

The Effect of School Base Assessment (SBA) On Private Tutoring: A Pilot Study

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Abstract

The study is aimed to observe effect of SBA on private tutoring. It is a pilot study to observe aspects of SBA which effect private tutoring. Thirty nine samples are chosen for the study. The sample is from a sub urban secondary school in Ipoh, Perak. The sample chosen from first three classes of first batch of students involve in SBA and PT3. The majority of the sample is Malay students. Questionnaire was distributed to the sample to obtain data. Descriptive statistics is applied to interpret the data. One of the findings from the study is majority of the students spend RM 100 and below as tuition expenditure. The students participate in private tuition because they could not understand the subjects taught in school. Students also reveal that tuition centers are not applying the SBA format. The study helps the researcher to determine the variables and the effects of SBA on private tutoring for future research. The study also enables the researcher to test the questionnaire for future research.

Key words: School base assessment, private tutoring, students and tuition centers.

1.0 Introduction

There are two types of tuition, institutional tuition and private tuition. Institutional tuition refers to tutoring that takes place in a dedicated establishment. These institutions are variously known as Tuition Centers, Guidance Centers & Learning Centers. Private tuition occurs on a smaller scale. A tutor or tuition teacher will guide a small group of students or even a single student only. Private tuition usually takes place at the tutor's home or the student's. Therefore, private tuition is sometimes referred to as home tuition (Malaysian tuition guide, Eduweb technology, 2013).

The trend of sending the children to private tuition is increasing in Malaysia. Even though Malaysian is not over emphasizing compare to the other Asian countries such as Singapore,

China, Korea and Japan, but the numbers are increasing by year. In the Republic of Korea, nearly 90% of elementary students receive some sort of shadow education. In Hong Kong, China, about 85% of senior secondary students do so. 60% of primary students in West Bengal, India, and 60% of secondary students in Kazakhstan receive private tutoring (Asian Development Bank, Fast Facts on “Shadow education ,2012) . Parents are spending a big portion of their household disposable income on private tutoring. According to Bray, 2012, the trend is increasing in Asian countries. Examples in Japan, the number doubled from 12.0 percent in 1976 to 23.6 in 1993 (Japan Ministry of Education, Science, and Culture, 1995) In Singapore the percentage increases from 26.0 to 49.0 percent within 1982 to 1992 (George, 1992, cited by, Bray, M. 2012). There are a few factors which could contribute to the increasing trend in Asians. Shift towards a new market in China and Vietnam government permitted and encourage the private tutoring services (Bray, M. 2012) are some of the factors contributed to the growth of private tutoring in Asians.

The frequency of private tutoring may vary because of other factors, as well. As one might expect, children in higher socio economic groups generally receive more supplementary tutoring than do children in lower socio- economic groups (de Silva, 1994a; Foondun, 1998; Stevenson & Baker, 1992).

Chew and Leong (1995) reported that 69.5 percent of Malaysian students they sampled who received tutoring did so throughout the year, while the others only received tutoring prior to important examinations.

The importance of private tutoring in Malaysia also increased as the children enter secondary schooling and become even greater if the children sit for any major examination. The private tutoring becomes a lucrative business in Malaysia, especially in cities. According to Kenayathullah ,H.B., (2012), approximately 93% of families which allocate their income to private tutoring spend up to a tenth of their total monthly expenditure. It shows that a big portion of Malaysia families’ expenditures are spending on private tutoring. Even though there is no census is taken to show the number of students attending private tutoring in Malaysia, but approximation could be obtained from studies done by researchers. For example, the MasterCard Worldwide Survey of Consumer Purchasing Priorities (2009) reported that 46% of Malaysian consumers rank the provision of PT and extra-curricular activities for their children as one of the top three spending priorities. In addition, statistics from the Merdeka Center for Opinion Research (2005) found that 64% of Malaysian parents with school-going children send their children for PT classes, with English, Science and Mathematics as the three most popular supplementary subjects (cited by Jelani, J., & Tan, A. K.G, 2012).

Jelani, J. and Tan, A. studies also cited that 83.3% of Malaysian students received private tutoring by the time they reached lower secondary.(Marimuthu at,1991)

The primary factor which determinant the needs for private tutoring is the aspiration to perform well in school examinations. Parents want their child to perform better than other children as they can take pride in the success of their children. Parents compare the success of the children and compel them to get good grades. Malaysian curriculum structure (KBSR and KBSM) which gives a greater emphasis on examination become a prime factor to create a demand for private tutoring.

Students from high and middle income group could get the benefit of private tutoring. This will increase the gap between the low income group students with middle and high socio economic status students. The Malaysian government's effort in National Blueprint (shift one; equality), to bridge the gap between different ethnic and socio economic group will be hampered. Bray.M,2012, cited de Silva, 1994a;Foondun,1998; Stevenson & Baker ,1992 , that children in higher socio-economic group generally receive more supplementary tutoring than children from lower socio-economic groups.

