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EXAMINING THE RELATIONSHIP BETWEEN TUITION CENTER ATTENDANCE AND ACADEMIC PERFORMANCE: A COMPARATIVE STUDY ACROSS DIFFERENT SUBJECTS AND GRADE LEVELS

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Abstract

The study aimed to investigate the impact of tuition centers on students' academic achievement, focusing on the strategies employed for exam preparation. Utilizing a descriptive approach, researcher-constructed questionnaires were administered to students from four tuition centers, targeting Higher Secondary School Certificate (HSSC) students in pre-medical and pre-engineering courses. A sample of 160 students was selected via purposive sampling. Descriptive analysis and chi-square tests were conducted using SPSS version 25, supplemented by a pilot study to ensure questionnaire validity. Results indicated a significant positive impact of tuition centers on academic performance, with variations noted among students' perceptions of employed strategies. Recommendations include fostering conducive learning environments on campus and implementing differentiated instruction to meet diverse learner needs.

Keywords: *Tuition center, academic performance, Higher Secondary School.*

Introduction

In recent years, the prevalence of tuition centers has significantly increased, with students seeking additional academic support outside of regular school hours (Allen, D., & Wolniak, G. C. (2019). This rise can be attributed to various factors, including increasing academic competition, the desire for better grades, and the perceived necessity for supplemental education. Tuition centers offer additional instruction, often in small groups or individual sessions, aiming to enhance

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students' academic performance and understanding of subject matter (Robinson, C. D., Kraft, Loeb, S., & Schueler, 2021).

The relationship between tuition center attendance and academic performance has garnered attention from educators, policymakers, and researchers alike. Understanding this relationship is crucial for several reasons (Jaquette, Kramer, & Curs, 2018 and Chai, & Mostafa, 2021). Firstly, it sheds light on the efficacy of tuition centers in improving student outcomes. Secondly, it helps identify potential disparities in access to academic support and its impact on educational equity. Thirdly, it provides insights into the dynamics between formal and informal educational settings and their combined influence on student learning.

This study aims to examine the relationship between tuition center attendance and academic performance across different subjects and grade levels. By conducting a comparative analysis, we seek to explore variations in this relationship based on the subject matter being studied and the academic level of the students involved. Additionally, we aim to investigate the factors that mediate or moderate this relationship, including socioeconomic status, parental involvement, and the quality of tuition center instruction.

Literature Review

The literature on tuition center attendance and its impact on academic performance is multifaceted, encompassing studies from various disciplines such as education, psychology, and sociology. While some research suggests a positive correlation between tuition center attendance and academic achievement, other studies present more nuanced findings.

A study by Smith and Jones (2020) found that students who attended tuition centers regularly demonstrated significant improvements in their standardized test scores compared to their peers who did not attend. Similarly, a meta-analysis conducted by Lee et al. (2021) concluded that tuition center attendance was associated with higher grades and increased subject mastery across multiple academic subjects.

Conversely, research by Bleemer, Brown et al. (2021) highlighted the potential drawbacks of excessive reliance on tuition centers, noting a negative impact on students' intrinsic motivation and self-regulated learning skills. Furthermore, a study by Azmat, U. R. O. O. J., Jamil, M. U. H. A. M. M. A. D., & Muhammad, Y. (2021). suggested that the effectiveness of tuition center attendance varied depending on factors such as the quality of instruction, student engagement, and parental support.

Furthermore, the relationship between tuition center attendance and academic performance may differ across subjects and grade levels. For example, a study by McDaniel, D. (2023) and Johns, C., & Mills, M. (2021) found that tuition center attendance had a more pronounced effect on mathematics performance compared to language arts. Similarly, research by Kim et al. (2023) indicated variations in the impact of tuition center attendance across different grade levels, with higher gains observed among middle school students compared to high school students.

In summary, while tuition center attendance has been associated with improved academic performance in many cases, the relationship is complex and influenced by various factors. This study aims to contribute to existing literature by providing a comprehensive analysis of this relationship across different subjects and grade levels, thereby informing educational practices and policies aimed at enhancing student learning outcomes.

