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## **PRIVATE TUTORING IN NIGERIA: UNDERSTANDING THE INNOVATION, RATIONALE BEHIND THE INTRODUCTION AND THE IMPACT OF THE ADOPTION**

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### **Abstract**

*Private tutoring is one of the major innovations that has been adopted at both the primary and secondary school levels of Nigerian education. It becomes a thing of necessity to discuss and investigate this innovation because to some Nigerians, it is robbing the students of quality time they ought to spend at home, learning domestic skills. Health wise, it is also depriving them of rest, thereby causing stress. This paper will give an overview of private tutoring in Nigeria and discuss its reach as well as its patterns. It will further investigate some rationales behind widespread adoption of the innovation. The study was carried out in three states within Nigeria using private tutoring centers in three major towns. The respondents were students who participate in private tutoring. Furthermore, it will investigate the main effects of private tutoring to gather reflections and opinions about the innovation in question. The results of this study indicated that majority of the students cannot read on their own, hence the need for their involvement in private tutoring. Recommendations were made according to the findings of the study.*

**Keywords:** Private tutoring, coaching, lesson, summer school.

### **Introduction**

Education has been widely considered as one of the many determinants that could boost individual's productivity and economic growth of any country, Nigeria is not an exception to this as some state government in the South-West Nigeria offers free education for students in public primary and secondary schools. The quest to enhance the quality of education of their child/wards, made parents to patronize private tutoring centres. Private Tutoring is defined as the fee-based tutoring provided by private entrepreneurs and individuals for profit making purposes, which provides supplementary instruction to children in academic subjects in the formal primary and secondary education system (Dang and Rogers, 2008). The emergence of private tutoring in Nigeria should be less than a century as many living adults who are retired professors and old time administrators admitted that private tutoring was not in existence during their youthful days.

Private tutoring has established itself in an innovative way by better selling itself for patronage through media such as radio, television as well as internet. This has encouraged its proliferation throughout Nigeria. Although private tutoring has been in the academic discourse for several decades, limited studies are available on Nigerian perspective. The future of private tutoring in Nigeria is worrisome as parents cry over exorbitant prices levied by the tutors, yet there is need for such arrangements. Educators felt the organizers are only supposed to summarize whatever the schools had taught but from personal interviews granted, private tutoring centers are grounds for actual teaching because the regular schools are inadequate this study will investigate the concept of private tutoring in Nigeria.

Actually without pretense, literature had it that the following reasons are responsible for private tutoring; (i) student or pupil's deficiency (iii) poor remuneration of teachers (iii) inability of the regular school and (iv) peer group pressure. (Foondun, 2002). It is against this background that this study will investigate the venue, time, rationale behind this phenomenon as well as its unintended consequences on its patrons.

### **Method**

#### **Participants**

All students engaging in private coaching in Nigeria's constituted the population for this study. A total of 360 (148 males, 212 females) students of secondary school age were selected as sample for this study through random sampling technique. The mean age of the respondents was 21.

## Instruments

Data gathering instrument used for the study was Private Tutoring Understanding Questionnaire (PTUQ). The instrument was divided into sections A, B and C. Section A elicited from respondents personal information while section B contains some statements which must be completed with some options. The remaining 5 questions required indication of agreement or disagreement to each of the items stipulated. The instrument used a Likert Scale ranging from Never/Sometimes/Often and very often in accordance to respondents' level of agreement to the questions.

## Procedure for Data Collection

The questionnaires designed for students were served and collected using the students' schools with the permission of the school administrators.

## Results and Discussion

The following tables reveals the results and how best to understand private tutoring from students perspectives.

