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## NEWSLETTER

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### The Determinants and Impacts of Private Tutoring in and out of School in Hong Kong

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A STUDY published in the *Education & Economy* uses the datasets of APISA 2015 of Hong Kong as an analysis sample. This study attempts to identify the factors that explain the demand for on-campus and off-campus private tutoring by using two-level Bernoulli Model, and to analyze the effect of private tutoring by using Hierarchical Linear Model (HLM) and Propensity Score Matching (PSM), hoping to provide some references to the implementation of “After School Service” program in Mainland China. The results are as follows:

- After School Program in Hong Kong intended to serve poor students are mainly for poor performance students instead of poor students. According to the two-level Bernoulli Model, students with poor academic performance are more likely to attend After School Program. At the same time, combined with the results of HLM model, under the condition of controlling family ESCS background, family ESCS has no significant impact on students’ scores in science, mathematics and reading. Therefore, schools provide After School Program based on students’ academic performance rather than family conditions, which deviate from the original intention of serving poor families and turns into, serve poor performance students.
- The effect of on-campus and off-campus private tutoring on students’ academic performance differs in different subjects. According to the results of PSM, on-campus tutoring has a significantly negative effect on students’ achievement in Science, Math, and Reading. Off-campus tutoring has a negative impact on students’ Math achievement, but has no impact on reading and science achievement.

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- The After School tutoring provided by different teachers has different effects on students' academic performance. Combined with the results of HLM model, on campus tutoring are mainly provided by students' regular teachers or teachers working for a business or organization specialized in extracurricular instruction. And no matter who provide the tutoring, on-campus tutoring would damage students' achievements. Off-campus tutoring provided by regular teachers in school has significantly negative impacts on students' math and reading achievements.

The upgrading and adjustment of After School Program in Mainland China cannot do without the guidance of theory, while the After School Service study in Hong Kong provides positive and beneficial experience for it. Based on the research findings, the author pointed out that the implementation of "After School Service" program in Mainland China should pay more attention to the choice of students, selection of tutors and service methods. Specifically, After School Service should follow the selection criteria for the poor students or students with learning difficulties, allowing students to choose freely whether to participate; meanwhile, the contents, forms and methods of academic After School Service should be standardized. In addition, the After School Service mode of "school-auxiliary assistance" from schools and professional tutoring institutions should be appropriately adopted to provide services for students in Mainland China.

*Source: Education & Economy, 2020; 2020(2):49-59.*