

## **Perception of Science Students about Private Academic Coaching (Tuition) at Secondary Level in District Chiniot**

Iqbal Hussain<sup>1</sup>, ,

The development of a country is associated with the quality of its educational institutions. According to the Article 25-A of constitution of the Pakistan, free and compulsory school education is the fundamental right of every individual. However, the quality of science education particularly in the public sector schools has always been under the discussion. The purpose of the current paper was to study the perception of the secondary school students about extra coaching classes after the regular school time. The population of this study was taken from the secondary public and private schools and ten schools were taken as sample size. Results indicated that students were given satisfactory response during data collection about extra coaching classes. Students taking extra coaching classes, become active learner due to the sympathetic and kind behavior of their teachers. Conversely, the negative behavior and non-cooperative attitude of the teachers negatively effects the students thus making them passive, boring failed in getting desirable learning goals. Due to these reasons, students need proper guidance and counseling to remove these difficulties and improve their grades and personality. Further finding indorsed that negative behavior of teacher become the barrier between students and success at secondary school level.

**Keywords:** Guidance, counseling, sympathetic, Desirable learning goals, Extra coaching classes.

### **1. Introduction**

Education is playing an important role for man since his creation. Education and man are mutually dependent on each other and inter-related with each other. Man is placed at the highest level of dignity than all other creatures due to education. Due to education, man has made tremendous development in the world history. Knowledge is the key feature of development. (Urooj, 2012). It is authenticated indication that education has great effect on both personality and grades of the students. Students, who want to know more about science of the universe and its creation, keenly study the science subjects. Such subjects need some guidance from the coaches (Jackson, 2005). The science students are also more conscious about their scores and grades in the science subjects as it influences their personality. In order to gain high scores, they need academic coaching and our academies have propelled number of students to compete and perform extremely well in science (Santhi, 2011). Facilities are the basic and unique for learning process. Without facilities it is impossible to attain the goal especially present situation when technological techniques become the part of learning process. Therefore, these techniques need facilities and proper environment for learning process. As we come to know that the students faced many issues during who don't have proper facilities and they don't get desirable goals. Facilities are also play fundamental role in research. Further, students' learning outcomes are significantly associated with their facilities

---

<sup>1</sup> Assistant Education Officer Chiniot, Punjab Education Department. Emails: iqbalabid07@gmail.com

are provided them (Atta et al., 2011). Courses at secondary level are lengthy, hectic and difficult to manage. Due to these reasons students need proper guidance and counseling to remove these difficulties and improve their grades and personality. For this purpose, parents also pay special attention in their children's studies and hire home tutors for extra coaching in order to resolve their issues in their studies (Atta, 2014). Extra classes from these subject specialists result in diagnosing the issues of the students in science subjects and finding their remedies through coaching and guidance. They also provide counseling to the students in selecting their subjects. Extra coaching helps the students to improve their grades in exams and understanding about subject contents which are difficult for them. (Sahito, 2017). Motivation, imagination, creativity and innovation are the major techniques of the students during extra coaching classes at secondary school level. Mostly teachers use demonstration method at secondary school level for science subject classes. Pedagogical skills used by teachers during extra coaching classes are accepted and appreciated by the students. The teachers can engage the students in different subjects work by using different techniques and methods in the classroom (Sandy, 2017). Individual meetings between academic coach and learners are very important to bring harmony between them. These meetings show how students and coach can work together and develop the skills that students need to improve their academic career (Sawilowsky & Rolands, 2013). Most of the students don't learn from their schools so they prefer to join academies or tuitions to overcome the difficulties in understanding different subjects at secondary level i.e.; English, Math and Science subjects. Mostly students have understanding issues in these subjects so they need guidance which is not usually provided by schools due to some reasons and they acquire this guidance through tuitions. Some students don't want to learn with peers, they want individual attention to improve their learning skills so their parents hire home tutors for best understanding of their children (Mariya, 2012).

## **2. Literature Review**

The development of the nation is dependent on the educational outcomes because it is the source of providing knowledge circulating in the community especially youth of secondary and higher secondary school classes. Education can be learnt from school, colleges and universities but the basic education is secondary school level. At this stage teacher sympathy and cooperation leads the students towards success (Akrum et al., 2011).

