

**PRIVATE TUTORING AND EDUCATIONAL INEQUALITY: A STUDY
ON SELECTED COACHING CENTERS IN DHAKA**



MSS 2nd Semester Final Examination

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Session: 2012-13

Department of Sociology

Faculty of Social Science

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December 2014

ADVANCED RESEARCH THESIS

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**A Thesis dissertation submitted in partial fulfillment of the requirements
for the degree of Master of Social Science**

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Dedication

**To the poor students who are deprived from the light of well education care accused of
educational inequality**

Acknowledgement

This thesis is a partial requirement of my Master of Social Science degree. In point of fact, I preferred the whole work with the sincere, logistic and formal support of my honourable teachers. At first, my heartiest gratitude to my honourable supervisor, who has provided with all kinds of essential guidelines and necessary key suggestions from the very beginning to the completion of the research work.

I am also specially grateful to my department, the department of Sociology for giving a chance to research work. In the completion of the research work, the computer composer, the programmer, the graphic designer has provided important assistance with their respective duties. Respondents of the study who participated in sample survey and provided information willingly. I am extremely thankful to all of them.

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Dhaka

Date: December 03, 2014

Author

Abstract

This thesis explores the condition of private coaching in Dhaka city and its impact on student's academic results, mainstream education system, required standard education, students and guardians' attitudes to private coaching and educational inequality. This thesis also explores the causes behind rapid emerging coaching centers in Dhaka city. An integrated quantitative and qualitative approach has been taken for this study. This was a student research project and necessary time and budget were not provided with, the researcher considered purposive sampling technique in selecting respondents from the study site. Private tutoring and its impacts on educational inequality are being related to Human Capital Theory, Structural Functionalism theory and Symbolic Interactionism theory. Coaching is become an integrated part of society though it has negative impacts on mainstream education. A concept developed among the students that private coaching is so much essential for better results. Teachers give attention to coaching business for extra income accused of lower payment in the mainstream schools and colleges.

From the perspective of private coaching, Mathematics, English and science related subjects are preferred in high schools and colleges. English course coaching is beneficial for the students for improving opportunities of admission in the reputed university admission examination. Next impact of private coaching is on the quality of required standard of education. Because, private coaching is emerged as a consequence of teacher's negligence and lower standard of education. The results suggest that private coaching in school exacerbates educational inequality between poor and rich students. Many poor students could not bear coaching costs. It also explores educational inequality between high and low results gainers, girls and boys, rural students and urban students. This study also reveals discrimination among the students by the teacher in the classroom for not attending teacher conducting coaching centers.

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CHAPTER ONE
INTRODUCTION

1.1 Introduction

Private tutoring is a common shadow education¹ (Bray, 1999) system in this subcontinent. It has significant impact on students' academic performance. We see enormous popularity of private tutoring in Bangladesh. Some educated person takes it as their professional career. They established several coaching centers and private program for primary, secondary, higher secondary even for honours level students. Economic sectors of Bangladesh have been expanding day by day. People become more conscious about necessity of education and career. So, they want better qualified educational institution which builds up better career opportunities for students. But, majority of the government school and educational institutions are failed to fulfill public demand. There are several charges about fair teachers' recruitment in these educational institutions. Therefore, guardians are disappointed on these schools' academic performance and choose private tutoring for better education support for their Children.

In fact, Bangladeshi private tutoring is as like a “shadow” education system. This “shadow” education system is termed by several researchers who are involved in education based research in several countries and it exists alongside the official education system. In this system, students attend extra classes to acquire knowledge that they do not appear to obtain during their hours in school. These extra classes or private tutoring sessions have become widespread in both urban and rural areas in Bangladesh. To attend these classes, students must pay tuition fees.

Private tutoring is not an unique issue for developing countries like as Bangladesh. Indeed, it is widespread and can be found in countries as diverse economically and geographically as Canada, Cambodia, Egypt, Greece, Japan, Kenya, Singapore, Taiwan, Morocco, Romania, the United Kingdom, the United States, and Zimbabwe. In South Korea, Kim and Lee (2004) find that parents spent an amount approximately equal to 2.9% of the nation's GDP on private tutoring for primary and secondary students. (Cited in Dang, H-A, 2006, P.2)

It is difficult to explain the amount of nation's GDP investing on private tutoring from the perspective of Bangladesh due to lack of data. Because, there are not existed any accurate data on this perspective. But, this amount will not so little, but high. There are several possible

¹ The shadow education system as “mechanisms through which pupils extend their learning and gain additional human capital, which benefits not only themselves but also the wider societies of which they are part (Bray, 1999, P.18)”.

reasons for the growing existence of private tutoring. First, private tutoring can be considered some form of private supplementary education: it thrives in countries where the public education system fails to satisfy the needs of the students—as is the case not just in most developing countries (Glewwe and Kremer, 2006), but also in South Korea (Kim and Lee, 2004) or Canada (Davies, 2004). In this role, private tutoring is also popular in countries where passing examinations becomes the gateway to further education and advancement in society (Dore, 1976; Bray, 1999). Second, private tutoring can result from corruption in the education system in some developing countries, where teachers require their students to go to their extra classes to supplement their income because they are poorly paid and monitored (Biswal, 1999; Buchmann, 1999).

Last but not least, cultural factors can play an important role in the development of private tutoring. Private tutoring may have cultural impacts in Bangladesh and Indian subcontinent. Because, there were no formal schooling systems in prior time. *Pathshala*² and *Maktab*³ were main traditional schooling systems which were arranged as a private tutoring system. *Jamindar*⁴, *Nabab*⁵, *Raja*⁶ or influential families arranged this schooling system for their family members or society members by their personal or community efforts. In British period, formal education system started. But, traditional education system continuingly is going adjacent to formal education system. Present private tutoring system is a new format of traditional education system which is accepted zealously to the guardians of students.

1.2 Statement of the problem

Coaching is become as threat for mainstream education system. The importance of mainstream education is declining day by day. Teachers are more interested to teach in the coaching centers rather than classroom. Thus, coaching has become a shadow education system in Bangladesh. Parents influence their children to go to coaching centers for better results. Because, formal schooling could not ensure required standard of education. Government negligence and lack of

² Pathshala is a Bangla term used for indicating informal schools in previous period.

³ Maktab is a Arabic term used for informal religious schools in rural area.

⁴ Landowner

⁵ Ruler

⁶ Ruler, emperor

proper supervision play important role for emerging coaching centers. The duty of government is to ensure standard quality of education. Teachers' payment is low. They cannot afford their family costs by these earnings. So, they are obliged to establish coaching centers for extra income. Coaching is a private program and it takes fees from students. Poor and deprived students could not afford coaching costs. So, they are remained out of coaching services. Generally, coaching goes students are comparatively well in academic study than others students who do not go to coaching centers. Poor students are omitted from education and they confined within a vicious circles. Economic condition and educational opportunities are closely related. Weak economic condition compels students to omit from mainstream education and they dropped out from schools and colleges. By the way, there are created educational inequality among the students. This inequality is increased highly accused of coaching. Therefore they are doubly exploited. Because, coaching takes extra fee which is impossible to bear for the poor students. Coaching goes make good results in the exams. Sometimes coaching teachers provide leakage question⁷ to their coaching students. It is also a cause for better results in the final exams. Though there are many questions about the standard of good results at presents.

1.3 Rationale of the research

In this digital age, where education is the main tool for lead the world. Standard education is the precondition for bright and prestigious future. But, standard education is questionable fact in Bangladesh. Because, there are developed parallel education system as coaching centers. A coaching is a shadow educational institution which gives private study supports. Shadow education is a pejorative name for private supplementary tutoring that is offered outside the mainstream education system. Coaching has become so much important among the student and parent of Bangladesh that parents of young children feel they must send coaching centers to improve their child's performance in academic results and better career. As a result, several negative effects occurred which harm mainstream education systems and created educational inequality among the students.

There are thousands of students who dropped out from education every year. According to the BANBEIS report (2013), The drop-out rate for secondary cycle (grade 6 to 10) is 44.65% for

⁷ Leakage question is regarded as question out illegally in previous examinations.

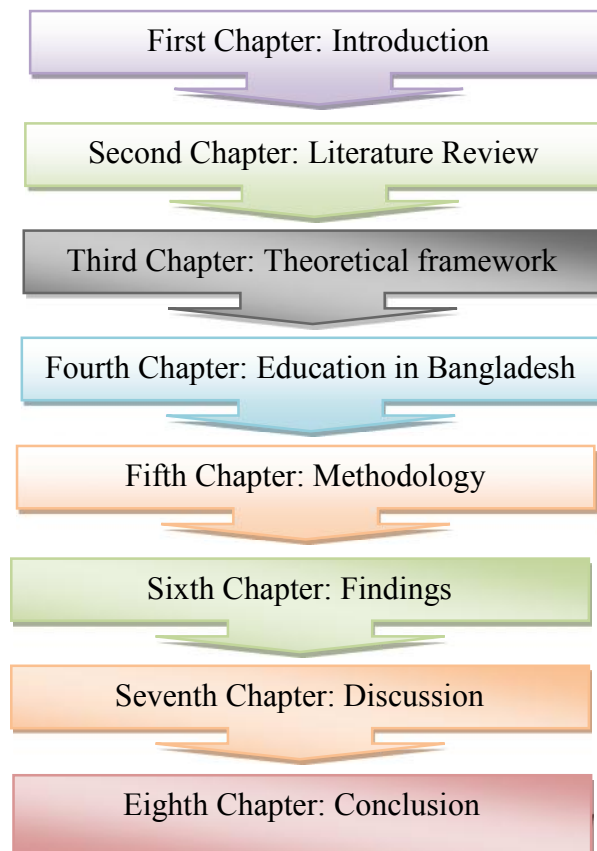
both sex, 34.90 % for boys and 52.36% for girls'. This rate at higher secondary level is 21.80% for both sex, 20.31% for boys and 23.29% for girls'. Day by day this trend is increasing alarmingly. Government's weak or lack of monitoring of education system and institutions and need based policy is also liable for this consequences. Coaching has become as a tool for exploitation. Therefore, the rationale of this research is to find out the causes of taking coaching services in Dhaka city and its impacts on educational inequality. And why teachers depend on private coaching for extra income? Is it beneficial for mainstream education or not?

1.4 Objective of the study

01. To explore reasons for private tutoring.
02. To identify the consequence of tutoring on students academic achievement and formal schooling.
03. To examine its impact on educational equality.

1.5 Overview of the thesis

The thesis is designed into eight chapters. First chapter includes introduction, statement of the problem, rationale of the study, objectives of the study etc. Second chapter is designed with literature reviews from several relevant researches on private tutoring.



Third chapter consists of theoretical framework. conceptual framework. Fourth chapter is designed with education in Bangladesh. Fifth chapter includes methodology. Sixth chapter reveals the findings of the study. Seventh chapter includes discussions on private tutoring and educational inequality. Eighth chapter includes conclusions and recommendation. At last, appendix is remarked which includes references, questionnaire, map of the study area, pictures etc.

1.6 Operational definition

Private Coaching: Coaching refers to methods of helping others for improving, developing, learning new skills. Private coaching refers to shadow educational institutions where private tutors teach to the students by taking monthly fees. There are several types of private coaching as academic coaching, admission coaching, job coaching, higher study coaching etc. In this study, academic coaching is focused from the perspective of educational inequality.

Private tutors: teachers of coaching centers are regarded as private tutors. Sometimes private tutors are employed personally to teach at home.

School conducted coaching: school conducted coaching is regarded which coaching is run by the school authority in the school before final examination for students' better results and institutional reputations.

Educational inequality: Educational inequality refers to such types of inequality by which poor and lower class students are become deprived from proper educational opportunities and sometimes they are dropped out from educational access.

Discrimination: In this study, discrimination refers to students' discriminations in the class. Which students do not go to class teacher conducted coaching centers they may face some discriminations as like marks discrimination in the examination, mental torture, facing negligence in the class, physical torture etc.

CHAPTER TWO
LITERATURE REVIEW

2.1 Literature Review

Private tutoring is a very common phenomenon in many developing countries including Bangladesh. Students, teacher and educated unemployed are fully or partially depended on private tutoring system. In Dhaka city, there are huge numbers of private tutoring institutions as coaching centers. Most of the students take coaching services for English, Science related subjects, mathematics etc. English is the second language in Bangladesh. Most of the students fear English related courses. So, they choose private tutoring for better results in the examination. Kachru (1997) explains the increase in the use of English in Asia as “overwhelming” (p. 68). English in south Asia has developed to a more distinctive level than in other countries where English is used as a second language. In Bangladesh, a country of south Asia, where there are established hundreds of English medium schools. Government school has English version lesson.

Student can choose any version of syllabus. The university level education in Bangladesh, where majority of courses are taught in English. Interviews of jobs, advertising of many products, English learning campaign are more vital in Bangladesh. So, development of English in Bangladesh is more advanced than other countries where English is used as second language. So, every one emphasized on learning English. But, students are provided well English care in Bangladeshi school over all. It is very common that, most of the students are not fluent in speaking, writing and reading and listening English. They become unsuccessful in the examinations. So, guardians fear for the academic results of their Childs. Then they choose coaching centers for better education for their kids. Science related subjects are demandable and interesting courses for the students. But, lack of proper scientific instruments, good teachers, and well accommodation obliged students to go to coaching centers for better results.

2.2 Non-qualified Teacher and Private Tutoring

Most of the teachers are not well qualified and trained, specifically in primary, secondary and higher secondary level educational institutions in Bangladesh. There are several causes behind this condition. Because, teaching profession is not attractive and profitable in this country accused of low payment and less facilities. Teachers are paid low payment and their social status is not high as like others profession which pay high payment to its holder. Accused of low

payment, most of the brilliant job seekers do not select teaching profession. “Teachers interviewed for this study were indeed highly dissatisfied with their remuneration, lack of financial benefits and conditions of service. Furthermore, they agreed that dissatisfaction is prevalent among teachers. For many male teachers teaching is an alternative option or a second job. This is largely due to its poor salary structure (Haq and Islam, 2005)”. In south Asia, according to Govinda and Biswal (2006), even when the required level of qualifications is low, many teachers do not reach national requirements to teach. While data on teachers’ qualifications is limited, on the basis of available data for 1995, it was found that more than one fourth of the teachers in Nepal did not have a teacher’s certificate.

In the Maldives, 30% of the teachers lacked a certificate and another 22% did not have any other nationally identified to teach. A shortage of qualified teachers in Nepal, Bhutan, the Maldives, and in remote areas of India and Pakistan was also noted. Buchmann (1999) and Silova and Bray (2006) expressed concerns that low pay levels and weak monitoring of teachers in the public system may create a private tutoring market for teachers who wish to reap more rewards from teaching outside the public schools. Private supplementary tutoring may become more necessary in systems that are teacher-centered rather than child-centered, and are intolerant of slow learners (Bray, 1999).

2.3 Factors of Private Tutoring

Stevenson and Baker (1992) introduced another macro factor that would affect people’s decisions on private tutoring. If there is a tight linkage between education and future success in the labor market, they argued that this linkage would stimulate the competition for more education, and thus private tutoring. Given this tight linkage, the existence of high-stakes formal examination, a prerequisite to acquire more education in higher education institutions, increases the demand for education even more (Stevenson & Baker, 1992; Bray, 1999). To meet this high demand, parents and students who are not satisfied with education provided by the public school system find other ways to meet their needs by participating in the private tutoring sector or by studying abroad (Chun et al., 2003; Kim, 2004). (Cited in Lee, 2013)

Now, We will present another two factors which tend to private tutoring. Two factors are explored by Hai-Anh Dang and F. Halsey Rogers (2008) in *Policy Research Working Paper 4530* of The World Bank. We present the evidence from the literature on these two sets of explanatory factors.

2.4 Micro factors

There are several studies that explored the determinants or drivers of private tutoring. Based on related studies, Dang and Rogers (2008) accumulated the results in existing studies regarding what kinds of micro and macro factors influence the demand for private tutoring. In terms of micro factors, many studies show a consensus that the most influential micro factors are household income, parental education, and urban location (Assaad & El-Badawy, 2004; Stevenson & Baker, 1992; Tansel & Bircan, 2006; Dang, 2007b). Specifically, students whose parents live in an urban area with higher income and education levels have a higher probability of receiving private tutoring than their peers who live in a rural area with parents with lower income and education levels. (Choi et al., 2003; Kim, 2004; Kim & Lee, 2010; Lee, 2003; Won, 2001; Yun, 1997).

In addition, a student's grade level and household size explain the pattern of demand for private tutoring in some countries. In Egypt and Vietnam, students in higher grade levels, especially the ones in the last grade of their current school level or in diploma-granting years, showed a higher demand for private tutoring (Assaad & El-Badawy, 2004; Dang, 2007b). And in Korea, Turkey, and Vietnam, the number of children in households showed a negative relationship with private tutoring expenditures (Kim & Lee, 2010; Tansel & Bircan, 2006; Dang, 2007b).

However, the household size variable is likely to be endogenous. For example, parents who have several children may have a lower level of parental concern for their children's education or different educational beliefs. In addition, resources such as government subsidies and corporate benefits for people with multiple children may affect parents' decision on how much they spend money on private tutoring. However, since these different characteristics of parents with multiple children are difficult to measure and unobserved, it would create bias in estimating its effect.

Baker et al. (2001) also argued that student's academic performance is one of the factors that determine the private tutoring expenditures of households. However, this factor plays out differently in different countries. For example, using data from the Third International Mathematics and Science Study (TIMSS) in 1995 for 41 countries, Baker et al. (2001) showed that in three-fourths of these countries, low-performing students spent more money on private tutoring, whereas one-fourth of them exhibited an opposite pattern. This implies that some countries use private tutoring as a remedial strategy, while other countries consider it as an enrichment strategy (Baker et al, 2001; Won, 2001).

In this study, Baker et al. (2001) used the OLS estimation to explore the determinants of private tutoring with several control variables including a composite measure of socioeconomic status of students, their gender, type of community, at-school remedial resources, and whether there is a difference between the language used at home and the language used in school instructions. However, there were many unobserved variables that the authors failed to control such as student academic motivation and parent academic aspiration for their children, which make estimates biased.

Stevenson and Baker (1992) used a logistic regression equation to find the determinants of the shadow education in Japan. In addition to the micro factors mentioned above, student's gender, student curriculum track (academic track vs. vocational track), and high school reputation seem to explain the pattern of students' shadow education in Japan. They found that male students, students in the academic track, and students in high schools that have a higher reputation spent more money on shadow education than their counterparts. (Cited in Lee, 2013 pp. 21-25)

2.5 Macro factors

In addition to micro factors, the literature on private tutoring has cited several macro factors that seem to foster the demand for private tutoring. First, Bray (1999) argued that as some of underdeveloped countries have transitioned to a market economy, the demand and supply of private tutoring have substantially increased. As the economy improves, increasing the real income of households, households would start spending more money on their children's education and other goods, an income effect in economics. Bray (1999) used cases in China,

Vietnam, and Eastern Europe to show the emergence of supplementary tutoring, which previously did not exist in these countries.

Stevenson and Baker (1992) introduced another macro factor that would affect people's decisions on private tutoring. If there is a tight linkage between education and future success in the labor market, they argued that this linkage would stimulate the competition for more education, and thus private tutoring. Given this tight linkage, the existence of high-stakes formal examination, a prerequisite to acquire more education in higher education institutions, increases the demand for education even more (Stevenson & Baker, 1992; Bray, 1999). In the case of Taiwan, the view is pervasive that students participate in shadow education to prepare for university entrance examinations because getting into prestigious universities determines their success in the labor market (Lin, 1983). Also, in Hong Kong, there is high demand for shadow education as a preparation for the secondary-school-certification examinations because performance on the exam is the most crucial factor that determines their job and salary level (Mitchell, 1968; Sweeting, 1983). However, Baker et al. (2001) found the opposite result in terms of the influence of high-stakes testing.

They analyzed 41 countries using the 1994-95 TIMSS data and found no relationship between the existence of high-stakes testing and the use of shadow education. Cultural values are also emphasized to explain the pattern of private tutoring in many countries. Bray (1999) argued that supplementary tutoring is especially prevalent in cultures that stress effort. Many Asian cultures, which show a high demand for tutoring, are influenced by Confucian traditions that stress effort as a factor for future success, whereas a person's ability is more emphasized in European and North-American cultures (Rohlen & LeTendre, 1996). In addition, "many Asian cultures value disciplined study and are both competitive and status conscious," which influence people's need for private tutoring (Bray, 1999). In terms of competition, the intensive competition among students for college entrance in Korea is analyzed as one of the important determinants of private tutoring (Lee, 2005).

The ineffectiveness of the public education system is found as one of the determinants of private tutoring (Silova & Bray, 2006). In Korea, the public education system is regulated strictly by the

government especially after the introduction of the Middle School and High School Equalization Policy (Lee & Hong, 2001). Due to this rigidity, it is completely insulated from the market forces and local parents' demand for education (Kim & Lee, 2010). To meet this high demand, parents and students who are not satisfied with education provided by the public school system find other ways to meet their needs by participating in the private tutoring sector or by studying abroad (Chun et al., 2003; Kim, 2004). Several Korean researchers have conducted studies to analyze whether the High School Equalization Policy is one of the factors fanning the increasing demand for private tutoring, and they argued that this policy has played a significant role (Kim et al., 2003).

Buchmann (1999) and Silova and Bray (2006) expressed concerns that low pay levels and weak monitoring of teachers in the public system may create a private tutoring market for teachers who wish to reap more rewards from teaching outside the public schools. Private supplementary tutoring may become more necessary in systems that are teacher-centered rather than child-centered, and are intolerant of slow learners (Bray, 1999). However, most of these studies are speculative and anecdotal and do not indicate the causal link between the nature of education systems and demand for private tutoring. (Cited in Lee, 2013 pp. 21-25)

2.6 Impacts of private tutoring

Private tutoring has two sided impacts. It may create educational inequality and may have positive impacts. In Bangladesh, there are found several coaching as like university admission coaching or job coaching which helps students to be qualified in “so-called” admission war or job recruitment examinations. Because, in this age of competition, student has to included any certain coaching centers for better performance. Because, seat is limited and applicants are large number. Buchmann (2002) also found positive impacts of private tutoring on student academic performance in Kenya. For 13- and 19-year-old students, private tutoring reduced the chance of grade repetition and increased student academic performance.

Similarly, Briggs (2001) looked at commercial private tutoring courses in the United States and tried to measure its effectiveness using the OLS method. He found that coaching increased SAT math scores by 14-15 points, SAT verbal scores by 6-8 points, and ACT math and English scores

by 0-0.6 points, but decreased ACT reading scores by 0.6-0.7 points. Park, Park, and Kim (2001) and Yang and Kim (2003) also argued that private tutoring contributed to the improvement of the math and science scores in TIMSS 1999 using Hierarchical Linear Modeling (HLM). Using the multiple regression, Lee (2001) claimed that private tutoring is one of the important factors for academic achievement.

Kulpoo (1998) and Polydorides (1986) also found the positive correlations between private tutoring and academic achievement in Mauritius and Greece, respectively. However, significant caveats of these studies are that either they do not control for school characteristics, which may bias the estimation results, or they do not use an appropriate method to observe the causal relationship. Han, Sung, and Gil (2001) and Ban, Jung, and Yang (2005) provided counter-evidence in which private tutoring is not statistically significant in explaining academic achievement using regression analysis. Lee et al. (2004) investigated the effect of pre-class tutoring on academic achievement of students who were enrolled in secondary schools in Korea. Pre-class tutoring is defined as private tutoring that teaches a school's curriculum at least one month ahead of its schedule. This study concluded that pre-class tutoring has no short- or long-term effects on student academic performance in Korean language, English and mathematics. However, this study also has several weaknesses in the analysis.

2.7 Determinants of Private Tutoring

There are several studies that explored the determinants or drivers of private tutoring. Based on related studies, Dang and Rogers (2008) accumulated the results in existing studies regarding what kinds of micro and macro factors influence the demand for private tutoring. In terms of micro factors, many studies show a consensus that the most influential micro factors are household income, parental education, and urban location (Assaad & El-Badawy, 2004). Specifically, students whose parents live in an urban area with higher income and education levels have a higher probability of receiving private tutoring than their peers who live in a rural area with parents with lower income and education levels. Similar patterns have been found in Korea (Choi et al., 2003).

Baker et al. (2001) also argued that student academic performance is one of the factors that determine the private tutoring expenditures of households. However, this factor plays out differently in different countries. For example, using data from the Third International Mathematics and Science Study (TIMSS) in 1995 for 41 countries, Baker et al. (2001) showed that in three-fourths of these countries, low-performing students spent more money on private 23 Baker et al. (2001) also argued that student academic performance is one of the factors that determine the private tutoring expenditures of households. However, this factor plays out differently in different countries. For example, using data from the Third International Mathematics and Science Study (TIMSS) in 1995 for 41 countries, Baker et al. (2001) showed that in three-fourths of these countries, low-performing students spent more money on private.