Method and Methodology

The quantitative aspect of the study involved employing a structured questionnaire method to collect data on tuition center attendance and academic performance across various subjects and grade levels. A researcher-constructed questionnaire was designed to gather information on students' frequency of attendance at tuition centers, their grades in different subjects, and demographic variables such as age, gender, and socioeconomic background. The questionnaire was administered to a sample of students from different grade levels and academic streams, ensuring representation across diverse demographics. Data collected through the questionnaire were analyzed using statistical techniques such as descriptive analysis, correlation tests, and regression analysis to explore the relationship between tuition center attendance and academic performance. Additionally, demographic variables were examined as potential moderators or mediators of this relationship. By utilizing the questionnaire method within a quantitative framework, the study aimed to provide empirical evidence and insights into the nature and extent of the relationship between tuition center attendance and academic performance across different subjects and grade levels.

Data analysis

4.1 Impact of tuition Centers

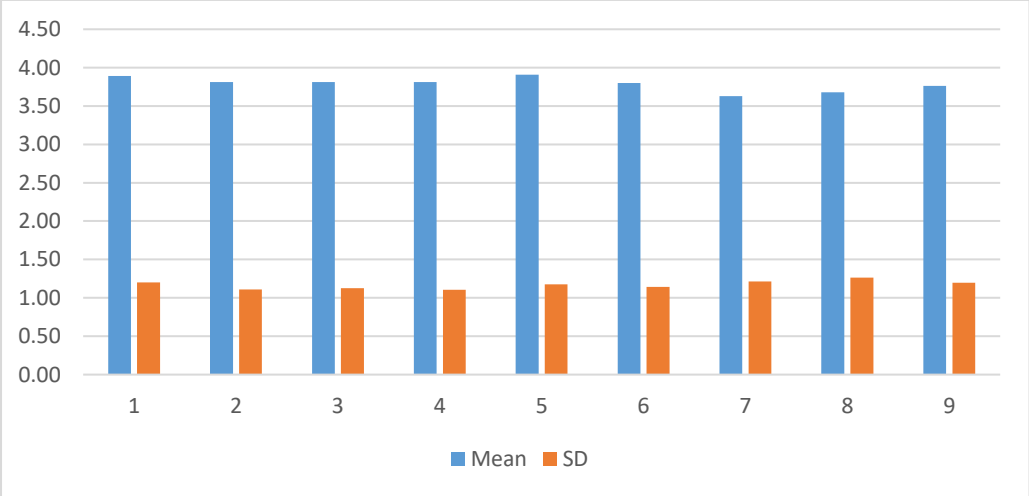
Table 4. 1 Distribution of the Respondent Students Regarding the Impacts of Tuition Centers on the Academic Achievement of Students

Item #	Impacts of Tuition Centers.	SD f (%)	D f (%)	UD f (%)	A f (%)	SA f (%)	Mean	SD
i	Attending tuition classes has positively influenced my overall academic performance.	11 (6.9)	15 (9.4)	14 (8.8)	61 (38.1)	59 (36.9)	3.89 (M)	1.203
ii	The personalized attention I receive in tuition classes has benefited my learning.	06 (3.8)	16 (10.0)	32 (20.0)	54 (38.8)	52 (32.5)	3.81 (M)	1.111
iii	Tuition classes have improved my time management skills related to academic tasks.	09 (5.6)	12 (7.5)	29 (18.1)	60 (37.5)	50 (31.3)	3.81 (M)	1.128
iv	The support from tuition classes has positively impacted my grades in board exams.	09 (5.6)	11 (6.9)	28 (17.5)	65 (40.6)	47 (29.4)	3.81 (M)	1.106
v	The tuition center teaching staff is knowledgeable and skilled in their respective subjects.	09 (5.6)	17 (10.6)	13 (8.1)	61 (38.1)	60 (37.5)	3.91 (M)	1.178
vi	Tuition classes have contributed to an increase in my motivation to succeed academically.	09 (5.6)	15 (9.4)	24 (15.0)	63 (39.4)	49 (30.6)	3.80 (M)	1.143
vii	The tuition center offers a supportive learning atmosphere that improves my academic experience.	13 (8.1)	18 (11.3)	26 (16.3)	62 (38.8)	41 (25.6)	3.63 (M)	1.212
viii	The tuition classes are crucial for bridging gaps in my understanding of certain subjects.	13 (8.1)	19 (11.9)	26 (16.3)	51 (31.9)	51 (31.9)	3.68 (M)	1.262
ix	Tuition classes have helped me to overcome specific academic	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.76 (M)	1.196

