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A CRITICAL REVIEW OF PRIVATE TUITION IN THE UK: A CASE STUDY OF THE NORTHEAST OF ENGLAND.

by

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A doctoral thesis submitted in partial fulfilment of the requirements of the University of Sunderland for the degree of Doctor of Philosophy.

August 2023

Statement of Original Authorship

The narrative contained in this research has not been previously submitted elsewhere to meet any requirements for an award at any other education institution. To my knowledge, this research contains material that has not been previously published and/or written by anyone else other than the author.

Signature: Vasiliki Kontou-Watson

Date: August 2023

Dedication

'I want to thank me for believing in me, I want to thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more right than wrong. I wanna thank me for being me at all times.'

Calvin Cordozar Broadus Jr.

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Finally, to my husband who I adore and admire each day. Thank you for cheering me up, pushing me on and carrying me through my darkest moments.

ABSTRACT

Private tuition and its individualized ethos have often been at the center of global educational debates. Consistent changes in the UK national education policy and practice have over the years increased the phenomenon of private tuition creating an unregulated market amongst practitioners. This has had a significant impact on quality assurance. British neo-liberalism and cultural socio-economic disadvantage across the teaching and learning arena saw parental agency and stakeholder divisions driving the marketisation of private tuition to become a profession where the driving priority was of personal profit. Research in this field of study has long recognized the need for a critical review of the monetary driven educational support systems and the diversified culture of private tuition. This research presents a critical review of the phenomenon of private tuition in the UK with a close insight into the situation in the Northeast of England. Establishing the historically political narrative of British education which encourages competitiveness between schools, this research identifies educational factors that have increased volume of this phenomenon in practice, determining variables of parental agency in the investment of private tuition. The thesis presents and concludes with a pioneering framework which offers potential to regulate the private tuition market.

The research involves a population sample of 195 parents and 494 teachers from across the UK. It employs mixed methods study which includes to use of quantitative and qualitative methods, to canvas participant experiences and perceptions regarding influential factors that necessitate the use of private tuition. An open-ended questionnaire was digitally disseminated to both sample sets, in addition to semi-structured interviews conducted with 30 parents and 30 teachers, alike. The research further utilized three sets of set and mixed focus groups to validate the data. The use of SPSS software platform was used to provide the analysis of the quantified responses, while NVivo thematically analysed qualitative data.

Findings demonstrate that school conversions into academies have created a culture of unnecessary pressures for both parental and teacher populations, namely administrative pressures, securing exam grades in lieu of a place on league tables, jeopardizing pupil individual focus and quality assurance. Data regarding parental agency demonstrate that variables that instigated the increase in the use of private

tuition, despite their financial burdens, are the attainment of exam grades that were exacerbated with Covid-19 gaps, and failure to focus on individual needs. Despite the need for further research to capture responses that represent the whole of the national cohort, this research provides an empirical model demonstrating a regulatory framework that could be used to secure the ethical practice and improve quality assurance of private tuition provision, as well as raising standards of educational practice in this field of study.

Key Words: private tuition, quality assurance, compliance, stakeholders, school tutoring, teachers, tutors, parents, special educational needs, regulatory framework, exopaedeia.

TABLE OF CONTENTS

ABSTRACT	5
Table of Contents	7
List of Figures	10
List of Tables.....	11
List of Abbreviations.....	13
CHAPTER 1: Introduction	14
1.1 Setting The Scene	14
1.2 Research Aims and Objectives.....	15
1.3 Personal Interest.....	16
1.4 Contextual Background.....	17
1.5 Private Tuition as the new educational construct.....	37
1.6 Significance and Contribution	39
1.7 The Thesis Structure.....	39
CHAPTER 2: Literature Review	42
2.1 Introduction.....	42
2.2 Shifting the definition of 'private tuition'	42
2.3 Autonomising the schooling structure and marketizing the private tuition sector.....	46
2.4 Stakeholder Value and parental agency in children's education	50
2.5 Parental variables of tutor engagement: the narrative so far.....	54
2.6 Teacher-Tutors: Measures of Accountability.....	67
2.7 Regulating the unregulated: an introductory FRAMEWORK.....	75
2.8 A global perspective on the need for a regulated market.....	78
2.9 Summary and Gaps Identified	81
CHAPTER 3: Methodology	82
3.1 Introduction.....	82
3.2 Research aims and objectives.....	82
3.3 Research Methodology and Philosophy	84
3.4 Reflexivity.....	89
3.5 Research Approach.....	93
3.6 Research Design	94
3.7 Data Triangulation: Validity and Reliability	102
3.8 Ethical considerations and limitations	104
3.9 Data Collection.....	107
3.10 Timing of Sequential Explanatory Design.....	117
3.11 Sampling strategy	120

3.12 Pilot Study.....	124
1.13 Data Analysis.....	127
3.14 Conclusion.....	131
CHAPTER 4 Data Analysis.....	132
PART A: Quantitative Data Analysis	132
4.1 Introduction.....	132
4.2 Parent Participant demographic.....	132
4.3 Teacher Participant demographic.....	137
4.4 Section 2: Research questions.....	139
4.4.1 RQ1: What are the key educational factors that have led to the increase of private tuition?.....	139
4.4.2 RQ2: What are the reasons parents invest in private tuition?	147
4.4.3 RQ3: There is a lack of private tuition quality assurance system to ensure consistency of delivery	153
PART B: Qualitative Data Analysis.....	159
4.5 Introduction.....	159
4.5.2 RQ1: What are the key educational factors that have led to the increase of private tuition?.....	163
4.5.3 RQ2. What are the reasons parents invest in private tuition?	170
4.5.4 RQ3: How can a framework regulate the private tuition market?	182
CHAPTER 5: Discussion.....	189
5.1 Introduction.....	189
5.2 Thematic framework.....	189
5.3.1 RQ1: What are the key educational factors that have led to the increase of private tuition?.....	193
5.4 RQ2: What are the reasons parents invest in private tuition?	199
5.5 RQ3: How can a framework regulate the private tuition market?	207
CHAPTER 6: Conclusion, Recommendations and Reflection	220
6.1 Introduction.....	220
6.2 Methodological overview of utilising research objectives.....	221
6.3 Key findings	222
RQ1: What are the key educational factors that have led to the increase of private tuition? 222	
RQ2: What are the reasons parents invest in private tuition?	223
RQ3: How can a framework regulate the private tuition market?	224
6.4 Contribution to knowledge.....	226
6.5 Contribution to Practice	227
6.6 Recommendations.....	227

6.7 Limitations of the study	232
6.8 Reflective journey	233
REFERENCES	237
APPENDIX A.....	295
Appendix B.....	296
Appendix C.....	298
Appendix D.....	312
Appendix E.....	326
Appendix F.....	334
Appendix G.....	339
Appendix H.....	353
Appendix I.....	369
Appendix J.....	388
Appendix K.....	391
Appendix L.....	396
Appendix M.....	401
Appendix N.....	408

List of Figures

Figure B1	Historical Education Marks	28
Figure C1	Structure of the thesis	41
Figure D2	Defining Terminology of Tuition on a Global level	43
Figure E4	Terminology of the word private tuition	45
Figure A3	Pragmatism model	88
Figure B3	Philosophical Perspectives	91
Figure F2	Pilot group study	126
Figure 5.	Themes found throughout Chapter	190
Figure 6.	Private Tuition Regulatory Framework: An Empirical Model of The National Private Tutor Register	230

List of Tables

Table A.	The Sad History of Education Model	22
Table C3.	Research Questions and Objectives	108
Table D3.	Questionnaire Design	112
Table D4.	Research Design	118
Table PQ4.	Respondent level of education	134
Table PQ5.	Partner's level of education	135
Table PQ7.	Responsibility of children's education	136
Table T4.	Participant level of education	138
Table PQ10.	Do schools challenge pupils?	142
Table TQ8.	The school provision.	144
Table TQ13.	School supporting teacher liaisons with parents	146
Table TQ14.	Parental involvement in children's education	147
Table PQ1.	Do schools challenge pupils?	149
Table TQ8.	School provision	149
Table TQ23.	Parents helping with homework.	151
Table TQ14.	Parental Involvement	152

Table PQ14. Tuition as out of class support	152
Table TQ16. Teacher awareness of students receiving private tuition.	157
Table TQ17. Recommending private tuition to students outside schooling hours.	157
Table 4a. Participant Demographic of Parents and Teachers	161
Table 4c. Focus groups.	162
Table 5. Research key aims and objective	191

List of Abbreviations

PT	Private Tuition
SEND	Special Education Needs and Disabilities
NE	Northeast
NTP	National Tutoring Programme
QTS	Qualified Teacher Status
MATs	Maintained Academy Trusts
LEA	Local Education Authority
NFER	National Foundation for Educational Research
GCSE	General Certificate of Secondary Education
HMI	Her Majesty's Inspectors
KS	Key Stage
CTCs	City Technology College
EEF	Educational Endowment Foundation
PTA	Parent Teacher Association
IT	Information Technology
SpLD	Specific Learning Difficulty
CPD	Career Professional Development
DCSF	Department for Children, Schools, and Families
DfE	Department for Education
NC	National Curriculum
BEIS	Business Energy and Industrial Strategy
HMRC	HM Revenue & Customs
NTR	National Tutor Register
ANTCoP	Approved National Tutor Code of Practice
UTR	Unique Tax Reference

CHAPTER 1: INTRODUCTION

1.1 SETTING THE SCENE

According to Jokic et al., (2013), educational debates surrounding private tuition (PT) have always taken place, though the beginning of the millennium has triggered a focus on private education as the sole catalyst for improving pupil attainment in the UK (Jokic et al., 2009; C4EO, 2011). Global interest in private tuition has sparked funded research from Eurasia, Asia, UNESCO, and the World Bank, to investigate the growing market of private tuition (cited in Jokic et al., 2009; Bray, 2009; Bray et al., 2011). In addition, support in mainstream education has seen the marketisation of private tuition rising (Whitty, 2000; Holloway and Pimlott-Wilson, 2020) which has currently been emphasized further with the recent catastrophic sweep of nations by Covid-19 (Betthäuser et al., 2023). Families have employed a privatized support system, a '*shadow educational system*' that is allegedly producing the results that schools do not (Ireson, 2004).

The keyword "*private tuition*" included in the research question maintains substantive importance throughout the research and posits the keyword that complements the terms '*critical review*' and '*impact*'. Stevenson and Baker (1992) found the definition of private tuition a difficult concept to grasp under one framework umbrella. Bray (2010; 2011), adds that the term has a quizzed aspect to its definition that is, yet, even after his long research onto the topic, difficult to also define in that it has many aspects that have, yet to be considered prior to defining a solid terminology. He adds that as much research has focused onto the different aspects of private tuition such as ethnography, effectiveness, economic and psychological factors, there is additional research to be made and new aspects to be considered the more tuition becomes a wider global phenomenon (ibid). A working definition of the term, '*private tuition*' is, thus, explored within this research so to clarify the global concept and determine the scope of the private tuition investigated.

The growing market of private tuition has captured the attention of the government that has, of late, focused onto the quality of external and internal provision to mostly Special Educational Needs and Disabilities (SEN) pupils and those generally requiring additional support. Despite research demonstrating that private tuition has had an impact in pupil overall attainment, the quality of provision to the learning difficulty cohort within schools, both externally and internally, remains a posed question (Bloom, 2005; Gardner, 2005). Therefore, theorists such as Ireson, (2004) and Bray, (2011) propose that the quality of private tuition is measured considering teacher specialism.

Research has demonstrated that private tuition has become an unregulated practice, not only in the UK, but on a global scale, with findings describing the narrative of parents choosing private tuition as their main alternative pedagogy to aid pupil attainment, (Holloway & Plimlott-Wilson, 2019; Yahiaoui, 2020). Although previous research has investigated the impact of private tuition on pupil attainment, but not as part of the curriculum (Rushforth, 2011), the researcher has found that private tuition has become part of the exogenous curricula, thus, forming part of the British education marketized structure. It is, thus, considered that this chapter provides an anachronic exegesis of the historical emergence of private tuition, recognises its existence as a practice instilled in education and develops the narrative of the profession turning into an exogenous practice. Further, this research identifies the key factors that determine the increase of private tuition; establishes the reasons of engagement and highlights the main imperative for the private tuition market to develop adequate standards and quality assurance through a carefully considered regulatory framework.

1.2 RESEARCH AIMS AND OBJECTIVES

This research aims to explore literature associated with private tuition and critically review the phenomenon of private tuition in the Northeast (NE) of England, exploring the proactive synergies between private tuition organisations and schools, thus, utilising relevant research objectives as set below:

RO1: To investigate the key educational factors that have led to the increase of tuition in the Northeast of England.

RO2: To proffer a closer insight into the reasons why parents invest in private tuition.

RO3: To recommend a framework which aims to possess the potential to regulate the private tuition market.

This chapter, therefore, provides an overview of the study by systematically introducing the narrative ode to the emergence of private tuition. Section 1.1 sets the scene to the contextual presence narrated in sequent sections, section 1.2 presents the research aims and objectives, section 1.3 outlines the researcher's personal interest, section 1.4 provides the contextual background of the focus with sub-section 1.4.1 narrating the historical aspect of British education and 1.4.2 identifying the shift of change in policy and practice. Section 1.5 explicates the current practice of private tuition as an educational construct, section 1.6 narrates the significance and contribution to the research, while section 1.7 presents the structure of this thesis.

1.3 PERSONAL INTEREST

Having served as a secondary teacher for over 22 years, the researcher has found that daily administrative strains and constant performance management tasks were preventing them from practising their vocational passion of teaching. Tutoring was the only way they could both practice their profession and see tangible results.

As the researcher's tutoring practice developed, regulation involved opening an employment business and further engaging self-employed tutors. In the process of employing tutors, the researcher noticed that a lot of candidates lacked the appropriate skills, qualifications and experience they were claiming to have. The more involved the researcher became in the private tuition industry, the more they identified variables that confirmed their personal stance to the theory of an unregulated market. The researcher, thus, gradually developed a passion for the provision of a quality assured private tuition profession, reducing the gap of inequality in experience and

qualifications while at the same time ensuring that private tuition had a positive impact on learning and achievement as a result of that process.

As an employer, looking further into government policy on closing gaps and the additional impact private tuition has on children, the researcher has developed a set of questions that intrigued them further instigating the promptness of their research, namely; examine the educational factors that have led to the increase of private tuition in the Northeast of England, proffer a closer insight into the reasons why parents invest in private tuition and recommend a framework capable of regulating the private tuition market. This research will, thus, contribute to addressing the points mentioned above and will aim to focus and provide a closer insight on the impact and quality of private tuition provision.

1.4 CONTEXTUAL BACKGROUND

1.4.1 The History of British Education: A Sad Story

The conceptual genesis of tuition has marked a remarkable point in the history of education with tuition taking place democratically in almost every demos of ancient Greece (Vasquez, 2014; Oestar, 2018; Forbes, 1942; Dewey, 2001). Sophists, such as Plato, who was Socrates' student, proceeded to instruct Aristotle who, in turn, taught Alexander the Great, demonstrating the transferable skills of wisdom and global leadership, (Donskikh, 2019). As effective as that was, tuition was not as subject specific as it is currently, rather a life guidance process.

Tuition was also seen by some as a mentoring process where the soul can be alleviated from bad deeds, as a way to provide therapy for the psyche (Robertson and Todd, 2019) or as an irrational act of misleading the minds of young people (Enid, 2001; Esowe, Etta and Asuquo, 2013; Wan, 2019). The development of the mind and the teachings of Socrates were deemed as a philosophical and stoic evolution of the mind. This led to the toxicated death of great sophists such as Socrates, whose methods along those, such as Aristotle's, remained the steppingstone to a great era

of mentoring, tuition and group discussion that was to see the global educational aspect rise from a democratic mentoring aspect to the plutocratic education for the masses (Donskikh, 2019; Aristotle, 1985; Turan, 2011).

Four centuries later, the mark of Rome, saw a developed system of British education that was available only for the plutocratic class in which only the males were to receive instruction (Chitty, 2007; Gillard, 2018). By 1050, Aristotle's philosophical pragmatics and scepticism were adapted by education reformers who devised a non-democratic educative methodology of instruction and broadened private mentoring to the wider gender specific plutocratic demographic (Lawson and Silver, 1973). This was further developed in 1200 with cathedrals being governed by unqualified instructors, nevertheless proclaimed masters, who provided the poverty-stricken individuals with a chance to learn and the scope of becoming scholars themselves were much needed (Chitty, 2004; Gillard, 2018). Recent evidence suggests that private tuition is a popular construct of unregulated practices often delivered by individuals who do not necessarily have adequate national qualifications (Topping & Whiteley, 1990; Woodward, 2010; Bray, 2017; Holloway and Pimlott-Wilson, 2020). The use of unqualified teachers is, therefore, seen as a continuous construct within the education of private tuition, despite government attempts to instil schoolteachers as the founders of a quality education system that prepares children for a prosperous future (Lawn 1999, seen in Gillard, 2005).

Along with pupil learning gaps, as identified by Slavin (2018), contextual education developments, according to Walker (2020), have increased the use of private tuition, as an important tool to develop pupil progress and wellbeing (McIntosh and Shaw, 2017; Shawchuk, 2020) highlighting the need for research into private tuition practice. Initially, as mentioned previously and supported by Walker (2020), Newman, (2014) and Lochtie et al., (2018), private tuition originated with the 16th century onset admissions into elite educational institutions of Cambridge and Oxford where the practice of logos, and Socratic logic derivation and dialectics were prominent. Pearce et al., (2018), suggest that although the use of private tuition has always existed, the diverse policy of the educational system in the UK has participated in the private tuition prevalence. Whiteman (seen in The Guardian, 2021) stated that constant governmental changes have had an impact in education as Heads of schools admit

that tuition has a positive impact, but not as part of the government's National Tutoring Programme (NTP) scheme, which they describe as being too bureaucratic (ibid). Through this educational diversity, this research will identify the factors that have led to the increase of private tuition within the Northeast of England.

The end of the 14th century saw the expansion of education with mentoring and private instruction being practiced by various educators, namely scholars. At the same time, the foundation of Oxford and Cambridge, university was a mere preparation for elite professions which overruled the pursue of a democratic and sophisticated mind (Mallet 1927; O'Day, 1982). Private tutors were no longer solo priesthood instructors to the upper class, rather the 15th century saw Eton and Winchester college selecting instructors who had actually taken on the route of teaching as a profession (Gillard, 2018; Orme, 2006; Chitty, 2007). Yet, despite teaching never been historically a profession, teachers have always held in high regard in social structures as individuals who were born to teach (Gillard, 2005). This movement, according to this author, saw the 19th century educational settings staffed by unqualified university graduates. Recent evidence highlights that teachers in current educational settings do not view the profession as being a valued one, thus, seeking alternative contexts for the delivery of practice in the form of private tutoring (Ravalier & Walsh, 2018).

According to Bourdieu (1984; cited in Tonlinson, 2003) the term '*elite*' is defined in relation to its societal distinctive demonstration. The term comprises of those considered to be from a background hallmarked by prestigious social capital, thus, very powerful individuals or individuals belonging to a group of people with power. The Restoration and Industrial Revolution era saw the continuation of the educational instruction though with a focus on elitist education (Piccard, 2009; Bloy, 2014) compared to the 19th century introduction of privatized education through the enrolment of private institutions (Spens, 1938; Chitty, 1992; Gates, 2005). Nevertheless, despite the development of education and continuous changes, the gender gap, and the availability of instruction to all social classes still posed a gap in the achievement of learning for all. Baker (2014) assumed that it was the educational revolution that instigated the use of private tutoring whereas current research suggests that pupils from elitist backgrounds are more likely to attend grammar schools and have access to high quality of education and

resources (The Sutton Trust, Social Mobility Commission, 2019). Despite educational debate on whether social structures influence the employment of private tuition (Goodall and Harris, 2008; Holloway and Kirby, 2019; The Sutton Trust, 2023), research has identified that the disparate social ill-structure of the Northeast, along with the problematic field in schooling provision, has increased the practice of private tuition (Holloway and Kirby, 2019; The Sutton Trust, 2014; 2023).

The Newcastle Report in 1861 (Newcastle, 1861) highlighted the provision of schooling nationally was not substantial, therefore, the 1862 Review (Newcastle, 1861; Lawson and Silver, 1973) submitted a funding proposal for outstanding achievers that included females were allowed to participate in a semi-instructional process (see Table A). This new review focused on the ideological rather than the pragmatic view of what should be learnt, thus, digressing from the initial scholarship of democratic education. Despite national views on teaching for testing purposes, the governmental scope remained focused on the testing process which was later to partake in a national dichasm between parental agency and academies (Pearce et al., 2018).

The Taunton Report (1868) brought about a critical review on the educational supply in secondary schools heavily critiquing the competency of trained teachers and the impact they have on a national level in state schools (Taunton, 1868), and as supported by Bryce (1895), training to secondary teachers was not adequate. Private tuition during the Victorian era took the form of a live-in governess whereby the female would uphold her social status by transferring vital knowledge through education (Green, 2009; Daily, 2014). Private instruction was commissioned for the middle classes though this was to change with the reinstated country position after World War 2, as the opening of secondary schools (Simon, 1991) and new employment opportunities by the end of the century, enabled many parents to re-evaluate education and to fund private tuition in aim for a better chance in education for their children.

By the late 1800s, the Victorian era saw a national educational competency with other countries, such as that of America's state schools (Thattai, 2017) which was later to be phased out by the beginning of 2003 (Jones, 2003). As Stephens (1998) points out, the country saw important changes in education that brought about the development

of elementary schools, secondary schools and, most importantly, the education of many working-class children (Gillard, 2018) (see Table A).

The Newcastle report (1861) critically evaluated the industrial era and more so the fact that children were better off receiving education in aim of some future prosperity than working from an early age. This was also supported by Stephens (1998) who reported that education at the time was a choice rather than a compulsory state where parents often opted for the children to work in factories than receive any type of education. This contrasts the current narrative where the scholarisation of pupils have birthed the necessity for parents to employ private tutors so to attain better grades (Hutchings, 2013; Mugwe Chui, 2016).

The Revised Code (1862) initiated the funding opportunity for each school while testing for attainment became a teacher target (Simon, 1965). Nevertheless, the real focus remained the same: church school parrot fashion learning methods and drill tasks for testing with grants subsidising education (Simon 1965; Lawson & Silver 1973). Furthermore, the Reform Act (1867) divided education into two distinct social classes whereby the working class was placed in elementary schooling while the upper class was taught by the elite. However, it was the 1870 Education Act that particularly acknowledged the need for education for all, and by 1871 the Code introduced the Infants educational sector placing focus on progress in later years (Hadow, 1931) with additional syllabus dividing the ages into higher and secondary (Armytage, 1951). Education was still based on a reward basis in that grants were allocated to successfully attained students which was reinforced with the Elementary Education Act (1876). Teachers were equally granted funds on the basis of outstanding performance; thus, it was highly essential that the Board of Education (1899) trained competent subject specialists, despite criticism by inspectors that training was not providing outstanding education and that teachers were either qualified females or young students acting as teachers (Lawson and Silver, 1973). Nevertheless, as suggested by Gillard (2018) and Lawson and Silver (1973), by the early 1900s, the standard of illiterate students across all ages, including adults, was eliminated with the 1870 Act. The teacher competency, however, consistently posed an issue as later supported by Bryce (1895).

According to Simon (1974), the Clarendon commission (1864) instigated a monopoly of culture on elitist school admissions, such as Eton, Winchester, Westminster, etc.,

through the selection of upper-class children. This segregation was not particularly welcomed by parents, thus, the 1869 Endowed Schools Act allowed parents to form a complaint against teachers who were perceived as religiously biased (Endowed Schools Act, 1868).

The 1902 Education Act gave power to Local Education Authorities (LEAs) to disseminate a teaching force into schools which created concerns as, according to Hadow (1933), schools were not engaging young learners enough and despite adequately trained student teachers, the curriculum was perceived as not challenging or mind stimulating, especially when children were partly engaged which left very little thinking and concentration skills for school. This contrasts current educational settings whereby the curriculum is regarded as too prescriptive, posing schooling pressures that demotivate students and driving parents into seeking additional support outside schooling hours so to raise standards (Hutchings, 2013; Mugwe Chui, 2018).

Dewey's and Montessori's pedagogical styles were slowly being introduced to education (Blyth, 1965), thus, the 1922 Newbolt report called for a more structured model on the training of teachers with a university level degree (Newbolt, 1921). With the more rigid examination methods and introduction of the First School Examination certificate applicable now in both genders, the Hadow Report (1926), challenged the application of diagnostic tests along with the provision of a more specialised needs nature schools to cater for the cognitive impaired children, further calling for a more stringent nature in teacher training (Hadow, 1931). According to Benn and Chitty (1996), the Spens Report (1938) was clear in that national education was highly divisive in its provision of education as more high-class children were being provided for whilst the rest ended up in low class employment. The Green Book (1941) was to reform the layers of education into three stages: primary, secondary and further education (Board of Education, 1941; Simon, 1974; Gillard, 2018), thus, enlisting Norwood's elitist views on examination processes as a way to establish a class division upon school admissions (Norwood, 1943), which was a favourable view by Dent (1944), though opposed by latter educational critics (Giles, 1946; Curtis, 1952; Simon, 1991).

In 1943, according to the Board of Education (1943), Butler proposed a White paper that saw an examination measurement that held mixed reviews as it allowed for

cognitive development, which was diminished by examinations, thus, not necessarily adapting to that cognitive level (Gillard, 2018; Board of Education, 1943). The same paper revised teacher training and recruitment to suit the age of employability for those leaving school after the age of 15. This was followed by McNair's report in 1944, suggesting a new reform on teacher training and recruitment though this was soon replaced by the Ministry of Education whose main role was to consider a better, uniformed approach to teacher training (McNair 1944).

Butler's rejection of the Flemming Report (1944), (Lawson and Silver, 1973; Simon 1991;) saw the Ministry propositions on teacher training and student examination focusing more on Local Educational Authorities (LEAs). The Nations Schools, introduced in 1945 under Wilkinson's influence, saw the Emergency Training Scheme for teachers who, in turn, were held responsible for the childrens' admission into schools, and grammar schools, leading to a decreasing level of attainment on a national level (Middleton and Weitzman, 1976; Gillard, 2018). By 1947, there was a distinct division of the elitist ideology of school admission into grammar schools, as opposed to the Nation's Schools insisting on following the tripartite system for all (Gillard, 2018).

In 1951, the introduction of GCEs and the consideration of A' Levels were imposed on all LEAs by the Ministry of Education. However, the national statistics saw the rise of school admissions with fewer children in grammar schools further accentuating the elitist ideology (Ministry of Education, 1951; Simon, 1991). According to Galton, Simon and Croll (1980) and Wrigley (2014), this has influenced the way pedagogy was transmitted as less accommodation was put into learning and more focus was placed on teaching for a purpose: passing the 11plus exams.

The 1950s economic inflation and the ideological view of a strengthening middle class instigated two reports, Newsom (1963) and Robbins (1963), that were to see major educational settings. Children from poor backgrounds, such as the Northeast of England, were evidently deprived from an adequate education nationally and this was widely accepted by the Ministry of Education (Gillard, 2018). Lloyd's White Paper in 1958 insisted on the information dissemination on comprehensive schools which was opposed by Boyle in 1962, who strongly pushed for the 11-plus and the existence and

continuation of grammar schools as the only way to keep the elitist world (Benn and Chitty, 1996).

With comprehensive schools running nationally, more and more parents insisted on their children attending grammar schools in aim of equipping them with a better chance in life. This was, of course, the introduction of the National Foundation for Educational Research (NFER) (National Foundation for Educational Research, 1946) placing focus on examinations for admissions. Simon (1953) opposed this on the grounds that examinations were structured for the few and not for the many, therefore, instruction was more focused on those with the innate ability to manage the difficulty of those exams. The examination was challenged by Vernon (1952) who insisted that a variety of external factors could potentially influence the cognitive ability of children, thus, children with a cognitive potential, but who came from an underdeveloped environment, would have a limited possibility of passing these exams (Pedley, 1956; Jackson, 1964; Simon, 1991). This was later justified as national exams showed that children who managed to enter grammar schools did so with examinations structured for them (Hobby, 1959). In the late 1950s, there was an advocate cause to provide a parental choice as to which type of school they would like their children to attend, and in that, choosing any grammar school would impose testing for that particular school (Hobby, 1959).

The Crowther Report (1959) focused on teacher training on specific specialisms to cater for the new urgent focus on examinations and a reward system for those teachers further expanding the student opportunities and access to higher education after the leaving age (Floud, 1961, Simon, 1991). A year later, the Beloe Report (1960), proposed a new examination system for children who could not extend their ability to pass the already established national exams. The Newsom Report (1963) accentuated the need for teacher training and certification for those unable to attain the national certification whilst the Bachelor in Education qualification was finally established by 1965 (Gillard, 2018). Yet, the Plowden Report (1967) abolished the 11plus exams placing children in the core of the reform and insisting on the contextualisation of a more evidence-based reform. Piaget's work was considered, thus, children's physical, social, health and emotional considerations were applied (Plowden, 1967).

As supported by Galton, Simpson and Croll (1980), Plowden's reform (1967) saw a teaching and learning environment with children learning and teachers exploring different pedagogical methods. However, the stigma remained in the governmental funding of grammar schools, thus, the Donnison Report (1970) initiated the decision of comprehensive funding for day care educational provision (Donnison, 1970) (see Figure B1). Yet, comprehensive notion and the pursuit of new pedagogical paradigms were to be substituted by the consecutive 1970 Black Paper, supporting grammar schools, and moving from a comprehensive to a preservative motion (Knight, 1990; Simon, 1991), by abolishing any previous papers promoting the comprehensive education. Furthermore, the 1974 governmental decision to impose more measures of accountability to teachers did not help the learning of students, as the strain was adversely inflicting on them, especially as governmental cuts meant less offering of teacher training places.

In the 1976 Black Paper, Boyson (1975) proposed that national standards under the comprehensive school agenda were failing and that tests should be taking place in all stages of education and the parent placed as a school stakeholder (Boyson, 1975). Because of the failing national standards, the Bullock Report (1975) was commissioned to enquire on these failings. In brief, it was found that national standards of underdeveloped catchment areas such as the Northeast, were low. Hence, it was recommended that teachers were qualified in literacy, imposing more testing and rigid drills; the LEA would monitor teachers and the quality of teaching and how that reflects on attainment, thus, supporting schools with consultants on the main core subjects (Bullock, 1975). The effect of national failing standards on employment was demonstrated in that young people were not equipped with the right literacy and numeracy standards, consequently, blaming schools and, in particular, teachers, suggesting they were not qualified for the subject taught (Chitty, 1989; Gillard, 2018). The Neville Bennett report (1976) which focused on the Northeast, found that some teachers were indeed placing focus on examination process though using pedagogies under comprehensive ideology which were deemed as not sufficient for raising standards while others were focusing on student self-exploration (Bennett, 1976).

Education Marks

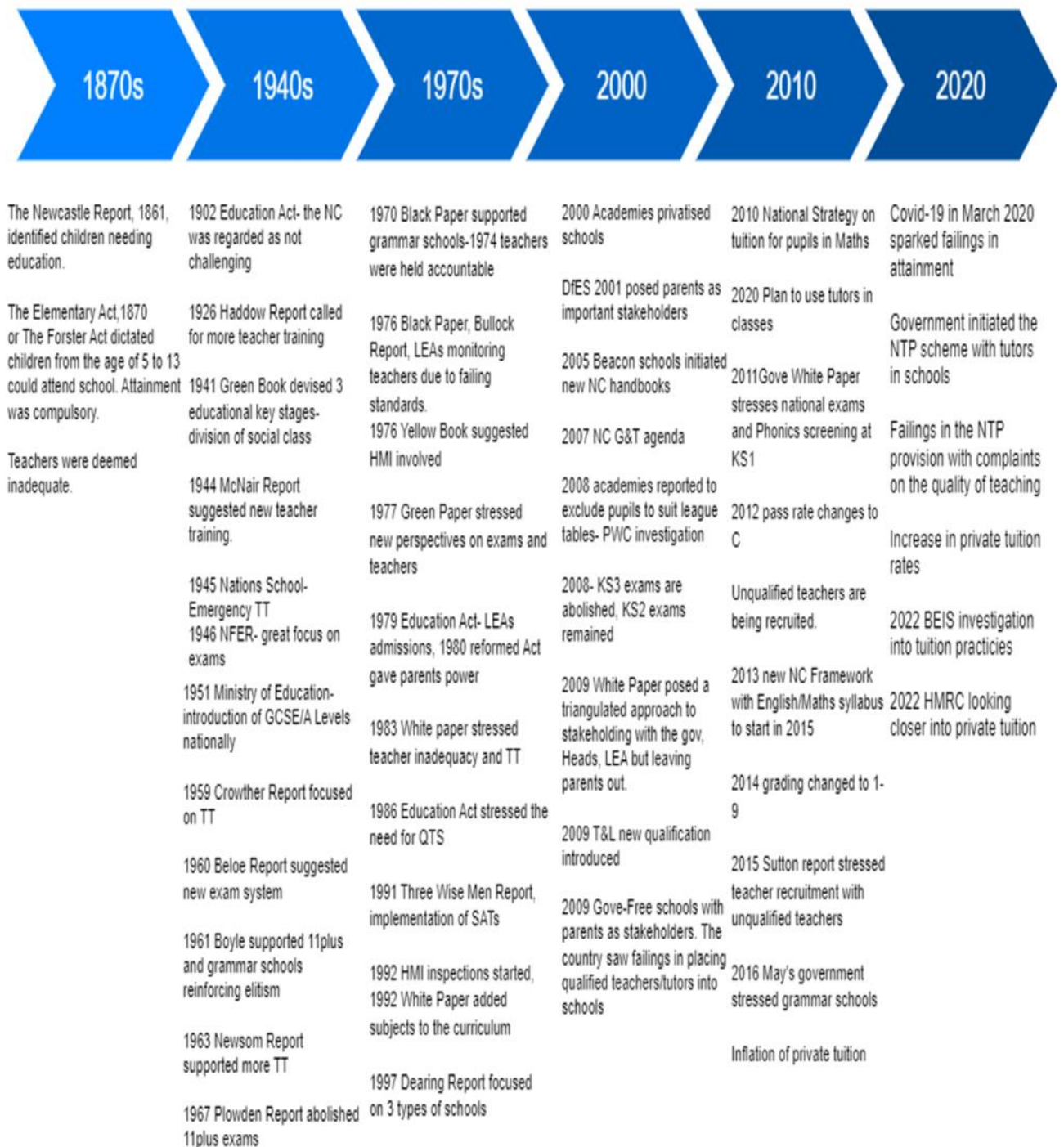


Figure B1: Historical Education Marks

The 1976 Yellow Book further suggested that teachers were not qualified sufficiently on the subjects taught, which had an impact on standards, thus, recommending the HM Inspectors were involved (DES, 1976). This, contradicted Morris and Griggs (1988) view that education was not realist but rather a way of masking failings. Thus, the 1977 Green Paper was seen as a repetition of the previous Yellow Paper, yet, with emphasis on teachers and examinations (DES, 1977) which was later reinforced by HMI's Red Papers (1980) outlining different sector guidelines with a new perspective (HMI, 1977).

The 1977 Great Debate was a time for teachers to protest and in 1977 the Taylor Report focused on the role of governance in schools in its attempt to reassure teachers that they were no longer the solely responsible ones for school admissions (Taylor, 1977). Although the Waddell Report (1978) suggested a single examination system, the election of the conservative party did not see the implementation of GCSEs until 1988 (Gillard, 2018). Thatcher's Education Act (1979) completely disregarded the 1976 comprehension ideological act on education and gave local authorities the power to control admissions to secondary school (Steelman, 1986). By 1980, the reformed Education Act enabled parents to be members of the school governing body whereas in 1981, the Education Act reinstated Warnock's Report (1978) requesting provision of SEN in schools, with amendments to the Red Books 2 and 3, placing focus on children's learning for future employability (HMI,1983; Gillard, 2018). Current educational settings observe a chasm in the governance of academized schools by local authorities as Trusts are maintained as the local business structure (West and Bailey, 2013; Steers, 2014; The Guardian, 2022).

1.4.2 Towards a shift of change

With the HMI (DES, 1983; Gillard 2018) noting that the quality of training provided did not match the quality of service that was demonstrated in both primary and secondary schools, the 1983 White Paper focused on teacher training. Whilst the Rampton Report (1981) highlighted weaknesses in the failing national rates in the ethnic minority groups (Rampton, 1981), the Swann Report (1985) placed focus on education for all children (Swann, 1985) whereas Cockcroft Report (1982) insisted on the teaching of

Maths across the key stages. In 1984, a differentiated curriculum with targets where attainment is important to children's education was proposed, though targets were seeing getting inflated due to the prognostics of a high rate of national achievement (Knight, 1990). The 1984 Green Paper proposed a triangulated approach between heads, governors, and the LEA (DES, 1984) compared to the 1986 Education Act where focus on that triangulation was placed on heads as rulers also advocating that teachers hold a Qualified Teacher Status (QTS). The 1985 White Paper (DES, 1985) founded the ideology behind the General Certificate of Secondary Education (GCSE) curriculum focusing on target grades and teacher training on assessment for results. As Gipps (1986) noted, GCSEs were not perceived as warmly by the public as it was split into two levels, higher and foundation, highlighting the need to assess for pupil progress (HMI, 1985).

Hall (1985) expressed his concern of the chasm between teachers and schools. The government introduced the Core Curriculum (DES, 1987) where the Heads were given power to opt out of Local Authority control and manage their own finance (Chitty, 1989) although objected by Aldrich (1988) in that it resembled past education acts focusing on assessment. The National Curriculum focused on an assessment regulated curriculum, though the Levels initiative required Key Stage 1 (KS1), Key Stage 3 (KS3), Key Stage (KS4) pupils to be examined at every key stage; their work to be monitored, and teachers were required to track progress that enabled students to continue developing their skills (DES, 1987). However, all this imposed unnecessary stress to both children, teachers, and parents alike whereas teachers feared they were asked to teach for assessment and not for learning and that their competence would be judged by their results (Gillard, 2018). More importantly, the 1988 Reform Bill insisted on attainment targets whereby teachers would allocate end of term and yearly targets based on initial assessment to each key stage, whereby monitoring, consequently initiated more planning and assessment in aim of pupil progress. This would pose a catalyst for recent research which indicates that examination pressures are amongst the factors that increase the marketisation of private tuition (Bray, 2010; Bray & Lykins, 2012; Ireson & Rushforth, 2014; Yahiaoui, 2020).

The Kingman Report (1988) stipulated that teachers were taught the linguistic skills in order to transmit knowledge effectively to students (Kingman, 1988). In 1991, SATs

were to be finally implemented in KS1 settings (Ribbins and Sherratt, 1997) though amendments were made to the testing contents, considering that pupils at KS1 did not have the skills to manage complex contexts. However, secondary settings still suffered, and this led to the Three Wise Men Report (1991) with Jim Rose, Robin Alexander and Chris Woodhead to reform primary setting assessment and learning owing to failings nationally (DES, 1992) thus individual, group and whole class learning became the new norm, placing emphasis on teacher training with various degrees of specialisms.

The 1992 Education Act saw major changes of Her Majesty's Inspections (HMI) as it was now required to observe schools regularly and report on the progress made, quality, standards, and wellbeing of the students. This, created opposing views and the teachers to object, doubting the quality of inspectors who created a fearful culture (Lawton, 2005) especially when reports of inadequate schools were being published (Ribbins and Sherratt, 1997). The 1992 White Paper saw the view of pupil wellbeing and greater subject addition to the curriculum, advocating precedent White Papers on the diverse cognitive ability of children (DFE, 1992). By 1993, schools were driven to despair, as they deflected from accepting students with less intellectual ability to pass exams in aim of reflecting league tables, while teachers focused not on those who needed support but on those who would make the grades (DES, 1992; Jones, 2003). This was to see a surmountable national educational pressure in 2023 with findings from Fulton et al., (2022) indicating the learning gaps created by academisation failings and exacerbated by the Covid-19 pandemic which, in turn, increased the need for private tuition.

A national protest initiated the 1994 reform and the Dearing Report (1994) who suggested that the curriculum remained the same, but it should be revised in the amount of attainment targets and subjects offered to students, adding vocational subjects as an option to pupils unable to pass exams (Dearing, 1994). However, concerns instigated the Warwick (1994) evaluation of the curriculum imposing a clearer guidance on teacher assessment guidelines and the study of English (Warwick, 1994). The next Dearing Review (1997) placed a focus on pupil learning with the consideration of 3 types of schools suggested; foundation, community, and aided schools (Gillard, 2018). The 1997 White Paper suggested that education would

be of great importance amongst all else but that there would be no excuses for failing standards, offering to support schools but close them if they did not improve. It was at that point that home-schooling was posed as a choice for parents, who, at the time, were given more power, thus choices (DfEE, 1997), whereas the 1997 Green Paper was seen to offer more support to SEN pupils (DfEE, 1997). The privatisation of schools became an issue with more failings at KS4, and by 1999, failing schools saw the resignation of many 'super heads' (Gillard, 2018).

In 2000, the announcement of academies allowed major Northeast business stakeholders, like Nissan and Reg Vardy, to manage schools which would turn out to be catastrophic by 2012 (Gillard, 2018). Although the 1988 government announced a literacy target of 80%, in 2002 there was a decrease to 57%, despite the literacy refocus in 1999 into the skill of inference (Moser, 1999; Wrigley, 2014). By 2003, there was no great rise in GCSE A*- C grades (Gillard, 2018) thus, the government focused on training that equipped teachers with Literacy and Numeracy skills, prior to their QTS qualification (DfEE, 1997).

In 1994, the UK saw an economic rise, but a decline in children in poverty, which initiated Blair's famous saying of '*education, education, education*', placing focus on parents being influencers in schools (Labour Party, 1995; Labour Manifesto, 1997). Yet, this led to a '*diverse and unequal school system*' (Jones 2003:14) where the naming and shaming of schools threatened to reverse the initial enthusiastic effect upon the teaching population (Gillard, 2018) demonstrating that the culture of holding teachers accountable was still prevailing (Hattersley, 1997). This followed changes of the, then, current DfEE to be renamed to DfES in 2001, with new reformed ideas by the government on less progressivism but involving parents in the education of their children and rethinking schools in terms of a business run context (Hatcher, 2001) though selecting admissions with kids with cognitive ability to pass exams (Chitty, 2013).

The 1997 Education Act saw the change in class numbers in KS1 and KS2, while the 1997 White Paper Excellence in Schools focused on raising standards, performance and abolishing any speck of under-performing schools by providing teacher training, as well as literacy and numeracy focus in KS1-2 by 2002 (DfEE, 1997a). In addition, pupil progress would be rigidly measured with tracked markings on achievement,

ability setting in core subjects with mixed ability sets for the rest of the curriculum (DfEE, 1997a), which was opposed by teaching unions (Mortimore, 1998; Chitty, 2000; cited in Wrigley, 2001; Chitty, 2009); parents would be given power in school governor meetings, emphasis on a duo system on home contract of learning from schools, and homework focus, while LEAs would hold Education Development Plans to monitor schools who underperform, and recruit Headteachers adequately qualified for the role (DfEE, 1997a). However, the new wave of expert Headteachers declined by 2000 as they were phased out of the job with their schools deemed as failing ones (Gillard, 2018). The 1997 Green Paper on SEN focused on including Special Educational Needs (SEN) children in mainstream schools and the wellbeing of children through the Sure Start initiative (DfEE, 1997c; Chitty, 2009) as opposed to aptitude standards (Newsam, 1998) or education competition (Chitty, 1998).