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2.8 Labor Market and Private Tutoring

There are close linkage between labor market and private tutoring. Qualified candidates make well in the job market. Standard quality education may create skilled man power for jobs. But, there is remarkable insufficiency in quality education in Bangladesh. So, people take private tutoring and coaching services for better job career. Stevenson and Baker (1992) introduced

another macro factor that would affect people's decisions on private tutoring. If there is a tight linkage between education and future success in the labor market, they argued that this linkage would stimulate the competition for more education, and thus private tutoring. Given this tight linkage, the existence of high-stakes formal examination, a prerequisite to acquire more education in higher education institutions, increases the demand for education even more (Stevenson & Baker, 1992). In the case of Taiwan, the view is pervasive that students participate in shadow education to prepare for university entrance examinations because getting into prestigious universities determines their success in the labor market (Lin, 1983). Also, in Hong Kong, there is high demand for shadow education as a preparation for the secondary-school-certification examinations because performance on the exam is the most crucial factor that determines their job and salary level (Sweeting, 1983).

2.9 Culture and private tutoring

Private tutoring have cultural impacts in Bangladesh and Indian subcontinent. Because, there were no formal schooling system in prior time. *Pathshala* and *Maktab* were main traditional schooling system which were arranged as a private tutoring system. Jamindar, Nabab, Raja or influential families arranged these schooling system for their family members or society members by their personal or community efforts. In British period, formal education system started. But, traditional education system continuingly going adjacent to formal education system. Present private tutoring system is a new format of traditional education system which is accepted zealously to the guardians of students.

Cultural values are also emphasized to explain the pattern of private tutoring in many countries. Bray (1999) argued that supplementary tutoring is especially prevalent in cultures that stress effort. Many Asian cultures, which show a high demand for tutoring, are influenced by Confucian traditions that stress effort as a factor for future success, whereas a person's ability is more emphasized in European and North-American cultures (Rohlen & LeTendre, 1996). In addition, "many Asian cultures value disciplined study and are both competitive and status conscious," which influence people's need for private tutoring (Bray, 1999). In terms of competition, the intensive competition among students for college entrance in Korea is analyzed

as one of the important determinants of private tutoring (Hyun et al., 2002; Kim, 2004; Lee, 2005).

2.10 Private Tutoring as a consequence of Government failures

Education policy and supervision is depended on government. If government supervises and maintains educational affairs strictly then it is impossible to grow up any shadow education system. The ineffectiveness of the public education system is found as one of the determinants of private tutoring (Kim & Lee, 2010; Buchmann, 1999; Silova & Bray, 2006). In Korea, the public education system is regulated strictly by the government especially after the introduction of the Middle School and High School Equalization Policy (Lee & Hong, 2001). Due to this rigidity, it is completely insulated from the market forces and local parents' demand for education (Kim & Lee, 2010). To meet this high demand, parents and students who are not satisfied with education provided by the public school system find other ways to meet their needs by participating in the private tutoring sector or by studying abroad (Chun et al., 2003; Kim, 2004). Several Korean researchers have conducted studies to analyze whether the High School Equalization Policy is one of the factors fanning the increasing demand for private tutoring, and they argued that this policy has played a significant role (Lee & Hong, 2001; Kim et al., 2003; Kim et al., 2003).

Buchmann (1999) and Silova and Bray (2006) expressed concerns that low pay levels and weak monitoring of teachers in the public system may create a private tutoring market for teachers who wish to reap more rewards from teaching outside the public schools. Private supplementary tutoring may become more necessary in systems that are teacher-centered rather than child-centered, and are intolerant of slow learners (Bray, 1999). However, most of these studies are speculative and anecdotal and do not indicate the causal link between the nature of education systems and demand for private tutoring.

2.11 Private Tutoring and Its Achievement

Private tutoring and coaching may have two sided effects as merit and demerit. It hampers the quality of mainstream education system and on the other side, it helps the students for doing better results and bright future where government is failed to provide quality education for the

people. Park, Park, and Kim (2001) and Yang and Kim (2003) also argued that private tutoring contributed to the improvement of the math and science scores in TIMSS 1999 using Hierarchical Linear Modeling (HLM). Using the multiple regression, Lee (2001) claimed that private tutoring is one of the important factors for academic achievement. Using path analysis, Kulpoo (1998) and Polydorides (1986) also found the positive correlations between private tutoring and academic achievement in Mauritius and Greece, respectively. However, significant caveats of these studies are that either they do not control for school characteristics, which may bias the estimation results, or they do not use an appropriate method to observe the causal relationship.

Cheo and Quah (2005) and Ha and Harpham (2005) also found insignificant effects of tutoring on student achievement. Cheo and Quah (2005) conducted an analysis using multiple regression with students in grade 8 in three schools in Singapore and found negative and insignificant effects of having a paid home tutor. Similarly, using logistic regression, Ha and Harpham's (2005) results showed an insignificant effect of taking extra after-school classes on writing and numeracy for eight-year-old children in Vietnam, whereas children with extra classes were more than twice as likely to be able to read correctly compared to children who didn't take extra classes. Some studies investigated the effect of private tutoring based on the subjective answers of perceived academic improvement. Korean parents showed strong trust in the effect of private tutoring (Paik, 1999; Yun, 1997). In addition, studies have shown that German and Japanese parents believed that private tutoring plays a positive role in increasing academic achievement of their children (Kramer & Werner, 1998).

2.12 A Shadow Education System

Coaching system is developed parallel way with the mainstream education system in Bangladesh. The shadow education system as “mechanisms through which pupils extend their learning and gain additional human capital, which benefits not only themselves but also the wider societies of which they are part (Bray, 1999, P.18)”. This aspect of private tutoring helps explain why it has been referred to as “shadow education” (Bray, 1999a). Compared with the private-schools sector, private tutoring is also more informal and more flexible: it can include not only one-to-one tutoring but also group classes and can be provided not only by fulltime tutors

and teachers, but also by college students, (retired) teachers, university professors, and, in the case of Japan, even homemakers (Russell, 1997). Since it supplements the public sector rather than replacing it, the combination of public schooling and private supplementary tutoring is also more affordable for many households than private education would be.

CHAPTER THREE
THEORETICAL FRAMEWORK

Theoretical framework

3.1 Education and the state

Education system of a state depends on the policy of the government. In this twenty first century, the responsibility of the public education is associated with the state responsibility. But state could not ensure standard quality education in developing countries as like Bangladesh. In Bangladesh, where primary to higher degree, state is responsible for providing quality education to the nation. But, insufficient fund, qualified manpower and lack of other necessary accommodation state could not ensure standard quality education. Education is the only way for bright future. When government could not ensure standard quality education then guardians and parents become anxious about their kids' future. Then they employ private tutor or send kids to the coaching centers. They wish that their kids will learn better education from here and it will compensate the gap of classroom education.

At this point, it will be interesting to take a closer look at the role of the state in the provision of education. The public provision of mass education is a relatively new phenomenon. In Europe and North America, it evolved only during the mid-19th century. Before that, the children of the upper classes usually received domestic education as private tutoring. During the 19th century, education came to be seen as a responsibility of the state rather than the family, although this development was sometimes viewed with discomfort: "Legislation has of late further relaxed family bonds by relieving parents from the care of their children's minds, and replacing education under parental direction by education under governmental direction (...)" (Herbert Spencer, *Principles of Sociology*, 1876: 717, quoted by Starrett 1998: 25). The founder of pedagogy as an academic subject, German philosopher Johann Friedrich Herbart (1776-1841), believed that public schooling had to be supplemented by domestic instruction, as "schools do not expand but narrow the mission of education (Cited in Hartmann, 2008).

They make real communication with each individual impossible. (...) It is impossible for the instructor to teach, individualize his instruction, give children close personal guidance, and keep order in a big class." (quoted by Gordon 1990: 164). Today, the education of the young generation is usually regarded as a crucial task of the state. The international discourse stresses the human right to education and the importance of free access to education for all. The public

provision of education should, ideally, guarantee equal opportunities for all citizens, regardless of their socio-economic background. In economic terms, education is regarded as a means of “human capital formation” and as an investment in the future, turning children not only into loyal citizens of the state but also into productive members of their society. It has come to be regarded as an important precondition for economic development (Akkari 2004: 144). Most governments have a strong interest in the education system, since it is seen as one of the central agents for socialization and for instilling norms and values in future generations, for promoting identification with a nation, a cultural and a religious community.

Every education system is a contested site of overlapping interests and influences, “of political and cultural struggle and cultural transformation” (Herrera 2006: 26). Power relations play an important role. Since the 1970s, education systems have been described as arenas of social reproduction and class struggle, serving to maintain and perpetuate class inequalities (Bourdieu/ Passeron, 1977). Other authors have argued against this deterministic view of education and emphasized the agency of students in the production of culture (cf. Barsoum 2004: 14). Starrett argues that, while authoritarian regimes may try to use the public education system as a tool for controlling their citizens, the liberating potential of education should not be underestimated: “There was no way to teach a man to read the Bible... which did not also enable him to read the radical press” (Raymond Williams, 1981, quoted by Starrett 1998: 58f.) (Cited in Sarah Hartmann, 2008, pp 12-16).

3.2 Human Capital Theory

The demand for private tutoring can be interpreted as a form of human decision making with the aim of increasing knowledge and skills motivated by the desire to build human capital that yields higher future earnings and success based on the theory of human capital. In order to understand the underlying context of private tutoring, understanding human capital theory is basic. Treating human beings as capital goods was controversial among economists until the mid-20th century even though a few economists had started viewing human beings as a capital of nations² (Schultz, 1961). Due to more humanistic conceptions of human beings, the concept of human capital had to endure criticisms against it (Schultz, 1961) (Cited in Lee, 2013). However, Theodore W. Schultz who was an economist in the 20th century undertook to criticize the

classical notion of labor as simplistic in his article *Investment in Human Capital*. The classical notion is that labor should be considered as a capacity to do manual work requiring little knowledge and skill. Also, he argued that human beings should be treated as a form of capital of the country because of their important economic role. The improvement in the quality of human capital increases the productivity of workers, which is linked to real earnings as well as the economic growth of nations (Shultz, 1961; Becker, 1962; Lucas, 1988; Mankiw, Romer & Weil, 1992). Due to these important roles of human capital, Schultz (1961) believed that human capital should be promoted by investing in people through five important activities such as health services, on-the-job training, formal education, adult education, and migration of individuals and families (Cited in Lee, 2013).

After this formal introduction of human capital by Schultz, Gary Becker (1962) developed a theory of investment in human capital with an emphasis on empirical implications. More broadly than Schultz (1961), Becker (1962) defined human capital investments to be any “activities that influence future real income through the imbedding of resources in people.” (Becker, 1962, pp. 9). Among various activities, Becker (1962) used on-the-job training and how it affects the earnings of trained workers. With the distinction between general and specific on-the-job training, he showed the age-earning profiles for trained and untrained workers, which showed different patterns in growth of earnings. For both general and specific on-the-job training, earnings of trained workers are lower than earnings of untrained workers in the period of training due to costs that workers bear for training. However, earnings of trained workers surpass the earnings of the untrained in later ages due to increased productivity with skills and knowledge that workers acquired during training. Becker (1962) also argued that the magnitude of returns to general training during the period of training is smaller compared to the returns to specific training because workers bear all the costs of general on-the-job training whereas firms share costs with workers who receive specific on-the-job training. (Cited in Lee, 2013)

Because the training process requires costs and time to complete and because its benefits are born after a considerable time period, the value of the resources during training period is regarded as investment. Also, the higher earnings in the later years that result from the training are treated as its yield. In addition to on-the-job training, other activities could also increase

human capital. Becker (1962) defined a school as an institution specializing in the production of training. Through schooling, people absorb skills and knowledge (either general or specific) that they would need in the labor market. Therefore, schooling would have the same kind of implications as on-the-job training. Moreover, apart from the knowledge and skills that people could learn from training or schooling, other information such as economic, political, or social systems could help people choose patterns of consumption, employment, or allegiance to political parties, which could significantly raise real incomes of workers (Becker, 1962). Activities that promote emotional and physical health are other ways to improve human capital that have a significant influence on earnings.

Within the category of investment in human capital, private tutoring can be considered as one of the activities that help raise the quality of human capital. Similar to schooling, private tutoring aims to provide the necessary knowledge and skills that are required to succeed in formal schooling and the labor market in the future. In addition, students with access to private tutoring institutions often benefit from receiving other information about external academic resources, universities or future careers that are often provided by tutors or private tutoring institutions. These resources could strengthen the human capital of students, which is believed to have a strong connection with their success in the future labor market. Therefore, the theory of investment in human capital provides a critical background to explain the demand for private tutoring (Cited in Lee, 2013, pp 14-16).

The human capital theory is closely associated with the coaching perspective in Bangladesh. In past time, where domestic study were existed for well child caring. But, education is regarded as a medium for establishing career at present. So, students and guardians are conscious for better education. When, there are found any gap in education system then guardians and students try to compensate study gap. Because, coaching or private tutoring help to fulfill study gap in the class and provide essential helps though it has bad impacts on mainstream education.

3.3 Structural Functionalism theory

The functionalist perspective sees society as a set of social institutions that perform specific functions to ensure continuity and consensus (Giddens, 2006). Structural Functionalism is a

theoretical understanding of society that posits social systems are collective means to fill social needs. In order for social life to survive and develop in society there are a number of activities that need to be carried out to ensure that certain needs are fulfilled. In the structural functionalist model, individuals produce necessary goods and services in various institutions and roles that correlate with the norms of the society (Gingrich, 1999).

Private tutoring can be related to the functionalism theory. The importance of education is not unknown to the people. From the perspective of Bangladesh, guardians and students are more conscious about standard education. But, most of the educational institutions are not able to provide required standard education for the students. Education is the stair of success. When students become disappointed about their educational standard then they look for alternative way to fulfill their needs. They go to coaching centers for compensate the gap of schools for make better results in the final examinations. To continue standard educational purpose, guardians and students look for alternative way for better results and careers. By this way, private coaching and tutoring can be explained through structural functionalist theory. Social inequality is a vital and an important characteristic of Structural Functionalism theory. Functionalist thinkers argued that social inequality is need for social order. We can relate this inequality with the educational inequality in Bangladesh. Educational inequality is existed remarkably in Bangladesh. Bangladesh is a developing country where educational inequality is a very common thing. Government could not provide equal educational facilities to its population accused of insufficient fund and others constraints. On the other hand, people have limited access to continue educational activities. So, educational inequality is the result. If we explain educational opportunities and emerging coaching centers then the result will be educational inequality is unavoidable facts and coaching is closely related to mainstream education system.

3.4 Symbolic Interactionism

Symbolic interactionism, or interactionism for short, is one of the major theoretical perspectives in sociology. This perspective has a long intellectual history, beginning with the German sociologist and economist, Max Weber (1864-1920) and the American philosopher, George H. Mead (1863-1931), both of whom emphasized the **subjective meaning** of human behavior, the social process, and pragmatism (Blumer 1969). The symbolic interaction theory is an important

and renowned framework of sociological theory. This perspective depended on the symbolic meaning that people develop and rely upon in the process of social interaction. Symbolic interaction theory is closely related to Max Weber. The American thinker and philosopher George Herbert Mead used this concept to the American sociology in 1920s. We can show a relation between trends of private tutoring and symbolic interaction theory. Symbolic interactionism analyzes society by describing subjective meanings. From an interactionist standpoint we observe that key interactions taking place throughout our socialization have an impact on our education, educational experiences, and our futures.

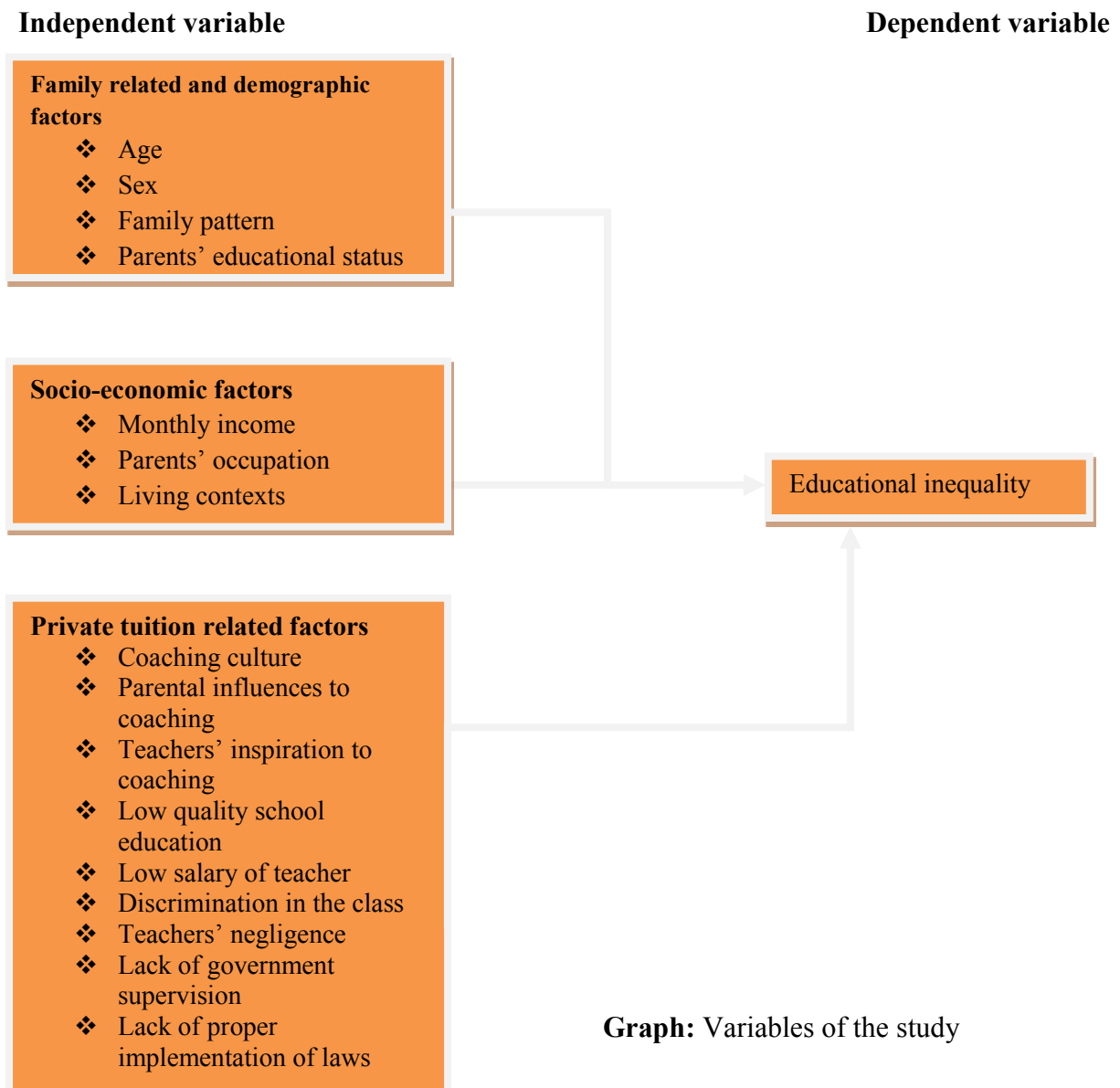
Subjective meanings refers that the people impose on events, objects and behaviours. Coaching culture is related to this symbolic interaction concept. Students go to coaching centers for seeing others tending to coaching centers. A major portion of this theory focuses on interactions within the classroom (interactions between students, between students and teachers, etc.). Children are oftentimes labeled (due to early educational performance) and those labels follow them throughout their educational careers. Historically minority students were designated “learning disabled” in what amounted to be no more than being a student, having an accent, and having different learning styles. Today children in the lower classes are often labeled and treated differently by teachers and other educational professionals. Teacher expectations of students differ and in turn act as the self-fulfilling prophecy (the students become the expectation). It is noted that most of the time this is a subconscious effort by the teachers and not the intention.

3.5 Conceptual framework

The main focus of this study is to find out the real situation of private tutoring and its impact on educational inequality. There are indicated several variables for analyzing data. These variables are divided in two categories as independent variables and dependent variables. Here, educational inequality is dependent variable. Because, educational inequality is created as consequence of others independent variables. Independent variables are categorized in three types as family related and demographic factors, socio-economic factors and private tuition related factors. Family related and demographic factors include age, sex, family pattern and parents’ educational status. Socio-economic factors consist of monthly family income, parents’ occupation and living contexts. Private tuition related factors include coaching culture, parental

influences to coaching, teachers' inspiration to coaching, low quality school education, low salary of teacher, discrimination in the class, teachers' negligence, lack of government supervision, lack of proper implementation of laws.

For this study purpose, we have set a questionnaire based on literature review. It includes several questions and divided by six categories; as general information about respondents, family related information, educational information, economic information, economic information, private tuition related information and educational inequality related question. This questionnaire has more emphasized on private tutoring and educational inequality information. Because, the study is conducted for this purpose.



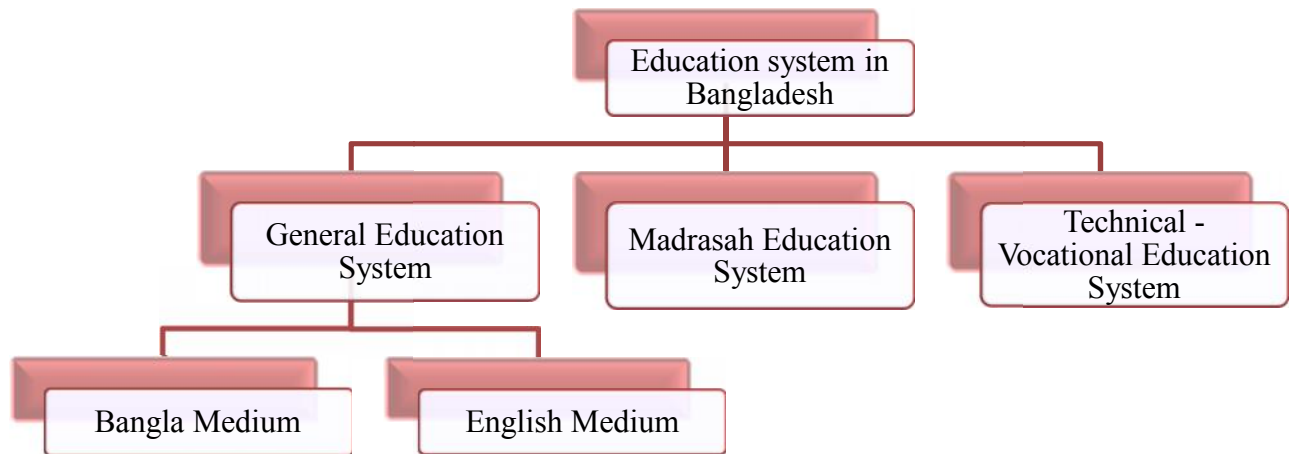
CHAPTER FOUR
BACKGROUND: EDUCATION IN BANGLADESH

4.1 Education system in Bangladesh

The education system in Bangladesh is multidimensional. There are several types of education systems from religious to higher education system as like general, English medium, madrasah etc. Some education systems are conducted without affiliating to the government as like *Koumi Madrasah*⁸. According to the BANBEIS (2014), the educational system in Bangladesh is three-tiered and highly subsidized. The government of Bangladesh operates many schools in the primary, secondary and higher secondary levels. It also subsidizes parts of the funding for many private schools. In the tertiary education sector, the government also funds more than 30 state universities through the University Grants Commission.

4.2 Education system

According to the information of BANBEIS (2014), there are three main educational systems in Bangladesh, ordered by decreasing student numbers, are:



Other systems include a Professional Education System. Each of these three main systems is divided into five levels:

- Primary Level (years 1 to 4)
- Junior Level (years 5 to 8)
- Secondary Level (years 9 to 10)
- Higher Secondary Level (years 11 and 12)
- Tertiary Level

⁸ A pattern of religious school conducted without affiliation to government.

Tertiary education in Bangladesh takes place at 34 governments, 78 private and 3 international universities. Students can choose to further their studies in Chartered Accountancy, engineering, technology, agriculture and medicine at a variety of universities and colleges. At all levels of schooling, students can choose to receive their education in English or Bangla. Private schools tend to make use of English-based study media while government-sponsored schools use Bangla.

4.3 Educational management

According to Wikipedia (2014), The overall responsibility of management of primary education lies with the Ministry of Primary and Mass Education (MOPME), set up as a Ministry in 1992. While MOPME is involved in formulation of policies, the responsibility of implementation rests with the Directorate of Primary Education (DPE) headed by a Director General. The Directorate of Primary Education (DPE) and its subordinate offices in the district and upazila are solely responsible for management and supervision of primary education. Their responsibilities include recruitment, posting, and transfer of teachers and other staff; arranging in-service training of teachers; distribution of free textbooks; and supervision of schools. The responsibility of school construction, repair and supply of school furniture lies with the DPE executed through the Local Government Engineering Department (LGED).

The National Curriculum and Textbook Board (NCTB) is responsible for the development of curriculum and production of textbooks. While the Ministry of Education (MOE) is responsible for formulation of policies, the Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education is responsible for implementing the same at secondary and higher education levels. The NCTB is responsible for developing curriculum and publishing standard textbooks (Ministry of education).