Cultural, economic and educational are most important factors in affecting the scale and nature of private tutoring (Bray, M., 2012). The primary factor which determinant the needs for private tutoring is the culture in some Asian countries. . Asian culture that emphasis the important of excellence in academic creates demand for private tutoring. . According to Rohlen & LeTendre, 1996; Salili, 1999 cited by Bray. ,2012, nation which is influence by the Confusious traditions, likely emphasis on private tutoring. Parents want their child to perform better than other children as they can take pride in the success of their children. Intake of higher education base on meritocracy increases the need of excellent result. A study by Jelani and Tan, 2012, found that a higher percentage of ethnic Indian (71%) and Chinese (63%) students receive private tutoring, while ethnic Malay (39%) students are less likely to undertake private tutoring in Malaysia.

Rate of return to human capital also affect the demand for private tutoring. Studies have found that economic returns increases as the people attain higher education (Kwan-Terry 1991 and Psacharopoulos ,1994, cited by Bray,M.,2012 .)It is prevalent in

Asian countries compare to the western countries (America and united kingdom).

The nature of Malaysian curriculum structure (KBSR and KBSM) which gives a greater emphasis on examination also become a prime factor to create a demand for private tutoring. This is supported by Bray, M., 2012, “ Education systems in which success on examinations can be promoted easily through preparation, those that are teacher-centered rather than child- centered, and those that are intolerant of slower learners all tend to promote use of supplementary tutoring.”

In many Asian countries the percentage of students enrolling in private tutoring is higher in urban than rural. In a study by Bray (1999b), found that 60.6 percent Cambodian urban schools students receive private tutoring than only 9.1 percent from rural school students. Chew and Leong, 1995(cited by Bray, 2012), observed that 59 percent in Malaysian urban schools received tutoring than rural school students with 28.5 percent only. The study also reveal that the high competitiveness among urban school students, parents higher educational attainment and higher socio-economic status are among the reasons for the prevalent differences among the urban and rural school students receiving private tutoring. A study by Jelani and Tan, 2012, cited earlier findings by Marimuthu et al. (1991) more than two decades ago noted that socio-demographic characteristics play an important role in the growing phenomenon of PT participation amongst school-going children in Malaysia. Based on the report, 83.3% of Malaysian pupils will have received private tutoring by the time they reached lower secondary school. At the same time, a notably higher proportion of urban school children (59.0%) enrolled in private tutoring compared to those in the rural areas (28.5%). Fergany (1994) and Tseng (1998) found similar situations in Egypt and Taiwan, respectively.

Rich parents could afford to send their children to single student-teacher tuition services or home tuition. The home tuition service is more expensive than group tutoring. The advantage of home tutoring is the student get the attention of the teacher by himself. Parents from low-income or middle class could not afford to the home tuition services. They send their children to a group tuition which may not be as effective as the latter. Children from cities have better access to tuition compare to the children from rural. Thus, the urban children may perform well compare to rural children. This will be an obstacle in government policy (National Education Blueprint, shift one and New Malaysian Economic Plan 2010) for equity and equality among the different race in Malaysia and rural and urban students. Countries like South Korea and Mauritius government try to ban private tutoring because it creates inequality

(Kenayathullah,H.B.,2012). Malaysian government as a public policy maker should give prior attention to regulate and control private tutoring. A detail and comprehensive policy is needed to reduce the dependent on private tutoring. New policy is also needed to control the mushrooming of private tuition classes which are being held at individual houses. Even it is against the law, but it is an increasing trend in Malaysia. This type of private tuition is mostly conducted by school teachers. It is a convenient method as the teachers are not answerable to the ministry or to their principle as it is very difficult to acknowledge its establishment. The income also not taxable as it is not registered and declared. The residential private tutoring are very difficult to monitor as it is held at individual houses and government department does not have access.

2.0 The public policy on private tutoring

The education act 1996 (act 550), it is mainly focus on institutional private tuition. The department of private education also issues regulations to private tutoring institutions. The department has issued detailed and comprehensive regulations from establishing the institutions to quality control of the institutions.

However until 1999, there is no policy or regulations from the department of private education which could regulate and monitor private tutoring in Malaysia. Education ministry issued a circular on 1999(SPP 1/1999), guideline to education department employees of the involvement in outside employment. According to the circular, teachers must apply for approval from head of department to conduct activities which generate income other than current employment. Government servant should get the written approval from the head of department to conduct any business outside. In 2006 (SPP Bi.1 1/2006), education ministry issued a specific circular on guideline to give approval to teachers to teach private tuition. This is because it become rampant that many employees are not complies with the earlier regulation. The department received many complain about teachers involvement in tuition classes without the approval from the head of department. The department also received complains that teachers give priorities to tuition than their teaching and learning at school. The circular indicate that the teachers are not allowed to conduct private tutoring not more than four hours per week.