The introduction of Education Action Zones saw a general failure of privatisation interested parties whilst A*-C GCSE attainment had not increased significantly across the Zones cohort (Gillard, 2018). The establishment of Beacon schools marked the dissatisfaction of many, as support focused on able pupils (Jones, 2001), which saw a KS3 Maths attainment rise by 2005 (DfES, 2005c), though no similar results were reported in KS4. Failing schools reported lack of quality teaching and management, which resulted in the government initiating the city academies, and a spark interest by companies, such as Reg Vardy (Chitty, 2009), which then instigated the disapproval of local government (Beckett, 2004). This resulted in a reduction of the curriculum, and the design of the Primary and Secondary Handbooks (QCA, 1999), which sparked criticism into the progressivism approach calling for a return to traditional practices (Cox, 1998; Aitkenhead, 1999b) and lack of opportunity (Wrigley, 2014) with an estimated 80% raise in KS2 standards by 2002 through training in teachers and design of appropriate resources (Literacy Task Force, 1997:5; Wrigley, 2014). Failings in this initiative resulted in the creation of the Moser Report Improving literacy and numeracy- a fresh start (Moser, 1999).

The 1997 'Dearing Review: Higher Education in the learning society', focused on pupil learning in higher education providing for the educational demographic that made it through further education. This saw the greater proportion of parents who financed private tutors with exam preparation (Bray, 2003; Ireson, 2004).

Academies were seen failing, with reports of slow progress and unsatisfactory training and teaching quality, and with parents protesting against their increasing numbers, whereas the LEAs had lost complete control, thus, the government assured a revision to its National Strategy and, *'that by 2010 more than 300,000 pupils would benefit from one-to-one tuition in maths'* (The Guardian, 15th May 2007; Brown et al., 2010; Gillard, 2018). However, true reality lies in that progress was to see harder examinations, and the addition of mental arithmetic in KS2, whilst tackling down poor behaviour standards (Steer, 2005). The focus of passing national exams left little room for any interest to other subjects (Wrigley, 2014) and saw the drop out of non-core subjects in national exams (Curtis, 2009). Yet, by 2006 standards were reported as satisfactory (Hansard, House of Commons, 10th July 2007, Col. 1319; cited in Gillard, 2018) which initiated the 2020 Plan with a vision to include parents in their children's education (DCSF, 2007c) placing *'personal tutors and one-to-one classes would give struggling pupils a chance to catch up'* (DCSF, 2007c).

Although the 2009 White Paper disregarded both Literacy and Numeracy strategies, it was nationally expected that both skills were taught at the same standard and for the same purpose. More academies were to be established with more progress checks for students; a triangulated approach between schools, LEAs and government parties would be developed, despite the fact that it disregarded the power of parents; and a new postgraduate qualification in Teaching and Learning would be introduced so to strengthen the teacher quality assurance, (DCSF, 2009). The Academies Programme (CPAC Report, 2007) reported that there was a rise in literacy, numeracy, and GCSEs, though this was suggested not to be consistent nationally, and expected more academies in the Northeast, (Curtis et al., 2008).

By 2008, new academies in Sunderland were seen to exclude pupils in order to satisfy their privatised policy and focus on those students able to pass exams (The Guardian, 19th September 2008; cited in Gillard, 2018). Price Waterhouse Cooper's enquiry into this saw an improvement of results, though Durham saw the opposite results into the opening of more academies (Gillard, 2018). An independent study reported that individual tuition improved standards and closed gaps (*Every Child a Reader*, UCLA, 2013).

Despite the 2007 National Curriculum introducing Functional skills in English and Maths, urging parents to partake in the Gifted and Talented scheme, in 2008, Ofsted reported that although there has been a noticeable 95% pass rate of GCSE attainment, teaching to pass exams was not the way to move forward, as it did not enable children to learn and cohort data did not measure individual progress (Ofsted, 2008). This saw teachers who felt their morale was weak and that children suffered from low self-esteem, arguing further that the current government provision targeted parents unable to financially support a private tutor for SATs preparation, urging the review of current standards (CPR, 2007; CSFC, 2008).

In 2008, KS3 exams were abolished but the government was given a choice for schools to use internal assessment papers, freely supplied by the government, and publish pupil attainment reports for parental information (Hansard House of Commons, 14 October 2008, Col. 678; cited in Gillard, 2018), though KS2 SATS still remained an exam focus to the disappointment of teachers and parents alike (Richards, 2009). In turn, Gove's proposals on education, in 2010, saw promises of an ideal curriculum with Ofsted abolished, and schools given the freedom they long waited, though his actions were perceived as an act of a conservative plan in that anything outside traditional teaching was anathematic (White, 2010). His proposal of free schools as the prime initiative in involving parents, was further perceived as catastrophic in that LEAs would no longer hold accountability in local areas and the whole education of children left in an abysmal state (Alexander, 2010) with further suggestions from Swedish schools showing no significant progress (Wiborg, 2010). In addition, the government's KS2 and 3 initiatives to place tutors into schools in aid of failing pupils, demonstrated failings in the recruitment of qualified teachers (PWC, 2008; Brown et al., 2010), thus, two sets of both qualified and unqualified tutors that tutored children demonstrated equal results on attainment. Parental feedback demonstrated that there was some improvement, though not significant enough (PWC, 2008; Brown et al., 2010).

In 2011, the DCSF was renamed to DfE but Gove's White Paper '*The Importance of Teaching*' (2010) saw its proposal on a less prescribed curriculum (DfE, 2010) with a focus on GCSE and A' Level exams with greater support from the government lessening the amount of time pupils resit exams, thus, making GCSEs easier to pass.

However, schools were still held responsible for examination pass rates, with external support only considered if it posed a favourable picture on the school's league table, while teachers were required to focus more on teaching to exam pass (Bew, 2011) and implementing a Phonics screening check at KS1 (UKLA, 2011) which was unfavoured by some (APPGE, 2011). Gove's further contradictory plans continued with his proposal to allow GCSEs to be taken at a transitional year (Year 9), though at the same time, he initiated tougher measures for failing schools and stricter target GCSE grades, such as 50% of A*-C by the end of 2015, further proposing that inadequate deemed teachers faced redundancy, but recruiting more able trainee teachers through his ITT initiative (DfE, 2011).

By 2012, both KS2 results, and GCSE attainment had not progressed substantially, as reported by Ofsted (2012), especially when the C passing rate was now raised to 66% (DfE, 2012). This saw a large number of schools overmarking and examination boards lowering their expected standards (CESC, 2012) with an impact on A' Level curriculum. It saw the proposal of A' Level content to be prescribed by higher education elite establishments, and academies considering the employment of unqualified teachers, despite parental dispute, since it was now easier to dismiss unsatisfactory teachers through rigid performance reviews (Hansard House of Commons, 22nd June 2015, Col. 638; cited in Gillard, 2018). In 2013, new National Curriculum Framework documents were published for all stages and new English and Maths syllabuses were set to be taught in 2015 (Hansard House of Commons Written statement, 1st November 2013, Vol. 569; cited in Gillard, 2018). But with failing national results in GCSEs, 2014 saw the reform of grading from Levels to a 1-9 scaling system, where 5 would be the pass rate (Hansard House of Commons, 22nd June 2015, Col. 638).

In 2015, a report by the Sutton Trust highlighted the proportion of children from underdeveloped areas, such as the Northeast, to perform poorly in national KS4 results (The Sutton Trust, Missing Talent, 2015). This further saw the reform in teacher recruitment, with educational establishments recruiting cheap, unqualified teachers, which further impacted the quality of teaching (CPAC, 2016) thus, creating a different group of teachers providing private tuition to students. In 2016, further proposals were published by May's government to establish new grammar schools, to the dismay of some (Jenkins, 2017; Newsam, 2017), which led to an increase in tuition taking place,

and, by 2017, it was reported that at least 30% were privately tutored (The Sutton Trust, 2017). Parents were seen to 'buy' attainment cheating the schooling system while at the same time demonstrating school failings (Jerrim, 2017). Nickow et al., (2020) stated that Bloom's 1980's influence on individualised tuition, presented evidence of private tuition focusing on individual needs effectiveness. Meyer (1977) supports that education expands on the elite culture, though, Baker (2014) states that educational changes impacted society, as a whole. Yet, Bray (2017) supports that shadow education prevails to the educational changes. This newly construct of educational practice has become the epicentre of authorial and politicised debate as more and more teachers leave the classroom in aim of freelance tutoring (Damayanthi, 2018; Liu, 2018).

1.5 PRIVATE TUITION AS THE NEW EDUCATIONAL CONSTRUCT

The historic view of education has demonstrated how educational practice has created shortfalls that have influenced the genesis and increase of private tuition. Further, it has clarified that British education has so far developed a need for academic prevalence to the detriment of teachers, parents, and students alike who have become private tuition nomads.

Private tuition is not only practiced so to improve standards, but also to escape the hardships of the teaching education and explore tuition as an alternative route to earning (Stevenson and Baker, 1992; Tansel and Bircan, 2006; Mwebi and Maithya, 2016). The curriculum and school structure changes have transformed the notion of support into private tuition outside schooling hours (Pearce et al., 2018). As Bray & Kwo (2013) state, private tuition has historically been engaged by the financially stable families to prepare for children's academic life. In agreement, Kirby (2016; The Sutton Trust, 2023) notes that private tuition has significantly increased reaching figures of estimate value as high as 9 billion. However, recent figures by The Progressive Policy Think Tank (2022) have highlighted failings into the levelling up of the Northeast, in particular to accessing education by all.

Constant pressures by academies, who are seen to follow their own business agenda, are depleting motivation in teachers to teach and pupils to learn (Damayanthi, 2018; Liu, 2018). While students are seen to lose their confidence in examination attainment, teachers are seen to opt into private tuition to escape schooling pressures, and increase their income, though the quality of teaching transferred is impacting pupil grades (Ireson and Rushforth, 2005). In addition, quality in teaching is seen to be taken over by the recruitment of unqualified teachers, posing great risks to children, as these are also seen to provide private tuition outside schooling hours (Bray, 2011). Nevertheless, parents are increasingly seen to engage in private tuition exogenously to the classroom provision in aim of quality learning (Rushforth, 2011) and closing Covid-19 gaps (Education Endowment Foundation, 2021).

According to Ireson and Rushforth (2014), other factors that signify importance in the engagement of private tuition are: the financial prospect, educational background and keeping up with peer grades (CIL, 2018; Subedi, 2018). However, they instigate the need for clarification as to the current figures of the increased practice, thus, calling for a further investigation (ibid). Education is seen as a significant factor for young people who can gain confidence and the right prospects for financial stability. Levelling up agenda asks for a centred approach to young peoples' lives especially as attainment is seen to decline in secondary stage with low scores on GCSEs. With such figures highlighting the Northeast failings in provision (The Progressive Policy Think Tank, 2022), and research identifying the financial strain to those families not financially secure, it is only noteworthy that the researcher investigates the impact of private tuition looking at the global context, comparing the national situation honing into regional impact of the Northeast.

The current, 21st century scope of private tuition differs greatly from the historical overview mentioned above. Whereas private tuition was initially regarded as the only mode of education and later as a support mechanism, nowadays, private tuition has taken on a pivotal role of diversified nature focusing solely on improving attainment (Bray, 2011). Whilst tuition is becoming more popular, its marketisation has reduced the filtering of tutors, almost ignoring any needs for quality assurance mechanisms. In agreement with Bray (2020), the increase of private tuition, has evolved unethical practices by individuals not necessarily having teaching credentials. This is supported

by Bray (2011), who suggests that lack of regulation impacts taxation, and social mobility (Kirby, 2016). McCarthy (2007) further calls for the regulation of private tuition practice while Holloway and Pimlott-Wilson (2020) advocate that all teachers that tutor should have adequate credentials to ensure the safeguarding of students.

1.6 SIGNIFICANCE AND CONTRIBUTION

This research contributes to the educational area of private tuition, and aids in developing research for future doctoral purposes in the Northeast. To date, literature remains underdeveloped, especially in the field of private tuition, quality assurance and impact. This research poses significance in the marketisation of private tuition, education, and agency, thus, offering insight to the quality systems of tutors, and evaluating current practice for the benefit of educational attainment. Moreover, this research employs a mixed methods design, analysing both quantitative and qualitative data in a single study, so to gain a greater insight, namely which is explicitly articulated in the methodology section. Thus, this research adds significance through its methodological diegesis and exegesis of mixed methods sequential explanatory design, combination of both quantitative and qualitative data within a single study, and thematic analysis. Findings significantly highlight the educational factors that have increased the phenomenon of private tuition, investigate the reasons why parents engage in private tuition, and examine the marketized practice offering insights into the quality assurance of current practice.

1.7 THE THESIS STRUCTURE

The structure of this thesis involves 6 chapters that critically review the impact of private tuition in the Northeast of England. A brief overview of each chapter is seen below (see Figure C1):

Chapter 1 serves the introduction of the research focus, and presents the researcher's personal interest and contextual background, highlighting historical consistencies that took part in the current development and marketisation of private tuition. The chapter presents the significance and contribution of the phenomenon of private tuition and emphasises the problematic nature of the current phenomenon of private tuition.

Chapter 2 formulates the literature review, thus, outlining relevant key areas for investigation. It establishes core issues demonstrated from authorial perspectives and discusses these critically. In particular, the chapter refers to the academized pressures that are seen to instigate the need for private tuition, identify the factors that have taken part in this increase, namely the focus on individual needs, and discusses the diversity in parental variables into private tuition. It further outlines the key factors that have influenced teacher recruitment over private tutoring as business and discusses how school pressures have left teachers with no choice but to resort into private tuition. Lastly, the chapter presents authorial views on the need for a regulated market, in aim of providing the quality assurance that is lacking.

Chapter 3 explores the philosophical assumptions and methodology and methods employed to measure the impact of private tuition to derive to the data in relation to the research questions. It demonstrates the methods and tools justifications, as well as sampling methods to engage in the chosen population. In addition, it identifies and describes the data collection process, and ethicality involved within that, and explains the analytical means, namely SPSS and NVivo, followed to derive to the truth of the problem.

Chapter 4 is dichotomised into Part A, thus, presents the quantified data analysis of quantitative questionnaires through the use of SPSS and descriptive statistics. It highlights the participant sets used, teachers and tutors, and parents, and presents a numerical narrative of the data so far. Part B, on the other hand, presents the use of NVivo thematic analysis of qualitative interviews of both sets of participant groups, and information derived from three focus groups on the phenomenon of private tuition.

Chapter 5 engages in the researcher's discussion of the results. It essentially presents the findings as the methodological outcome to the RQs, discusses implications for policy and practice as well as develops the conceptual framework.

Chapter 6 concludes with a synopsis of the research findings and limitations alongside areas for future research. It provides an overview of the gaps and how the RQs were responded to.

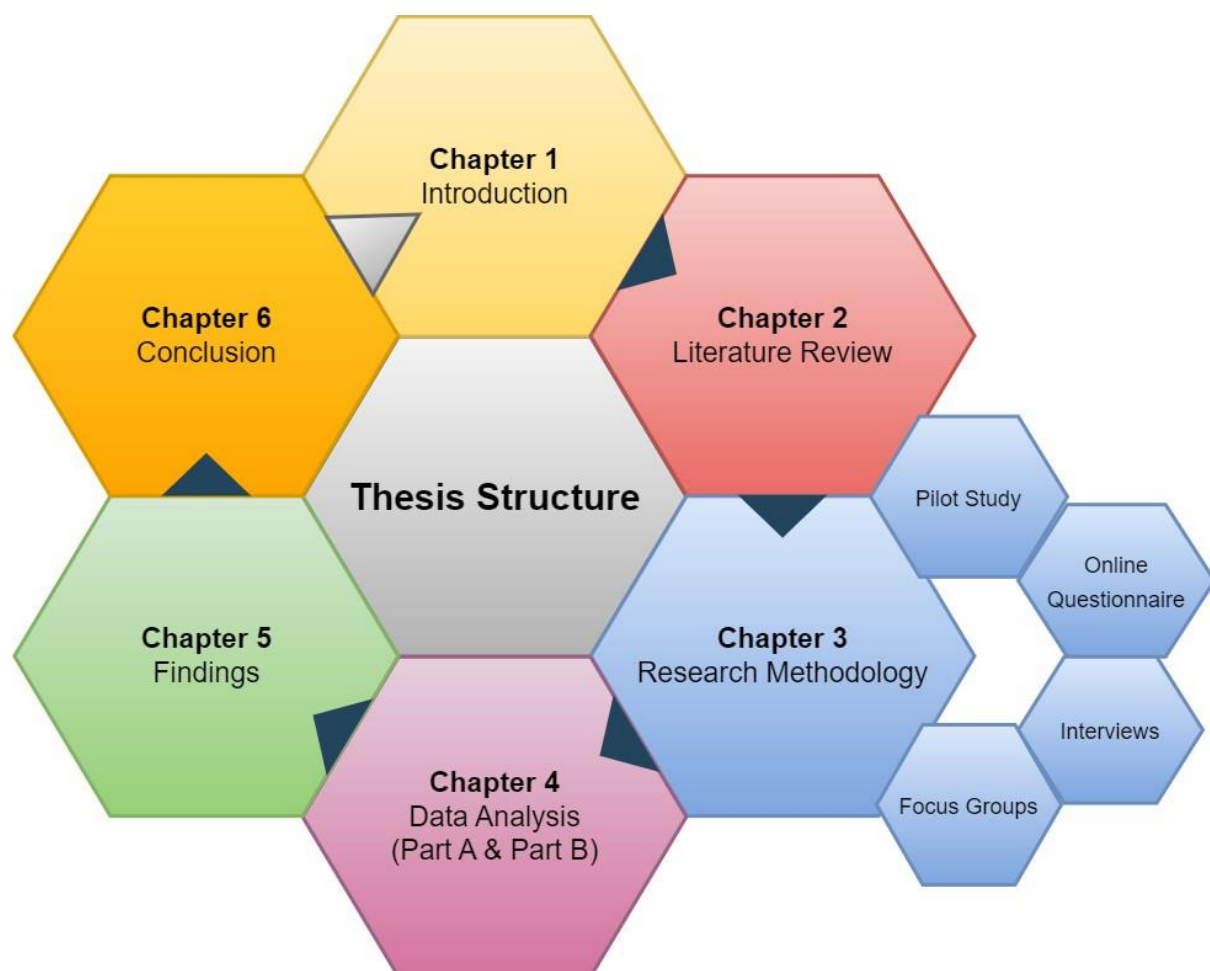


Figure C1 Structure of the thesis

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter demonstrated the conceptual context in relation to this research and provided a theoretical rationale, highlighting the research aims, objectives and research questions. This chapter will critically and systematically review relevant literary theory based on academic search engines, namely: ResearchGate, the University of Sunderland online library, Gov.uk, Google Scholar, and a plethora of credible journals and articles. Furthermore, in its sequential structure, this chapter will fundamentally demonstrate how education policy and practice has gradually increased the phenomenon of private tuition, further emphasising the conceptual context of this study. A thematic literary critical review based on the research objectives and gaps derived from and discussed in the previous chapter are further explored as: section 2.2 Shifting the definition of 'private tuition', 2.3 Autonomising the schooling structure and marketizing the private tuition sector, 2.4 Stakeholder value and parental agency in children's education, 2.5 Parental variables of tutor engagement: the narrative so far, 2.5.2 Cost, 2.5.3 Covid; 2.6 Teacher-tutors: measures of accountability, 2.7 Regulating the unregulated: an introductory paradigm, 2.8. A global perspective on the need for a regulated market, 2.9 Summary and gaps identified.

2.2 SHIFTING THE DEFINITION OF 'PRIVATE TUITION'

Although the term '*shadow education*' is used to reflect the taught pedagogy in schools, defined by Zhang and Bray (2019) as a two-faced mirror into mainstream education, private tuition has over the years received a variable definition (see Figure D2). The term '*shadow education*' is amongst the common terminologies used globally to define the education that reflects the schooling offers (Jokic et al., 2009; Bray et al., 2013; Kassotakis and Verdis, 2013; Kinyaduka, 2014; Bray and Kobakhidze, 2014)

not necessarily as a legal practice (Education Reform Committee, 2004; cited in Gillard, 2018).

Private tuition / lesson / instruction	Private lessons offered during out of school hours complementing a specific National Curriculum (NC) subject taught in school. Tuition can be in person or distance learning.	Arabia, Italy, Malta, Mauritius, Pakistan, France, Croatia and Bosnia & Herzegovina, Malaysia, UK
Coaching	A much broader term that focuses on methods and structure and can also be related to mentoring on a specific topic or a wider notion.	USA, UK, France
Mentoring	A lighter term used to define the support of a specific area of instruction.	UK
Cramming	A term used to define the process of intensive tuition for specific purposes such as exams and taking place in groups.	Asia, Greece, Japan, Korea,
Supplementary	A term used to define additional instruction that complements maintained schooling.	China, USA
Shadow Education	A widely known term used to reflect education offered in schools.	UK, USA, Mediterranean
After School Support/ Learning Support	A term used to indicate aid with school homework.	France, UK
Parallel education	A term mostly used in the Greek demography to signify lessons taking place alongside classroom instruction.	Greece
Enrichment/additional/catch up lessons	A term used to define the use of added lessons outside or inside the classroom.	USA, Ireland, New Zealand, UK
Remedial/rescue course	A term that defines tutoring as a means to compensate what is not gained in class.	Shanghai, Taiwan, USA, New Zealand

Figure D2. Defining Terminology of Tuition on a Global level (Bray, 1999; 2013; Kassotakis and Verdis, 2013; Bray and Kobakhidze, 2014)

However, as Zhang and Bray (2019) would argue, the term is ambivalent in that one can antithesise as to whether private tutoring reflects maintained education or the other way round. Mynott (2016) states that the definition of a tutor is also unclear, with literature highlighting the term as an academic, often member of staff in higher education, though there is still a gap in the definition which can mimic historical practices of misconstrued instruction (Wootton, 2006; Thomas, 2018; Walker, 2018; Yale, 2019).

As supported by current literature, Ömeroğulları et al., (2020; Bray, 2009) posit that with the onset of supplementary education, private tuition has become a common structure in education, globally, with the catering of pupils outside schooling hours and of specific subjects as a paid service (Bray, 2014; as seen in Ömeroğulları et al., 2020). His study reveals that homework, exam preparation and developing knowledge of school subjects are the main reasons why parents, of independent socio-economic status, engage in tuition, and these can be online, individually or in groups (Choi & Park; as seen in Ömeroğulları et al., 2020). Previous research has challenged the current terminology of private tuition in that it used to encapsulate and include both in-class and out of class instruction, often duplicating resources, thus, refers to both terms as supplementary tutoring (Bray, 2017). Equally, although Paviot's (2015) research demonstrates that tuition is also of equal importance as a supplementary defined term in both Kenya and Mauritius, Zhang and Bray (2019) insist that the term '*tutoring*' is not necessarily the global term that represents all others and calls for a more succinct definition that discerns academic to non-academic private instruction, that is not only complementary but also reflective.

In support of previous sections, Hajar (2019) adds that private tuition or shadow education is a global tool of instruction both in and out of class (Bray & Lykins, 2012; Bray, 2017). Further, according to Kirby (2016) and Hajar (2020), private tuition is instruction taking place outside schooling hours and relates to individual instruction as opposed to Bray's (2017) suggestion that shadow tutoring are mostly group lessons that mimic the school. Bray and Kobakhidze (2014) hold ambivalent views on the global perception of '*private*' often considered in a financial stance. They suggest that tutoring may be perceived as a free service when conducted by familiar subjects compared to fee paid instruction offered by tutors. However, this is not a global circumstance, as Paviot (2015) observes that in certain countries, especially low-income families, do not necessarily pay with monies but with goods. Contrastingly, Azmat, Muhammad & Jamil's (2021) recent research pertain to the term in a general educational context as coaching that supplements school instruction. Alesksandrovna et al., (2015) argue that the definition of '*tutoring*' pertains to the American notion of mentoring, and coaching, context of a person supervising students, as well as the instruction of students by university students or teachers.

Although for the purpose of this research the author refers to the term '*private tuition*' (PT) as the global perspective, nevertheless, a neo-global term can be offered in the combined word term of '*exopaedeia*'. Thus, '*exopaedeia*' can be defined as the complementary, reflective, not necessarily educational, additional education offered to those in need of support. The Greek term '*exo*' means '*outside*' or '*out of*', and the term '*paedeia*' is defined as to the training or learning and education of a child or individual not necessarily pertaining to an educational standard, despite being the wide etymology (see Figure E4). It is clear that the literature lacks clarity in the definition of private tuition. The researcher has deemed that clarifying and providing a more succinct definition to the term of private tuition (see Figure E4) will help conceptualise the framework under development during the thesis. However, it is imperative that parental and teacher/tutor perceptions are gathered and analysed so to validate such perspective which will be explored in Chapter 3.

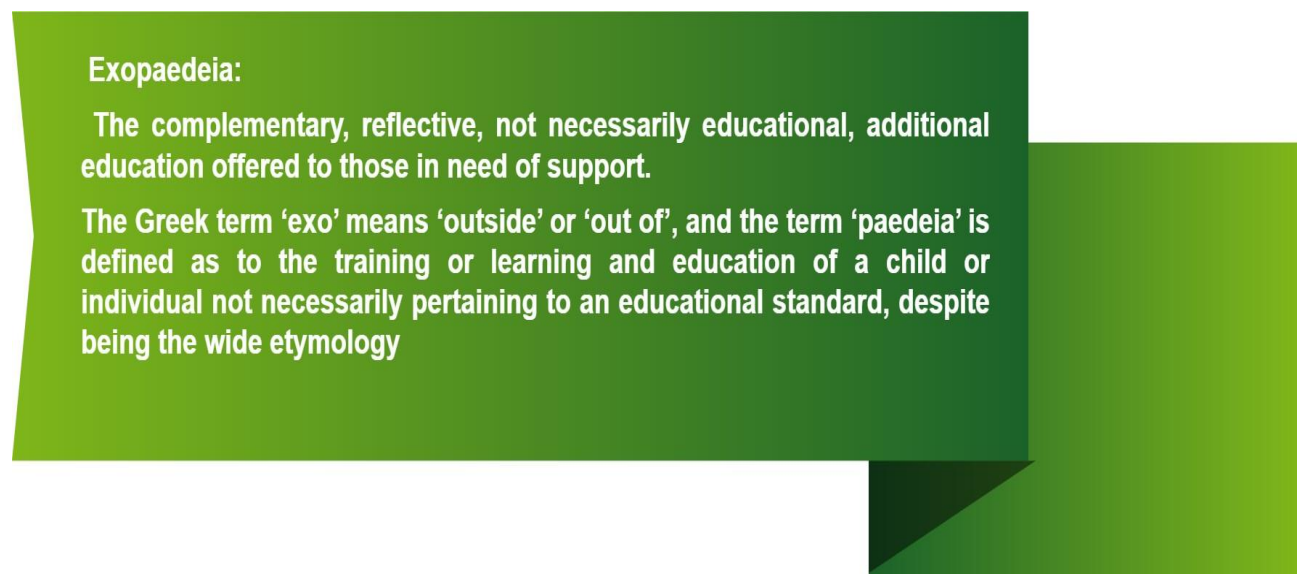


Figure E4. Terminology of the word private tuition

2.3 AUTONOMISING THE SCHOOLING STRUCTURE AND MARKETIZING THE PRIVATE TUITION SECTOR

Although the 1944 Education Act reinforced a localised system of national provision across the primary and secondary sectors, decades to follow saw local authority schools transforming into voluntary-aided schools governed by religious parties (Wolfe, 2013) and grant-maintained schools with rights of decision making on finance (Levačić, 1998; West and Pennell, 1997).

Clark's (2009) research (seen in Eyles and Machin, 2019) found a significant rise in performance of students who enrolled prior to their school conversion to grant-maintained schools. Equally, Machin and Vernoit (2011; seen in Greany & Higham, 2018) support the view that the onset of school conversion to academies have proven a substantial increase in pupil progress and attainment. This was also supported by the National Audit Office (NAO, 2010) and the Department for Education (DfE, 2012; 2022) as well as Eyles and Machin (2015; Eyles et al., 2017) who also researched the academized intake and found a positive increase of the pupil intake (ibid). In a recent paper, the DfE (2022) supports the view that progress has consistently been made by academies contradicting previous literature by Hutchings and Francis (2018) who found limited progress by academies in relation to disadvantaged children. Andrews (2016; seen in Greany & Higham, 2018) research also found that Maintained Academy Trusts (MATs) demonstrated limited significant progress compared to local authorities highlighting the limitation in substantial differences in the Maintained Academy Trusts being more effective. However, Lewis and Pearce (2022) support the view that individual pupils and teachers are deemed as valuable assets so long as they add value to their school by attaining expected grades. This reiterates that academisation has bred a mechanism of scripted teaching to produce expected exam grades.

Kevin Courtney, General Secretary of the National Education Union, (UKFIET, 2022) states that academisation has been a neo-liberal governmental dogma of competition through which exam grades would be increased. However, results to date suggest such ideology have not been successfully materialised, as two thirds of academy chains across the UK have failed to demonstrate progress among the disadvantaged (The Sutton Trust, 2018) which justifies the increase in private tuition. West and Wolfe

(2019) support the view that ever since maintained schools were given the transformative option to become academies, they have lost their legal substance. Academisation has created a partial local authority governance over privately governed schools whereby their only mission is to exercise an autonomous system (ibid). In agreement to Kevin Courtney above (UKFIET, 202), Newsam (2017; cited in West and Wolfe, 2019) poses that the introduction of academies was to promote a national culture. The 2011 Education Act of free schools, new schools under local authority initiatives, were introduced as academies directed by local authorities to provide education for primary and secondary stages. By 2018, the National Audit Office recorded 35% of national state schools were converted to academies whereas by 2023 the DfE (2023) recorded 10.264 school conversions.

Academisation introduced by the Labour government maintained the state school status under the local authority though the 1986 Conservative initiatives saw city technology colleges (CTCs), or city academies set up with the vision to replace state schools that were ill-performing. Academies, funded by private sponsors, were seen to contribute to the local capital with pupil premium finance, though this was stopped in 2009, which imposed a differentiated aspect to the school strategy (DfEE, 2000). Academies were no longer under contractual agreement with local authority, and therefore, under no obligation to abide by the specifics of the curriculum so long they were demonstrating a specialist status such as Maintained Academy Trusts (MATs) with a '*broad and balanced curriculum*' (West and Bailey, 2013; Steers, 2014:13). Under private business strategy in specialist academy schools, admissions were based on a 10% selection on aptitude (DfEE, 2000), yet the 2010 Academies Act provided an opportunity for state schools to be academised with no necessary requirements to be a specialist school, thus, promising lots of funding. Maintained schools that were deemed outstanding were promised an autonomous status with the view they produce results and raise standards (West and Bailey, 2013). As mentioned in Chapter 1, Pearce et al., (2018) suggest that it is the diverse policy of the educational system in the UK, as such of the academized rigid curriculum, that has instigated the increase of private tuition. Whiteman (as seen in The Guardian, 2021) agrees and adds that the constant governmental changes in education have equally had an impact in education.

Unfortunately, despite the academisation conversion of maintained schools, power of decision making still depended on MATs, including the decision on curriculum and human resource, which dictates that teachers do not necessarily have to be qualified (DfE, 2014a; UKFIET, 2022) and as Cirin (2017) notes, MATs do not necessarily offer the promised autonomy, rather impose a prescribed curriculum that adheres to national guidelines, to an extent, and where they opt for a business elected parent governing body (ibid; UKFIET, 2022). This is also supported by the NASUWT (2016) who state that schools have progressively given less autonomy on any decision-making including teacher pay, admissions, curriculum, and pedagogical provision. Benn (2011, p.15) supports the view that the English curricula is '*proscribed*' while Halfon, (2018:1) questions the institutional stance and legal integrity of schools supporting that parents are at a loss as to who has power over their children, and more so as to the best school that will provide adequate curricula pedagogy to ensure national exams are passed. More so, West and Wolfe (2019) question the financial integrity and value of academies as money is often unaccounted for purposes other than children provision and support (HC PAC, 2018) and advocate their view for a conversion of academies back to maintained status with a parental involvement. However, as Kevin Courtney, General Secretary of the National Education Union, (UKFIET, 2022) states, academies are not required to include parents, form a governing body, or provide any exegesis as to their functioning structure.

The introduction of University Technical Colleges (UTCs) illustrates the 2009 Baker and Dearing government initiative that there is not necessarily a requirement that teachers are specialists, or that they hold any relevant teaching qualification, which is also true for MAT structures (UKFIET, 2022). UTCs, Local Education Authority and independent mixed ability technical colleges (DfE, 2015), have an active role in the academized education in that they can form part of a multi-academy Trust (MAT) in aim of recruiting for technical provision (DfE, 2016). In their attempt to close gender gaps, however, UTCs have demonstrated that not only they were not significantly outperforming maintained schools (DfE, 2019), but also 72% participant students were male (Cabinet Office, 2010) thus affecting intake numbers with a slight deflate in 2020 (DfE, 2014; 2020).

In addition to the failing academy schools, the operation of UTCs as academies (NAO, 2019), withdrawing any LEA policy right to adhere to qualified teacher recruitment and retention, further demonstrates that results matter more than supporting the less able students, has driven qualified teachers to seek alternative routes to teaching namely private tutoring (Bray, 2011). The onset of academies has increased teacher accountability with constant diverse means of observation and workload, which has consistently fuelled an increase of teachers becoming unsatisfied with their school (UKFIET, 2022). Employing unqualified teachers, overqualified, and experienced teachers has also become the norm with academies as disadvantaged pupils are consistently seen to fail each year (The Sutton Trust, 2018; UKFIET, 2022). Although qualified teachers are proven to improve standards (Darling-Hammond and Berry, 1999; NTP, 2020), hindering this quality to students has catastrophic results in attainment (Darling-Hammond and Berry, 1999; Cabinet Office, 2010; Long et al., 2017). As supported by Ofsted (2016), reports of UTCs highlighted inadequate teaching skills transmitted to students resulting in low attainment (Long et al., 2017). In 2017, Gove stated that UTCs were no longer serving their purpose to Baker's (2017) argument that technical education needs further support, further putting stress on multi-academies to sign into the 10k partnership scheme (Baker, 2019). PAC (2020) also argued that the DfE lacked a clear prognosis of UTC, thus introducing T levels (DfE 2019; 2020) and reinforcing the DfE to target recruitment in guarantee for value for money (DfE, 2020).

Concerns surrounding the impact of teachers offering tuition outside school hours and tutoring rise, as an outcome of school failures, are also expressed by Professor Thomson (as seen in SecEd, 2019) who views private tuition as the outcome of government pressures (Bousted, as seen in SecEd, 2019). The DfE (2019) states that private tuition that takes place outside of school will be eliminated with the implementation of in-class tutoring, namely the National Tutoring Programme (NTP) (The Sutton Trust, 2019). Bray (2017), however, supports that private tutoring existed as long as education has, but was adapted in its early stages for the catering and advancement of the elite, with a recent agenda of being used by families globally so to help pupil needs (Kirby, 2016; seen in Bray, 2017). Recent figures include 80% of parents using tuition in Korea (ibid). According to the Educational Endowment Foundation (EEF, 2018), UK attainment poses a significant gap in education with the

presumption of a long-term status. Changes in the assessment carried out in the UK has called for private tuition to mimic teaching modes so to satisfy league tables and parents opting high expectations of high grades, however this, according to Bray (2017), could pose an issue as pupils could feel demotivated. As Yahiaoui (2020) opines, private tuition is a global phenomenon, rooted as a parallel educational system that coincides and functions along national education though due to the inefficiency and inadequate national provision (Bray, 2010; Bray & Lykins, 2012). His research adds to previous literature mentioned in earlier sections which demonstrates that private tuition is the outcome of rigid examination and unqualified teachers lacking vital teaching experience.

Literature above has, thus, highlighted key changes in the schooling structure that have potentially instigated a nationwide need to be assessed and produce favourable grades, valuable to maintain an academized status. For the purpose of the research, the researcher will seek to identify whether the academised changes to the curriculum and education assessment were the key educational factors that led to the increase of private tuition thus responding to RQ1.

2.4 STAKEHOLDER VALUE AND PARENTAL AGENCY IN CHILDREN'S EDUCATION

In order to investigate the reasons as to why parents engage in private tuition, it is pivotal to present a systematic overview of parental stakeholder value and agency in children's education that is, thus, leading into the selection of a private tutor.

Gillard (1987) opines that Baker's implementation of the 1986 Education Act imposed a greater need for governing bodies across the key stages, providing more power, different to that initially conducted in 16th century ecclesiastically founded schools. Although 19th century schools were managed by one or more managers who shared clergy duties with the church, until 1920 Education Act, the current 1870 the Education Act insisted on the flexible body of governors. This was later mandatory until 1920. The 1944 Education Act saw a great change in the structure of schools with the introduction of governing bodies and managing committees. However, although the

Act required a managing structure across the key stages, there was inconsistency as to the bodies of all LEAs, which Kogan et al., (1984) state, created a lot of uncertainty. According to Kogan et al, (1984) in the governmental strive for standards to improve in education, parents were allowed to participate in governing bodies in cooperation with schools and local LEAs. However, their role was unclear until the Taylor Committee report introduced clauses identifying responsibilities for governors (Aldrich and Leighton, 1985:41) and specifically stating that governors are in between leadership and the management of the school (Brooksbank and Ackstine, 1984:137). In the 1980 Education Act, the 1984 Green Paper '*Parental Influence at School*', proposed that parents and teachers are involved in the bodies to improve school management with parents leading the school (Kogan et al., 1984:176) but that was not approved until later (DES, 1985:65).

Rayner and Gunter (2020) claim that educational stakeholders are the actual actors of governmental policy and support this through their observations of the academised schools by multi-academy trusts (MATs). The 1988 Education Reform saw the school structure opting for a local authority free status under certain categories, such as: grant-maintained, academies, independent schools, and technical colleges. Grant-maintained schools quickly formed into other types of provision, such as academies and free schools, governed by private businesses (Courtney, 2015). Educational stakeholders in charge of academies are equipped with legalities to overcome local authority sustenance, further providing a privatised autonomy into the human resource and strategic management of the school (ibid). The hegemony allows for total control with a purpose of competitive power over examination results and top league tables. Rayner and Gunter (2020) also found that stakeholders pose some resistance to policy restrictions imposed in schools. Due to pressures from government policy makers, stakeholders see teachers stripped off their freedom to teach, thus, prefer to leave the profession with the view of becoming private tutors (NAO, 2017; NFER, 2017; cited in Rayner and Gunter, 2020) leaving parents at a loss as to the best education for their children (Halfon, 2018).

McClain (2010) supports the need to investigate parents' beliefs with regards to children's education and calls for recognition from stakeholders and educators alike. Middleton et al., (2013) equally ascertain that stakeholders are important in the

process of implementing and, in turn, evaluating educational school policies. Teachers and parents are important agents that can create change through perceptions and develop a new insight (ibid). Warwick et al., (2005) and Wood and Su (2019) defend the view that the relationship between teachers and parents is pivotal in the development of the child at school. Patton (2008) and Greene, (2006) consider that people involved in schools, such as: staff, leaders, children, or the community with an interest in the way it runs, are also essential stakeholders who can evaluate processes. Cayak and Karsantik (2020) further regard parents as stakeholders in education while Sreekanth (2010) also identifies the positive significance parental involvement has on attainment. However, Goodall and Harris (2008) emphasise that parental involvement depends on parental socio-economic affluence (as seen in Lascelles, 2012) despite parental engagement proving beneficial in attainment (Van Voorhis et al., 2013; Goodall, 2017; as seen in Axford et al., 2017).

In their research, The Sutton Trust (2018) found that parents who were involved in pupils' schools, such as parent-teacher associations (PTA), despite the low social status, or governor positions, coffee mornings, or even parent evenings, improved pupil attainment. 37% of parents of high-income family stated their parental involvement in school had an impact (ibid). The Sutton Trust (2018) further report that high income households are more likely to buy into tuition, especially for subjects they do not understand, compared to low-income families employing a tutor to take over the subject. Axford et al., (2019) support that parents who engage in learning with their children at home, have a longer effect demonstrated in secondary schooling and beyond. Axford et al., (2019) further add that parental involvement is an indicator of familial socio-economic status and qualification status.

Literature has so far discussed parental stakeholder value; however, it is also indicated that parental influence is binary as parents are both stakeholders and agents within an educational setting (Kucirkova and Grøver, 2022). Schoon, Burger and Cook (2021) affirm that parental agency is essential in children's academic development while Goodall and Montgomery (2014) stress that parental agency does not necessitate the involvement through school but exogenously also involves the parental ability to help their child/ren with their learning at home. Ali et al., (2022) and Kantová (2022) establish that parental agency is integral in attaining grades more so through

helping with children's homework. However, Koskela (2021) reiterates that although getting involved at home with children's education is significant, parental, and school collaboration is essential in promoting a triangulated means of communication and pupil wellbeing.

Ireson and Rushforth (2014) found that psychological factors pertaining to parental involvement in children's education is not only through the school, as literature has thus far suggested, but also at home (Durisic and Bunijevac, 2017) through the engagement of a private tutor. Private tuition is, thus, delivered in different modes where tutors are employed by parents to engage into one-to-one, and group, tuition at either the home or other establishment (ibid). As parents strive to help their children with their learning, they often resort to employing tutors but at a high cost (Yahiaoui, 2020). Equally, Kucirkova and Grøver (2022) found there is a synergy between parental agency and educational background linked to educational expectations, which is further supported by recent findings by Kim and Bang (2017) determining that a mother's educational background is more influential in children's education. Francis and Hutchings, (2013) found that parents employed tutors to pass exams, or for admission into a private school, whilst parents who were already sending children to private schools were using tutors. This was further reinforced with The Sutton Trust (2018) Parent Power research that adds that parents influence children's education. Previous research by the Sutton Trust (2014; 2023) highlighted key findings on the use of private tuition supporting that richer households can provide for their children outside school hours compared to poorer families. In their research, they found that tuition has increased from 2005 at 20% to 23% in 2014 to 30% in 2023 (The Sutton Trust, 2023).

This section has highlighted areas for investigation as the reasons for engaging in private tuition. However, a more in-depth critical exploration will be narrated in the forthcoming sections as to the variables that pertain to significant reasons why parents employ tutors.

