary tutoring.

The last unexpected finding related to academic factors underlying private supplementary tutoring is teachers' lack of time. Although, this determinant was not mentioned in the Literature Review chapter, it was one of the frequently mentioned causes that drive students to be involved in private tutoring. Based on the data, students claimed that they were eager to participate in the extra lessons provided by the school, however, they faced the circumstance that teachers are either have no time for extra lessons, or there are too many students coming at a time, which is also inconvenient. Thus, the only possible opportunity to gain additional knowledge was to refer to private tutoring.

This finding is consistent with the study by Bray (2009), who did a similar study in different countries. However, it has a different connotation, meaning that in Egypt, for instance, teachers' lack of time is mostly related to female teachers, who cannot stay longer hours at school after the main classes due to some domestic duties (Bray, 2009). As for the selective school in Aktobe, teachers' lack of time is explained by the workload and by the teachers' own responsibility. The school extra lessons are a compulsory part of teaching. However, it is not regulated by the administration. Therefore, teachers might avoid conducting extra lessons referring to different reasons. Thus, students prefer to go to private tutors, who will always find free time in their schedule and provide tutoring lessons.

Overall, based on the data analysis, the following academic findings were discussed in this section: factor of high stakes examinations, factor of future career choice, factor of changing school, and the factor of teachers' lack of time. These are the main academic factors that underlie the demands for private tutoring usage among students of a selective school in Aktobe.

5.3.2. Social factors. Within the social factors two main determinants were revealed.

The findings of the current study suggest that one of the determinants that drives students to participate in private tutoring is interaction with peers, in the form of getting acquainted with students from other schools and finding more friends. This factor of private tutoring is common in several previous studies (Bray, 2009; Silova, 2009). According to Bray (2009) "It [private tutoring] may also have valuable social functions, providing constructive opportunities for children and youth to interact with peers and others." (p.13). This finding leads to the idea that students feel lack of communication at their own schools, thus, they refer to private tutoring in order to interact with other people and broaden their scope of communication. It might also be stated that students are always overloaded with academic assignments and there is no time to interact with peers from other classes at a selective school in Aktobe. The only opportunity to do so is spending time out of school, for example at tutoring centers.

Students' personal traits is another finding that influences students' choice in favor of private supplementary tutoring. During the data analysis process, it was revealed that some students refer to private tutoring only because they were shy and felt unsure to re-ask something from the teacher. They thought that it was better to refer to private supplementary tutoring rather than to come up to the teacher and to clarify something. Since this finding was not mentioned by the previous studies, it is in the group of unexpected ones. While only a few participants raised this issue, it is still important finding, since it suggests that personal

characteristics of students sometimes push them to be engaged in private tutoring even when there is no such need. The only cause of such students' attitude towards school teachers can be the atmosphere in the class.

Overall, based on the literature and student-participants' answers the following social findings were discussed in this section: communication with peers, and students' personal characteristics. These are the main social factors that drive the demand for private supplementary tutoring among students of a selective school in Aktobe.

5.4. Factors that Influence Parents to Provide Private Supplementary Tutoring for Their Children

As it was mentioned above, the study looks at the data gathered from two separate groups of participants: students and parents. The purpose of this section is to discuss the findings related to parent-participants' viewpoints. Since the interview questions both for parents and students were the same, some findings overlap presenting both, parents' and students' views. Thus, in this section only the findings that were not indicated yet will be discussed.

5.4.1. Academic factors. Within the category "Academic factors" the content of school curriculum was the most significant factor that parent-participants were driven by, when sending their children to private tutoring. A large number of scholars (Lee, 2009; Nath, 2008; Silova, 2009) agree that dissatisfaction of parents with the school curriculum leads them to become consumers of private supplementary tutoring. This view is evident in the study by Silova (2009) that indicated that a "public perception of a decline in the quality of education [...] creates an increasing demand for private tutoring among the students of secondary schools." (p.116). The idea of this factor is similar to the current finding, meaning that because of the school curriculum, there are a lot of students that refer to private tutoring. However, when talking about the content of the curriculum parents of students who study at a

selective school complained about its overload and requirements to self-study. This is not the same what was described in the previous studies, but the similarity is that both sides appoint a school curriculum as a major cause of the development of private tutoring.