Teachers also prohibited from promoting their tuition services among school students and involve in private tutoring institutions operated by close relatives. Teachers also need to apply yearly for approval to conduct private tutoring from the head of departments. The private tutoring teachers also should ensure they attain at least eighty percent performance score. Teachers also required to attain their job confirmation before involve in private

tuition. Approval is given to the teachers to give tuition only at centers registered with the state department. Teachers are prohibited to give home tuition. Teachers also prohibited from using any resources from the school for the tuition purposes. Teachers are not allowed to provide their tuition services not more than twenty five km from their working place. Teachers are given approval to conduct tuition only for one year. However they could extend their services using the previous application.

Application requirement:

The document required to submit the application is as below:

1. Two application copies(Appendix A)
2. A photocopy of service book
3. A photocopy of school time table
4. A photocopy of license of tuition center

registered with state education

department

5. A photocopy of offer letter as tuition teacher from tuition centre.

6. A photocopy of tuition class time table

The head of department must ensure that the applicant complies with all the regulation before the approval is given. It is the responsibility of the head of the department to monitor the applicant. The head of department also should monitor that the applicant compile with the terms of Rule 5 (3) of the Rules of Public Officers (Conduct and Discipline) Regulation 1993. The rules are as below:

1. The job is not performed during office hours while ensure that the officer is required to perform his official duty with prudence

2. Not in any way misused his position as public servant

3. Not in any way conflict with the interest of department or inconsistent with his current position

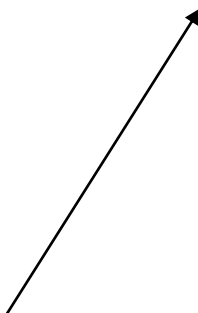
2.1 The implementation process

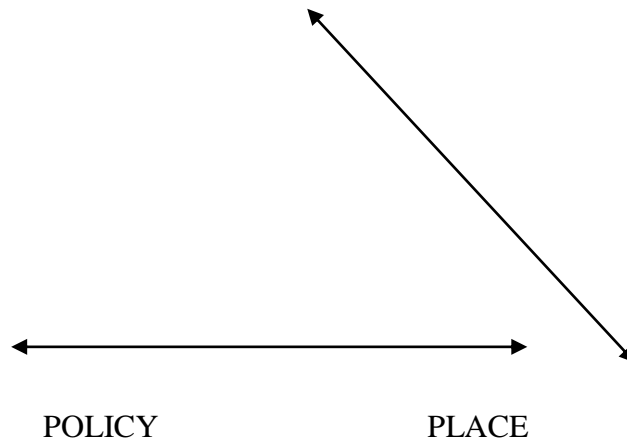
Application from officers with DG forty eight and above must be approved by Secretary General. Applications from officers below DG forty eight are approved by the head of department. However the school level application is approved by the Director of state education department. Application from teachers institute lectures, approval is given by the Director of teachers' education section. Application from Matriculation lectures, approval is given by the Director of Matriculation section. Director of technical and vocational section will approve application from technical and vocational school teachers. A copy of approval letter will be forwarded to the head of department.

The policy on private tutoring is a top-down approach. The policy is formulated by Education Ministry and imposes on the teachers. The head of department is instructed by the ministry to monitor the teachers at school level. The principle is not given sufficient information on the policy. The circular was send to the schools and instructed to implement it. It is depend on the school to choose the implementation process.

The district or state education department does not monitor the implementation of the circular at school level. Even at the ministry level, there is not much emphasis on monitoring the implementation process of the policy. It is depend on the principle to implement and monitor the policy. When there is lack of monitoring from the stake holders, the policy fail to implement successfully (Haddad, W. ,2012). The success of a policy depends on certain factors. According to the implementation theoretical framework, a success of a policy depends on the interaction between people, policy and place.

PEOPLE





(Dimensions of contemporary education policy implementation in practice and research, New Direction in Education Policy Implementation,2006.)

Key dimensions of policy are goal, target and tools. The three dimensions must align for the policy to be success.

People or the actors involved should have sufficient information on the policy. The ministry must ensure that, the teachers, principals and parents are briefed on the policy.

Overall, policy, people, and places must come together to form a conception of implementation as a highly contingent (dependent) and situated process.

It is very difficult for the head of department to take disciplinary action against the teachers as he might not has sufficient evidence to support the action. Teachers are reluctant to apply for the approval as the process is intricate and time consuming. Even though the requirement for the approval is by the head of department, but in reality they need to get the approval from the department. They need to establish documents to support their applications. Even most of the teachers conduct tuition at centers; they are a few who conduct tuition at their home. As it is conducted at the teacher's house, teachers could not acquire the approval. Hence, it is not possible for the head of department to monitor the progress of these teachers. Tuition teachers are skeptical about the perception of the head of department on their performance at school. They are worried that the head of department will give low marks for their annual performance appraisals.

Ethically it is the responsibility of the teachers to inform the head of department about their involvement in tuition services. The teachers are bound by the Rules of public officers (conduct and discipline) to apply for the approval from the department.