2.5 PARENTAL VARIABLES OF TUTOR ENGAGEMENT: THE NARRATIVE SO FAR

There has been much heated debate around the topic of private tuition on a global perspective (Foondun, 2002; Jokic et al., 2009; Bray, 2011; Bray et al., 2013; Kinyaduka, 2014; Bray and Kobakhidze, 2014; Mwebi and Maithya, 2016; Damayanthi, 2018). Parents, according to Warnock (1978), should be highly involved in the education of children (Samal, 2012; EEF, 2018), and with private tuition taking place mostly in primary and secondary schooling, it has now become prevalent that university level tuition is also a need (Kinyaduka, 2014). The impending rise in the industry of private tuition has triggered much recent insight into the use of the practice as a massive percentage of global pupil demographic, such as 90% globally (Damayanthi, 2018) received private tuition at one point in their education life (Bray and Kobakhidze, 2014). 10% of the UK primary and secondary population has used a private tutor in the UK (Peters et al., 2009:2; Bray, 2011; The Sutton Trust, 2019) while recent figures showing 30% of secondary pupils engaging in private tuition after Covid, compared to 27% pre-Covid (The Sutton Trust, 2023); 60% of pupils attending private tuition classes in Hong Kong (Kwo and Bray, 2014); 73.1% Korean children engaged in tuition in 2021 (Korean Statistical Information Service, 2022) and 90% of mathematics tuition in grade 8 level in Ghana (Song et al., 2013; seen in Bray and Kobakhidze, 2014) with projected amounts to have risen over the last few years (Globe Newswire, 2022; seen in Yahoo Finance, 2022). However, as Ravalier and Walsh (2018) claim, very little policy research has investigated the reasons behind this selection by parents (Damayanthi, 2018; Ravalier and Walsh, 2018). This section focuses on the variability of factors pertaining to the reasons why parents prefer private tuition to mainstream pedagogy and the impact this has on pupil attainment.

A CIL study of multiagency data by Johnson and Pusca (CIL, 2018) concluded that parents on average spend around £2 billion pounds on tuition (The Sutton Trust, 2023) and further support that tuition in the UK is unregulated as a £2-£6 billion marketized market is untaxed. Their pilot study demonstrated that pupils start tutoring as early as KS2, for mainly exam preparation such as SATS, 11-plus and GCSEs, compared to private school pupils starting as early as KS1. Parents are not seen to be satisfied with school assessment; thus, they seek tutors that will often give pupils an extra push to

guarantee entry to chosen schools (ibid). Further, research has demonstrated that as education practice changes, moving towards different pedagogic practice, methods of teaching and digital classrooms, 50% of parents reported they would increase tuition expanding in other than core subjects. Germany is already seen to invest more on Artificial Intelligence (AI) digital practices investing money on tuition markets (CIL, 2018).

In addition, CIL (2018) also found that parents prefer to employ a tutor to develop their skills and keep up with peer grades, which validates that tuition is no longer served for remedial action but for pure attainment. As private schools charge much more than familial households can afford, it was found that tuition is considered as an alternative to private schooling (ibid). Other parents reported the employment of tutors who acted as childminders and lived-in houses, as the elitist norm (CIL, 2018).

Research carried out by the Social Mobility and Child Poverty Commission, (2015) has demonstrated that parents from wealthy backgrounds have more chances of securing educational support for their low attaining children compared to low achieved families, further supporting how parents are influencing children's education. Mugwe Chui (2016) found that parents use private tuition as it achieves higher grades and promises financial security for children. The author further states that through that scepticism, parents perceive the engagement of a private tutor as an investment. In addition, as teacher recruitment suffers, teachers are recommending private tuition to students outside schooling hours so to cover these areas outside the classroom (ibid). Tansel and Bicarn (2008; seen in Mugwe Chui, 2016) state that financially secure families are more likely to engage in private tuition. Tansel and Bicarn (2008, seen in Mugwe Chui, 2016) and Bray and Kwok (2004) also support that a key financial factor in determining private tuition is the mother's educational background, which will be further explored in sequent sections to provide the systematic clarity of the reader.

Ermisch and Pronzato (2010) propose that parents exogenously influence their children's educational path especially those who are educated themselves, seeking an equal standard of education for their children. Progressive ability, they suggested, is not solely due to genetic or educational ability of the parents but environment was also a factor contributing to the ability to learn. Nevertheless, they suggested that

parental influence was still pertinent in the education of children and their school attainment (ibid) contrary to Benckwitz et al., (2022) who indicated that it was the pupil decision to engage in private tuition out of habitual competitiveness. Comparatively, as suggested by CIL (2018), parents inspire children to study, though this can only be limited to aspirations, ideas, and family values as when children actually start school, parents use their financial influence into buying education like private tuition (ibid).

In their research, Ye et al., (2022) found that parents would like to help their children with homework though time is limited due to work commitments. A diverse number of reasons as to why parents engage in private tuition, is as Yahiaoui (2020) states, that affluent families employ tutors to secure university entrance for a better career choice. In agreement, Ireson & Rushforth (2014) add that parents feel obliged to employ tutors so to fulfil their own childhood dreams but more so, they see tuition as an investment into their children's career. Moreover, they state that parents feel that it is an expensive employment, but it is a necessary expense especially as failing to pass GCSEs might lead back to parental choice of not employing a tutor (ibid). In turn, William (2017) and Yahiaoui (2020) identify that parents feel they need to employ tutors because they see other parents doing so. In addition, Yahiaoui (2020), in agreement with Holloway and Pimlott-Wilson (2020), opine that parents employ tutors to help children pass national examinations. Contrary to this, Bray (2011) supports that private tuition does not necessarily provide a support mechanism outside schooling hours, but is an excuse of upper-class educational reinforcement, which demolishes any governmental marketing on equal rights for all students, thus, calls for consideration of investigation of its effect.

The Sutton Trust reported (2018) that mainstream education, at secondary stage, has seen changes in the curriculum, such as grading, that has impacted on pupil attainment. For instance, GCSE grades are no longer measured at the scale of A*-G but since 2017, in the government attempt to provide for differentiation on numbers 9-1 with grade 9 being the top mark. Unfortunately, Ofqual (2017) reports that parents of GCSE students were not comfortable to interpret the new grading system. The 2018 Sutton Trust research reveals that 47% of secondary parents now understand the new

grading system though a lot resorted to initially guessing. This suggests that parents felt insecure in helping their children with homework and resorted to private tuition.

Buyn (2014) suggests that online tuition has a negative impact on attainment. In their previous research, Liao and Huang (2018) found that it is not, yet, certain that private tuition improves attainment, while Guill & Lintorf (2019) demonstrate that private tuition impacts examination preparation positively. Liao and Huang (2018) support that private tuition reinforces to widen the gap between families of different socio-economic background, and propose that countries, such as China, use private tuition for two purposes; to remediate and to enhance knowledge. In more recent research, Guill et al., (2020) ascertain that although private tuition is practiced as a means to pass exams and that tutors teach for extra income, the impact of private tuition is inconclusive. Therefore, it cannot be suggested to achieve national examinations. They support that contrary to China's binary use; half of the German pupil demographic receive private tuition as a remedial tool. Bray (2005) and Hof (2014) add that the impact of tuition is not definite, not effective in all subjects (Guill and Bos, 2014) and that there are variables that need to be considered, contrary to Hussein (1987) and Dang & Rogers (2008), who support that private tuition is used as a compensatory factor and a guide to pass national exams.

Wardle's (2020) study found the Northeast as the lowest in reading attainment in the country, whilst recent figures support the low attainment in GCSE results, reinforced by the poor delivery of the National Tutoring Programme (NTP) (The Northern Powerhouse Partnership, 2022). Jopling (2018; 2019) also observes the disparity between the Northeast and the rest of the UK while Carroll, Black, Bettencourt, (2019) reinforce findings that the Northeast schools fail to cater for the disadvantaged, including children in care. Research has, thus, far indicated that the negative impact of schooling, opposed to the inconclusive results on attainment by private tuition and lack of quality in tutoring by the NTP, has instigated a reason for parents to seek additional support.

In comparison, Damayanthi (2018), Ireson & Rushforth, (2005), Tansel & Bircan, (2006) and Kirby (2016) suggest that despite indications of a positive impact, research

needs to focus more on what that impact is while Ireson (2006) suggests that in order to gain a clear picture of the impact, research needs to focus on variables such as the quality of provision, social class and attainment. For the purpose of this research, the researcher will engage in a critical narrative based on these areas within the sequent sections.

Mwebi and Maithya, (2016) support the view that, globally, parents employ tutors so to aid learning outside schooling hours and improve attainment. They further state that although private tuition in Kenya is rigidly regulated, and, in fact, prohibited due to corruptive practices, other countries such as the USA, Australia, the UK, Sri Lanka, and South Africa, have implemented policies that reinforce tuition (ibid). Gunendra Chandra and Ranjan Das (2013) looked at how private tuition impacted attainment in Kamrup. They found that the main reason for attending private tuition was to mainly to pass exams and develop specific subject knowledge, such as Maths. Furthermore, Ireson and Rushforth (2005) found that parents employ one - to - one tutors so to aid with homework, compared to countries such as Greece, whereby students attend '*frontistiria*', private tutoring education in groups outside school hours, or even Mauritius where students stay behind for fee paid lessons. Although their research found a substantial impact of private tuition on GCSE attainment in 2003, there is very little research on tuition impact in the current state of education.

Kwo and Bray (2014) state that despite the 20th century devolution of financial security, the 21st century brought about a different perspective to all things supplementary, including tuition as changes in the curriculum brought about a more succinct need for achievement in tertiary and higher education. They also state that private tuition brings a positive aspect to education in that it enhances pupils with learning difficulties and promotes self-confidence. On the other hand, it can prolong schooling outside mainstream education and demotivate students. They also found that students themselves were interested in private tuition due to rigid examinations, learn better and out of parental choice, respectively. From their research, it is demonstrated that although parents and students alike felt that mainstream education was focusing more on content, private tuition focused particularly on exam techniques.

The constant curriculum changes in the UK have driven parents into the employment of private tutors substituting national schooling with elective home schooling (DfE, 2019), hence, selective and representative of private school instruction. A lot of parents, unable to place their children into a private school, choose to educate their children through private tutoring, ensuring that the element of paid private education remains (Davies, 2004). Private tutoring has admittedly turned into an educational fashion accessory with the notion of private tuition being part of national schooling than a supportive mechanism (Bray, 2013; Subedi, 2018). The psychological factors that affect such selection involves parental aspirations for their children, financial and educational stature (Kassotakis and Verdis, 2013; Chingthem and Sharma, 2015) clearly demonstrating how the extent of parental involvement determines the extent of support (Hoover-Dempsey and Sandler, 1997), all disregarding the quality of tutoring provision- a theme that will be explored further into this research.

Such parental aspirations, however, can be demolished by school exam expectations, rigid curriculum, and prolonged study by uninspired teachers (Kwo and Bray, 2014). Previous research has demonstrated that societal and media pressures (Koh, 2016) involving curriculum changes in schools, posing factors influencing tutor selection. Classroom size that results in the change of teaching focus; economic factors that pose a distinct culture of an elite group of parents that wish their children an entry into private schools, thus, a macro perspective on a guaranteed well-paid job, and competitive factors as the result of parental peer pressure, all account for the reasons as to why parents opt into private tuition (Bray & Silova, 2006; Dang & Rogers, 2008; Ireson & Rushforth, 2014). In addition, as aforementioned, familial financial certainty amongst upper social classes seems to be another important factor in the selection of private tuition, not only on a global level due to cultural or economic aspirations (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009), but more so importantly, in the UK with an increase on the use of private tuition nationally (Ireson & Rushforth, 2011) posing the financial aspect as the parental way into engaging into tuition.

Ireson and Rushforth (2005) also found that parents employ tutors to increase their children's confidence and despite being an expensive aid, it motivates pupils to learn (Hajar, 2019; Benckwitz et al., 2022). However, it must be noted that not all households

can afford such expenditure, often perceived as a luxury, thus, the need for tuition placing a strain on low class families and disturbing the national economy. This is supported by Mwebi and Maithya, (2016) who observed that parents did not engage in private tuition due to its financial burden. On the contrary, Sriprakash et al., (2015) pose that tuition is not a cultural phenomenon but an educational investment that parents opt into, further suggesting research is invested into pedagogy as a remedial method. Samal (2012) states that family influence in pupil development and attainment is vital. He further adds that although parents are seen to be more involved in children's early stages of education, towards the latter stages such as secondary and college, parents tend to be apathetic, mainly due to the lack of knowledge and confidence in supporting their children. Hence, he advocates, that it is crucial parents get involved more both in and out of school environments as that would impose a positive outcome in children's confidence and attainment. He also reinforces that parental choice and involvement has a great impact on children's motivation and with the rise on parental choice in private tuition it is imperative to investigate the reasons why parents choose tuition and to justify the growing market of tuition.

Francis and Hutchings (The Sutton Trust, 2013) support a similar view to Samal's (2012) research in that parents are divided into different groups, according to socio-culture, economic status, and class. Francis and Hutchings (2013) found that out of the diverse groups of parents, 10% of middle-class parents' influence upon their children being admitted into a nationally perceived good school is by employing a private tutor. Out of the whole parental cohort, 34% stated they had used a tutor, whereas 40% would be willing to employ a tutor should their finances allow. In addition, 35% of parents, whose children attended a private school, reported that they had employed a private tutor.

Davis (2004) and Bray et al., (2014) also support that parents employ a private tutor due to school quality and teaching not being adequate. Inadequate schooling has urged parents to seek alternative educational routes of supporting their children at home. According to the DfE (2019), parents who consider the schooling system as inadequate, have the right to educate their children at home or through other means of schooling, such as private tuition, online tuition, part-time schooling. Other reasons include the school class setting, socio-economic level, and mother's educational

background (ibid). Although the DfE (2019) does not define the terms '*efficient*', '*full time*', '*suitable*' they still use the terminology to constitute their policy on elective education. Kwo and Bray (2014) suggested that parents and children alike are so distressed about passing national examinations and manage with competitive social circles that it would only make sense that private tuition became a vital part of their education. Their parallel link of private tutoring promising a successful journey in life should be considered as something that parents need to be mindful of as unsolicited practices can strain education rather than develop it. Moreover, Jokic et al., (2009) state that the employment of private tuition stems from the relationship between parents and students' preference to attain a good exam grade. They also frame the opinion that private tuition is employed only where there is a need, such as passing exams with a high target grade, thus, disregarding minimum grade requirements.

Subedi (2018) claims that inadequate learning at school, focusing on exams, and parent pressure, are some of the reasons why parents engage in private tuition. However, although private tuition does have an impact, it poses a financial strain for parents (ibid). Desforges and Abouchaa (2003), similarly to Samal (2012), found that parental involvement is essential in education. They reiterate that parental involvement, amongst other types such as homework support, can also take the form of employing a private tutor which mainly depends on parental socio-economic factors. Their research supports that the higher the socio-economic status of the family, the more the aspirations and expectations, thus, parental involvement in ensuring that children attain a socially acceptable standard. Therefore, it is expected that more parents from differing social backgrounds are involved in children's schooling, as first suggested by 1997 White Paper. However, it must be noted that parents often viewed parental involvement as a means of being a good parent, thus, it is considered that one must distinguish the two terms before embarking on any parental involvement measurement (DCSF, 2003).

Machin and Vignoles (2006) found that during the 1990s, the governmental marketization policy on education allowed for parents to have more involvement in schooling, while Ofsted (2011) report publication created a league table competitive arena with parents comparing pupil attainment and school grading. Whilst parents were given more rights in governing bodies and a choice in schooling choice,

published league tables paved a competitive agenda across unequal classes of society with rich parents able to send their children to private schools compared to those of low income, unable to translate league table data, resulting in being unable to make such choices. According to Ofsted (2011), parental and school liaison had improved by 2011 compared to that in 2007. Parents reported that they understood the examination requirements and school policies, though that was less evident with secondary school parents, who reported that although they somewhat understood how the children learnt at school, and why school assessed pupils, they were not confident enough they could aspire and support pupils at home with learning (Ofsted, 2011:4:19). In addition, it was found that schools did not promote sharing information on how pupils learn or are assessed, school vision or intended areas for improvement, thus, lacked in inviting parents to get involved outside from school plays. Although schools reinforced parents' involvement at home with disseminating guidance, it was felt that parental involvement was essential in primary schooling, and more so in secondary so to aid progress (ibid). Carnegie Council Task Force (1989; cited in Hilliard, 1992) supported the need for more involvement between parents and schools enabling better communication and promoting homework involvement. Ofsted (2011) criticised schools for not promoting engagement with parents so to promote learning while leadership was deemed weak, and staff lacking confidence in this manner, and suggested a better communication policy.

Damayanthi's (2018) study found that parental influence is the most important reason for private tuition. In addition, parental involvement into the employment of a private tutor, also depends mainly on socio-economic factors, personal parental preference, parental education, and household finances (Tansel and Brican, 2006). They further support the view that private tuition could cause further anxiety and fatigue on students adversely demonstrating a regression of results. In a collaborative CEM (2000) and ONS (2007) report, Wiggins et al., (2009) found that parental social and educational background influenced pupil motivation for learning in general, and that private tuition influenced pupil attainment, especially those from low-income familial backgrounds (The Sutton Trust, 2009). Kassotakis and Verdis (2013) and Kinyaduka (2014) observed that student rationale for preference in private tuition was mainly to fill the gaps of inadequate state school learning, to pass exams, and be given a better chance at a higher institution or college. Parents reported that since private tuition is engrained

in the schooling system across the sector, they look for private tutors that demonstrate a friendly and vocational stance which is favourable in promoting motivation to low attaining pupils (Kassotakis and Verdis, 2013). Nevertheless, research demonstrates that pupils perceive learning in a more positive way when parents are involved in their education and home tuition, (OECD, PISA, 2018). Parents, however, struggle with their children's work not only through subject knowledge but work-life restraints, too. Naidaitė and Stasiūnaitienė (2023) state that parents engage in teaching and learning that is value based so to prepare children with exam preparation which in turn will provide a long-term learning base.

Although a certain pedagogy will be in place at school, parental peer pressure in its most comparative form, along with examination and results-based tuition, also form a drive for parental selection of private tuition (Bray, 2011; Kinyaduka, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016). This has been questioned by scholars in that private tuition can be perceived as a means to develop the elite of the able (Ermisch and Pronzato, 2010) and secure a place in grammar schools than a supportive mechanism to aid those with learning difficulties, or those in need of a boost (Bray, 2011). This, in turn, influences the quality of tutoring that can be bought in which then impacts on attainment results. Elite social groups are guaranteed quality provision compared to underdeveloped areas where results are often indicative in league tables. Households, such as those in deprived areas, unable to pay lavish fees to buy top quality tutoring, often result in the cheapest in the market, having been bought in the mythical self-proclaimed unregulated group of tutors who are not quality assured, thus some children may be receiving inadequate instruction that will impact negatively results (Bray, 2011).

In addition, parents feel that schools in the UK no longer serve their purpose, especially with regards to examinations, resulting in alternative methods to close attainment gaps and ensure a progress that schools are unable to demonstrate (Bray, 2011; Kinyaduka, 2014; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016). However, as already discussed, it is worthy to note that the unregulated market poses concern as to whether tutoring is of worthy capital to low-income families and whether they do benefit. This creates a chasm in the tutoring market in that despite the unregulated market of tuition, legal tutoring has benefitted

many children and families. So, is a need to regulate the market between those who benefit and those who are benefited, which will be further explored in the next section.

Bryan (2011) suggests that government policy questions the tutoring industry's effect in mainstream education. Further he poses that tutoring is being glorified as the only solution to inadequate schooling systems, thus, creating dichotomies of what tutoring is about. According to Chingthem and Sharma (2015), the lack of classroom size available to students along with the parental view that schools are not rightly paying attention to pupil individual needs, as also supported by Kwo and Bray (2014); inadequate quality of provision and changes in the curriculum that promote examinations; societal pressure to follow tutor fashions, are also factors of concern that led to the employment of tutors. Examination demands are a vital instrument influencing parents into rushing into tuition whereas peer pressure adds to that (ibid).

According to Bray (2011) and Chingthem and Sharma (2015), private tuition is invariably perceived as a means of external support to classroom-based learning so to attain peer standards, maintain elite group grades that will contribute to the high skilled work force. However, creating social chasms pose an economic burden on low-income disadvantaged families (Bray 2011; Chingthem and Sharma, 2015). In addition, private tuition unquestionably affects mainstream school in a variety of ways. It can not only positively add to the classroom learning, exert motivation to low achieving students, and gradually close the gap but also influence students into aspiring them to develop themselves. Conversely, the added lesson hour after school could potentially add further strain onto the less motivated pupils or with those with specific learning difficulties who mask their abilities (Chingthem and Sharma, 2015). Pearce et al., (2018) suggest that private tuition is employed primarily by affluent parents and as Kirby (2016) adds, private tuition breeds inequality as mostly is used by families who can afford it.

According to Ireson and Rushforth (2011), private tuition initially served as a side, part time job by teachers. Their research reported that 27% of pupils were tutored in 2003 and 2004, but it has since had a 44% dramatic increase (Sutton Trust, 2015; 2019), and with younger pupils receiving tuition (Chanfreau et al., 2016). Hajar (2019), however, suggests teachers are not aware of the precise number of pupils being tutored in schools, yet they still do recommend private tuition to parents in aid of

passing private school examinations (Yahiaoui, 2020). In addition, Sen (2009) (cited in Bray, 2017) supported that the employment of private tuition for those families who can financially bear the burden, is almost an unavoidable daily reality. According to Bray (2017) reasons of employing a tutor includes to secure entrance to poly-famous educational institutions including elite universities; it was a fashion accessory amongst social circles, it could increase grades, but Bray (2017) observes that supplementary tuition is used to aid progress and close gaps.

Literature has, thus, far demonstrated a wide range of authorial perspectives with regards to the reasons why parents engage in private tuition. However, the diverse narrative needs further investigation as to the costing and factors of Covid that have also led to the increase of private tuition. These will be further clarified below.

2.5.2 Cost

Literature has so far highlighted that cost is another issue that needs to be regulated along with taxation of wealthy tutoring practices as a national rate has been seen as a legitimate rate according to qualifications and experience. Kinyaduka's (2014) view on Schultz's (1990) theory on Human Capital Cost in education as an investment, would highly contradict the fact that teachers get paid both by the government and private tuition (Bray, 2020). This would then assess tutoring provision and allow parents to evaluate what they buy into although it would not necessarily stop ineffective practices. It must be noted, also, that government should investigate the reasons behind the initial rise in private tuition, and why it is more prominent in some areas than others (Kinyaduka, 2014). So, places with elite Universities may see more tuition practices than rural areas due to lack of accessibility indicating what Stevenson & Baker (1992), Bray (2011), Kassotakis and Verdis (2013), Kinyaduka (2014) and Damayanthi (2018) suggest on a geographical discrepancy of tuition demand. Nevertheless, even if that was the case, with the rise of Information Technology and remote learning this is a situation which might be easily remedied.

2.5.3 Covid

COVID-19 has proven to have significantly impacted the educational arena, thus, creating a huge gap in pupils' learning, as lack of resources, especially amongst those who were disadvantaged, as well as accessibility to the Internet and a quiet place to study, were found to be hindering development of learning (Bozkurt et al., 2020; EPI, 2021; DfE, 2021; Sharp and Nelson, 2021; The Sutton Trust, 2023; Robinson et al., 2023; Betthäuser, Bach-Mortensen & Engzell, 2023). However, Novoa and Alvim's, (2020) research emphasise that educational hindrances cannot be fully attributable to Covid-19. They insist that education was experiencing shortfalls prior to the pandemic, which, on its onset, accelerated clear needs not prevailing before. With the onset of Covid, and consequent GCSE exam cancellations, the education system witnessed significant changes (Fulton et al., 2022) including a personalised agenda to learning and consumerist advances of new technology (Novoa and Alvim, 2020). Research indicated significant results in attainment with increased grades due to the algorithmic calculations which later saw a rise of remarking rates (National Statistics.gov.uk). Findings from the Education Endowment Foundation (EEF, 2021) report that, during Covid, pupils struggled with home learning offered by schools and felt that support gained by private tuition at home was easier for them. In addition, with the Covid school closures in 2020, inadequate modes of school support for home learning and lack of resources offered to pupils exacerbated the use of private tutoring. Issues concerning the educational support from schools involved access to the internet and devices, especially for those families in low income, but also use of Information Technology (IT) by teachers (OECD, 2020; Robinson et al., 2023). Statistics show that 71% of the UK pupil demographic received 0–1-hour worth of online lesson daily (Green, 2020), raising national concerns over pupil progress and attainment, especially families with low incomes (IFS, 2020). However, access to digital resources does not guarantee high attainment (Escueta et al., 2017) but simply act as a substitute instruction (Bulman and Fairlie, 2016; Peterson et al., 2018). Parents reported that they struggled with trying to support their children at home in all key stages, which resulted in parents of more wealth to resort to private tuition (Andrew et al., seen in ifs.org.uk, 2020). According to Lennon (as seen in Children Commissioner, 2020), over 8 million pupils are estimated to build a learning gap of 6 plus months due to the onset of Covid. This

is estimated to result in private tuition, especially for children belonging to a middle-class social group and those from the Northeast (Holloway and Kirby, 2020).

The widespread practice of tuition in the UK has recently risen as parents are eager to prepare pupils for the onset of national examinations (Parr, as seen in Sed-Ed, 2019). Research carried out by the EEF on behalf of the Sutton Trust (2019) reveals that out of the 1700 teacher participants, 24% had taken on private tutoring namely through agency work, contact by parents, etc. Equally, an Ipsos MORI poll on behalf of the Sutton Trust, of 2800 student participants accounted for 28% of students who had received private tuition (ibid). Lampl agrees that private tuition is effective and urges that the government invests in a private tuition scheme where disadvantaged parents can access support, though he stated that private tuition outside of school might hinder teacher focus within the school (ibid). Roscor and Johns' (IPPR, 2021) study supports the view that the Northeast is digitally excluded with education and skills being part of the spectra. Although surveys were carried out predominantly in London, thus, not representative of the Northeast of the UK, it is still clear that private tuition is still a reality (The Sutton Trust, 2019).

2.6 TEACHER-TUTORS: MEASURES OF ACCOUNTABILITY

The private tutoring industry is constantly evolving as an additional source of employment and, therefore, additional pay check (Bray, 2011; Kinyaduka, 2014; Chingthem and Sharma, 2015; Ille and Peacey, 2019). Yahiaoui (2020) supports that teachers often tutor as a means of earning extra income, thus, often recommend the use of tuition to parents. However, this poses an unregulated market with undeclared tax (ibid). Suante (2017) states that one of the reasons why private tuition is occurring is due to large class sizes or parent peer pressure (Zhang, 2013; seen in Suante, 2017). Schoolsweek (2023) reports that the government urged that schools split NTP classes to cover more lessons, disregarding pupil individual needs. Ravalier and Walsh (2018) add that the stress of teaching, along with its job demands, such as administration, and liaison and communication with parents, are reasons for teachers leaving the profession, thus, resorting to what Jokila et al., (2020) add that private tuition is a market in itself. Booth (2021) states that, as the Covid onset emphasised,

the school pressures amount to teachers feeling stressed to produce high grades (SchoolsWeek, 2021). In support, Robinson et al., (2023) find that Covid imposed professional stress factors through pressures to produce grades. Bray (2017), therefore, ascertains that schools are holding teachers accountable which has increased the number of teachers leaving the profession, thus, as Kobakhidze (2014) claims, teachers see tutoring as a teaching career with less money though less accountability monitoring.

Gibbons, Scrutinio and Telhaj (2021) stress the impact of teachers' delivery of learning into children's education. Bray (2017) claims that anyone can deliver tuition namely, practising teachers, students ranging from secondary to university level, and as Woodward (2010) states, one does not need to be a qualified teacher either. Topping & Whiteley (1990) opine that although tuition is at times provided by unqualified staff, the number of pupils who need tuition surmounts the number of qualified teachers that exist to take on that tuition. Ravalier & Walsh, (2018; cited in Holloway and Pimlott-Wilson, 2020) support the view that school pressures lead to teachers leaving the profession, in addition to carrying the profession and earning extra income at the same time (Spreitzer et al., 2017). Recent figures by the DfE (2023) suggest that over 9% of teachers across the sector have resigned, which amounts to over 40,000 teachers in the year 2022 alone. However, the reported pupil to teacher ratio of both qualified and unqualified teachers was at 18.0.

Holloway and Pimlott-Wilson, (2020) argue that literature bring to light a great debate in whether tutors should be qualified or not. This contrasts Holland's (2017) view that so long as you can transfer knowledge, you can teach and tutor. Nevertheless, Holloway and Pimlott-Wilson (2020) defend that unqualified tutors often manipulate parents by blackening schools and teaching so to be employed thus oozing unprofessionalism. According to Bray & Kobakhidze, (2014; cited in Holloway and Pimlott-Wilson, 2020), parents often bypass the control for qualification and prefer tutors who have the preferred subject knowledge, thus, employing student teachers. In addition, Holloway and Pimlott-Wilson (2020), suggest the need for safeguarding within tuition as no parent requires to check for a DBS certification. Jheng (2015) also poses that tutors often supplement exam materials onto students creating their

demotivation in the classroom. McCarthy (2020) supports that tuition agencies and companies need to vet tutors, especially ex-teachers who have previously been banned from the profession itself, altogether from tutoring, in risk of breaking safeguarding rules as tuition is on the increase and parents fail to check for DBS certification (opengovernment.org, 2020). This is supported by CRBDirect (2021) who state that tuition is not a government regulated profession, thus, it should be emphasised that parents look for a DBS certification (TheLondonEconomic.com).

Further, Biswal (1999) supports the view that private tuition in countries such as India, is the outcome of poorly paid classroom teachers, the outcome of unregulated classroom observation and quality assurance, and the lack of social development leading to lack of community resources. Bray (2011) advocates that teachers are pressurised to teach for the purpose of passing exams, however, the problem becomes more explicit when the same teachers are the ones seen to tutor the same students privately. Also, Kwo and Bray (2014) add that teachers view tutoring as a competitive structure, thus, taking away their attention to their planning. Through the tutoring competition, teachers are losing the relationship with children though it must be noted that constant curriculum changes have brought about an unhealthy rate of reform to mainstream teaching (ibid). Teachers place focus more on the content within a school time frame leaving little time for examination tackling which they often knew it would be covered outside schooling hours (ibid). The need to often cover textual work in school, cover a particular topic as prescribed by the curriculum, unavailable teachers after school hours and lack of differentiation were also factors that impacted teaching effectiveness in schools whereas private tutoring offered tuition without the hustle of behaviour management and focused on differentiated pupil needs (ibid).

The introduction of a new curriculum and Literacy Framework in the late 1990s brought about the need for qualified teachers (Machin and Vignoles, 2006). The government set about to review teaching knowledge and skills, as well as prescribing what and how should teachers teach, leaving no room for free teaching. Salary discrepancies and teacher morale due to heavy administration and constant changes in the curriculum are reasons why teachers often result in becoming full time tutors (Chingthem and Sharma, 2015). According to these authors, mainstream education becomes less efficient once shadow education is perceived as more reliable, thus,

producing more efficient results. Equally, teachers perceiving private tuition as more important, thus, placing more focus on it, takes the accountability from mainstream education planning and teaching for a purpose. In that way, private tuition becomes a more powerful standard than mainstream education (ibid). Especially when those teachers already teach these students then private tuition is perceived to erode classroom values. On the other hand, students are robbed from independent thinking and teachers are focused on private tuition demands, thus, being robbed of time needed in classroom work (Damayanthi, 2018; Liu, 2018).

Biswal (1997), establishes that teachers should be accountable for unfavourable practices, especially when they receive a government pay check and tuition fees outside school hours. Lack of government surveillance on out of school practices should be a government priority in educating parents of underdeveloped countries on unethical practices. Bribing schoolteachers or reinforcing a monopoly of education by desperate parents and inviting schoolteachers to act as private tutors outside school hours in aim of luring them into tuition so to help their child is an unprincipled practice (ibid). Thus, Biswal (1999) calls for private tuition to be considered as a blackening profession that should not be encouraged but rather regulated by the government much to Bray et al., (2013) observation of Cyprus tuition companies' regulation of cheaper fees so not only to regulate the market but to also deem it accessible to low-income families too. Kwo and Bray (2014) pose a paradigm of a private tutor strongly mimicking a bus driver that offers parallel drive to a particular destination, thus, indirectly defining private tuition as almost a parallel or supplementary practice. Parapedeia, private tuition as known in Greece (Kassotakis and Verdis, 2013), is also deemed as a negative exoteric educational influence as it digresses from state schooling, thus, forcing a social chasm with high classes affording private tuition and low-income families striving for educational survival. This is reinforced by Kinyaduka's (2014) observation on Cambodian education whereby parents pay a daily fee for same teacher instruction after school hours, though feel they cannot do otherwise as this is the only out of school educational support they have. Additional reports were observed in Africa and Tanzania as parents chose tuition due to inadequate schooling systems and lack of teacher dynamic (ibid).

According to Kwo and Bray (2014), teachers place focus more on the content within a school time frame leaving little time for examination tackling which they often know it will be covered outside schooling hours. In addition to the need to cover textual work in school, as prescribed by the curriculum, unavailable teachers after school hours and lack of differentiation are also factors that impact teaching effectiveness in schools, whereas private tutoring offers tuition without the hustle of behaviour management and focus on differentiated pupil needs (ibid). Kwo and Bray, (2014) establish that in order for the transition on the importance of private tutoring to become valid, recognition that tuition can not only happen as a sole member of the educational society is needed. Thus, a solid relationship between stakeholders needs to become more prominent in that schools, tutors and parents exchange key information (ibid).

Regulation amongst European countries is diverse in practice as monitoring is seen to be more rigid in more countries than others. Bray (2011) suggests that this is due to countries who employ less of a rigid monitoring procedure of tutoring businesses prefer to leave regulation to the market itself. However, economic, and social effects are still evident despite the need to identify who regulates what, as families and teachers alike are part of the tuition marketisation. In addition, government policy makers, aware of the unregulated market and effect on pupil attainment, should consider how professional the provision is. Current tutoring businesses in the UK are promoting the idea that anyone can become a tutor without qualifications which is also evident in the USA. This poses a safeguarding concern for parents and teachers alike who have to bear the literacy consequences of inadequate tutoring at school (ibid).

Witter (2014) stresses that quality of provision is linked to a teacher's qualified status. Thus, it would be assumed that quality of provision in private tuition depends on the quality of the tutor as a qualified teacher especially those with extensive teaching experience in the classroom. He further states that qualified and experienced tutors do assess a child's individual needs and can evaluate their degree of understanding. Schoolsweek (2023) report that schools and supply agencies recruit and seek unqualified teachers so to save funding with the youngest being sent for supply being just 18 years old. Kwo and Bray (2014) further state that tutoring can pose an issue as a lot of tutors are not trained, thus, not necessarily guaranteeing that students will benefit from private tuition. Damayanthi (2018) finds that teachers themselves, at

times, suggest that students engage in private tuition, which results in the attention being taken from curricula teaching itself. Stevenson and Baker (1992) consider that private tutoring is performed as an outside form of support so to improve pupil attainment opposed to Tansel and Bircan (2006) take the view that private tuition is mainly a support for extra income (cited in Mwebi and Maithya, 2016). Ireson and Rushforth (2005) found that tutor quality impacted the effectiveness of attainment which meant that there was not a uniform evidence of tuition effectiveness. Self-proclaimed tutors, or tutors not qualified, might form the tutor demographic that fail to demonstrate any impact if at all on attainment. Thus, they advocate that careful consideration must be placed when employing a tutor (ibid).

Considerations, according to Bray (2011), should also be given to the global introduction of a safeguarding standard and quality mark to guarantee the professional regulation, not only of tutors, but of tutoring companies, too. He considers that a unified, global code of conduct with a taxable outcome will be a firm solution to the globalised marketization, ensuring the quality provision in a triangulated method amongst all stakeholders; parents, schools, and tutors (ibid). Maintained schools, unable to tell which student receives private tuition, cannot truly rely on authentic pupil skills, finding it difficult to target learning difficulties. Equally, parents with children of Special Educational Needs (SEN) and Specific Learning Difficulties (SpLD) are more so employing external services than follow a school route for assessments or support. Nevertheless, despite the scale of tutors who practice without professional qualifications, professional tutors have demonstrated an impact on attainment which would, in turn, make government policy makers question policies in place, and reconsider the necessary measures that would discern the good from the bad in tutoring practice (ibid).

In research conducted by the GTC (2009) on accountability, it was found that teachers felt their teaching was accountable on the quality of provision, though this varied across the hierarchy. Although active teachers felt professional development was important in measuring accountability, supply teachers, and part-time teachers alike, felt they were not as interested on accountability impact nor on professional development. It was noted that teachers felt accountable on a professional level but felt that this stress impacted on parental liaisons and pupil welfare. In addition,

pressures to improve professional conduct standards diminished professional development which imposed a greater need for Career Professional Development (CPD) on quality and subject knowledge. Moreover, the study found that teachers in the secondary sector, did not consider their performance management was impactful due to the lack of CPD. In addition, the consideration of the measurement of performance management was biased due to personal relationships between staff. Matching performance to pay scales and matching needs to CPD was suggested as a long-term solution. However, government funding posed an issue especially for teachers who were returning to the classroom (GTC, 2009). Recent figures by Perryman and Calvert (2020) suggest that one of the reasons qualified teachers leave the classroom is due to workload accountability. More recent figures by Ofsted (2023) suggest that qualified teacher recruitment crisis is the outcome of consistent teacher failures outlined by previous studies, such as the GTC (2009). This reinforces literature so far concerned with the quality assurance of private tuition as more unqualified teachers enter educational contexts.

Moreover, findings indicate that parents are dissatisfied with the teacher lacking in performance and subject knowledge, especially with absent teachers, trainee, and supply teachers taking over lessons leading in pupil learning gaps (GTC, 2009). This, as Murphy (2011) further claims, has an impact on the effectiveness of learning, especially as trainee teachers are seen lacking in subject knowledge and practice. Yet, as suggested by Yandell (2017), subject knowledge needs to be accurately transferred through the higher academic institutions.

Teachers are also dissatisfied with the school holding them accountable as they perceive the term negatively, suggesting a greater workload, discipline, Ofsted observations, which results in taking them away from teaching (GTC, 2009). They feel that accountability should not revolve around quality of teaching, or pupil attainment of national exams (ibid). Findings from the GTC (2009) also showed that lack of support from leadership impacts on accountability and performance, especially on Ofsted visits. Parental relationship also poses an issue in that secondary teachers have to liaise with parents with regards to pupil progress and attainment, but only as a result of leadership requests. This lack of communication has, so far, instigated

parents to question teacher professional conduct and feel their children are not well catered for.

Bovens (2005; cited in Levitt et al., 2008), supports that accountability is the process of justifying a person's actions to a stakeholder which can pose accountability on that person. Accountability takes place in three processes where there is recognition of the accountability role and professional values, information process to stakeholder and a mode of decision making. He supports the view that strong leadership develops with trust and work dynamic. O'Neil (2002; cited in Levitt et al., 2008), further adds that school performance is criticised; teachers are held accountable leading to school tactics pressurising students attain exam grades to secure a place on the league tables. She argues that this form of organisational accountability does not promote, but hinder progress, thus, leading to resorts of compromised behaviours (ibid). Teachers have long suggested the need for more personal time whilst parents have expressed their dissatisfaction urging for more pupil support in schools (Levitt et al., 2008). Fitz (cited in Levitt, 2008) states that teachers have become conditioned to focus on strategies, thus, disregarding pupil actual needs affecting teacher-pupil rapport and attainment and agrees with previous literature by Statham and Brand (1998) highlighting concerns of the employment of unqualified school staff and quality of teaching provision. However, Hanushek and Rivkin (2006) advocate this can be compensated by ensuring academic institutions promote the quality of qualifications and instil stringent policies that see performance management at its best.

The DfE (2018) emphasises the significance of schools, acknowledging what constitutes the term accountability, and further add that in order to develop pupil progress, school stakeholders ought to be clear of this process. Research on teacher workload by the NEU (2019) predicts that 40% of teachers cease working in education, with over 26% comprising of teachers new to the profession, whilst 18% to have completely left the profession by 2024. Most reasons stated are mainly because of accountability, workload, work-life balance, and requested for reduction in workload, marking and assessment overload, less assessment for pupils and more focus on children (ibid). Further DfE (2018) findings instigate that teacher recruitment is in danger as teachers leave the classroom to become private tutors due to workload pressures. This is supported by recent data reported by Ofsted (2023).

Mugwe Chui (2016) and Holloway and Pimlott-Wilson (2021) agree, but add, that teachers becoming self-employed tutors entail also leaving the classroom because of stress factors. They further note the decline in the quality of teaching in schools which further questions the quality demonstrated in private tuition, especially if mental health issues were shown during the teachers' classroom time (ibid). However, the authors support that teachers who also tutor privately, are involved in a hybrid paid model with two incomes salaries, one of which is not necessarily declared. Therefore, the economic impact of the marketisation of private tuition promotes Baumol's cost disease (Helland and Tabarrok, 2019) in an unregulated arena that allows teachers to advertise their services, amongst other means, online sector allows tutors to advertise their services to potential tutees online.

2.7 REGULATING THE UNREGULATED: AN INTRODUCTORY FRAMEWORK

Kunter et al., (2013) suggest that the quality in tutoring depends on a teacher's pedagogical knowledge. Bray (2011) and Liu (2018) insist that private tuition is unregulated as on a global scale and adds that there is no such uniform policy that determines that a tutor needs to have a specific qualification type or license to tutor. In turn, this lack of regulation endangers parental perception of acceptable tuition standards, who often fall in the trap of unregulated tutors with unethical standards, and safeguarding issues. Guill, Lüdtke, and Köller (2020) highlight that qualifications are significant in the dissemination of quality knowledge for impact on attainment.

In the UK tuition market, 71% of students are tutored in Maths and Languages, while 56% of tutoring takes place at the parent's home, but that provides for an unregulated market as often tutors will contact clients, whether they go through an agency or not, including marketing recruitment through word of mouth, overall measuring at 70% of clientele (Bray, 2011). Previous research by Tanner et al., (cited in DCSF, 2009) found 504 tuition agencies are operating nationally, with only 43% of tutors occupied, holding a qualified status and over 79% acquiring a CRB/DBS. However, limited research on the complexity of the private tuition practice (Ireson and Rushforth, 2005) remains as

this not only entails agencies but also tutors who do not have an internet presence but rely on word-of-mouth marketing. Thus, it is essential that further research is carried out to establish a greater insight into this market.

Research by Tanner et al., (2009) established that word of mouth was the most popular marketing strategy followed by agency work. The agency cannot, therefore, account for the work that is regulated outside the introductory process. Freelance tutors, on the other hand, relied on leaflets, word of mouth and private local advertising. Agencies also shared tutors but 43% of agencies stated their tutors were qualified and experienced, whereas 40% required tutors to have a degree with no necessary teaching experience. 79% of the tutors worked alongside their main employment part-time and 79% were self-regulated but only 79% of agencies had CRB secure checked tutors with 75% referenced and 73% interviewed, relying on parents to quality check tutor performance and safety. The rest of the tutor demographic was left to clients to check for CRB and references. Moreover, their research found that on first contact with a parent, both agencies (96%) and tutors considered the needs of the student, but more so placed focus the timing, on average an hour, and cost of the lesson along with the place. Most tuition was performed at home (68%) with less time at school (25%) as tutors felt it was safer and more motivational and enabled them to give direct feedback to the client. Successful tuition was reported by tutors on the grounds of adequate allocated time for tuition, home environment, face to face mode, tutor skills and student motivation and parental involvement and support (ibid). This provides further evidence that the market of tuition is not regulated.