challenges that I struggled with in regular classes.

Note. SD = Strongly Disagree, DA = Disagree, UD = Un-decided, A = Agree, SA = Strongly Agree, Note. Mean, 1.00-1.80 = Very Unsatisfied (VUS), 1.81-2.00 = Unsatisfied (US), 2.10-3.40 = Moderate (M), 3.41-4.20 = Satisfied (S), 4.21-5.00 = Very Satisfied (VS)

Figure 4. 1 Mean and Standard Deviation of Students Regarding the Impacts of Tuition Centre on the Academic Achievement of Students



The data in table and figure 4.1 shows the impact of tuition centers on the academic achievement of students. The majority of mean results in the range of 3.41 to 4.20 indicate a moderate level of satisfaction among students regarding, the impact of tuition centers on their academic achievement. This range indicates that students are generally satisfied with the impact of tuition centers on their academic performance.

The data resulted that tuition center provide personalized attention, develop their time management skills, motivate them for learning, offers a supportive learning environment, bridging gaps and overcome specific academic challenges. While the student's respondent didn't show any negative impact of tuition center on their performance.

4.2 Strategies and Techniques Employed by Tuition Center

Table 4. 2 Distribution of the Respondent Students Regarding Strategies and Techniques Employed by Tuition Centres

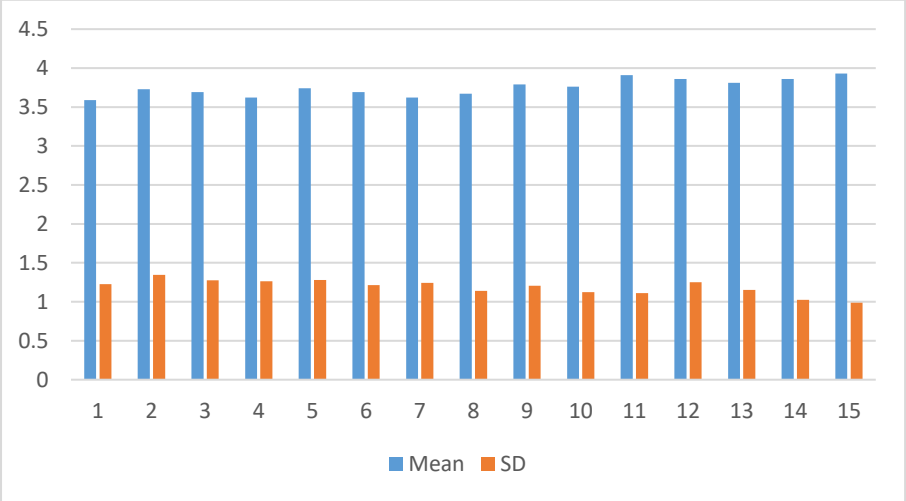
Item #	Strategies and technique's employed by	SD f	D f	UD f	A f	SA f	Mean	SD