2.2 Monitoring Process

The head of department should monitor the job performance of the teachers involved in tuition. They should ensure that the teachers abide the rules and regulations as stated in the circular. The head of department could take disciplinary action against the teacher if it is known that they fail to get the approval or violate the rules and regulations in conducting tuition services. The head of department required to submit a report on the progress of teachers involved in tuition. The report should be submitted every six months once. The report is submitted to the Secretary, ministry of education with attention to director of section.

However the rules are not impose on teachers involve with tuition voucher skim. The teachers from this skim are not allowed to conduct tuition at tuition centers. The head of department must ensure the rules are compiling by the teachers.

Currently the private education unit of education ministry is responsible for monitoring private tuition in Malaysia. However, the unit is mainly emphasis on private education than private tuition. The unit focus on monitoring and accreditation the private institutions programs.

3.0 School Base Assessment System

3.1 Introduction

In 2012, the Malaysian curriculum was revamped and a new policy was introduced. It is KSSR for primary school and KSSM for secondary schools. The new policy was intended to eventually decrease the examination oriented syllabus to a holistic approach. School based assessment (or refer as PBS- “Pentaksiran berasaskan sekolah” in malay) was introduces to replace the UPSR and PMR which is a summative format examination. In UPSR and PMR examination, students performance are measured with the number of “A” students obtained. Examination oriented approach decrease students ability in critical and creativities thinking. This could be is one of the reasons why Malaysia students performed below the par in PISA and TIMMS. KSSR and KSSM is a holistic approach which evaluate the students ability in a school base assessment from a period of 3 years and it is formative. Students are evaluated individually and each student is given a “Band” on their performance

evaluation range from one to six. The highest band is six and it is awarded to excellent students who are articulate in every aspect (creative, critical, intellectual and good values).

Malaysian current examination system is a adaptation of British public examination system, such as LCE/ PMR, MCE/ SPM and HSC/ STPM (Lower certificate of examination, Malaysian Certificate of examination and higher school certificate). The system is too examination oriented. Not much was focus on other aspects of learning process. The current examination system tests the student's memory power rather than thinking and problem solving skills. It is very much centralized. Examination question is developed by the Malaysian Examination syndicate (Lembaga Peperiksaan Malaysia) and Malaysian Examination Council (Majlis Peperiksaan Malaysia). External examiners (teachers from different school) are appointed to supervise the examination process. Answer templates are marked by appointed teachers, who do not have any knowledge on the candidates. The whole process place too much pressure on the students. The teachers, parents and school principles also anticipate the pressure. Students and schools results were compared and published in newspapers.

Toffler is often quoted for his claim that the greatest challenge in the 21st century is not learning, but to unlearn and relearn (cited by Majid ,F.A., 2011, School-based Assessment in Malaysian Schools: The Concerns of the English Teachers ,) . Globalization and information technology cause the education system to change. “. Change management“ has long a place in the context of continuous improvement (Faizah ,M.A ,2011). To anticipate with the changes, transformation was implemented in Malaysian examination system. One of the major changes is the implementation of School Base Assessment system. It was introduced in 2010 to primary school (KSSR). Eventually, it was extended to from one students in 2012(KSSM) . The system is aimed to remain the examination system but to a lower stake on primary and secondary level (School Based Assessment as Transformation In Educational Assessment, the 4th international conference on measurement and evaluation in education. University Science Malaysia, Pulau Pinang,2011).

3.2 Policy Implementation Process

3.2.1 Opinions gathered from stakeholders

National Educational Assessment System (NEAS) should concentrate on school- based assessment and examinations should remain in the system but at a lower stake at primary and secondary education .

3.2.2 Input from experts in educational assessment

The call for reformation in educational assessment system in Malaysia was that a reliable and appropriate school-based assessment system be introduced .Put less emphasis on evaluating learners based on their ability to pass an examination

3.3 Rationale For School-based Assessment/ Pentaksiran Berasaskan Sekolah (PBS):

To achieves the aspiration of National Philosophy of Education towards developing learners’ physical, emotional, spiritual and intellectual abilities.

- To reduce exam-oriented learning among learners
- To evaluate learners’ learning progress
- To enhance teachers’ integrity in assessing, recording and reporting of learners’ learning.

3.4 SBA Features

- Assessment for and of learning
- Standard-referenced Assessment
- Holistic
- Integrated
- Balance
- Robust

3.5 Components of PBS Academic: • School Assessment (using Performance Standards)

- Centralised Assessment

Non-academic:

- Physical Activities, Sports and Co-curricular Assessment (Pentaksiran Aktiviti Jasmani, Sukan dan Kokurikulum - PAJSK)

- Psychometric/Psychological Tests

3.6 Centralized Assessment

It is conducted and administered by teachers in schools using instruments, rubrics, guidelines, time line and procedures prepared by LP.

