

Determining Tendency Levels and Opinions of Secondary School 12th Grade Students on Private Tutoring*

Ortaöğretim 12. Sınıf Öğrencilerinin Özel Derse Yönelik Eğilim Düzeyleri ve Görüşlerinin Tespit Edilmesi

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ABSTRACT: The purpose of this study is based on various variables (gender and state of taking private tutoring) to determine differentiation in private tutoring tendencies of 12th grade students and their opinions about private tutoring. Mixed method sequential explanatory design was used in this study. The quantitative study group consists of 717 students in 12th grade secondary school studying in different schools types in İstanbul. Quantitative data were collected through stratified sampling method. The qualitative study group consists of 11 students selected according to quantitative data. The maximum variation sampling method was preferred for collecting qualitative data. The “Private Tutoring Tendency Scale” was used for collecting quantitative data; the semi-structured interview form developed by the researchers was used for collecting qualitative data. According to the study results, it was observed that there is significant difference in private tutoring tendency levels of the participants with respect to the gender and private tutoring experience variables. When qualitative findings are considered, it is evident that opinions of the participants are mainly gathered under the themes. These themes are reason for private tutoring tendency, general opinions on private tutoring and methodological opinions on private tutoring. Depending on the findings obtained within the scope of the research, suggestions were made for the legal regulation and the examination of private tutoring from different perspectives.

Keywords: Private tutoring, 12th grade students, mixed method, private tutoring tendency.

ÖZ: Bu araştırmanın amacı, 12.sınıf öğrencilerinin çeşitli değişkenlere (cinsiyet ve özel ders alma durumu) göre özel ders eğilimlerinin farklılaşma durumu ve öğrencilerin özel derse yönelik görüşlerinin tespit edilmesidir. Araştırmada, nicel ve nitel yöntemler birlikte kullanıldığı için araştırma karma desende tasarlanmıştır. Nitel verilerin toplanması nicel verilere bağlı olarak gerçekleştirilmiştir. Bu bağlamda karma yöntemlerden açıklayıcı sıralı desen kullanılmıştır. Araştırmanın nicel çalışma grubunu İstanbul ilinde farklı okul türlerine devam eden 717 ortaöğretim 12. sınıf öğrencisi oluşturmuştur. Nicel veriler tabakalı örneklem yöntemi ile toplanmıştır. Nitel çalışma grubunu ise nicel verilere bağlı olarak seçilen 11 öğrenci oluşturmuştur. Nitel verilerin toplanmasında, maksimum çeşitlilik örnekleme yöntemi tercih edilmiştir. Nicel verilerin toplanmasında “Özel Ders Eğilim Ölçeği”, nitel verilerin toplanmasında ise araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırma sonucunda katılımcıların özel ders eğilim düzeylerinde; cinsiyet, okul türü, ve özel ders alma durumu anlamlı farklılık tespit edilmiştir. Nitel bulgular incelendiğinde ise katılımcılar belirttikleri görüşlerin genel olarak; özel derse yönelik nedeni, özel derse yönelik genel görüşler, özel derse yönelik yöntemsel görüşler ve çözüm önerileri başlıkları altında toplandığı tespit edilmiştir. Araştırma kapsamında elde edilen bulgulara bağlı olarak yasal düzenleme ve farklı açılardan özel dersin incelenmesine yönelik önerilerde bulunulmuştur.

Anahtar kelimeler: Özel ders, 12.sınıf öğrencileri, karma yöntem gölge eğitim, ek öğrenme, özel ders eğilimi, açıklayıcı sıralı karma desen.

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It is normal for a competition environment to arise in countries in which passing between educational stages takes place through exams. In this competitive environment, students have become obliged to put more effort and spend more time on studying so as to be placed in a better institution. For this reason, the efforts of individuals to be successful in the exams have prevented their performance that they need to show in order to be successful at school. (Turkish Education Association, TED, 2010). Also, as a natural result of this competition environment, getting additional learning support has emerged. This increased the demand for private courses and training centers. Furthermore, additional learning support is offered through private tutoring.

Private tutoring is defined as lessons taken in addition to official school education parallel with school courses during school days before or after school or during official holidays and weekends (Bray, et al., 2015). Also, private tutoring is defined as additional services to their formal education that students buy through individual means (Demirer, 2011; Ireson, 2004). Bacanlı and Dombaycı (2013) state that when the education that students receive in public educational institutions is insufficient, private tutoring is closing this gap by employed, retired or self-employed teachers. Bacanlı and Dombaycı (2013) also define private tutoring as unorganized versions of training centers. Hong and Park (2012) define private tutoring as additional educational service given by a profit-making individual or private entrepreneurs to families or students so as to improve their course notes or exam successes.

Based on these definitions, a general definition of private tutoring is lessons given to students by qualified teachers or anyone in person in return of a certain amount of money so as to fulfill their gaps in specific courses or subjects (TDK, 2017), to increase their success in schools or exams (Bray, 2009), decrease their academic anxieties (Addi-Racah & Dana, 2015), increase their motivation (Guill & Bos, 2014). According to the definition, it is obvious that private tutoring can have academic, affective, socio-economic and imperative dimensions.

With respect to the academic dimension, it is evident that taking private tutoring has effects on the school courses (Bray, 2007), academic success (Silova, 2009; Kuan, 2011) and mental processes (Bray, 2009; Bray & Lykins, 2012) of students. The affective dimension of private tutoring refers to states such as optimism, fear, anxiety (Davis, 2013), motivation (Bray, et al., 2013) and stress (Suante, 2017). The socio-economic dimension of private tutoring refer to states such as gaining status, inequality in education (Bray & Kwo, 2014; Ireson, 2011), family income and education (Bray, 1999; Kenayathulla, 2013; Tansel & Bircan, 2005) and disruption of the system (Suante, 2017). The imperative dimension of private tutoring refers to tendencies to private tutoring due to reasons such as competition (Saracaloğlu, et al., 2014; TED, 2010), gaining social status (Yıldızhan, 2015), increasing academic success (Silova, 2009) and enabling families to discharge from the responsibility (Rutz & Balkan, 2016).