Hughes (2010) reported that some students do not perform well in class room due to some diagnostic problems. Therefore, for better grades, it is parent's responsibility to select a home instructor for coaching to help their children who are unable to understand the demonstration and performance of teachers at school. Extra coaching is beneficial for the students who need individual attention for understanding. Home tutor provide individual attention to the children. Level of performance, motivation and study skills can be developed through Private tuition and extra coaching classes. Extra coaching is not only useful for students but also be helpful for the adults to improve their performance in their subjects.

Goh (2010) suggested that every child has different intelligent quotient level and level of understanding at schools and homes. Some students are actively participants in lectures and perform well and some students are passive in lecture and show bad performance in class. The children need extra coaching classes to improve their level of understanding. Extra coaching has become an essential part of student's life now a day. Without this their performance becomes worse. It became so popular that a bright student wants some private tuition in order to contest with other and weak students may need private home tuition for attaining excellent marks.

---

Faseret al. (2010) stated that extra coaching classes develop positive interaction between teachers and students and also minimize communication gap between them. Further he has interviewed 422 students of different students of different private and public secondary and higher secondary schools in Indonesia for this purpose. After analyzing data, he concluded that during extra coaching classes' positive relation develop between teachers and student which is significantly a broad outcome. These outcomes encourage students to enhance their skills and knowledge at secondary and higher secondary level.

Fryer and Torelli (2010) assessed students motivated towards educational achievement through peer interactions. Students at secondary school level compete their peer, for this competition they join extra coaching classes in different academies and get positive result. Furthermore, such type of competition has positive impact on student personality as well as their character significantly. Similarly, Khalid et al. (2011) described the phenomenon of cooperation of teachers with their students. He concluded that cooperative teacher is more famous and respectable among the students at secondary and higher secondary school level. Students of this stage learn more with sympathy and kindness behavior of their teachers. If teacher showed kind and sympathetic behavior then students become active in the class and gain more knowledge, further he added that the negative behavior and attitude has negative impact and make students passive and boring and they fail to get desirable goals.

This is also a fact that the students learn with interest then they get better grade in the annual examination and play significant role in the development of country. However, teacher plays positive role to develop interest in the students to get particular goal of their lives. Further he indorsed that negative behavior of teacher become the barrier between students and success at secondary school level. Therefore, teacher must try to show positive attitude and behavior towards students which are the paved path for student success (Hinnerich et al., 2011).

Involvement of parents is very important factor in the studies of a student at secondary and higher secondary school level. At this stage the children are in the mood of learning so parent must give time to their children and guidance them to learn something new for better achievements. He further added that they must know. He further added that parents must watched their children's activities which they learnt in schools or in extra coaching classes. The educational activities are the basic component of learning at secondary and higher secondary school levels and due to this, such curriculums are introduced in the world which reduces the burden of books Parent's attention is said as the back bone of educational and social achievements of their children. Parents in Pakistan mostly provide every kind of educational facilities to their children but they don't prefer to watch their educational activities (Farooq et al., 2011).

Instructor is the source of transforming and imparting of knowledge in the students. He acts like a social agent and change the positive behavior of students at secondary and higher secondary. Therefore, most of the students copied their teachers and adopts the same manners as he seen in the class during lecture in public as well as private institute (Ahmad et al., 2012). Teachers assign home work to their student to make them busy in their homes and homework activities are also be useful for desirable learning process. Students feel engaged them when they do their homework in homes or extra coaching institutes. Extra coaching classes become the trend now a days and without joining these institute desirable learning outcomes can't be achieved. All parents send their children to extra coaching instituted to increase their learning abilities. Bellman et al. (2015) highlighted that proper training consists of a sequence of personalized conferences among a counselor and trainee. Supervisor and students work together to achieve their common educational goals and change the ability of students to become academically successful. Therefore, the main objective of the current

Perception of Science Students about Private Academic Coaching (Tuition) at Secondary Level at District Chiniot  
research was to study the perception of the sciences students, who were taking private academic coaching, about the teacher's behavior and content knowledge towards students.

### 3. Methodology

The material and techniques give away to specialists how to finish the course of assortment, dissecting, and understanding of information. The exploration configuration is the "plan" that empowers the scientist to think of the answers for the issues experienced during the examination (Nachmias, 1992). Subsequently, the principal objective of this part is to make sense of different devices and methods utilized for the assortment, investigation, and translation of information. The fundamental focal point of the examination was to study the perception of the students about the educators' way of behaving in the private coaching schools particularly in Chiniot district. Therefore, a quantitative survey research design was adopted. The principal justification for choosing this region was, being the occupant of this area, the researcher was very much aware of the area and it was certain that he would have the option to gather quality information from the respondents.