4.4 Primary and secondary level management

According to BANBEIS (2014), the primary level of education is managed by the Directorate of Primary Education (DPE) while the secondary level of education is controlled by the seven General Education Boards, each covering a region. The boards' headquarters are located in Barisal, Comilla Chittagong, Dhaka, Dinajpur Jessore, Rajshahi and Sylhet . In addition, the

Madrasah Education Board covers religious education in government-registered Madrasahs and the Technical Education Board controls technical and vocational training in the secondary level.

Eight region-based Boards of Intermediate and Secondary Education (BISE) are responsible for conducting the four public examinations, Primary School Certificate (also Primary Education Completion Examination) (PSC), Junior School Certificate (JSC), Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC), in addition to granting recognition to non-government secondary schools.

At the school level, in the case of non-government secondary schools, School Management Committees (SMC), and at the intermediate college level, in the case of non-government colleges, Governing Bodies (GB), formed as per government directives, are responsible for mobilizing resources, approving budgets, controlling expenditures, and appointing and disciplining staff. While teachers of non-government secondary schools are recruited by concerned SMCs observing relevant government rules, teachers of government secondary schools are recruited centrally by the DSHE through a competitive examination.

In government secondary schools, there is not an SMC. The headmaster is solely responsible for running the school and is supervised by the deputy director of the respective zone. Parent Teachers Associations (PTAs), however, exist to ensure a better teaching and learning environment (BANBEIS, 2014).

4.5 Tertiary education management

At the tertiary level, universities are regulated by the University Grants Commission. The colleges providing tertiary education are under the National University. Each of the medical colleges is affiliated with a public university. Universities in Bangladesh are autonomous bodies administered by statutory bodies such as Syndicate, Senate, Academic Council, etc. in accordance with provisions laid down in their respective acts BANBEIS (2014).

4.6 Technical and Vocational education management

According to BANBEIS (2014), the Directorate of Technical Education (DTE) is responsible for the planning, development, and implementation of technical and vocational education in the country. Curriculum is implemented by BTEB. Best Engineering Universities in Bangladesh:

4.7 English medium education in Bangladesh

A vast number of schools in Bangladesh are English Medium schools. English Medium schools are mainly private schools where all the courses are taught in English except one Bengali Language subject at ordinary level (O Level). These schools in Bangladesh follow the General Certificate of Education (GCE) syllabus where students are prepared for taking their Ordinary Level (O Level) and Advanced Level (A Level) examinations. The General Certificate of Education system is one of the most internationally recognized qualifications, based from the United Kingdom. The Ordinary and Advanced Level examinations are English equivalent to the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) examinations respectively. Most students sit for these exams from the registered schools in Bangladesh who follow the GCE syllabus. Those who do not attend a school that follows the GCE syllabus may also sit for their Ordinary and Advanced Level examinations from British Council. These examinations are conducted under the supervision of British Council in Bangladesh. The GCE examination conducted by the British Council takes place twice a year. Currently there are two boards operating from Bangladesh for Ordinary and Advanced Level Examinations, which are excel and University of Cambridge International Examinations BANBEIS (2014).

4.8 Non-formal primary education

There exist a substantial number of NGO-run non-formal schools, catering mainly to the drop-outs of the government and non-government primary schools. Very few NGOs, however, impart education for the full five-year primary education cycle. Because of this, on completion of their two-to three-year non-formal primary education in NGO-run schools, students normally re-enter into government/non-government primary schools at higher classes. There are Non-Governmental Schools (NGO) and Non-Formal Education Centers and many of these are funded

by the government. The largest NFE program is the much reputed BRAC program. However, all NFE graduates do not continue on to secondary school.

NGO-run schools differ from other non-government private schools. While the private schools operate like private enterprises often guided by commercial interests, NGO schools operate mainly in areas not served either by the government or private schools, essentially to meet the educational needs of vulnerable groups in the society. They usually follow an informal approach to suit the special needs of children from these vulnerable groups. But nowadays, some NGO schools are operating into places where there are both private and government schools. Similarly, in NGO-run schools there does not exist any SMC. The style of management differs depending upon differences in policies pursued by different NGOs. Some are centrally managed within a highly bureaucratic set-up, while others enjoy considerable autonomy. Different NGOs pursue different policies regarding recruitment of teachers. Some prepare a panel of prospective teachers on the basis of a rigorous test and recruit teachers from this panel. Other NGOs recruit teachers rather informally from locally available interested persons (Wikipedia, 2104).

4.9 Current status

Current government projects to promote the education of children in Bangladesh include compulsory primary education for all, free education for girls up to grade 10, stipends for female students, a nationwide integrated education system and a food-for-education literacy movement. A large section of the country's national budget is set aside to help put these programs into action and to promote education and make it more accessible. Recent years have seen these efforts pay off and the Bangladesh education system is strides ahead of what it was only a few years ago (Wikipedia, 2014).

4.10 Description of coaching centers

A coaching is an shadow educational institution which gives privately study supports. **Shadow education** is a pejorative name for private supplementary tutoring that is offered outside the mainstream education system.

4.11 Locations of major coaching centers

There are found coaching centers everywhere in Dhaka city. But, some places are more famous for private coachings as like Farmgate, Mouchak, Elephant road, Nilkhet, Azimpur, Mirpur, Malibagh etc.

4.12 Types of private coaching

There several types of private coaching centers in Dhaka city. Coaching system developed based on every education systems.

01. Academic coaching
02. University admission coaching
03. Medical admission coaching
04. Marine admission coaching
05. IELTS/TOEFL/GRE/GMAT/ACCA
06. Engineering admission coaching
07. Polytechnic admission coaching
08. Coaching for foreign language
09. Religious education based coaching
10. ISSB coaching
11. Private university admission coaching

CHAPTER FIVE
METHODOLOGY

5.1 Methodology

Methodology is the most important part of any research design. Methodology is generally concerned with data processing and data analysis. In this regard, the question that first comes to mind is whether we should use a quantitative or qualitative approach for the collection and analysis of data in this study. Both Qualitative and Quantitative methods include survey. And case studies to improve and Quantitative methods permitted triangulation of the data to improve the validity of the findings and enable greater inferences from the results.

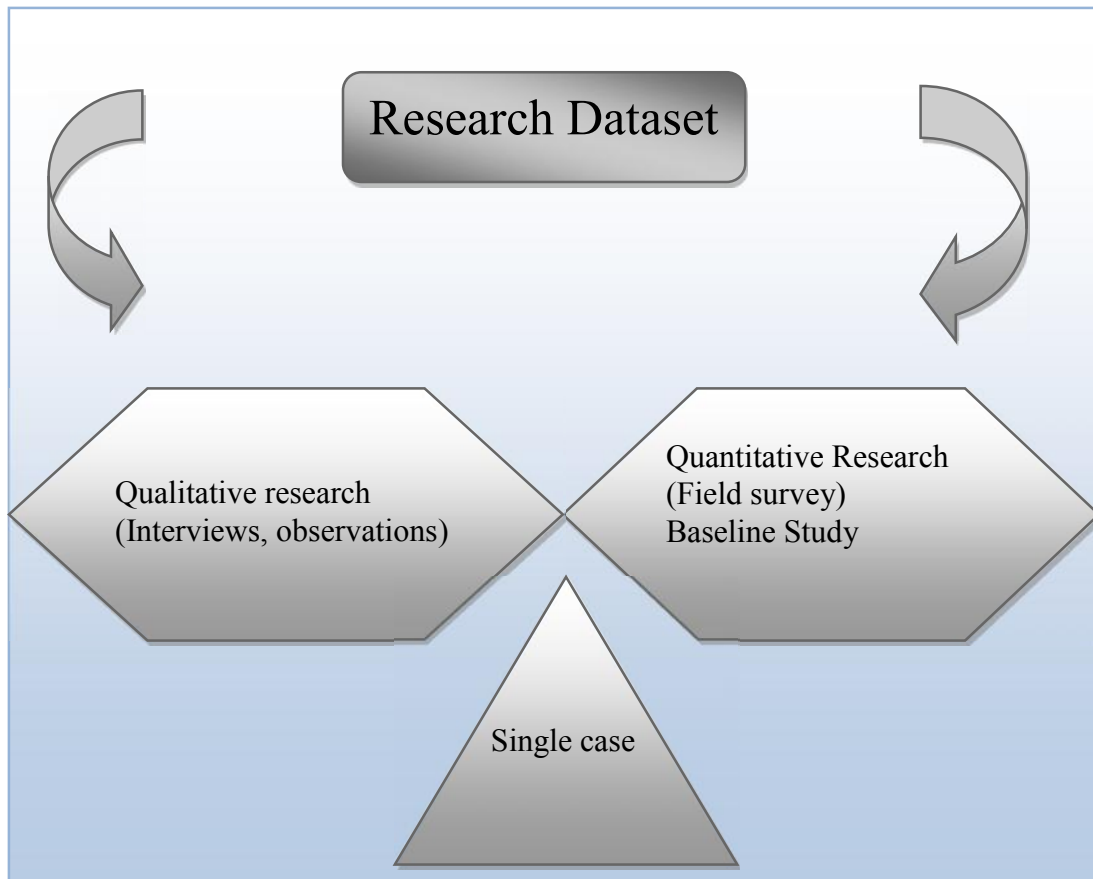
5.2 Why mixed Method?

Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms (Creswell, 2009). An integrated quantitative and qualitative approach has been taken for this study. The former focused on the association between different variables, whereas the latter helped in explaining the same between the variables. Present study mainly follows quantitative methodology; qualitative methodology is adopted to facilitate the former. Primarily, underlying reasons of assuming quantitative approach in this study can be abridged in under mentioned way. Deductive reasoning of quantitative approach primarily encouraged connecting the ideas in theory to create deductive direction study on determinants of private tutoring and its impact on educational inequality in Dhaka city.

Thus, the research was started with the construction of a stimulation about the private tutoring and educational inequality then test assumptions against observable empirical evidence since deductive theorizing requires to begin with a clearly thought out theoretical picture and move from ideas or picture toward grounded empirical observation. Additionally, qualitative method has been used to understand the perception of changing educational patterns among the student. Stimulation of adopting mixed method also endangered from using replication by others researchers. Methodology is the way to study the various steps that are generally adopted by a researcher in studying his research problems systematically along with the logic, assumptions and rationale behind them. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the researcher techniques but also the methodology as well. Researcher not

only need to know how to develop certain tests or indices, how to calculate the mean, the median, correlation, regression or chi-square, how to apply particular research techniques but they also need to know which of these methods or techniques are relevant and which are not.

Researcher also need to understand the assumptions underlies various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. Why a research study has been undertaken, how the research problem has been defined, in what data have been collected and what particular method has been adopted, why particular technique of analyzing data has been used and a host of similar other questions are usually answered when we talk of research methodology concerning a research problem or study. So, keeping consistency with above stated assumptions of methodology, mixed method was adopted to study the present research problem. Finally, mixed method has been used in the belief that it may bring strengths of the two methodologies together in a single case.



Graph: Reseach Design (Source: Basar, 2010)

5.3 The study area

In order to conduct the research study area was selected purposively. I have chosen coaching centers in Farmgate, Azimpur and Arambag (Motijheel) areas in Dhaka city. These areas include several numbers of private coaching centers which are so much prominent.

5.4 Study population

The sampling population of this tends to the all of the student of these areas. Accordingly the information collected from educational institutions in these areas, the number of student is approximately 50000 in these regard areas.

5.5 Sampling procedure and sample size

The study involves non probability sampling technique to procure a suitable sample from the target population. Though there was a defined target population, the researcher was unable to carry out a research using probability sampling technique. Since this was a student research project and necessary time and budget were not provided with, the researcher considered purposive sampling technique in selecting respondents from the study site. The total respondents were 120 who were selected broadly purposively. More-over the sample of 60 included in Arambag, 30 in Farmgate and 30 in Azimpur area.

5.6 Study instrument

Appropriate selection of study tool basically determines the reliability and validity of data, making causal explanations, accurate response by respondents, collection of empirical evidence and facts from the ground. In conformity with present research topic, survey method had been used and some case study had also been conducted. A structured interview schedule with a series of close ended and open-ended questions were used to conduct a survey. A total 70 questions containing the questionnaire of the survey.

Survey method is probably the best method who is interested in collecting original data for describing a population too large to observe directly. Why had been survey method selected as

study instrument? Following logic can set upright for selecting survey method as study instrument.

01. An excellent vehicle for measuring attitudes and orientations in a large population.
02. Regarded as the best method for collecting evidence through empirical observation.
03. Greater opportunity to collect data from respondents in low cost.
04. Theory verification and hypothesis test are possible.
05. Application of advance statistical procedures and computer software for data analysis.
06. Reliability and validity of collected evidence.

5.7 Construction of interview schedule

In this study, construction of interview schedule was assumed more like because it involved some structured rules, procedures and principles. Entire process and procedures of interview schedule formulation are presented below. Principles followed in preparing interview schedule the basic principles of questions writing in this study are illustrated as following ways (according to Neuman, 1997):

01. Avoid jargon, slang and complications: all types of unfamiliar vocabulary has been rejected.
02. Ignored equivocal, ambiguity and confusion: Strictly forsook ambiguous terms.
03. Avoided prestige bias and emotional language; neutral language had used in each question. It also rejected words with emotional 'baggage' because respondents may react to the emotionally laden words rather than to the issue.
04. Evaded double barreled questions: Strictly avoided all types of double barreled questions.
05. Eluded loaded questions: Spontaneously rejected all types of leading questions. (Neuman, 1997)

5.8 Format of Interviews Schedule

Three basic formats were strictly followed during interview schedule construction. These are:

01. Mixed Format: Organization of all questions in interview schedule was arranged by mixed format. It indices not only general to particular or to particular to general bat also mixed up both forms.

02. Mutually Exclusive: Attributes of all attributes in each question was strictly followed mutually exclusive format.

03. Vertical format: All questions were arranged in accordance with vertical format not horizontally.

The interview schedule was divided into 6 subsections. These are:

01. General information of fishermen

02. Family related information of fishermen

03. Education related information

04. Economical information

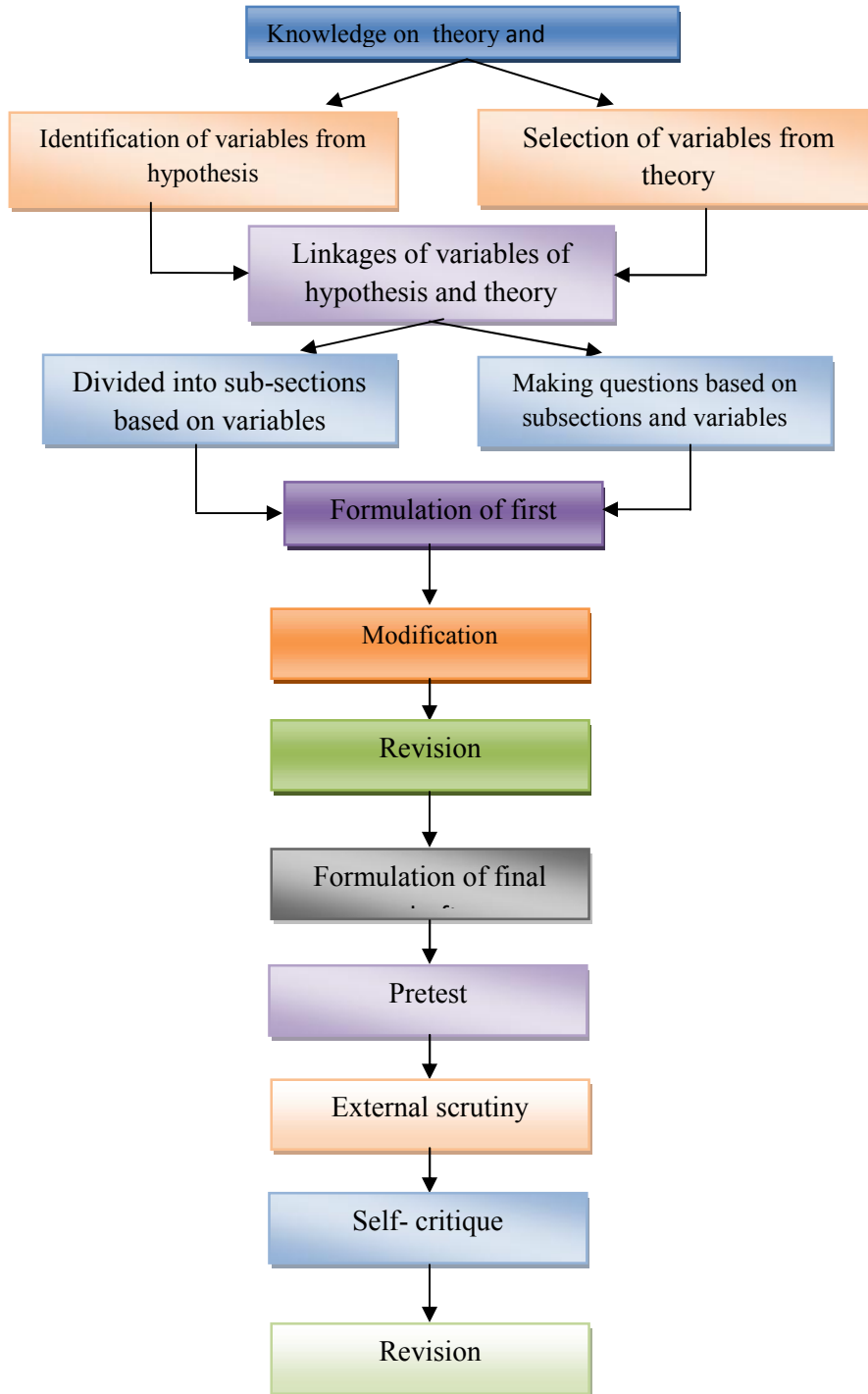
05. Occupational information

06. Extra activities information

All these subsections filter and extract the projected specific objectives of the study, a minutely designed and structured questionnaire pattern, browse all the relevant issues including the pattern influence of study life trends and the forms of working conditions. All the questions aim to develop into the core of the problems and of course maintain the standard of Quantitative approach.

5.9 Interviews process

Figure 4.1: Steps followed in preparing interview schedule



Graph: Interviews process [Source: Zaman, (2011); Unpublished]

5.10 Pre-test

Before formulating the final draft, five interview schedules had tested in the field level taking cognitive interviewing of 5 respondents. A purpose of pre-testing, before constructing final draft, was to justify whether the respondents could be able to make out the language of questions and response properly. Omitting suggestive questions and experimenting simplicity and clarity of interview schedule were also the business of pretest or pilot-study.

5.11 Techniques of data collection

Quantitative data on private tutoring and educational inequality had been collected from themselves (male and female student) though rapport building with them. Primarily most of the respondents eagerly agreed to be in an interview session and to take part. Some students' assistants helped to take interview without any payment. Modesty susceptibility and sympathetic mode was used to talk to them. In a very deft to understand their point of views and let them realize that it's a purely academic effort to do into their problems. Total interview was done in phases. In the first phase, there are private tutoring and educational inequality and later with the directions of the indicators and variables of the changing their private tutoring and educational inequality. Thus 120 interviews were completed on 17th August, 2014.

5.12 Data processing and analysis

Data analysis in mixed methods research relates to the type of research strategy chosen for the procedures. Thus, in a proposal, the procedures need to be identified for the procedures (Creswell, 2009). After collecting Quantitative data on private tutoring and educational inequality in selected coaching centers in Dhaka city, each interview schedule was thoroughly rechecked, restructured, rectified and edited to find out whether data had been missed. Before star processing with computer, coding was conducted in order to prepare data for analysis. I used manual process for analyzing data. I prepared data processing and bring out the percentage of frequency through manual system. Then data entry was done in grid format. The findings are presented through MS Excel. A variable view and a data view were prepared to show the codes and labels. After entering into computer, cleaning was conducted to find out the errors that might be threaten the validity of measures and cause misleading results.

5.13 Reliability and validity

Reliability is the extent to which a measurement instrument or procedure yields the same results on repeated trials (Carmines and Zeller, 1979). It is rare to achieve perfect reliability in any research. In spite of the existence of some constraints it had tried to increase the reliability of measures based on two levels. Use multiple indicators of a variable in order to increase the perfect reliability; each independent variable was divided into multiple indicators, because two or more indicators of the same contrast are better than one. Use pilot study and pretest, reliability was improved by using a pretest or pilot, version of a measure. Pilot study was conducted in the field before constructing final draft. Five interview schedules had been tested out at the field level by taking cognitive interviewing of 5 respondents. Validity is the extent to which an instrument measures what it is supposed to measure (Carmines and Zeller, 1979). Validity of this present study was measured by some indicators of a variable that can predict future events. "Predictive validity" was made based on the research findings. Validity of the research was carefully maintained to make it much more precise and viable. The variables and the hypothesis are interlinked and evident is there interrelationships.

5.14 Ethical issues

The ethical issues are the concerns, dilemmas, and conflicts that arise over the proper way to conduct research. Ethics define what is or is not, legitimate to do, or what “moral” research procedure involves (Neuman, 1994). In order to carry out the research project, the researchers must consider the ethical issues of the studies in their study ethical standards had been maintained in every stage of this research projects. The respondents were the interview would be strictly confidential. Only the researcher would have an access to the questionnaire. The questionnaire would then be destroyed upon completion of the data analysis and cross tabulation. The name and address of the respondents was not recorded anywhere in the questionnaire. Furthermore, privacy during the interview process was safeguard. The interview was under condition where in the respondents felt most comfortable in responding openly. Any form of coercion of the study subjects was strictly avoided in either getting their consent or interview.

5.15 Limitations of the study

No sociological study can be purely objective because it deals with human behavior, knowledge, perceptions and level of cognition in socio-cultural study, that's subjective with explicit values and biased sentiments. Present research topic is more critical in this sense that main purpose of it was to discover social and cultural factors associated with changing educational inequality among the students. As it's a much more new topic and no organized book is available, I had to rely largely on the web research works of some of the national, international university. So, some problems and restrictions were confronted in terms of methodology. In spite of these limitations and constraints, it had been tried to best discover the motives research to keep it free from personal subjectivity. However, limitations of this study are delineated below.

01. Sufficient time was crucial factor as it requires a lot of time to round off such a massive work.
02. Money was another problem. All the expenses were managed by me and that impaired in some cases.
03. Most of the respondents are in the conditions of some sort of beleaguered. They had some restrictions to spell out the exact facts sometimes.
04. In some cases respondents failed to answer exactly that what was asked. As a result it may be so that reliability may not be attained in those cases.
05. Lack of up-to-date governmental statistics.
06. Sometimes respondents take it just a fun. They bored to answer these questions. They replied bored as “It has no impacts on current worse situation. It only kills time. Disgusting...”.

CHAPTER SIX
FINDINGS OF THE STUDY

6.1 Age structure of the respondents

Respondents are belonging to several age groups. This survey is conducted among the students from primary level to graduate level. In this research, figure 01 shows that approximately 80% respondents belong to the age level 12-18 years. 35% respondents are belonging to 12-15 years and 45% respondents are belong to 16-18 years. 8-11 age class are 3%, 19-20 age class are 11% and 20-up age class are 6%.

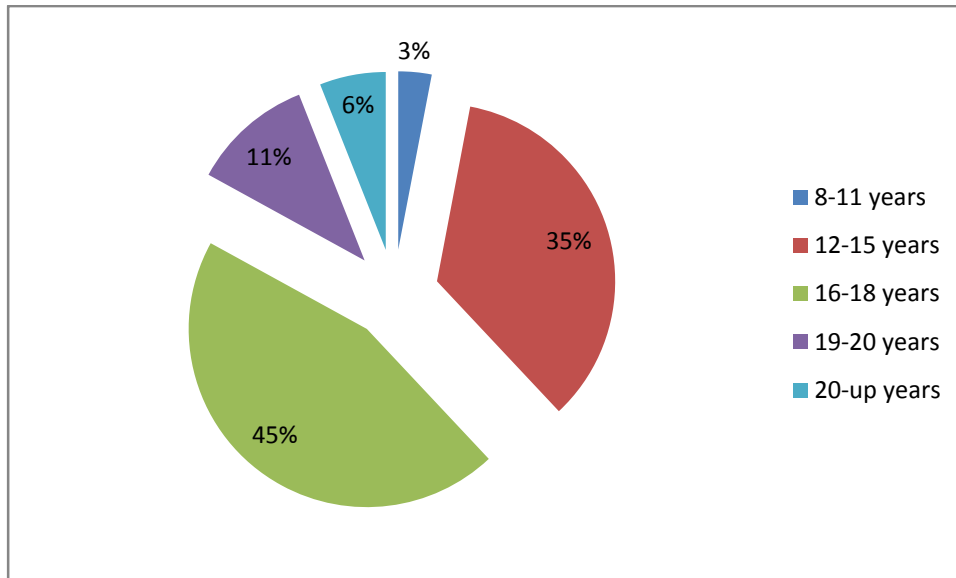


Figure 01: Age structure of the respondents

6.2 Gender

The survey revealed that 32% respondents are female and 68% respondents are male. The number of female respondents is lower than male because they were not interested to provide any information and many times their guardians were with them. So, it was not easy task to collect data from female respondents.