When the dimensions of private tutoring are considered, it is evident that private tutoring gain place in individuals' lives even more every day. The Ted report (2010) underlines that taking private tutoring has decreased to year one grade in primary school. While the concept of private tutoring is mentioned in educational concepts to this extent, there are very few number of studies in Turkey dwelling on private tutoring (Altinyelken, 2013; Gündüz 2003, 2006; Koçak, 2022; Nagac & Guc, 2015; Tansel & Bircan, 2005, Bircan, 2008; Yıldız, et al., 2022). When these studies are considered, it is

evident that most of them refer to the term training centers as private tutoring. When the relevant literature is examined; It has been determined that the level of taking private tutoring has decreased to the level of the first grade of primary school, the tendency to private lessons has increased in many countries around the world, and there is not enough work in this field in Turkey. So the purpose of this study is, based on various variables, to determine differentiation in private tutoring tendencies of 12th grade students and their opinions about private tutoring.

Method

Research Design

Mixed method sequential explanatory design was used in this study. According to Green, et al. (2005), in the field of social sciences the mixed method approach refers to using more than one analysis methods or purposely collecting data through multiple methods. Creswell (2002) states joining qualitative and quantitative methods in other words blending them as a main characteristic of the mixed method. In this study, collecting qualitative data depends on quantitative data. According to Creswell and Clark (2014) explanatory sequential design refers to creating qualitative data groups according to quantitative results.

The quantitative dimension constitutes the first stage. This dimension was designed according to the descriptive screening model. At this stage the level of private tutoring tendencies of students and whether or not their private tutoring tendencies differ according to various variables were examined. The qualitative dimension constitutes the second stage. It was designed according to the phenomenological design and the experiences of the participants about “private tutoring” are the focus of this study. (Creswell, 2016).

Participants

Quantitative Dimension: Participants:

The sample consists of 717 students studying in Industrial Vocational, Religious Vocational, Anatolian, Science and Private High Schools within İstanbul. The stratified sampling method was used in collecting the data. The participants were selected from İstanbul because it was assumed that this would better reflect the political, cultural and socio-economic differences in İstanbul society. Rutz and Balkan (2016) state that the cosmopolitan İstanbul is an advantageous city for making educational observations because competition and transitions between classes occur highly in this province.

Table 1
Participants School Category-Gender Distribution

	School Category	Gender		Total
		Female	Male	
	Low Success X1	5	96	101
	Medium Success X2	94	55	149
	Medium Success X3	93	78	171
	High Success X4	31	23	54
	High Success X5	49	32	81
	Private School X6	64	84	148
Total		336	368	704

The participants include 717 people; 336 (46.8%) female, 368 (51.4%) male and 13 (1.8%) neuter students (Table 1). 101 (14.2%) participants are in a low success level school, 323 (45.0%) are in a medium success level school, 135 (18.8%) are in a high success level school and 154 (21.5%) are in a private school category. 4 (0.5%) students did not express the school category.

Qualitative Dimension: Participants

The maximum variation method was used in identifying the qualitative participants of the study. In order to ensure maximum variety, students with medium level of private tutoring tendency and those are one or two standard deviation over or under the average were selected for the quantitative dimension. Also, students studying in public schools-collage and who have taken-not taken private tutoring were selected.

Table 2
Qualitative Interview Distribution

Student	Gender	School Type	Private Tutoring Tendency	State of Taking Private Tutoring
S1	F	X2	Medium	Yes (Not present, taken before)
S2	M	X2	Medium	Yes (Not present, taken before)
S3	F	X3	High	Yes
S4	F	X3	Low	Yes
S5	F	X1	Medium	Yes
S6	M	X1	Low	Yes
S7	F	X1	Low	No
S8	F	X4	Low	No
S9	M	X5	High	Yes
S10	M	X6	High	Yes
S11	F	X6	Medium	Yes

According to Table 2, four of the participant students are male and seven are female. Three of the students have low success level (X1), four have medium success level (X2 and X3), two have high success level (X4 and X5) and two going on collage (X6). When private tutoring tendency levels considered, it is evident that four participant students have low, four have medium and three have high tendency levels. In addition, two participants did not take private tutoring, two are not taking private tutoring now but took in the past and seven are presently taking private tutoring. In Table 2, X1 refers to vocational high school, X2 and X3 refer to Anatolian high school, X4 and X5 refer to science high school and X6 refer to private school type. Participants selected from students studying in vocational high schools have low and medium level private tutoring tendencies, students studying in Anatolian high schools have low, medium and high private tutoring tendency levels, students studying in science high schools have low and high private tutoring tendency levels and students studying in private schools have medium and high private tutoring tendency levels.

Data Collection Instruments

The “Private Tutoring Tendency Scale” developed by Türkan and Çeliköz (2018) was used for collecting data for the quantitative dimension of the study. The scale consists of 4 factors and 33 items. Scale item load values range from .82 to .51. It is seen that the Cronbach Alpha value of the scale is .84 and the test-retest value is .71. The semi-structured interview form was used for collecting qualitative data of the study. In the creation of the interview form, a literature review was conducted, and opinions were received from five field experts. In addition, the opinions of one PCG field expert to determine the suitability of the questions for the student's level and two Turkish language teaching field experts were consulted for language clarity.