Monitoring and moderation conducted by PBS Committee at School, District and State Education Department, and LP. The MasterCard Worldwide Survey of Consumer Purchasing Priorities (2009) reported that 46% of Malaysian consumers rank the provision of private tutoring and extra-curricular activities for their children as one of the top three spending priorities. In addition, statistics from the Merdeka Center for Opinion Research (2005) found that 64% of Malaysian parents with school-going children send their children for private tutoring classes, with English, Science and Mathematics as the three most popular supplementary subjects.

3.6.1 School Assessment

The emphasis is on collecting first hand information about pupils' learning based on curriculum standards.

Teachers plan the assessment, prepare the instrument and administer the assessment during teaching and learning process.

Teachers mark pupils' responses and report their progress.

Physical Activities, Sports and Co-curricular Assessment – (PAJSK)

*Teachers record learners' physical endurance and body mass index, and learners' participation, involvement and contributions in sports, co- curriculum and extracurricular activities.

* Acknowledgement and recognition of pupils' participation in sports and outdoor activities as part of learning process.

Psychometric Assessment

- A profiling assessment which emphasizes on pupils' learning inclination, attitudes, interest and personality.

- Enables teachers to help learners in their learning in accordance to their profile and identify the areas of their interest according to their innate ability.

3.7 Quality Assurance

- Mentoring monitoring, moderating, and detecting measures to ensure the validity and reliability of the assessments.

3.8 PBS Management System (SPPBS)

- PBS Management System (Sistem Pengurusan PBS – SPPBS) – for Academic

- The Application for Physical Activities, Sports and Co-Curriculum Assessment (PAJSK) – for Non academic.

- Help teachers' record information about learners' acquisition of knowledge and skills in PBS.

- Reports could be generated instantly whenever needed.

(Source : Examinations Director (MES), KPM,2013.)

B. Pilot Study

3.0 Methodology

3.1 Sample

A pilot study will be carried out. The sample is thirty form three students in a secondary school in the district of Kinta. It is a purposive sample. The respondents are the first batch of students who will be evaluated by the new policy. The sample for the pilot study is thirty first class students. Questionnaire is distributed to all the students in the class regardless they are receiving private tuition or not. Since it is a pilot study, the sample does not represent an actual representative on Malaysian population in term of race and gender. Majority of the sample is Malay students. It is a suburban school, around twenty minutes drive to Ipoh town (which has more than 75% tuition centers.) The school is situated in residential area. There is a public bus service available from the residential area to Ipoh. There is only one registered tuition center in the residential area.

3.2 Research Design

3.2.1 Data Collection Method

3.2.1.1 Survey

Questionnaires will be distributed to thirty students. Researcher will distribute the questioner to form three students from first class. The students are placed into first class according to their last year end of the term results.. The questionnaire has two sections. The first section is demographic data. Second section is the questions on private tutoring and the affect of SBA. The researcher will explain the questions to the students. This is to ensure accurate information is obtained. There are a few questions which students need to choose the best answers. It is very important to explain to the students to avoid multiple chosen answers. At the end of the session, the questionnaire will be collected.

3.2.1.2 Interview

. Two school teachers who are providing tuition are selected for interview. The teachers are selected for interview to obtain information regarding their knowledge on the existence of the policy

and the implementation. The number is sufficient as it is qualitative data (Cresswell, 2012). The interview protocol is attached at the appendix.

3.3.1 Validity and Reliability

It is a pilot study, thus the generalization could not be obtained using the findings. However, the researcher will ensure the validity and reliability of the data from the study. The researcher will explain the questionnaire to ensure the students could give accurate data. Students are not selected from the first class, the questionnaire is distributed to all the students regardless of whether they are receiving tuition or not. This will increase the reliability of the data. Teachers are also chosen randomly to ensure the validity of the interview data. The researcher needs to analyze the data carefully because the samples are academically inclined students (based on their results). The level of motivation and understanding of the curriculum are different from other students.

4.0 Data Analysis

4.1 Descriptive analysis will be used to analyze the data from the questionnaires. Interview data will be analyzed in qualitative method (quotations).

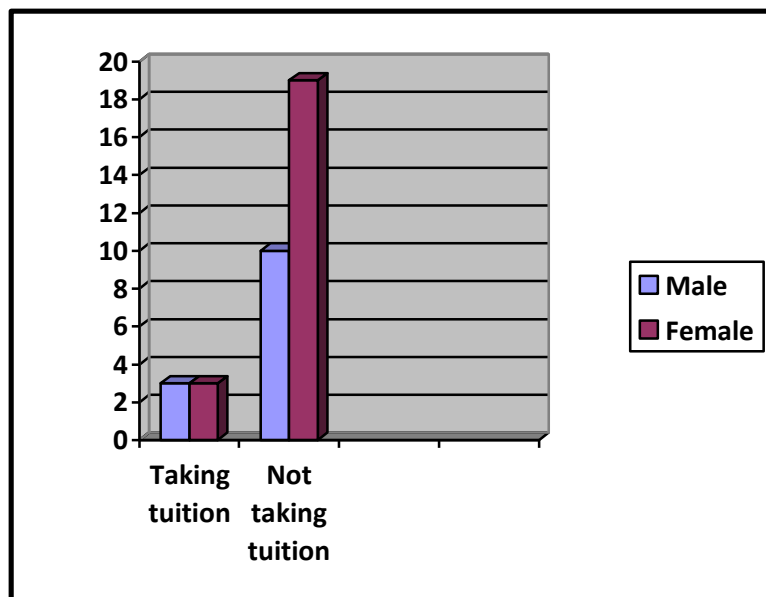
5.0 Significance of the study

The study will help to understand the effect of school-based assessment on the demand for private tutoring. The finding is very crucial for the researcher to determine the needs for future research on the topic. The pilot study will enable the researcher to test the questionnaire and ensure its authenticity. It will provide a platform for the researcher to gain experience in research.