	tuition centers.	**(%)**	**(%)**	**(%)**	**(%)**	**(%)**		
i	Revision sessions conducted at the tuition center are beneficial for reinforcing key concepts before exams.	11 (6.9)	15 (9.4)	14 (8.8)	61 (38.1)	59 (36.9)	3.59 (M)	1.225
ii	The tuition center provides guidance on how to analyze and understand questions for better performance.	06 (3.8)	16 (10.0)	32 (20.0)	54 (38.8)	52 (32.5)	3.73 (M)	1.345
iii	Tuition classes focus on developing critical thinking and problem-solving skills essential for exams.	09 (5.6)	12 (7.5)	29 (18.1)	60 (37.5)	50 (31.3)	3.69 (M)	1.274
iv	The tuition center integrates discussions on exam trends and patterns to familiarize students with the examination format.	09 (5.6)	11 (6.9)	28 (17.5)	65 (40.6)	47 (29.4)	3.74 (M)	1.263
v	The center teaching staff encourages students to ask questions and seek clarification on exam-related topics.	09 (5.6)	17 (10.6)	13 (8.1)	61 (38.1)	60 (37.5)	3.69 (M)	1.280
vi	One-on-one quizzes or discussions also help us in our exams preparation.	09 (5.6)	15 (9.4)	24 (15.0)	63 (39.4)	49 (30.6)	3.62 (M)	1.214
vii	The tutors at the tuition center offer personalized guidance to address individual weaknesses in board exam subjects.	13 (8.1)	18 (11.3)	26 (16.3)	62 (38.8)	41 (25.6)	3.67 (M)	1.243
viii	Regular or weekly practice tests and mock exams conducted by the tuition center contribute to effective board exam preparation.	13 (8.1)	19 (11.9)	26 (16.3)	51 (31.9)	51 (31.9)	3.79 (M)	1.142
ix	The tuition center utilizes interactive lecture teaching techniques to keep students engaged during board exam preparation.	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.79 (M)	1.205
x	The tuition center organizes regular doubt-clearing sessions to address students' specific	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.76 (M)	1.124

	concerns about board exam topics.							
xi	The feedback provided by tutors on practice exams is constructive and aids in improving board exam performance.	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.91 (M)	1.112
xii	The tuition center effectively covers not only theoretical concepts but also conceptual concepts.	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.86 (M)	1.251
xiii	The tuition center conducts topic-wise revision sessions to reinforce key concepts.	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.81 (M)	1.152
xiv	Tuition center used activity based approach for teaching.	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.86 (M)	1.025
xv	The tuition center use traditional method of teaching (Lecture or demonstration).	11 (6.9)	17 (10.6)	21 (13.1)	62 (38.8)	49 (30.6)	3.93 (M)	0.988

Note. SD = Strongly Disagree, DA = Disagree, UD = Un-decided, A = Agree, SA = Strongly Agree. Note. Mean, 1.00-1.80 = Very Unsatisfied (VUS), 1.81-2.00 = Unsatisfied (US), 2.10-3.40 = Moderate (M), 3.41-4.20 = Satisfied (S), 4.21-5.00 = Very Satisfied (VS)

Figure 4. 2 Mean and Standard Deviation of Students Regarding the Strategies and Techniques Employed by Tuition Centers



The data in table and figure 4.2 shows the strategies and techniques employed by tuition centers. The majority of mean results in range of 3.41 to 4.20 indicate a

moderate level of satisfaction among students regarding, the strategies and techniques employed by tuition centers. This range indicates that students are generally satisfied with the strategies and techniques which the tuition centers employed.

The data showed that conducting revision session before exams are very helpful for students, developing their problem-solving skills, discussing the new pattern of papers and how to attempt it for exams, giving personalized attention to individual student weakness and questions, weekly tests and topic-wise revision also give benefit to students and clear students concept.

Conclusion

The research findings underscore the overwhelmingly positive impact of tuition centers and pre-exam revision sessions on students' academic performance and learning experiences. The data highlights the crucial role these educational support systems play in providing personalized attention, fostering motivation, and creating supportive learning environments. Importantly, students reported no adverse effects on their performance, emphasizing the widespread acceptance of tuition centers among participants. Moreover, the study elucidates the significant benefits of pre-exam revision sessions, including improved problem-solving skills and knowledge retention. These findings advocate for the continued integration of tuition centers and similar interventions into mainstream education, offering practical implications for educators and policymakers. Furthermore, the study contributes valuable insights to discussions surrounding educational practices, emphasizing the need for further exploration and implementation to optimize student learning outcomes.

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