Data Collection Process

The scales were developed by the researchers to collect quantitative and qualitative data after obtaining necessary permissions from the Provincial Directorate of National Education. The scales were collected based on the voluntary principle. Filling in the scale items took almost 12 minutes. The students were identified by taking into consideration the private tutoring tendency levels collected from quantitative data required for collecting qualitative data. The students were contacted through the school guidance service and interviews were conducted at the school the students attend by determining the time that fits them. The settings where the students can express themselves freely and where the interviews can be conducted effectively were determined by the guidance service. Interviews were done in Turkish language. Interviews with the participants began by chatting about daily events so that the participants could give accurate information. In addition, interviews were conducted at the time and place stated by the participant so that they could express themselves freely. Ersoy (2016) states that qualitative interviews should take place in settings where the participants can communicate effectively. The interviews took almost between 33 minutes and 48 minutes. Collecting qualitative data took almost 28 days because the process was carried out according to the participants' demands.

Data Analysis

The SPSS 22.0 software was used in analyzing the quantitative data. Kolmogorov-Smirnov Test ($p=0.20$) was used to determine whether the data show normal distribution and it was found that it provided the assumption of normality. Descriptive Analyses, Independent Sampling t-test, One-Way Variance Analysis were conducted in quantitative analyses. Microsoft Excel and NVivo 8 software were used for qualitative data analysis. The content analysis was preferred for conducting qualitative data analysis. In this analysis method, similar concepts are gathered and transferred into themes, thus a whole is created so that the readers can comprehend them (Yıldırım & Şimşek, 2016). Content analysis is a systematic and repeatable technique where various words in a text are summarized under small content categories through codings that are based on specific rules.

Results

Private tutoring tendencies of 12th-grade secondary school students were examined. Tendency levels of the students are presented in Table 3 according to the dimensions. Interpretations are presented according to average scores, standard deviations and averages of the students.

Table 3

Private Tutoring Tendency Averages of Students according to Dimensions

Factor	<i>N</i>	\bar{x}	<i>SD</i>	Interpretation
Cognitive Tendency Dimension	692	3.47	.62	High
Affective Tendency Dimension	692	3.34	.65	Medium
Imperative Tendency Dimension	692	2.79	.72	Medium
Socio-economic Tendency Dimension	692	2.44	.96	Low
Total	692	3.09	.45	Medium

The interpretations for the tendency level scores obtained from the scale were expressed with statements “Very Low” for 1.00-1.80 score interval, “Low” for 1.81-2.60 score interval, “Medium” for 2.61-3.40 score interval, “High” for 3.41-4.20 score interval and “Very High” for 4.21-5.00 score interval. With this respect, it is evident on Table 3 that student averages for the “Cognitive Tendency Dimension” is 3.47 (High), “Affective Tendency Dimension” are 3.34 (Medium), “Imperative Tendency Dimension” is 2.79 (Medium) and “Socio-economic Tendency Dimension” is 2.44 (Low). According to the total score, the private tutoring tendency level average score is 3.09 (Medium). It is evident that private tutoring tendencies of students are generally at medium level, cognitively high and socio-economically low.

Differentiation states of secondary school 12th grade students according to gender are examined in Table 4. The Independent Samples t-test was conducted to identify the differentiation states of private tutoring tendencies of students according to gender.

Table 4

Distribution of Private Tutoring Tendencies of Students according to Gender

Factor	Gender	N	\bar{x}	SD	SD	t	p
Cognitive Tendency Dimension	Female	326	3.50	.63	678	1.11	.27
	Male	354	3.44	.62			
Affective Tendency Dimension	Female	326	3.43	.63	678	3.95	.00
	Male	354	3.24	.66			
Imperative Tendency Dimension	Female	326	2.85	.68	678	2.26	.02
	Male	354	2.73	.75			
Socio-economic Tendency Dimension	Female	326	2.53	1.01	678	2.52	.01
	Male	354	2.35	.91			
Total	Female	326	3.16	.44	678	3.93	.00
	Male	354	3.03	.43			

According to Table 4, it is evident that while average score of female students is 3.50, average score of male students is 3.44 based on the cognitive tendency dimension. The difference between score averages of female and male students was not statistically significant [$t(678)=1.11$, $p>.05$]. While average score of female students is 3.43 at the affective tendency dimension, the score average of male students is 3.24. While score average of female students is 2.85 at the imperative tendency dimension, the score average of male students is 2.73. While score average of female students is 2.53 at the socio-economic tendency dimension, score average of male students is 2.35. When private tutoring tendencies of the students are considered in general, average of female students is 3.16 and the average of male students is 3.03. The difference between the scores of female and male students was observed to be statistically significant in favor of female students at the affective [$t(678)=3.95$, $p<.05$], imperative [$t(678)=2.26$, $p<.05$], socio-economic [$t(678)=2.52$, $p<.05$] dimensions and total score [$t(678)=3.93$, $p<.05$]. In other words, female students have more tendency to take private tutoring.

Table 5 presents the differentiation states of secondary school 12th grade students with respect to the state of taking private tutoring according to the dimensions. An Independent Samples t-test was conducted so as to examine the differentiation states of private tutoring tendencies of the students with respect to the state of taking private tutoring.

