

A MICRO VIEWING TO SHADOW EDUCATION MARKET IN TURKEY: FACTORS AFFECTING STUDENTS' PREFERENCE OF PRIVATE PREPARATION COURSES

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Abstract

This study empirically examines the factors affecting preference towards private preparation courses of students who attended the private courses for the preparation of university entrance examination. In the survey the students was determined used by cluster sampling method. Factor analysis results show that expectation statements were gathered under six factors. There are various factors like institutionalization, technical qualifications, managerial approaches, physical qualifications, consulting services, student-teacher relationships, each factor contributes to overall rational behavior of students. Study recommended that Turkish students have to pay attention to the institutionalized structure of the course. Based on the results, private preparation courses to make effective presentation were suggested.

Keywords: Preference, Shadow Education, University Private Preparation Courses, Private Tutoring Secondary Education

INTRODUCTION

Shadow education (private supplementary tutoring has become widespread all over the world. In many Asian countries such as Japan, Korea, Taiwan, Singapore and Vietnam, it has become a major industry (Roesgaard, 2006; Dang, 2007; Bray, 2009; Dawson, 2010). The common

feature of educational systems of the countries where the practice of private tutoring is extensive is the existence of competitive entrance examinations to the universities (Tansel ve Bircan, 2006: 303). For example, in South Korea, Greece, Japan and Turkey, high school graduates are required to take nation-wide university entrance examinations. The period since the turn of the century has seen considerable expansion of what is widely called the shadow education system of private supplementary tutoring (Bray and Lykins, 2012:1). The literature on shadow education has historically been most visible in East Asia (Zeng, 1999; Bray 2009; Dawson, 2010). The terminology used to identify diversity in different education systems and countries. In Japan tutoring centers known as *juku*, in South Korea for as *hagwons*, in Taiwan for as *buxiban* and in the United Kingdom for as *crammers* (Harnisch, 1994; Zeng, 1999; Seth, 2002; Roesgaard, 2006; Bray, 2007; Liu, 2012). In Turkey, private tutoring centers called as *dersane*. These terms are sometimes translated as cram schools, though that description only addresses one dimension of the works of the institutions and tends to focus on the senior secondary level (Bray, 2013:19).

The format of private tutoring may be various forms (Bray, 2007: 21): First type of tutoring is provided one-to-one in the home of either the tutor or his/her client. Second type of tutoring is in small groups, in large classes or even in huge lecture-theatres with video-screens to cater for overflows. Third type of tutoring is provided entirely by correspondence in the mail or over the internet or by telephone. Today, Turkey is also possible to see this type of three courses and second type tutoring is known as *dersane*.

Sun (1993) proposed that parents (a) don't have time to take care of their children, (b) hope that their children will have high academic achievement in school, (c) aren't satisfied with public school education and they send their children to private courses because they have high expectations for their children's future. Private tutoring widely seen in countries where the university entrance exams. Considering the entrance exams, the fact that the university entrance exam is far from being selective and evaluative but is rather an elective and competitive exam increases competition between students, and this competition increases the need for private courses (Tok, 2013: 621). Students and families constitute the demand in this system and their expectations should be considered important as consumer behavior. Because parents, teachers and school managers are effective on students' preference private preparation courses by leading role (Celikten, 2001; Celikten 2005; Celikten 2006). In many countries, students who go on high school participate in shadow education to improve their chances of doing well on college entrance exams that determine entry into college and elite colleges (Stevenson and Baker, 1992; Baker and LeTendre, 2005; Bray, 2007; Lee et al., 2009; Lee and Shouse, 2011).

Shadow Education Market

The scope of private tutoring may be influenced by a variety of factors, including cultural, economic, and educational ones (Bray, 2003). Private tutoring may be influenced by economic factors, especially salary differentials between those who are well educated and those who are not. Viewing education as one of the ways to escape the hardships of the transformation period, many families invest in private tutoring to ensure that their children successfully enter higher education institutions and have access to profitable jobs in the future (Bray and Silova, 2006: 31 in Silova et. al., 2006).