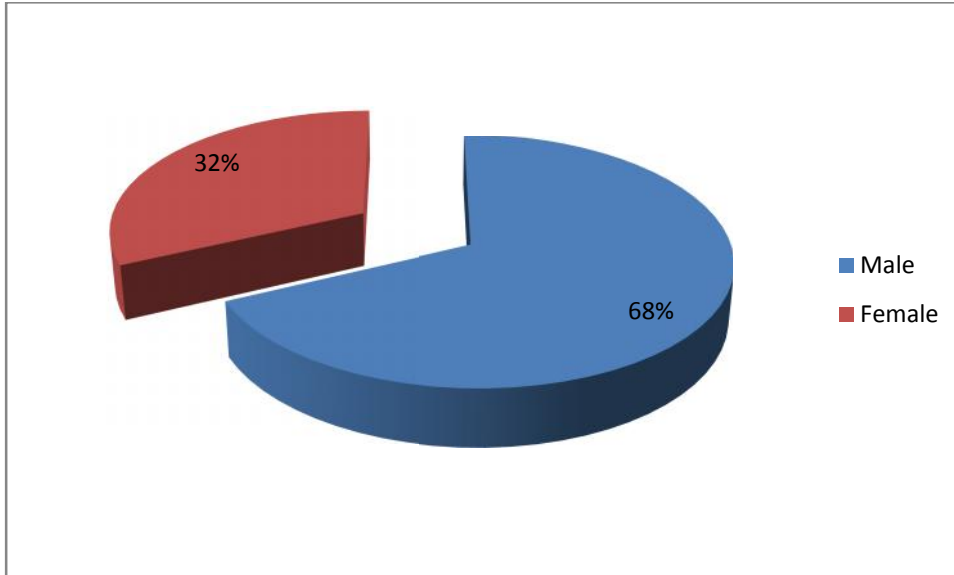


Figure 02: Gender of the respondents

6.3 Family pattern

Family pattern is important for children education care. Children are nursed well in nuclear family. It is become difficult in extended family. This survey revealed that 72% respondents come from nuclear family. 25% respondents reported that their family pattern is extended. 3% percent respondent argued that they have only single parent. Most of them from single parent reported that they live with their mother. Mother is the main educational supervisor of the family. In nuclear family where 77% respondents reported that father is the main supervisor of education care in the family. And 21% reported that father is busy with several occupational activities and mother is the supervisor in the family. 2% respondents from nuclear family reported that their supervisor for educational affairs is out of parents as like brother, sister etc.

Family pattern	Frequency	Percentage	Supervisor for education care in the family		
			Father	Mother	Others
Nuclear family	86	72%	77%	21%	2%
Extended family	30	25%	41%	32%	27%
Single parent	4	3%	0	100%	0

Table 01: Family pattern

On the other hand, 25% respondents argued that they come from extended family. In the extended family, 41% reported that father take care for education where 32% reported mother is the main care taker for children's educational affairs. 27% argued that they are supervised for education from sister, brother, grandfather, uncle etc. In single pattern of family where all of them argued that they are supervised by mother for educational affairs.

Family pattern	Head of the family						
	Father	Mother	Brother	Sister	Grandfather	Uncle	Others
Nuclear family	94%	3%	2%	1%	0	0	0
Extended family	67%	2%	16%	0	14%	1%	
Single parent	0	54%	0	0	35%	10%	1%

Table 02: Head of the family

6.4 Monthly family income

Private coaching is closely related to family income. Economic solvency of the family has a great role for bearing coaching costs. Most of the students are provided coaching support from family. Though their family face severe difficulties for providing coaching coasts. 12% respondents reported that their family income is 10000-15000 taka.

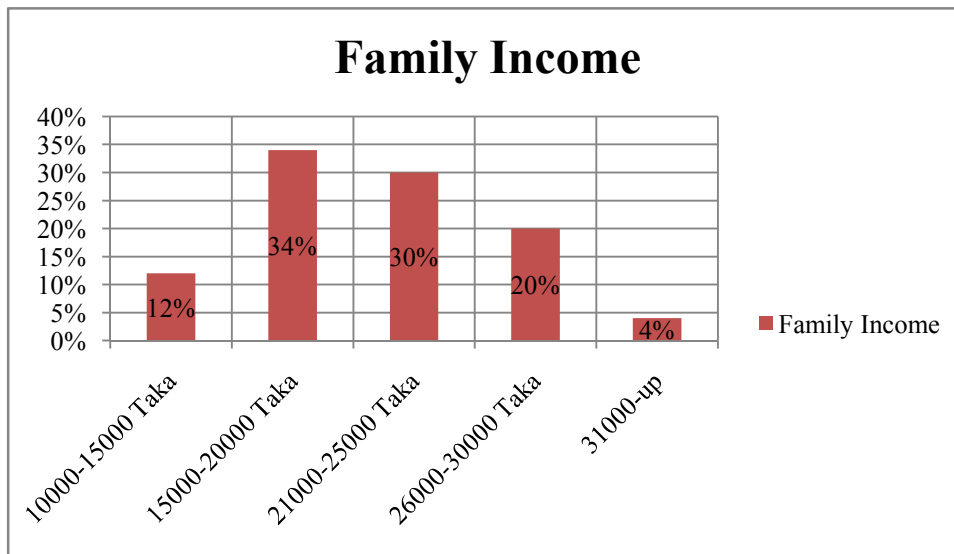


Figure 03: Respondents' monthly family income.

34% reported that their family income is between 15000-20000 taka. 30% respondents argued that their family income is 21000-25000 taka. 20% respondents reported that their family income is between 26000-30000 taka and 4% reported that their family income is more than 30000 taka. The data shows that most of the respondents are belonging in middle class and semi middle class. Here, many guardians live in the rural area and they provide coaching costs to their daughter and sons who remain in the Dhaka city for studying purposes.

Family income	Frequency	Percentage of the respondents	Participation to coaching centers	Out of coaching centers
10000-15000 Taka	14	12%	31%	69%
16000-20000 Taka	41	34%	32%	68%
21000-25000 Taka	36	30%	44%	56%
26000-30000 Taka	24	20%	71%	29%
31000-up	5	4%	100%	0

Table 03: Family income and participation to coaching centers

Family income and participation to coaching centers are closely related. From the above table, it is revealed that the ratio of the coaching participation of higher family income backed students is higher than the ratio of the students from lowers family income. Generally, parents provide coaching costs for their Childs. Economically solvent parents can afford coaching coasts easily. So, most of the students from economic solvent family participate to the coaching centers. On the other hand, economic insolvent parents could not afford coaching costs. As a result, students from this economic class remain out of coaching service. By this way, there are created educational inequality among the students.

6.5 Monthly coaching costs

There are seen variation of coaching costs in terms of places, teachers, batches, coaching centers and quality. Well qualified teacher and coaching take highly coaching fee or tuition fee. Lower quality coaching and teacher take comparatively low payment as coaching fee. 14% respondents

reported that their monthly coaching cost is 3000-5000 taka. 29% reported that their monthly coaching cost is 1600-2000 taka. 34% reported that their monthly coaching cost is 2000-3000 taka. 17% reported that their coaching cost is 1000-1500 taka. 6% respondents argued that their monthly coaching cost is more than 5000 taka. Many respondents reported that they take coaching services from multiple coaching centers for several courses.

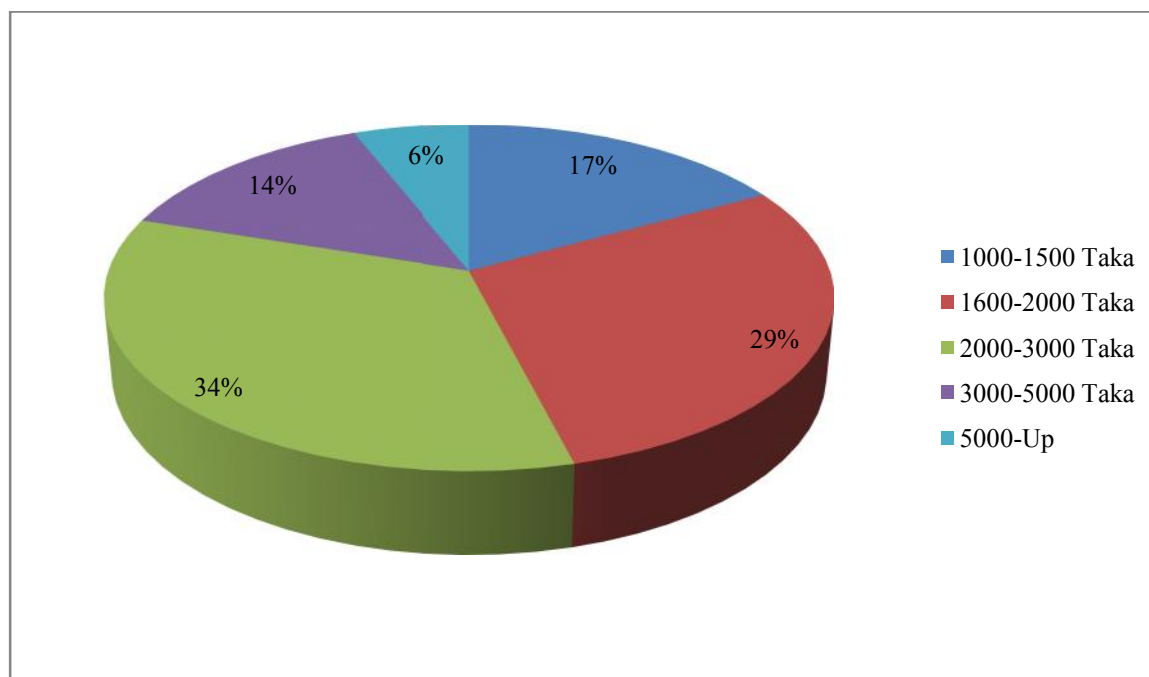


Figure 04: Monthly coaching costs

6.6 Educational status

Private tutoring is associated with student's curricular activities. So, all respondents are students. This study selects its respondents through purposive sampling from several levels of education system. Generally, coaching is related to the students who belong to the level of HSC, SSC, JSC, Primary, University applicant etc. Instead of these, there are job coaching and higher study admission coaching. 12% respondents are selected from university admission applicant students who just completed their Higher Secondary examination. 47% respondents are selected from HSC level who are still now running students in this level. 22% respondents are taken from SSC level classes. 16% students are selected from Junior School level and 3% students are taken from primary level.

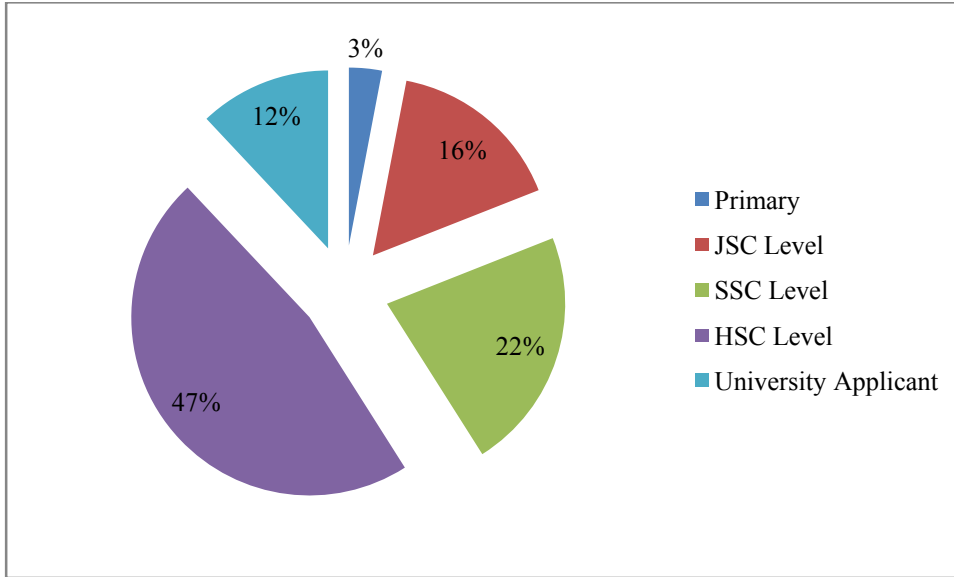


Figure 05: Educational status of respondents

6.7 Respondents' educational institutional types

Respondents are selected from several schools and colleges. These schools and colleges are divided in two categories as private and government institutions. There are several differences between the provided data by two type's educational institutions. There are 54% respondents who are purposively selected from government conducted or supervised educational institutions and 46% respondents purposively selected from privately conducted educational institutions.

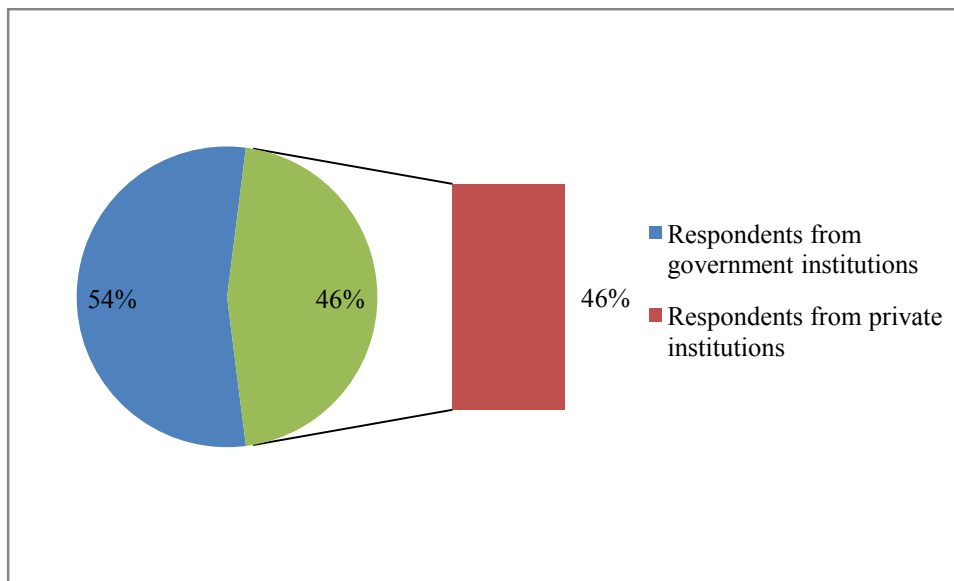


Figure 06: Respondents' educational institutional status

Government conducted or supervised educational institutions include government primary schools, high schools, colleges and MPO oriented schools and colleges. Private educational institutions include those schools, colleges which are conducted by private authority without any government support and donations.

6.8 Participation to coaching centers

Coaching has a great impact among the students. Majority of the student go to coaching center for better results. Sometimes they are compelled to go there due to lower quality education or teacher negligence in the class room. The survey revealed that 82% respondent reported that they go to coaching center. 14% respondent reported that they do not go to coaching center. 4% respondent did not response to this question. Who reported not going to coaching centers they argued on present status of coaching going. Many of them were students of coaching centers in the previous years.

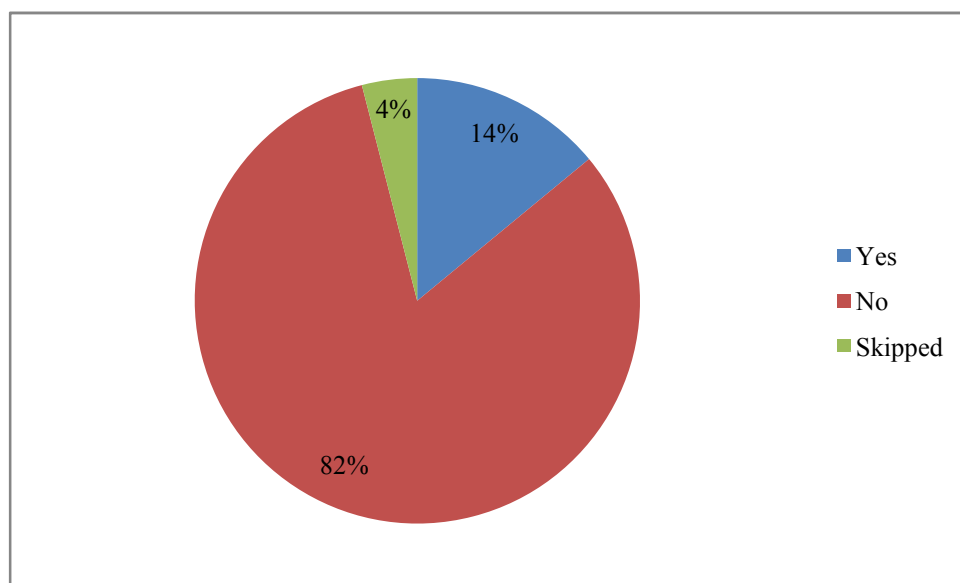


Figure 07: Participation to coaching centers

6.9 Causes behind taking private coaching

There are several causes behind taking coaching services. 29% respondents argued that they have to take coaching for personal improvement. Lower standard of school/college education systems are also liable for choosing coaching centers. Students do not get enough caring and guideline in

the school or college. So, they have to go to coaching centers. 23% respondents reported that they go to coaching centers accused of low quality education of school and college. 14% respondents argued that coaching help us for better result, so we go to coaching center. 19% respondents go to coaching for imitating classmates. Teacher negligence is a major cause for emerging coaching centers. They suggest student to get involve in their coaching centers. 15% respondents argued that teacher negligence inspired them to take private coaching.

Causes	Frequency	Percentage
Personal improvement	35	29%
Low standard of education	28	23%
For better result	17	14%
Imitating classmate	23	19%
Teachers negligence	18	15%

Table 04: Causes behind taking private coaching

6.10 Specific subjects and private coaching

Respondent reported that they go to coaching centers for gaining well knowledge on some specific subjects or courses. These subjects are regarded too complicated and difficult to them. Generally, students take coaching on Mathematics, English, Physics, Chemistry, Biology, Higher Math, Accounting and Finance for commerce students. 40% students reported that they take coaching for Mathematics. 24% respondents reported that they have to go to coaching centers for English subjects. 37% respondents argued that they have to go to coaching centers for science related subjects as like Physics, Chemistry, Higher Mathematics, Biology etc. Commerce division students go to coaching centers for Accounting and Finance subjects. 4% respondents argued that they go to coaching centers for Accounting subjects and 3% respondents argued that they go to coaching centers for Finance subjects. The ratio of arts division students are less than science and commerce division students who go to coaching centers. 2% respondents argued that they learn whole subjects in coaching centers.

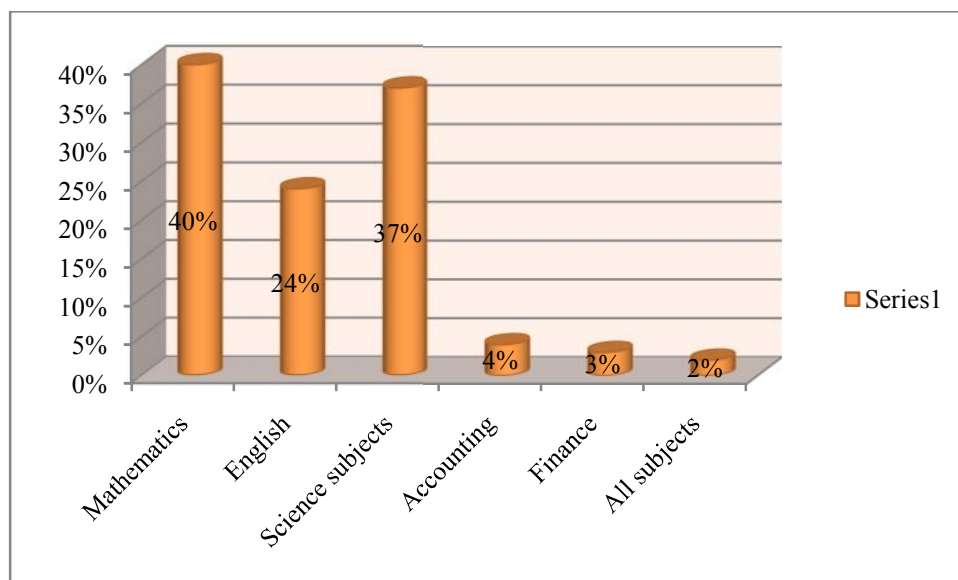


Figure 08: Subject oriented percentage of participation in coaching center based shadow education system.

From the above data, it is revealed that most of the students participate to the coaching centers for mathematics, English, science oriented subjects as Physics, Chemistry and Biology etc. So, it is clear that the standard of the teaching quality is more below for these subjects. So, it is matter of concern and government should take initiative to improve the teaching quality for these specific subjects.

6.11 Respondents' argument on necessary of private coaching

Coaching is become a part of student life in Dhaka city. Brilliant students go there for best results. Weak students go there for passing in the exam. Is it become major part of students' life? A question asked to the respondents that is coaching necessary for weak student? 75% respondent replied positively that really coaching is necessary for weak student. 21% respondent answered negative and 4% respondent skipped to answer. Another question put on the respondents that is the coaching essential for all students? 16% respondent replied yes that really private coaching is needed for all students. 81% respondent answered negative that it is not necessary to all students. 3% respondents skipped to answer on this question. Probably, negligence of educational institution established concept to them that coaching is important. In Dhaka city, where all classes of students have to go to coaching centers. When a student makes

bad result in the examination then guardians argued that lack coaching nursing or lack of private tutor nursing is responsible for bad results. Then they change coaching centers and private tutors. They believe that there are no alternative of coaching centers for better results in the examinations. Coaching is become strong shadow education culture in Bangladesh specially in Dhaka city. Guardians have lost believe in mainstream education system and they think that this trend would not be changed.

Necessary of coaching to weak student			Necessary of coaching to all student		
Answer	Frequency	Percentage	Answer	Frequency	Percentage
Yes	90	75%	Yes	19	16%
No	25	21%	No	97	81%
Skipped	5	4%	Skipped	4	3%

Table 05: Respondent argument on necessary of private coaching

Case Study: 01

Alamgir (19) is a HSC student of a prominent college in Dhaka. He completed his SSC from his native area. He came from nuclear family. His father is a service holder and also head of the family. His mother is housewife. His father is postgraduate and his mother reached at primary level. His father is supervising him for schooling. Alamir's monthly cost for education is about 5000 taka. He lives in a mess after arriving Dhaka. He goes to coaching center. Though he is a student of a good college but he has to involve in coaching centre. He is a student of science background. He takes coaching for Mathematics, English and science related subjects. Alamgir argued that coaching participation is essential for every student. Because, college's education standard is not enough for well results and understanding academic learning. Teachers do not take care properly in the class. Parents are so much tensed about our future and better education care. So, they inspire us for taking support from coaching centers. Alamgir thinks that coaching participation is important for better result and potential merit. He argued that he could not complete homework without help of coaching tutor.

It is become a major problem among the student in Dhaka city. Alamgir argued that coaching assists for well education care and it is not harmful for mainstream education system. Worsening economic condition of the teacher is not liable for emerging coaching centers. Because, many teachers earn more than lakh taka monthly by coaching business. It is emerging for its own purpose to serve the students. Alamgir argued that unemployment may have liability for growing coaching centers. He claimed that teachers are not attentive to the class and they inspire students for participating their coaching centers. Alamgir reported that he faced discrimination for not attending teacher run coaching centers. He faced grading discrimination in the examination. He argued that there are existed major discrimination between poor students and rich students in terms of coaching participation. Poor students could not compete with rich students and then they are dropped out from mainstream education. Their college authority arranges coaching system before final examination for compensating previous negligence. They also take some fee for this purpose. He suggested that coaching is so much essential for current educational situation. Only, ensuring standard quality education could prevent this unhealthy culture which decline importance of formal mainstream education.

6.12 Governmental initiatives and future of coaching participation

Student participates to coaching centers because they are not provided proper education and teaching in school or college. Respondent argued that if government takes initiative to keep proper and standard quality of education then they will leave coaching system. Because, they think that, coaching cost is an extra and burden to majority students. Though many respondent disappointed that Bangladesh government could not ensure proper and standard education system. 82% respondents reported that they will leave coaching based education if government ensures strong supervision and standard education. It is positive side that people do not want coaching support but many times they are compelled to go there due to proper education care in the class room. 14% respondent answered that they will take help from coaching. Because, they cannot think of study without coaching supports. It is become a culture of education to them. 4% respondent had no replied.