Table 5

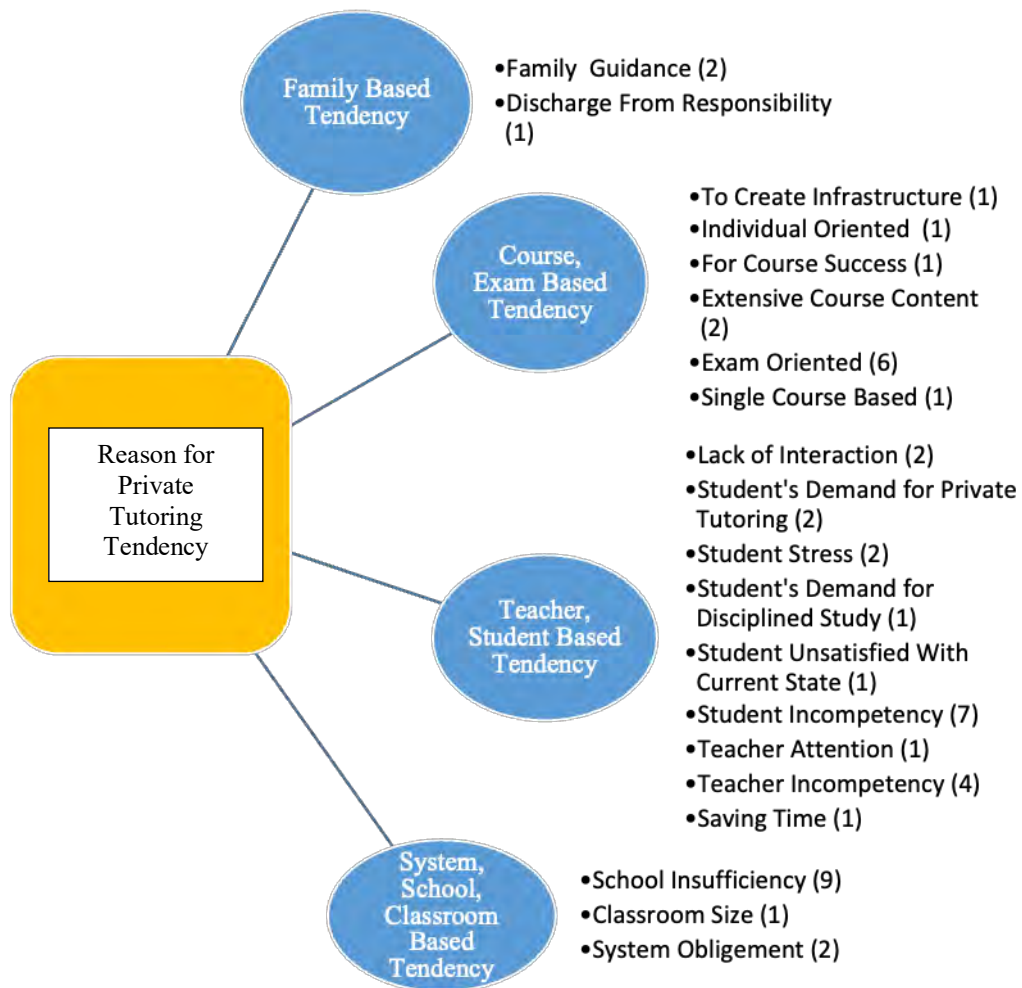
Distribution of Private Tutoring Tendencies of Students with Respect to State of Taking Private Tutoring

Dimension	State of Taking Private Tutoring	N	\bar{x}	SD	SD	t	p
Cognitive Tendency Dimension	Yes	267	3.63	.61	678	5.48	.00
	No	413	3.37	.62			
Affective Tendency Dimension	Yes	267	3.52	.66	678	5.50	.00
	No	413	3.22	.62			
Imperative Tendency Dimension	Yes	267	2.88	.76	678	2.76	.01
	No	413	2.73	.68			
Socio-economic Tendency Dimension	Yes	267	2.48	.99	678	.88	.37
	No	413	2.41	.95			
Total	Yes	267	3.22	.46	678	6.16	.00
	No	413	3.01	.42			

According to Table 5, while average scores of students who take private tutoring are 3.63 at the cognitive tendency dimension, average scores of students who do not take private tutoring are 3.37. While average scores of students who take private tutoring are 3.52 at the affective tendency dimension, average scores of students who do not take private tutoring are 3.22. While average scores of students who take private tutoring are 2.88 at the imperative tendency dimension, average scores of students who do not take private tutoring are 2.73. In addition, when private tutoring tendency total score averages are considered, average scores of students who take private tutoring are 3.22 and average scores of students who do not take private tutoring are 3.01. The difference between the scores of students who take and do not take private tutoring are statistically the cognitive [$t(678)=5.48$, $p<.05$], affective [$t(678)=5.50$, $p<.05$], imperative [$t(678)=2.76$, $p<.05$] dimensions and total score [$t(678)=6.16$, $p<.05$] in favor of students who take private tutoring. While average scores of students who take private tutoring are 2.48 at the socio-economic tendency dimension, average scores of students who do not take private tutoring are 2.41. The difference between student scores was not observed to be statistically significant [$t(678)=.88$, $p>.05$].

When the data collected from student interviews were analyzed, it was observed that the data were grouped under the “Reasons for Private Tutoring Tendency”, “General Opinions on Private Tutoring” and “Methodological Opinions” themes. The category and codes concerning private tutoring tendency reasons of the students are given in Figure 1.

Figure 1
 Secondary School 12th Grade Students' Opinions on Private Tutoring Tendency Reasons



According to Figure 1, it is evident that the reasons why students tend to private tutoring are gathered under categories “Family Based Tendency”, “Course, Exam Based Tendency”, “System, School, Classroom Based Tendency” and “Teacher, Student Based Tendency”. The students stated that they resort to private tutoring due to family guidance and the family’s will to discharge from their responsibilities. There are also course and exam based reasons for students to prefer to private tutoring. That students take private tutoring for nation-wide conducted exams is among the main reasons in this category. Among other course and exam based tendency reasons for private tutoring tendency are the students wanting to lay the foundation for the courses, the courses having an extensive content and the students’ will to be successful in these courses. That private tutoring are single-course and individual oriented are among the reasons for preference.