5.4.2. Social factors. As a social factor, the most frequently cited factor in the parent-participants' interviews was high family expectations. All the parents claimed that their child studied at a selective school with selective students. Therefore, being engaged in private tutoring gave them the chance to be the first in the class. Parents reported that after entering this particular school they started to realize that their child needed extra lessons in core subjects. There are different explanations to this phenomenon. Firstly, the school change and adapting to a new curriculum can be painful and it might be the cause of sending children to tutoring. Secondly, parents whose children study at a selective school in Aktobe believed that their children were gifted and they had some passive knowledge that needed to be developed further. Thus, their children went to private tutors.

This finding was not discussed in the other literature, which gives an opportunity to further research it.

5.5. Conclusion

The purpose of this chapter was to revisit the findings and discuss them within the literature. As it was seen above, the chapter began with discussing the findings related to the nature of private supplementary tutoring, which was the first sub-question. Next was the discussion of findings related to the second sub-question, which was about the factors that students were influenced by, when referring to private tutoring. Finally, the researcher discussed the findings related to sub-question three, which dealt with the parents' determinants to send their children to private supplementary tutoring.

The findings discussed in this chapter will provide the answer to the central question of the current study. The conclusions will be presented in the next chapter.

Chapter 6: Conclusions and Recommendations

6.1. Introduction

Overall, this study was aimed to investigate the nature of private supplementary tutoring and the factors that influence high school students and parents to be engaged in private supplementary tutoring at a selective school in Aktobe, Kazakhstan. Within the overarching research question the following sub-questions were answered in this study: (1) What is the nature of private supplementary tutoring in terms of its scope, types, prevalence, subject preferences, and parent expenditure at a selective school in Aktobe, Kazakhstan? (2) What are the factors that influence high school students' desire to take private supplementary tutoring? (3) What are the factors that influence high school students' parents to provide private supplementary tutoring for their children?

This chapter will present a short description of the major findings and will also give some recommendations for further research. The chapter is divided into two sections, the first section will present the answer to the research question, and the second section will be dedicated to recommendations which are based on the findings of the study.

6.2. Revisiting Research Questions

6.2.1. What is the nature of private supplementary tutoring at a selective school in Aktobe, Kazakhstan? When analyzing the nature of private supplementary tutoring the author gave her attention to its scope, types, prevalence, subject preferences and the costs of private lessons that students of a selective school in Aktobe refer to. From the data analysis it can be concluded that the students of this particular school attended private tutoring lessons approximately 2-3 times a week with the period of 2-3 years. It was also revealed that mostly girls referred to private tutoring, since they were considered not as good at sciences as male students of this particular school.

Concerning the types of private tutoring the student-respondents indicated that they prefer preparatory courses, since they gave an opportunity to communicate with other school children and to study in groups. However, parent-respondents did not share this idea, saying that one-to-one tutoring was the only effective form of private tutoring where students could work individually, and study the theme of their own choice. Moreover, parents were more supportive towards one-to-one tutoring, although it was found out that they were more expensive than other types of private tutoring.

The study also revealed that mathematics, physics and English were in high demand among private supplementary tutoring users of this selective school. It was not surprising that students mostly refer to these subjects, since the school was focused on physics and mathematics. What is more, in higher grades the language of instruction for some core subjects was English. Thus, students of this school require private tutoring mostly in these disciplines.

6.2.2. What are the factors that influence high school students' desire to take private supplementary tutoring? Overall, all students' factors in terms of private supplementary tutoring that were identified in this study were split into two large groups: academic and social. The major conclusion concerning academic factors that drive students to use private tutoring were the following factors: (1) High stake examinations; (2) Students' future career choice; (3) Changing school; and (4) Teachers' lack of time. These academic factors led the student-participants to refer to private supplementary tutoring after the main classes. Regarding social factors, it was found out that students refer to private tutoring because of the following determinants: (1) Parents' level of education, (2) Communication with peers, (3) Personal characteristics. It is important to note, that the respondents did not claim that they went to private tutoring because their parents had higher education. However, the author of this study found it important to mention that all parent-participants had the

experience of higher education, as well as the parents of student-participants. This might be one more reason of referring to private supplementary tutoring, since it can be assumed that parents who had higher education valued education in general, and understood its importance for their children. Moreover, almost in all works that study the determinants of private supplementary tutoring worldwide scholars indicate this factor as one of the reasons of referring to it.