The 2009 government initiative to improve standards focused individual tuition of 300,000 low attaining pupils in English and Maths by the provision of qualified tutors so to improve standards by 2011. Research in private tuition was commissioned by the DCSF to the National Centre for Social Research (NatCen) and the Institute of Education (IoE) so to create a national database of tuition agencies in three areas of England and investigate the nature of provision. Previous research to that, by Ireson and Rushforth (2005), found that Maths tuition was most prominent in pupil demographic with almost a quarter of pupils having been tutored at some point, overall. More specifically, they found that 11% of parents admitted their child was tutored in a core subject (Peters et al., 2009) mainly due to the parental influence

stemming from their own academic background or social status. However, they found that although private tuition was preferred as a means of private education, the cost was still excessive in specific areas, thus, preventing progress (Peters et al., 2009; The Sutton Trust, 2019; 2023). Though little research has looked at the impact of private tuition, in terms of looking at agencies, how they provide quality assurance, how tutors identify needs, and assess for a purpose, and more so little evidence exists as to the number of tuition lessons offered in the Northeast judging that the 2009 study defined tuition used more in London and South of England and less in the Northeast (NatCen, 2009; The Sutton Trust, 2019; 2023).

According to The Sutton Trust (2019), 24% of active secondary school teachers and 14% of primary school teachers have also tutored in the last few years, having been asked by parents, whilst others have been employed through an agency. In addition, 18% of secondary Heads and 11% of primary Heads reported to have disseminated information to parents on tutoring. The Education Endowment Foundation (EEF, 2023) has stated that one-to-one tuition and small group tuition has been effective in that it improves attainment and urges that tutors are connected to schools more and active teachers to adopt a model offering tuition outside school hours. According to Kirby (2016), 76% of tutors registered with a national agency are aged 18-29 years old indicating a surge of university students who tutor. In addition, it is stated that almost 200.000 teachers have tutored aside their teaching career. Despite agencies advertised that their tutors were experienced, and qualified, only 79% acquired a clear DBS. It is found that teachers have showed their antipathy towards paying for a DBS certificate to practice their profession, whereas parents simply did not ask for any documentation (ibid). It can, thus, be inferred that, anachronically, there has been a great need for a framework that would regulate the market and provide a consistent approach to engaging in private tuition. This will be explored further in subsequent sections of this thesis.

2.8 A GLOBAL PERSPECTIVE ON THE NEED FOR A REGULATED MARKET

Berberoglu and Tansel (2014) state that private tuition for means of examination passing is common in Turkey. Tuition practice seems to be more controlled as one can be tutored by a university student or teacher, guaranteeing results, or by out of school tuition in school premises by teachers, or what is private tuition centres for admissions entry. However, tuition centres focus on high attaining pupils who can demonstrate progress (ibid). According to Berberoglu and Tansel (2014), studies on the impact of private tuition have, thus far, suggested there is no clear conclusion on the impact of tuition. Some studies, they report, have had an impact in examination (Dang 2007; Banerjee et al., 2007) compared to Suryadarma et al., (2006) findings on insignificant impact. This research supports findings of previous literature on private tutoring in the UK that emphasise its global impact on education as a service, (Dang 2007; Banerjee et al., 2007).

Song et al., (2013) state that tuition is a global occurrence and insists that research is needed into the reasons why employment of private tuition is the new reality. Although, as Holloway and Plimlott-Wilson (2020) agree that private tuition is a marketized practice, Yahiaoui (2020) suggests that a reason for the unregulated market of tuition is due to the governmental blindness to control the practice, especially as private tuition takes place as exogenous to the delivery of the National Curriculum (NC) (Pearce et al., 2018) and that as long as national examinations are rigidly determining pupil careers, the more private tuition marketisation and business roll out will exist.

Hajar (2019) states that the UK has seen a consistent rise of private tuition nationally with an increase of admissions to grammar schools. Shawchuk (2020) proposes that as private tutoring is on the rise, academic students wanting to earn extra cash and parents who cannot afford expensive tuition but do need to aid their children might be a solution to unemployment and the beginning of what Aurini (2004:476) calls '*private tutoring entrepreneurs*' (Holloway and Plimlott-Wilson, 2020). As Fryer (2016) and Slavin (2018) found, private tuition is effective though very difficult to empirically prove or pinpoint, however, Shawchuk (2020) suggests that tangible data can demonstrate its effectiveness. Although the UK is investing in in-class tutoring through the NTP

agenda, the provision lacks research as unqualified tutors lack evidence of overall impact (Shawchuk, 2020). It is suggested that digital platforms and cheap provision are equally not effective parameters of progress, as seen with the provision of Asian tutors used in the English tutoring scheme (Slavin, 2018).

Concerns over the growing industry of tutoring have instigated the call for the regulation of the freelance occupation (Liu, 2018). According to Liu (2018), the China Household Finance Survey (CHFS) recorded that almost 48% of mainstream pupil demographic employed a tutor to aid their learning. Constant parental seeking of tutor employment has instigated a global demand that has, thus, instigated a supply and demand chain that has often been deemed as unregulated by scholars and educationalists alike. And, as private tutoring industries are booming constantly, the government has decided to create a more challenging curriculum, with critics disputing the age range of appropriateness of KS1 and KS2 test contents (Liu, 2018; Teo and Koh, 2022).

Damayanthi (2018) states that tuition, especially in Sri Lanka but also on a global level, is unregulated. Though very little research has been carried out in the area in order to offer tangible solutions to cater a global perspective. In support of Bray and Kwo (2014), Teo and Koh (2022) agree that the global practice of private tuition has sparked concerns over the unregulated nature of tuition. Liu (2018) state that unregulated tutoring practice in Asia has called for certain local governments in China to ban mainstream teachers exercising a freelance tutoring profession outside school working hours whilst others imposed taxing regulations. A national investigation into tutoring companies launched in 2018, resulted in over 380.000 businesses getting fined, and requested to review their policy and practice mainly in safeguarding, licencing and tutor qualification and teaching experience, teaching methodology and partnerships, fees, and unethical marketing procedures (Liu 2018; Robinette, 2018). Interestingly, alongside private company investigations, Chinese authorities also placed focus into inspecting maintained schools in the view that teachers, also practising as tutors, did not place focus on the syllabus when in school. On the other hand, schools knowing that students were receiving tuition through unauthorised partnerships, were not following national curriculum. Necessary foundation policies were initiated by the government that not only oversee the landmark of a private

tutoring company but also safeguards education policy, curriculum, and practice (Liu, 2018). A Greek *frontistirio* school model was, thus, enabled in that interested tutoring companies initially seek permission on a private practice, hours of teaching remaining after school without imposing a great burden on pupil concentration. In turn, schools offer extra curricula activities that do not entail strenuous educational tasks but vocational and wellbeing, cultural aspects (Liu, 2018).

Literature insists that each government regulates their educational system ensuring that children receive adequate education (Ireson, 2004; Dang and Rogers, 2008), Fielden and LaRocque (2008; cited in Bray and Kwo, 2014; Kirby, 2016). However, as private tuition is not an intrinsic part of governmental policy, it has to be closely monitored and regulated to ensure high standards of provision and impact. In agreement, the more the marketization of private tuition widens, it is essential that private tuition is monitored and evaluated in terms of quality standards (ibid). Bray (2017) suggests that regulation of the tuition market should not solely focus on financial bureaucracy but educational purpose and quality such as the curriculum and tutor qualifications. Nevertheless, the tightly regulated policies could also instigate concerns over mogul private tutoring companies taking over small businesses trying to survive in cosmopolitan areas where living expenses are rife; small businesses, in their strife to survive, could still form unauthorised partnerships with schools to boost national results; parents seeking the best renowned tutoring company would be charged exorbitant amounts to buy education and a place in a good school (Liu, 2018).

In England there are many agencies and employing companies through which tutors can be contacted, though not a single national register, and many parents rely on word-of-mouth recommendations to find suitable tutors for their children (Ireson & Rushforth, 2005). Bray (2011) supports that the government is not questioning the tutoring practice often lacking transparency as to the reasons why.

2.9 SUMMARY AND GAPS IDENTIFIED

This chapter has provided a critical narrative demonstrating gaps surrounding the central focus of this research, the rise of private tuition. It has provided a global overview of the definition of the term '*private tuition*' in lieu of clarifying the pragmatic notion that represents the current practice. It has provided a historical overview of the school structures and how they have led to the exogenous provision of pedagogical practice that has, thus, created the marketized private tutor masse. Research has demonstrated the significant relationship between the business-like scholarisation to the tutor-like marketisation. Understanding this relationship has been pivotal in explaining and discussing the reasons why teachers are engaging in private tuition and parents are engaging private tutors as a main part of their involvement in their children's education. Engaging, thus, in the narrative of parental agency is linked to the autocracies of schooling, and this has been essential in informing the reader as to the role and arc of the narrative of the parent in this scenario.

An exploration into the normalised practice of private tuition as an exogenous to schooling, educational support and identifying the reasons behind the parental engagement has demonstrated to be the lack of school support that has led to the support of pupil individual needs amongst other theorised perspectives such as, lack in quality of provision and Covid, have been extensively theorised.

Research identifying shortfalls within the marketized private tutoring practice have been outlined while authorial perspectives have called for urgent action into the unregulated market that has systematically posed safeguarding issues for children as well as national economic disadvantages. In turn, establishing a clear understanding of the current role of teachers in schools and how school pressures have instigated the tutor force into action as well as the call for regulation have also been shown to be areas of investigation.

Considering the outlined gaps as derived from literature discussed in Chapter 2, Chapter 3 will, thus, provide an exegesis as to the philosophical perspective and methodological choices adopted so to derive something closer to the truth of this phenomenon, namely private tuition.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

The previous chapter focused on the literature review, identifying, and highlighting gaps derived from the conceptual context of the study. Chapter 3 aims to explain the methodology used within this research so to answer the identified research questions addressed below. Further, it outlines the design that this research adopts to answer the research questions by employing a mixed methods approach so to achieve the aims and objectives stated in Chapter 1. Section 3.1 introduces the section while section 3.2 provides the research aims and objectives. The remainder of this chapter will consider the following sections: section 3.3 discusses the research methodology and philosophy; section 3.4 identifies the researcher's reflexivity; section 4.5 outlines the research approach with section 3.5.1 highlighting the importance of inductive and deductive methods. Section 3.6 details the research design; section 3.6.1 discusses the mixed methods employed, while section 3.6.2 their limitations and 3.6.2.a offers information on the questionnaires, and 3.6.2.b on interviews. Section 3.7 explains how this research has ensured validity and reliability through triangulation. Section 3.8 presents the ethical considerations and limitations. Section 3.9 presents the research data collection with 3.9.2 information on the instruments, 3.9.3 the questionnaires, 3.9.4 the interviews and 3.9.5 the focus groups. Section 3.10 presents the timing of sequential explanatory design whereas section 3.11 describes the Sampling strategy including the sample size, eliminated participants and saturation. Section 3.12 presents the pilot study; section 3.13 introduces the data analysis and section 3.14 considers conclusive considerations.

3.2 RESEARCH AIMS AND OBJECTIVES

The narrative presented in Chapter 2 provided a clear insight on the problematic context within the educational front that has instigated the present construct of private

tuition. The researcher has set out to satisfy the aim of this research which is to critically review the phenomenon of private tuition in the Northeast of England. Therefore, this section addresses the following research questions (RQs):

RQ1: What are the key educational factors that have led to the increase of private tuition?
RQ2: What are the reasons parents invest in private tuition?
RQ3: How can a framework regulate the private tuition market?

The researcher has utilised what Kerlinger (1970), and Dawson (2019) suggest in terms of forming the research methodology and recognising the relationship of the variables that add to knowledge, to which Medawar's (2021) prosthesis is that it is a preconception of what might be reasonably and logically inferred to be true; therefore, must be tested. Kerlinger (1970) further discusses that these can be used as research tools to highlight the '*what*'. This, in turn, draws the process as derived from the literature, and tested to confirm the research question, thus, extricating the researcher as an external entity, avoiding bias. Cohen et al., (2018) additionally support, the view that the researcher must constructively and neutrally examine the situation through the medium of social interaction to canvas views of the world and construct a response to the research question. Considering the above, the researcher has identified and formulated research objectives, not yet tested, so to draw valid knowledge on the research question itself. Appropriate tools, such as online questionnaires and interviews, have been utilised so to canvas responses and inform each phase of the methodological process which confirm the nature of the research problem and the research questions through the data collection. This is explored in subsequent sections.

3.3 RESEARCH METHODOLOGY AND PHILOSOPHY

Sharma (2020) offers an important insight into research within educational contexts highlighting that research is the tool whereby one could overcome any complexities within an area of questionable phenomena. Kerlinger (1970; cited in Cohen, 2018) defines research as the consistent search for the truth that encapsulates empirical and hypothetical assumptions of the research phenomenon. Cohen et al., (2018) emphasise that research in any educational scene is a challenging process, thus, requiring appropriate methods to derive inferences of and claims to truth. Kothary (2004; 2006) and Igwenagu (2016) further expand on this claiming that research methodology entails the theory and systematic description of the chosen methods that have been selected to aid the conduct of the research and search for alternative knowledge. They further support that a methodology entails the theoretical concepts of reasoning, paradigm, methods, and techniques that are likely to lead to conclusions within the research, admit limitations, and provide the theoretical underpinning that is required to understand the research methodologies, techniques and methods used to arrive at a conclusion, including the use of quantitative or qualitative methods (ibid). Kumar (2011) claims that methodology can be interpreted in different ways and, as Saunders (2019) highlights, methodology is essentially an informative process so to carry out research through means of design and analysis. Both Misra (2017) and Sanders (2019) contribute to the discourse where they argue that a research journey should determine the methodology and design so to address research problems identified and questions posed in the study.

Although Collis and Hussey (2014) refrain from identifying a specific terminology of methodology, Crotty's definition (cited in Friese, 2014, p.3), regards that methodology is an action plan that supports specific methods to outcomes and reiterates that ontological, epistemological, theoretical, or philosophical assumptions determine the research methodology. Kaushik and Walsh (2019) agree with this view to which Acharya (2021) adds that methodology is the vital, skeletal part of research in education. More analytically, Johnson and Clark (2006) support the view that the researcher's philosophy is significant in their understanding of the research problem,

which Hitchcock and Hughes (1995, p. 21; cited in Cohen et al., 2018) have previously emphasised that assumptions regarding the nature of reality (ontology) provide the setting for the epistemological assumption which, in turn, forms the way research is carried out. An epistemological assumption, then, provides the methodological consideration which considers instrumentation and data collection. Axiology, on the other hand, invites the researcher to regard their own values and beliefs and perform an axiology of those in relation to understanding the world (Cohen et al., 2018). The philosophical assumption of ontology, the understanding of the nature of reality that exists for that research, determines what reality exists in the world, such as one reality, reality outside the individual realm or multiple reality, compared to epistemology which examines how that world is understood and how can the researcher examine that reality, (Cohen et al., 2018). Coe et al., (2021) and Timans et al., (2019) consider that mixed-method research consists of a positivist (quantitative) and constructivist (qualitative) epistemological position, in principle. Though Timans et al., (2019) also contrasts that it should not be limited at an epistemological level disregarding the ontology, but an alternative paradigm should be enabled. Coe et al., (2021) admits that clarifying a paradigm in research poses a problem in itself.

Despite all the above, Maarouf (2019:1) challenges the debate for a prognostic identification of specific philosophies and determines that '*the paradigm war*' is substituted with an integrated paradigm, further encapsulating assumptions of ontology, epistemology, methodology (the inductive or deductive logic guiding the study) and its axiology. He, thus, considers that pragmatism has become the prominent philosophical stance greatly used in the post-20th century research field. Considering this stance, this research will utilise a pragmatic philosophy of a combination of positivist and constructivist stance to underpin the methodological process which will be further justified and analytically explored below.

3.3.1 Pragmatism

Saunders and Tosey (2012) propose that the philosophical extent of a research methodology relies on the researcher's personal perception of the world. As

mentioned previously, in agreement with Maarouf (2019) on pragmatism acting as a mixed-method philosophy, the researcher has explored various ontological, epistemological, methodological, and axiological perspectives and has, thus, considered adopting a broadly pragmatic philosophy that encapsulates both a positivist and constructivist position.

According to Cohen et al., (2018) ontological research assumptions investigating the '*what*' of the research reality and relevant world views posit to epistemological enquiry in terms of the '*how*'. Thus, the '*what*' and '*how*' form the research design and consequently, data collection. The epistemological assumption relates to the acquisition of knowledge. Therefore, as Creswell (2013) claims, the world is understood by the involved individuals holding an independent stance. As the ontological belief that there is a world out there, determines the epistemological examination and research relationship in pursue of seeking the '*how*' of the research question, it is notable to reaffirm that this small-scale research study adopts an epistemological and ontological stance will also embraces a pragmatic approach.

Although axiology, defining the researcher's values and ideologies, is integral in the technical process of the research mechanism, this research has previously highlighted that it is aiming towards a critical evaluation of a reality through seeking the truth via an investigative approach. The researcher in such a context holds a broadly pragmatic stance. Whereas an objectified, quantitative value would hold the researcher as an independent entity extricating their personal views from the observed reality of tuition, the subjectified, qualitative value holds the researcher as involved within the data collection so to confirm the reality of the marketisation of tuition and its impact in question. It is important to challenge both these approaches as single methods in that, as Maarouf (2019) suggests, they do not complement each other's purpose. A quantitative approach, equally, does not verify qualitative assumptions, insisting on the verity of numerical data as the truth (Maarouf, 2019).

Cohen et al., (2018) claim the researcher ought to construct a response to the research question by considering the participant diverse agency, thus, discerning such various perspectives and disregarding even themselves. More analytically, the researcher ought to dismantle each semantic layer within the themes of the research, to construct a response. Shannon-Baker (2023) opines that constructivism is a

qualitative construct of individuals' narratives (Tashakkori et al., 2021; cited in Shannon-Baker, 2023). Cohen et al., (2018) advocates that subjectivity does not always breed bias as external influences could well influence the outcome. He further adds that, for this reason, the researcher ought to deflect from bias through possible engagement in reflexivity. Hammersley (2011) contributes further by advocating that researcher bias can influence research, thus, the researcher ought to extricate themselves from personal viewpoints. Due to their professional background, the researcher cannot extricate themselves from the unity of construct. The researcher, thus, follows a pragmatist approach and demonstrates subjectivity by validating assumptions, considering a personal viewpoint as an exoteric entity compared to an objective oriented researcher.

Positivism promotes the worldly reality as external; it requires investigation and numerical observation (EasterbySmith et al., 2008; Killam, 2013) and as the researcher is involved in the study on a professional level, it is important that a structured approach is considered (Gill and Jackson, 2002). Although Brierley (2017) supports that mixed-methods research is difficult in pinpointing a philosophical perspective, he claims that mixed-methods research that follows a pragmatic paradigm provides the flexibility and depth in the investigation of the worldly issues as opposed to a monomethod (Brierley, 2017). Thus, using mixed methods provides a holistic picture of the worldly phenomenon. Martella (2015) identifies that the tension between positivism and constructivism has been the catalyst to the phenomenon of pragmatism. The researcher has adopted a pragmatic philosophy, with a mixed methods research, utilising both open and closed questions during the online questionnaire so to yield responses. The researcher has adopted a positivist philosophy to understand how knowledge is generated as a single method so to inform and validate the constructivist view (Andrew, Pedersen, & McEvoy, 2011). Linked to a philosophy of pragmatism, according to Andrew, Pedersen, & McEvoy, (2011), is constructivism as it presents the human perspective of reality and, as Cobb (2006) adds, it is a means of constructing knowledge from participant views. Therefore, by inviting participant qualitative responses within the methodological approach, the researcher acknowledges the subjective constructivist approach within the paradigmatic philosophical perspective (Shannon-Baker, 2023).

According to Kuhn (1962:1996), the use of paradigm in research is essential in identifying the mechanism that will provide the knowledge to address the problem under investigation. Although this research challenges traditional paradigms, it adopts constructivism at one end, and positivism on another, presenting both objective and subjective views, with pragmatism positioned in the middle (see Figure A3). This, in turn, provides a secure and legitimised means whereby qualitative knowledge can be further informed by numerical input, thus, quantitative knowledge gained can inform the researcher in lieu of approaching what may be reasonably, and logically be inferred as approaching the truth. In view of the above, it is the researcher's belief that the world, in which the problematic phenomenon occurs, consists of individuals who hold their own view on that problem, as opposed to the positivist view of a single objective reality.

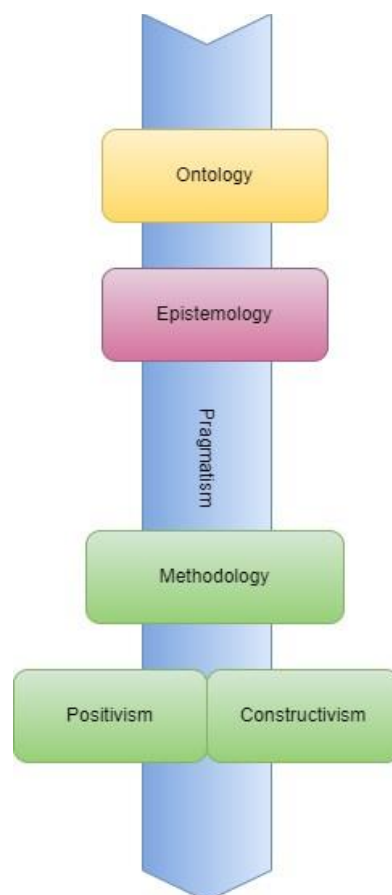


Figure A3. Pragmatism Model

3.4 REFLEXIVITY

Finlay (1998) proposes the term '*reflexivity*' identifies the researcher's personal stance within their own research realm. Raheim et al., (2016) identify the relationship between the researcher and their position as a complex one. Yacoon and Saidin (2016) suggest that an insider-researcher can gain more knowledge on the private tuition phenomenon. A recent scepticism by Cain et al., (2019) recognises that mixed-methods research is rapidly evolving and calls for ethical reflexivity to be considered as being of great significance. In agreement with the authors above, the researcher recognises their own position, their acquired knowledge, within their research and how their own philosophical attitude of doubt has potentially influenced the research. The researcher acknowledges the reality of the world and identifies the research problem, investigating the research questions holding an objective view (Dudovskiy, 2021). Cain et al., (2019) support the view that reflexivity in mixed methods requires the researcher's own agenda to be questioned. As this research entails questions that require the use of both quantitative and qualitative methods to address the research aims and objectives, it is essential to acknowledge that discriminating between both approaches would not provide credible results for the questionable and complex phenomenon that forms the central focus of this research. Therefore, as Rushforth (2011) previously claimed, the researcher has avoided the entrenchment of a single choice of quantitative, objectified, positivist approach whereby the researcher is presented as a third person narrator ostracising themselves from their research or qualitative, subjectified, constructivist or interpretivist approach whereby reflexivity is identified though not explicated in form. Therefore, a mixed-methods approach has been carefully considered and adopted in a bid to offer a legitimate justification of research philosophy integrating both previously mentioned approaches (Maarouf, 2019), (see Figure B3).

1. Philosophical Assumptions: Consideration of the research problem in relation to the world reality	2. Axiology: What is the axia we hold for the research topic of PT? Cohen et al., (2018)	3. Research Design Paradigm-Methods implemented to derive to the outcome
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4. Paradigm	Ontology: The nature of the on; the existential examination of researcher and their relationship with the private tuition study.	Epistemology: What do we already know about private tuition and how can we verify that reality?	Theoretical Perspective	5. Methodology: The logical (inductive/deductive) process taken to arrive at an outcome.	Method: Techniques/tools used to derive to the desired results.
Positivist (realist view) <i>Brown et al., (2019); Kerlinger, (1970);</i>	The realist view of the one reality out there which can be proven by science.	Unbiased knowledge can derive using valid instruments	Positivism/ post-positivism	Hypothesising outcomes Kerlinger, (1970): Experimental research, surveys, questionnaires,	QUAN: statistical analysis, Observations, questionnaires, interviews, focus groups,
Post-Positivist <i>Brown et al., (2019);</i>	There is an unquestionable reality out there.	Knowledge can be derived depending on the individual's probable outcome	Positivism/post-positivism	Observational experiments (empirical), surveys	Observations, questionnaires, interviews
Constructivist/ Interpretive <i>Brown et al., (2019); Cohen et al., (2018);</i>	There is no single, but a lot of realities as subjectified by individuals (usually in groups).	As there is more than one reality, it needs to be measured so to explore what is really out there.	Interpretivism (reality is interpreted through the use of what is the current phenomenology); hermeneutics, critical enquiry, feminism	Phenomenology, ethnography, interact to construct an outcome , case studies, grounded theory, heuristic, action research, discourse analysis, feminism,	QUAL (open ended questionnaires), observations, interviews, participant/non-participant, case studies, narrative
Post-structuralism <i>Crick, (2016)</i>	Anti-paradigm-reality is based on the individual view so to rationalise the world but the notion has no real substance	The understanding of general knowledge serves as a construct to satisfy the powerful collective	Subjectivism, interpretivism,	Performance theory, postcolonial theory, cultural studies	QUAL (open ended questionnaires), observations, interviews, participant/non-participant, case studies, narrative
Subjectivism <i>Bryman & Bell, (2011). Brown et al., (2019);</i>	The researcher is involved in understanding the world and participates in the research. The reality that is then understood by the	Knowledge is derived as the outcome of the individual-the subject (subjective view); knowledge is an individual viewpoint.	Post modernism, structuralism, post-structuralism	Discourse theory, genealogy,	Autoethnography, literary analysis

	researcher depends on what they perceive to be real.				
Objectivism <i>Brown et al., (2019);</i>	Findings are not related to the researcher who does not form part of the research.	The third person narrative whereby reality is a personal perspective	Positivism/ Post positivism	Experimental research, surveys,	Sampling, statistical analysis, questionnaires,
Critical <i>Brown et al., (2019).</i>	There are a lot of realities that are subjectified by individuals which hold power in society; they are a continuous construct influenced by internal influence.	Knowledge is derived as the outcome of the individual-the subject (subjective view) and the collective (groups); knowledge and reality are combined and interrelated by the collective	Marxism, feminism	Action research, CDA (critical discourse analysis); using groups/organisations to interact and construct outcomes, ethnography	Focus groups, open-ended interviews, open ended questionnaires, focus groups,
Pragmatism <i>Johnson and Onwuegbuzie, (2004; cited in Cohen et al., 2018); Hammersley (2013); Ulysse and Lukenchuk (2013; cited in Cohen et al, 2018);</i>	Ontological knowledge is that PT, as a reality, might pose a significant impact on students as a result of parental choice, curriculum change or lack of quality assurance. These assumptions will determine the impact of private tuition in the real world. <i>Hitchcock and Hughes (1995, p. 21; cited in Cohen et al., 2018). Maarouf, (2019);</i>	Epistemological position bears no ontology or certain epistemological stance because the knowledge, using mixed methods can employ a variety of procedures to derive to the truth. <i>Hitchcock and Hughes (1995, p. 21; cited in Cohen et al., 2018); Maarouf, (2019); Timans et al., (2019); Creswell (2013)</i>	Subjectivism and objectivism- the researcher is involved but holds an exoteric stance, intersubjectivity. <i>Creswell (2013); Cohen et al., (2018)</i>	Mixed methods; inductive & deductive <i>Kothary (2004; 2006); Igwenagu (2016); Kumar (2011); Saunders (2019); Misra (2017); Collis and Hussey (2014); Kaushik and Walsh, (2019); Acharya (2021); Timans et al., (2019); (Lodigo et al., 2006); Oussi (2020); Creswell and Plano Clark (2011); Leech and Onwuegbuzie (2009); Bryman (2006); Yin (2006); Denscombe (2014);</i>	QUAN- open-ended questionnaires, surveys QUAL- interviews, focus groups

Figure B3 Philosophical Perspectives as adapted by Crotty (1998); Patel, (2015); Brown et al., (2019)

The researcher further acknowledges Hammond and Wellington's (2014) view that their reflexivity should extend into their research project and considers their contextual position within the world of private tuition. The researcher agrees with Hammond (2014) and Wellington and Winter (1989), who developed the research questions based on observations from their own wider context and sought to seek the truth in literature so to define their orthodoxic pragmatist paradigm. The researcher acknowledges they are an insider-researcher though stands as an outsider (Creswell, 2008) whilst acting as the oxymoronic detective, thus, by investigating, they derive to an outcome of the truth to the problem as well as their position.

Reflexivity in qualitative data poses a contextual construct through which the researcher acts both as an influencer and as the influenced with a further impact on data been collected (Haynes, 2012; Patnaik, 2013; Berger, 2015). The researcher has often questioned their own participation in their attempt to abstain from influencing data, (UK Statistics Authority, 2022). However, in pragmatism, the use of subject and object is fluid in that the researcher does not have to identify with one or another but the fluidity of transferability between the two (Morgan 2007; Shannon-Baker, 2015). Thus, the researcher identifies as an insider-researcher whilst at the same time extricates herself from bias.

In addition, Maxwell (2011) opposes to the notion of paradigms as a solid and necessary position in mixed methods research, thus, sustains that a philosophical stance should rather be considered of a pragmatic approach with the view of strengthening the mixed methods approach. The researcher adopts Maxwell's (2011) view and positions herself as a bricoleur to consistently adapt to methods saw fit for the purpose of the research. Therefore, as previously mentioned, the researcher does not regard the necessity to signify a philosophical or paradigmatic stance, whilst digresses from the notion of following any method for the sake of it. Lastly, in agreement with Maxwell's (2011) position, it is plausible to consider a constructivist, or a positivist paradigm, or any other such definite philosophical assumption, though to gain depth as a researcher it is suggested that mixed-methods research applies a multitude of approaches.

Hammersley (2013; cited in Cohen et al., 2018) suggests that paradigms are a means of viewing the world. The researcher acknowledges the stark reality of the world in that

private tuition is a reality demonstrated in the geographical context for this research. The researcher is admittedly involved within the educational context of this research, in principle, however, it is the true nature of the researcher to hold a bi- stance, a neutral stance to the world surrounding that educational context further holding an objective stance, diminishing bias.

Mertens (2012) identifies pragmatism as a philosophical assumption within the use of mixed methods. Having considered assumptions previously mentioned, for the purpose of this research, a pragmatism (quantitative and qualitative) paradigm focusing in answering the research question in its eclectic designs, data collection and analysis, is selected. The researcher has designed the research following both methods, inductive and deductive reasoning, to investigate the pluralistic nature of the research question (Creswell and Plano Clark, 2011). Moreover, Subramani (2019) acknowledges reflexivity as an essential perspective in methodology and supports that the debate of reflexivity is essential in research which provides a quality measure based on the researcher's involvement. The researcher has discovered that reflexivity focuses mainly on the '*who*' and '*what*' philosophical boundary, who does the research and what their position within that research is. The researcher's current contextual position would influence the research ethicality, methodological process and design based on the use of knowledge experience the researcher carries, however, the researcher would not form part of the social realm the research design explicates. The researcher would, thus, like to elucidate that reflexivity would form the justified methodological tool to yield acquired knowledge necessary to proceed with the research.

3.5 RESEARCH APPROACH

3.5.1 Inductive and Deductive Reasoning

Cohen et al., (2018) insist that research methodology in education refers to three types of reasoning that determines the research phenomenon. Unlike deductive reasoning whereby the writer begins research through a literary hypothetical assumption which

is tested by data so to confirm a theory, in inductive reasoning the researcher narrates an aspect of a phenomenon or reality through data collection and requires that the researcher seeks the answer to the research question. This, then, dictates the data collection and, thus, generates a conclusive, qualitative narrative that is confirmed through analysis of that data (Lodigo et al., 2006).

This research adapts more than one method and as Oussi (2020) validates, both inductive and deductive approaches to conclusive theory can be utilised. Lodigo et al., (2006) support the view that inductive reasoning, a qualitative approach, collects and summarizes data using narrative methods such as interviews as is the case in this study. However, Cohen et al., (2018) suggest that inductive reasoning is limited in that it does not prove but supports a theory. In turn, deductive reasoning, a quantitative approach, uses assumptions prior to the research being conducted. Assumptions are then tested with data so to support the theory initially considered a general concept (Lodigo et al., 2006). However, as inductive reasoning limits itself to unproven theory, empirical validation is required to prove the theory, thus, as Cohen et al., (2018) suggest, combined inductive-deductive reasoning has become the third combined syllogism.

Research questions are structured so to enquire into the problem of the study thus, in responding to the problem, the researcher identified on the appropriate use of methods. As the nature of the problem requires both a quantitative and qualitative outcome, a mixed-methods approach was considered as the single method to be used to derive to a valid outcome that the following section will further explore.

3.6 RESEARCH DESIGN

3.6.1 Mixed-Methods Research (MMR)

Despite Kimmon's (2022) view that mixed-method research is vague and does not clearly position the researcher as to the method used, the researcher agrees with Cohen et al., (2018) that mixed methods research (MMR), invites the researcher to

view the world in a pluralistic perspective and share those views in aim of understanding that reality. Timans et al., (2019) add that mixed methods research has acquired a justifiable place at the post-20th century research field. Creswell and Plano Clark (2011) observe that the use of both quantitative and qualitative data in a single research study provides a greater understanding of the question than either a quantitative or qualitative approach on its own, to which Creswell (2012) adds, the researcher collects and analyses both so to gain a combined understanding of the problem. Leech and Onwuegbuzie (2009) and Newby (2014) further agree that a mixed-method approach uses both qualitative and quantitative data collection approaches to address the question, while Greene (2008) adds that a single method only provides a partial understanding of the investigation.

In response to the views of the authors above, this research has additionally followed Tashakkori and Creswell's (2007) mixed-method realm addressing the phenomenon using mixed methods as the chosen methodology, thus, integrating worldly views, research questions, methods, inferences, and conclusions, as well as, paradigms and procedures, in view that mixed methods operate at all stages and levels of the research. The researcher has adopted Dawandi, Srestha and Giri's (2021) view in that mixed methods provide the breadth and depth of knowledge whilst utilising different sampling sizes in each approach. Through complementing each approach and strengthening of data, triangulation is therefore ensured (ibid).

Onwuegbuzie and Leech (2005; cited in Cohen et al., 2018) emphasise there are certain privileges in the amalgamation of epistemology and ontology in that apart from complementing each other, they give rise to important weaknesses. Cohen et al., (2018) agree that a mixed methods approach yields both an epistemological and ontological pragmatic philosophy. As Johnson and Onwuegbuzie, (2004; cited in Cohen et al., 2018) note, pragmatism does not bind the researcher to specific philosophies rather than adopts an eclectic approach with a view of implementing what fits for purpose to yield a result. This is supported by Bryman (2006) in that employing mixed methods is what favours the pragmatist approach, further validating the significance to the research study. Creswell and Plano Clark (2011) suggest that the amalgamation of the two data sets within mixed methods research during the

pragmatism approach, qualifies the researcher to follow a pluralistic stance when analysing data (Teddlie and Tashakkori, 2009) as pragmatism poses a '*reflexive approach to research design*' (Feilzer, 2010; Morgan, 2007; Pansiri, 2005).

Hesse- Biber and Johnson (2013) connote that a mixed-method approach is critically determined by the research question, thus, research problems often require plural methodologies, approaches, and philosophical perspectives. Yin (2006) insists that the use of mixed methods strengthens the approach. Cohen et al., (2018) understand that mixed methods develop a solid exegesis of the research question and can respond to any pending complexity at hand. Further, it provides meaningful responses to questions addressed and reduce bias. Creswell and Plano Clark (2011) and Denscombe (2014) echo this, and add that, compared to a single study, mixed-methods can provide multiple insights of the phenomenon, thus, triangulating data and increasing the credibility and reliability of the results affording the opportunity for unexpected results to be found. Hammersley (2013) considers the use of the term '*pragmatism*' as the legitimate terminology in a mixed-methods approach. Ulysse and Lukenchuk (2013; cited in Cohen et al., 2018) note that pragmatism remarks practicality, thus, as Feilzer, (2010; *ibid.*) claim, ignoring any affiliative emphasis on subjectivism or objectivism and focuses on the actual response to the phenomenon in question. Holding a bi-stance, the researcher has utilised a mixed-methods approach with the view of triangulating resources to reach unexpected results.

Although Morgan (2007; cited in Cohen et al., 2018) disputes the use of '*paradigm*' in favour of the word '*approach*', he continues to operate a pragmatic view of reality which integrates the numerical aspect to a narrative, disregarding a researcher's view, so to canvas an answer to the research question. The researcher agrees with Morgan's views in that although she has referred to the term '*paradigm*' to explicate relevant authorial perspectives and the choice of philosophical assumption, the researcher has expanded on this with Maarouf's (2019) position with the more appropriate term '*approach*' utilised to clarify the methods used for this research (QUAN+QUAL).

In agreement with Johnson and Onwuegbuzie, (2004) who advocate that MMR relates closely to a pragmatist view due to its nature of flexibility, scoping to gain credible results, the researcher has adopted a pragmatic philosophical position. The researcher further agrees with Rehman and Alharthi (2016) in that pragmatism does not abide by a single truth (positivism), or truth constructed by social structures (constructivism), but recognise the researcher's objectivity and subjectivity (Johnson and Onwuegbuzie, 2004). Therefore, to inform the paradigm, the researcher has considered both the philosophical position and the methodological design from a pragmatist philosophy, utilising both positivist and constructivist approaches.

Mixed methods also allow the researcher to view the problem from a multi-perspective, and, therefore, solve complex problems under investigation (Shorten & Smith, 2017; Dawandi, Srestha and Giri, 2021). According to Dawandi, Srestha and Giri (2021) interviews and focus groups provide the detail required for the researcher to investigate the problem. They suggest that using mixed methods provide the triangulation strength and the validity and credibility in results that would not be necessarily secured through a mono-method (Plano Clark & Ivankova, 2016; Ventakesh et al., 2013).

According to Cohen et al., (2018) one single method can complement the other and act as a supplement, in addition to the single method used. The researcher further agrees with Tobi & Kampen, (2018; cited in Almeida, 2018), Maarouf (2019) and Johnson and Christensen (2012), in that either one single method would act as a catalyst for a definitive outcome to the research phenomenon. Following a single quantitative approach would indeed yield the numerical aspect of the question at hand, thus, exclude other aspects being questioned that would require a qualitative perspective to present a more holistic view, rectifying the weaknesses of each approach. The researcher has acknowledged that in principle, the use of mixed-methods is unequivocally important so to gain a holistic aspect of the phenomenon being questioned. Adopting a single qualitative method has enabled the researcher to yield in-depth participant views on the impact of tuition (Johnson and Onwuegbuzie, 2004). Thus, the researcher has deemed it necessary to follow an MMR in view that a single qualitative approach would not appropriate the large sample in aim of

canvassing quantifiable data so to reach the research outcome (Newby, 2014). Lastly, adopting Maarouf's (2019) view that triangulation is a significant aspect when engaging in a mixed methods approach, whereby each instrument is used to inform the next and triangulate, thus, validate results, the researcher has used both qualitative and quantitative data collection methods so to gain an understanding of the research question, and compare results to yield validation (Molina-Azorin, 2016).

In agreement with Schoonenboom & Johnson (2017) and Almeida, (2018), employing mixed methods provides a desired resolution to the research problem, as well as a solid, deep contribution of knowledge to the desired outcome of the research, thus, cementing validity, and, as Bryman (2006) suggests, credibility. Furthermore, Schoonenboom & Johnson (2017; cited in Almeida, 2018) continue to support the view that within mixed methods research, the researcher, a pragmatist, demonstrates the possibility of a combined and credible, valid outcome. Bamberger (2012; cited in Almeida, 2018) suggest that mixed methods promote greater depth of knowledge about stakeholder views. Ivankova et al., (2006) further suggest that although a mixed methods approach is time-consuming in its data collection, it delimits the efficient use of quantitative and qualitative use as separate methods to detail the phenomenon of private tuition and gain a deep insight on quality provision, parental perspective, and quality effectiveness; it further strengthens the research validity through its triangulated nature (Ivankova, Creswell, and Stick, 2006; Newby, 2014).

3.6.2 Limitations of Mixed Methods

According to Molina-Azorin (2016), using mixed-methods requires time and research on how to conduct mixed-method research. In addition, as Schoonenboom & Johnson (2017) support, mixed methods ought to provide validity, thus, the researcher requires that the research design applies both methods to fit that purpose. Furthermore, they posit that a mixed-methods design, when applied consistently, can derive to an equal status though this could also be disadvantageous at the same time. Halcomb (2018), further adds, that a mixed-methods approach should not be used due to its convenience and the research ought to conduct mixed-methods considering the value

both approaches carry for that research outcome. Halcomb (2018) advocates that employing a mixed-methods approach does not guarantee data robustness. Lisle (2011) and Onwuegbuzie & Johnson, (2006; cited in Almeida, 2018) adds that aside the issue of timing and cost, statistically robust and credible statistics must be evident throughout the mixed methods research and that a lot of mixed methods research pose validity issues through the medium of representative demographic. In view of the above, the researcher has anticipated that validity, due to representation, might pose an issue, and that data statistics might not present robustness during the quantitative phase, thus, the researcher has used the qualitative phase as the one to validate the outcomes from the research question.

In addition, Almeida (2018) highlights that in a mixed-method sequential design, the qualitative phase cannot be processed until the quantitative data collection has taken place. Halcomb (2018) argues that, often, in mixed methods approach, the researcher fails to identify and demonstrate how the two methods provide the mixed characteristic within the collection and analysis. The researcher has identified in previous sections that both data collection sets will be used in sequence, as quantitative data will be used to inform qualitative data which, in turn, will provide data that will be thematically analysed to derive to the truth (Bryman, 2006a; Andrew et al., 2008; Zhang & Creswell, 2013; as cited in Halcomb, 2018).

Furthermore, mixed-methods data collection and analysis requires the researcher to be proficient in software and statistical methods and analysis (Halcomb, 2018). The researcher has recognised that certain methodological choices will require the use of analytical software platforms and proactively set out to receive training on those to secure efficiency and accuracy of data analysis. Thus, the researcher recognises Bryman's (2007) view that they are not a statistician, and this would pose a limitation to the robustness and validity of quantitative data, however, in agreement with Edwards, (2008; cited in Molina-Azolin, 2016) the researcher has considered this limitation to their advantage and sought to invest time during the research so to explore the required knowledge for the data collection and analysis of SPSS and NVivo software. This further ensures the researcher seeks conceptually creative ways, under the pragmatist paradigm, to derive to the truth (ibid; Edwards, 2008; cited in Molina-

Azolin, 2016). Consequently, due to the large sample size of the data collected, the presentation of results needs to be singled out as a stage on their own, prior to the integration and combination of data, which impacts on the time efficacy of the research (ibid).