There are also teacher and student based reasons for private tutoring tendencies. Among these reasons are the fact that the students find the school teachers or themselves insufficient. Lack of student-teacher interaction during lessons, teachers

failing to show sufficient interest are among other factors for private tutoring tendency. It was observed that students tend to private tutoring due to student stress, the student demanding private tutoring with his or her own will and to save time. In addition, that students are not satisfied with their current state and wanting to study in a disciplined manner are among the other reasons. Tending to private tutoring is believed also to be system, school or classroom based. The reasons are considering schools as insufficient, extreme class size and the system obliging the student to take private tutoring. Various student opinions about private tutoring tendencies are given below:

“For example, my mum always works. The reason why she sent me to a private school is that she thought she can’t spare enough time for me, but they will there. After seeing that the school can’t fulfill the needs, then she tended to private tutoring”. (S10)

“If we take into consideration the university entrance exam then I will definitely support taking private tutoring. Because we can only reach to a certain stage at school. After that you have to show your own effort. ... I can say I take private tutoring for almost all courses, Literature, Geography, Mathematics. But because I believe I am very weak at Mathematics I can say that I need private tutoring more for mathematics course. My mathematics skills can be lower when compared with the other courses”. (S3)

“It may be because I feel insufficient and no matter how much effort I put I realize that I won’t be able to manage and need help from someone. ... I first try myself, once I realize I can’t manage on my own I take private tutoring”. (S4)

“For example, none of my old mathematics teachers were good, that’s why private tutoring was beneficial for me. While I scored zero, I increased my score to 10 and I can increase it more”. (S11)

“Honestly, I tended to private tutoring because I didn’t want to take risk. Mean we talked with my family. This year is important, I am not planning to take a gap year. Not to risk this year... I am not thinking of taking a gap year. As I don’t plan to take a gap year the only thing I want is to focus on my profession. I mean I am thinking about at least entering in my profession. That’s why we decided with my family to fill my gaps with private tutoring so as not to take the risk. ... As I stated at the beginning, I don’t want to risk my goals. That’s why I would prefer private tutoring even if I was at a higher or lower level. ... I don’t want to risk my goal. ... I am above the average; I think I am very good especially in Mathematics. But I am self-confident in Physics. Maybe this is the effect of private tutoring. But as I said, Physics and Mathematics are courses I am good at in general. However, I don’t want to put them under risk... Of course, I can have deficiencies, and I do. That’s why I prefer private tutoring”. (S9)

“There is mass education in places like training centers and courses. Even if the teacher wants to deal with the student individually, he or she can’t in a crowded setting. The teacher deals with a single person in private tutoring. The teacher can observe the student’s state, the student’s capacity and where the student can reach”. (S8)

“The main concern of all of us is exam success... The student may think it is insufficient at the school or maybe he or she find it deficient. ...For example, I took private tutoring from only one course, Mathematics, it is a main course, and we need to be good at it. If you are studying in this educational system, then Mathematics is the course that will accelerate you. Mathematics is the first course you need to complete, and I believe that it is not taught very well at school, I tended to private tutoring for reasons like for example my classroom is too noisy and I can’t understand it. I need additional support like this. I tried on my own and I can’t reach the speed at school”. (S1)

“The teacher teaches a group of 20 students in the classroom but in private tutoring there is only you and there is no chance of not learning. It is more beneficial when you are single. Teachers can’t deal with everyone because the classrooms are crowded, thus private tutoring are inevitable”. (S10)

“The examination system changed recently. If I knew the system was going to change then I wouldn’t have gone to the training center and fulfilled my gap by taking a few private tutoring. There is of course some effect of the system”. (S6)

It is evident from the analysis of student opinions that the students underlined many points concerning private tutoring. These points were brought together in a framework and presented in Figure 2 under the “General Opinions on Private Tutoring” theme. The category and codes of general opinions of secondary school 12th grade students are given in Figure 2.

Findings concerning the general opinions of secondary school students on private tutoring theme are given in Figure 2. The students examined the positive and negative sides of private tutoring academically and effectively. In addition, the participants also expressed their views on the effects of teachers and socioeconomic factors on private tutoring.

According to Figure 2, it is evident that the general opinions of the students are gathered under the categories “Academic Opinions”, “Affective Opinions”, “Opinions About the Teacher” and “Socio-economic Opinions”. The students have positive and negative academic opinions about private tutoring. The students stated that private tutoring increases course productivity and success and paved the way for deep learning through disciplined practice and support for comprehending the logic of the subjects. The students also underlined that the private tutoring they took contributed to their school courses and supported permanent learning. In addition, positive academic contributions of private tutoring are: they enhance learning, provide the opportunity for students to freely ask questions they hesitate from asking in the classroom, fulfill deficiencies, broaden students’ horizons and enable time saving. It was identified that students have negative academic opinions concerning private tutoring. These opinions are: they direct students to rote-learning, the students cannot compare themselves with their peers and cause students to get used to comfort.

It was underlined that taking private tutoring has effective effects on students. These opinions are; student perceptions about the course reform, students experience the feeling of success, student interest, anxiety and motivation for the course negatively or positively gets affected, and easy communication with the teacher. In addition, close interest from the teacher, overcoming prejudgments about various courses, increased self-confidence and enabling psychological comfort are among the affective effects. Some of the students stated that they hide that they take private tutoring, they have extra burden of responsibility, and sometimes undergo the fear of insufficiency.

Figure 2

General Opinions of Secondary School 12th Grade Students on Private Tutoring

It is evident in Figure 2 that the students have different opinions about their private tutoring teachers. The students stated that they contacted the teachers through friends, journal advertisements or a common acquaintance. In addition, it was emphasized that teachers contribute to their incomes through private tutoring. There are also socio-economic opinions on private tutoring. Among these opinions are whether or not private tutoring are taken according to family income and that private tutoring costs are very high. The majority of the students stated that private tutoring increases inequality among individuals by causing unfair competition. They also stated that taking private tutoring depends on the number of family members and causes a disruption in the educational system. Various student opinions on this theme are given below:

“... I only take lessons for mathematics. My corrected scores are increasing, I get higher results with respect to comprehending the questions. I have gaps in year 9. and 10. subjects. I can learn them from the beginning”. (S4)