Bray (1999: 24) reported that percentages of students receive private tutoring around the world: nearly 70% of students had received tutoring by the time they finished high school in Japan in 1993; over 50% of students received tutoring in Rio de Janeiro public schools in 1997; 74% of Grade 8 in Egypt in 1991; 45% of primary school and 36% of middle school in Hong Kong; About 83% by the high school in Malaysia in 1990; more than half of high school students in Morocco; 70% of Grade 6 in Tanzania; 81% of secondary schools in Taiwan; and 61% of Grade 6 students in Zimbabwe.

The percentage of students receiving private tutoring is rising in Kenya and Mauritius, and the number of private tutoring firms is rising in Canada and Turkey (Dang and Rogers, 2008; 164). In Turkey households spend more than 1.4 per cent of Turkey's GDP on private tutoring (Tansel and Bircan 2006). On the other hand during the academic year of 2010-2011, 1.234.738 primary and high school students were receiving private tutoring and there were 4.099 private tutoring centers and 50.209 private tutors in Turkey (Berberoğlu and Tansel, 2014: 3). In 2011, the number of teachers and staff have been employed 112.000 and the number of students which have been studied 498.000 by 4.055 private tutors centers (TUCCE 2012).

The demand for higher education has increased with each passing day in Turkey. So it causes students face to face with competition in education system have the university entrance examination. Therefore the university entrance examination are seen as a cause of private tutoring. At the same time a few factors such as entrance exams, disruption in the education system and social factors should be evaluated together with the emergence of private tutoring. Turkey's higher education also lacks of capacity, clear quality difference between secondary and tertiary education institutions, socio-economic structure makes the inevitable student selection exams (Özoğlu, 2011: 4). Private tutoring is a burgeoning industry in Turkey, responding to a market niche driven mainly by entrance examinations to universities and prestigious secondary schools (Altinyelken, 20013: 187 in Bray et al., 2013). So, shadow education market refers to the growing education market in Turkey. Therefore, know why they prefer private tutoring centers students will have their own benefits. Thus, the demand side of

the shadow education will be explained in a micro perspective. This study aimed to determine the effective factors that students prefer private tutoring.

LITERATURE REVIEW

Studies on private tutoring in Turkey have investigated the nature, effectiveness, scale, costs and consequences of this increasingly widespread phenomenon (Morgil et al., 2001; Doğan, 2002; Akgün, 2005; Tansel and Bircan, 2008; Gök, 2010; Özoğlu, 2011; Tok, 2013; Altınyelken, 20013; Tansel, 2013).

Some of these studies have described the examination system as the main determining factor (Altınyelken, 20013: 187 in Bray et al., 2013). Other studies have investigated as the functions of private courses (Duman, 1984), the contribution of pilot tests in private courses to the students' success (Morgil et al., 2000), the students' opinions of private courses (Cenk, 2005), the contribution of private courses on geography (Turan and Alaz, 2007), the organisational attachment and occupational fulfillment of the private course teachers (Demirtaş, 2010), uncertainties for private courses in future (Erdem, 211). Özoğlu has indicated (2011), private courses are institutions which grow every year and currently educate millions of students.

RESEARCH METHOD

Research Goal

The aim of this study is to determine factors affecting the students' preference concerning the private preparation courses in the shadow education system. In this respect, more specifically, this study investigates the factors affecting the students' preference concerning the private preparation courses in the city of Aksaray in Turkey, and also their expectation related to this issue.

Sample and Data Collection

For the determination of students participating in the research, the cluster sampling method was used. A total 550 students participated in the survey. Data were collected by face to face method using questionnaire.