### 4. Population and sampling

The population of the study involved the students who opted science field of studies in grade 9 & 10 from 10 public high schools of Chiniot. The science students who were taking private coaching in private tuition centers were the target population because extra tuition classes/academic is needed more for the science subjects than any other subjects. Therefore, through convenient sampling technique, total 100 students (10 students from each school) were selected as the sample.

### 5. Research Instrument

The data was collected from the students of secondary schools of district Chiniot through interview schedule. After the preparation of the interview schedule, it was primarily tested in three high schools of tehsil Chiniot as a pre-testing. After finalizing the research instrument, the interview schedule was carried out on the total 100 volunteer students who were studying in the private tuition centers. The respondents were guided through their native languages to get accurate, authentic and meticulous information. Meanwhile, amicable, favorable and affable environment was built during taking interview. Due to this, respondents had given appropriate information.

### 6. Results

Gender ratio is the ratio between male and female numbers in our community and society. The ratio is unstable cording to biological as well as cultural factors. These factors are significantly effects on gender discrimination. Here the researcher has given the bird eye view of the gender variation all over the world. Education is a continuous process and started from the womb and ended at the death. Therefore, gender discrimination is not constant process but variation occurred time to time (Ritchie & Roser, 2000).

**Table 1**

*Distribution of the respondents according to gender*

Gender	Frequency	Percentage
Male	45	45.0
Female	55	55.0
Total	100	100.0

Table 1 shows the distribution of the respondent according. This tables shows that majority of the respondents were female (55%) and about less than half were male (45%). From above said analysis it is cleared that most of female students are studying as compare to male students. Further regarding age of the students, 11 students reported their age from 13 to 14 years (11%), 33 reported their age from 15 to 16 years (33%), while, 17-18 years old students were 56 who participated in this study.

### Encouragement

Encouragement is the one of the best source of motivation for students to learn more and more in secondary school classes. Instructors in extra coaching classes gave stimulation to the learners to solve the issues on their own level. Normally, instructors in extra coaching classes make an effort to support students' attitude to become a noble citizen (Murphy,2005).

**Table 2**

*Student's encouragement towards private coaching*

Encouragement	Weighted score	Mean values	Std. Dev.	Rank
Responsibility	243	2.43	1.43	4
Equal chance of participation	343	3.43	1.35	2
Mind satisfaction	255	2.55	1.42	3
Personality grooming	355	3.55	1.34	1

Table 2 shows weighted score, mean values, standard deviation and ranked order of the encouragement of the respondent at secondary and higher secondary schools level. Table shows that personality grooming, participation, mind satisfaction, and responsibility were ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> with regard to weighted score having mean values 3.55, 3.43, 2.55 and 2.43 respectively. It is also observed that among all the factors effecting encouragement personality grooming is more effective in terms of weighted score in secondary and higher secondary school classes.

### Teaching Technique

Motivation, imagination, creativity and innovation are the major techniques of the students during extra coaching classes at secondary school level. Mostly teachers use demonstration method at secondary school level for science subject classes. Pedagogical skills used by teachers during extra coaching classes are accepted and appreciated by the students. The teachers can engage the students in different subjects work by using different techniques and methods in the classroom (McDermott 1994).

**Table 3**

*student's perception about their teacher techniques during lesson in extra coaching classes.*

Teaching Technique	Weighted score	Mean values	Std. Dev.	Rank
Listen students	221	2.21	1.55	5
Student participation	256	2.56	1.16	4
No discrimination	310	3.10	1.45	2
Show interest	267	2.67	1.41	3
Grading	342	3.42	1.65	1

The data in the Table 3 shows weighted scores, mean value, standard deviation and ranked order of respondent’s perception about teaching technique. Table 4 shows that grading, no discrimination, show interest, student participation and listen students were ranked 1st , 2nd ,3rd 4th and 5th with regard to weighted score having mean values 3.42,3.10, 3.10, 2.56 and 2.21 respectively. It is also observed that among all the factors effecting grading is more effective in terms of weighted score. Learning outcomes can be evaluated through grading. Student get grade high grade when they join extra coaching classes at secondary and higher secondary school level.