“If we are to consider a student taking a gap year, only taking private tutoring and not attending to training centers or similar places will make him or her disappointed because there will be no one in similar conditions around them. The reason is these students see that they fulfill their gaps, solve their own tests and conduct pilot tests on their own. But they can't compare themselves with others. They can't estimate how they should arrange their study schedules. Okay, they may fill in their gaps. But there will of course questions in the exam that they will fail. They can't make comparisons about how many people around them can't solve these questions”. (S9)

“We started learning derivatives before our class teacher introduced it. I knew derivatives. I didn't start solving tests, but I knew the subject. When the teacher gave the question on the board, I remembered the rules and was able to see the subject in a wide perspective. I reviewed the subject, and this helped me a lot with my lessons.” (S5)

“... there is a condition, and the system pushes you towards it, the more you memorize the more successful you are in this system. What we are actually seeking is memorization and private tutoring offer this to us...” (S1)

“It is permanent. I learn it with private tutoring and in the class and it stays in my mind”. (S10)

“For example, there was a point I didn't understand. No matter how much the man on the video explained, I still questioned it. Like “why is it so, why isn't it so”. As a result, the answers were not clear for me. But after taking a private tutoring you understand why something is like so. You understand why it is so when you see the question why your own eyes. But I couldn't understand it when I saw it for the first time”. (S11)

“I understand the logic of many things better with private tutoring or I see that the logic of the things I try to memorize at school is very different. That's why I don't believe it pushes towards memorization”. (S3)

“...if I am taking private tutoring for a course, I start better following that course at school because I grasp the subject better. It may be because I am already familiar with the terms that everyone else is hearing for the first time. It increases my interest”. (S3)

“The students know the subject beforehand. They get bored while the subject is being taught in the classroom and they start talking with their friends. They prevent their friends from learning. They don't listen either. It can have this negative effect in the classroom”. (S6)

“Exam anxiety is something that's in the life of all of us, and it can decrease the anxiety of you know, I took private tutoring my corrected score increased, and I am closer to the university I want, because we are worried about corrected scores and making corrected score calculations.” (S1)

“There are negative sides. It kind of increases anxiety. After all, you study for one and a half hour, and you get anxious when you realize that there is a long road ahead of you.” (S2)

“...prejudgment is like this; you have bias against Physics, and you can't understand even though you work hard on it. You say this, I solved this many questions, I did this but still couldn't understand it, so obviously I can't succeed, and you stop studying it. But when you take a private tutoring and for example when there is a point you don't understand or can't notice, and the private tutoring teacher directs you and you finally can make it then yes you understand the subject and your bias against the subject ends.” (S1)

“...I had this worry: My family pays money; my mother has full confidence because we hired a teacher, and the teacher also guides me. My perception turned into this, my family supports me even during this condition that's why I have to be successful, I have this anxiety. I feel more upset when I don't study. You think that everyone is already attending to training centers. I can't sleep on the days I take private tutoring and not study”. (S5)

“...I found my mathematics teacher via my friend. Exactly. My friend told me that the teacher gives lesson to two students. So, I talked with my family. That's how we arranged it”. (S11)

“We thought about trying private tutoring via an acquaintance, we talked as I will continue if it is beneficial or end the lessons. It was with my demand and my family being ready for it. I mean I didn't start after my family saying let's begin private tutoring for you”. (S1)

“Private tutoring prices change according to the location. You can take private tutoring for about 50-60 liras around Fatih district. But private tutoring prices are around 300-400 liras around our district. That's why I don't think it will be a problem because prices are determined according to the people who live in the district. There are prices according to people from all financial groups. ...It costs about 1000 liras a month. There are teachers who give a session for 300 liras or 200 liras around our district”. (S2)

“If we were in a better financial state I mean if our state was good so I wouldn't feel any responsibilities then I would have followed video courses, but private tutoring would be great for

subjects I don't understand. For example, for Geometrics. Then I should take private tutoring mum. I won't lose time either". (S7)

"If financial state was lower than now or at low-medium state I wouldn't have taken private tutoring either". (S9)

"...there are students who can afford private tutoring and who can't. There can be inequality here. If we consider the country in general, I don't think there are many students who can't afford it but there is still inequality. A student who has a gap can fulfill it without taking private tutoring or a student taking private tutoring can fill in the gap if he or she is at a lower level. It depends a bit on income as well". (S6)

"If we had less members then maybe I would have thought about it. Because my mum and dad's attention is shared between 3 children at our house. So, each child gets less attention. If I were a single child, then I would have all the attention, and this would have been effective." (S8)

"Private tutoring means injustice. If we consider private tutoring like this, then the system reaches a deadlock. Here you want to study at a good university to be able to earn more money. You pay a teacher money so as to enter a good university but there is also a student who wants to earn much money and study at a good university but doesn't have money to pay that teacher. Your corrected score increases 5 points, but that student remains at the same point, the richer becomes even richer and this way the socio-economic injustice among the society increases. But none of us thinks about this". (S1)

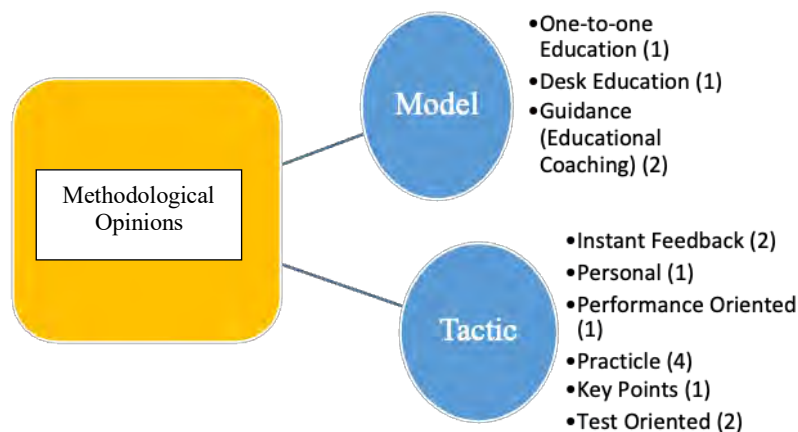
"I would find it right for everyone to take private tutoring if the standard of all families could afford it but if I took private tutoring, but others didn't then I would consider this as unfair competition. But still, everyone should take private tutoring, I hope everyone can afford it." (S3)

"...And by the person who teaches the course, I think it's a good thing. After all, he also has a family to support. It contributes financially to the teacher..." (S8).