Measures

The questionnaire consists of three parts: (a) the first part includes the students' characteristics, (b) the second part consists of the questions related to the 38 propositions on a five-point Likert type ordinal scale (1=strongly disagree and 5=strongly agree). The questionnaire was applied

through face to face interviews. Once the data were collected, the following analyses were conducted: In order to group the 38 propositions related to the factors affect students' preference preparing tutoring courses, factor analysis has been run. The results of the primary data and the discussions were built based on the above given analyses are given in the section below.

ANALYSES AND RESULTS

Characteristics of Students

First, it would be useful to see the characteristics of the students who participated in the research. There are 550 students who participated in the survey. While 50% of students participated in the survey is male, 50% is female. They are 16-18 years old. Their families are in the middle income group and almost all of them come from state school (%95). 45% of students are senior students.

Factor Analysis

Factors Affecting the Students' Preference Concerning the Private Preparation Courses. Factor analysis was conducted to reduce the 38 items (propositions related to factors affecting preference private preparation courses of students who attended for the preparation of university exam) into a small number of "underlying" factor groupings. Principal components analysis was used to identify underlying grouped factors because of its simplicity and distinctive characteristic of data-reduction capacity for extraction. The Kaiser Meyer Olkin Measure of Sampling Adequacy ($KMO = ,955$) and Barlett's Test of Sphericity ($\chi^2 = 9580,177, p < .000$) confirmed that factor analysis was appropriate on these items (Altunışık, Coşkun ve diğ. 2007; 226). The analysis produced six factors with eigenvalues greater than 1, accounted for 54,146% of the common variance.

The Cronbach's Alpha coefficient was .950, which indicated the satisfactory level of internal reliability for the scale (Gegez, 2008). The Cronbach's Alpha values of the six factors are above ,70 which are at the minimum acceptable levels (Alpar 2003:381-382; Nakip et all, 2006:409; Altunışık, Coşkun et all, 2007; 116), though of the last four factors are between .50 and .60 which are indicating relatively low level of reliability, as given in Table 1. This is partly because of the low level of response rate.

Rotated Component Matrix factor loadings are also given in Table 1. Factors have been given an appropriate factor name depending upon the propositions they consist.

Table 1. Factor analysis

Factors	
Factor 1: Institutionalization	Factor
Cronbach's Alpha: ,888; Eigen Values: 14,071; % of Total Variance: 37,029	Loadings
Course should have studying disciplined.	,664
There shouldn't be security problems in the course.	,602
Course fees shouldn't be expensive.	,591
Course should have the corporate institutional culture.	,546
Course staff shouldn't constantly change.	,537
Course staff should be nice and kind.	,520
Teachers should be expert-knowledge in the field.	,515
Canteen products should be of high quality.	,483
Students will be informed enough on services in the class.	,448
Teachers should not share their troubles of daily life with the class.	,444
Teachers should make lessons enjoyable.	,436
Course should be regularly monitored concerning the student's studies.	,428
Factor 2: Technical qualifications	Factor
Cronbach's Alpha: ,874; Eigen Values: 1,660; % of Total Variance: 4,369	Loadings
Examination techniques should be taught sufficiently.	,776
Pre-exams should be done enough in the course.	,692
There should not be disruptions in studying programs.	,568
Teaching should be done enough in the course.	,504
Course should be clean and tidy.	,502
Course should keep its promises at the beginning of the season.	,492
Classes shouldn't be crowded.	,491
Teachers should be able to establish a good dialogue with the students.	,481
Student needs one to one lessons for course-study should be conducted.	,452
Factor 3: Managerial approaches	Factor
Cronbach's Alpha: ,792; Eigen Values: 1,456; % of Total Variance: 3,831	Loadings
Students' suggestions and complaints should be considered.	,712
Course should maintain confidentiality of personal records of students in the foreground.	,661
Course should organize various activities for motivation.	,656
Courses should help students in learning how to work.	,564
Course provide the necessary psychological support.	,422
Employees should be willing to do their jobs.	,352