**Individual attention**

Individual attendance is the way through which students can get knowledge properly. If student don’t listen lecture intentionally, they fail to get good grade in the examination. Further researcher described that pay more the attention more the knowledge gain. If there is some barrier held between teachers and students during in extra coaching classes then students unable to listen properly and don’t not understand the lecture. It will make hurdled for student in examination at secondary and higher secondary school level. (Posner & Peterson, 1990)

**Table 4**

*Perception of the student about their individual intension.*

<b>Individual attention</b>	<b>Weighted score</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Focus	211	2.11	1.37	4
Feedback	309	3.09	1.21	1
Develop report	210	2.10	1.29	5
Follow up	288	2.88	1.59	2
Advice hard work	245	2.45	1.57	3

Table 4 shows weighted, mean value, standard deviation and ranked order of the respondent’s perception about individual attention in the class during extra coaching classes. Table shows that feedback follow up, advice hard work, focus and develop report were ranked 1st, 2nd, 3rd, 4thand 5thwith regard to weighted score having mean values 3.09, 2.88, 2.45, 2.11 and 2.10respectively. It is also observed that among all the factors effecting feedback is more effective in terms of weighted score. Individual attention can be determined by taking the feedback from the respondent.

**Table 5**

*Perception of the students about facilities in academic coaching classes’ institutions.*

<b>Facilities of academies</b>	<b>Weighted score</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Load shedding	234	2.34	1.24	5
Temperature	346	3.46	1.50	2
Sitting arrangement	278	2.78	1.54	4
AV aids	347	3.47	1.85	1
Lab facilities	300	3.00	1.56	3

**Facilities**

Facilities are the basic and unique for learning process. Without facilities it is impossible to attain the goal especially present situation when technological techniques become the part of

learning process. Therefore, these techniques need facilities and proper environment for learning process. As we come to know that the students faced many issues during who don't have proper facilities and they don't get desirable goals. Facilities are also play fundamental role in research. Further, students' learning outcomes are significantly associated with their facilities are provided them. (Darling-Hammond, 2000).

Table 5 shows the weighted. Mean value, standard deviation and ranked order of the respondents' perception about facilities. Table shows that Av aids, temperature, lab facilities, sitting arrangement and load shedding were ranked 1st, 2nd, 3rd, 4th and 5th with regard to weighted score having mean values 3.47, 3.46, 3.00, 2.78 and 2.34 respectively. It is also observed that among all the factors effecting Av aids is more effective in terms of weighted score. For effective teaching in extra coaching classes AV aids are playing key role to retain knowledge of students at secondary and *higher secondary school classes*.

**Table 6**

*Students' perception about the problems facing in academic coaching classes institutions.*

<b>Institutional problems</b>	<b>Weighted score</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Minimize workload	235	2.35	1.34	7
Lack experience	291	2.91	1.60	3
Less motivated staff	245	2.45	1.34	5
Availability furniture	236	2.36	1.43	6
Canteen	300	3.00	1.24	1
Supporting staff	299	2.99	1.49	2
Material practical work	265	2.65	1.57	4

Table 6 shows the weighted. Mean value, standard deviation and ranked order of the respondents perception about individual problem. Values show that canteen, supporting staff, lack experience, material practical work, less motivated staff, availability furniture and minimize workload were ranked 1st, 2nd, 3rd, 4th, 5th, 6th and 7th with regard to weighted score having mean values 3.00, 2.99, 2.91, 2.65, 2.45, 2.36 and 2.35 respectively. It is also observed that among all the factors effecting canteen is more effective in terms of weighted score.

### **Lecturing**

Teaching skills are very important to enhance the teaching learning. Different teachers used different skills and method like lecture method, discovery method, activity based learning method and demonstration method. But mostly teachers used lecture method at higher level. This is because lecture method provides more and reliable information to the students of graduate and post graduate. This method is also useful for maximum students. Best lecture gave valid and reliable information. Therefore, If the instructors of educational environment having good qualities of delivering lecture they provide good and subject related information. Furthermore, professional qualification and good behavior of the teachers also key bone for learning process. Anwar (1998).