According to the analysis of the data collected from student opinions, students have methodological opinions about private tutoring. "Methodological Opinions" of the students are given on Figure 3. Category and codes of the methodological opinions of secondary school 12th grade students on private tutoring are presented on Figure 3.

Figure 3

Methodological Opinions of Secondary School 12th Grade Students on Private Tutoring



Findings concerning the methodological opinions of secondary school students on private tutoring are given in Figure 3. The students examined private tutoring methodologically as a model and a tactic. Secondary school 12th grade students underlined that private tutoring are; one-to-one education received by a single student, desk education received by more than one students together and guidance (education coaching) which brings more than one teacher together to deal with the student. The students also underlined the tactics that they acquired from private tutoring. The students emphasized that they get instant feedback about their deficiencies in private

tutoring and that the lessons usually proceed through tests. In addition, student opinions underlined that the lessons are personal, performance-oriented and focus on key points. Various opinions are given below:

“My private tutoring teacher is also a mathematics teacher, and she also gave me guidance support. She arranged me a schedule. Study this on this day, she said I am weaker in Physics and that I have to study Physics on Saturday. She always prepared me a program and gave homework according to the pages. She would note them in a homework notebook so I won't forget, and I used to send the questions I couldn't solve from WhatsApp. She would understand when I didn't study, and she motivated me”. (S5)

“I also take private tutoring when I study for my school exams because it helps me out and shows me what I should know in a short time. It is good to receive professional support because I can get to a certain point with my own effort. I progress faster this way”. (S3)

“It teaches us the key point. The homework given drives the student to studying. The private tutoring teacher becomes a family member after some time. You feel bad when you don't complete the homework... I can't see various things as other than specific rules. I get lost among figures. Private tutoring helps me realize them. The lessons generally deal with key points”. (S2)

Discussion, Conclusion and Suggestions

When quantitative findings of the study are considered, they are similar in general with qualitative findings. In quantitative findings, private tutoring tendencies of the students were examined based on the dimensions according to various variables. While there was a high tendency in favor of female students at the affective, imperative and socio-economic level with respect to gender, no significant differences were observed at the cognitive dimension. Private tutoring tendencies of female students were observed to be higher than male students. This finding is in line with the finding underlined by Kim and Lee (2001) stating that female students tend to private tutoring more than male students. However, other studies state that male students prefer private tutoring more than female students (Gündüz, 2003; Lee, 2013; Tansel & Bircan, 2005). It is known that there is gender-based injustice in general on educational investments. It was considered that female students have high tendency levels for additional education options such as private tutoring so as to prove themselves because they want to overcome this state, which is not in favor of female students. In a study conducted by Elbadawy, et al. (2007), it was stated that there is a high tendency for males in the workforce market thus, families make higher investments for male students with respect to education. However, in the study conducted by the researchers, no difference was observed with respect to gender in tendencies towards additional educational options such as private tutoring.

When qualitative results of the study are taken into consideration, it is evident that families are effective in the students' tendencies towards private tutoring. Findings of the study point out that past experiences of the families, economic condition of the family or being unsatisfied with their present position leads them to direct their children to private tutoring so as to give them better opportunities. Suante (2017) stated that family pressure is a factor that triggers students to private tutoring. Various studies have underlined that families direct children to private tutoring with respect to motivation and academic reasons (Bray, 2010; de Castro & de Guzman, 2010; Song, et al., 2013). Davis (2013) stated that families make their children take private tutoring so they can discharge from their responsibilities. Similarly, Bray (2007), Kösterelioglu (2015) and Rutz and Balkan (2016) underlined that governments place responsibilities on families about their children's education. According to researchers, parents resort to additional

educational service such as private tutoring to discharge from this responsibility. It is evident that these findings are similar with these studies. It is thought that it would be more beneficial if families spare more time to their children and deal with their education closer rather than trying to discharge from their responsibilities if they could. In a study conducted by Damayanthi (2018), families being concerned with their children's education is more effective in increasing academic achievement than making them take private tutoring. The main reason pointed out for taking private tutoring was course and exam success. When previous studies are considered, it is evident that there are similar findings stating that exams and course success are among the main reasons for tending to supportive lessons such as private tutoring (Baştürk & Doğan, 2010; TED, 2010; Demirer, 2011; Saracaloğlu et al, 2014; Kösterelioğlu, 2015; Yıldızhan, 2015; Biber et al., 2017). Bray (2007) states that students with low success levels tend to private tutoring to increase their success levels and students with high success levels tend to private tutoring to remain in the competition environment. Silova (2009) and Bray and Kwo (2014) show nationwide exams as one of the main reasons for tending to private tutoring. Also, Silova (2009) emphasized the private tutoring tendency finding of this study resulting from infrastructure deficiencies. With this respect, exam and course success desires of the students create a competition environment and the students do not want to remain distant from this environment.