Bryman (2014; cited in Halcomb, 2018) poses that mixed methods research should demonstrate an explicit rationale as to the '*why*' further presenting clear links to the research questions. Greene, Caracelli, and Graham (1989; cited in Molina-Azorin, 2016) advocate that in employing mixed methods, results are clarified through each stage of data analysis which, in turn, aid the researcher informing the next stage. In agreement, the researcher has sought to first explore the quantitative data collection which informs the qualitative set. In addition, the researcher does not focus on the one method instead of the other and pays equal contribution to both whilst they try to understand each method in its own entity.

3.6.2.a Questionnaires

Harris and Brown (2010) state that questionnaires are favourable due to their numerical value though their findings can be construed as faulty due to their design and objectivity, participant lack of responses, linguistic ambiguity and lack of coherent expressions, coding errors in statistical analysis and interpretation (Oppenheim, 1992). In turn, interviews can be influenced by the researcher with respondents providing socially accepted responses and are often hard to generalise due to their small number. Therefore, analysis and interpretation researcher bias in participant selection and data collection could prove difficult (ibid). Participant views can derive from self-conflicting ways of conceptualising information, lack of time, and as Oei and Zwart (1986; cited in Harris and Brown, 2010) suggest, participant responses can vary between numerical and qualitative questionnaires because of the place and time.

Additional limitations of online questionnaire include an inside researcher bias within the analysis stage; not capturing qualitative responses that could enhance the understanding and offer ways of addressing the problem being investigated. Dawandi,

Srestha and Giri (2021) state that employing a mixed-method approach can be timely, often exceeding their allocated time availability for the research, especially as participant recruitment can overwhelm the process. In addition, they support that researchers do not feel confident in mixing any two methods, especially as each method follows a particular epistemological philosophy. Schoonenboom and Johnson (2017) and Plano Clark and Creswell (2018), equally point out that the two methods need to be compatible in design and not overwhelm each other in priority. They further suggest that findings may contradict each other, thus, positioning the research into a dichotomised conclusion. Therefore, it is suggested that quality in the design is integral in ensuring validity and avoiding influence (Dawandi, Srestha and Giri, 2021). The researcher has carefully designed their questionnaires coherently both in linguistic ability and expression.

3.6.2.b Interviews

Limitations of interviewing involve the exclusion of life experiences and events; therefore, questions need to be carefully designed to gain insight without going into too much personal detail (Jamshed, 2014). Interviews cannot be the only form of qualitative design for the research as it must be complemented by other data collection tools, such as questionnaires and focus groups (Busetto et al., 2020). This way, a mixed-method approach to data collection and analysis can be validated and become increasingly credible (Edwards and Holland, 2013; Jamshed, 2014; Austin and Sutton, 2014; Fontanna and Frey, 2000; Busetto et al., 2020). According to Silby (2021), interaction between strangers can breed information exchange that can pose a new set of questions. Therefore, this research has devised questions to promote further interaction with participants in both interviews and focus groups phases of the qualitative process. In turn, focus group interviews have gathered valuable responses through participant interaction while at the same time they have impacted each other's views (Ecker et al., 2022). Therefore, the researcher has ensured preparation in the process to further develop a rapport with each participant, so to put them at ease (Roller & Lavrakas, 2015). In addition, face to face interviews provide a close insight and are open to interpretation of facial and bodily gestures, yet, telephone interviews

do not provide for that interpretation, limiting the researcher to the accuracy of cues (Belzile and Oberg, 2012; Block, & Erskine, 2012; Fischer and Bayham, 2019).

Equally, limitations to focus groups include the researcher influencing participants and not being able to distinguish between different participants, including the small group not posing a representative sample. In addition, although focus groups are a useful way to engage in the construct of participant views through mutual interaction, interaction can often overwhelm participants (Kitzinger, 1994; 1995). Moreover, the researcher has little control over assembling such groups or the mutual interactions as she extricates themselves from the group. Participants, in turn, who cannot maintain anonymity, engaging in a particular theme of conversation, often find it difficult to develop trust and share views (ibid). The researcher maintained anonymity as focus group interviews were conducted on Teams, and pseudonymised during analysis.

3.7 DATA TRIANGULATION: VALIDITY AND RELIABILITY

Molina-Azorin (2016) suggests that within a mixed-methods design, the researcher can acquire a deeper understanding, triangulating the first data set with the second, in aim of ensuring validity. Schoonenboom et al., (2018) agree and further add that to develop the research scope and quality of the research, it is essential to utilise all relevant data collection approaches, namely questionnaires and interviews, and ensure triangulation. In agreement, the researcher has sought data triangulation so to ensure the comparativeness of both sets of data and to seek truth in whether they support each other in their content. In addition, compared to the questionnaires, interviews, and focus groups provide more valuable feedback demonstrating a range of knowledge focusing on the research questions and assumptions on the employment of private tuition, the quality of provision in tuition and the reasons behind the increase of private tuition. Integrating both quantitative and qualitative methods aim to reflect the current reality and seek the truth in the research problem whilst potentially bringing out gaps for future research.

The triangulation method refers to various qualitative and quantitative methods used in the research. De Boeck et al., (2019) support that triangulation employs more than one method, whereby the researcher engages in triangulation to ensure the outcomes derive to the truth, which is more feasible in employing two methods than a single method, securing validity and reliability. Zohrabi (2013) adds that the use of different data collection procedures, through a range of participant respondents, can secure the validity and reliability in the interpretation phase of that data. He further proceeds that to confirm the impact of private tuition, participants are required to have prior knowledge and experience on the topic. Bryman (2016) refers to validity as accuracy of tools whereas reliability is termed as consistency of truth as in the test-retest occurrence (Hair et al., 2014). The researcher has intentionally used both approaches to secure knowledge, capturing participant experiences to validate the outcomes, (Saunders et al., 2016).

Yasar and Cogenli (2013) stipulate that reliability and validity are two different structures whereby reliability ensures consistency of data whereas, the latter, comprehension. Zohrabi (2013) states that validity stems from the quality of the research design and determines the truth. He further adds that gathering data using one single method can yield weak results, compared to triangulating a range of tools to derive to similar results. In addition, the researcher should collect data avoiding the participation in the research and act as an exogenous investigator, avoiding bias (Zohrabi, 2013). For the purpose of this research, the researcher has employed internal validity through SPSS and NVivo to clarify the research findings. In addition, two instruments were used to collect data and seek validation through content validity through a pilot study so to validate and determine the accuracy of questions.

Reliability breeds consistency, especially in quantitative research, compared to qualitative narratives who are very demanding in their interpretation thus considering thematic consistency is vital in qualitative analysis (Lincoln and Guba, 1985; cited in Zohrabi, 2013). The researcher has obtained analysis from the quantitative data collection and attained that the findings inform the quantitative results. The researcher has acknowledged their position can pose an increased factor of reliability by clarifying

each phase of the research to the participants, from the data collection phase to its analysis, themes, and findings. A range of tools have been used to collect data so to triangulate and enhance reliability of findings, (Merriam, 1998; cited in Zohrabi, 2013). Hence, the researcher has considered their position, participant sample, social position, data collection, analysis, and methods in detail to secure reliability. Analysis of quantitative data has been utilised with descriptive statistics in SPSS whilst qualitative data by thematic analysis in NVivo.

To conclude, this research utilises a mixed-methods design that facilitates data validity through the quantitative-qualitative combination of data. Triangulating the three phases of this research design ensures that one phase compliments the next. Credibility is, thus, developed and maintained through the data collection which, in turn, secures knowledge and value (Sarantakos, 2005; Denscombe, 2007;). Using instruments, namely online questionnaire, interviews and focus groups, the researcher has validated findings that constitute new contributions to knowledge.

3.8 ETHICAL CONSIDERATIONS AND LIMITATIONS

Ethical considerations in research are an imperative part especially when individuals are included as participants in the research study. Therefore, prior to the commencing of the research methodology, it is essential the researcher identifies the research questions and objectives, decides on the epistemology, ontology and methodological philosophy that will determine the scope and angle of the study (Mukhles, 2020). In turn, the decision making will determine the method of the data collection and participant demographic suitable for the study (ibid). This research has employed the participation of two groups, a) relevant educationalists, mainly teachers, tutors, and b) parents involved in the employment of tuition. For that matter, this research ensured that ethical considerations were a clause clearly instilled within the participant consensual information provided prior to their individual and group participation in mainly questionnaires, interviews, and focus groups (see Appendix A, Participant Consent Form).

Ethical procedures were followed and further endorsed from the Ethics Committee of the University of the Sunderland. Identification of participants and settings were anonymised and pseudonymised to ensure the safeguarding of all participants. According to BERA (2018) it is important that the researcher adheres to guidelines to safeguard the participants. All participants formed an adult population, thus, under the legal age participation was not required for this research. In addition, participants were clearly informed as to the safeguarding process, logical process of participation where participants were invited to partake in both interviews, focus groups and questionnaires (See Appendix B, Participant Information Form).

All participant information was treated in accordance with the Data Protection Act (1998). Privacy and confidentiality measures were strictly adhered to, enabling the participants to exercise their rights into opting out of the research participation at any point they saw fit. Information and data followed the Data Protection Act (1998) and were safely stored on the researcher's private password computer, in thematic files, and were accessible only by the researcher for the purpose of this study. Individuals participating in this research were treated with respect, and fairness, ensuring their personal identity is further treated with dignity, recognising their personal rights. An initial contact was made to each participant group to estimate potential involvement in the study. The research literature and reasons for participation and outcomes were shared with all participants that were not known or otherwise affiliated to the researcher. Information gathered was immediately categorised pseudonymously and under appropriate demographic sections. This included relevant pilot study recordings and the process of storage including privacy and use for the research study. Where necessary, participants were coded and not identified by other members of the group in focus groups.

No participant was under the age of 18, while the selection included only participants who have or had children in schools or are active teachers and tutors. Although there was no safeguarding issue to be considered, confidentiality was adhered to throughout the project. The research itself, in terms of the mode of gathering data did not pose any threat or reason for distress-no vulnerable questions that would potentially distress the participants required.

Although a consensual agreement was attached on the Qualtrics online questionnaire to canvas the quantitative data collection, interview, and focus groups consent forms were disseminated to participants through social media channels and email prior to the conduct of the project. Information on the importance, scope and nature of the study, confidentiality, and ethicality of the study, including options to withdraw and request data to be deleted were included.

Consent forms were a requirement for completion for both the quantitative and qualitative stage. Online questionnaires were disseminated through Qualtrics which have allowed for participants to also provide consent to participation and analysis, which are also be a requirement on the form. Interviews and focus group discussions required written consent, prior to participation by email or other appropriate channels, such as social media. All data collected has been anonymised whereas participants were given the option to withdraw at any point during the collection of data. The researcher has acknowledged that the nature of the study and selection process would not pose any ethical concerns as there would be no vulnerability or estimated confidentiality breach to the data collection or analysis. In addition, as explicated on the consent form for all stages of the data collection, participants were made aware that findings could optionally be shared with them. All ethical requirements were considered and analytically explained further in sequent sections below.

Ethicality in research promotes trust and ensures that norms involved in conducting research whereby participants are included are assurances are abided by. Therefore, the researcher needs to be aware of factors that impose an ethical consideration to participants (Dawson, 2019). This research has employed all ethical measures so to consider issues that could arise during the research. In particular, the researcher anticipated that approaching prospective participants after a pandemic lockdown would potentially cause concern. In addition, the research used appropriate ethical guidelines to seek an informed consent from all participants involved in the study. The researcher created a poster that was used on social media and informed the participant population of the particulars of the study. Confidentiality and anonymity were ensured through a mutual respective communication and emphasising that participant credentials would not be shared or be used in any way throughout the research. Instead, pseudonymity would be employed. Participants, in turn, were

informed of their right to refuse to participate or withdraw from the research. Interviews were not recorded until the researcher was confident that all interviewees have provided informed consent to participate in the study and felt safe to be recorded.

3.9 DATA COLLECTION

Bernard (2002; Bernard et al., 1986; cited in Tongco, 2007) states that data collection is important in contributing to the theoretical framework of the research. He further supports that data collection demonstrates the method of the research. As Barnes (2019) and Creswell (2014) explain (cited in Maarouf, 2019), within an explanatory sequential design, the researcher conducts quantitative data collection prior to qualitative (Almeida, 2018). Indeed, as per authorial suggestion, the researcher has deemed it would be necessary to collect data from online questionnaires from teachers, tutors, and parents prior to conducting qualitative data collection through interviews and focus groups. The justification in this approach lies in the informative nature of the qualitative process on the online questionnaires.

3.9.2 Instruments

As already mentioned, this research critically reviews the phenomenon of private tuition in the Northeast of England utilising ROs to derive to the truth (see Table C3). This research uses a mixed-methods design, utilising tools such as the dissemination of an anonymous, online questionnaire, as well as semi-structured online interviews and focus groups interviews with tutors, teachers, parents so to gather knowledge on the increase, reasons behind the engagement of tuition practice. Informative instruments during the mixed methods study are a requirement for the researcher to demonstrate the true nature of the mixed methods design (Bryman, 2006a; Andrew et al., 2008; Zhang & Creswell, 2013; cited in Halcomb, 2018).

<i>RQ1: What are the key educational factors that have led to the increase of private tuition?</i>	<i>RO1: Identify the educational factors that have led to the increase of private tuition in the Northeast of England.</i>
<i>RQ2: What are the reasons parents invest in private tuition?</i>	<i>RO2: Determine a closer insight as to why parents feel they need to invest into tuition.</i>
<i>RQ3: How can a framework regulate the private tuition market?</i>	<i>RO3: Design a standard framework that will regulate private tuition practice and provide quality assurance in the UK private tuition market.</i>

Table C3. Research Questions and Objectives

3.9.3 Online Questionnaires

To understand the truth regarding the research questions, the researcher has acknowledged it was pertinent to use the tool of an online questionnaire (Roopa and Rani, 2012; Dalati and Gomez, 2018; Taherdoost, 2022). Questionnaires are deemed as efficient and cost effective, (Mazikana, 2023). Kamalodeen and Jameson-Charles (2016) support that online social interaction has become a prominent tool in educational research as it enables information to be exchanged more freely, thus, enabling participants share their views and experience through participatory practice. Denscombe (2010) regards questionnaires as tools that can be construed to offer dual contextual synapses, thus, allowing the researcher to understand a personal perspective whilst Newby (2014) supports their reliability in terms of the quality of responses. It is regarded that research questions are developed through succinct literature, through the research, to gain a comprehensive understanding of the problem (Barroga, and Matanguihan, 2022; UK Statistics Authority, 2022). For the purpose of this research, it was imperative that questionnaires engage participants through the use of both open and closed questions so to enable the researcher to gain valuable participant perspectives in an efficient manner (Harlacher, 2016) (see Appendix C, Teachers Questionnaire; see Appendix D Parents Questionnaire).

Zohrabi (2013) states that questionnaires need to be designed considering their validity and reliability (Richards & Schmidt, 2002; cited in Zohrabi, 2013). The researcher has designed two questionnaires integrating a mixture of open-ended and closed-ended questionnaires since closed-ended questions provide quantitative data whereas the latter ensures qualitative responses. As Blaxter et al., (2006, p. 170) poses, each questionnaire has both advantages and disadvantages, such as the difficulty in analysing open-closed questions, and as Seliger and Shohamy (1989) suggest, closed-ended questions are easier to analyse to which Gillham (2000, p. 5) argues that open questions invite more feedback and creativity.

Supporting Seliger and Shohamy's (1989) view, Alderson and Scott (1996) confirm that including both closed-ended and open-ended questions breed a better relationship in results and analysis. Zohrabi (2013) further explains that questionnaires pose an efficient method of collecting data of large demographics through a range of platforms that engage large samples. In addition, questionnaires are time and cost efficient, they are impersonal, thus, inviting more information from larger populations with data yielding similarity, (Seliger & Shohamy 1989; Robinson, 1991; Lynch, 1996; Nunan, 1999; Gillham, 2000; Brown, 2001, cited in Zohrabi, 2013). In contrast to this view, Gillham (2000) and Brown (2001; cited in Zohrari 2013) support that questionnaires can invite inaccurate answers especially when there is an inconsistency with grammar and syntax; questionnaires sent via email can be delayed. Thus, the researcher has considered that it is more feasible and speedier to disseminate the questionnaires online and through social platforms and email, when applicable. This provides instant responses in terms of ambiguity of content and enable the researcher to clarify semantic content.

3.9.4 Interviews

Interviewing, as one of many data collection tools, is important for a researcher to gain the participant personal perspective, experiences and values as deemed important for them and not the participant (Sutton and Austin, 2015; Mathers et al., 2021; Adeoye-

Olatunde and Olenik, 2021). This research has thematically analysed interviews for specific themes related to the research objectives (Silby, 2021) using the software NVivo. In the interviewing process, according to Silby (2021), the researcher often identifies topics for discussion and proceeds. He adds that interviews allow for the researcher to explore a research topic where there is not enough information in it or where the topic has changed in experience. For that latter, it is important that the researcher has some prior knowledge on the topic of study. The researcher has, thus, identified a topic for discussion based on quantified results, and additionally used literature knowledge to inform the process (see Table D3).

Quantitative questions allow for a statistical analysis where the researcher explores an unknown field with a potential of new information being identified (Peel, 2020; Barroga and Matanguihan, 2022). Thus, determine additional or alternative questions to the interview questionnaire, and offer the participant a choice on how to respond to the researcher's questions and objectives so to gain an understanding of what is important (Silby, 2021). To gain insightful information, the researcher designed the interview questions carefully so to engage participants in insightful responses. The design of the questions, as informed by the quantified process, has therefore intended to see responses to satisfy the research objectives without directing the participant nor creating unethical considerations. This, in turn, has engaged each participant in their own set of responses (Nowell et al., 2017). For the purpose of this research, questions have carefully been selected to gain valuable and credible responses while at the same time sustain from driving the research.

Quant Qs (P)	Quant Qs (T)	Interview Qs (P & T)	Demographic Information	Focus Groups (P/T)
1,2,3,4,5,6,7	1,2,3,4,5		For demographic purposes could you please confirm your gender and the region you are based in (for example NE)?	
RQ1:		RQ1: What are the key educational factors that have led to the increase of private tuition?		RQ1:
8,9,10,11	6,7,8,15,9,10,11,12,13	Q3	Do you think that schools focus on pupil individual needs or on exam grades? (RQ1) -are you satisfied with your school? / do you feel supported by your school? -is academisation an issue? (RQ1)	why do you feel there's a need for home tutoring?
15,	21,24,16,	Q4	Why do you think there is an increase on private tuition and what are the factors of this? (RQ ½) (individual needs, lack of resources) have you engaged in private tuition? -which year/subject? -teachers are stressed	
RQ2:		RQ2: What are the reasons parents invest in PT?		RQ2:
13,	18,	Q1	Private tuition is classed as support outside schooling hours. Is there an alternative definition you would attach to the term? (RQ2)	
15,	7, 8, 9, 23, 22,	Q2	Do you think that parents' educational qualification plays an important role in the employment of private tuition? (RQ1) (basically does PT depend on the economic status of the parent-the better the qualification, the better the job, the more the parent can afford in supporting the child with school) -do you help your children at home with school/homework? -do you feel parents lack subject knowledge (RQ2) -who is responsible for your children's education -do you think parents help their children at home with school/homework?	
16,20,12,1,15,28,	21, 9, 24, 16, 19, 25,	Q4	Why do you think there is an increase on private tuition and what are the factors of this? (RQ ½) (individual needs, lack of resources) have you engaged in private tuition? -which year/subject? -teachers are stressed	

16,20,	21, 20,	Q5	Following on from that, what do you think are the strengths and weaknesses of private tuition? (RQ3) (cost, qualification, experience) -does PT impact in grades? (RQ2)	What are the strengths and weaknesses of PT?
14, 9,10,11,	6, 7, 8, 15, 9, 17,	Q6	What could schools do to reduce the demand of private tuition in an ideal world? (RQ 2) - should PT be used out of school? -more CPD/qualified teachers/individual approach/less classes -schools can focus on the experience than attainment of children (RQ2) -more quality teaching (RQ2)	
RQ3		RQ3: How can a framework regulate the PT market?		RQ3:
	6, 7, 8, 9, 10, 11, 12, 13, 15	Q3	Do you think that schools focus on pupil individual needs or on exam grades? (RQ1) - are Ts stressed? (RQ3)	What 3 recommendations would you give for the improvement of PT?
16, 20, 19, 28,	21, 24, 16, 19, 25,	Q4	Why do you think there is an increase on private tuition and what are the factors of this? (RQ ½) (individual needs, lack of resources) -teachers need additional income (RQ3)	
18, 19,	21, 20,	Q5	Following on from that, what do you think are the strengths and weaknesses of private tuition? (RQ3) (cost, qualification, experience)	
30, 31, 32, 20, 21, 26, 27, 28	33, 34, 35, 26, 25, 29, 30, 31, 32	Q7	If you engaged in private tuition what year and subject would it be, what mode and what would be a fair rate for that? (RQ3) -how do you pay/receive money?	
23, 24, 25, 29, 33,	28,27,	Q8	Following on from that, if you engaged in private tuition how would you go about finding the tutor? (RQ3) If you engaged in PT how have you sought your students? -would you check their qualifications? / have you had your quals checked? -do you feel that tutors are qualified/should be qual teachers?	

Table D3 Questionnaire Design

Prior to the collection of data, interviewees were contacted via email, telephone, and mostly social media. It is very important that first impressions hold a lot of significance when it comes to the participant decision to consent and more so to the quality of responses (Kontt et al., 2022). Therefore, the researcher sought to provide a misconception-free communication prior to the data collection method, and reassure the demographic of the research content, the topic and participant rights. At the same time, the researcher considered the various scenarios of participants withdrawing last minute and proactively ensured there is a constant supply of participants reserved (Sanjari et al., 2014; Norwell, 2017; Kadam, 2017; Ecker et al., 2022). Although interviews are traditionally conducted on a face-to-face basis, Covid-19 restrictions, and the availability of advanced technology, normalised the conduct of qualitative data collection via online tools, such as Teams, which this research utilised. Interviews were further digitally recorded and transcribed, post participants' consent, using Word Dictate.

Zohrabi (2013) and Young et al., (2018) state that interviews secure accurate contextual information from participants. He further suggests that as the researcher is unable to evaluate the participant emotions at the time of the interview, the information on the concept of the world around them is open to the interpretation of the researcher. Johnson and Turner (2003, cited in Zohrabi, 2013) found that interviews motivate participants to respond in a speedier manner, provide detail and validity, interpret attitudes to a reality, and confirm the truth of the problem and the outcome. On the other hand, they can be time consuming, which can also influence their analysis; anonymity could be breached, whereas the interview itself might affect the research. In lieu of the above, the researcher decided to conduct online interviews as an informal, semi-structured, guided conversation, and open-ended in structure. Questions prepared in advance were informed by the quantitative stage and were informal so to determine valuable feedback where respondents were invited to contribute additional information.

Additionally, the researcher used familiar terminology to ask relevant questions linked to the research focus, without engaging in complex structured sentences so to avoid ambiguity and promote an accurate response (Eckert et al., 2022). Moreover, the

researcher avoided leading participants in bias, with questions requiring a 'Yes/No' answer. Furthermore, the researcher considered that to canvas valid responses, participants were nested into groups of relevance, such as teachers with tutors during the focus groups stage. Participant interviewees were invited to express their views on the research focus and research questions, without interruptions by the researcher. Interviews were recorded on Teams and transcribed using Microsoft Dictate software to validate the transcripts produced on Teams.

Mathers et al., (2020) and Knott et al., (2022) claim that semi-structured interviews include questions that are developed in advance, yet responses are not consistent due to the open questions. Nevertheless, the authors add, semi-structured interviews offer the possibility of in-depth exploration of topics through prompts. Semi-structured interviews with participant sets were held online so to elicit responses that would confirm and validate themes from phase one (P1) (quantitative phase) which lasted for no longer than 45 minutes (Peel, 2020; Ruslin et al., 2022). Whilst phase one provided a logical explanation to the research question on the impact of private tuition, parental involvement and quality provision, phase two (P2) validated and added participant reality on the research question as an integral part of the sequential design and thematic analysis. Mixed methods were employed in P2 to derive to the interview questions and a mixture of both P1 and P2 responses informed the focus groups to further validate variables as highlighted through literature. A thematic analysis was therefore employed to satisfy the research objectives that have risen from literature (see section 3.13).

3.9.5 Focus Groups

According to Vogl (2019), focus groups form a type of interaction that entail participant narrative. In focus groups, participants are indirectly invited to demonstrate their cognitive, communicative, and value value-based perceptions (Jarvis & Barberena, 2008; Massey, 2011). This research engaged 3 groups consisting of a) 5 tutors and teachers, b) 5 parents and c) a mixed set of 5 parents and tutors (see Table D3). Participants were purposefully recruited through social media. So, to eliminate the

sense of strangeness, the researcher had spoken to the participants prior to the focus group meetings, initially so to canvas participants and seek permission for participation (Palinkas et al., 2015). To formulate responses, the focus group task was initially given to initiate and yield discussion. Each focus group discussion lasted for 45 minutes and was recorded with participant permission and transcribed using Word Dictate software.

Cyr (2017) states that engaging focus groups in research is another data collection method used in canvassing private views over public views. Focus groups characteristics consist of a small number of individuals gathered to debate a set of questions that will enable the researcher to facilitate the truth (Nyumba et al., 2018) and seek information linked to the focus of the research. Data is gathered and analysed alongside the other two approaches to validate findings. Focus groups are useful in promoting the social aspect which enables the participants to express their perceptions and emotions clearly. In turn, this process aids the researcher to observe and interpret conversations based on that research focus. In turn, the use of focus groups can produce additional responses not previously considered and determine whether respondents will change their view based on these interactions (ibid).

Nyumba et al, (2017) and Gundumogula (2020) state that focus groups are widely used in educational research and serve as a qualitative tool that provides both individual and/or group data (Cyr, 2017), as well as explicit responses on a topic from a group of selected participants. Nyumba et al., (2017) and Gundumogula (2020) further add that focus groups are often practiced alongside interviews as part of the qualitative data collection, despite the obvious differences in participatory size, detail in response and conversational exchange. In agreement with Galanis (2018), Gundumogula (2020) and Nyumna et al., (2017), focus groups were facilitated by the researcher who moderated the conversational interaction, ensuring that participant ideological views and socio-cultural schemas were verbalised. The researcher informed this data collection process using online questionnaires and interviews, prepared the questions, and invited volunteers from the first two processes to participate along new sets of homogeneous participants in a timely, single, focus group online session. Homogeneity in participation was essential, and participants were selected due to their social structure, being parents who engage in private tuition and

teachers, tutors and parents who engage in private tuition, and relevance in the research.

Focus groups provide information from more than one individual at the same time (Onwuegbuzie et al., 2009). Although Nyumna et al., (2017) connote focus groups do not present views from all participants since not all express views, the researcher prompted silent participants by inviting them to partake, so to compensate for any missed responses and run exercising theoretical saturation, until explicit responses are received for each question (Krueger, 1994; as cited in Nyumna et al., 2017). The researcher decided that online participation was the best means for data collection due to the diminishing factors of comfortableness, and distraction. The researcher found that having to find space and arrange seating arrangements was time consuming and the process did not secure attendance. The researcher was able to facilitate the session within 45 minutes, in a relaxing environment to the group of unfamiliar participants and was able to observe and record both non-verbal and verbal communications. Sessions were both audio and video recorded while responses were analysed with information that was coded as themes, detecting responses that relate to the research questions.

Gundumogula (2020) supports the view that focus groups have been used in educational research with the aim of yielding information and complementing previous data collection approaches. He further adds that participants should be informed in ample time, grouped according to sufficient sizes (3 groups of 5) so not to impact the data, although Stewart and Shamdasani (1990; cited in Gundumogula, 2020) disagree in that there should not be a specific size. Gundumogula (2020) adds the significance in the researcher to have carefully planned the questionnaire with questions that invite insightful conversations. The researcher, he further adds, should provide an effective environment avoiding involvement that would promote data bias thus extricating themselves to promote participant independence. For the purpose of this research, focus groups were used as a validating tool for the previous qualitative phase, determining a sample size that bears significance for the allocated time of study.

Focus groups should be organised following the same conditions for reliability (Morse et al., 2002; Shenton, 2004; Busetto et al., 2020) as analysing the data depends on whether the researcher has selected relevant questions. Having recorded the focus group session, has enabled the researcher to return to the conversations for reliability. Each participant was asked for their consent to be recorded to ensure accuracy in potential technical failures. The researcher acknowledged the importance of the focus groups in promoting a close conversational interaction with other members of the group, thus, inviting richer feedback, which is not always obtainable through interviews. In addition, focus groups enabled the research for increased verbal participation, thus diminishing the need to write as in the online questionnaire. For this research, the researcher conducted the focus group sessions online. Covid-19 lockdowns disabled the researcher from yielding face to face responses which added to the challenges in familiarity of participants with software platforms such as Teams. Participants were able to hear each other whilst in the comfort of their own home, avoiding transportation.

3.10 TIMING OF SEQUENTIAL EXPLANATORY DESIGN

According to Saunders and Tosey (2012), research takes a logical and strategic process whereby the researcher adopts so to conduct their research. A cross-sectional timeline requires the researcher to carry out the chosen study using more than one participant group at a specific point in time within the study (Hasa, 2020) so to reach a confirmation to their research topic, compared to a longitudinal timeline that follows the use of a longer period of time (Saunders and Tosey, 2012).

Creswell's and Clark's (2011) exegesis of research design is the process of collecting data, analysis, and discussion and as Saunders et al., (2012; cited in Dudovskiy, 2021) point out, it is how the researcher derives to the answer. Thus, as previously mentioned, to address the research questions effectively, the research has utilised a sequential explanatory mixed-method design (Almeida, 2018). Initial research questions were devised as a tool to collect information on the research topic. Data

collection has, in turn, drawn responses that would confirm the true nature of the problem.

The researcher considered Teddlie and Tashakkori's (2009) view in the engagement of a mixed method sequential design whereby the, QUAN, online questionnaire was collected first so to inform the, Qual, interview process and, in turn, reinforce the focus groups so to subsequently formulate, synthesize and analyse information. Therefore, the researcher has adopted Creswell and Piano's (2011) scepticism on design and has engaged in an explanatory sequential design, whereby quantitative data is collected first with qualitative data collected so to complement and add to the findings of the quantitative data, which is notated as: QUAN → Qual → Qual. This research further adopted Creswell and Clark's (2007) explanatory design to gain quantitative insight which will inform the qualitative process to clarify the research question. In addition, the researcher found this an easy process as each set of data collected was chronologically gathered as a separate stage and because findings from each data were analysed separately but combined thematically, (see Table D4).

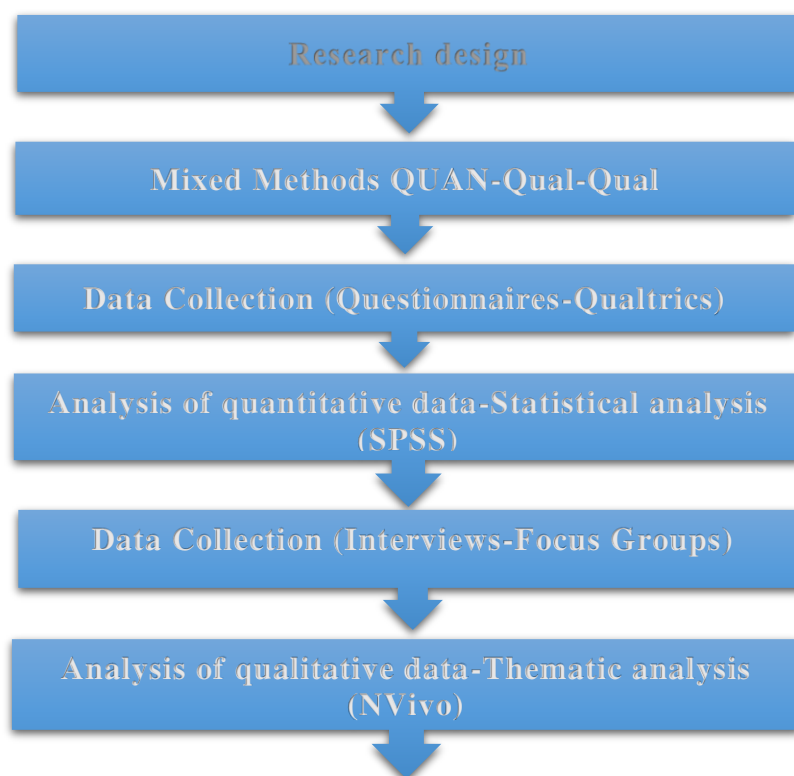


Table D4. Research Design

Mixed methods enable the researcher to address both sets of data especially when qualitative data can be explained as a simple statistic. In addition, utilising both sets increase reliability of data analysis. Cohen et al., (2018) insist that triangulating data breeds reliability. Denscombe (2014, pp. 154–5) suggests that triangulation can derive from participants at different times, strengthening validity of research. This research used mixed methods design so to demonstrate consistency within the research methodology that would enable valid responses to the questions. Thus, the researcher systematically selected participants for the QUAN stage so to inform QUAL results and elaborate on thematic responses.

Creswell and Plano Clark (2011) claim the timing and sequence of the research dictates the sample size of data. In respect, Cohen et al., (2018) agreeably position that timing is an important aspect of the design, with data collection conducted in stages so to inform and connect each stage. With this view in mind, a pilot study was conducted prior of all data collection to firstly inform, validate, and solidify the online questionnaires, as well as canvas valuable feedback on the quality and clarity of the questions (cf. Teddlie and Tashakkori, 2009, p. 141; Creswell and Plano Clark, 2011, pp. 64–7). The research did not focus on employing only a quantitative positivist method as it solely relies on numerical data, compared to the qualitative constructivist enquiry of the researcher, as they seek to gain knowledge through participant diegesis and exegesis. This contrasts the pragmatic nature of mixed methods, as the researcher does not rely on single methods, or participant values, but combines both approaches in search of a suitable one to derive to the research question (Ivankova et al., 2002). A sequential, thus, pragmatic collection of both methods has enabled the researcher to analyse so to gain a deep insight into the research question.

Through this implementation and integration, appropriate stages for data collection and analysis included a pilot study. The researcher piloted the study so to validate the quantitative data and gain a participant perspective and feedback on the research problem. Quantitative data were collected to not only provide numerical proof that would measure the impact posed on the research problem but also to construct an image of the problem, identify underlying issues and suggest a re-model of the current situation. Qualitative input during the piloting stage was important as it ensured the

questionnaire reflected the participant views; gained consent which differed instrument development. Qualitative data gathered through interviews and focus groups after the quantitative collection reinforced participant syllogisms further validating impact. The researcher adapted Schoonenboom & Johnson's (2017) position on timing following a sequential design to the data collection, and disseminated the quantitative, self-directed online questionnaires to two sets of participants prior to the qualitative process of interviews and focus groups (QUAN → Qual) following a dependent component which advocates that the online questionnaires inform the sequential process.

3.11 SAMPLING STRATEGY

3.11.1 Sample size

Palinka (2016) advocates that there are no clear guidelines as to the sampling method in the mixed methods research. Sampling is a process often overlooked in research, yet it is an important factor in developing accurate inferences (Guetterman, 2015). According to Bryman and Cramer (2009), surveys require an adequate level of participants. Teddlie and Yu (2007) and Teddlie and Tashakkori (2009, pp. 180–1) indicate that sampling in quantitative and qualitative approaches can vary according to the needs of the research. Byrne and Callaghan, (2014) and Boulton et al., (2015; cited in Cohen et al., 2018) both present the view that the symbiosis of participants within the research context dictate a complexity theory in that their relationship is a necessity, thus, posing a challenge for the researcher when seeking participant or agent and stakeholder views. Though this would instigate that educational research adopts interactionist and constructivist perspectives, the researcher accepts Maarouf's (2019) perspective on pragmatism not binding the researcher, hence, following a pragmatist reality. This research collection, in both data approaches, has employed purposive homogenous sampling where participants were selected according to their relevance to the phenomenon investigated (Cohen and Manion, 1994).

For the purpose of collecting quantitative data the researcher followed a purposive homogenous sampling (Cohen & Manion, 1994) compared to the qualitative phase where participants were selected following a nested sequential process. As the research followed a sequential explanatory approach, both samples were related in their nesting. As it is not possible to investigate the whole population who tutor or receive tuition, especially as it was highlighted in the literature how unregulated private tuition is, a representative part has been formed by the researcher with specific samples to carry out the data collection and analysis (Saunders et al., 2016). Thus, the first phase the sampling technique entailed the dissemination of the online semi-structured questionnaire through social media, adopting inclusion criteria so to sample the appropriate demographic that would derive to an outcome, (Cohen, Manion, and Morrison, 2018).

Consistency in the selection criteria included parents who belonged to tuition groups, whereas tutors and teachers were practising the profession both in and outside secondary context schooling hours; teachers who were tutoring; tutors who were tutoring; both groups were located in the UK (Palinka, 2016). During this process, as online questionnaires were publicised on social media, it captured the interest of other professionals both in context and geography with the public asking to participate on the grounds that it was an interesting subject for them, they belonged in the teaching profession and wanted to provide their views. To gain a realistic understanding on the research questions, the researcher has initially set out to engage in the data collection of 150 parents and 300 teachers, and tutors. As the online questionnaire received an exceeded interest, the researcher resulted in the collection of 195 parents and 459 teachers and tutors.

Moreover, the researcher engaged in gathering primary data so to better understand the phenomenon of private tuition and its increase, as set out in the literature review. As the data collection engaged an adequate sample in its first phase, the researcher considered appropriate design with a clear framework, geography, participant role relative within the contextual limits. In agreement with Lo et al., (2020) the researcher used the population in the world where the problem is so to investigate and derive to

the truth. The researcher initially contacted relevant organisations relative to this research, such as schools, and tutor agencies, however, no response was provided.

Equally, the qualitative phase included a part of the first set of both groups of participants who were asked to participate with a new set of participants to strengthen the outcomes (Onwuegbuzie and Collins, 2007; Cohen et al., 2018). The researcher considered Cohen et al., (2018) suggestion to engage 30 participants for each of the qualitative stage, interview praxis. Both Yahiaoui (2020) and Cohen et al., (2018) indicate a mixed method approach ensures the accuracy and reliability of data. As Ivankova (2013) reports, following the QUAN collection, the researcher used purposive qualitative interviews and focus groups so to elaborate on the quantitative data unexpected results, seeking to reduce potential bias and socially desirable responses. Aligned with the research objectives, the researcher used focus group interviews of 30 teachers, tutors and 30 parents, involved in a capacity in the research field, to collect the desired data needed to answer the research question. Parents were selected based on their agency and stakeholder involvement in the educational decisions of their school, but, at the same time, they were involved in the employment of tutors. In turn, tutors/teachers were selected based on their professional stance and involvement in the tutoring capacity.

Purposive sampling, a non-random approach, is used to select participants based on the homogeneity of the population without necessarily a pre-requisite numeric value of participants, rather criteria is based on the population similarity (Tongco, 2007). This non-probability method, however, promotes researcher bias as the researcher selects participants based on convenience or characteristic similarity. Validity of the sample, thus, depends on the externality of the population chosen and how much a representative sample they are, and internally valid through their statistical binding (ibid). Bernard (2002; cited in Tongco, 2007) suggests that purposive sampling has the potential to prove more efficacy though for the study to be valid, validity is essential.

3.11.2 Eliminated participants.

The elimination of student participation during both QUAN and Qual stages of the data collection was mainly due to the consideration of support that would be required in responding to the complexity of the terminology namely quality, and the support required during the evaluation not only during the questionnaire process, but also focus groups and interviews. As such, participants, skewed with the pressures of Covid and catching up with school curriculum, can often feel overwhelmed and hinder knowledge interaction. Questionnaires can often pose a dull and uninteresting experience with no real value to the students resulting in disengagement. Student participants often seek to quickly complete similar activities prospecting to return to what really interests them (Vaillancourt, 1973; Borgers, Leeuw, & Hox, 2000). Responses are given without real consideration can indicate a significant hindrance of quality data required for the study (Krosnick, Narayan, & Smith, 1996). In addition, students would possibly not engage in all questions, such as those marked as 'Other' requiring free text and would skip them for easiness (Chambers & Johnston, 2002), therefore, responses would not pose an accurate quantitative profile of the students' reality on the topic also due to social desirability bias (Oerke & Bogner, 2011).

3.11.3 Saturation in Sample Size

Townsend (2013) suggests that in qualitative data collection, when there is no new knowledge contribution, saturation is the sole determinant that controls the sample size. On the other hand, Morse (1995) argues that saturation is not vital for the validity of the data findings. Nevertheless, saturation, they both state, is more important in quantitative data than qualitative data collection. Saunders's (2012) position on data collection is that a specific number of target participants is essential and, as such, the researcher predetermined a specific number of participants for quantitative data collection of 300 participants. For qualitative purposes the researcher adopted Creswell's (2007) approach following 30 semi-structured interviews. Saturation in qualitative data collection ensures quality of responses therefore the researcher set out to reach saturation in aim of achieving that quality.

Quantitative research in the form of online questionnaires was completed first within 3 months of the data collection process in the autumn of 2021. Initially, the researcher did not seek saturation though it was very clear from the onset that the higher the responses the similar they were. Interview schedules were then designed post as informed by the outcomes of the quantitative online questionnaires (see Chapter 4).

For the purpose of this research, a purposive sample selection of the desired population was employed (Palinkas et al., 2015). The researcher sought the participation of participant groups through mainly social media and professional interactions for the specific purpose of the study. The researcher has taken into consideration that upon approaching participant tutor, teacher and parent individuals and groups, certain criteria had to be applied that fit the research purpose, mainly: participants are practicing teachers and tutors or have tutored in the past. With regards to the parent population, a selection of parents who have used tuition were more appropriate. The researcher applied the same criteria to interviews and focus groups.

3.12 PILOT STUDY

Cohen et al., (2018) maintains that the researcher must explore the possibility of appropriate structure of the research design, collection, and analysis, prior to the implemented stage, so to canvas valid and reliable outcomes. Symptomatically, the researcher has justified the use of mixed-methods above and has explicated the use of mixed-methods research promoting a pragmatic paradigm. Thus, ontology, epistemology, methodology, design, population/sample, data collection instrumentation, analysis and discussion were scaffolded using both an inductive and deductive approach, namely mixed-methods research. For that purpose, the research so far has indicated that it follows a 3-step methodological design; a pilot study has been utilised to accurately design the questionnaires which, in turn, inform the interviews and focus groups, consecutively.

As previously mentioned, the researcher agrees with Rushforth (2011) and Kimmons' (2022) view that mixed-methods design entails an informative process whereby one data set informs another. This research has, thus, conducted a pilot study consisting of 2 groups; Group A: teachers and tutors and Group B: parents (see Appendix E: Pilot Group Questionnaire). The questionnaires were drafted and assigned to two groups of 10 participants that included 5 parents, and 5 tutors and teachers (see Appendix E, Pilot Group Questionnaires).