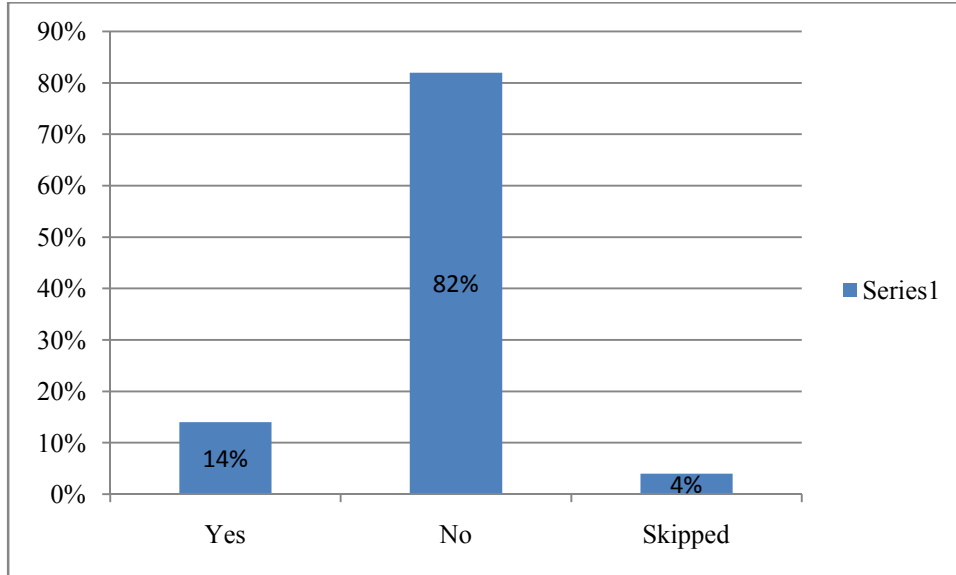


Figure 09: Response to coaching in future.

6.13 Teacher and advisor of private coaching

Students are influenced to join coaching centers by several people as like parents, school teacher, friends, relatives, local senior brothers or self motivated. Sometimes teachers pressurize student to get admission to their coaching centers. 10% respondents argued that school/college teacher pressurized them to get admit to their conducting coaching centers. Most of them 89% reported that they did not face such type of pressure from class teacher.

Tutors of the coaching centers			Teacher pressurize to join coaching			Inspirer to coaching		
Private tutors	Frequency	Percentage	Answer	Frequency	Percentage	Answer	Frequency	Percentage
School teachers	38	32%	Yes	12	10%	parents	29	24%
Professional coaching teacher	18	15%	No	107	89%	teachers	5	4%
University students	55	46%	Skipped	1	1%	friends	20	17%
Others	9	7%				Self motivated	66	55%

Table 06: Teacher and advisor of private coaching

Parents influence their son and daughter to join coaching centers. This trend is seen large in which family head is business man or little/ no educated. 24% respondents reported that parents inspired to participate coaching centers. 4% respondents reported that they are influenced by class teacher to join coaching centers. 17% reported that they are inspired to coaching centers by their friends. 55% respondents reported that they go to coaching centers for self need. Because, the school and college are become failed to provide standard education to the students. So, to do better result in the final examination, we have no alternative way without going coaching centers.

There are several types of coaching teachers as like school/college's teachers, professional coaching teachers who have chosen coaching as their profession, university and college's student who teach in the coaching centers as a part time works. 32% respondents reported that their coaching teachers are their school/college's teachers. 15% reported that their coaching teachers are professional coaching teachers. 46% reported that their coaching teachers are university or colleges students and 7% respondents argued that they are others persons out of these criteria. Generally, the monthly coaching fee of school/ college teachers is higher than others coaching teachers. Because, many times students are obliged to go there. Teachers' suggestion before examination is important to the students. Now, question leakage becomes another trap of collecting students for the coaching teachers.

6.14 Parents occupation and affiliation to coaching

This study finds that there are close relation between parents' occupation and private tutoring. The ratio of coaching participation of the students whose parents are educated comparatively lower than the students whose parents are not well educated. Teachers take care of their Childs so they have no need to take coaching services. Whose parents' occupation is business they are mostly inspired for taking coaching services. Farmers parents inspire mostly to their Childs for taking coaching. Because, parents who are businessman and farmers, they could not take education care for their Childs accused of working activities or illiteracy. So, they mean that coaching will help them for better results and future. Service holders who are busy with their occupation, they could not spend time for their Childs; they also inspire Childs to take coaching education.

Respondents' Parents' Occupation	Frequency	Percentage	Inspire to coaching		Participation to coaching	
			Yes	No	Yes	No
Teacher	40	33%	22%	78%	56%	44%
Service holder	10	8%	46%	54%	67%	33%
Service holder (government)	14	12%	61%	39%	83%	17%
Business man	26	22%	85%	15%	97%	3%
Farmer	23	19%	88%	12%	90%	10%
Unemployed	7	6%	34%	66%	41%	59%

Table 07: Parents occupation and affiliation to coaching

Because, they think that coaching will compensate education care for them. So, it is seen that there are close relation between parents' occupation and coaching participation of their Childs.

6.15 Respondents thinking about the merit and demerit of coaching centers

Respondents have different argument on the benefit and bad side of coaching centers. 43% respondents reported that coaching help them to do better in the examinations. On the other hand, 42% respondents argued that sometimes coaching helps them to do better in the examination. Only 15% respondents reported negative.

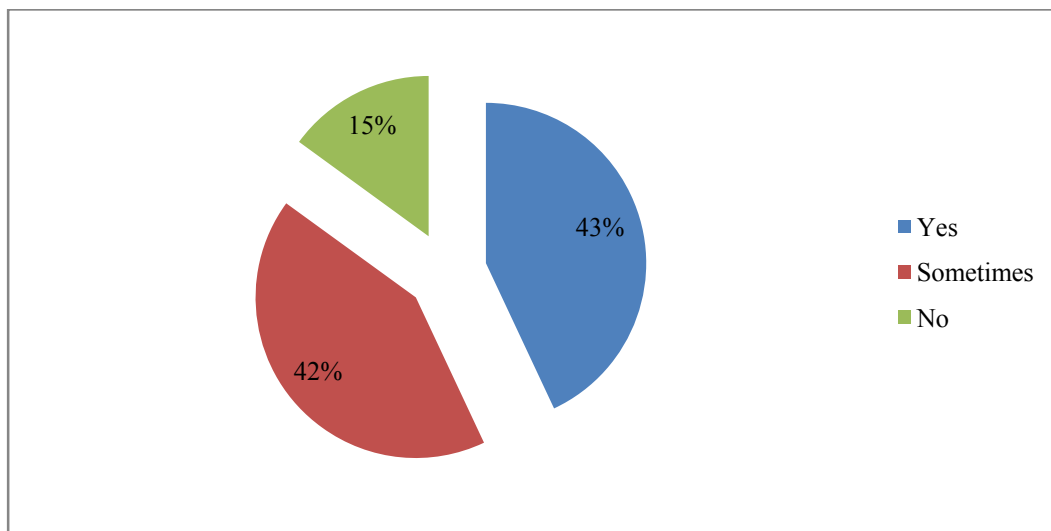


Figure 10: response on 'is coaching help you to do better in the examination?'

In different case, 39% respondent think that coaching based shadow education destroys their potential merit. Because coaching teach on limited short cut syllabus to pass in the examination not deeply and elaborately. 59% reported that coaching is helpful to them and they do not think that coaching destroys their potential merit. They mean that coaching is a supporter for blooming merit.

Response	Frequency	Percentage
Yes	47	39%
No	71	59%
Skipped	2	2%

Table 08: is coaching destroying your potential merit?

6.16 Causes of dropping from coaching

Many respondents argued that they went to coaching centers in the previous years. But, they are not going to coaching centers at present. There are several causes behind this dropping from coaching centers. 86% respondents reported that economic problem is the main cause for not attending coaching centers. 4% respondents argued that they have no need of coaching services. 1% argued that improvement of education quality is the main cause for not going coaching centers. 5% argued that coaching teaching quality is very low.

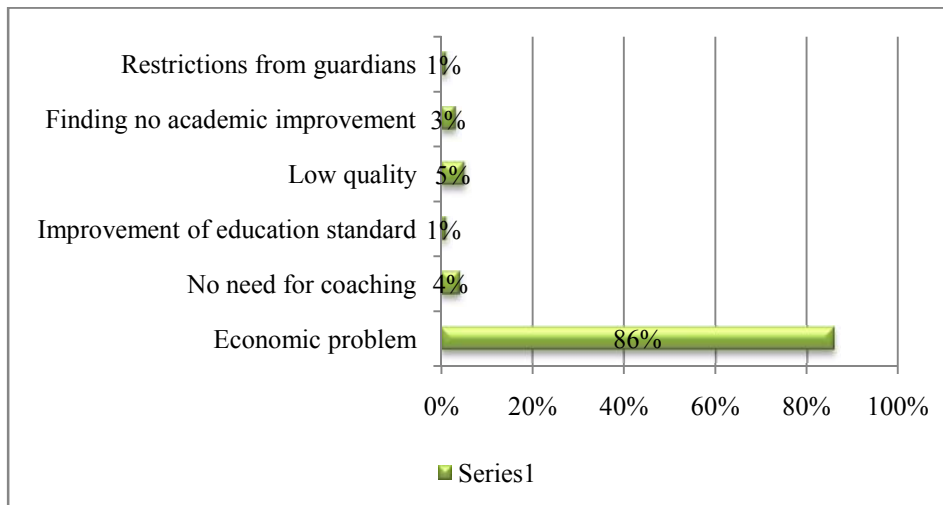


Figure 11: Causes of dropping from coaching

So, we avoid coaching centers. 3% respondents argued that coaching has no contribution for our academic results, so we are out of coaching. Only 1% respondents argued that their family members forbade them to not attend the coaching centers accused of some problems.

6.17 Results of the coaching going students and outsiders of the coaching

There are many debates about the result of coaching going students. Some think that coaching going student do well in the examination. On the other hand, some think that coaching has no impacts on students' academic results. 30% respondents reported that coaching going students make very good results in the examination. 27% respondents argued that coaching has no impacts on academic results and their results are not satisfactory. 18% respondents reported that coaching going students have excellent results. 25% reported that results of coaching oriented students are average.

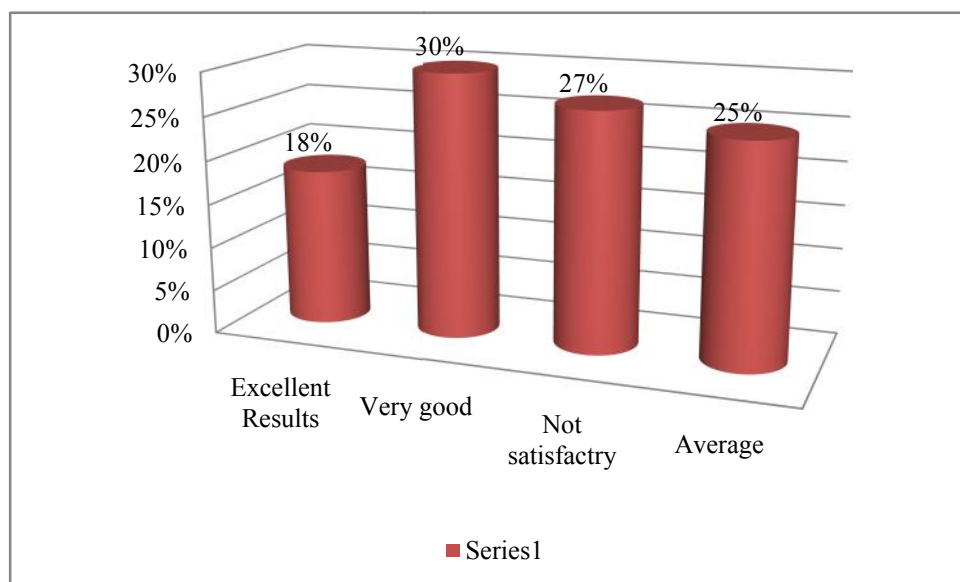


Figure 12: Results of coaching going students

6.18 Parents' role to send their Childs to coaching centers

Generally, parents are the guardians of the students. They maintain whole educational affairs of their Children. They have important role to send their son and daughter to the coaching centers. Parents think that school/colleges cannot ensure standard quality education. Then, they are become anxious about the future of their Childs. So, they decided to send their Childs to the

coaching centers for better results and better educations. 88% respondents reported that parents influence them to go to coaching centers. 43% reported their parents directly influence them and 45% reported that their parents sometimes indirectly influence them to go to coaching centers. 11% respondent reported that there is no influence of their parent on them about taking coaching service. 1% respondents skipped to answer.

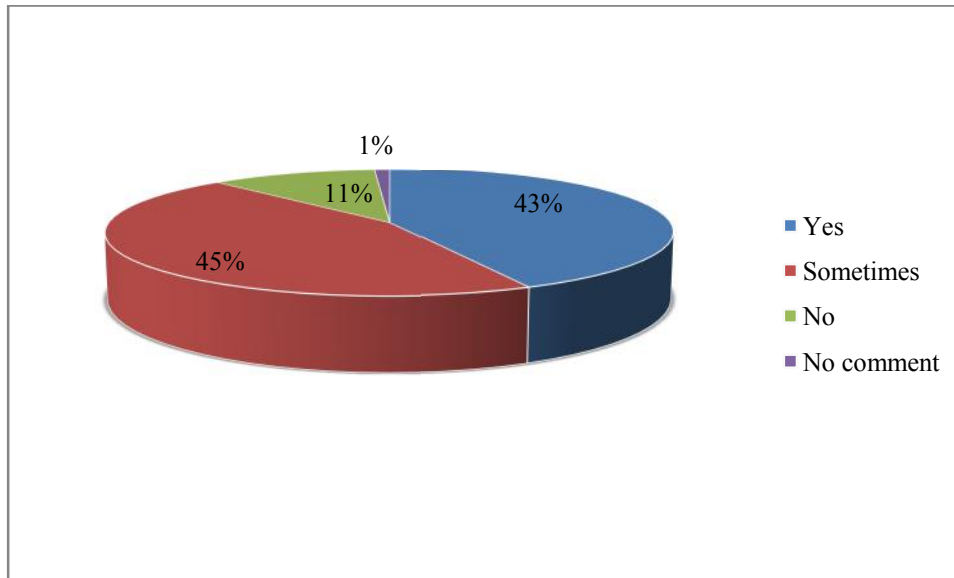


Figure 13: Parents influences on involving coaching centers.

6.19 Impacts of coaching centers on mainstream education system

Coaching is a shadow education system which has greatly affected mainstream education system. Students lose interest to class room education. The standard quality of education is destroying. Teachers become commercial and they forget their duties to the children. They are more interested to teach outside the class room. They teach several coaching centers and inspire students to go to there for solving any problem. 45% respondents reported that coaching seriously affect the mainstream education system. 18% respondents argued that coaching slightly affect the mainstream education system. 25% respondents reported negative that it has no impacts on mainstream education system. 59% respondents argued that student lose interest in class room education. 60% respondents reported that coaching decline the quality of education. 39% reported that teachers are become more interested to teach outside class room. 71%

respondents blamed that syllabus is not completed in the class room, so students have to go to coaching mandatory. Respondents have the access to tick multiple options on this question.

Coaching has seriously affected the main stream education			Impacts of coaching on mainstream education		
Response	Frequency	Percentage	Impacts	Frequency	Percentage
Yes	54	45%	Students lose interest on class room education	71	59%
Some	34	28%	Losing quality of education	72	60%
No	30	25%	Teachers involvement in extra classroom teaching	47	39%
Skipped	2	2%	Limited syllabus learning	85	71%

Table 09: Impacts of coaching centers on main stream education system

Case study: 02

Sabbir (18) is a university admission applicant who studied at a college in Dhaka. He completed his SSC also from a school in Dhaka city. He came from nuclear family. His father is a teacher and his mother is housewife. His father is the head of the family. His father is postgraduate and his mother reached at SSC level. His father and mother both are nursing him for schooling. Sabbir's monthly cost for education is about 6000 taka. He lives with his family in Dhaka. He is a regular coaching center goer's student from childhood. In early childhood, his mother brings him to the coaching centers. He argued that his parent could not rely on school and college. Though there are many causes behind their tension. Standard of formal schooling is not so good. Teachers are not sincere about classroom education.

They show partiality in terms of grading in the examination. Who go to teacher run coaching centers they occupied better result in the examination. Teachers show remarkable discrimination in the class room. Sabbir is a arts background student. He says that many of his friends in school life who are dropped out from education accused of grading discrimination in the examination. They are economically weak. They could not afford tuition costs. So, they posited in the backward serial of class roll. Parents are so much tensed about our future and better education care. So, they inspire him for taking tuition from coaching centers. He thinks that coaching participation is important for better result and potential merit from the perspective of low

standard quality education in Bangladesh. Sabbir warned that ‘question leakage’ has a great impact on students mind setup. They give up study and depend on question leakage. Coaching centers and immoral teachers are main liable and media for question leakage. So, students run off to the coaching centers.

Coaching creates enormous problem among the student. Sabbir argued that coaching may help for better education care and it is harmful for mainstream education system. Lack of morality creates such type of education panic. Teacher loses their ethics and morality and this consequences impacts on students life. Teachers are more interested to spend time to coaching center than classroom education. Students also interested to coaching centers because there is more freedom and relax than school. Sabbir argued that unemployment of educated young generation may have liability for growing coaching centers. He claimed that teachers are not attentive to the class and they inspire students for participating their coaching centers. He argued that there are existed major discrimination between poor students and rich students in terms of coaching participation. Poor students could not compete with rich students and then they are dropped out. Their college authority arranges coaching system before final examination for compensating previous negligence. They also take some fee for this purpose. He suggested that coaching is so much essential for current educational situation. Only, government strong attempt to ensure standard quality education could prevent this system which destroys our mainstream education.

6.20 Coaching is unfair competition

Guardians evaluate coaching is as for being ahead of other students. They think coaching bring success for their children. So they inspired their Childs to go to coaching. 33% respondents reported that this a unfair competition. 38% respondents think it is right and sometimes it is become unfair competition. 26% respondents’ response is negative that it is not unfair competition. 2% respondents skipped to answer.

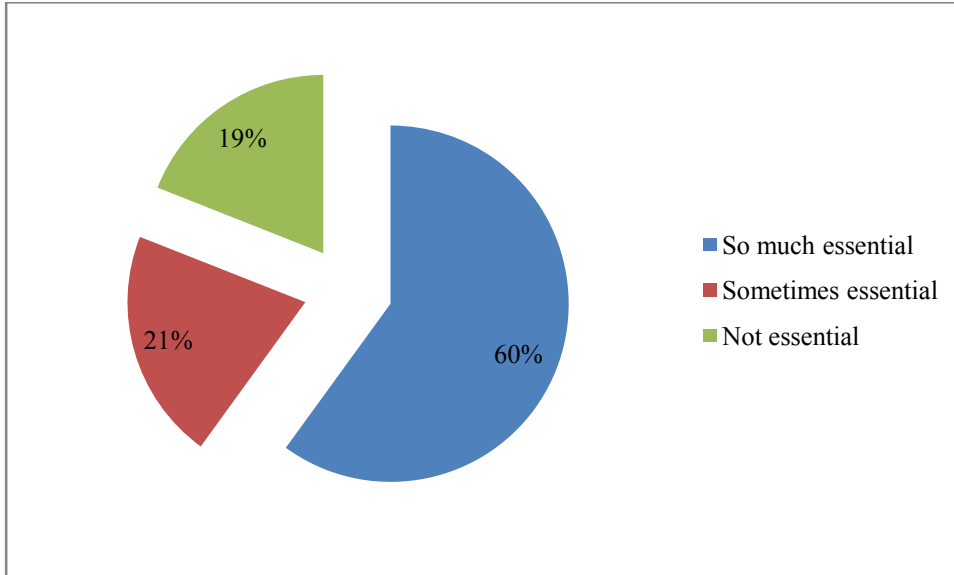


Figure 14: coaching is an unfair competition

6.21 Economic condition of the teacher and emerging coaching centers

Teachers are paid very low payment and they cannot afford daily needs of their family by this salary. So they involve with private tuition and coaching centers accused of not getting alternative way. 78% respondents reported that worse economic conditions of the teacher are liable for emerging coaching business. 43% of respondents think that it is major reason. 45% think this cause is a partial reason for emerging coaching centers.

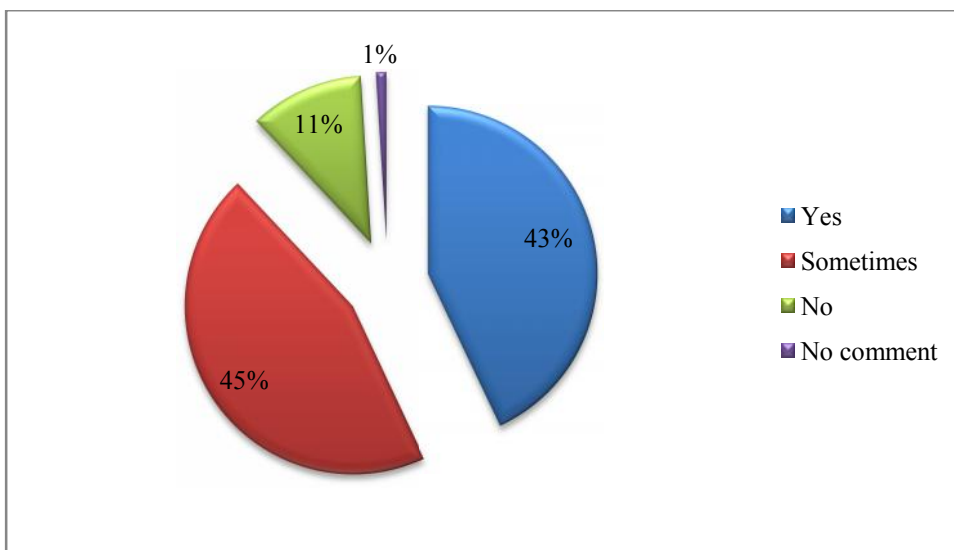


Figure 15: Economic condition of the teacher and emerging coaching centers.

11% reported negative that economic condition of the teacher is not related to the emerging trend of coaching centers. Many teachers' monthly income is more than lakh taka.

6.22 Arguments on teachers' negligence

Teachers' negligence is one of the important cause for emerging coaching centers. There are several charges that teachers' negligence is so much remarkable in the class room. In the government educational institutions where 67% respondents reported that they faced teachers' negligence in the class and teachers are more interested to the extra class activities as like coaching business. On the other hand, 31% respondents reported that they do not face any negligence from their class teacher. 2% respondents skipped to answer on this question. In the private educational institutions where only 22% respondents reported that teachers show negligence in the class. On the other hand, 73% respondents reported that they do not face any negligence from class teachers. 5% respondents from private educational institutions skipped to answer on this question.

Respondents from government educational institutions				Respondents from private educational institutions			
Teachers' Negligence	Response	Frequency	Percentage	Teachers' Negligence	Response	Frequency	Percentage
	Yes	36	67%		Yes	10	22%
	No	17	31%		No	34	73%
	Skipped	1	2%		Skipped	2	5%

Table 10: Teachers' negligence in the class room.

6.23 Unemployment and emergence of coaching centers

Unemployment is one of the major problems in Bangladesh. Specially in Dhaka city, where thousands of the graduate and post graduate existed and seeking for jobs. But opportunities are limited. So they are deprived from any part time and full time jobs. When they give up the hope of job then they decided to establish or join coaching centers as a compensation of job crisis. They involve with it for achieving slight livelihood costs. 59% respondents reported that unemployment is one of the reasons for growing coaching centers. 18% reported that unemployment partially liable for emerging coaching centers in Dhaka. 21% respondents argued that unemployment is not liable for emerging coaching centers.

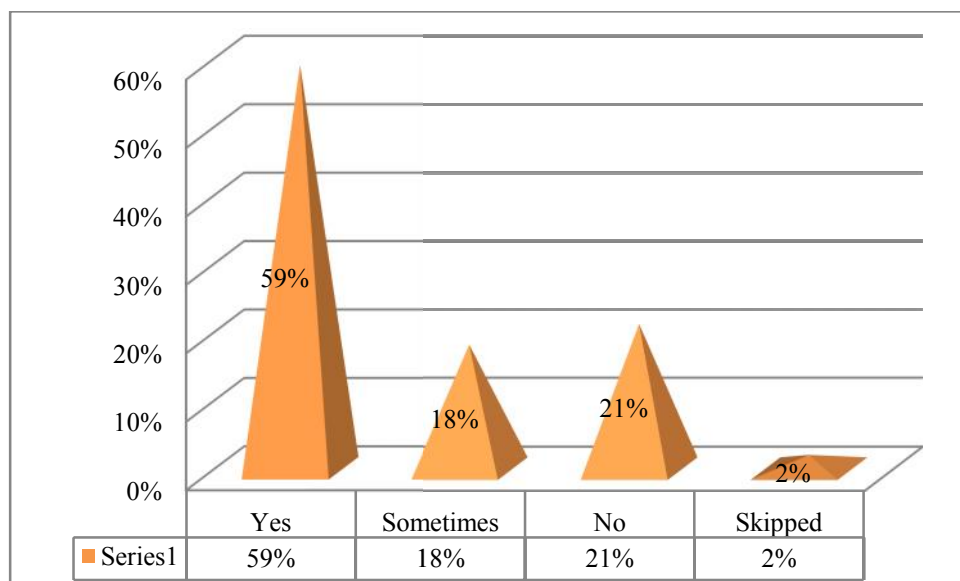


Figure 16: Unemployment and emergence of coaching centers

6.24 Meritorious students do not prefer teaching as their profession accused of lower payment

Teachers are paid highly payment in western countries. But, there are different cases in Bangladesh, where teacher are paid very low salary and they could not bear their livelihood costs by this salary. So, brilliant students are not interested to choose teaching as their profession. When you ask any university students about their preferable profession then you can get a few students who choose teaching as their profession. This negligence created due to lowest payment of teachers. They are more interested to choose bank job and others service sectors as their profession.