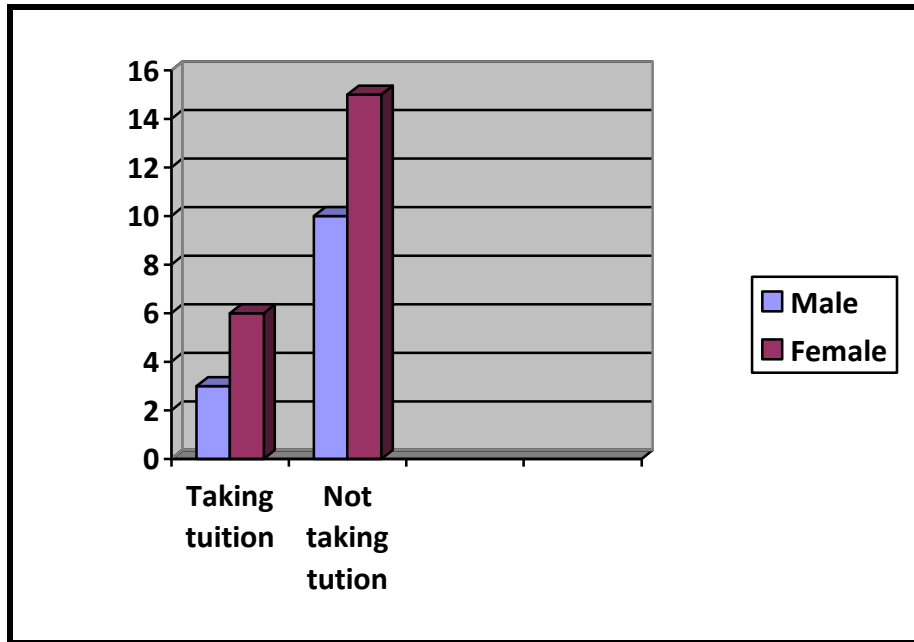
6.0 Findings

6.1 Demographic of the study

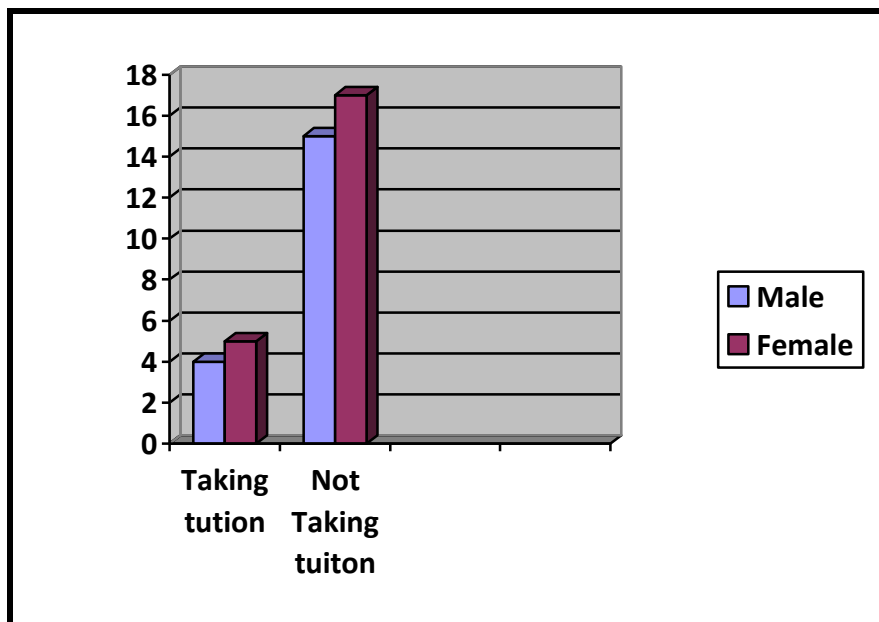
Class /Gender	Malay Male	Malay Female	Indian Male	Indian Female	Chinese male	Chinese Female
3S	13	22	1	1	0	0
3M	3	6	0	0	0	0
3K	15	23	0	0	0	0
Total	31	51	1	1	0	0
84						



3S



3M



3K

6.2 Descriptive Analysis

Initially the study only focused on first class students as sample. However during the data collecting process, the researcher found out that only 6 students were receiving tuition from the sample. In order to obtain more information on students receiving private tuition, the sample was extended to other classes. The researcher chooses respondents from the second and third classes who are receiving private tuition. Questionnaire was distributed limited to the private tutoring students. The study shows that twenty one students received private tutoring of the total eighty students from three classes. The pilot study only focused on 39 samples. From the 39 students, twenty students are from 3S. In 3S only six students received tuition and fourteen students did not received any private tuition. The second class and third class, the study includes respondents received private tuition as samples. Each class has nine students received tuition classes. The summary of the sample is shown in the table.