The significance of their purposive selection was due to the parental aspect of employment of tutors, tutors who engaged in tuition, teachers who taught in schools and tutored, too. Parents are regarded as valuable agents within the educational world and their experience in the tutoring world would add valuable feedback to the questionnaire; equally, teachers and tutors engage in instruction daily and can offer their experience. Their wide range of knowledge in schooling and tuition provided suggestive commentary on the research topic. Thus, selecting both sets of participants contributed in the following: a) finalising the content and syntactical accuracy of each questionnaire, b) provided an accurate time prediction for the completion of each questionnaire, c) yielded questions the researcher had not previously considered, d) ensured the content did not digress into an area not consistent to the research question, e) ensured the questionnaire was designed professionally and respondents were able to offer their views, f) canvassed insights not prominent into the researcher's observation of the current problem.

As mentioned previously, the two groups were purposively selected through means of social media, to acquire contact details such as email and to seek permission to disseminate the online questionnaire. Both groups were invited to digest the questionnaire in parallel and were given a Teams link for an online discursive forum. A Delphi method was then used with each group for interactive development of both questionnaires (Riviere, 2018).

The researcher, as what Galanis (2018) describes as the '*facilitator*', entered the social media realm so to purposefully seek participants from each group. Once communication was set with an adequate number (2 groups) then participants were

allowed to pontificate over and assess their questionnaires and were invited to attend an online focus group, the Saturday morning of that week, at sequential slots. Bearing consistency in each approach, the research allowed participants (Group A and Group B) to use the predetermined links, so to ensure anonymity, to access the focus group. Group A was selected to attend for a 30-minute debate with Group B respectively on the same day. The Delphi method was used in accordance with Hohmann (2018) and Riviere's (2018) suggestive method of adequate gathering of a plural consultation on questionnaires (see Figure F2).

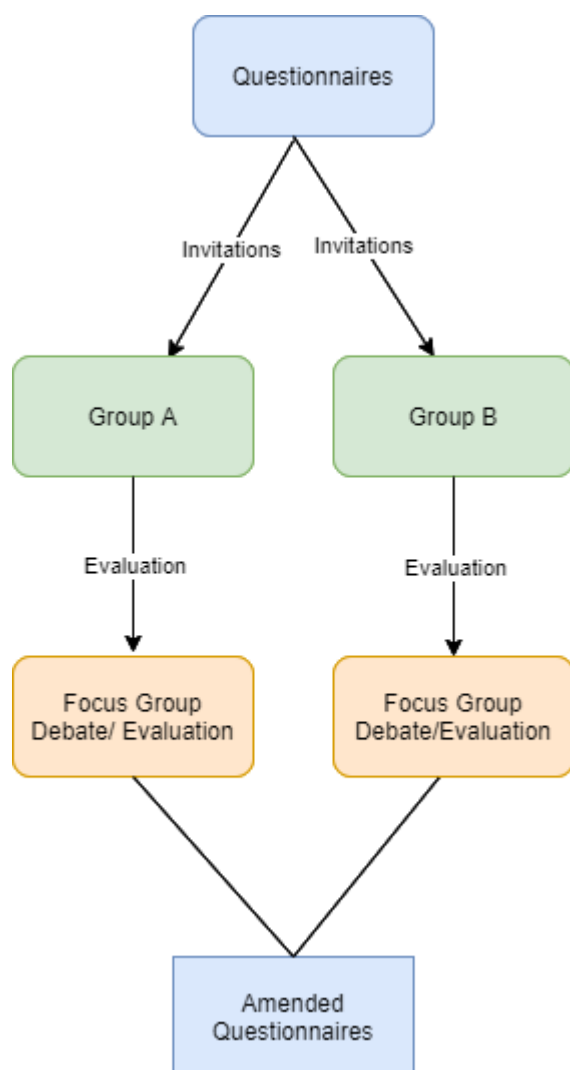


Figure F2 Pilot group study (based on Riviere, 2018).

According to Riviere (2018) this method allows participants to express their position with anonymity and individual interpretation, free of conflicting judgement thus through an evaluative consensus leading to a result. The researcher noted that although initiation of consultation was based on the comments participant groups made on an individual basis, both groups initiated a debate excluding the researcher thus diminishing researcher subjectivity.

According to Galanis (2018) the Delphi method regards a consensual agreement of expert panel in a research question, thus, he further points out selection of participants should be carefully canvassed to respond to the question. As both groups were deemed as valuable in the first set of collective feedback, the researcher amended the questionnaires and presented the changes to each group whereby discussion took place amongst participants to confirm amendments, (see Appendix C, Teachers Questionnaire; see Appendix D, Parents Questionnaire). Feedback from both participant groups demonstrated the questions were an adequate size but should be classified in order of themes to avoid confusion. In addition, participants preferred the questionnaire received the online link via social media to avoid delay in completion. 3 teachers and 4 parents stated they did not check their personal email as often as they checked their social media messenger and preferred to complete the online questionnaire over their mobile phone. The researcher was to consider one questionnaire for tutors and teachers on the premise they engage in the delivery of tuition. Hence, the researcher tailored each questionnaire to the participant position in the study. The timing required to be adjusted to 5 minutes. The amended questionnaire was evaluated at the completion time of 5 minutes and was sent via appropriate channels such as social media and email.

1.13 DATA ANALYSIS

The use of utilising both qualitative and quantitative approaches, complement each other by developing an evaluation mechanism, thus, ensuring that quantitative limitations are balanced and compensated by the use of the qualitative approach. By utilising a quantitative data collection and analysis, the researcher gathers a numeric

understanding of the reality. However, an even greater understanding of the question through the use of qualitative collection and analysis is gained which further formulates a holistic pictorial reality (Creswell and Plano Clark, 2011). In turn, utilising a different sampling size in the qualitative stage to that of the quantitative stage, complements and validates the numeric data analysis, therefore, providing credibility and reliability of information through triangulation, (Dawandi, Srestha and Giri, 2021). Research questions that are responded to during the quantitative phase are clarified, strengthened, and validated during the qualitative phase further allowing for the multifaceted conceptualisations to penetrate the analytical interpretation (Creswell and Plano Clark, 2011; Denscombe, 2014). Equally, through that validation, qualitative data is automatically validated promoting the interrelationship of both approaches, (Ventakesh et al., 2013; Plano Clark & Ivankova, 2016; Cohen et al., 2018; Dawandi, Srestha and Giri, 2021). The researcher has acknowledged that utilising a mono method would not provide the catalytic factor that provides a definite outcome to the research question, (Johnson and Christensen, 2012; Tobi & Kampen, 2018; cited in Almeida, 2018; Maarouf, 2019). Thus, the use of qualitative engagement has yielded in-depth participant views on the research question itself (Johnson and Onwuegbuzie, 2004; Newby, 2014). In agreement with Maarouf (2019), quantified data has informed the qualitative stage and triangulate, thus, validate results, further consolidating an understanding of the research question, and comparing data interpretation to yield validation (Molina-Azorin, 2016) and credibility, (Bryman, 2006). A qualitative data synthesis also promotes a greater depth of knowledge on stakeholder views and agency, (Bamberger, 2012; cited in Almeida, 2018). The complementing of the utilisation of both quantitative and qualitative approaches, albeit time consuming, it delimits the mono use of each approach that respond to the research phenomenon (Ivankova et al., 2006; Ivankova, Creswell, and Stick, 2006; Newby, 2014).

3.13.1 Part A: Quantitative Analysis of Online Questionnaires

Data analysis pertains the process this research uses in analysing each stage of the data. The researcher ensured that prior to the data analysis, all questionnaire

responses were cleaned and organised thematically as presented in the questionnaire. There were two questionnaires for each set of participants, as outlined above, therefore, the researcher had to make sure that two demographics were presented throughout the process, teachers and tutors and parents, respectively.

Despite the small-scale nature of the study, the data sets collected were large enough for the researcher to be able to use the Statistical Package for the Social Sciences (SPSS) (Cohen et al., 2011; Field, 2018). Therefore, the researcher having participated in adequate training and having read a significant amount of literature on the SPSS software use, read the data with careful consideration, and coded the clean data of each set to ensure efficiency (Knapp, 2013; Abbott, 2014; Field, 2018; Abu-Bader, 2021). Parental questionnaire included 33 questions but the teacher 34. Although each amount was the same worded question, it reflected their setting so to yield responses from their own perspective. Questions included 'Yes/No' questions, as well as Likert scale type and multiple-choice questions for both sets.

Quantitative data from the questionnaire included dichotomous variables, 5-point Likert scale variables and multiple-choice options, each of which was coded numerically for ease of analysis. A chi-square test of association was considered for cross tabulated data, as well as a chi-square test for goodness of fit for Likert scale data. Each of these tests were considered in terms of comparing recorded data with expected data, with the expected data (null hypothesis) being a distribution based on random chance. As a chi-square is a non-parametric statistic, it is robust and, therefore, not susceptible to outliers, as are parametric statistics. The researcher considered that future robust analysis could involve visualisation and comparison of groups using coded value from Likert scales. Visualisations would typically involve boxplots with the measure of central tendency being the median and distribution the interquartile range. Tests for differences would involve non-parametric equivalents of t-tests, such as Mann-Whiney U test (between subjects) and Wilcoxon Rank sum test (within subjects). Limitations with a null-hypothesis testing included missing data, inclusion of categories such as "not applicable" and "other", amalgamation of categories due to low numbers, such as UK regions, and large number of categories compared to the number of responses. Thus, due to these limitations, a simple cross-

tabulation analysis and the utilisation of visualisations, such as bar-charts using direct counts or group percentages, were used as the primary analysis technique.

In consideration of the above, descriptive statistics are, therefore, used to analyse each set of data as the researcher deemed it was the most appropriate method to analyse the nature of responses received (Field, 2018; Abu-Badder, 2021). According to Abbott (2014), descriptive statistics aid the researcher in seeking immediate findings. The researcher used percentage frequencies to present trends as identified linked to each research objective. This is further explored in Chapter 4.

3.13.2 Part B: Qualitative Analysis of Qualitative Data (Thematic Analysis)

Allsop et al., (2022) claims that the use of software in qualitative research has been such that researchers have been able to interpret and seek reliability. Qualitative data gathered, through both the interview and focus group stage, was transcribed, and analysed using thematic analysis so to examine patterns identified within the qualitative construct. Thematic analysis is not a process which describes findings as in a quantitative approach, but collects, searches and summarises and presents findings in clusters of themes (Peel, 2020). The researcher transcribed each qualitative phase and used open code to identify patterns thus categorise information in nodes and sub-themes (Sutton and Austin, 2015; Allsop et al., 2022), then, further interpreted information in themes (Welsch, 2002). The researcher used systematic coding for each set of participants ensuring that nodes align to the research objectives which was also utilised in focus groups, too (Peel, 2020).

Almusallam (2021) claims that NVivo positively impacts the data analysis in that it provides interpretation in a short time frame, inviting the researcher to organise information canvassed effectively. Through the thematic analysis, the researcher was able to identify repetition of ideas, themes and compare sets of data for similarity.

To conclude, this research has utilised both transcribed data from semi-structured interview questions and focus groups. The researcher has acknowledged that training

was essential in being able to interpret data and engaged in self-taught resources and literature. The researcher was able to use the transcribed data and identify themes using multi-coloured tools to discriminate between themes whilst maintaining their position of an outside researcher. Emergent themes were developed, and sub-themes further provided a holistic picture of the nature of the participant social construct. The researcher was, thus, able to compare findings to previous findings and thematically link qualitative findings to the research objectives.

In consideration of the exegesis of both data analysis above, the use of diagrammatic representation has been utilised in order to provide a visual narrative to the reader as to the questions and findings that were derived during each stage of the mixed methods approach. The use of a detailed table that provides a holistic approach to the use of research questions, how their formulation linked to the next phase were visualised for reader clarity, (see Table D3, Chapter 3) and how sub-thematic outcomes formulated interrelated linkage are demonstrated also (see Figure 5, Chapter 5). The researcher acknowledges the significance and impact of this research and has attempted to demonstrate the sequential procedure that was utilised during the research.

3.14 CONCLUSION

This chapter has provided a synoptic narrative exegesis of the researcher's philosophical and methodological choices with regards to this research. It has explained the philosophical perspective that justifies the methods used, namely online questionnaires, and semi-structured interviews. Participant information and sampling strategies have been explored, validity and reliability as part of triangulation, ethicality sought and maintained throughout this process and how piloting was integral in the design of the questionnaires. The researcher's choice of software platform, namely NVivo and SPSS was explained, how reflexivity was posed an aspect during the methodological journey, and the use of diagrammatic visualisations explained. The next chapter, Chapter 4, will provide an in-depth analysis of quantitative and qualitative data as sourced from the data collection.

CHAPTER 4 DATA ANALYSIS

PART A: QUANTITATIVE DATA ANALYSIS

4.1 INTRODUCTION

The previous chapter focused on the methodological part of the research, explicating the philosophical, ontological, epistemological, and axiological stance adopted, following a mixed-methods research design and a pragmatist paradigm. In turn, this chapter, Chapter 4, aims to delve into the analysis used within this research so to answer the identified research questions. Therefore, to develop this research frame, this chapter will specify the statistical outcomes derived from the research design in order to answer the research questions by employing a mixed methods approach so to achieve the aims and objectives. Section 4.2 will provide a comprehensive demographic detail of the parent respondents, such as: gender, geographic region, parents' level of education, partner's level of education, occupation, and responsibility of children's education. The remainder of this chapter will consider the following sections: section 4.3 provides a comprehensive demographic detail of the teacher/tutor population; section 4.4 outlines the research questions to be addressed in sequent sections 4.4.1 on RQ1, 4.4.2 on RQ2 and RQ3 in 4.4.3. Lastly, section 4.5 concludes the chapter with synoptic summative comments on analytical outcomes.

4.2 PARENT PARTICIPANT DEMOGRAPHIC

The intended parent participant cohort was 150 parents. However, the online questionnaire received an interest on social media which resulted in additional completed responses, maximizing the respondent population to 195. As responses were demonstrating similar themes, the researcher deemed that data saturation was sufficient to yield information to support the next stage. Data collected from 195 parents, regarding private tuition, has been analysed using a descriptive statistical method of frequency distribution. To further explore the data, the researcher employed

a cross tabulation to yield information on the respondent demographic. It must be noted that as with the Teacher's questionnaire, the researcher found that was the most appropriate statistical method applicable throughout the analysis process. A set of relevant research questions applicable for this section are found in the Appendix (see Appendix F, Section 4.2 Research Questions).

4.2.1 Gender

As explicated in Chapter 2, it is essential to note that the parent population, as to the teacher population, was selected to decipher the reasons why parents engage in tuition, to determine the variables to the increase of private tuition and to determine a framework to regulate the private tuition sector. Out of the 208 parents overall engaged on the online questionnaire, disseminated through the online survey platform Qualtrics, 195 successfully completed the questionnaire. A gender distribution of parent's data demonstrates that the majority of the respondents, 78.99% were females based in the Northeast (NE) compared to 89.47% females based in the rest of the UK (see Appendix F, 4.2 Parent Participant demographic, Table 1).

4.2.2 Geographic region

Combined data in comparing the Northeast (NE) region against the rest of the UK reveals that 61% parents are based in the NE to 39% based in the rest of the UK (see Appendix F, 4.2.2 Geographic region, Table 2 and 2a), therefore, results are expected to be higher in the region of the NE. However, considering this research is focusing on the area of NE, it is only forthright to provide a comparative exegesis of results derived compared to the rest of UK. In addition, although this research focuses on the impact of private tuition based in the region of the NE, it would also be worthy to note the importance between gender and the place of respondents so to consider the gender demographic that responded to the questionnaire in relation to their work status. Therefore, it was recorded that out of the 195 parent respondents, 78.99% were females based in the NE (see Appendix F, 4.2 Parent Participant demographic, Table 3).

4.2.3 Respondent level and Partner level of education

Based on Ermisch and Pronzato's (2010) statement on the parental influence on children's education, it was found that the majority of respondents based in the NE, 32.77%, had completed a Bachelor's degree, (see Table PQ4), compared to that of their partners', whereby the majority 25.21% based in the NE have got a GCSE qualification (see Table PQ5).

PQ4 What is your level of education? * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?			
		1 North East	2 Rest of the UK	Total	
Q4 What is your level of education?	O levels	Count	5	1	6
		%	4.20%	1.31%	3.07%
		% of Total	2.6%	0.5%	3.1%
GCSE qualification/s		Count	8	8	16
		%	6.72%	10.52%	8.20%
		% of Total	4.1%	4.1%	8.2%
A Level		Count	9	10	19
		%	7.56%	13.15%	9.74%
		% of Total	4.6%	5.1%	9.7%
Bachelor's degree		Count	39	31	70
		%	32.77%	40.78%	35.89%
		% of Total	20.0%	15.9%	35.9%
PGC		Count	35	14	49
		%	29.41%	18.42%	25.12%
		% of Total	17.9%	7.2%	25.1%
Masters		Count	13	9	22
		%	10.92%	11.84%	11.28%
		% of Total	6.7%	4.6%	11.3%
PhD		Count	6	3	9
		%	5.04%	3.94%	4.61%
		% of Total	3.1%	1.5%	4.6%
Other		Count	4	0	4
		%	3.36%	0.0%	2.05%
		% of Total	2.1%	0.0%	2.1%
Total		Count	119	76	195
		%	100.0%	100.0%	100.0%
		% of Total	61.0%	39.0%	100.0%

Table PQ4 Respondent level of education

PQ5 What is your partner's level of education? * PQ2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
O levels	Count	15	6	21
	%	12.60%	7.89%	10.76%
	% of Total	7.7%	3.1%	10.8%
GCSE qualification/s	Count	30	19	49
	%	25.21%	25.01%	25.12%
	% of Total	15.4%	9.7%	25.1%
A Levels	Count	21	24	45
	%	17.64%	31.57%	23.07%
	% of Total	10.8%	12.3%	23.1%
Bachelors	Count	18	16	34
	%	15.12%	21.05%	17.43%
	% of Total	9.2%	8.2%	17.4%
PGC	Count	8	1	9
	%	6.72%	1.31%	4.61%
	% of Total	4.1%	0.5%	4.6%
Masters	Count	14	6	20
	%	11.76%	7.89%	10.25%
	% of Total	7.2%	3.1%	10.3%
Other	Count	2	2	4
	%	1.68%	2.63%	2.05%
	% of Total	1.0%	1.0%	2.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ5 Partner's level of education

4.2.4 Occupation

In order to determine whether parental occupation determines the engagement of tuition, as per Ermisch and Pronzato, (2010), parents were asked to identify their occupation in Q6. Out of the total participant data, it was noticed that a highest number of NE respondents 15.96% worked as a Teacher, or Assistant Teacher consecutively, compared to the highest number of respondents based in the rest of the UK, 23.68%, who are teachers (see Appendix F, 4.2.4 Occupation, Table PQ6).

4.2.5 Responsibility of children's education within the household

Datum shows that the employment of tutors is primarily engaged by females within the household which further links to the gender occupation and qualification familial status. In order to determine the parental choice for tuition, respondents were asked about who is responsible for the education of their children within their household in Q7. The survey results show that the majority of the respondents based in the NE, 57.98%,

stated that they were 'Both' responsible; compared to 36.97% who stated 'Myself'; equally, the highest number based in the rest of the UK, 76.31%, also stated 'Both' (see Table PQ7).

PQ7 Who is responsible for the education of your child/ren within your household? * PQ2_Text Where do you live?

			Q2_Text Where do you live?		
			1 North East	2 Rest of the UK	Total
Q7 Who is responsible for the education of your child/ren within your household?	Not applicable	Count	2	0	2
		% of Total	1.68%	0.0%	1.0%
	Myself	Count	44	18	62
		% of Total	36.97%	23.68%	31.8%
	My partner	Count	4	0	4
		% of Total	3.36%	0.0%	2.1%
	Both	Count	69	58	127
		% of Total	57.98%	76.31%	65.1%
	Total	Count	119	76	195
		% of Total	61.0%	39.0%	100.0%

Table PQ7 Responsibility of children's education

Considering the majority of the respondents based in the NE were females (see Appendix F, 4.2 Parent Participant demographic, Table 1), it raises the question whether the female population is the prime decision maker but for societal purposes they state as 'Both' to include males in the equation. This is an important area for consideration which links to RQ2 with regards to the engagement of private tuition, however, the gender perspective will not be explored in this research. Nevertheless, it is an area the researcher would like to engage in for future research.

This section has provided comprehensive detail on the parental participant group in aim of highlighting key themes such as region, occupation, gender that will be further utilized in consequent sections. The next section will detail the demographic particulars based on the Teacher questionnaire whereby data will be identified according to the type of questionnaire, on this occasion as (T). Although responses were gathered by participants other than teachers, such as tutors and Headteachers, for the purpose of the research, the researcher will refer to the cohort as Teachers.

4.3 TEACHER PARTICIPANT DEMOGRAPHIC

This section provides a comprehensive detail of the demographic information of the Teachers' questionnaire and includes information such as: gender, geographic region, the level of education and years of teaching experience. Data collected from 450 teachers regarding private tuition has been analysed using statistical frequency and percentage distribution as demonstrated graphically in cross tabulated tables below.

4.3.1 Gender

494 participants overall engaged in the online questionnaire through Qualtrics. Out of the respondents who completed the questionnaire 72.99% were females based in the NE compared to 69.46% females based in the rest of the UK (see Appendix F, 4.3. Teacher Participant demographic, 4.3.1 Gender, Table T1). This demonstrates that the highest number of respondents based in the NE, 72.9% equal to that of the Parents above, 78.9%, were females compared to the rest of the participants.

4.3.2 Geographic region

As highlighted above (see Appendix F, 4.3 Teacher Participant demographic, 4.3.1 Gender, Table T1), 27.7% respondents are overall based in the NE to 72.3% who are based in the rest of the UK. The researcher has determined that the geographic region investigated and considered would be the NE. However, the difference between the data sets to that of Parents and Teachers, vary in that out of 494 respondents 27.7% Teachers are based in the NE and 61% Parents respectively out of an overall population of 179. The researcher is aware that the inconsistency in the sampling of data yields statistical bias and will consider validating responses through the next stage of data collection, namely interviews, and focus groups.

4.3.3 Level of education

With respect to the educational level of the respondents, out of the total participant group of 494, the majority of NE respondents, 40.14% who answered the question stated they had obtained an equal amount of a Bachelor's degree, and a Master's

degree respectively, compared to the rest of the UK, whereby the majority of respondents, 43.6%, stated a Bachelor's degree to 31.9% a Master's degree (see Table T4).

TQ4 What is your level of education? * TQ3 Where do you live? Crosstabulation

		Q3_Text Where do you live?			Total
		1 North East	2 Rest of the UK		
Q4 What is your level of education?	Not applicable	Count	3	43	46
		% of Total	2.18%	12.04%	9.3%
O levels	Count	3	2	5	
	% of Total	2.13%	0.56%	1.0%	
GCSE qualification/s	Count	9	8	17	
	% of Total	6.56%	2.24%	3.4%	
A Level	Count	6	19	25	
	% of Total	4.37%	5.32%	5.1%	
Bachelor's degree	Count	55	156	211	
	% of Total	40.14%	43.69%	42.7%	
PG	Count	3	7	10	
	% of Total	2.18%	1.96%	2.0%	
Masters	Count	55	114	169	
	% of Total	40.14%	31.93%	34.2%	
PhD	Count	2	8	10	
	% of Total	1.45%	2.24%	2.0%	
Other	Count	1	0	1	
	% of Total	0.72%	0.0%	0.2%	
Total	Count	137	357	494	
	% of Total	27.7%	72.3%	100.0%	

Table T4 Participant level of education

4.4 SECTION 2: RESEARCH QUESTIONS

This section addresses the following research questions:

4.4.1 RQ1: What are the key educational factors that have led to the increase of private tuition?

4.4.2 RQ2: What are the reasons parents invest in private tuition?

4.4.3 RQ3: How can a framework regulate the private tuition market?

In order to answer the research questions, data were collected both from the parents as well as the teachers/tutors/Heads. Key themes were used which were checked with cross tabulated frequency distribution statistics (see Appendix G, 4.4 Section 2: Research questions, Table A).

4.4.1 RQ1: WHAT ARE THE KEY EDUCATIONAL FACTORS THAT HAVE LED TO THE INCREASE OF PRIVATE TUITION?

The above questions are designed based on the literature review knowledge that certain educational factors have led to the increase of private tuition (Baker, 2014; Bray, 2017; The Sutton Trust, Parent Power, 2018; DfE, 2019). The researcher has implemented that knowledge in the questionnaire design and used those assumptions, colour-coded and thematically linked to the questions based on literature, to derive to the comparative data (see Appendix G, Table A).

Literature has indicated that academization has historically posed a school culture based on exam grades (Galton, Simon and Croll, 1980; DES, 1992; Jones, 2003; Kassotakis and Verdis, 2013; Wrigley, 2014; Kwo and Bray, 2014; Halton, 2018; West and Wolfe, 2019; APPG as seen in SenEd, 2019). In order to respond to RQ1 and determine the key educational factors that have led to the increase of private tuition, it is important to establish the context that both parents and teachers engage in. Therefore, PQ8 and TQ6 were analysed separately using crosstabulation descriptive

statistics. Results have shown that the majority of NE parents, 32.77%, send their children to Academy schools, compared to those in the rest of the UK, 35.52%, who send their children to maintained schools (see Appendix G, section 4.4.1 RQ1, Table PQ8). Comparatively, the majority of NE respondents in the Teacher survey, 29.92%, are retired teachers while the second high number 26.27% work in an Academy. Respectively, 30.53% of those based in the rest of the UK stated equally a retired teacher status while 25.77% work in an academy (see Appendix G, section 4.4.1, Table TQ6). The researcher has considered that although the population is retired teachers, it can be assumed at this point that they are also practising tutors, therefore, it can be considered that non applicable responses could be those based on retired tutors.

4.4.1.a There is an increase in due to the school pressures to produce good grades.

Out of the 195 parent participant group, 52.94% NE parents stated that increase in private tuition was due to the fact that private tuition focuses on individual student needs and 46.37% that there is a need to achieve better grades (Jokic, 2009; Bray, 2011; Kinyaduka, 2014; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016; Parr seen in SenEd, 2019). Data shows that one of the key educational factors that has increased private tuition is not as assumed, to date, the constant changes in the grading system (Pearce et al., 2018 as seen in the Guardian 2021) but the fact that schools do not focus on pupil needs as much as private tuition does (see Appendix G, section 4.4.1.a, Table PQ15). 'Other' responses highlighted that an equal respective amount 0.8% of NE parents felt that increase was due to Covid loss of learning, teacher absence due to Covid, mainstream schooling lacking in SEN focus, and school classes being too large. Parents based in the rest of the UK felt that private tuition increase was not attributable to teacher absence due to Covid but the majority 3.9% agreed that it was due to Covid loss of learning (see Appendix G, section 4.4.1.a, Table PQ15b). The researcher has considered that the conflict to literature could be attributable to the fact that more students with special education

needs are identified, thus, leading to more parents requiring private tuition or that schools focus on exams more.

In addition, teacher's perceptions on the increase of private tuition were compared to that of parents in the NE, using a frequency crosstabulation distribution. The majority of responses involved 40.87% of NE respondents stating that private tuition has increased as there is a need to achieve better grades (Bray, 2003; Ireson, 2004; Gillard, 2018; APPG seen in SenEd, 2019; Holloway and Pimlott-Wilson, 2020; Nickow et al., 2020) with the second highest of 36.49% stating that private tuition focuses on individual needs. 35.85% of respondents based in the rest of the UK equally stated the reason being the need to achieve better grades with 34.17% stating that private tuition focuses on individual needs (see Appendix, Table T21a). 'Other' NE responses 2.9% equally highlighted that private tuition had increased due to the Covid loss of learning with 1.4% of respondents based in the rest of the UK additionally stating the same (See Appendix G, section 4.4.1.a, Table T21b). This supports other parental responses in Q15.

Overall, 52.94% parents who stated that increase in private tuition was due to the fact that private tuition focuses on individual student needs (see Appendix G, section 4.4.1.a, Table PQ15), 36.49% NE teachers reported the same, while out of the 45.37% parents based in the NE who stated the need to achieve better grades, 40.87% teachers stated the same. This concludes that although both sets of participants identified the same factors for the increase in private tuition, their order of priority differed.

To complement the above, parents were asked whether they thought that private tuition has an impact on pupil grades (Q17) (Guill & Lintoff, 2019). Out of the 195 respondents, the highest percentage of those based in the NE 72.26% stated 'Yes' that tuition has an impact on pupil grades with 59.21% of respondents based in the rest of the UK agreeing. Only 2.63% of those based in the rest of the UK stated 'No' to private tuition having an impact on pupil grades (see Appendix G, section 4.4.1.a, Table PQ17). NE parent participants who responded with 'Yes' further explained their

choice with 12.8% who stated it provides individualised support and 11.8% that it improves grades (see Appendix G, section 4.4.1.a, Table PQ17a).

4.4.1.b There is an increase in private tuition as parents are not satisfied with their school.

In order to confirm literature knowledge on parents not being satisfied with their school, information gathered from the tables reveal that out of the 195 parents, the majority 61% are of the NE (Hadow, 1933; Ireson, 2004; Davis, 2004; Bray et al., 2014; Jerrim, 2017). Out of these, 32.77% overall are satisfied with their school with 31.57% responses based in the rest of the UK also stating the same (see Appendix G, section 4.4.1.b, Table PQ9). 21.84% NE respondents said they were not satisfied compared to 11.84% based in the rest of the UK. 3.1% of NE parents thought it was due to 'lack of communication' whereas 2.6% stated it was the 'lack of quality in teaching' (see Appendix G, section 4.4.1.b, Table PQ9b).

Moreover, in Q10, 48.73% NE parents felt that schools did not challenge pupils enough compared to 46.05% of respondents from the rest of the UK who disagreed (see Table PQ10).

PQ10 In your opinion, do you think that schools challenge pupils enough? * Q2 Where do you live? Crosstabulation

			Q2_Text Where do you live?		
			1 North East	2 Rest of the UK	Total
Yes	Count		35	35	70
	%		29.41%	46.05%	38.3%
	% of Total		17.9%	17.9%	38.3%
No	Count		58	23	81
	%		48.73%	32.26%	44.3%
	% of Total		29.7%	11.8%	44.3%
Total	Count		119	76	195
	%		100.0%	100.0%	100.0%
	% of Total		61.0%	39%	100.0%

Table PQ10 Do schools challenge pupils?

2.5% NE 'Yes' responses, stated that schools challenged pupils through pressure to achieve good grades, 2.52% stated they are given homework, whereas 0.84% stated the school provided a differentiated curriculum. In comparison, the highest responses from the rest of the UK involved 9.21% who stated school engaged a differentiated curriculum, and 2.63% who stated the school pressured students to achieve good grades (see Appendix G, section 4.4.1.b, Table PQ10a). On the contrary, 61% of NE 'No' responses, 9.24% attributed the lack of differentiated curriculum, 7.56% to lack of SEN support, 6.72% to pressure to produce good grades, 5.88% on no homework, 5.04% on large classes, 3.36% on lack of teaching experience, 2.52% to the lack of quality in teaching, (see Appendix G, section 4.4.1.b, Table PQ10b).

Similarly, in order to explore the reasons for the increase of private tuition, the researcher measured the teacher's views on their school, hence, participants were asked to describe their school culture (Q7). The majority of NE respondents, 10.94%, stated that their school learning culture is positive with 8.12% of respondents based in the rest of the UK stating the same. The second highest rate of NE respondents, 5.10%, stated that their school culture was exam driven; 3.36% of respondents based in the rest of the UK also stated, 'exam driven' (see Appendix G, section 4.4.1.b, Table TQ7). The researcher has considered that the teacher population currently still teaching in schools were hindered from expressing their views on a negative school culture.

The above positive result was complimented by Q8 on the teachers' views on the adequacy of their school provision (see Table TQ8). Out of those respondents who answered the question, those based in the NE, 21.16%, stated that the quality of their school provision is adequate with 28.57% of respondents based in the rest of the UK agreeing. On the contrary, 16.78% respondents based in the NE and 11.20% based in the rest of the UK stated that their quality of school provision is not adequate (see Table TQ8). Out of those who completed the questionnaire, the majority of respondents 2.18% stated that the quality of school provision engages in a differentiated curriculum compared to the majority of respondents 2.80% based in the rest of the UK who stated their school provision is focused on SEN support (see Appendix G, section 4.4.1.b, Table TQ8a). However, the majority, 3.64% of 'No'

respondents based in the NE stated that their school provision lacked SEN support and 2.18% stated a differentiated curriculum. In comparison, respondents based in the rest of the UK, 2.52% stated there was pressure to achieve good grades and lack of resources respectively, whereas the second highest rate 1.96% agreed with the second highest rate of the NE respondents that their school lacked a differentiated curriculum (see Appendix G, section 4.4.1.b, Table TQ8b). The researcher considers that, although responses are positive regarding the satisfaction of the participant schools, there is a clear dissatisfaction generated from the data that highlights limitations in the school culture. This will be further investigated through the qualitative phase.

TQ8 In your experience, is the quality of school provision adequate? * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	29	102	131
	%	21.16%	28.57%	26.5%
	% of Total	5.9%	20.6%	26.5%
No	Count	23	40	63
	%	16.78%	11.20%	12.8%
	% of Total	4.7%	8.1%	12.8%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ8 The school provision

4.4.1.c Schools focus on the attainment of the children

Considering previous responses from both sets of participants and literature knowledge, in order to determine whether focusing on pupil attainment is a key educational factor that has increased tuition, parents were asked how their school could enhance their curriculum. Out of the NE parent respondents who completed the question, the majority, 57.98%, suggested that the school can enhance the curriculum by prioritising pupil experience and 32.77% by involving parents more. The majority of those based in the rest of the UK, 55.26%, agreed that the school can enhance the curriculum by prioritising pupil experience whereas the second highest rate, 22.36%, was by prioritising pupil attainment (see Appendix G, section 4.4.1.c, Table PQ11). Other responses involved the majority of NE parents, 2.10%, stating the need to

differentiate the curriculum with 1% voting for less pressure to produce good grades; additionally, an equal amount of 1.5% of parents based in the rest of the UK, also supported the above, (see Appendix G, section 4.4.1.c, Table PQ11a). Information gathered on the Teacher questionnaire, showed the majority of participants based in the NE, 7.29%, suggested they can enhance their subject delivery by subject specific CPD and 6.56% by motivating pupils. Responses from those in the rest of the UK did not differ much with regards to the subject specific CPD, 7.28%, but the second highest rate, 5.04%, focused on prioritising pupil experience, (see Appendix G, section 4.4.1.c, Table TQ9). The majority of NE teachers 26.27%, and 25.21% of teachers in the rest of the UK, also support parental views in that the school can enhance the curriculum by prioritising pupil experience (see Appendix G, section 4.4.1.c, Table TQ15).

To further compliment the question, teacher participants were asked to provide recommendations on how schools can improve their pupil support (Q10). Out of those who answered the question, 13.86% of NE teachers required more quality teaching, followed by an equal amount of 8.02% stating the focus on individual needs and the need to nurture students. Participants based in the rest of the UK equally supported the focus on individual needs with the majority of 10.08% and nurturing students 7.56% as the second highest rate and more quality teaching, 7.0%, as the third highest choice (see Appendix G, section 4.4.1.c, Table TQ10). However, the majority of NE teachers, 45.25%, and 43.41% of teachers in the rest of the UK, stated that large classes affect teaching. Other factors stated by the majority of NE teachers, 37.95%, is exam precious with 37.22% stating the teacher quality (see Appendix G, section 4.4.1.c, Table TQ22).

In order to further determine as to whether schools focus on the attainment of the children, teachers were asked Q11. Geographically analysed results demonstrated that the majority of participants based in the NE, 24.81%, stated they focus on pupil attainment with 21.16% behaviour management and 19.70% stated pupil learning. Out of those participants based in the rest of the UK who responded to the question the majority, 22.12% prioritised pupil learning, 21.56% pupil attainment and 21.28% behaviour management. Only 5.83% of NE teachers stated they are managing complaints compared to a 10.36% of those based in the rest of the UK (see Appendix

G, section 4.4.1.c, Table TQ11). To further support the above on whether teachers feel supported with adequate training to support all pupils in class, data demonstrated that 11.67% NE respondents felt that staff development of their school is adequate with 10.94% links to pupil performance. 14% of teachers based in the rest of the UK stated that staff development in their school is also adequate with 12.88% stating it promotes career development and 12.60% that links to pupil performance (see Appendix G, section 4.4.1.c, Table TQ12). Other responses revealed an equal amount of 0.7% of NE teachers stating they have never had any, there is no funding and no time available for CPD, however, 0.2% of teachers based in the rest of the UK stated there is no time available for CPD and that it is not valuable enough respectively (see Appendix G, section 4.4.1.c, Table TQ12a).

Further looking into whether teachers feel supported by their school to liaise with parents (Q13), which links to RQ3, the NE teacher participant cohort of 21.16% responded with 'Yes' and 12.40% 'No' (see Table TQ13). The majority of NE teachers, 1.6%, and the majority of teachers based in the rest of the UK, 3.6%, stated that sometimes, school supports them in liaising with parents. However, 0.6% of NE teachers suggested it does not as communication is taking place out of school hours. Interestingly, 1.8% of teachers based at the rest of the UK stated it is not their priority (see Appendix G, section 4.4.1.c, Table TQ13a and Table TQ13b).

TQ13 In your experience, do schools support teachers in liaising with parents? - * Q3 Where do you live? Crosstabulation					
			Q3_Text Where do you live?		
			1 North East	2 Rest of the UK	Total
Yes	Count		29	77	106
	%		21.16%	21.56%	21.5%
	% of Total		5.9%	15.6%	21.5%
No	Count		17	46	63
	%		12.40%	12.88%	12.8%
	% of Total		3.4%	9.3%	12.8%
Total	Count		137	357	494
	%		100.0%	100.0%	100.0%
	% of Total		27.7%	72.3%	100.0%

Table TQ13 School supporting teacher liaisons with parents

In turn, to further support the above question on whether parental involvement in education is promoted by teachers, the teacher cohort was asked Q14 whether parents should be involved in the education of their children (Samal, 2012; Desforges and Aboucha, 2013) (see Table TQ14). The majority of NE respondents, 32.84%, stated 'Yes' and 8.75% with homework, and 4.37% that it is a partnership. Compared to 31.09% of teachers in the rest of the UK, the majority, 5.88%, stated that it is a partnership with 5.32% with homework (see Appendix G, section 4.4.1.c, Table TQ14a). Out of the 3.36% teachers based in the rest of the UK who stated 'No', 1.4% believe that parents lack subject knowledge and 0.5% that homework is not necessary (see Appendix G, section 4.4.1.c, Table TQ14b).

TQ14 In your opinion, should parents be involved in the education of their children? - * Q3 Where do you live?
Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	45	111	156
	%	32.84%	31.09%	31.6%
	% of Total	9.1%	22.5%	31.6%
No	Count	2	12	14
	%	1.45%	3.36%	2.8%
	% of Total	0.4%	2.4%	2.8%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ14 Parental involvement in children's education

4.4.2 RQ2: WHAT ARE THE REASONS PARENTS INVEST IN PRIVATE TUITION?

In order to establish whether literature knowledge on parental education and financial stability determines the employment of private tuition, the parental cohort responded to a set of questions highlighted and analysed below using a frequency distribution and crosstabulation where applicable.

4.4.2.a Is there a clear definition of ‘private tuition’ by parents and teachers?

A crosstabulation distribution determined that 23.52% of NE parent participants regard tuition as a ‘paid 121 service to improve grades’ (Ireson, 2002; Mynott, 2016; Zhang and Bray, 2019) with 22.68% as ‘parent paid child centered tuition’ (see Appendix H, section 4.4.2., Table PQ13). Comparing teacher respondents’ perceptions on the definition of private tuition, it was determined that 22.62% stated that tuition was ‘paid 121 education support outside school’ (see Appendix H, section 4.4.2.a, Table TQ18).

4.4.2.b The employment of private tuition by parents compensates for the lack of effect in school delivery.

A cross tabulation shows that although 36.97% of NE parent respondents stated they are themselves responsible for the education of their children within their household (Wiggins et al., 2009; Ermisch and Pronzato, 2010; Samal, 2012; Damayanthi, 2018; The Sutton Trust Parent Power, 2019), the majority, 57.98%, stated ‘both’ (see Appendix H, section 4.4.2.b, Table PQ7). Out of that cohort, those who stated ‘Myself’ 37.8% have a Bachelor’s degree with also those who stated ‘both’, 35.5%, also have a Bachelor’s degree (see Appendix H, section 4.4.2.b, Table PQ7Q4). This clearly shows that the parent’s level of education impacts the decision to engage in private tuition as assumed through literature knowledge.

As confirmed in Appendix H, (section 4.4.2.b, Table PQ9), the majority, 32.77%, of NE parent participants are ‘satisfied’ with their current school, however, 5% parents based in the NE, felt that schools lacked communication, and 4.2% quality in teaching (see Appendix H, section 4.4.2.b, Table PQ9a). In addition, Q10 demonstrated that the majority of NE parents, 48.73%, thought that schools do not challenge pupils enough (Darling-Hammond and Berry, 1999; Ofsted, 2016; Long et al., 2017; NTP, 2020) (see Table PQ10). 2.52% confirmed that although homework is given, another 2.63% stated that schools pressure pupils to achieve good grades (see Appendix PQ10a), 9.24% claimed that schools have no differentiated curriculum, and 7.56% stated that schools lack SEN support (see Appendix H, section 4.4.2.b, PQ10b).

PQ10 In your opinion, do you think that schools challenge pupils enough? * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	35	35	70
	%	29.41%	46.05%	38.3%
	% of Total	19.1%	19.1%	38.3%
No	Count	58	23	81
	%	48.73%	30.26%	44.3%
	% of Total	31.7%	12.6%	44.3%
Total	Count	113	70	183
	%	100.0%	100.0%	100.0%
	% of Total	61.7%	38.3%	100.0%

Table PQ1 Do schools challenge pupils?

The majority of NE teacher respondents, 10.94%, also stated it was positive (Bray, 2010; Bray and Lyking, 2012; Yahiaoui, 2020) and 5.10% exam driven (see Appendix H, section 4.4.2.b, Table TQ7). This was reinforced by Q8 on the teachers' views on the adequacy of their school provision (see Figure TQ8). 21.16% of NE teachers stated that the quality of school provision is adequate and that for 2.18% it offers a differentiated curriculum (see Appendix, Table TQ8a) though 3.64% stated they lack SEN support (see Appendix H, section 4.4.2.b, Table TQ8b).

TQ8 In your experience, is the quality of school provision adequate? * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	29	102	131
	%	21.16%	28.57%	26.5%
	% of Total	5.9%	20.6%	26.5%
No	Count	23	40	63
	%	16.78%	11.20%	12.8%
	% of Total	4.7%	8.1%	12.8%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ8 School provision

Considering that both parents and teachers suggested their satisfaction of their schools, parents were, in turn, asked how useful they thought private tuition was. Results show that 32.77% of NE participants perceived private tuition as 'very useful' and 31.93% as 'extremely useful' (see Appendix H, section 4.4.2.b, Table PQ16).