So, students are deprived from brilliant teachers and well education care. 78% respondents argued that lower payment of teacher disappoints meritorious students and they give up hope to be an ideal teacher. So, lower graded students enter in teaching profession accused of failing to enter other competitive jobs. Which is destroying proper education system and students are deprived from nursing of brilliant teachers. Lower graded teachers are recruited in illegal way as politically preferences and can easily enter illegal earning ways. So, they established coaching

centers and earn a lot of money from here. 14% respondents reported that lower salary of teacher is partially liable for emerging coaching centers.

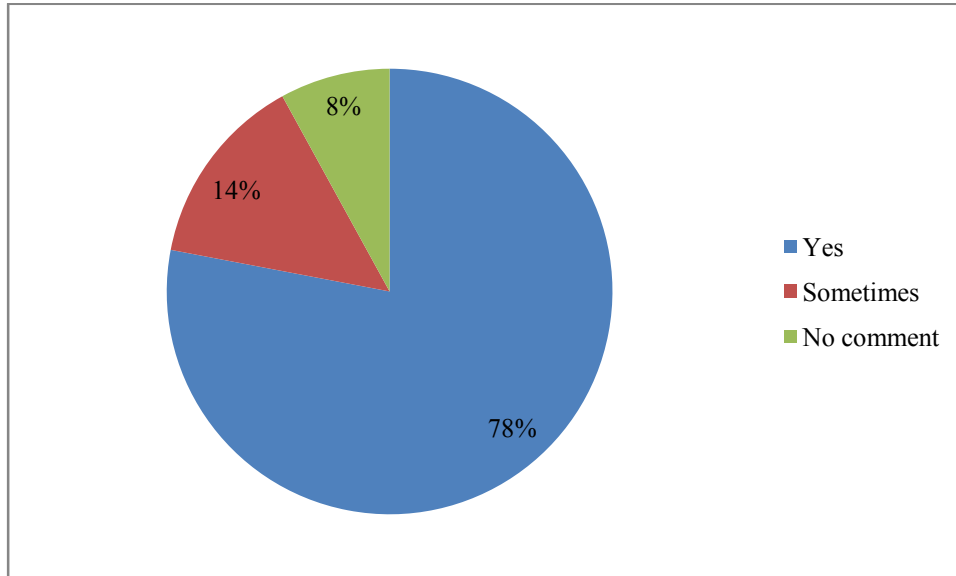


Figure 17: Response on the question of “Meritorious students do not prefer teaching as their profession accused of lower payment”.

Case study: 03

Shapon (22) is a final year university student. He come from a rural family and now study at renowned university. He comes from a poor family. He has come here by his struggle. He faced the cruel reality of low standard quality education and he fill educational gap by his strong initiative. He has unable to provide coaching center’s tuition fee accused of economic problem. So, he took help from his friends who were coaching goers for study purposes. He argued that majority of the students are dropped out and I am the rare who come from this worse situation. Though I run my living by tuition and I am also a student of an IELTS coaching which teach for higher education in the abroad. Coaching is everywhere and every purpose. Coaching centers cordon our student life, he added. Many students gained IELTS points by coaching center helps. These students go abroad and gained higher degree.

They occupied top level jobs. But, many students who are eager to go to abroad are unable to collect coaching costs and their dream will not be gloomed. So, there are created educational inequality. Low standard of education are responsible for this educational inequality. Shapan argued that students learn English from childhood but could not speak in English and writing also. So, students have to get extra care of coaching centers for IELTS, TOEFL and GRE etc examination. It is unexpected. If quality education be ensured then all interested students could go to abroad for higher degree. He reported that low salary status also liable for low quality education. So, it is needed to ensure standard quality education by recruiting meritorious students as teacher and to increase payment and opportunities for teachers. This step can be help to decline the influence of coaching and to increase standard quality education.

6.25 Private coaching and discrimination

Students face several discriminations in the class for not attending teacher conducted coaching center. Teachers do not attentive to these students who are not participant of teacher conducting coaching center. Respondent argued that they face discrimination for not going to teacher run coaching centers. 54% respondents reported that they are victim of discrimination from teacher in the class. 15% reported that they faced discrimination sometimes in the class. Teacher regards them with several undignified words as like ass. Who attended to their coaching they are potential. This is teacher's argument. Discrimination in grading in the exam is very dangerous. 54% respondents argued that they are victim of grade discrimination in the examination. They posited in the lower grade though they did well in the examination.

Victims of teachers discrimination			Types of discrimination		
Answer	Frequency	Percentage	Discrimination	Frequency	Percentage
Yes	65	54%	Teachers negligence in the class	41	49%
Sometimes	18	15%	Mental torture	34	41%
No	33	28%	Marks discrimination	45	54%
No comment	4	3%	Physical torture	0	0%

Table 11: Private coaching and discrimination

49% respondent reported that they face teacher negligence for not taking coaching services from teacher run coaching centers. And 41% reported of mental torture in the class. Respondents faced multiple discrimination in the class. It is positive side that none of the respondent reported that they faced physical torture from class teachers accused of not attending teachers conducting coaching centers.

6.26 Private coaching and better future

It is established doctrine that private coaching is essential for better future and career. There are several causes behind growing this concept that education is the stairs of success. So, everyone realizes the importance of the education. So, people emphasize on it. Guardians are more conscious for better education for their Childs. They want well organized and standard educational institutions. But, there are very little institutions where standard education ensured. This is the scenery of urban area. The condition of the rural area is worse than it. People could not think about standard educational institutions. So, guardians and students think that there are no alternative of private tuition at present education system. 60% respondents reported that private tuition or coaching is so much essential for better career and luminous future. 21% of them argued that sometimes it is essential. 19% argued that private coaching is not essential for better career and future.

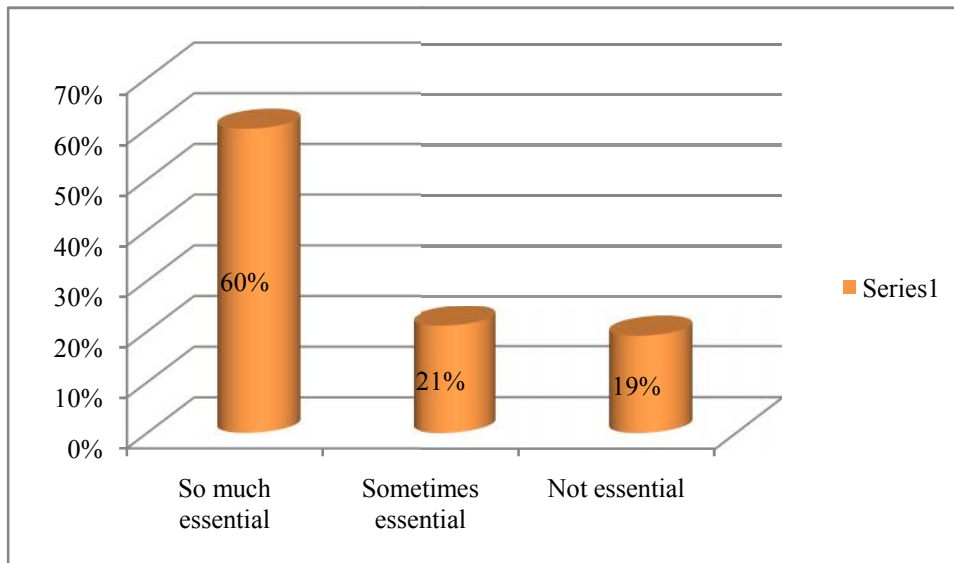


Figure 18: Respondent argument on coaching importance for better future and career.

Specially in the university admission, medical college admission, engineering admission test where coaching is so much important. Who do not get admitted to the coaching center, normally they are omitted from the admission test. Because, coaching participants are more efficient than non participant students. So, coaching is very necessary to the guardians and students in present education systems. Who got admitted to the universities and others prominent educational institutions; they will posit their future and career in better positions. Obviously, by this way there are created educational inequality and opportunistic inequality among the students. So, guardians and students think that coaching is so much important for better career and future. Coaching help in get admitting in the country prominent universities and they will be posited in best position in future.

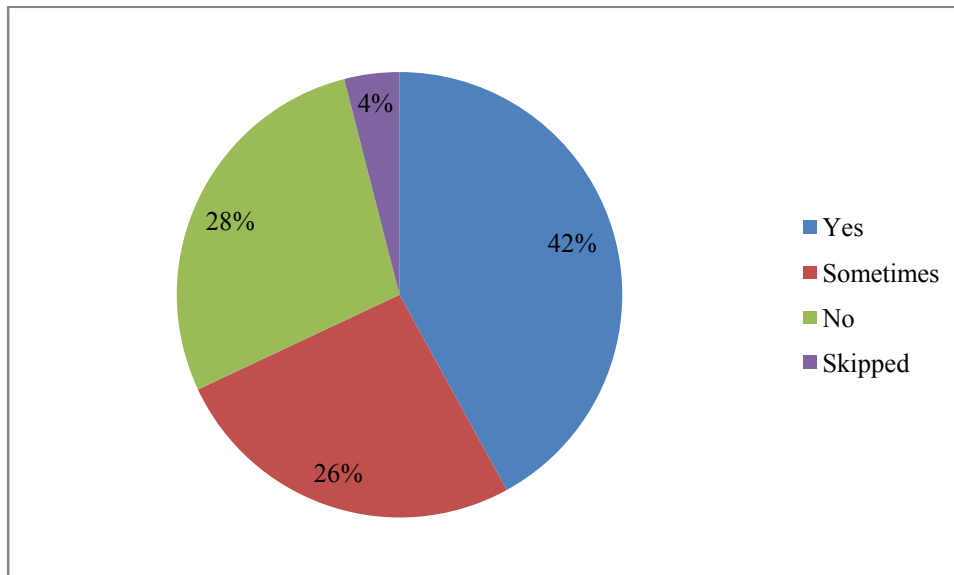


Figure 19: Respondents' argument on coaching importance for better results and university admission.

Coaching is closely related to admission tests. 42% reported that coaching is important for admission war. 26% respondents argued that sometimes it is important for admission tests. 28% respondents argued that coaching has no impacts on admission tests.

Case study: 04

Shathy (18) is university admission applicant studied in her native rural area but now staying in Dhaka city for admission coaching purposes. She admitted to an admission coaching center. She comes from nuclear family. Her monthly cost about to 9000 taka. Her father is a service holder. She lives in a girl's hostel. Shathy says that her monthly coaching cost is about to 4000 taka. She went to academic coaching centers in her school and college life. In this transitional stage, she has to go to coaching for university admission.

She expressed sorrow that we are not eligible for university, medical college, BUET admission by our academic results. We have to come in an admission war. Government should stop this unhygienic competition. This admission process inspires education businessmen for establishing coaching centers. Many of our friends could not admit to coaching centers accused of economic problem. Generally, they will not get chance in the university, medical college, BUET, RUET etc renowned educational institutions. If, admission system would easy for all then there are not existed any educational inequality among the students. It is true that coaching goers are more skilled in the examination but not at all. Coaching centers is an alternative business for the immoral teachers. They tricks in the class room and attentive to their coaching. Government should prevent these coaching centers and bring mass students to the light of education if there are no deprived students accused of educational inequality.

6.27 Ratio of boys and girls in the coaching centers

35% respondent argued that boys and girls ratio is equal in the coaching centers. 49% respondents reported that boys are larger than girls in the coaching centers. 13% respondents reported that girls are larger than boys. It is said that the ratio of girls and boys are approximately equal in the coaching centers. This is the data for Dhaka city. But, whole country's scenery will be different from it.

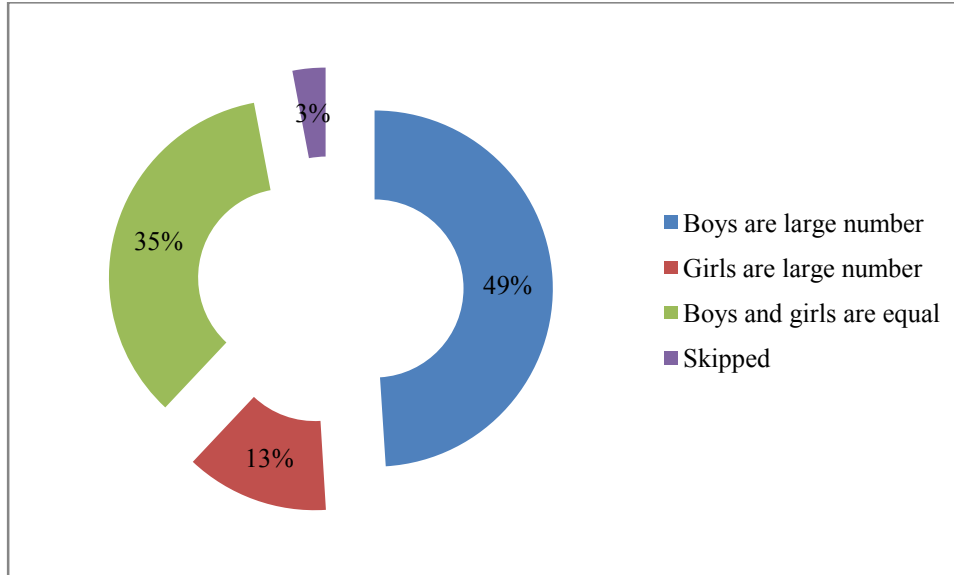


Figure 20: Ratio of participants of boys and girls in the coaching centers.

6.28 Ratio of the student of coaching from rich and poor family

Educational inequality is seen dangerously from this point. The difference of the ratio of student from poor family and rich family are so much high. Coaching is a shadow education system. It is an extra care for the student. It is also a matter of monthly cost. Monthly cost of the coaching is from 1000 to 10000 in terms of teachers and places. So, all kinds of students cannot afford of coaching costs. Specially, poor students who are 100% dependent on government conducted education institutions and they are unable to bear education costs. Coaching costs are beyond far away from their capacity. 81% respondents reported that majority of the students in the coaching centers come from rich family. 10% respondents reported that the ratio of rich and poor students is equal in the coaching centers. Only 5% respondents argued that poor students are major in the coaching centers. 4% respondents skipped to answer.

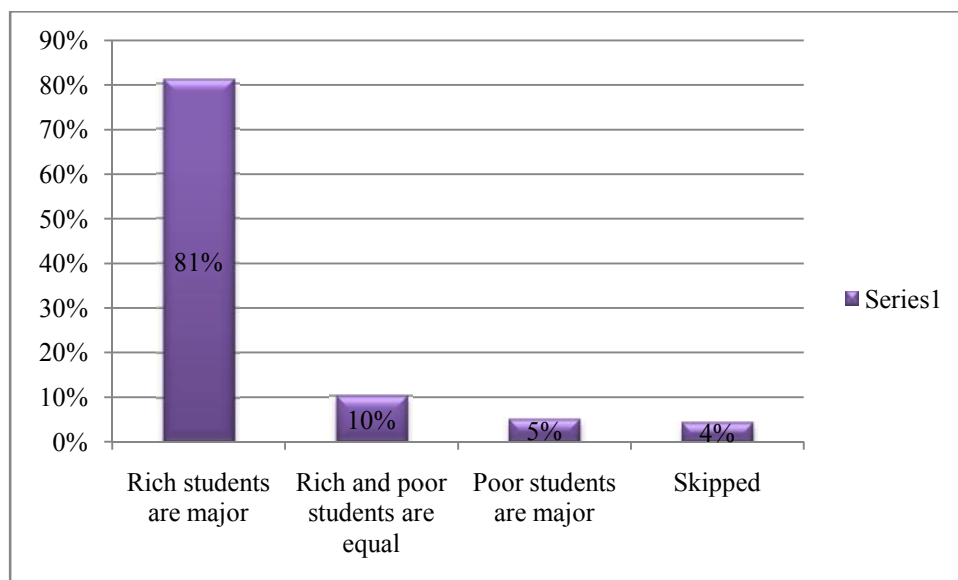


Figure 21: ratio of poor student and rich student in the coaching centers.

6.29 Sexual harassment and private coaching

Private coaching centers become a place of sexual harassment for girls' students. There is occurred sexual harassment in several coaching centers by teachers, office stuffs or students. Every day, this news published on newspapers. There are thousands of hidden such types of occurrences held over all the country. 40% respondents reported that girls are sexually harassed in coaching centers. 25% respondents reported that girls are partially harassed in the coaching centers. 34% respondents answer negative on this question. 1% respondent skipped to answer.

Response to the question	Frequency	Percentage
Yes	48	40%
Sometimes	30	25%
No	41	34%
Skipped	1	1%

Table 12: Sexual harassment and private coaching

6.30 Coaching influences among the student

14% respondents reported that poor students are more influenced by the coaching propaganda. 16% respondents reported that middle family students are more influenced by the advertizing of the coaching centers. 40% respondents reported that rich students are more influenced by the coaching propaganda. 25% reported that all students influenced by the coaching centers. 5% of the respondents skipped to answer.

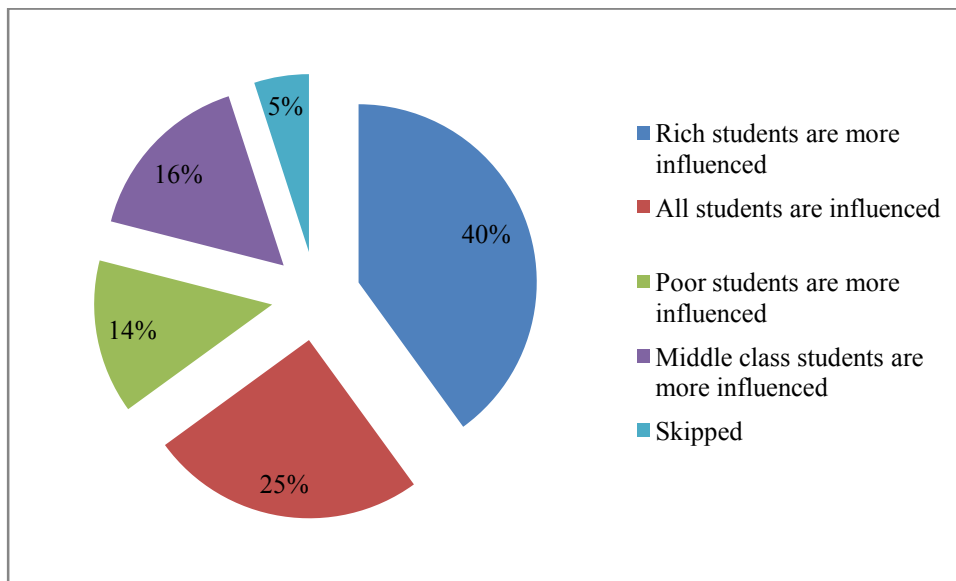


Figure 22: Percentage on the influence of coaching among several types of students.

6.31 School/ college conducted coaching system

There are many schools and colleges where authority conducts special coaching before final exams. 41% respondents reported that their school/college arranges such types of coaching system regularly. 11% respondents reported that their school/college arrange it irregularly. 42% respondents answered that their institutions do not arrange such types of coaching before final exam. 6% respondents keep silent to answer. Majority of the respondent argued that school/college authority arranged such type of coaching for better results of the institutions and to compensate past negligence of teacher to the class room education. Many respondents argued that several occasional vacations create difficulties to end the syllabus. As like, religious vacations, summer vacations, winter vacations, political striking etc take several weeks and syllabus is not finished. So, school/college authority is compelled to arrange such types of

coaching system before final examination. Because, bad result could harm continuity of the institution. Most of the respondent reported that sometimes authority takes fee for this coaching. Coaching fee is from 1000 taka to 4000 taka. Many respondents (48%) argued that school/college authority do not take any fee. Sometimes authority creates pressure on the student to get admit to the school conducted coaching. 16% respondents reported that authority compelled them to admit there.

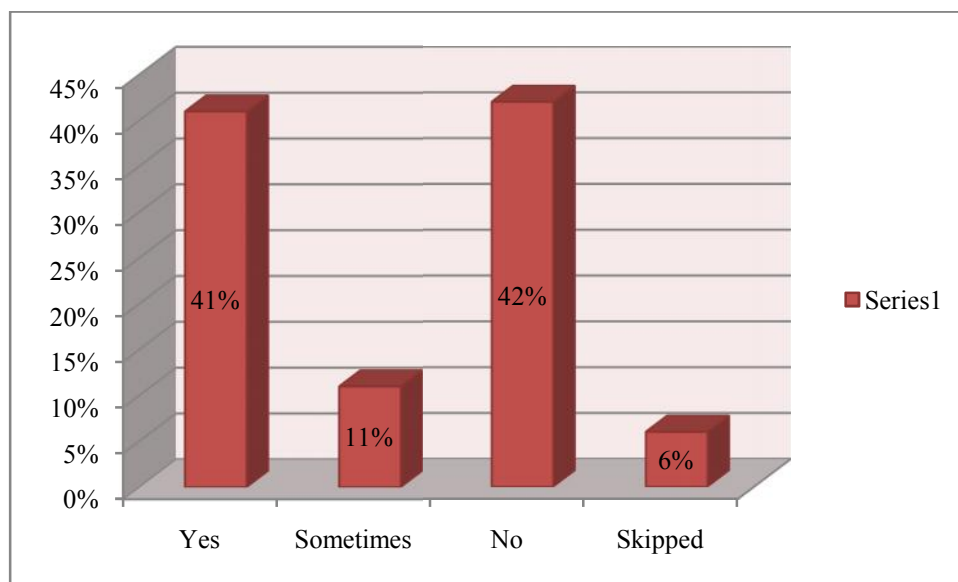


Figure 23: School conducting coaching centers.

Case study: 05

Asaduzzaman (42) is service holder live at Azimpur area in Dhaka city. He works as an employee in a private farm. His job is a mid level job. He has two sons and one daughter who study in several schools in Dhaka city. Asaduzzaman argued that the education quality of the schools both private and government are not satisfactory. Teachers are not attentive to the classroom teaching. Majority of the students have to go to coaching centers for extra education care. Asaduzzaman says that there are hundreds of coaching centers in this region (Azimpur). Most of the coaching centers are conducted by school or college teachers. Some of these are conducted by universities' students. Teachers influence students for admitting their coaching centers. They offer the students that you will make goods in the examination if you get admit our

coaching centers. They argue that it is impossible to finish syllabus in the class room. So, coaching is alternative way to make good in the examination. Though there are many causes behind this statement. Because, political instability is a very common scenery in Bangladesh. Hartal, cordon, clash, strike etc are available and students face most these occurrences. Educational institutions are to be closed accused of these incidences. Examination schedules have to be rescheduled. As a result, we have to rely on coaching centers as a guardian. But, tuition fee of the coaching is not so little. So, many times we fall in deep water for providing tuition costs of our kids. Asaduzzaman reported that coaching is not good for students. It destroys potentiality of the students. But, we are obliged to send our children to coaching centers. We have to spend extra costs for educational purposes.

Many students are unable to admit coaching centers. So, they are posited in the backbench. Many students are dropped out from mainstream education accused of frustration which is created by coaching centers. Teachers give well grade to their coaching students. Other students cannot compete with them. Now, question leakage before the final examination is become major problem in Bangladesh. Coaching centers are liable for this hated occurrence. It is destroying our education system. Government should take hard step to stop this incidence. Guilty should be punished remarkably. Immoral teachers are involved to these hated occurrences. So, it is time for stopping these illegal affairs. Government should stop coaching business by increasing teacher payments and facilities. Teacher recruitment should be free and fair. Politically recruitment should be stopped. It increases corrupted teachers who pollute the honour of teachers and this prestigious profession.

CHAPTER SEVEN
DISCUSSION ON COACHING AND EDUCATIONAL INEQUALITY

7.1 Private tutoring and educational inequality

The current education process forces lower income families to send their children in to lower quality schools where children are become deprived from the basic education needs and quality. These children could not get same facilities and opportunities and education related motivation as like the students from rich families. So, they have to take help of coaching centers. Many times, they could not afford coaching costs and could not compete in the examination by lower quality education. As a result, they are dropped out from mainstream education. Private tutoring created enormous inequality among the student in Dhaka city. Private coaching is emerging as a parallel system of education of classroom based education. Economic solvency is closely related to private coaching because students have to pay extra fees to the private tutors or coaching teachers. Educational inequality is attributed to economic disparity. There are various types of educational inequality among the student of Dhaka city. Privatization of education creates enormous educational inequality. In Dhaka city, majority of the best secondary and higher secondary schools and colleges are conducted in private system.

These schools take tuition fees from students and management committee maintain over all rules and legitimating of these institutions. Generally, poor students do not get access to these schools due to financial problems. So, majority of the student here are from economic solvent family background. These schools' academic performances are better than schools which are conducted by government. So, majority of best result holder students are coming from these private schools and colleges. They get admitted in well reputed universities and they will have access to better job facilities. On the other hand, poor students are compelled to study in government conducted schools and colleges. My study reveals that the education quality of government conducted schools and colleges are not satisfactory.