6.2.3. What are the factors that influence high school students' parents to provide private supplementary tutoring for their children? Relating to the third sub-question, this study revealed that parents are driven with the following determinants when sending their children to private supplementary tutoring; Academic factors: (1) The content of school curriculum, (2) High-stake examinations, (3) Changing school; and social factors: (1) High family expectations. As it is seen from the previous section some factors that are mentioned by representatives of both groups overlap. However, high family expectations were indicated only by parent-participants. The evidence of this study suggests that parents were highly concerned with their own expectations. From the data analysis it was clear that parents were eager to send children to private tutoring because they studied at a selective school and they had to get only high results in their academic lives.

Overall, both parents and students shared the idea that receiving private tutoring was an integral part of their academic experience. Moreover, they believed that referring to private tutoring market would positively influence their professional lives in the future.

6.3. Limitations of the Study

After conducting the research, the author of this study recognized several limitations. In this section the limitations will be described, which should be addressed in the further research relating to private supplementary tutoring.

The first limitation is related to the parent-participants of the study who were all mothers. Although it was noted that female parents represented both parents' views, the results of the study would be more productive if both or either father or mother was interviewed. This idea is also shared by Ong (2012), who claims that "Gender issue does matter to some extent [...] If either mother or father was interviewed, the findings might be varied, as female and male possess different perspectives" (p.45). Therefore, the answers given by parent-participants might illustrate only one-side view of the issue.

The second limitation of this study is also related to the participants, to be more specific, to the sample size of the study. This paper was focused on the answers of a small sample of participants who received private supplementary tutoring. These respondents had their own views on private tutoring and they did not represent all students at a selective school in Aktobe. Thus, it is not possible to make generalizations relying on the experiences of nine participants of the study. Nevertheless, generalization was not the purpose of this paper, the importance of the participants' in-depth answers was the main focus when analyzing the data. In order to avoid these limitations in the future studies and conduct more productive research, the recommendations will be presented in the next section.

6.4. Implications for Theory and Practice

6.4.1. Implications for the school administration. The results of this study suggest several recommendations for the school administration where the participants and/or participants' children studied. After gaining the information on the factors that influence students' desire to refer to private tutoring, the school administration should reconsider the school schedule for students, in order to allow them to get an opportunity to have extra lessons at school in physics, mathematics and English. This will allow them to get extra support from teachers without going out of school.

Another recommendation for the school administration is to remove extra work done by teachers, in the form of paper work, in order to let them spend more time with students and help in the areas where students have weaknesses. This will lead to a quality work from teachers during and after the lesson. Moreover, students will feel more support from their educators and they will not be afraid or shy to re-ask and clarify the topic that they did not understand during the lesson.

6.4.2. Implications for further research. Based on the results of this study and on the limitations described above in this section the following recommendations for further research can be suggested.

First, the small sample size of this study did not allow to fully understand the nature and the factors of private supplementary tutoring. Thus, it is recommended to conduct a quantitative research which will fulfill the gaps of this study and give more reliable results through conducting a survey among private tutoring users of this particular school. Moreover, it would be useful to enlarge the number of participants through including more students from other schools that are selective, since the main focus of this paper is a selective school.

Second, it is also suggested to use the triangulation method to increase the accuracy of the study. According to Creswell (2012), “Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research” (p.259). Regarding the topic of private supplementary tutoring, in the further research there should be taken the representatives of three groups, they are: parents, students and school teachers. Looking at the issue from different angles will be beneficial for scholars in investigating the nature and the factors of private supplementary tutoring which will help parents and educators to better understand the private supplementary tutoring as a phenomenon.

The author of this research work believes that this study made a valuable contribution to the understanding of the nature and the reasons of private supplementary tutoring that influence students and parents' choice to be involved in it. The results of the study are beneficial for students and parents of a selective school, as well as for the school administration. Moreover, this study can serve as a starting point for other studies on private supplementary tutoring at selective schools, such as Nazarbayev Intellectual schools and Kazakh-Turkish lyceums.

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Appendices

Appendix A

Interview questions for student-participants

1. What grade are you in?
2. What are your parents' job positions?
3. Do your parents have higher education degrees?
4. What type of private tutoring are you involved in (preparatory courses/one-on-one tutoring lessons, online tutoring) and why was it chosen?
5. Which factors were considered for the choice of this particular type (teacher/school/centre)?
6. Could you describe the background and process of choosing specific tutoring place or tutors? Who made the choice? Were there any external influences?
7. What is your main reason for being involved in private tutoring?
8. Who influenced your decision?
9. Do you know any other students in your class who go to private tutors? Why do you think they go?
10. How long have you been involved in private tutoring? How long do you think you will be using private tutoring?
11. What subject/subjects do you receive tutoring for? Why was this subject chosen? Why don't you take private lessons in other subjects?
12. How much money is spent on private tutoring for you?
13. How often do you go to private tutoring?