**Table 7**

*Students' perception about lecture method in academic coaching classes institutions.*

<b>Lecturing</b>	<b>Weighted score</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Explanation	155	1.55	1.06	5
Engaging style	343	3.43	1.64	3
Language	213	2.13	1.38	4
Interaction	265	2.65	1.16	2
Handout	355	3.55	1.50	1

Table 7 shows the weighted, mean value, standard deviation and ranked order of the respondent's perception about lecturing. Table shows that handout, interaction, engaging style, language and explanation were ranked 1st, 2nd, 3rd, 4th and 5th with regard to weighted score having mean values 3.55, 2.65, 3.43, 2.13 and 1.55 respectively. It is also observed that among all the factors effecting handout is more effective in terms of weighted score. This shows that in extra coaching classes handouts are plays fundamental role at secondary and higher secondary school classes. Without handouts lecture mean wastage of the time because at this level lecture method is not useful. It is useful at graduate and post graduate level classes.

**Table 8**

*Students' Perception of about course content in academic coaching classes.*

<b>Course contents</b>	<b>Weighted score</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Prior knowledge	276	2.76	1.82	2
According to topic	265	2.65	1.34	4
Clear direction	267	2.67	1.41	3
Helpful	335	3.35	1.70	1

Table 8 shows the weighted, mean value, standard deviation and ranked order of the respondent's perception about testing. Table shows that helpful, prior knowledge, clear direction and according topic are ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> with regard to weighted score having mean values 3.35, 2.76, 2.67 and 2.65 respectively. It is also observed that among all the factors effecting student learning is more effective in terms of weighted score. If the contents are easy and meaningful then students learn more easy way.

**Table 9**

*The perception of the students about their expression in academic coaching classes.*

<b>Expressions in class</b>	<b>Weighted score</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Happy	234	2.34	1.56	5
Angry	344	3.44	1.42	1
Depressed	310	3.10	1.52	3
Worried	288	2.88	1.97	4
Scared	322	3.22	1.31	2

Table 9 shows the weighted, mean value, standard deviation and ranked order of the respondent's perception about expression in class. Table shows that angry, scared, depressed, worried and happy were ranked 1st, 2nd, 3rd, 4th and 5th with regard to weighted score

having mean values 3.4, 3.22, 3.10, 2.88 and 2.34 respectively. It is also observed that among all the factors effecting angry is more effective in terms of weighted score.

**Table 10**

*Distribution of the respondents according to their achieving goal in extra coaching classes.*

Achieving goal	Frequency	Percentage
Strongly agree	22	22.0
Agree	12	12.0
Somewhat agree	11	11.0
Disagree	22	22.0
Strongly agree	33	33.0
Total	100	100.0

Table 10 shows the distribution of the respondents according to personality of the instructor. It shows that about one fifth (22%) of respondents are strongly agreed that instructors enhance the factor of motivation in students during extra coaching classes, only (12%) of the respondents are agreed, only (11) of the students are somewhat agree, one fifth (22%) of the respondents are disagreed and about one fourth (33%) of the respondent are strongly disagreed that in extra coaching classes instructor motivate the students towards learning process.

**Table 11**

*Distribution of the respondents according to their participation in extra coaching classes.*

Participation in class	Frequency	Percentage
Strongly agree	22	22.0
Disagree	11	11.0
Agree	23	23.0
Somewhat agree	11	11.0
Strongly disagree	33	33.0
Total	100	100.0

Table 11 shows the distribution of the respondents according to participation in class. Table shows that about one fifth (22%) of respondents are strongly agreed that participation during extra coaching classes is key to develop confidence at secondary school level, only (11%) of the respondents are agreed, about one fifth (23%) of the students are somewhat agree, only (11%) of the respondents are disagreed and about one fourth (33%) of the respondent are strongly disagreed that extra coaching classes provide the confidence of participation.

## 7. Discussion and Conclusion

Teacher behavior plays fundamental role in education system to impart the knowledge in secondary school student. From all above results it is concluded that secondary school students take more attention and achieve more goal as compare to the institutions. Individual attendance is the way through which students can get knowledge properly. If student don't listen lecture intentionally, they fail to get good grade in the examination. Further researcher described that pay more the attention more the knowledge gain. If there is some barrier held between teachers and students during in extra coaching classes then students unable to listen properly and don't not understand the lecture. It will make hurdled for student in examination at secondary and higher secondary school level (Posner & Peterson, 1990).

The respondent's perception about individual attention in the class during extra coaching classes were measured by feedback follow up, advice hard work, focus and develop report which were ranked 1st, 2nd, 3rd, 4th and 5th with regard to weighted score respectively. It was also observed that among all the factors effecting, feedback is more effective in terms of weighted score. Individual attention can be determined by taking the feedback from the respondent.