Additional responses demonstrated that 11.76% of NE found private tuition is very useful as it 'focuses on individual needs' and 6.72% 'increases exam grades' (see Appendix H, section 4.4.2.b, Table PQ16a and PQ16).

In comparison to the parental perceptions on the usefulness of private tuition, the majority of NE teacher participants, 24.08%, stated that private tuition is 'extremely useful' (see Appendix H, section 4.4.2.b, Table TQ20). Additional responses revealed that 4.37% and 5.83% responses respectively agree that is slightly useful as it provides additional support (Guill and Lintoff, 2019) and 5.10% is extremely useful as it focuses on individual needs (see Appendix H, section 4.4.2.b, Table TQ20).

Q20 asked parents of their views on whether private tuition has an impact on pupil grades (Kassotakis and Vardis, 2013). The majority of NE parent respondents, 72.68%, responded 'yes' (see Appendix H, section 4.4.2.b, Table PQ17) as 'it provides individualised support' (see Appendix H, section 4.4.2.b, Table PQ17a).

To further determine whether the parent participant group is receiving any private tuition as part of school support Q12 showed 77.31% said 'No' (see Appendix H, section 4.4.2.b, Table PQ12) but Q20 results showed only 26.05% of those based in the NE receiving 121 private tuition support (see Appendix H, section 4.4.2.b, Table PQ20A).

4.4.2.c Parents do not help their children at home with homework due to lack of subject knowledge.

Another reason for parents' investment in private tuition is assumed to be that they cannot help their children with homework due to lack of subject knowledge (Ireson and Rushforth, 2005; The Sutton Trust Parent Power, 2019; Andrew et al., seen in ifs.org.uk, 2020). This links with Q4-7 of the parental questionnaire that discusses the parental level of education, their partner's level of education, their occupation and responsibility of children's education. To determine this assumption, the researcher has run a cross tabulated frequency distribution to check the response of teachers.

Q23 asked teachers on their opinion on whether parents help their children with their homework. In response, 23.35% of NE teachers stated 'No' (see Table TQ23). The researcher has concluded that lack of subject knowledge could be a reason for parents to send their children to private tuition. The researcher also acknowledges the assumption that parental knowledge is not as advanced and considers the change in the prescribed curriculum and which be further investigated in the next phase of data collection.

TQ23 From your experience, do parents help their child at home with their homework? - * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		North East	Rest of the UK	Total
Yes	Count	26	77	103
	%	18.97%	21.56%	20.9%
	% of Total	5.3%	15.6%	20.9%
No	Count	32	88	120
	%	23.35%	24.64%	24.3%
	% of Total	6.5%	17.8%	24.3%
Other	Count	22	35	57
	%	16.05%	9.80%	11.5%
	% of Total	4.5%	7.1%	11.5%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ23 Parents helping with homework.

To further support the above question, the teacher cohort was asked Q14 whether parents should be involved in the education of their children (Samal, 2012; Damayanthi, 2018). The majority who responded, 'Yes' 32.84% based in the NE (see Table TQ14), out of the 31.09% of parents who were based in the NE, 8.75% stated that parents should be involved in the education of their children 'with homework', (see Appendix H, section 4.4.2.c, Table TQ14a). This indicates that there is a clear need on behalf of teachers for parents to get involved with homework.

TQ14 In your opinion, should parents be involved in the education of their children? * Q3 Where do you live? Crosstabulation

			Q3 Where do you live?		
			1 North East	2 Rest of the UK	
Yes	Count		45	111	156
	%		32.84%	31.09%	31.6%
	% of Total		9.1%	22.5%	31.6%
No	Count		2	12	14
	%		1.45%	3.36%	2.8%
	% of Total		0.4%	2.4%	2.8%
Total	Count		137	357	494
	%		100.0%	100.0%	100.0%
	% of Total		27.7%	72.3%	100.0%

Table TQ14 Parental Involvement

4.4.2.d Tuition as an out of school instruction.

In order to determine whether parents rely on private tuition to be used outside the class hours to help with homework (Hajar, 2019), they were complimentary asked Q14. Results indicate that the majority of NE respondents, 55.46%, support that it should be practiced out of class hours (see Table PQ14) whereas 10.08% stated 'both' (see Appendix H, section 4.4.2.d, Table PQ14b).

PQ14 Should private tuition be used in or out of class hours? Choose one answer. - Selected Choice * Q2_Text Where do you live? Crosstabulation

			Q2_Text Where do you live?		
			1 North East	2 Rest of the UK	Total
During class hours	Count		10	5	15
	%		8.40%	6.57%	7.7%
	% of Total		5.1%	2.6%	7.7%
Out of class hours	Count		66	39	105
	%		55.46%	51.31%	53.8%
	% of Total		33.8%	20.0%	53.8%
Other	Count		12	4	16
	%		10.08%	5.26%	8.2%
	% of Total		6.2%	2.1%	8.2%
Total	Count		119	76	195
	%		100.0%	100.0%	100.0%
	% of Total		61.0%	39.0%	100.0%

Table PQ14 Tuition as out of class support

To finalize the parental perspective on the reasons why parents engage in private tuition, parents responded to Q22. Results indicated that the majority of NE respondents, 18.48%, engage in private tuition to promote confidence and motivate learning (see Appendix H, section 4.4.2.d, Table PQ22).

4.4.3 RQ3: THERE IS A LACK OF PRIVATE TUITION QUALITY ASSURANCE SYSTEM TO ENSURE CONSISTENCY OF DELIVERY

Literature knowledge has outlined certain assumptions as to whether private tuition quality assurance system ensures the consistency of delivery in pursuit of high attainment (Bloom, 2005; Gardner, 2005).

4.4.3. There are key weaknesses in private tuition that impact quality of provision.

Parents are of the view that there are some key weaknesses in private tuition which should be considered in order to improve the quality (Q18). 23.52% of NE respondents stated that private tuition is costly; equally, the rest of the UK agreed to that statement with 22.36% (see Appendix I, section 4.4.3, Table PQ18).

4.4.3.a Private tuition can be improved by ensuring a better quality from teachers.

Parents were further asked Q19 as to what can be done to overcome the weaknesses and improve the quality of private tuition at home. Out of the parent cohort on the quality of private tuition at home, the majority of respondents, 11.76% based in the NE, stated triangulated communication with 8.40% stating it is necessary to impose accountability through regulated standards (see Appendix I, section 4.4.3.a, Table PQ19).

4.4.3.b Parents feel tutors are qualified.

To test the assumption that parents feel tutors are qualified teachers (Hoover-Dempsey and Sandler, 1997; PWC, 2008; Broom et al., 2010), a cross tabulated descriptive statistic has been run to assess the qualities that parents seek in a tutor. Parents had the freedom to select more than one option in Q23. Of the majority of the NE parents, an equal amount of 22.68% stated that private tutors need be engaging and qualified (Kassotakis and Verdis, 2013) (see Appendix I, section 4.4.3.b, Table PQ23).

4.4.3.c Parents seek relevant documentations from tutors.

Both parents and teachers were asked about what documentation is asked and provided at the time of employment of private tuition (Q24). The majority of NE respondents, 13.44%, stated 'all the above' (see Appendix I, section 4.4.3.c, Table PQ24) with 18.48% further confirming that tutors do provide these documents when asked to do so (see Appendix I, section 4.4.3.c, Table PQ25). To compare responses from teachers and tutors on the same question, teachers were asked whether parents asked for any of the following credentials. Results show that 15.32% of NE participants and 11.48% of those based around the UK both stated that they were asked none of the above (see Appendix I, section 4.4.3.c, Table TQ28).

4.4.3.d Parents seek tutors through accredited agencies.

In response to the assumption that parents seek tutors through accredited agencies that would determine the vetted quality of the tutors, respondents had a choice to select more than one option (Q29). The majority, 13.44%, of NE respondents stated they seek tutors through word of mouth with an almost equal number of respondents, 13.15%, based in the rest of the UK, stating the same (see Appendix I, section 4.4.3.d, Table PQ29). Teacher respondents responded to the same question on the recruitment of students in Q27. The majority of NE respondents, 22.62%, stated they recruited students through word of mouth, with the majority of respondents based in

the rest of the UK, 19.32%, also stating the same (see Appendix I, section 4.4.3.d, Table TQ27).

4.4.3.e Teachers are motivated to tutor due to stress of teaching.

Teachers were asked about the main factors which motivate them to become a private tutor (Q24) (Bew, 2011; Bray, 2011; Gillard, 2018). The teacher questionnaire responses revealed that 40.14% of NE respondents stated the additional income, with an almost equal majority of respondents based in the rest of the UK, 39.49%, who also stated the same (see Appendix I, section 4.4.3.e, Table TQ24). To test this assumption, the current rate of tuition per hour is asked from both parents and teachers. Results on the parental perspective show that the majority of NE respondents, 12.60%, pay between £25 -£35 per hour with the same amount stated by 15.78% of respondents based in the rest of the UK (see Appendix I, section 4.4.3.e, Table PQ30). Teacher responses on the same subject show that 12.40% of NE participants charge £15- £25, with the majority of respondents based in the rest of the UK, 13.44%, charging £25-£35 per hour (see Appendix I, section 4.4.3.e, Table TQ33).

Through Q31, 25.21% of NE parents confirmed that private tuition is paid at value for money (see Appendix I, section 4.4.3.e, Table PQ31) and further 5.64% agreed that it achieves exam grades (see Appendix I, section 4.4.3.e, Table PQ31a). The researcher considers that this parental notion links to their educational literacy level (Bray, 2011).

Parents responses on Q32 on how they provide payment to the tutors showed that 16.80% of NE parents pay by BACS (see Appendix I, section 4.4.3.e, Table PQ32). However, 16.78% of NE teachers, who were also asked the same question, stated that payment was made by cash, which was also supported by 13.72% of teachers based in the rest of the UK (see Appendix I, section 4.4.3.e, Table TQ34). Further to the above question, parents were asked Q33 to identify whether private tuition is a price sensitive market. An equal amount of 27.73% of NE parents stated that price has no influence but also parents are attracted by the lowest price and the highest price respectively (see Appendix I, section 4.4.3.e, Table PQ33). In response to whether

private tuition is a price sensitive matter in Q35, the majority, 20.43%, of NE teachers stated it was the lowest price that attracted parents (see Appendix I, section 4.4.3.e, Table TQ35).

4.4.3.f Teachers feel supported by school to enhance their subject delivery.

As previously highlighted in Section 2, 4.4.1, in TQ9, the majority, 7.29%, of NE teachers stated that they can enhance the subject delivery by receiving more subject specific CPD. In question TQ10, in the same section, teachers provided recommendations on how schools can improve their pupils support of which the majority of NE, 13.86%, stated more quality teaching was required, and 8.02% focus on individual needs. TQ11 further questions teachers whether they were encouraged to focus on a selection of which the majority 19.70% stated they prioritised pupil learning. In support, teachers' comments on TQ12 staff development in schools included the majority of 11.67% stating it is adequate. In TQ13 teachers were asked, according to their experience, as to whether schools support them in liaising with parents in which the majority 21.16% stated yes. Therefore, the researcher considers that a need to focus on quality teaching through CPD which would enhance pupil needs is a different perspective to what is derived from teacher perspective. As previously highlighted, it is important the researcher engages further into the sceptics of this through the next phase of the data gathering. However, to yield adequate information, so to inform the next stage, the researcher also investigated further assumptions derived from literature knowledge.

4.4.3.g Teachers are aware of students in their class receiving private tuition and would promote it outside class.

Teachers were asked whether they were aware of their students in class who received private tuition at home (Q16) (Hajar, 2019). The majority of NE respondents, 17.51%, stated they were not aware of which students in their class received private tuition, however, respondents based in the rest of the UK, 22.68%, stated the opposite (see Table TQ16).

TQ16 Are you aware if any of your students in your current class are receiving private tuition at home? * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	23	81	104
	%	16.78%	22.68%	21.1%
	% of Total	4.7%	16.4%	21.1%
No	Count	24	45	69
	%	17.51%	12.60%	14.0%
	% of Total	4.9%	9.1%	14.0%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ16 Teacher awareness of students receiving private tuition.

In addition, teachers were asked of their opinion as to when would they recommend pupils engage in private tuition outside school hours (Q17). The majority of NE responses in Q19 (Yahiaoui, 2020), 44.52%, confirmed that private tuition should take place outside schooling hours (see Appendix I, section 4.4.3.g, Table TQ19) with 25.54% stated they would recommend pupils engage in private tuition so to close gaps, and 10.94% so to achieve higher grades. A higher percentage of respondents in the rest of the UK, 43.13%, also confirmed the engagement of private tuition outside schooling hours; 33.05% further support the same with the second highest rate, 8.40%, also stating to achieve higher grades (see Table TQ17).

TQ17 When would you recommend pupils engage in private tuition outside school hours? Write your answer below. * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
To close gaps	Count	35	118	153
	%	25.54%	33.05%	31.0%
	% of Total	7.1%	23.9%	31.0%
To promote confidence	Count	3	3	6
	%	2.18%	0.84%	1.2%
	% of Total	0.6%	0.6%	1.2%
To achieve higher grades	Count	15	30	45
	%	10.94%	8.40%	9.1%
	% of Total	3.0%	6.1%	9.1%
If there is an SEN need	Count	2	4	6
	%	1.45%	1.12%	1.2%
	% of Total	0.4%	0.8%	1.2%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ17 Recommending private tuition to students outside schooling hours.

4.4.3.h Tuition takes place at GCSE level so to attain exam grades.

In order to evaluate whether private tuition is taking place more at GCSE level so to pass exams, both teachers and parents were asked Q20. The majority of NE parents, 77.31%, stated they were not receiving private tuition with also 76.31% from participants in the rest of the UK stating the same (see Appendix I, section 4.4.3.h, Table PQ20; see Table PQ12). However, through Q21, 10.92% of NE parent participants stated that tuition was taking place online (CIL, 2018), and 6.72% face to face in their house (see Appendix I, section 4.4.3.h, Table PQ21), 18.48% for 1 hour (see Appendix I, section 4.4.3.h, Table PQ26) and 24.36% claimed tuition on a weekly basis (see Appendix I, section 4.4.3.h, Table PQ27). Tuition was also stated taking place for the majority, 9.24%, in Year 3, 10, 11 and Year 6 with 7.56% of NE respondents stating so. Similar results were reported by parent participants based in the rest of the UK with 13.15% supporting tuition in Year 11, and 9.21% in Year 8 and 10 (see Appendix I, section 4.4.3.h, Table PQ28).

Teacher participants were asked whether they delivered private tuition in Q25. The majority of NE respondents 29.19% stated they were delivering tuition on individual students (one to one basis). An equal high percentage, 27.2%, was also reported by teachers in the rest of the UK (see Appendix I, section 4.4.3.h, Table TQ25). According to further teacher responses in Q26, an almost equal amount in both geographical selections, 19.70% and 19.88% respectively, reported that tuition was delivered online (see Appendix I, section 4.4.3.h, Table TQ26). The majority of responses in Q29 showed that 26.27% of NE participants tutor for one hour (see Appendix I, section 4.4.3.h, Table TQ29) with 20.43% of NE respondents teaching English, 13.13% Maths and 7.29% Science consecutively (see Appendix I, section 4.4.3.h, Table TQ30). The majority of NE respondents, 18.97%, stated they engage in tuition in Year 11, 14.59% in Year 9, and 12.40% in Year 2; in comparison, respondents from the rest of the UK equally stated 16.24% Year 11, 14.28% Year 9 and 12.60% Year 7 (see Appendix I, section 4.4.3.h, Table TQ31). The majority of NE respondents, 16.05%, stated that tuition was practiced weekly, with a higher percentage, 21.56%, from respondents outside the NE stating the same (see Appendix I, 4.4.3.h, Table TQ32).

PART B: QUALITATIVE DATA ANALYSIS

4.5 INTRODUCTION

Part A: Quantitative Data Analysis, focused on the quantitative analysis used within this research so to answer the identified research questions addressed in Chapter 3. Developed through a set of paradigms set out in previous chapters, qualitative data were collected by employing semi-structured interviews to a set of 31 parent participants and 31 teacher participants. In addition, 3 focus groups of sets including a parent population of 5, a teacher population of 5 and a mixed group of both teachers and parents of 5 will also be simultaneously analysed within this part of the chapter (Teherani et al., 2015). The researcher has deemed it essential to use the coded data to identify themes to construct new thematic knowledge that will contribute to the research analysis. Therefore, to develop this research frame, the second part of this chapter, Part B, will specify the qualitative outcomes derived from the qualitative research design in order to answer the research questions so to achieve the aims and objectives. Thus, Section 4.5.1 will provide a comprehensive demographic detail of each set of respondents, such as: gender, geographic region, and occupation and responsibility of children's education selectively to the data set. The remainder of this chapter will consider the following sections: section 4.5.2 provides a comprehensive analysis presenting the perceptions of both parents and teachers on the factors that increased private tuition; section 4.5.3 outlines the reasons parents and teachers view as instigators to engaging in private tuition; 4.5.4 presents participant perceptions on how best to regulate private tuition as a market.

4.5.1 Participant demographic

As previously explained, qualitative interviews along with focus groups were utilised to yield a diverse range of opinions through the use of semi-structured questions related to the research question. According to the sampling strategy, interview

parameters were set to parents and teachers who were involved in engaging in the private tuition community. This was a crucial factor to ensure the participant cohort engaged in the phenomenon of private tuition. Therefore, the selection of semi-structured interviews and focus groups subsequently have been purposefully utilised to compliment the research questions set out in Chapter 3, validate the data obtained through quantitative means and pose out any threads for future considerations. Although there is not a clear divide due to candidates responding to questions, whereby answers linked to more than one question, analysis entailed dividing the semi structured interview questions into sections linked to the research questions. Interviewee demographic of 30 participants per set, namely parent and teacher respectively, are observed in Table 4a below. In turn, the focus group population is presented in Table 4c below.

Parent participant No	F/M	Geography	Occupation	Responsibility of children's education	Teacher participant No	F/M	Geography	Teacher tutors
1.	F	South	Housewife	mum	1.	F	West Midlands	Lecturer
2.	M	NE	Business	mum	2.	F	South	Scientist (transit)
3.	F	West Midlands	Teacher	mum	3.	F	NE	Lecturer
4.	F	NE	Housewife	mum	4.	F	South	Teacher
5.	F	NE	Microbiologist	mum	5.	F	Wales	Scientist (transit)
6.	F	NE	Lecturer	mum	6.	F	South	Teacher
7.	M	West Midlands	Lecturer	mum	7.	F	Singapore	Teacher
8.	F	Wales	Scientist	mum	8.	M	NE	Retired lecturer
9.	F	NE	Housewife	mum	9.	M	South	Retired Lecturer
10.	F	NE	NHS	mum	10.	M	Wales	Retired Lecturer
11.	F	China	Teacher	mum	11.	F	West Midlands	Scientist (transit)
12.	F	NE	Finance	mum	12.	M	South	Retired Lecturer
13.	F	NE	Business	mum	13.	M	NE	Teacher
14.	F	NE	PR	mum	14.	F	South	Teacher
15.	M	NE	NHS	mum	15.	F	Midlands	Teacher
16.	F	South	Teacher	mum	16.	M	South	Teacher
17.	F	NE	NHS	mum	17.	M	South	Teacher
18.	F	NE	HMRC	mum	18.	M	South	Teacher
19.	F	NE	Scientist	mum	19.	F	NE	Teacher
20.	F	NE	Finance	mum	20.	M	South	PhD student (transit)
21.	F	NE	NHS	mum	21.	M	NE	Teacher
22.	M	NE	Construction	mum	22.	F	Southeast	Teacher
23.	F	NE	Lecturer	mum	23.	F	South	Teacher
24.	F	NE	Housewife	mum	24.	F	Southwest	Teacher
25.	F	NE	HMRC	mum	25.	M	NE	Teacher
26.	F	NE	Pharmacist	mum	26.	F	NE	Teacher
27.	F	NE	Finance	mum	27.	M	NE	Retired Lecturer (transit)
28.	F	NE	Lecturer	mum	28.	F	NE	Teacher
29.	F	NE	Lecturer	mum	29.	M	NE	Lecturer (transit)
30.	M	NE	Construction	mum	30.	F	South	Teacher

Table 4a Participant Demographic of Parents and Teachers

Parent participant No	F/M	Geography	Occupation	Responsibility of children's education	Teacher participant No	F/M	Geography	Teacher tutors
1.	F	NE	Housewife	Mum	1.	F	NE	Teacher
2.	M	NE	Business	Mum	2.	M	NE	Lecturer
3.	F	NE	Housewife	Mum	3.	F	NE	Teacher
4.	F	NE	Finance	Mum	4.	F	NE	Teacher
5.	F	NE	Retired	Mum	5.	F	NE	Teacher
Teacher/Parent Participant No	F/M	Geography			Teacher tutors/Parents			
1.	F	NE			Lecturer			
2.	M	NE			Parent			
3.	F	NE			Parent			
4.	F	NE			Teacher			
5.	F	NE			Teacher			

Table 4c Focus groups.

In order to validate literature and quantitative results on whether the engagement of private tuition was gender specific or dependent on the parental financial availability (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009) the researcher gathered data related to their gender and occupational sector. 83.87% of the parent respondents are female out of which 67.74% are based in the Northeast (NE). The majority are lecturers and housewives and work for the NHS respectively (see Table 4a). As expected, interviewee responses align to the researcher's objective in that parent participants possess a required level of knowledge and experience in the field of private tuition. In addition, based on Ermisch and Pronzato's (2010) statement on the parental influence on children's education, 100% of parent participants stated that the responsibility of their children's education is that of the female within the household, which validates the researcher's assumption in quantitative results analysis. In comparison, information gathered on the teacher/tutor participant cohort also showed the majority are females based in the South and the NE. In particular, the majority are teachers, lecturers, and retired lecturers (see Table 4a above). This section has provided a synoptic but vital background information on the participant population. The following sections will focus on the research questions, highlighting key findings and presented thematically.

4.5.2 RQ1: WHAT ARE THE KEY EDUCATIONAL FACTORS THAT HAVE LED TO THE INCREASE OF PRIVATE TUITION?

4.5.2.a Interviews

As supported by literature in Chapter 2, schools' culture has historically relied on exam grades (Galton, Simon and Croll, 1980; DES, 1992; Jones, 2003; Kassotakis and Verdis, 2013; Wrigley, 2014; Kwo and Bray, 2014; Halton, 2018; West and Wolfe, 2019; APPG as seen in SenEd, 2019). As demonstrated through quantitative data, one of the key educational factors that has increased private tuition is not as assumed, to date, the constant changes in the grading system (Pearce et al., 2018 as seen in the Guardian, 2021) but the fact that schools do not focus on pupil individual needs. Therefore, in addition to quantitative data, qualitative responses in Q3 indicated that the majority of the parents support their view that schools do initially focus on individual needs, however, when approaching the latter stages of the curriculum, emphasis is placed on the exam grades to potentially secure their top league table place and recruitment (Jokic, 2009; Bray, 2011; Kinyaduka, 2014; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016; Parr seen in SenEd, 2019).

As narrated by parent M: *'My experience was they focused on individuals but from speaking to C I think they've had to focus far more on exam grades and haven't necessarily grow them as individuals or given the techniques that not necessarily needed for university.'*

Three parents, such as L, added that *'Exam grades 100% and I know I didn't feel supported with C. I just think that they haven't got the capacity in skills for the kids, they haven't got enough funding to help support the kids.'*

In agreement to quantitative results and literature, the majority of teachers in Q3 held a similar view with parents, in that even though schools, especially primary schools, focus on the individual needs, as they further into exams years, the more they focus on individual students to increase their grades so to secure a placement in the league

tables (Bray, 2003; Ireson, 2004; Gillard, 2018; APPG seen in SenEd, 2019; Holloway and Pimlott-Wilson, 2020; Nickow et al., 2020).

According to teacher A: *'They are concentrating on those children that are on the cusp of failing but getting those better grades that they're trying to get those to go up. So, at certain point, yeah, it will be individual. But once there's an exam in place, then it's more geared towards the exam.'*

Three teachers suggested that it is exam driven but it is not due to their choice but the choice of having to do so to secure funding,

G: *'They kind of have to focus on exam grades because they have a requirement, they're assessed... to see whether they're doing their job, ... is difficult to give it the attention that it needs. If they then have to make sure that they're hitting all of the other targets that they have to make off call ... Really representative of what's happening in the school, but unfortunately it tends to have a big impact on the funding that they're given the support that they get given the way that the budget that's allocated to different things, so they have to make sure that they're delivering based on what the Department of Education has asked for, not necessarily what they want to do.'*

Additional responses included attributing it to teachers not being given enough time to focus on individual students due to administrative tasks. J supports that teachers and schools overall don't have a choice but *'this industrialized approach to education is completely outdated and we all know that everybody in school knows that all educators know that. It's just that we are too exhausted to imagine a new way.'* Another suggested that teacher recruitment suffers due to funding cuts and those already in classrooms are too busy with securing grades to focus on individual children. Lastly, one teacher suggested that schools cannot meet parental needs as parents focus on exam grades.

In order to yield more information on Q3, the researcher engaged both participant sets on their school satisfaction (Hadow, 1933; Ireson, 2004; Davis, 2004; Bray et al., 2014; Jerrim, 2017). Qualitative results support knowledge derived from review of the

literature (6), as well as quantitative results, on parental views not being satisfied with their school with only 1 parent stating they were satisfied. The majority of the parents who confirmed their dissatisfaction stated it was due to the lack of individual support in class. One parent, L, stated: *'Not really because... I think it was like just not focusing on the individual children.'* However, three parents stated there was lack of communication between schools and parents:

Y: *'Well not really I mean how within in what in what regards not satisfied with the fact that they are not communicating and hardly get reports um teachers are not very well communicative I don't think that they know a lot to be honest with you and I feel that my children learn more with the tutor than at school.'*

C: *'No not really. The focus is not really on the child and my school lacks communication skills.'*

In agreement, overall, 14 teachers felt there was lack of school support to both the students and teachers which is demonstrated by the following comments:

V: *'Some schools just don't have the support as in the extra adults.'*

K: *'No, to some schools, so the support structure isn't there, they just expect you to be sort of self-sufficient and stuff like that and put up with whatever they throw at you, and which is ridiculous.'*

Another teacher, J, stated that schools would support you only to get the grades in *'Well, I thought in general, you're supported. You know it will want to try and get the best exam results'*, which was similarly narrated by S: *'And I think that where the focus is on numbers and statistics like with assessment data and exam data, I think that sight is lost of the people who support the kids to reach that. What can be done to support staff, but also making sure that they're challenged when that's not happening.'* Out of those who expressed a satisfaction with their school, S stated that schools need to ensure more support is provided to staff, *'I have felt supported in the past by my*

departments that I've worked in and given some training on inset but I think there needs to be a lot more training involved.'

Furthermore, in order to understand the educational factors that contributed to the increase of private tuition, Q4 engaged both participant sets on their perception of this and the factors that contributed to that increase. Responses on the topic demonstrated that the majority of parents agree that they focus on exam grades as demonstrated by M: *'I think it is based on the fact that things have changed and what kids learn nowadays is not the same. Parents want to get the grades in and the only way to do that is by getting a private tutoring.'*

Four parents added the impact of Covid has also had an impact on pupil progress due to lockdowns, which was indicated by A: *'COVID has really pushed things to the forefront. You know, whereas some kids would be struggling and maybe get left behind.'* In agreement, L added: *'I think obviously there was a lot to do with Covid, so I think people have obviously taken it up because of that and I think maybe people want to see that the children achieve good grades.'* Other parents (5) commented on how teachers being stressed in classrooms impacts on focusing on their individual needs (Bew, 2011; Bray, 2011; Gillard, 2018) and suggested that schools having not had to focus on grades, parents would not need to engage in private tuition.

A: *'Yes, I think so definitely teachers are stressed. I think if schools were not focusing on grades parents would not need to hire a tutor.'*

Further, parents (6) suggest the pressures of the curriculum, lack of individualized support and teacher pay is another factor why private tuition has increased. As commented by A: *'The pressure of the curriculum is possibly one element to blame and obviously the teacher. I think private tuition is a way of allowing somebody one to one with your child or in a small group, depending on what kind of tuition you the parent goes for... because it allows the person who understands my child to be able to go over particular parts in the curriculum that they haven't quite grasped or need additional help for, or and that a teacher with 29 children in the class can't provide. And I think that's a massive thing for why parents school for tuition, because the child*

just needs a little bit extra support in some area, and they got it when they're in the from the school. I don't think teachers get paid enough though. I think it's not just pressure of exam and league tables and you know the cost of living ...I think they find a way of doing what they enjoy, ... by tutoring after school out of hours is it does help them financially ...'.

Three parents added that private tuition has increased due to its ample supply because teachers are stressed therefore are seeking additional income,

S: 'Teachers are stressed, and I certainly think that they are all turning towards tuition as their main income.'

Six parents suggested that schools provide inadequate learning which is substituted by private tuition, yet only two parents supported that large classes and teacher recruitment were suffering due to inadequate quality by younger teachers.

4.5.2.b Focus Groups

To respond to RQ1, focus groups were asked of the reasons they perceived to be the need for private tuition. Of the cohort of 5 parents the majority stated it was due to both the individual support and the specialist provision lacking in schools,

L: I don't think the schools have actually had the time to provide that sort of quality of education that they need.'

D: 'Also it's very concerning that schools quite often dissuade parents from using personal tutors, home tutoring services. I also feel as though that within schools themselves, you know, teachers take, you know, three years or possibly four years to train to be a teacher. Now they're doing that four-year training they should be in a position to identify, you know, indications of disabilities in the classroom and specific learning difficulties for I think there's a clear shortfall in skills.'

Teachers also supported that school failures in individualised approach also were an instigator to engaging in private tuition,

V: 'Thought our children is the fact that they get more than what they get in the classroom and it's not always children that want to improve that grades but it's also children that have a specific need all children that want to improve that confidence or children that want to improve a particular skill and for me it was quality that was lacking in the classroom.'

In addition to the parental views on Q4, interview responses demonstrated that the majority of teachers believe that the pressures to get good grades and improve exam results is one of the reasons in engaging and normalising private tuition. As commented by S: *'I think there's some really positive reasons such as COVID allowed us to get online, and parents obviously had some experience of their children being online during lockdown and it just kind of opened up a place that wasn't really there before. And I also think that it's the pressure of grades so that pressure that the children take home, then you know, affects the parents and the parents want their children to then improve their grades.'*

Moreover, Covid highlighted gaps created through schooling failures, namely lack of support, resources, inadequate teaching, and it was exacerbated more with the government providing funding through the National Tutoring Programme to close gaps. As stated by two tutors, the onset of Covid created more opportunities for tutors and agencies, with parents realising that private tuition was more accessible in school, and more so outside school, especially since parents are not given an accurate picture by the school to the attainment of their kids so to secure grades so they opt in for private tuition,

G: 'There seems to be a different attitude to tuition...especially through the time that students spent out of the classroom through lockdown. And the fact that then the government response to that was to provide their own tutoring program and the fact that tutors have now started actually been employed directly in schools to deliver that, it's more mainstream and people have realised that tutoring is potentially for

everybody.'

S: *'I think people are perhaps more aware that tuition exists after the government announced that they were going to private tutor all those children for English and Maths as a scheme in schools. I know primary teachers private tutor in their school holidays and because the cost of living is going up. And this is even with people being on private school wages that are usually a bit higher anyhow. You know when they still private tutoring him their school holidays. It's sort of a societal problem, isn't it?.'*

Teacher pressures to farm exam grades and focus on administrative tasks with additional school pressures, initiated teachers leaving the profession in aim of seeking additional income are additional responses provided.

In addition, to respond to RQ1, a focus group of mixed parents and teachers were asked of the reasons they perceived to be the need for private tuition. Of the cohort, the mixed focus group identified that although Covid did identify gaps, it is the individualised approach that entices parents and teachers alike to engage in PT,

V: *'I do like working in the classroom, but what I do find that I love about tuition is kind of have that bond with the child and really building the relationship and then really working with them on their kind of what they feel like they're struggling with and giving them the independence to kind of say. So, they have a child, I say, well, what have you struggled with this weekend? We can really tailor the lesson to their needs and so gives them some more ownership of what they find difficult... when they've got so much to pack into lessons, there's just not enough opportunity for that to kind of go into their long-term memory. So, the tuition gives extra chance for that that to happen really.'*

4.5.3 RQ2. WHAT ARE THE REASONS PARENTS INVEST IN PRIVATE TUITION?

4.5.3.a Interviews

To clarify the plethora of literature on the definition of private tuition and validate quantitative data on the topic, the researcher invited both participant sets to offer their views on Q1. Although quantitative data demonstrated the majority of parents perceiving private tuition as a paid one-to-one service so to improve grades (Ireson, 2002; Mynott, 2016; Zhang and Bray, 2019), qualitative responses agreed and added that it takes place outside the schooling hours. A few parents have claimed that it is expensive whereas others supported that private tuition can be part of the curriculum or take place during the schooling hours,

A: 'Private tuition is something that offered in addition to OR In place of Education that's provided by the state. Yeah, because private tuition can also be not just for outside the school working hours. I think it can be in place at the school working hours for some children as well. Like especially for those Who don't attend school for whatever reasons. Bridges the gap that way as well.'

A minority of parents supported that the definition should include that private tuition only takes place at home and that it should be hybrid mode.

In comparison, although quantitative data demonstrated teachers' perceptions on the definition of private tuition stating that tuition was '*paid 121 education support outside school*', qualitative data also demonstrated that the majority of teachers also agree with the definition of private tuition being classed as support outside schooling hours. A few parents diversified the term to private tuition being able to take place anywhere and at any time, including home based, that it's a paid service, that it substitutes private school, that it focuses on pupil's individual needs, it takes place outside schooling hours, whereas one stakeholder suggested it needs to be more widely defined.

Parent D: *'Well, I think it's support above and beyond what's been provided in the school in terms of mainstream education...'*

Parent S: *'I would say that. And the only part I would attach to that would be related to that it's a paid service. That doesn't mean directly from parents or carers. It could be from the local authority, or it could be from school in terms of provision. Or it might be a private arrangement which might not have cost attached'*.

In addition to striving for clarification on the definition of private tuition, the researcher engaged both participant sets in Q2 to determine whether parental engagement in private tuition is linked to social structures. Qualitative responses indicated that the majority of parents stated that educational qualification plays an important role in the employment of private tuition, thus, as stated by C, educated parents expect the same level of education from their children: *'Yes it does we're both qualified high earners we both have professional qualifications and we do insist that our children get the same if not similar qualification themselves.'*

C also suggested that only high-income families will be able to afford tuition:

'Yes, it does in my experience. Parents can only afford a tutor if they are getting paid a lot and tuition is not cheap at all considering that most kids need more than one tutor.' One parent, C, disagreed and suggested that even though parents are not qualified, expectations remain the same, *'No- parents that have no qualifications want their children to have them.'* However, another parent, A, suggested it is the exam pressures that promote the engagement of private tuition: *'It depends on the circumstances. I think that parents want their kids to do well and nowadays tuition is almost a must, so I don't think it's a parental aspect but a necessity due to school failings.'*

In comparison, the majority of teachers agree that parents' education is linked to the engagement of private tuition (Samal, 2012; Desforges and Aboucha, 2013). However, A suggested parents recognise the pitfalls of the curriculum: *'Yes, I do, but whether it's the role of the employment. I think parents are a bit anxious about their own qualifications and their own knowledge of the curriculum today, I think it's that that's*

the reason?'. Other parents suggested that the higher the qualification, the less willing they are to seek support,

C: 'Well, I definitely, I don't know whether educations got anything to do with it, cause sometimes I find the higher the level of education, the more tricky they are to actually support their child. I think it's a willingness to support their child.'

Another perspective presented by parent S was the time allocated to supporting their children themselves due to their high-income jobs:

'I do and how qualified parents are and how that impacts on outcomes for kids. But the there is another side of that which is around. And where if somebody is or a parent or a care is more educated than and potentially have less time to spend with the children to support them because of employment or just general life, really and so I think that that can make a difference as well. And you get some parents who may not have necessarily gained high level qualifications, but they've got the time and the commitment to devote to that and attend things like family learning sessions to develop their own skills in terms of literacy and numeracy.'

Additional responses from parents demonstrated that the majority of parents who are responsible for their children's education are female and have sole responsibility of their children's education. Also, the majority of parents stated that they do not support their children at home with their homework mostly due to time constraints and lacking in subject knowledge:

V: 'I could but I don't have the time. I do have tutors for my kids though to compensate for this.'

L: 'I don't think so struggle with it with my kids at the moment like science.'

The majority of parents stated that they lacked subject knowledge to support their children and did not feel confident to support their children with the school expected

curricula. To support parental views on the subject of qualifications posing an important factor in the employment of private tuition, the majority of teachers stated that due to their high-status jobs, parents would be more likely to afford tuition compared to those who are disadvantaged and cannot afford it.

L: *'I think it's the other way around. Parents that have high education themselves understand the importance of it, so they're probably most likely to pay for private tutoring.'*

B: *'My family weren't particularly wealthy, so we could never afford private tuition and I think I've been lucky in that my son didn't particularly struggle with anything.'*

In addition, teachers felt that parents in general lack the subject knowledge primarily due to the curriculum having changed over the time, thus, they regard them as unable to help their child with homework. However, a few teachers support that even those who are of high education still employ tutors for a variety of reasons,

J: *'I've got people who are who adopt medical doctors, somebody's PhD and analytical chemist. But then they end up paying for private tutors.'*

S: *'I think it's probably a combination of factors. And sometimes they have the knowledge, but they don't have the patience or the skill to teach. They may very well have the skills, but don't think they do. So, they engage somebody with experience of tutoring because they don't think they got the skills. Sometimes it's to do with time...In the busy household with multiple siblings or coming in from school at the same time, being able to the luxury of sitting down one to one with one with one of your children. Unless there's somebody there to help with the other siblings then then you would struggle to get an undisturbed hour. So yeah, family circumstances, time, lack of confidence, perception of lack of skills.'*

As mentioned above in Q4, the majority of parents agree that schools focus on exam grades with Covid lockdowns accentuating the impact of lacking in appropriate school

provision on pupil progress, teachers being stressed in classrooms impacting on focusing on children individual needs, the pressures of the curriculum, lack of individualized support and teacher pay, its increase in supply because teachers are stressed therefore are seeking additional income, and schools providing inadequate learning which is substituted by private tuition. In addition, the majority of teachers believe that the pressures to get good grades and improve exam results is one of the reasons in engaging and normalising private tuition accentuated by Covid highlighting gaps created through schooling failures, namely lack of support, resources, inadequate teaching, and it was exacerbated through the governmental funding with the National Tutoring Programme to close gaps. The onset of Covid created more opportunities for tutors and agencies, with parents realised that private tuition was more accessible in school and more so outside school especially since parents are not given an accurate picture by the school to the attainment of their kids so to secure grades so they opt in for private tuition and teachers pressure to farm exams and administrative tasks and school pressures initiated teachers leaving the profession in aim of seeking additional income.

Q5 highlighted the majority of parents suggested that private tuition strengths lie in that it is focusing on individual needs of students:

H: *'I think the strengths are your child gets one to one individual attention. I think your child gets that rather than being a part of a big group.'*

Equally, it was shown that private tuition improves the grades and confidence of the pupils,

A: *'I think that tuition is very useful and as I already said it does secure the kids get the grades in to the majority. ...it's a matter of confidence too.'*

V: *'Strengths that the tutor focuses on the child and builds confidence, improves grades.'*

Four parents stated that private tuition secures the lack of quality of teaching that is in schools,

LW: *'It's sad that we don't have the quality of teachers in schools who from my experience the private tutors perhaps have not only done the subject, but they have taken the time to understand the core of the student, so they are able to engage on a different level.'*

However, the majority of parents also stated that private tuition is costly and only accessible for those parents who have the financial means with the qualifications and quality often not being to the expected standard,

M: *'Weaknesses is that it costs a lot and not everybody is a qualified teacher.'*

N: *'Well, that's the thing that's when you look around you realize that they said there's a lot of people out there that don't have any qualifications.'*

A: *'It's not just anybody can do it and that's another thing the weaknesses is that anybody could put a card in the news agent window to say I could choose to your child for £5 an hour and there's nothing to stop people from doing that.'*

Comparatively, teachers also agreed with parents above that the strengths in the employment of private tuition lie in that it focuses on the individual needs of the child:

B: *'It definitely it's that one to one interaction with somebody ... You can't focus on 30 children in a classroom. It's very difficult to assess like and to kind of you know offer support with all their individual needs so tuition offers that obviously. It's that one to one in terms of kind of the teaching can be sort of very tailor made to the student as well.'*

S: *'OK, so I think the strength are the ability you get to focus on the individual. Is just amazing.'*

An additional selection of teachers also stated that it closes gaps:

C: *'So, I think the strengths that it's able to help students to give them a chance to actually play catch up through private tuition.'*

L: *'..., it can help students catch up with the with the rest of the cohort.'*

Whereas a small cohort stated that strengths lie in that there is quality control, and that private tuition promotes student confidence:

DB: *'I believe a particularly being part of the process, some of the other clients that work for not probably tuition companies, but it's quality control...I think is really important, which means when you know parent or learning themselves come, they know they're gonna get somebody good. ...So, I think that is really important and it's a quality way forward. So that that is a big plus.'*

Weaknesses on the other hand include primarily the lack of regulation in the quality of provision and cost,

C: *'If you get a bad tutor, it's a complete and utter waste of money and sometimes the difficulty with the bad tutor is they're cheap. Not all of them, but some of them are very cheap and it's because, you know they don't have the experience, so they charge less, a lot of. And I think sometimes the trouble is a lot of time people think anyone can be a tutor. It always amazes me that people think because they've been to school and they've studied, therefore they can be a tutor or a teacher. ... when I think of the years, I've had of understanding pedagogy, understanding the curriculum, understanding the science of learning, you know, This is why personally I am successful because I know it and I can do it. ...the worst thing you get with people who run tutor groups who just throw a load of worksheets at the kids and that's called tutoring that is not tutoring so there are some charlatans out there who don't know what they're doing and charge and it's quite cutthroat and people will do all sorts of things that's nasty. ... for me, helping children and students to become independent learners is the most important*

thing I can do. But not everyone can do that. So, then you become reliant on tutors for the rest of your life. And it's just ridiculous.'

CB: 'You don't have to have a PGCE, there are others out there as well, they're not degree based, but you know less basically, as one of my friends has it, but it gives you a grounding of what you can do whereas you know, 18 year old just gone to university just because they got a great day they can't teach different learning styles as well.'

A very small cohort of teachers stated suggested that private tuition is seen as an elitist provision, lacks safeguarding, students rely on the tutor, and they lack social skills.

R: 'The main weakness is that some students mistakenly think that just by the fact they have a private tutor, they're going to automatically be more successful or more or cleverer and that they don't actually need to do any extra work themselves.'