So, students are deprived from quality schooling and accused of low standard of academic performance of their schools and colleges. Normally, they have limited access to get admission to reputed universities and have limited access to posit well job sectors. So, privatization is accused of creating educational inequality. Private schools provide better quality education, so guardians are more interested in these institutions for their kids' education. Present time is the time of competition. Parents are becoming more conscious about their Children's schooling for

their children's bright future. So, they choose private school for their Children. However, both private and public/government run schools are not able to provide needed support for expected results for their students. Thus, majority of the students have to go to coaching centers for better education care.

7.2 Inequality in educational accesses and coaching centers

Educational opportunities are not equal in the schools of Dhaka city. There are some well reputed schools and colleges whose management and student's results are very good. Only limited students get opportunity to get admission to these well reputed schools and colleges. These schools maintain required standard of education and recruit skilled and meritorious teacher. These institutions pay sufficient payment to the teachers. So, teachers can teach attentively and student has no need to take extra care outside schools or colleges as like coaching centers or private tutors. But due to the inadequate number of good schools for a vast number of students at secondary and higher secondary schools, majority of the students have no access to get admission in these schools and colleges.

So, rest of the students have to take admission to other schools and colleges which are considered having lower quality. The quality of education of these schools and colleges remain below than required standard. So, the less solvent students need more support from coaching centers for compensating class teaching gaps whereas they do not have the ability to do so. Therefore they are doubly exploited. Inequality in educational access and irregularities or inadequate lessons in classes in the schools and colleges accelerate emergence of private tutoring and coaching centers. Teachers' salary is also important for lower quality schools as teacher of these schools or colleges move to higher salaried jobs. But the major hindrance is lack of supervision and evaluation from government's side on the schools and colleges for providing adequate information to their students. If the government or school authority could ensure required standard of education and regularity of classes, quality teachers, of all schools and colleges, then coaching centers could not be emerged.

7.3 Coaching and educational inequality in the class

Private tutoring sector improves student's knowledge base and fills in gaps of classroom information, but it also increase social inequality. More privileged household those have higher income can provide their children more books, more learning equipments and even full-time private tutoring. But low income or poor people cannot provide their children such facilities and cannot able to pay for private tutor. So in this way, private tutoring increases social inequalities. Moreover, children's relation and social life is also affected for being in private coaching centers for long duration. As mentioned earlier, poor students are totally depended on government conducted education system and cannot participate to coaching centers' activities accused of economic problems. Coaching goers occupy more well position in the examination results. At last poor students are dropped out from good results and dropped out from education before university level. Class division created enormous inequality in every sectors of human life including education life.

7.4 Family background of the student and coaching centers

Family background also influences cultural knowledge and perceptions. Middle class knowledge of norms and customs allows students with this background to better navigate the school system. Parents from this class and above also have social networks that prove to be more beneficial than networks based in lower classes. These connections may help students gain access to the right schools, activities, etc. Additionally, children from poorer families, who are often minorities, come from families that distrust institutions. There is strong influence of family on students' attitude to coaching centers. Generally rich family backed students are influenced by their parents. Because, their parents could not patronize their children and they remain busy with their job related activities. They provide financial support to them.

Educated and wealthy parents are more likely to provide their children with private tutors. The poorer section is also in line with their limited resources. Studies show that students with private coaching do better in the examinations than those who do not have tutoring. Much stronger relationship is found with duration of tuition increases expenses, poor family's children cannot afford being in coaching centers needed duration.

7.5 Lack of access to resources play an important role in educational inequality

As mentioned in family background, access to resources play a hugely important role in educational inequality. In addition to the resources from family mentioned earlier, access to proper nutrition and health care influence the cognitive development of children. Children who come from poor families experience this inequality, which puts them at a disadvantage from the start. Not only important are resources students may or may not receive from family, but schools themselves vary greatly in the resources they give their students.

7.6 Unemployment or low payment and educational inequality

Accused of unemployment or low payment, parents could not afford coaching costs or private costs for their offspring. As a result, their children are become deprived from well education care and at last they are dropped out from education. Their next generation will confined this vicious circle. They are posited a permanent circle of educational inequality.

7.7 Gender, coaching centers and educational inequality

Gender discrimination is remarkable in Bangladesh. Generally guardians are more interested and eager to spend money for the purpose of their sons' education costs. They are less interested to spend money for their daughter. Because, sons would look after them in the old age. Girls are not inspired to go to coaching centers. Fear of sexual harassment is also a cause of girls' less participation in coaching centers. Guardians fear that girls can face such type of harassment. Many incidences of sexual harassment in the coaching centers in Dhaka city occurred. Coaching teachers teased mentally and physically to girls' students. Some guardians warned that coaching is become a shell of sexual tortures. They are unable to protect this unethical trend and also compel to send their daughters to coaching centers. They live in a dilemma. Guardians opined that government should take initiative immediately for reducing this sexual harassment and necessary of coaching centers.

7.8 Inequality between the salary of teacher and others occupation

There are remarkable different between payment of teachers' and other service holders. In the developed countries, where teachers are paid highly than others occupational payment. This scenery is opposite in Bangladesh. Here, teachers' payment is lower than required. Teacher could not run their livelihood by this earning. So, they have to take class in coaching centers as private tutor. Due to low payment, meritorious students are less interested to this prestigious occupation. Teachers' payment is comparably very low from others job salary. Many teachers run their livelihood in worse situation. So, teachers are compelled to establish coaching centers or employed as private tutor for need of their daily livelihood costs.

7.9 Private tutoring, higher education and inequality

There are hundreds of private coaching and counseling institutions for supporting foreign higher education. This coaching support for several courses as like IELTS, TOEFL, GRE, GMAT, ACCA etc. Who want to take opportunities of higher studies abroad, they make better career and shine in life. These private coaching centers take big amounts for education purposes. So, rich student can easily take services from these coaching or counseling offices and they build better career in abroad. Poor people do not afford the high fees of these coaching and counseling offices. So, they posited in back side to go abroad. By this way, there are created educational inequality among the students due to private services for higher education.

CHAPTER EIGHT
CONCLUSION

8.1 Conclusion

Private coaching is a major phenomenon in Bangladesh. A large number of students receive coaching services in Dhaka city. Payment-based complementary coaching has also spread all over the world, both in developed and developing countries. The aim of this study is to find out the reasons impacts of coaching on mainstream education and educational inequality in Dhaka city. The number of coaching centers in Dhaka city has increased rapidly like mushrooms. Due to coaching impacts, students lose interest in classroom education. The study shows, 59% respondents think that students lose interest in classroom education. 71% respondents reported that students study limited syllabus in the schools. Teachers are not sincere for finishing syllabus. Economic solvent students can finish rest syllabus in the coaching centers. But, poor students could not bear coaching costs. This study shows that 100% coaching participation is found among economic solvent students whose family income is more than thirty thousands. Poor students are become deprived from education care due to economic problems where rich students could fulfill their academic gaps. As a consequence, poor students could not compete with rich students and lastly they dropped out from mainstream education. By this way there are created educational inequality.

Teachers' negligence is one of the important causes for emerging coaching centers. It is important to maintain strong supervision on schools/colleges from the government. There are several charges that teachers' negligence is so much remarkable in the class room. In the government educational institutions, where 67% respondents reported that they faced teachers' negligence in the class and teachers are more interested to the extra class activities as like coaching business.

Teachers' payment is questionable in Bangladesh. Teachers are paid highly salary in western countries. But, this scenery is different in Bangladesh, where teachers are paid low salary and they could not bear their livelihood costs by this earning. So, brilliant students are not interested to choose teaching as their profession. As a result, students are deprived from brilliant teachers and well education care. The survey shows, 78% respondents argued that lower payment of teacher disappoints meritorious students and they give up hope to be an ideal teacher. So, it is needed to develop classroom environment and increasing teachers' awareness about their great

responsibility. Here, government's supervision is important. Government proper supervision could decline impacts of coaching cultures and educational inequality among the students.

In the study, several causes behind increasing shadow education system based coaching centers is observed. Suggestion are provided below based on empirical study to decline the influences of coaching centres among the student, teachers and guardians. Such as:

1. To ensure involvement of meritorious teachers through fair recruitment system and standard payment for the teacher.
2. To make sure the implementation of the education policy and proper supervising from the government.
3. Government should ensure law and regulation system that no teacher should be allowed to teach his own students privately in coaching centers or his/her house.
4. To emphasize on science related subjects and provide scientific instrument to every educational institutions and special care for English courses.
5. To complete syllabus in class room appropriately. Because teacher do not complete syllabus in class room and they suggest students to complete it home. So, students have to go to private coaching or tutors.
6. To stop question leakage and to check the exam scripts for those students did not face any discrimination from class teachers for not taking coaching to their coaching centers.
7. Ensure equal educational opportunities for all students and to ensure well class room environment that student can be attentive to class room education.
8. To enhance parents consciousness for their children and to develop well relationship between teacher and student.
9. To stop unnecessary vacations which create enormous problems for finishing syllabus.
10. To ensure teachers' easy presentation in the class by proper teaching training and moral training of the teacher.

APPENDIX

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Private tutoring and educational inequality: A study on selected coaching centers in Dhaka

Course: MSS Thesis

MSS Roll no. : 1292

Department of Sociology

University of Dhaka

The current research project is carried out for fulfilling partial requirement of MSS Degree in Sociology, University of Dhaka. Information provided by the respondents will be concealed. Respondents' identity will be removed before analyzing the data. A respondent has every right not to provide interview for the proposed project.

Thank you so much

Instruction:**Please give tick (√) mark where necessary.

Are you willing to provide information for the project?

Yes No

Questionnaire no.:

Respondent ID:.....

General information

01. Ward no.: Police Station:School/College/Institution name.....

02. Age: Years

03. Gender: Male Female

04. Educational status: primary condary gher secondary

Graduate post graduate

05. Religion: Islam Hindu Christian Buddhist Others

06. Marital status: Married Unmarried

Family related information

07. Family pattern: Nuclear Extended Single parent

08. Total family members: a. Male: b. Female: c. Child:

09. Occupation of the head of family:

10. Earning capable family member with their income:.....persons, Income.....taka

Education related Information

11. Father's educational status: primary secondary higher secondary

Graduate post graduate

12. Mother's educational status: primary secondary higher secondary

Graduate post graduate

13. Who guide you for schooling? Father Mother Others

(specify).....

14. Amount of money (monthly) spent for educational purpose: Taka

15. Purpose of spending money:

Fees Books Tutors Educational instruments Others (specify).....

Economic information

16. Monthly family income: Taka

17. Father's occupation: service holder business teacher unemployed

others (specify).....

18. Mother's occupation: service holder business teacher housewife
 unemployed others.....

19. Do you live with family? Yes No

20. If, no then where?

Mess Lodging Relative's House Hostel others

21. Do your family afford private coaching costs willingly? Yes No

22. If, yes, then amount of monthly : Taka

23. Do you take loan or debt for paying coaching costs? Yes No

Private tuition related information

24. Do you go to coaching centers?

Yes No

25. Why do you take support from coaching center?

low standard of education at school personal improvement

imitating classmates not adequate support from class teachers

to achieve best result over all others (specify)

26. For which subjects do you need to take coaching?

Mathematics English Science Others (specify)

27. Do you think that weak students need coaching?

Yes No

28. Do you think that private coaching essential to over all students now a days?

Yes No

29. If yes, why? Answer:.....

30. Would you take private coaching if government ensures the required standard of education at school?

Yes No

31. Who are your coaching tutors?

school teachers professional private tutor
 university student others (specify)

32. Do the school teachers pressurize you to take coaching to his/her coaching center?

Yes No

33 . Who decides employ a private teacher for you?

parents teachers inspired by friends Self need

34. Do you feel that private coaching help you to do better in exam?

Yes No Sometimes

35. Do you mean that private coaching destroys your potential merit?

Yes No Sometimes

36. If yes, how? Answer:

37. Do you think that you do not have enough time to prepare your homework by yourself without coaching tutors?

Yes No Sometimes

38. Do you think that you have no need of private coaching but parents obliged you take private teacher?

Yes No Sometimes

39. Do you try to solve any problems without coaching tutor?

- Yes No Sometimes

40. How much money do you spend for coaching purpose?

Answer: taka

41. Do all student of your class go to coaching centers?

- Yes No Some students

42. If, no then what are causes behind this?

- family could not afford guardians are not interested
 students are not interested others

43. The result of these students who are not involved in coaching centers?

- Excellent very good Good Average not satisfactory

44. Do you think that students who study at coaching centers will make good result in the final exam?

- Yes No Some

45. Do your parent influence you to take private coaching?

- Yes No Some

46. Do you think that coaching center seriously affected the mainstream education system?

- Yes No Some

47. If, yes then which type of effects?

- student lose interest in class room education
 losing quality education

teachers are getting involved in extra classroom teaching

students are learning only limited content for exam results

48. 'Guardians evaluate private tutorship as for being ahead of other students'. Do you mean this is unfair competition?

Yes No Some

49. Do you think that low economic condition of teacher is responsible for emerging coaching system?

Yes No Sometimes

50. 'Low payment of teacher does not attract brilliant student to take teaching as their occupation. So, students are deprived from good teacher'. Do you agree with this sentence?

Yes No Sometimes

51. Do you think that teachers give less emphasize in class before final exam for getting student for their coaching center?

Yes No Sometimes

52. Do you know that coaching center is banned by high court?

Yes No

53. If, yes then why do you take coaching? Is it not violence of rule?

Answer :

Private tutoring and educational inequality

54. Do you face any discrimination in class accused of not take tuition from class teacher conducted coaching center?

Yes No

55. If, yes, which type of discrimination?

- not attending in the class physical torture
 mental torture discrimination in grading in the exam
 others

56. Do you feel that private tutoring would help you for better career and better future?

- Yes No

57. Do you think that best results will ensure getting chance for higher education in prominent universities?

- Yes No Sometimes

58. Ratio of girls and boys in tuition participating...

- Equal boys are large girls are large

59. Ratio of poor and rich students in tuition participating...

- Equal rich students are majority poor students are majority

60. 'Parents consider Girls' taking coaching is luxury'. Do you agree with it?

- Yes No Sometimes

61. Do you think female students face any sexual harassment by coaching teacher?

- Yes No Some

62. Who are influenced by private tuition among the student?

- rich middle poor all

63. Do your school arrange coaching before final exam?

- Yes No Some

64. If yes, then why?

- for students' better result
- for school reputation
- for economic purpose
- to fulfill their previous negligence
- others (specify)

65. Do they oblige every student to study school conducted coaching before final exam?

- Yes
- No
- Some

66. Do they take any coaching fee?

- Yes
- No
- Some

67. If yes, then amount of fee:

68. If, no then why? Answer:

69. Your views about private coaching as a whole:

70. What is your suggestion for students to lessen their dependence on Private tutorship?

Answer:.....
.....

Thank you

mēZtKvĒi

13. ʔj hvl qvi e'vcvʔi AvcbvʔK tK ZĒjeavb Kʔib? gv eev Ab'' ʔKD (vbw' ʔ Kʔi)

.....

14. Avcbvi gwmK wkʔv e'qt UvKv

15. ʔKvb ʔKvb LvʔZ GB UvKv e'q Kʔib? ʔj wd ciʔv wd wkʔK wd wkʔv
DcKiY Ab''vb'' (vbw' ʔ Kʔi)

A_ʔwZK Z_''

16. cvi exʔi i gwmK Avqt UvKv

17. wczvi ʔckvt PvKvi Rrex e'emvqx wkʔK ʔekvi Ab''vb'' (vbw' ʔ Kʔi)

.....

18. gvZvi ʔckvt PvKvi Rrex e'emvqx wkʔK MjvYx ʔekvi Ab''vb''
(vbw' ʔ Kʔi)

19. Avcvb wK cvi exʔi i mvʔ_ emevm Kʔib? n''vu bv

20. DĒi bv nʔj Zʔe ʔKv_vq? ʔgm j wRs AvZʔqi evmv tnʔ÷j Ab''
ʔKv_vl (vbw' ʔ Kʔi)

21. Avcbvi cvi evi wK ʔ^Qvq ʔKwPs e'q enb Kʔib? n''vu bv

22. DĒi n''vunʔj, gwmK ʔKwPs e'ʔqi cvi gvYtUvKv

23. Avcvb wK ʔKwPs e'q enʔbi Rb'' FY ev avi Kʔib? n''vu bv

cĀBʔFU cov mspvšĪ Z_''

24. Avcvb wK ʔKwPs tm>Uvʔi cʔob? n''vu bv

25. DĒi n''vunʔj, Avcvb ʔKb ʔKwPs Gi mnʔhvmZv vʔʔq _vʔKb?

- ʔj covʔbvi gv vlogvʔbi KvmʔgUʔ' i ʔ' Lvʔ' wL
 e'w³MZ DbwZi Rb'' wkʔKʔ' i KvʔQ ʔ_ʔK chvʔ mnvqZv bv cvl qv
 meʔʔʔq fvj ti RvĒ Kivi Rb'' Ab'' ʔKvb KviY (vbw' ʔ Kʔi)

26. Avcvb ʔKvb ʔKvb veI ʔq cĀBʔFU cʔob?

- AsK Bʔi wR veÁvb Ab''vb'' (vbw' ʔ Kʔi).....

27. Avcvb wK gʔb Kʔib 'eʔ QvĪ QvĪxʔ' i Rb'' ʔKwPs Kiv cĀqvRb? n''vu bv

28. Avcub wK gtb Ktib me QvT QvT x' i Rb' B tKwPs cQvRb? n'wu bv
29. DEi n'vuntj , tKb? DEit
30. mi Kvi hw' wKvivi gvb wbowZ Kti Zte Avcub wK tKwPs Kiteb? n'wu bv
31. tKwPs G Avcbvi wKvK Kviv?
 g' wKvK tckv' vi cQvFU wKvK
 wKv' vj q/Ktj tRi QvT Ab' tKD (wbow Z Kti)
32. Avcbvi t'j i wKvKiv wK Zv' i tKwPs G fuz' hI qvi Rb' Pvc t' q? n'wu bv
33. AvcbvtK tKwPs G fuz' Kivi e'vcrti tK tekx Drmvt hMttq?
 wvZvgvZv wKvK eUt' i Drmvt tctq wbtRi cQvRtb
34. Avcub wK gtb Ktib tKwPs cix'vZ fvj ti Rvè Kivi t'jt' mrvh' Kti? n'wu wKQz bv
35. Avcub wK gtb Ktib th tKwPs Avcbvi cQZfv bó Kitz? n'wu bv
36. DEi n'vuntj , wKfite? DEit
37. Avcub wK gtb Ktib cQvFU wDUti i mnt'wMzv Qvov Avcbvi ewoi KvR Kitz cvi'eb?
 n'wu wKQz bv
38. Avcub wK gtb Ktib th, Avcbvi Avntj tKwPs Gi ' i Kvi tB| wKš' e'ev gv AvcbvtK tKwPs Kitz eva' KtitQb?
 n'wu wKQzv bv
39. Avcub wK Avcbvi covtkvbi tKvb mgt'v wbtRB mgvavb Ktib? n'wu wKQzv bv
40. Avcbvi Kvtmi me QvT QvT xB wK tKwPs Kti? n'wu wKQz bv
41. DEi bv ntj Gi wvQtb wK Kvi Y itqt?
 cwi evi LiP w' tZ cvti bv Aw' fveKiv tKwPs KivZ Drmvtx bq
 QvT QvT xiv tKwPs Kitz Drmvtx bq Ab' tKvb Kvi Y (wbow Z Kti)
42. hviv tKwPs Kti bv Zv' i ti Rvè tKgb?
 Amvavi Y Lp fvj fvj tgvUvgvU Amš'í vI RbK
43. Avcub wK gtb Ktib hviv tKwPs Kti Zviv cix'vq fvj ti Rvè Kti? n'wu bv
44. Avcbvi e'ev gv wK tKwPs Kitz Drmvt t' b? n'wu wKQzv bv
45. Avcub wK gtb Ktib tKwPs gj avivi wKv' e'vt' K wvB fite c'fveZ Kti? n'wu wKQz bv
46. DEi n'vuntj tKvb ai'bi c'fve?
 wKv' x'fv Kvm i'etgi wKvivi cQZ AvMh' nwi tq tdtj
 wKvivi gvb bó ntq hvq
 wKvKiv Kvm i'etgi evBti covt'bi w' tK tek gtbvthM t' b

- $\text{wk}^{\text{v}}\text{lv}_x\text{fv}$ i agv $\hat{\text{T}}$ cix v qv fij Kivi Rb $\hat{\text{v}}$ wbw^{v} G GKUv Ask cov v kvbv K $\hat{\text{t}}$ i
- Ab $\hat{\text{v}}$ b $\hat{\text{v}}$ (wbw^{v} G K $\hat{\text{t}}$ i)

47. Aw f veKiv t KwPs t K Qv $\hat{\text{T}}$ Qv $\hat{\text{T}}$ x $\hat{\text{t}}$ ' i GwM t q hvl qvi gj g s i g t b K $\hat{\text{t}}$ ib | Avc v b wk g t b K $\hat{\text{t}}$ ib GUv GKUv Amy v ' c $\hat{\text{O}}$ Z t hvMwZ v ? n $\hat{\text{v}}$ u bv

48. O wk v qK $\hat{\text{t}}$ ' i A v W v WZK Am v Qj Zvi Kvi t YB t KwPs M t o DV t Q| O Avc v b wk ZvB g t b K $\hat{\text{t}}$ ib?
 n $\hat{\text{v}}$ u wkQ t v $\hat{\text{T}}$ bv

49. t eKvi Z v l t KwPs M t o l Vvi Rb $\hat{\text{v}}$ A t bKv t k ' vqx | Avc v b wk ZvB g t b K $\hat{\text{t}}$ ib?
 n $\hat{\text{v}}$ u wkQ t v $\hat{\text{T}}$ bv

50. O wk v qK $\hat{\text{t}}$ ' i teZb Kg nl qvi Kvi t Y tgavex Qv $\hat{\text{T}}$ Qv $\hat{\text{T}}$ xiv wk v qKZv t K t ckv w t mt e M $\hat{\text{h}}$ b Ki t Z AvM $\hat{\text{h}}$ t' Lvb bv, d t j $\text{wk}^{\text{v}}\text{lv}_x\text{fv}$ tgavex wk v qK cvl qv t t K ew $\hat{\text{A}}$ Z n t' Q| O Avc v b wk ZvB g t b K $\hat{\text{t}}$ ib?
 n $\hat{\text{v}}$ u wkQ t v $\hat{\text{T}}$ bv

51. wk v qKiv Zv t' i t KwPs G Qv $\hat{\text{T}}$ cvevi Rb $\hat{\text{v}}$ dvBbj cix v qv Av t M Kw t m cov v kvbvi e v cv t i Kg v i a :Z v t' b | Avc v b wk ZvB g t b K $\hat{\text{t}}$ ib? n $\hat{\text{v}}$ u wkQ t v $\hat{\text{T}}$ bv

52. nuB t Kiv U^{h} t KwPs t K w v wl \times K $\hat{\text{t}}$ i t Q Avc v b wk Zv Rv t bb? n $\hat{\text{v}}$ u bv

53. D $\hat{\text{E}}$ i n $\hat{\text{v}}$ unt v , Zey t Kb t KwPs K $\hat{\text{t}}$ ib? GUv wk iv v o t q w b qg fsM bq?
 D $\hat{\text{E}}$ it

c $\hat{\text{O}}$ B t FU wJDUwi s Ges wk v qv t v $\hat{\text{T}}$ AmgZv

54. Kw t wk v qK cwi Pw v Z t KwPs G Kw t bv Kivi Kvi t Y Avc v b wk t Kvb $\hat{\text{e}}$ l t g v i wkKvi n t q t Qb?
 n $\hat{\text{v}}$ u wkQ t v $\hat{\text{T}}$ bv

55. D $\hat{\text{E}}$ i n $\hat{\text{v}}$ unt v , t Kvb ai t bi $\hat{\text{e}}$ l g v ?
 wk v qK Kw t m Avc v bi c $\hat{\text{O}}$ Z g t bv t hvM t' b bv kvi w v i K w b h v Zb
 g v b v wK w b h v Zb cix v qv b v t' qvi t v $\hat{\text{T}}$ $\hat{\text{e}}$ l g v
 Ab $\hat{\text{v}}$ b $\hat{\text{v}}$ (wbw^{v} G K $\hat{\text{t}}$ i)

56. Avc v b wk g t b K $\hat{\text{t}}$ ib c $\hat{\text{O}}$ B t FU t KwPs Avc v bi fij K v wi qvi Ges D v 4j f v el t Zi Rb $\hat{\text{v}}$ m v qK?
 n $\hat{\text{v}}$ u wkQ t v $\hat{\text{T}}$ bv

57. Avc v b wk g t b K $\hat{\text{t}}$ ib fij ti Rv e tmiv w e k t e v v j q v t j v tZ covi m t hvM t c t Z m v qZv K $\hat{\text{t}}$ i?
 n $\hat{\text{v}}$ u wkQ t v $\hat{\text{T}}$ bv