Class	3S	3M	3K	Total
Received Tuition	6	9	9	24
Does not received tuitions	14	-	-	14
Total respondents	20	9	9	38

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Class	38	1.00	3.00	1.7105	.83530	.604	.383
Gender	38	1.00	2.00	1.6316	.48885	-.568	.383
Numchildinfam	38	1.00	8.00	3.7368	1.58854	.544	.383
Numchildstud	38	1.00	5.00	2.8684	1.09473	-.118	.383
Fathedu	38	1.00	4.00	2.4211	.79293	1.132	.383
Mothedu	38	1.00	4.00	2.2105	.87481	.842	.383
Fathjob	38	1.00	6.00	3.8421	1.10347	-.308	.383
Mothjob	38	1.00	6.00	2.9474	1.91646	.176	.383
Famincome	38	1.00	5.00	3.0263	1.32516	.244	.383
Monsptui	38	.00	4.00	.7368	.75995	2.052	.383
Peophelprev	38	1.00	4.00	2.2895	1.25004	.378	.383

Typeoftuition	38	.00	2.00	1.2105	.96304	-.448	.383
Valid N (listwise)	38						

Above table shows the mean and standard deviation for the demographic data. The mean for family income is 3.0 and standard deviation is 1.3. Money spend on private tuition has a mean of 0.73 and the standard deviation is 0.76. Gender, number of children in the family, father's education level and type of tuition has negative skewness.

Frequency analysis shows that, 63.2% of respondents are female. The mean for gender is 1.63 and Std. Deviation is 0.49. The mean for father's education is 2.42 and the standard deviation is 0.79. 71.1% fathers received primary and secondary school education only. Only 15.8 % fathers received education at degree level. The results also show consistency with the mothers' education. 76.3% mothers received education at primary and secondary level. Majority of the fathers are working at private sectors. 39.5% of fathers are working at private sector, 23.7% are doing their own business and 21.1% fathers are public servants. Professionals only compromise 7.9%. Most of the mothers are not working (44.7%). 13.2% are working at private sectors and 23.7% are public servants.

78.9% of family's income is below RM 4,000. The majority of the family earns around RM 1000 to RM 2000. 94.7% students spend RM100 on their tuitions. 36.8% students does not received any help in their revisions at home. Whereas, 71.1 % students parents help them in their revisions at home and mother being a dominant in helping their children at home.

57.9% students attend group tuition with only 5.3% attend individual tuitions. The result is coherent with majority family income is less than RM 4,000 monthly. Group tuition is cheaper than individual. Most of the students in this school are from lower socio-economic status. It also explains the number of the students received private tuition. Only twenty four students received private tuition from the total of eighty four students across three classes. Most of the students who do not received tuition express the reason as financial problem.

The descriptive analysis shows that the average tuition received by family with income less than RM 1000 is 1.5(Group tuition). Stem and leaf analysis shows that , in the income group below RM 1000, one students does not received any form of tuition and also there is not any students taking personal tuition. In the

family income group of RM 1000 to RM 2000, six students do not received tuition.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
M1	24	1.00	5.00	3.2500	1.22474	.097	.472
M2	24	1.00	6.00	3.7917	1.93321	-.466	.472
M3	24	2.00	5.00	3.9583	1.16018	-.642	.472
M4	24	1.00	3.00	1.2500	.53161	2.131	.472
M5	24	1.00	5.00	2.8333	1.34056	-.142	.472
M6	24	1.00	5.00	1.8750	1.22696	1.028	.472
M7	24	1.00	5.00	3.6250	.96965	-.385	.472
M8	24	3.00	5.00	3.6667	.81650	.716	.472
M9	24	2.00	5.00	3.5417	.88363	.275	.472
M10	24	1.00	5.00	2.0417	.99909	1.338	.472
M11	24	1.00	4.00	1.7917	.93153	.803	.472
M12	38	1.00	5.00	2.1316	.81111	1.353	.383
M13	38	1.00	5.00	2.2632	.92076	.751	.383
M14	37	1.00	5.00	2.0541	1.05267	1.096	.388
M15	24	1.00	5.00	2.3750	1.24455	.533	.472
M16	38	1.00	5.00	1.9474	1.01202	.770	.383
M17	24	1.00	5.00	3.2083	1.55980	-.152	.472
M18	24	1.00	5.00	2.4583	1.35066	.674	.472
M19	24	1.00	5.00	2.6250	1.55515	.313	.472
M20	24	2.00	5.00	3.3750	.87539	.842	.472
Valid N (listwise)	24						

A. Private Tuition

20.8% students do not agree that they attend tuition after school. 79.8 % students said that they attend tuition after school hours. It shows that the students attend tuition on week days. 26.3 % students said they reason for attending tuition is because they could not understand teachers teaching in the classroom. Whereas 13.2 5 said they attend tuition as result of parents influence. Only 10.5% sated that the classroom is big as a reason for attending tuition.