Teaching skills are very important to enhance the teaching learning. Different teachers used different skills and method like lecture method, discovery method, activity-based learning method and demonstration method. But mostly teachers used lecture method at higher level. This is because lecture method provides more and reliable information to the students of graduate and post graduate. This method is also useful for maximum students. Best lecture gave valid and reliable information. Therefore, If the instructors of educational environment having good qualities of delivering lecture, they provide good and subject related information. Furthermore, professional qualification and good behavior of the teachers also key bone for learning process (Anwar, 1998).

### **8. Recommendations**

The study results showed if students take more interest in the extra coaching classes get more grade in examination, so it is recommending that students when sitting in class must take keen interest in his lecture if he wants to get good result.

Further, favoritism is common now days in extra coaching classes at secondary school level. This favoritism disheartens some students. Therefore, it is recommended undue favor of the teachers must be discouraged. Principal or head of extra coaching institute take some authoritative initiative to distinguished students on merit instead of favoritism.

Our educational system is not meet the of international criteria. Skillful and trained teacher uplift our educational system to meet the international standards. So, teachers training must be necessary. Therefore, it is recommended that instructors in extra coaching classes must be trained from skillful person to enhance the knowledge at the root of learners.

It was observed that in most of the academies and extra coaching institution rooms are small and overcrowded and without ventilation necessities. Therefore, it is recommended that when an instructor working on class formation, he must keep it in mind the size of the class according to area of the available rooms. So that knowledge equally imparted to students without any hesitation and disturbance.

## 7. References

- Abe, J. A. (2005). The predictive value of the Five-Factor Model of personality with preschool age children: A nine year follow-up study. *J. Res. Per.* 39: 423-442.
- Amer, A.M., R. Khan, S. Sheikh and F. Akbar. (2014). Comparative study of parental involvement and private tuition regarding educational attainment of students. *J.A. Res. B.S. Sci.* 4(3):2222-6990.
- Arnold, D. H. (1997). Co-occurrence of externalizing behaviour problems and emergent academic difficulties in young high-risk boys: A preliminary evaluation of patterns and mechanisms. *Journal of Applied Developmental psychology*, 18, 317-330.
- Barkley, A. (2010). Academic coaching for enhanced learning, higher levels of student responsibility and greater retention. Department of agriculture economics, Kansas state university, Manhattan.
- Chakraborty, Goutam, Russell L. Clark, Eric G. Harris and Karthik Nanjundaier 1998, "The Impact of Optimal Stimulation Level on Consumers' Information Search Behavior on the Internet: A Theoretical Framework and Testable Propositions," in *Direct Marketing Educator's Conference Proceedings*.
- Considine, G. & Zappala, G. 2002. Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38, 129 - 148.
- Cormier, Sherry & Harold Hackney. *Counseling Strategies and Interventions*, 5th Edition. Allyn & Bacon, 1999
- Elliot, A. J., Falter, H.A. McGregor, K.W. Campbell, C. Sedikides and J.M. Harackiewicz. 2000. Competence valuation as a strategic intrinsic motivation process. *Personality and Social Psychology*, 29, 115-125.
- Ferris, J. 1998. Grade distributions, grading procedures, and students' evaluation of instructors: A justice perspective. *Journal of Psychology*, 133:263-271.
- Frazier, B. (1999). *Building healthy minds*, Cambridge, Massachusetts: Perseus Books.
- Gay, L.R., G.E. Mill and P. Airasian. 2000. *Educational research competencies for analysis and application*. Macmillan publishing company.
- Graetz, B. 1995. "Socio-economic status in education research and policy" in John Ainley et al., *Socio-economic Status and School Education DEET/ACER Canberra*.
- Hannah, R. and M., Roser. 2019. The association between uneven sex ratios and violence: Evidence from 6 Asian countries. *PLoS One*, 13(6), e0197516.
- Harris, A. & Muijs, D. 2002. *Teacher leadership, A review of Research*. Nottingham: national College for school leadership.
- Hinshaw, S. P. 1992. Externalizing behavior problems and academic under-achievement in childhood and adolescence: Causal relationships and underlying mechanisms. *Psychological Bulletin*, 111, 127-155.
- Hough, D.L. 1995. The Ele-middle School: A model for middle school grades reform. *Pri.* 74(3):6-9.
- James, M. 1991. *Principle and Method of Secondary Schools*. Oxford University Press 40: 49-52.