Factor 4: Physical qualifications	Factor
Cronbach's Alpha: ,758; Eigen Values: 1,176; % of Total Variance: 3,094	Loadings
Employees should be well-dressed, clean and well maintained.	,697
Physical environment of the course should be modern.	,645
Advanced educational technology tools should be used in the classroom.	,586
Coursel should be appropriate for the physical environment of the course.	,579
Course should provide sufficient quantity and quality course documents .	,433
Course should be located to be easily accessible.	,405
Factor 5: Consulting services	Factor
Cronbach's Alpha: ,687*; Eigen Values: 1,129; % of Total Variance: 2,972	Loadings
Course should contribute to students' social development.	,724
Course should help in introduces occupations and identifying the target.	,509
Information about the student in the classroom should be accurate.	,482
Factor 6: Student-teacher relationships	Factor
Cronbach's Alpha: ,500*; Eigen Values: 1,083; % of Total Variance: 2,851	Loadings
It shouldn't be discriminate unsuccessful students against to succesful students.	,594
Teachers should be available at all times for students.	,569

*: Optimal mean iter-item korelaion values (0.430 for Factor 5, 0.359 for Factor 6).

Factor 1 named as "Institutionalization" consisting 12 propositions related to expected benefits from the promotion activities. It has the highest eigen value (14,071). The proposition of "course should have studying disciplined" has the highest variance score (,664) in the total propositions of the factor. This factor explains the 37,029% of the total variance score.

Factor 2 named as "Technical qualifications" consisting 9 propositions related to expected benefits from the promotion activities. It has the highest eigen value (1,660) as second. The proposition of "examination techniques should be taught sufficiently" has the highest variance score (,776) in the total propositions of the factor. This factor explains the 4,369% of the total variance score.

Factor 3 named as "Managerial approaches" consisting 6 propositions related to expected benefits from the promotion activities. It has the highest eigen value (1,456) as third. The proposition of "students' suggestions and complaints should be considered" has the highest variance score (,712) in the total propositions of the factor. This factor explains the 3,831% of the total variance score.

Factor 4 named as "Physical qualifications" consisting 6 propositions related to expected benefits from the promotion activities. It has the highest eigen value (1,176) as fourth. The proposition of "employees should be well-dressed, clean and well maintained" has the highest

variance score (.697) in the total propositions of the factor. This factor explains the 3,094% of the total variance score.

Factor 5 named as "Consulting services" consisting 3 propositions related to expected benefits from the promotion activities. It has the highest eigen value (1,129) as fifth. The proposition of "course should contribute to students' social development" has the highest variance score (.724) in the total propositions of the factor. This factor explains the 2,972% of the total variance score.

Factor 6 named as "Student-teacher relationships" consisting 2 propositions related to expected benefits from the promotion activities. It has the lowest eigen value (1,083) as latest. The proposition of "It shouldn't be discriminate unsuccessful students against to succesful students" has the highest variance score (.594) in the total propositions of the factor. This factor explains the 2,851% of the total variance score.

CONCLUSION

Along with empirical evidences, this study revealed that factors affecting preference of students, who attended for the preparation of university exam, concerning the private preparation courses. In order to group the expected benefits, a factor analysis has been conducted with the result of six grouping as: "institutionalization", "technical qualifications", "managerial approaches", "physical qualifications", "consulting services" and "student-teacher relationships". These factors can be expressed briefly as follows: Firstly, Turkish students have to pay attention to the institutionalized structure of the course. Secondly, Turkish students are having to pay attention to the technical qualifications of the course. Thus, courses must also have sufficient technical equipment. Thirdly, the management approach of the course for students is seen as very important, too. Because it affects the quality of service expected in education. So, introduction of courses that emphasize institutional structures, technical qualifications and management approach would be helpful. This will provide a competitive advantage for them. And also the results are comparable with the results of future studies.

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