66.6% students involved in tuition agreed that they attend tuition classes because they could not perform well in their subjects. 95.8% students do not agree that advertisements is determining factor in private tuitions. 50% of the students attending tuition received tuition from professional tutor (full time tuition teachers). There is bias perception in this question. The students could think that the tuition teachers from the center are professional tutor. In reality they could be from other school. 29.2% students received tuition from other school teachers and 20.8% are attending tuition classes conducted by their teachers.

62.5% students attend tuition at the centers. However 29.2% students attend tuition at their teacher's house. All most the students agreed that (95.8%) private tuition enhance their academic performance at school. All the students agreed (100%) that tuition enhances their understanding in the subjects. 91.7% students received tuition reveal that they enjoy the tuition classes. 79.2% students do not agree that attending tuition classes could make them tired.

B. School Base Assessment(SBA) affecting private tutoring

The most important findings of the study is that 75% students do not agree that school base assessment reduces private tuition. Students (78.9%) also reveal that school base assessment system could not help them understand their teachers teaching.65.8 % students said that SBA system could not enhance their academic performances. Only 26.3% agreed that SBA increases their academic performances.&0.3% students also said that SBA system could not reduce the emphasis of their parents on private tutoring.

83.3% students said that their tuition centers do not follow the SBA system format. The finding shows that private tuition centers still emphasis on examination oriented format.

The study also found out that the SBA system does not increase the students leisure time (65.8%). 66.7% students also

answered that they only attend tuition classes for examination subjects in PT3 (“Pentaksiran Tingkatan 3”) which comprise Malay Language, English language, Mathematics and science subjects.

50% students agreed that they were pressured by their peers to attend tuition. 91.7% students agreed that private tuition improve their results in SBA system (BAND).

6.4 Analysis of Interview Data

Two private tuition teachers were interviewed. One Male and one female teacher was selected. The female teacher is involved in teaching at private tuition centers and has more than ten years experience in private tuition. The male teacher conducts tuition classes at his home for five years. Both the teachers admitted that they never applied any permission from the head of department. However, both teachers are aware of the circular on private tuition. They also understand the rules and regulations of the circular. One teacher quoted as “we are only allowed certain hour for tuition with permission by headmaster” and “if tuition hour exceed than suggested hour, action can be taken”. It shows that the policy is not implemented successfully. There education ministry generally and particularly the private education department should emphasis on monitoring the implementation of the private tuition policy.

7.0 CONTRIBUTION

The study gave the researcher an experience in conducting a survey. The researcher was able to test the questionnaire. This is very important to improve the questionnaire in future research. The survey also helps to identify the missing information in the questionnaire. The finding shows that the future study should include more number of Indian and Chinese students and as well as more urban students. Most certainly the study determine the feasibility of future research on the topic.

8.0 LIMITATIONS

The findings of the study cannot be generalized as it is only a pilot study. The researcher could not conduct a more comprehensive study due to time constrain. The sample also does not represent real situation. More than 95% of the sample is Malay students. Moreover there is no Chinese students involve in the study. The findings of the study could not accurately predict the effect of SBA system on private tutoring. There are other factors also should considered in interpreting the findings of the study. The lower number of students receiving private tuition could be due to other factor such as distance, financial and uncertainty of the current assessment system. However

the study is important to determine the variables in the future research.

9.0 CONCLUSION

Most of the students involved in the study are from lower socio-economic background. Hence it limited the number of respondents receiving private tuition. The findings is coherent with earlier findings from de Silva, (1994a) ,Foondun,(1998); Stevenson & Baker ,(1992) cited by Bray.M,2012 . The pilot study shows that, SBA system has an effect on the number of students attending tuition. Sample size has to adjust to find more information on private tutoring. Only twenty four students attend private tuition. Another factor which could contribute to the findings is culture. Thirty six students from the sample are Malay students. Earlier studies found that number of Malay students attend tuition is less than Chinese and Indians. A study by Jelani and Tan, 2012, found that a higher percentage of ethnic Indian (71%) and Chinese (63%) students receive private tutoring, while ethnic Malay (39%) students are less likely to undertake private tutoring in Malaysia. The finding of the study also reveal that the determinant factor students attending tuition is the teaching of the teachers in classroom. Students could not understand the teachers teaching in classroom and hence they attend tuition to enhance their understanding in the subjects. In the New Education Blueprint 2013-2025, principles empowered as transactional leader. Thus the principles should focus on monitoring the classroom teaching.

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