**Table 1: Probable Time for Coaching (N = 360)**

Time for Coaching	Frequency	Percentage
After school hours	230	63.9
Weekends	34	9.4
Short/long holidays	96	26.7
<b>Total</b>	<b>360</b>	<b>100.0</b>

The above table indicated that two hundred and thirty (63.9%) students have their private coaching after school hours, thirty-four (9.4%) have it during weekends while ninety-six (26.7%) experienced it during their holiday periods. No matter what, certain facts are established (i) private coachings are organized after school hours, weekends and during holidays, (ii) from respondents' responses, majority of students got engaged after school hours. There is every probability that the (26.7%) who indicated that they got engaged during the holiday periods are students who have been out of school for some time. Getting students engaged after school nowadays has become a fashion.

**Table 2: Venue of Private Tutoring**

Venue for Private Tutoring	Frequency	Percentage
Tutor's Home	22	6.1
My Home	42	11.7
My School	92	25.6
Private Coaching Centers	204	56.7
<b>Total</b>	<b>360</b>	<b>100.0</b>

A total of two hundred and four (56.7%) indicated that they migrated from their schools to converge at private coaching centres for tutoring while just twenty-two (6.1%) indicated that they have their private lessons in their tutor's homes, forty-two (11.7%) indicated that they have their lessons in their homes while ninety-two (25.6%) indicated having it in their schools. The reasons why private tutoring takes place in students' personal homes is not far-fetched. Parents want to oversee their child/ward in the course of the private lessons. Table 3 dealt with the reasons for joining private tutoring, or the reasons for patronage.

**Table 3: Reasons for Joining Private Tutoring**

S/n	Reasons for Joining Private Tutoring	Frequency	Percentage
1.	Inadequacy of my regular school	102	28.3
2.	Friends/Peer Pressure	38	10.6
3.	Meeting new people	42	11.7
4.	Accommodating attitude of the new tutors	74	20.6
5.	Improving Academic Performance	104	28.9
	<b>Total</b>	<b>360</b>	<b>100.0</b>

The table above is very revealing. About one hundred and two (28.3%) confessed that their schools' inadequacy is responsible for their engagement in private tutoring. Another thirty-eight (10.6%) indicated their friends' pressure as the reasons why they joined private tutoring while forty-two (11.7%) said they joined in other to meet new friends. Seventy-four (20.6%) confessed that testimonies about the new tutors' accommodating nature made them to join. The last group of respondents one hundred and four (28.9%) indicated that they opted for private tutoring because they believe that it will improve their academic performance. The last table i.e. Table 4 deals with the impact of private tutoring on students.

**Table 4: Impact of Private Tutoring on Students**

S/n	Item		Never	Some times	Often	Very often	Total
1.	Do private coaching gives you stress due to time invested in it?	Frequency	170	136	42	12	360
		%	47.2	37.8	11.7	3.3	100.0
2.	Do private coaching allows you to participate in regular household chores?	Frequency	62	110	100	88	360
		%	17.2	30.6	27.8	24.4	100.0
3.	Do you learn using ICT or digital devise at private coaching centres?	Frequency	164	96	52	48	360
		%	45.6	26.7	14.4	13.3	100.0

The above table revealed that majority (47.2%) indicated they never experienced stress while one hundred and thirty-six (37.8%) indicated that they sometimes experienced stress. Sixty-two (17.2%) indicated that private tutoring disturbs their participating in household chores at home while a hundred and ten (30.6%) confessed that private tutoring sometimes disturb their involvement in household chores. Lastly, one hundred and sixty four (45.6%) who were in the majority confessed that they learn using ICT from other avenues other than private tutoring centers. Ninety-six (26.7%) however indicated that they sometimes pick their contact with ICT from where they went for their private tutoring.

### Recommendations and Conclusions

It is quite interesting to note from the findings of this study that majority of students get involved in private tutoring because of the inadequacy of the regular school and for improved academic performance. From this, the study has concluded that private tutoring is a step in the right direction but stakeholders are advised as follows through recommendations: (i) be reasonable in the tuition they levied for tutoring so that the exercise can reach all and sundry (ii) make sure that what they engage in is quality teaching so that the rate of failure can be reduced (iii) be considerate with their timing so that the impact of the children (patrons) could be felt at home.

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