According to students there are teacher and student based reasons for tending to private tutoring. Some of the reasons that direct students to private lessons; The inadequacy of the efforts of the students, the inability of the teachers to teach the lesson in accordance with the level and the lack of motivation for the lesson. Yılmaz and Altinkurt (2011) consider teacher incompetency as one of the educational problems. Similarly, Bray et al. (2014) indicated that teacher incompetency as a factor leading to private tutoring. Sobhy (2012) and Bray, et al. (2013) underline that teacher and student incompetency are factors that lead to private tutoring. The majority of the students state that school insufficiency is the most important reason for them to tend to private tutoring. Student expectations from the school in an exam-based educational system is to operate in an exam-oriented. With this respect, it is considered that schools failing to meet exam related expectations leads to a perception that schools are insufficient. Many researchers state that school deficiencies are factors that push individuals towards shadow education institutions like private tutoring (Bray & Lykins, 2012; Bray et al., 2014; Buchmann, 1999; Kim & Lee, 2010; Silova & Bray, 2006). A similar finding is evident in the study conducted by Yıldızhan (2015). The researcher stated that individuals resort to out-of-school institutions or persons due to school insufficiencies related to test techniques, pilot tests and lesson reviews when preparing central exams.

With respect to opinions concerning the academic dimension of private tutoring, the students strongly emphasized the positive effects on course success and benefits on school courses. When many studies are considered, it is stated that private tutoring have positive contributions on exam and course success levels of students (Bray, 2007; Bray & Lykins, 2012; Güvendir, 2014; Kuan, 2011; Silova, 2009). However, when the literature is considered, there are studies underlining that private tutoring do not have any effect on academic achievements of students such as lesson and exam success (Guill & Bos, 2014; Smyth, 2008). When student opinions stating that private tutoring leads students to get used to comfort are taken into consideration, private tutoring

features such as memorization and taking the easy way out can be listed as factors that prevent thinking skills of the students. Rote learning is considered as a problem in the educational system (Yılmaz & Altinkurt, 2011). According to a study conducted by Sağlam and Büyükuysal (2013), it was stated that rote-based teaching conducted by traditional teachers prevent thinking skills of the students. Similarly, Rodzalan and Saat (2015) emphasize that methods which lead to comfort such as memorization prevents critical thinking and problem solving skills of individuals. In the interviews carried out with the students concerning the affective dimension of private tutoring, the students stated common opinions about the positive effect on increasing their interest, overcoming their anxieties, increasing their motivation and their self-confidence levels. It is stated that students can overcome anxiety, increase their motivation and become more interested in the courses with private tutoring (Mischo & Haag, 2002; Silova, 2009; Bray, et al., 2013). But some students underlined that private tutoring can have negative effects on student interest and anxiety levels related to school courses. According to Bray (2007), private tutoring can sometimes cause students to lose their interest to school courses. Also, according to a study conducted by Duman (2008), taking private tutoring is not a significant variable in overcoming exam and course anxiety. According to the participants, taking private tutoring leads to a feeling of responsibility in the students and this usually has negative affective outcomes. Suante (2017) stated that private tutoring cause pressure on students about being successful and leads to them to fall into stress.

When opinions related to the socio-economic dimension of private tutoring are considered, it is evident that the majority of the participants emphasize the fact that private tutoring damage the principle of equality in education. One other factor emphasized by the participants is the cost of private tutoring. The participants underlined that the cost of private tutoring differ significantly according to factors such as the region, teacher profile. In a study conducted by Tansel and Bircan (2004) in Turkey, it is stated that families spare a high level of budget on additional education options such as private tutoring and training centers. Bray and Kwok (2003), Bray (2007), Bray (2009) and Gölpek (2011) state that family income level changes the extent to and type of benefitting from supportive education options such as private tutoring. This is similar with the findings of this study. While families with higher financial opportunities have a higher chance of offering private tutoring, families with lower income have limited chance of offering private tutoring. This is a factor leading to inequality (Addi-Racah & Dana, 2015; Aslam & Atherton, 2012; Bray & Kwo, 2014; Bray, 1999, 2007; Ireson, 2011; Köseterelioglu, 2015; Silova, 2009; Tansel & Bircan, 2005;).

According to the student opinions, the students contacted private tutoring teachers via friends, journal advertisements or a common acquaintance. According to the related literature, various reasons such as family force, friend factor and advertisements are crucial elements in accessing private tutoring (Barrow & Lochan, 2012; Sobhy, 2012; Vella & Theuma, 2008). The students also stated that private tutoring can have additional contributions for teachers. Silova (2009) stated that private tutoring are an income source for teachers but some teachers who give private tutoring don't notice school courses much.

According to the interviews concerning private tutoring, students evaluate private tutoring methodologically. Interviews point out that the participants consider private tutoring as a model and tactic. When participant opinions are taken into consideration, it is evident that private tutoring can be conducted through various ways and tactics. A similar finding is evident in other studies (Bray, 2007; Demirer, 2011; Damayanthi, 2018; Guill & Boss, 2014; Rutz & Balkan, 2016).

According to the study results, a significant difference was observed in private tutoring tendency levels of the participants with respect to; gender, school type and state of taking private tutoring. When qualitative findings are considered, it is evident that opinions of the participants are mainly gathered under the titles: Reason for private tutoring tendency, general opinions on private tutoring, methodological opinions on private tutoring and solution suggestions.

Suggestions are presented as follows:

- Arranging private tutoring so as to go through government inspection and developing legal sanctions about the regulation,
- Taking into record the income of teachers from private tutoring, subjecting them to tax (preventing informality),
- Conducting experimental studies on determining the effects of private tutoring on various variables,
- Conducting studies on determining the relationship between private tutoring and various skills,
- To make reforms in the culture of competition in the education system,
- To raise awareness of families about negative attitudes and parental pressure based on exam success.
- To provide the right professional guidance to enable students to discover their talents at earlier education levels in order to move away from exam-oriented understanding.
- Conducting studies that examine which age and grade group prefer private tutoring the most and why they prefer them.

Statement of Responsibility

First author has made substantial contributions to design, or methodology, software, validation, formal analysis, investigation, resources, data curation.

The second author has been involved in drafting the manuscript or revising it critically for important intellectual content; have given final approval of the version to be published.

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