Interview questions for parent-participants

1. What grade is your child in?
2. What is your job position?
3. Do you have higher education degree?
4. What type of private tutoring is your child involved in (preparatory courses/one-on-one tutoring lessons, online tutoring) and why was it chosen?
5. Which factors were considered for the choice of this particular type (teacher/school/centre)?
6. Could you describe the background and process of choosing specific tutoring place or tutors? Who made the choice? Were there any external influences?
7. What is the main reason for your child being involved in private tutoring?
8. Who influenced this decision?
9. How long has your child been involved in private tutoring? How long do you think he/she will be using private tutoring?
10. What subject/subjects does he/she receive tutoring for? Why was this subject chosen? Why don't you take private lessons in other subjects?
11. How much money is spent on private tutoring for him/her?
12. How often does your child go to private tutoring?

Appendix B

INFORMED CONSENT FORM

Nature and Factors influencing high school students and parents' demands for Private Supplementary Tutoring

DESCRIPTION:

You are invited to participate in a **research study** on exploring the nature of private supplementary tutoring in terms of its scope, types, prevalence, subject preferences and parent expenditure at a selective school in Aktoke. The research study is also focused on the factors that students and parents are driven by when sending their children to private tutoring.

You will be asked to participate in a one-on-one interview with your permission to record it. Your anonymity and confidentiality will be protected, since the pseudonyms will be used. Moreover, the recorded interviews will be deleted after transcribing the interviews. During the analysis process only the advisor and the researcher will have an access to the data. As the process of interviewing starts you will have an opportunity not to answer any of the questions that you will find not appropriate.

TIME INVOLVEMENT: Your participation will take approximately 60 minutes.

RISKS AND BENEFITS:

There are no potential risks in this study concerning your personal and professional life, due to the confidential nature of the research being conducted and the pseudonyms that you will be assigned to. However, during conducting the interview there may occur some minor risks concerning the participants' time that you will spend for the interview, as you will be interrupted from your everyday activities. From these considerations, it is up to you when and where to appoint the meeting for the interview, the researcher will try to fit in with your plans.

You will also be asked to assign one potential participant for the interview for further development of the research. This may cause some inconvenience for the potential participant, as he/she might not be eager to participate in the research, but might be influenced by your opinion or special attitude. To lessen the risks in such situations the researcher will inform the potential participants about the voluntary nature of the study and about the withdrawal from the interview at any time

The benefits which may reasonably be expected to result from this study are (1) the self-reflection on your own experiences as private tutoring users, (2) the rise of your awareness on the nature and factors of referring to private supplementary tutoring.

Your decision whether or not to participate in this study will not affect your employment or your child's grades in school.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Daniel Torrano, daniel.torrano@nu.edu.kz, phone +7_____

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

Appendix C

INTERVIEW PROTOCOL

Date:

Participant code:

School code:

Interview components:

- Greeting the participants and thanking for cooperation and collaboration
- Informing the issues of confidentiality, risks and benefits
- Informing the duration
- Informing how the interview will be conducted, including audio recording
- Giving the hard copy of the consent form
- Asking if the participants have any questions
- Interview itself
- Saying goodbye

The Semi-structured interview questions for student-participants:

1. What grade are you in?
2. What are your parents' job positions?
3. Do your parents have higher education degrees?
4. What type of private tutoring are you involved in (preparatory courses/one-on-one tutoring lessons, online tutoring) and why was it chosen?
5. Which factors were considered for the choice of this particular type (teacher/school/centre)?
6. Could you describe the background and process of choosing specific tutoring place or tutors? Who made the choice? Were there any external influences?
7. What is your main reason for being involved in private tutoring?
8. Who influenced your decision?
9. Do you know any other students in your class who go to private tutors? Why do you think they go?
10. How long have you been involved in private tutoring? How long do you think you will be using private tutoring?
11. What subject/subjects do you receive tutoring for? Why was this subject chosen? Why don't you take private lessons in other subjects?
12. How much money is spent on private tutoring for you?
13. How often do you go to private tutoring?