- Juan, J. N., J. G. Rubio, & R., Olivares 2015. Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies. *Personality and social psychology review* 9: 131–155.
- Klem, A. M., and J. P. Connell. 2004. Relationships matter: linking teacher support to student engagement and achievement. *J. Sch.H.* 74:262-273.
- Lane, K. L., Carter, E. W., Pierson, M. R., & Glaeser, B. C. 2006. Academic, social, and behavioural characteristics of high school students with emotional disturbances or learning disabilities. *Journal of Emotional and Behavioral Disorders*, 14(2), 108-117.
- Mariya, M. 2012. I don't learn at school, so I take tuition : an ethnographic study of classroom practices and private tuition settings in the Maldives : a dissertation presented in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Second Language Teaching at Massey University, Palmerston North, New Zealand.
- Maynard, S. 2006. Personal and professional coaching: A literature review. Published master's thesis, Walden University.
- Maynard, S. 2013. 25 definitions of coaching that should inspire you to partner with a coach today. Retrieved September 19 January 2020 from a world wide web:<http://Kenmcgarity.wordpress.com/2013/04/05/definitions-of-coaching>.
- McDermott 1994. The literature on teaching and learning contains other examples of techniques to maintain students' attention in a lecture setting. *Journal of American Association for the Advancement of Science*, 7841-7844
- Minnesota Measures. 2007. Report on higher education performance. Retrieved on May 24, 2008 from [www.opencongress.org/bill/110/s/642/show-139k](http://www.opencongress.org/bill/110/s/642/show-139k).
- Muro, P. D. & F. Burchi, 2007. "Education for Rural People: A Neglected Key To Food Security," Departmental Working Papers of Economics - University 'Roma Tre' 0078, Department of Economics - University Roma Tre
- Murphy, J. F. 2005. Connecting teacher leadership and school and school improvement; London: Crawin Press Inc. November 15, 2001.
- Namamba, A., and C. Rao. 2017. Teaching and learning of history in secondary schools: history teacher's perceptions and experiences in Kigoma region, Tanzania, *Eur. J. Edu. Stu.* 3(3): 2501-4444.
- Posner, M. I., & S., E. Peterson. 1990. The attention system of the human brain. *Annual Review of Neuroscience*, 13, 25–42
- Powell, S. & Peel, M. 2000. 'Monitoring and assisting student academic progress: results of a student progress initiative in the Faculty of Arts at Monash University', Paper presented at The Fourth Pacific Rim - First Year in Higher Education Conference: Creating Futures for a New Millennium. Queensland University of Technology. Brisbane, 5-7 July 2000 *Psychology Bulletin*, 26, 780 – 794 Publications.
- Qaiser, S., and H. Ishtiaq. 2014. Effects of Private Tuition on the Academic Achievement of Secondary School Students in Subject of Mathematics in Kohat Division, Pakistan. *J. Edu. Learn.*, 8:29-40.
- Rao, B. 2001. Science education in Asia and the Pacific. New Delhi: Discovery Publishing House.
- Redding, L. 2009. Online tutoring. Home tutoring online reforms. *Pri.* 74 (3): 6-9.

- Rehman, B. 1995. A study to find the relationship between school anxiety and academic achievement. Unpublished thesis, Allama Iqbal Open University Islamabad.
- Santhi, N. 2011. Are extra classes the success behind high performance and marks? *Edu. Res. Rev.* 6(18): 935-942.
- Satho, Z.,A. Khawja.,A and H. Saeed. 2017. Role of Tuition center in performance and achievements of the students in Hyderabad region, Pakistan. *J. Edu.Tr. Stu.* 5: 324-8068.
- Siddiqui, M. H. 2004. *Technology in Teacher Education*. A.P.H Publishing Corporation New Delhi,. India. p.147.
- Trout, A. L., Nordness, P. D., Pierce, C. D., & Epstein, M. H. 2003. Research on the academic status of children with emotional and behavioral disorders: A review of the literature from 1961 to 2000. *Journal of Emotional and Behavioral Disorders*, 11, 198-210.
- Urooj, S .2012. The growing culture of tuition centers at secondary level of education in Pakistan: An exploration study. *Int. J. Con. Res. Busi.* 4: 1119-1125.
- Wekessa, G.W. 1993 . *The Impacts Of Head Teachers“ Instructional Leadership on Student Academic Achievement in Kenya*, Unpublished Ph.D. Dissertation, Teachers College Columbia University.