58. t KwPs G Ask M $\hat{\text{h}}$ t b i t v $\hat{\text{T}}$ t Q t j t g t qi Ab v z t Kgb?
 mgvb t Q t j iv tewk t g t qv tewk

59. t KwPs G Ask M $\hat{\text{h}}$ t b i t v $\hat{\text{T}}$ Mixe Ges abx wk v lv v ' i Ab v z t Kgb?

mgyb abx Mixe

60. evey gv gtb Ktib, tqtqt' i tKwPs Kiv vej wvZv | Avcbvl wK ZvB gtb Ktib?

n'vu wKQzqtT bv

61. Otgtqiv wK tKwPs G thSb nqivbi wKkvi nq0 | n'vu wKQzqtT bv

62. tKwPs Øviv Kiv tewk cfwvZ nq? Mixe ga'weE abx mevB

63. Avcbvi wK cZÖvb wK dvBbj cixqvi AvtM tKwPs Gi e'e'v Kti? n'vu gvtS gvtS bv

64. DEi n'vntj tKb?

- wKv_x i fvj tiRvtëi Rb'' wKv cZÖvtbi mvtgi Rb''
- A_wvZK Kvi tY cteP Mvdj vZ cjl tq tbevi Rb''
- Ab'' Kvi Y (wv' Ø Kti)

65. GB tKwPs G Kvm Kitz cZÖvb KZE' wK Avcbvt' i era'' Kti? n'vu wKQzqtT bv

66. Zviv wK tKvb wcl tbq? n'vu bv

67. DEi n'vntj wcl cwi gvYt UvKv

68. DEi bv ntj tKb? DEit

69. cÖBtFU tKwPs m'utK' Avcbvi gj' vqb wK? DEit

70. cÖBtFU tKwPs Gi Dci wv'Zv KgvZ Avcbvi civgk' wK? DEit

Z_ cÖvb Kivi Rb'' AvcbvtK ab'er' |

Selected interviews: 01

Questionnaire no.: 48

Respondent ID:

General information

01. Ward no.: Police Station: Motijheel School/College/Institution name:
Notre Dem College

02. Age: 16 Years

03. Gender: Male

04. Educational status: Higher secondary

05. Religion: Islam

06. Marital status: Unmarried

Family related information

07. Family pattern: Single

08. Total family members: 05 a. Male: 02 b. Female: 03

09. Occupation of the head of the family: Business

10. Earning capable family members with their income? Answer: 01 person, 20000 taka

Education related Information

11. Father's educational status: Graduate

12. Mother's educational status: Graduate

13. Who guide you for schooling? Answer: Father and Mother

14. How many money do you spend for educational purpose? Answer: 10000 Taka

15. Purpose of spending money: School fee, exam fee, teacher's fee, educational instrument etc.

Economical information

16. Monthly family income: 20000 Taka
17. Father's occupation: business
18. Mother's occupation: housewife
19. Do you live with family? Answer: No
20. If, no then where? Answer: Mess
21. Does your family afford tutoring costs willingly? Answer: Yes
22. If, yes then amount of monthly tutoring costs: 3000 Taka
23. Do you take loan or debt for paying private tutor? Answer: No

Private tuition related information

24. Do you go to coaching centers? Answer: Yes
25. Why do you take support from coaching centers? Answer: accused of insufficient help of class teacher.
26. For which subjects do you need to take coaching? Answer: English
27. Do you mean that weak students need coaching? Answer: Yes
28. Do you think that private coaching essential to over all students now days? Answer: No
29. If yes, why? Answer:
30. Would you take private coaching if government ensures the required standard of education at school? Answer: No, but I am disappointed about government initiative in this case.
31. Who are your coaching tutor? Answer: professional private tutors
32. Do the teacher pressurize you to take coaching to him/her coaching? Answer: No

- 33 . Who decides employ a private teacher for you? Answer: Teacher
34. Do you feel that private coaching help you to do better in exam? Answer: Sometimes
35. Do you mean that private coaching destroys your potential merit? Answer: Yes
36. If yes, how? Answer: they teach us shortcut syllabus for passing in the final exam.
37. Do you think that you do not have enough time to prepare your homework by yourself without coaching tutors? Answer: Sometimes
38. Do you think that you have no need of private coaching but parents obliged you take private teacher? Answer: No
39. Do you try to solve any problems without coaching tutor? Answer: Yes
40. Do all student of your class go to coaching centers? Answer: Yes
41. If, no then what are causes behind this? Answer: N/A
42. The result of these students who are not involved in coaching centers? Answer: Good
43. Do you think that students who study at coaching centers will make good result in the final exam? Answer: Sometimes
44. Do your parent influence you to take private coaching? Answer: No
45. Do you think that coaching center seriously affected the mainstream education system? Answer: Yes
46. If, yes then which type of effects? Answer: student lose interest in class room education, losing quality education, teachers are getting involved in extra classroom teaching, students are learning only limited content for exam results etc.
47. ‘Guardians evaluate private tutorship as for being ahead of other students’. Do you mean this is unfair competition? Answer: Yes
48. Do you think that low economic condition of teacher is responsible for emerging coaching system? Answer: No

49. Unemployment is responsible for growing coaching centers. Do you agree with this statement? Answer: No

50. 'Low payment of teacher does not attract brilliant student to take teaching as their occupation. So, students are deprived from good teacher'. Do you agree with this sentence?

Answer: Yes

51. Do you think that teachers give less emphasize in class before final exam for getting student for their coaching center? Answer: Yes

52. Do you know that coaching center is banned by high court? Answer: Yes

53. If, yes then why do you take coaching? Is it not violence of rule?

Answer : We are compelled to go to coaching centers. we have no alternative way.

Private tutoring and educational inequality

54. Do you face any discrimination in class accused of not take tuition from class teacher conducted coaching center? Answer: Yes

55. If, yes, which type of discrimination? Answer: not attending in the class, mental torture, discrimination in grading in the exam

56. Do you feel that private tutoring would help you for better career and better future? Answer: Sometimes

57. Do you think that best results will ensure getting chance for higher education in prominent universities? Answer: Sometimes

58. Ratio of girls and boys in tuition participating: boys are large

59. Ratio of poor and rich students in tuition participating: rich students are majority

60. 'Parents consider Girls' taking coaching is luxury'. Do you agree with it? Answer: No

61. Do you think female students face any sexual harassment by coaching teacher? Answer: Sometimes

62. Who are influenced by private tuition among the student? Answer: Rich students
63. Do your school arrange coaching before final exam? Answer: Yes
64. If yes, then why? Answer: for students' better result, to fulfill their previous negligence etc.
65. Do they oblige every student to study school conducted coaching before final exam? Answer:
No
66. Do they take any coaching fee? Answer: N/A
67. if yes, then amount of fee: N/A
68. If, no then why? Answer: N/A
69. Your views about private coachingtry as a whole: We want to free from this oppression
70. What is your suggestion for students to lessen their dependence on Private tutorship?
Answer: Providing sufficient teacher payment, controlling coaching business, establishing class room based education systems.

Thank you for your cooperation

Selected interviews: 02

Questionnaire no.: 36

Respondent ID:.....

General information

01. Ward no.: Police Station: Motijheel School/College/Institution name:
Notre Dem College

02. Age: 18 Years

03. Gender: Male

04. Educational status: Higher secondary

05. Religion: Hindu

06. Marital status: Unmarried

Family related information

07. Family pattern: Single

08. Total family members: 05 a. Male: 02 b. Female: 02 c. children: 01

09. Occupation of the head of the family: Farmer (Agriculture)

10. Earning capable family members with their income? Answer: 01 person, 10000 taka

Education related Information

11. Father's educational status: Higher Secondary

12. Mother's educational status: Secondary

13. Who guide you for schooling? Answer: Father

14. How many taka do you spend for educational purpose? Answer: 7000 Taka

15. Purpose of spending money: teacher's fee, educational instrument, hostel costs etc.

Economical information

16. Monthly family income: 10000 Taka
17. Father's occupation: Teacher
18. Mother's occupation: housewife
19. Do you live with family? Answer: No
20. If, no then where? Answer: Mess
21. Do your family afford tutoring costs willingly? Answer: Yes
22. If, yes then amount of monthly tutoring costs: 2000 Taka
23. Do you take loan or debt for paying private tutor? Answer: Yes

Private tuition related information

24. Do you go to coaching centers? Answer: Yes
25. Why do you take support from coaching centers? Answer: for personal improvement, college authority could not finish text syllabus in class.
26. For which subjects do you need to take coaching? Answer: Science's subjects.
27. Do you mean that weak students need coaching? Answer: Yes
28. Do you think that private coaching essential to over all students now a days? Answer: No
29. If yes, why? Answer:
30. Would you take private coaching if government ensures the required standard of education at school? Answer: No.
31. Who is your coaching tutor? Answer: college teacher
32. Do the teacher pressurize you to take coaching to him/her coaching? Answer: No

- 33 . Who decides employ a private teacher for you? Answer: self motivated.
34. Do you feel that private coaching help you to do better in exam? Answer: Sometimes
35. Do you mean that private coaching destroys your potential merit? Answer: Yes
36. If yes, how? Answer: Because, if there is no coaching system then we try to solve our academic problems.
37. Do you think that you do not have enough time to prepare your homework by yourself without coaching tutors? Answer: Yes
38. Do you think that you have no need of private coaching but parents obliged you take private teacher? Answer: No
39. Do you try to solve any problems without coaching tutor? Answer: Yes
40. Do all student of your class go to coaching centers? Answer: No
41. If, no then what are causes behind this? Answer: family could not bear coaching costs and it is time lost program.
42. The result of these students who are not involved in coaching centers? Answer: Good
43. Do you think that students who study at coaching centers will make good result in the final exam? Answer: No
44. Do your parent influence you to take private coaching? Answer: Sometimes
45. Do you think that coaching center seriously affected the mainstream education system? Answer: Yes
46. If, yes then which type of effects? Answer: student loses interest in class room education, losing quality education, teachers are getting involved in extra classroom teaching, students are learning only limited content for exam results, coaching goers disturb in the class etc.
47. 'Guardians evaluate private tutorship as for being ahead of other students'. Do you mean this is unfair competition? Answer: Yes

48. Do you think that low economic condition of teacher is responsible for emerging coaching system? Answer: Yes

49. Unemployment is responsible for growing coaching centers. Do you agree with this statement? Answer: Yes

50. 'Low payment of teacher does not attract brilliant student to take teaching as their occupation. So, students are deprived from good teacher'. Do you agree with this sentence?

Answer: Yes

51. Do you think that teachers give less emphasize in class before final exam for getting student for their coaching center? Answer: Sometimes

52. Do you know that coaching center is banned by high court? Answer: Yes

53. If, yes then why do you take coaching? Is it not violence of rule?

Answer: Government gives registration for coaching centers. They take VAT, Tax from coaching centers. Another side, government banned coaching. This dialectical doctrine should be stopped. Government has to stop coaching.

Private tutoring and educational inequality

54. Do you face any discrimination in class accused of not take tuition from class teacher conducted coaching center? Answer: No

55. If, yes, which type of discrimination? Answer: N/A

56. Do you feel that private tutoring would help you for better career and better future? Answer: Sometimes

57. Do you think that best results will ensure getting chance for higher education in prominent universities? Answer: Sometimes

58. Ratio of girls and boys in tuition participating: boys are large

59. Ratio of poor and rich students in tuition participating: rich students are majority

60. 'Parents consider Girls' taking coaching is luxury'. Do you agree with it? Answer: No
61. Do you think female students face any sexual harassment by coaching teacher? Answer: Yes
62. Who are influenced by private tuition among the student? Answer: Rich and middle class students
63. Do your school arrange coaching before final exam? Answer: No
64. If yes, then why? Answer: N/A
65. Do they oblige every student to study school conducted coaching before final exam? Answer: No
66. Do they take any coaching fee? Answer: N/A
67. if yes, then amount of fee: N/A
68. If, no then why? Answer: N/A
69. Your views about private coaching try as a whole: Every college should follow the academic strategy of Notre Dem college then they can get freed from the vicious circle of coaching system.
70. What is your suggestion for students to lessen their dependence on Private tutorship?
- Answer: Ensure regular class, law implementation, increasing teacher's payment, changing the pattern of syllabus and publishing appropriate contemporary syllabus, text book should be written by experienced and skilled teacher and revised by prominent academician.

Thank you for your cooperation

Selected interviews: 03

Questionnaire no.: 02

Respondent ID:.....

General information

01. Ward no.: Police Station: Tejgaon School/College/Institution name:
Government Science College

02. Age: 22 Years

03. Gender: Male

04. Educational status: Higher secondary

05. Religion: Islam

06. Marital status: Unmarried

Family related information

07. Family pattern: Single

08. Total family members: 03 a. Male: 02 b. Female: 01

09. Occupation of the head of the family: Agriculture (Farmer)

10. Earning capable family members with their income? Answer: 02 person, 8000 taka

Education related Information

11. Father's educational status: Primary

12. Mother's educational status: Primary

13. Who guide you for schooling? Answer: Father and Mother

14. How many taka do you spend for educational purpose? Answer: 1000 Taka

15. Purpose of spending money: School fee, exam fee, teacher's fee, educational instrument etc.

Economical information

16. Monthly family income: 5000 Taka

17. Father's occupation: Farmer

18. Mother's occupation: housewife

19. Do you live with family? Answer: No

20. If, no then where? Answer: Mess

21. Do your family afford tutoring costs willingly? Answer: No

22. If, yes then amount of monthly tutoring costs: N/A

23. Do you take loan or debt for paying private tutor? Answer: No

Private tuition related information

24. Do you go to coaching centers? Answer: No

25. Why do you take support from coaching centers? Answer: N/A

26. For which subjects do you need to take coaching? Answer: Mathematics

27. Do you mean that weak students need coaching? Answer: Yes

28. Do you think that private coaching essential to over all students now a days? Answer: Yes

29. If yes, why? Answer: Coaching teacher's suggestion is important for better results in final exam.

30. Would you take private coaching if government ensures the required standard of education at school? Answer: No.

31. Who are your coaching tutor? Answer: professional private tutors

32. Do the teacher pressurize you to take coaching to him/her coaching? Answer: No
33. Who decides employ a private teacher for you? Answer: Self motivated
34. Do you feel that private coaching help you to do better in exam? Answer: Yes
35. Do you mean that private coaching destroys your potential merit? Answer: Yes
36. If yes, how? Answer: Because, coaching gives priority on memorize and doesn't inspire for creativity.
37. Do you think that you do not have enough time to prepare your homework by yourself without coaching tutors? Answer: Sometimes
38. Do you think that you have no need of private coaching but parents obliged you take private teacher? Answer: No
39. Do you try to solve any problems without coaching tutor? Answer: Sometimes
40. Do all student of your class go to coaching centers? Answer: Sometimes
41. If, no then what are causes behind this? Answer: family could not bear economic support.
42. The result of these students who are not involved in coaching centers? Answer: Average
43. Do you think that students who study at coaching centers will make good result in the final exam? Answer: Sometimes
44. Do your parent influence you to take private coaching? Answer: No
45. Do you think that coaching center seriously affected the mainstream education system? Answer: Yes
46. If, yes then which type of effects? Answer: losing required standard quality education
47. 'Guardians evaluate private tutorship as for being ahead of other students'. Do you mean this is unfair competition? Answer: No

48. Do you think that low economic condition of teacher is responsible for emerging coaching system? Answer: Yes

49. Unemployment is responsible for growing coaching centers. Do you agree with this statement? Answer: No

50. 'Low payment of teacher does not attract brilliant student to take teaching as their occupation. So, students are deprived from good teacher'. Do you agree with this sentence?

Answer: Yes

51. Do you think that teachers give less emphasize in class before final exam for getting student for their coaching center? Answer: Sometimes

52. Do you know that coaching center is banned by high court? Answer: Yes

53. If, yes then why do you take coaching? Is it not violence of rule?

Answer: We are compelled to go to coaching centers. Because, government cannot ensure standard education.

Private tutoring and educational inequality

54. Do you face any discrimination in class accused of not take tuition from class teacher conducted coaching center? Answer: Yes

55. If, yes, which type of discrimination? Answer: mental torture

56. Do you feel that private tutoring would help you for better career and better future? Answer: Sometimes

57. Do you think that best results will ensure getting chance for higher education in prominent universities? Answer: Sometimes

58. Ratio of girls and boys in tuition participating: boys are large

59. Ratio of poor and rich students in tuition participating: rich students are majority

60. 'Parents consider Girls' taking coaching is luxury'. Do you agree with it? Answer: No

61. Do you think female students face any sexual harassment by coaching teacher? Answer: Yes

62. Who are influenced by private tuition among the student? Answer: Rich students

63. Do your school arrange coaching before final exam? Answer: Yes

64. If yes, then why? Answer: for institutional reputation and income purposes.

65. Do they oblige every student to study school conducted coaching before final exam? Answer:
Yes

66. Do they take any coaching fee? Answer: Yes

67. if yes, then amount of fee: 1000 taka

68. If, no then why? Answer: N/A

69. Your views about private coaching try as a whole: Something is better than nothing.

70. What is your suggestion for students to lessen their dependence on Private tutorship?

Answer: Government should decline educational discrimination in rural and urban area. Student politics should be banned. Because, class cannot be continued accused of student's political instability. To stop commercialization in private education.

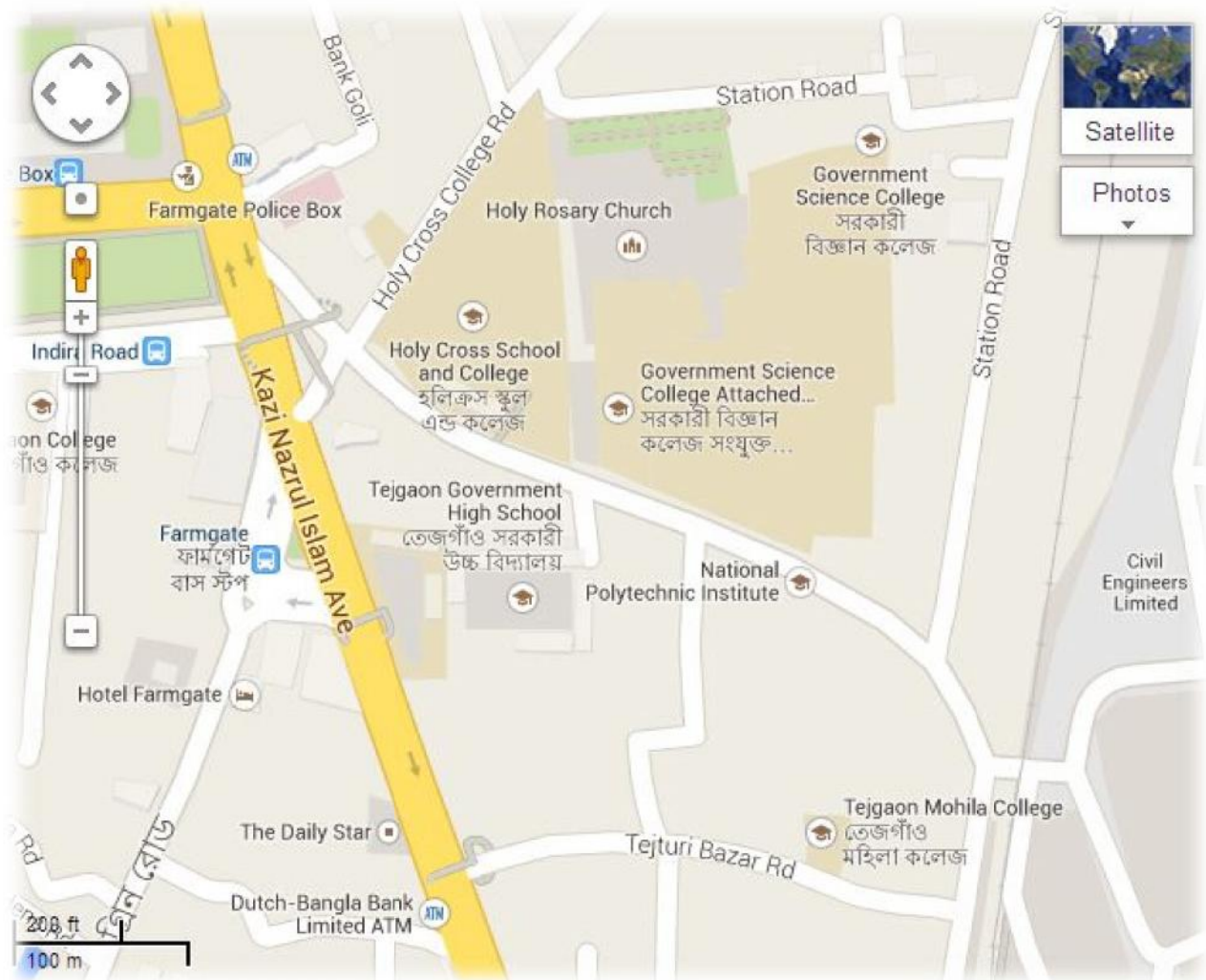
Thank you for your cooperation

Map of the study area



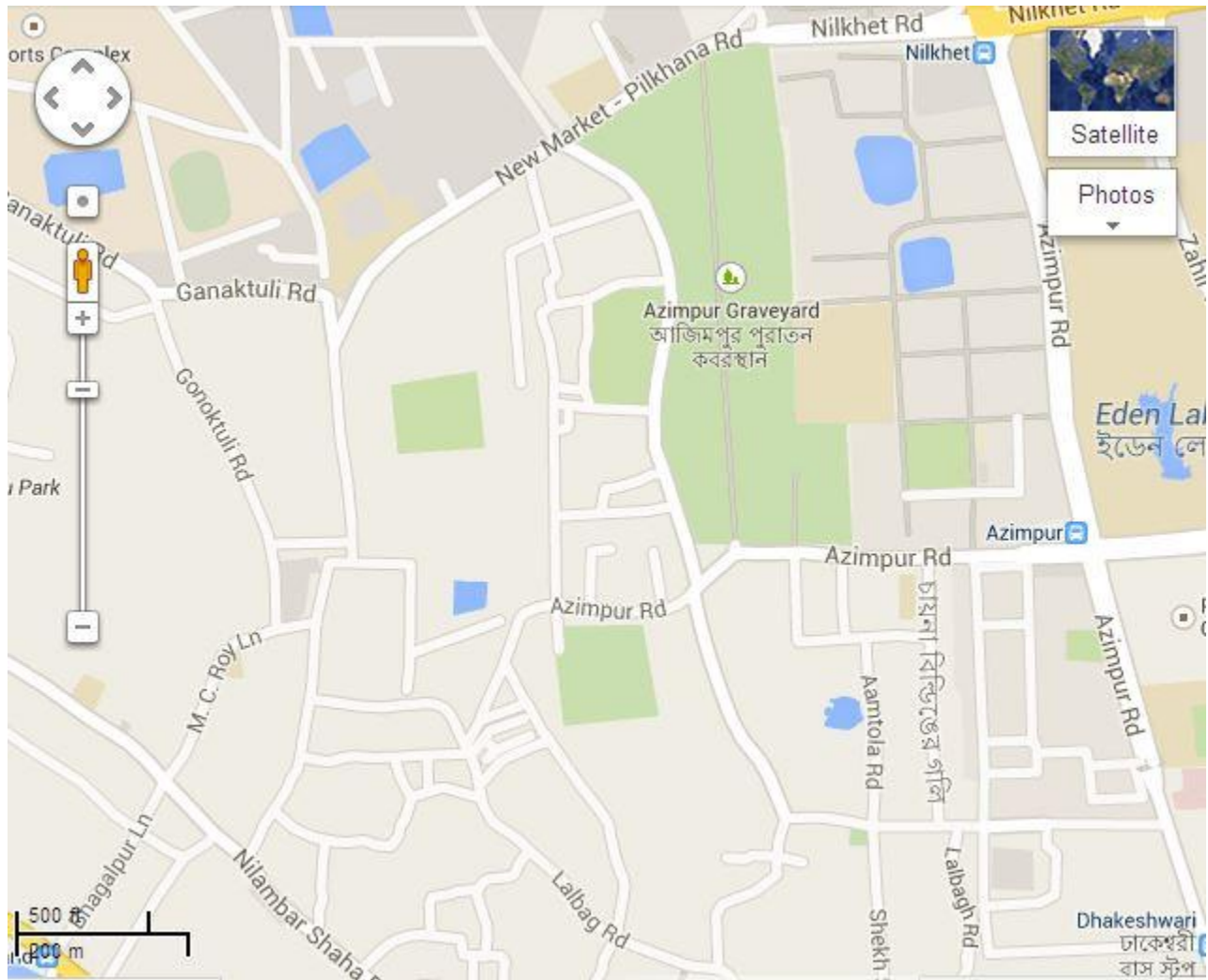
Study area 01: Arambag, Motijheel

Source: [http:// maps.google.com](http://maps.google.com)



Study area 02: Farmgate

Source: <http://maps.google.com>



Study area 03: Azimpur

Source: <http://maps.google.com>

Picture



Picture 01: Advertisement for coaching centers.



Picture 02: Advertisement for coaching centers.



Picture 03: A classroom of coaching centers



Picture 04: Advertisement for coaching centers.