Appendix D

Sample of interview transcript

Date: 20.03.2017

Participant: P1

What grade is your daughter in?

My daughter studies in the 10th grade.

do you have higher education and what do you do?

I have a higher education. I am an accountant.

What kind of private tutoring do you use? There are several types, such as courses, one-to-one teaching and learning online. Which one do you use, and why?

My child uses one-on-one tutoring. Because when the lessons are individual, they are more effective, the level of knowledge of the child is high and of course, we want even better results.

Which factors were considered for the choice of this particular type (teacher/school/centre)?

The first factor, the teacher must be a qualified specialist. The second, the teacher has to be experienced. Third, there must be positive recommendations about the teacher. Forth, the teacher must stimulate by various teaching methods. Fifth, the teacher must give his/her comments.

Could you describe the background and process of choosing specific tutoring place or tutors?

Choosing the tutor is a hard job. We got information from other parents, from adds, from teachers and my child's friends opinion were also taken into account.

When getting acquainted with the tutor, we always tell the individual qualities of our child, but the last decision is always made with the agreement of our child.

What is the main reason for your child being involved in private tutoring?

The main reason is to extract all the knowledge that the child has, but it's passive. We want the tutor to motivate the student, to make her more confident, confidence in her skills and knowledge. And never to duplicate school material, not to do home task, only work for...

How long has your child been involved in private tutoring? How long do you think he/she will be using private tutoring?

She goes to tutors from the 5th grade, how long she will go in the future, I don't know. Only when she says that that's enough.

What subject/subjects does she receive tutoring for? Why was this subject chosen? Why don't you take private lessons in other subjects?

We chose main subjects, math, physics, and foreign language.

She doesn't go to other subjects for PT because of only one reason – lack of time.

How much money is spent on private tutoring for her?

As for money – it's confidential.

Appendix E

Sample of Data Analysis

Category	Sub-category	Theme	Quotations (participant)
Factors influencing the demand	Academic factors	AF1. Teacher-centered instruction and ineffective teaching methodology	As there are a lot of children in the class, sometimes I ask, sometimes I don't (S1) Yes, it's good. But at school we have one program and we are not taught more than the material in the program. The teachers should also revise with the student previous material, but they don't, for example from the 8-9 th grade material. And they only repeat in the extra lesson what they said in the core lesson. (S4)
		AF2. The content of school curricula / the new curriculum	They, too, do not understand some topics, and I think they go to strengthen their knowledge (S1)
		AF3. High-stake examinations	As for the high school students they go to tutors because they have exams. (S1) <i>It is also one of the reasons. Because, for example in order to get ready for the summative assessment we revise all topics, as we do not manage to revise everything at home we go to tutors (S1)</i> I hope I will pass IELTS exam successfully after finishing these courses.(S2) <i>There I was told about IELTS exam. If you pass this exam very well, you have an opportunity to study abroad, in NU, which is the best university in Kazakhstan, I decided to study more. And I went to different private courses.</i> In our school as we need to pass the UNT, I decided to choose English as a profile subject, as my interest to English is higher than to the other subjects.(S2) <u>In this school</u> I faced some difficulties in understanding different topics, as I will pass exams next year I agreed to go to tutoring. (S3)
		AF4. Future career	I want to work in the field of physics, but I haven't decided yet on my profession. (S3) <i>And the second reason is that I want to study in Korea. I want to enter Korean university that is why I am studying the language. (S5)</i> in fact for me, for a student who goes to international relationships it's very hard. In our school students mostly choose such professions as engineer, architecture, and most attention is given to sciences, to chemistry, biology, math, physics. For other subjects there is no much attention. That is why it is a bit difficult for me.(S)
			AF5. Changing

		school	<p><i>In this school I faced some difficulties in understanding different topics, as I will pass exams next year I agreed to go to tutoring. (S3)</i></p> <p><i>Firstly, when I came to <u>this school</u> my level of English was lower than other students' level, and in order to get higher level I went there. (S4)</i></p> <p><i><u>In this school</u> I realized that my English is very poor. (S4)</i></p>
Social factors		SF1. Attractive advertisements	<p>I found about it in a social network Instagram (S1)</p> <p>Firstly, I saw a big ad in front of the supermarket where it was said that we can choose the time and level that we want to study. It was the center mostly advertised in our city. (S4)</p>
		SF3. Parents' level of education	<p>My father is a dentist, and my mother does not work (S1)</p> <p>Yes, both with higher education (S1)</p> <p><i>They both work in the sphere of journalism. That is, my mother is a chief editor of the channel "Kazakhstan Aktobe", there she works with a lot of responsibility and my father is a chief editor of the newspaper. There he analyzes and edits the material to be published and sends it to the editorial office. (S2)</i></p> <p>They both studied in Almaty, in Al-Farabi National University. (S2)</p> <p>My mother works at school, she is a Kazakh language teacher, and my father is a driver in an oil company. (S3)</p> <p>My father doesn't work at the moment, and my mother works in the kindergarten as a director. (S4)</p> <p><i>My father worked as a firefighter, but now he is a pensioner. My mom is an individual entrepreneur. (S5)</i></p> <p><i>Yes, both with higher education. My father has two higher education degrees, one is technical, and the second is military. (S5)</i></p> <p>Yes, I have a higher education. I am an accountant. (P1)</p>
		SF4. Communication (making friends)	<p><i>listening to what other people say, learning from other people, we can get a lot of information and develop versatile. That's why I don't limit myself only with the school knowledge. I study in different places, with different people, have good relationships with them, and get different information. (S2)</i></p> <p><i>don't only rely on what your teacher says, don't limit yourself only with the school knowledge, communicate with other people, ask for help if you need.(S2)</i></p> <p><i>PT is useful not only to get knowledge, but it also helped me to change my mind. That is in this school we spend our time till evening and we do not communicate with other people. But in the private center I got acquainted with other students from other schools. It was a new experience for me, because I met new people, new friends. We even went to the cinema with my group mates and the tutor once. We enjoyed much. (S3)</i></p>

		SF5. Peers' influence	<p>Firstly, I paid attention to the level of knowledge of the tutor, then I heard that a lot of students go to her lessons, and my relatives too. Therefore, I followed the recommendations of other people. (S3)</p> <p>I have friends who are also interested in Korean culture and I knew from them that we have lessons of Korean language here. I became interested, and decided to try it too. (S5)</p>
		SF6. Students' interest	<p>To tell you the truth, I don't have much interest in physics. (S2)</p> <p>Then I felt shame for it and I asked for help my sister who knows English. After that I became interested in English. (S2)</p> <p><i>Firstly, I'm interested in Korea, in Korean culture and I also wanted to know the language. (S5)</i></p> <p>in the 5th grade she had one month language course in the US. Coming back home she said that she is interested in English language and she wants to study it deeper. (P4)</p>
	Miscellaneous	M1. Students' own decision /parents influence	<p>I found by myself, my parents supported my choice (S1)</p> <p>I decided by myself, then I told my parents and they agreed. They both had this idea in their minds.(S3)</p>
		M2. Personal characteristics / ex.being shy	<p><i>All our teachers are good, but if the students don't understand the topic, they are afraid to go to extra lessons and ask again, because they are shy from the teacher, because the teacher has just explained the topic. If they didn't understand something and go and ask again they feel shy, it's my opinion. Therefore they refer to private teachers. (S2)</i></p> <p><i>if there is a student who doesn't understand something in a class, he can be shy or he can't understand how the teacher explains, it's better for him to listen to other teachers.(S4)</i></p>
		M3. Opinion on the necessity of PST Reasons of students to get PT	<p>In my opinion, if you do not understand the topic, it is a good solution (S1)</p> <p>I go to PT, there I learn a lot, for example last year I didn't know a lot of words, now I can understand and translate them. (S2)</p> <p>As for me, for example, those who have difficulties in physics they must go to PT. As I noticed, after going to tutoring for 2 months, the summative assessment that we had in our school was very easy for me. As in private lessons we had the same topics. I got better results than before.(S3)</p>
		M4. Teachers' lack of time	<p><i>In our school a lot of teachers do not have time to work with students, even when you go to individual lessons with our teachers there are always lots of students. And the teacher cannot spend much time with you.(S2)</i></p> <p><i>They don't pay much attention to the student's level of knowledge. They are always busy...(S4)</i></p>
		M5. Challenges	<p>I myself feel overload every day. For example I have days when there are 10 lessons a day and then I have to</p>

		of using PST	go to tutoring. It's very hard and it's hard physically. After all the lessons I am very tired and I don't have any power for anything. And I don't want to do anything. (S5)
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