Moreover, responses to Q6 demonstrated that the majority of parents stated that in order for schools to reduce the demand of private tuition, schools ought to consider reducing large class sizes:

U: 'I think in the school the classes should be divided into the smaller groups. Because when you have a class of 30 people or 28 people. I don't think so. All of the children have confidence to ask the questions and it's a lot of burden on the teacher you it's unfair to demand to from the teacher to put or tailor around the need of the individual children, you know.'

Ten parents have stated that schools need to focus on individual needs and quality in teaching.

S: 'Smaller classes more qualified teachers and life skills, quality teaching and the end of student teachers they don't have much clue.'

S: *'I suppose having smaller class sizes have got to make a difference. And the quality of teaching...challenging their thinking around sort of different subject matters...unfortunately there's a lot of people who do it just as a job. You're dealing with kids and you're dealing with individuals and human beings. So, I think for me it's something around the quality of the teachers. I don't know what they're looking for when they're choosing the teachers.'*

Only 4 parents stated that schools need to consider extra lessons after school teaching students other subjects such as life skills and 1 parent suggested more communication with the parents.

The majority of the parents have suggested that PT should be used out of school.

In agreement, the majority of teachers stated that class sizes need to be reduced:

G: *'I feel like students benefit when they have a smaller learning group. I know that's next to impossible to deliver, and our education system, but when they have that smaller learning group. And they have the type that they're much more open to participating in the lesson, you don't have the child that sits at the back and never says anything.'*

Teachers stated that schools need to consider supporting students by any means including focusing on pupil individual needs:

J: *'There's nothing wrong with private tuition. I think that schools should be built around incorporating the efficacy of private tuition rather than avoiding the need for it.'*

MR: *'No, I know, I don't agree with at all because there is a need. ... there is a need for extra teaching.'*

M: *'And so I think potentially something like being able to have perhaps smaller classes where there is a focus more on individual pupils and pupils have the opportunity and to receive more attention.'*

A minority of teachers suggested that the pressures of teaching in the classroom, teacher retention, lack of communication with parents, a triangulated communication, and the use of quality in teaching in class are also issues pertaining to the theme.

S: *'Smaller class sizes would be one way to help teachers get to know their pupils better... small classes require more teachers. More classes require bigger schools, and there isn't the funding to do that. Also, the culture of the school. ...it's more about the pupil experience rather than the pupil attainment.'*

L: *'I think a general attitude shift is needed for schools and tutors to work together harmoniously. I still feel there is a rejection of tutoring in general in schools and the fear as damaging and competitive.'*

4.5.3.b Focus groups

Responses from the parent focus group identified that the strengths of private tuition lie in that it promotes an individualised approach to learning,

S: *'It's the fact that it's tailored to that child's needs and that's beyond... it's about personality as well as what their abilities and capabilities are... private tuition is able to actually look at the individual as opposed to that a group of people that where the individuality isn't even.'*

L: *'What I felt from the private tutor, which I didn't feel from the school, they saw my child, they saw my child as an individual. They it wasn't like that. But he said previously it wasn't that perfect shape. He's a bit quirky... So, for me it was that the tutor seeing my child as an individual and then developing him to what he needed to succeed.'*

However, weaknesses lie in that tutors are not always qualified, as parent A stated: *'I think once you know and or you know you've got confidence in one in trust and trust is a massive thing. You've gotta trust the person who's teaching you, you're spending time with your child and teaching them...would class a weakness because you've*

literally it could be you know you go on to sites you know choose the places and it's like a minefield needle in a haystack. I remember actually I saw an advert on Facebook for somebody who wanted to...I think they were only young ... offering children services...but it would only be to like you know, they couldn't, they didn't have the academic qualifications themselves to be able to push a child up to maximum potential because until you've got the child in front of you and you've known them... you don't know how far they can go. They could be struggling in a class of 30 but give them one to one. They could absolutely fly, and I think a weakness of home tuition is really not embarking on the journey and making sure you find the right there, that can do everything that's said on a profile.'

L: 'I do agree, because I did read other ones and I'm thinking well, where's the experience? I want somebody who is highly educated and but from a diverse backgrounds and diverse subjects, you know? But it is a minefield on those sites. It is a minefield.'

A: 'Some people think because they've got a qualification that they can teach the subject to somebody else and that's not, you know, if there's a skill to teaching. I couldn't teach anybody because I haven't got the skills, or the knowledge. And I think just because I've got a GCSE and the subject doesn't mean that are already a level and the subject doesn't mean that I can teach other people or the children, so.'

Weaknesses identified by the majority of the teacher focus groups include the lack of quality assurance, the fact that parents are focusing on the cheapest tutor but not necessarily one that has the qualification or experience, lack of safeguarding and checking qualifications prior to engaging in tuition,

S: '...it was about accountability and like quality assurance, more about quality assurance, really than accountability... personal tutoring as well, so. And I think that sometimes there is a bit of a negative perception, but I think that's shifted quite a bit where parents want it, they're just not sure necessarily help to access it or how they can go about accessing it... there needs to be like you say that quality assurance because there will be some people out there who just take the money and run and a

bit like lots of other, you know, other things that are kind of like standards... people tend to go for the one that makes them feel best short term. Rather than focus on what's going to make them feel better and understand more and have greater skills longer term and so that there is some amazing agencies out there and for personal tutor and I think it's about just focusing on those and making sure that parents know how and the ways that they can access those and they are accessible because like you say there's a bit of a disconnect between school and personal tutoring. And it shouldn't be like a rivalry.'

D: 'Particularly in the current economy, you get a lot of parents that may want the pupils to get home tuition, but they're so like the focus on the low end, the low charging. And I think I've heard of some, some organizations, some individuals offering £10, charging £10 or £15.00 an hour to tutor, whereas you've got the high end, which can be 40-45-50 sometimes above that, depending on the level and it's unregulated and what I'm surprised is how many, you know, we asked to see the teachers qualifications and the teacher seemed somewhat uncomfortable, although there have the qualifications in sharing that information...And that's the this is. This goes back the importance of regulation and ensuring that parents are informed there is a pathway to secure a credible home tutoring service. And this goes back to the importance of this regulation. If a parent is unhappy with home tutoring, who do they report them to? Who do they speak to?'

Whereas strengths involved tutors being able to identify weaknesses that are not necessarily identified in the classroom such as dyslexia and developing confidence through private tuition. Equally, responses from the mixed focus group identified to the majority weaknesses line in the lack of checking for qualifications and quality of provision.

4.5.4 RQ3: HOW CAN A FRAMEWORK REGULATE THE PRIVATE TUITION MARKET?

4.5.4.a Interviews

Further to the researcher investigating the factors contributing to the increase of private tuition, strengths, and weaknesses of private tuition and whether schools focus on pupil individual needs or exam grades (Q3 Q4, Q5), Q7 looked into both sets of participants and whether they engaged in private tuition, mode, and rate.

The majority of the parents stated that tuition was engaged primarily in GCSE English, and then Maths, with only one parent adding Music. The second highest percentage of parents engaged in primary tuition of primarily Year 3 English, and Year 3 Maths, that carried through to GCSE level tuition. Only 2 parents stated they engaged a tutor for A Level Psychology and Science with 1 parent stating they focused on skills. The majority of parents (19) engaged in face-to-face tuition, though 4 of those turned to online tuition during Covid-19. 7 parents received online tuition with 3 parents following a blended approach.

The majority of parents who engaged in GCSE private tuition reported that prices ranged from £20-£25 per hour before Covid-19, but that increased to £30-£40 after Covid. Parents who engaged in private tuition at KS2 reported they paid £30-£40 per hour, and 1 parent stated £35 for A Level tuition. One parent claimed they paid weekly between £150-£180 per hour for GCSE tuition of two core subjects. Payment to tutors, according to 11 parents, was delivered via cash in hand with 9 parents stating using an online platform and 4 parents both cash and online. 3 parents stated it was value for money.

Teachers, on the other hand, stated that the majority (9) delivered tuition at GCSE level Maths, English, Science, Computing and Study skills; 8 teachers deliver tuition across the years, KS1-A Level in English and Maths, 5 teachers deliver English and Maths at KS2, 3 teachers deliver English, Maths and Science at KS3 and one

Mandarin, 5 teachers deliver Humanities, Science, Finance, HR, MBA, Engineer and Software at Postgraduate level and one A Level chemistry. 11 teachers stated that they delivered tuition online, 5 both, 3 face-to-face and 1 blended. Teachers also reported their rate as a varied figure ranging from weekly figures of £150-£300 at GCSE level and £130 pw for KS2 and £157 pw for KS3; £99 for 1.5 hour and £75-£100 slots of skills and interview applications respectively, 4 teachers charge £50-75, 3 teachers £30, 3 teachers £40, 1 teacher £45-60, 1 teacher £45-55, 2 teachers £45, 2 teachers £25-£30, 2 teachers £35-£36, 1 teacher £35-£40ph, 1 teacher £30-£50ph, 2 teachers £20, 2 teachers £25.

The majority of teachers claimed that payment was received by invoicing the client and bank transfer. Only 2 teachers claimed cash and 2 teachers are accepting both cash and bank transfers. Only one teacher responded with tuition being value for money.

Following on from the sets of participant responses on their engagement of private tuition, Q8 questions both sets as to the process parents are sourcing tutors and tutors are sourcing students. The majority of parents (17), stated that social media was the prominent arena of engaging into the market and securing a tutor,

V: *'Social media and agencies-tried both but social media is the way to go.'*

11 parents stated that they sourced tutors based on word of mouth,

JB: *'That's the question. Finding the right tutor, what we did were you just. I talked to other Members, other parents from their classes in the school and see who they used and get recommendations. That's how we found them. We went and asked for other parents' recommendations.'*

Only 3 parents engaged with agencies and 1 parent through a local leaflet (PRQ3Q8). Of those parental respondents, the majority of parents (18) claimed not to have checked or asked for the tutor's qualifications with 12 parents stating 'yes' and 1 claiming 'Sometimes'.

H: *'I just believed the tutor, didn't check the qualifications for the tutor for junior but you know you trusted in the process and what you read.'*

C: *'Yeah well as I mentioned I had already checked that on the website so that was an easy one I didn't have to ask the tutor themselves.'*

An equal number of parents (9) felt that tutors were not qualified and another so many felt that they should be,

S: *'No, I've seen posts on social media of students advertising expert tuition for a fiver. How is that quality provision?'*

A: *'I think all tutors should be teachers mind its not right that I have to pay a tutor who has no qualifications or teaching degree.'*

Only 3 parents supported that tutors are qualified teachers, 3 parents stated they did not know, and 4 parents claimed that tutors do not necessarily need to be qualified. 10 teachers, on the other hand, source their student primarily through an agency

S: *'Obviously through an agency. And then they will set up the meet and greets.'*

A mix of 16 teachers stated they source students through word of mouth and social media,

K: *'So yeah, I did quite a bit of word-of-mouth stuff to be quite honest with you and recommendations.'*

The majority of teachers stated they are asked for proof of qualifications though the majority is from agencies and not from parents themselves,

M: *'It tends to be only by the agencies and the parents sort of quite fairly trustworthy. So yeah, it's only the agencies that checked my qualifications.'*

10 teachers stated that parents have not asked them for proof of a qualified certification and will often rely to the word of mouth.

G: *'No, nobody's ever asked even to see my DBS certificate, which surprises me. Then I asked what qualifications I have 4 experience. I have a lot of the time people will ask me am I qualified teacher? But nobody's ever asked for any evidence. Nobody's ever asked me if I have a DBS edification.'*

Only 4 teachers claimed the above stating with 'Sometimes'. In addition, 11 teachers supported that tutors are not qualified teachers, and 15 that they should be with only 2 teachers supporting that they are,

C: *'A lot of them are qualified teachers. Have you heard of x tutor...they are obviously trying to professionalise the roll of tutors and they would argue that tutors, if they are professional in any way, shape, or form, should be qualified and they obviously offer this Level 3 Accredited qualification. I can't help but think why wouldn't you...if you want to be taken seriously and you want to be seen as professional as possible and you want to act and do the very best that you can, why wouldn't you get qualified? I know a qualification doesn't mean it makes you a good teacher. I know plenty of teachers who are qualified to a terrible but at a very base level. Why wouldn't you get qualified now? I'll tell you something. I have a degree from Cambridge, and I have my qualified teacher status from Cambridge. I've done a master's level qualifications in education. I still decided for further CPD to do the qualified Level 3 Tutor course as well... did it teach me anything I didn't know? I'm not sure. But why wouldn't you want to keep your own training and knowledge up? So, I would be very wary, to be fair of somebody who wasn't trying to be qualified and trained in some way. I would question why they didn't.'*

4.5.4.b Focus groups

Responses based on the three sets of focus groups demonstrated that parents to the majority support the regulation of private tuition with quality assurance into

qualifications and access to funding.

D: 'The government's coming out and making sure that a lot of these home children businesses are one person businesses now have to declare their earnings. There's a lot of black money out there going on, but it needs to be regulated. It needs to, you know, it's almost like working as a professional in another organization. And you also need to make sure that it's linked up with skills I do not know. I cannot see why schools can't support the additional tutoring services on an evening or a weekend to help bring on pupils... I think you need to have the link between the school and a home tutoring company and for that, yes, it can't be just like one-man bands or one people business. It's gotta be regulated and they have to be credible. That credibility needs to be through qualifications and quality assurance and evidence that this impact with the pupils within that. And I I think you know that is awful. That's paramount. To get the real learning culture, what's best for the pupil, and it's fractious at the moment.'

The majority of teachers support that communication and collaboration between tutors, parents and schools is a recommended action so to improve the element of private tuition alongside a regulatory system whereby tutors are,

D: 'I think it's it is paramount that you gotta have clear communications between a school and home tuition services, bring those cultures as one because one complements the other and it isn't you know one or the other it's how they come to meet each other. I also think you need to identify whereby you have a regulated service whereby parents can go on some kind of forum and see if I'm gonna go for home tuition. No third one would be I would encourage skills to schooling system to embrace and do some research on comparing those pupils' performances with those pupils who get home tutoring and then from that home tutoring services which are the ones that have the greatest impact and identify what they doing to what others aren't doing. But the economy at the moment is awash with air. Organizations that will write assignments for his pupils, certainly university and colleges and also a wash with offering home children services, and they are pump

pumping in unqualified individuals to to cater for which can't be met from traditional four-year three-year academic teaching qualifications degrees.'

S: 'My first recommendation would be to actually regulate the system and regulate the shooters and regulate what is taught and by who then I would look into establishing a sort of communicative system with the school and the parent and then I would look at possibly inviting national format of who needs what if that makes sense so that shooter would need to be a teacher but not necessarily an English teacher there can be business that could have studied economy but still teach maths and economics but not present themselves as an English specialist does that make sense.'

M: 'We need to look at that triangulation between schools between the rest of the tutoring and teaching system parents need to be aware of what goes on in the sessions and they need to be aware of who's doing the tuition and not just depend on the word of mouth this isn't just not something that should be happening nowadays.'

In turn, the mixed focus group also recommended that there is a strong relationship built between parents, tutors and schools, a background check of the tutors is essential and a regulated system with a pool of tutors' details for parental selection.

V: 'One that there's some kind of regulation that or ways that they can kind of check on the quality of the tutor and perhaps ways that tutors could kind of work together or coaching ideas amongst themselves and then communication with the teacher. I think that would be a huge improvement because at the end of the day the class teacher and the tutors have got the same best interests for the child to make progress, so the same outcome. So, working together to get that would make it easier for both for both sides.'

G: 'I think tuition ..is going in the right direction now that there are places that you can go and look and see is this due to got any kind of quality mark associated. That you actually can have the confidence that they know what they're doing and potentially it's I'm they're feedback is that the tuition that happens in schools is very different from one to one tuition that could happen in the private sector. But maybe

that's people are assuming it's just more of the same. They don't really know what to expect from tuition. I know that most of the customers that I get and probably similar for most people are friends of people that I've worked with before. I think just passed my name on.... That particular background should be part of the kind of like a job interview and you would ask about their background and if they said, Oh well, last week there was a bricklayer. This week I'm an English tutor. That's not gonna give you a lot of confidence, but then they might not charge very much for what they do. If they then stuck with it for 10 years, then they're CV would look very different. They're experience would be very different. And that would be a different shooter that you were hiring.'

Qualitative findings have so far indicated that the research objectives set out in Chapter 1 of this research have been attained. Parental perceptions provided a significant narrative to the phenomenon of private tuition as teacher perceptions synthesised results to provide a holistic view. Overall, responses validated previous quantitative findings within this chapter and highlighted key failings in the schooling system, as highlighted through the literature review, that have increased the phenomenon of private tuition in the Northeast. Pressures to provide support in areas missing in schools are a key into the engagement of private tuition by parents. Teachers view schools as politicised arenas with little learning but conditioning for exam attainment. Student confidence, as well as exam grades, are additional areas in which both teachers and parents advocated as needing improvement.

CHAPTER 5: DISCUSSION

5.1 INTRODUCTION

The previous chapter, Chapter 4, provided an exegesis and interpretation of the results obtained from the collected qualitative and quantitative data, systematically analysing key themes presented. It is fundamental that this chapter focuses on discussing the findings as derived from all sets of results, namely qualitative and quantitative. Thus, this chapter will present the main themes as developed from each stage of the analysis and will introduce the thematic framework developed through the Literature review, the analysis process, and the thematic findings (see Table 5). More precisely, this chapter is divided into sections thereof, section 5.1 introduces the systematic provision of detail, section 5.2 the thematic framework is visualised, 5.3 thematic findings related to RQ1 namely the phenomenon of academisation, 5.4 thematic findings related to RQ2, and 5.5 thematic findings related to RQ3.

5.2 THEMATIC FRAMEWORK

In order to critically review the impact of private tuition, it is essential the researcher ascertains and clarifies key areas of investigation (see Figure 5).

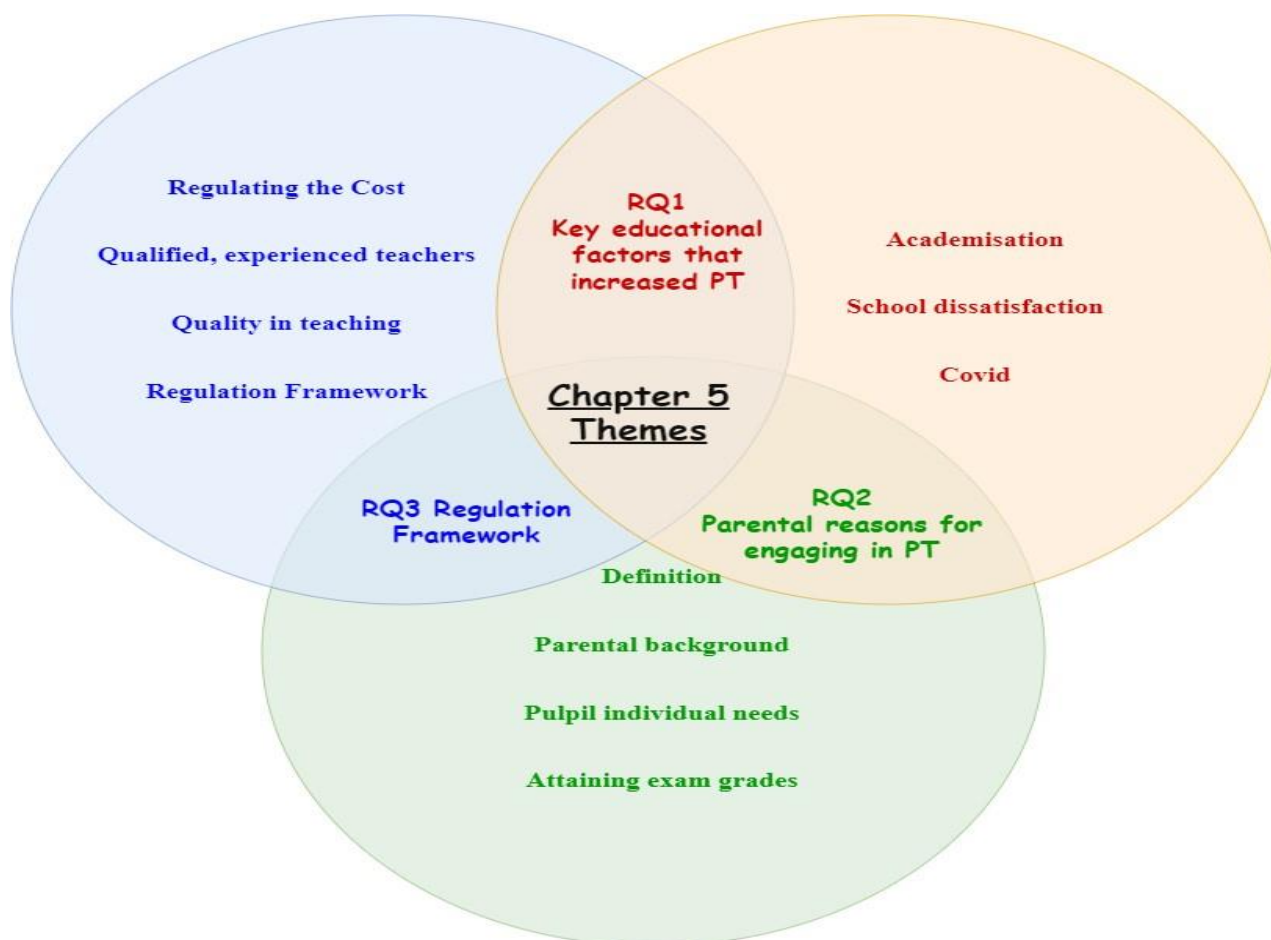


Figure 5. Themes found throughout Chapter 2

To achieve this, the researcher has set out to identify the following research aims and objectives which are reiterated below (see Table 5). Literature in Chapter 2 has highlighted that the marketisation of private tuition has been the outcome of specific contributing factors and has identified gaps which will form the pathway to seek the answers to the research questions (see Table 5). Participant responses appeared to have been significantly influenced by social constructs that have been the result of engagement in private tuition.

RQ1: What are the key educational factors that have led to the increase of private tuition?
RO: Examine the educational factors that have led to the increase of private tuition.
RQ2: What are the reasons parents invest in private tuition?
RO: Determine a closer insight as to the reasons parents need to invest into private tuition to achieve personal goals, equate academic ability to theirs and overcome examination barriers to attainment.
RQ3: How can a framework regulate the private tuition market?
RO: Design a standard framework that could potentially regulate the private tuition practice and provide quality assurance in the UK private tuition market.

Table 5. Research key aims and objectives.

In order to ascertain whether perspectives yielded correspond to the desired contextual background, the researcher collected participant views from two sets of demographics, namely parents and tutors/teachers in three methods, quantitative (online questionnaire), qualitative (interviews) and qualitative (focus groups) responses (see Chapter 4, Table 4). The researcher has considered that although one of the participants groups comprises of teachers and tutors, the cohort will be referred to as primarily teachers on the premise that teachers are also tutors; those participants who claimed their status as retired teachers, are also assumed to be practising tutors.

5.3.1 RQ1: WHAT ARE THE KEY EDUCATIONAL FACTORS THAT HAVE LED TO THE INCREASE OF PRIVATE TUITION?

5.3.1.a Academisation

It is important that the researcher reiterates the primary aim of this research which is to critically review the phenomenon of private tuition in the NE of England. In order to identify what are the key educational factors that have led to the increase of private tuition the researcher has considered demographic findings highlighting that the majority of NE participants, from both participant sets, are females and have either sent their children to Academy schools or have worked in an Academy themselves which links the phenomenon of private tuition to a context. Findings (see Table 5D) challenge literature assumptions that one of the key educational factors that increased private tuition was the constant changes in the curriculum, (Pearce et al., 2018; seen in the Guardian 2021; DfE, 2019). However, as the researcher discusses in section 5.4.2., changes in the curriculum have created a chasm between parents who have the knowledge to help their children with the demands of the curriculum knowledge and those who rely on private tuition.

Data from this study suggest that changes in the schooling status into academization, has encouraged competition for high exam grades, therefore, neglecting individual needs of pupils instead of promoting pupil experience and involving parents more into the school life. In support, teachers working in Academies state there is not enough initiative by their school to focus on individual needs and expressed that a pupil experience can be enhanced by quality teaching, instead of focusing on pupil attainment. They also state that their time is absorbed by administrative tasks that yield funding prospectives which questions the quality of provision delivered in the classroom. Therefore, parents engage in private tuition as it focuses on individual needs whereby enables students to attain better grades (Machin and Vignoles, 2006; Jokic, 2009; Bray, 2011; Kinyaduka, 2014; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016; Parr seen in SenEd, 2019).

As stated by parent S: *'Exam grades. it's kind of probably league tables and academisation because everyone's out to prove something now, aren't they? It's always sort of pushing for more and more, more. You're letting everybody down. That's no way to educate.'* Whereas parent C stated that academies are not focusing on the quality of provision, *'I think there is a lack of accountability cause the business is supported by a larger corporation.'*

Equally, another parent, L, stated: *'Not at all, once again, individual needs of the students are not taken in to account, compared to the targets set by the government'*.

This was also supported by parent WL: *'I think there's an increase of private tuition because nowadays it is so important to have the academic grades GCSE.'*

And Teacher C: *'Academisation is a way for the government to show that things in the educational sector are improving but without the support and actual teaching that the students need. Once again, individual needs of the students are not taken in to account, compared to the targets set by the government.'*

Moreover, findings also reflect that the constant struggle for school funding depletes the necessity to focus on individualized needs. As teacher J stated, *'academisation is really about saving money as opposed to improving standards.'* This places private tuition at the forefront of educational provision, thus, compensating in areas lacking in schools. Therefore, it can be deduced that contextually, academies have imposed unnecessary pressures that can only be compensated by the engagement of private tuition which is supported in Chapter 2 (see section 2.3) by Pearce et al., (2018). This challenges previous research by Machin and Veroit (2011; as seen in Greany & Higham, 2018) and Eyles and Machin (2015; Eyles et al., 2017; NAO, 2010; DfE, 2012; 2022) who view that academy conversions have positively impacted on pupil attainment. In comparison, it supports findings by Hutchings and Francis (2018) and Andrews (2016; as seen in Greany & Higham, 2018) on the limited progress by academies on disadvantaged children especially considering that academy conversions were the result of unsatisfactory results in relation to the attainments of disadvantaged children (The Sutton Trust, 2018; Eyles and Pearce, 2019).

5.3.2 School dissatisfaction

As a result of the business context culture of academies, initial responses from quantitative findings indicate that although parents and teachers stated they were somewhat satisfied with their school, when asked to delve deeper into their school culture, they highlighted significant dissatisfaction in their operation of being exam driven - more so towards the year groups whereby assessment is a national requirement thus placing unnecessary stress on pupils just so to secure funding (see Chapter 4, Part A, 4.4.1.b) (Levitt et al., 2008; Bray, 2011; Kinyaduka, 2014; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016). This was later reinforced by qualitative findings whereby both parents and teachers alike stated their dissatisfaction of their school (Hadow, 1933; Ireson, 2004; Davis, 2004; Bray et al., 2014; Jerrim, 2017) (see Chapter 2, 4.5.2.b; see Chapter 4, Part B, 4.5.2).

As demonstrated by parent C, the structure of academies poses the core reason for the lack of communication and quality provision, though these will be explored further in subsequent sections within this chapter.

‘...with primary school it was just a matter of not responding to any of the parental requests and staff are so rude. I believe that academies are just a total different structure altogether and is not what represent traditional school I think that the onset of academies to begin with has created a business-like environment and almost the at market that consists of schools as businesses. I mean ... academies don't have to employ qualified teachers so how is that going to guarantee that my child has got the subject knowledge required to go into university.’

In turn, findings suggest that teachers only felt supported by schools when there was opportunity to secure grades as a means of securing funding for their school (see Appendix J, Table 5D). It was additionally felt that lack of support extended to teachers being unable to focus on each child in class which was also transpired to the support they provided at home, too. This was indicated by teacher J proposing a triangulated mechanism between the education department, schools and the support that is available, which will be further modelled in Chapter 6: *‘Yeah, I think the interplay between those, those stakeholders is a bit of a mess. The whole thing is so politicized, and the child get lost, gets lost in all of that. I don't think that anybody is supported in the system, especially not the children.’* Although the researcher has considered that

the teacher population currently still teaching in schools were hindered from expressing their views on a negative school culture, research findings consolidated that there is a clear dissatisfaction that highlights limitations in the school culture.

Contributing to existing knowledge, research findings are consistent with a multitude of authorial perspectives in that academization has systematically encouraged an anachronous mission to produce desired exam grades and lack of individual focus in the classroom highlighted failures, in particular during the Covid period (Galton, Simon and Croll, 1980; DES, 1992; Jones, 2003; O'Neil, 2002; as seen in Levitt et al., 2008); Kassotakis and Verdis, 2013; Wrigley, 2014; Kwo and Bray, 2014; Halton, 2018; West and Wolfe, 2019; APPG as seen in SenEd, 2019). Such findings are in support of West and Bailey's (2013) view that maintained schools were allowed an academised status on the condition they produce desired results and raise standards, to both parental and teacher dismay, of additional pressures to produce exams, further valuing individuals so long individuals add value to academies (Lewis and Pearce, 2022).

As DB stated: *'But the bottom line is the demand for private tuition is increasing because the schools can't provide what is needed.'*

It is fundamental to note the consensus view that in the school struggles to securing a place on the league table, the sentiment of promoting pupil experience is overridden by the need to secure desired grades to the detriment of many children with learning gaps. Therefore, as expressed by participant focus groups, opting for an individualised provision through private tuition is preferable:

L: *'From somebody who would always thrive in primaries in Junior school, and they fell behind ... and struggled with these GCSE's and at home children was really ideal for him because it highlighted where his weaknesses were and those areas were worked on, and he managed to get through his GCSE.'*

5.3.3 Covid gaps

As highlighted in Chapter 2, educational learning gaps were predicted due to Covid (Lennon, as seen in Children Commissioner, 2020) resulted on the increase of private tuition. Literature indicated significant pupil struggles that took place in the delivery of education with the onset of Covid (EEF, 2021; Fulton et al., 2022) with further failures

in the curriculum digitalisation (Green, 2020; OECD, 2020). Findings suggest that Covid highlighted key weaknesses in pupils' skills, thus, accentuating important aspects lacking both in knowledge and exam skills (see Appendix J, Table 5D). This is evidenced by teacher S: *'I think a lot of pupils have missed schooling during the pandemic. If they couldn't access the lessons online, for example, because I know the laptop rollout program happened well into the academic year. So those students have probably missed quite a bit to start with.'*

Despite Guill et al., (2020) view that the impact of private tuition on attainment is inconclusive, as noted by literature, the onset of Covid saw changes in the assessment results of GCSE students (National Statistics, gov.uk). However, findings agree with literature in that the use of a digitalised provision by schools was not adequate to provide desired grades (Escueta et al., 2017) and that online tuition by schools has a negative impact on attainment (Buyn, 2014) seeing further elliptic support from parents at home, due to lack of knowledge (Andrew et al., 2020, seen in ifs.org.uk), who advocated that they were helped more by tutors than schools. In contribution to this research, it needs to be clarified that this has sparked an increase to the use of private tuition whereby tutors were seen managing digital means more adequately than schools.

As supported by ML: *'So students got gaps in their knowledge cause of miss so many months with being out of school. That's for some students they haven't learned very well online...so gaps in the knowledge and there's just been a massive burst and private tuition. I know and it's just been a case of I think the COVID situation kicked it off and then I think it's there's been so much advertisement of it. And definitely there's a lot of people leaving the teaching profession as well. So, a lot of experienced staff are leaving just due to the workload and the cost of living and it's gonna be crisis in teaching.'*

Teacher A stated: *'Yes, it has it's changed, although I am getting a lot of requests or inquiries about face to face because of the fact people have had to do things online. But a lot of tutors now are preferring to do it online because it means they don't have to leave the house and go to somewhere else so I'm in a bit of a quandary at that point so. I am trying to promote more of the online side of things because. In it, we've got this discrepancy because they it wasn't face to face parents really desperately want*

face to face whereas tutors now thinking. I've saved time traveling petrol. Whatever dragging my books here, then everywhere. They want to do more online so.'

This was additionally supported by teacher B who stated: *'I think it has had an effect and I think it's probably kind of settled down now and I think online teaching will always be there, but I think it will be more of a blended approach and I think obviously over the past three years it's got more refined. So, it probably was a bit crude in the beginning, but I think we've all learnt now you know different platforms, different things. We know how to integrate it. So, I think it will be here to stay in. It's probably if it was me looking for a private tutor then that distance thing wouldn't come into it.'*

Although the researcher agrees with Novoa and Alvim's, (2020) assumption that difficulties in education existed prior to the Covid-19 onset, in agreement with Fulton et al., (2022) significant changes were implemented to cater for these difficulties as accentuated by the lack of resources and Information Technology literacy. Teachers believe that Covid accentuated the use of private tuition outside school. It was also found that parents found private tuition more accessible outside school hours. Despite findings highlighting parents have engaged in outside schooled private tuition further outlining a consensus whereby private tuition is considered as extremely useful due to its individual provision (Guill and Lintoff, 2019) and impact on pupil grades (Kassotakis and Vardis, 2013), the researcher indicated a parental hindrance of admitting they have taken part in school private tuition. Quantitative findings suggest that parents are engaged in face-to-face tuition though this turned to online tuition during Covid-19 and a blended approach post-Covid. In addition, contributing to this research, qualitative findings indicated that teachers (Hajar, 2019) were not aware of which students in their class received private tuition however this was only consistent across the Northeast.

5.4 RQ2: WHAT ARE THE REASONS PARENTS INVEST IN PRIVATE TUITION?

5.4.1 Towards mapping a global definition of private tuition.

In order to establish the reasons as to why parents engage and ultimately invest in private tuition, as highlighted by Ravalier and Walsh, (2018), it is fundamental that the researcher addresses the authorial argument in the terminology of private tuition which lacks clarity in the literature review (see Appendix K, Table 5D1). Bray (2011) and Chingthem and Sharma, (2015), opine that private tuition is support outside the classroom that improves standards and grades. Contributing to this research, both qualitative and quantitative findings agree with literature that private tuition is a one-to-one, paid service outside schooling hours aimed to improve grades (Ireson, 2002; Bray, 2009; Mynott, 2016; Zhang and Bray, 2019; Ömeroğulları et al., 2020). In turn, as highlighted in section 5.3.3, quantitative findings support Yahiaoui's (2020) view that teachers would recommend that pupils engage in private tuition outside school hours so to close gaps and achieve higher grades. However, in contribution to this research, although such findings align with Kirby (2016) and Hajar's (2019) view, this challenges previous research by Bray & Lykins, (2012; ;2017) in that private tuition is engaged both in and out of schooling hours, as well as Azmat, Muhammad & Jamil's (2021) definition as being coaching outside schooling hours.

Parent A stated: *'Tuition can be classed as outside schooling support paid by the parent'* while parent S agreed that: *'Yes, I would just say that it's support outside the classroom'*.

Additionally, an interesting finding has observed parents that have accompanied the term with a financial eligibility as stated by parent L: *'private lessons are expensive and only affluent families can access that kind of support for their children' and parents'* which validates Mwebi and Maithya's (2016) suggestion that not all households can bear such a financial strain impacting the disadvantaged children, therefore, posing private tuition as provision not eligible for all social classes. This aligns with Samal's (2012), Francis and Hutchings (The Sutton Trust, 2013), Bray and Kobakhidze's, (2014) and Ireson & Rushforth's (2011; 2014) research that private tuition poses a

socio-economic imbalance and lack of equity in educational opportunity between children from affluent families and those from disadvantaged ones which is likely to widen gaps in educational attainment. (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009). By drawing on the concept of private tuition, the researcher has consolidated that the etymological term attached to the parameters described above could not but be referred to as '*exopaedia*'; the complementary, reflective, not necessarily educational, additional education offered to those in need of support. (see Chapter 2; Figure E4).

5.4.2. Parental educational background versus subject knowledge: a homework affair.

Chapter 2 has highlighted that limited literature has sought to investigate the reasons behind the parental choice to invest in private tuition (McClain, 2010; Ravalier and Walsh, 2018; Damayanthi, 2018). Although quantitative investigation into RQ2 has not indicated whether the female population is the prime decision maker within the household, confirming that female NE parents are co-responsible for the education of their children, qualitative findings validate the researcher's derivation that females who have attained a higher qualification are the prime decision makers on the topic of private tuition (Tansel and Bircan, 2006; Wiggins et al., 2009; Ermisch and Pronzato, 2010; Samal, 2012; Damayanthi, 2018; The Sutton Trust Parent Power, 2019; Wood and Su, 2019). Equally, it is clear from findings that teachers' position on parents' education is linked to the engagement of private tuition demonstrating that their level of education impacts the decision to engage in private tuition as assumed through literature knowledge (Ermisch and Pronzato, 2010; Samal, 2012; Desforges and Aboucha, 2003: 2013; Van Voorhis et al., 2013; Social Mobility and Child Poverty Commission, 2015; Goodall, 2017; as seen in Axford et al., 2017; Axford, 2019). This contrasts with the work of Benckwitz et al., (2022) in relation to pupil choice of private tuition to combat competitiveness. Other authorial perspectives indicate it is through parent peer pressure (Bray & Silova, 2006; Dang & Rogers, 2008; Bray, 2011; Bray, 2013; Ireson & Rushforth, 2014; Kinyaduka, 2014; Chingthem and Sharma 2015; Kohl, 2016; Mwebi and Maithya, 2016; Subedi, 2018), used to substitute private school (Davies, 2004) or national school (DfE, 2019), indicates financial affordability (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009; Ireson & Rushforth,

2011; Pearce, et al., (2018), or to secure entrance to poly famous universities (Bray; 2017).

As parent C confirmed:

'Yeah, there must be a leaning towards people who are ready educated and the more education and saying that is a viable route, so the parents' education has a direct effect on wanting their own child to do better so yeah I think that's a very strong correlation there'.

As seen in RQ1, section 5.3, parents feel that the school lacks communication and involvement, with teachers agreeing despite their school supporting them in engaging with parents more. This aligns with previous research published by Ofsted, (2011:4:19) in that parents are not involved enough to know the examination parameters, new subject knowledge or need for improvement. However, teachers also felt that parental involvement should include homework, which supports Choi & Park's (as seen in Ömeroğulları et al., 2020) definition of private tuition as support that entails homework completion outside schooling hours. This aligns with Samal (2012), Desforges and Aboucha (2003; 2013), Goodall and Montgomery (2014), The Sutton Trust (2018), and Luo's, (2023) view on the importance of parental involvement. Ireson and Rushforth (2005; 2014) and Durisic and Bunijevac, (2017) found that parents engage in private tuition as a means of home learning involvement, and more so to seek help with pupils' homework. Despite findings agreeing with authorial perspectives (Desforges and Aboucha, 2003; Ermisch and Pronzato, 2010; Samal, 2012; Damayanthi, 2018) in that parental influence and involvement is essential in pupil education and attainment, in contribution to this research, findings suggest that the change in the curriculum intentions and lack of subject knowledge have also hindered parents from helping their children with homework at home (Ireson and Rushforth, 2005; Samal, 2012; The Sutton Trust Parent Power, 2019; Andrew et al seen in ifs.org.uk, 2020). The researcher understands that despite highlighting above (see section 5.3.1) one of the key educational factors that increased private tuition was academizing exam grades, it must be noted that the constant changes in the curriculum intend have played a role in parental selection of private tuition (Pearce et al., 2018 as seen in the Guardian 2021; DfE, 2019).

As demonstrated by parent C: *'yes, a lot do, I try to, but I rely on private tuition for the subject knowledge. I don't feel confident that I would be able to help with homework to the extent that is expected by the school?'*

Equally, parent A agreed: *'yes, I do in my case. I'm out working and don't think I could really. I don't think I have the knowledge.'*

Teacher A reiterated that: *'I've got a high level of education in some areas, but there's absolutely no way I'd be able to teach A anything that he learns at school. I wouldn't be able to help any of my children with their education, because I think the curriculum has changed over the years.'*

Teacher C added: *'not everybody has got a secure subject knowledge not everybody has gone to school not everybody has got a qualification so I would say to the majority and judging on the amount of tutoring that is happening at the moment parents lack subject knowledge.'*

As indicated in Chapter 2, studies by Desforges and Abouchaa (2003), uphold the view in that parents get involved in children's education through the employment of a tutor which contrasts earlier studies OECD (2018) and PISA (2018) who found that parental involvement in education positively impacts pupil attainment. Despite literature indicating an uncertain and negative impact of private tuition on pupil attainment (Bray, 2005; Hof, 2014; Guill and Bos, 2014; Buyn, 2014; Liao and Huang, 2018; Guill et al., 2020) research findings demonstrate that engagement in private tuition was deemed as extremely useful, albeit expensive, as it positively impacts on pupil grades supporting authorial perspectives (Ireson & Rushforth, 2005; Tansel & Bircan, 2006; Wiggins et al., 2009; Kassotakis and Vardis, 2013; Kirby, 2016; Damayanthi, 2018; Guill & Lintorf, 2019). This has also been confirmed by findings, whereby teachers and tutors alike observed that although affluent parents are more likely to afford private tuition, pupils do not receive homework support at home by their parents, yet, findings align with Warnock (1978) and Samal's (2012) view in that parents should get involved more, indicating a clear need by teachers to involve parents into the teaching more.

Parent P confirms this by stating: *'No the current curriculum teaches subjects in a different way to what most of them would have learned. They would understand if they're over 30 some of the methods of mass in English would be early into them.'*

Findings discussed in this section (see Table 5D1) suggest that parents are not satisfied by the lack of involvement in school whilst teachers insist that parents get involved mainly with their children's homework. In addition, parents feel significant gaps in their own knowledge have posed a hindrance to helping children with educational gaps created due to Covid-19 lockdowns. The researcher can, thus, infer that individualised support but also lack of parental subject knowledge forms another reason for parents to engage into private tuition. The researcher, in turn, acknowledges the assumption that parental knowledge is not as advanced and considers recommendations in the following chapter, Chapter 6.

5.4.3. Focusing on pupils' individual needs

As indicated in Chapter 2, previous research (Bray & Silova, 2006; Dang & Rogers, 2008; Ireson & Rushforth, 2014; Koh, 2016; CIL, 2018) has indicated a range of reasons as to why parents engage in private tuition. As indicated above, overall, both parents and teachers are not satisfied with current school provision with learning gaps being accentuated during Covid lockdowns. The researcher utilised the research objectives as to clarify the gap in literature varying from Yahiaoui (2020) and Ireson & Rushforth (2014) views on private tuition forming an investment into children's career choice, despite private tuition being considered by participants as costly. As demonstrated by teacher S and parent Y below, one of the concerns posed is the lack of communication between schools and parents:

S: 'Satisfied in the sense that, you know, we know they always get good results for the children like 99% of the children get like most of the years or something. But in terms of making sure that the parents know where their children are performing, and you know where are the gaps and what can help the children to plug any gaps or improve any further, I think communication bit I think is lacking where they can improve on, I think.'

Parent Y: 'Well not really I mean how within in what in what regards not satisfied with the fact that the not communicating and the not add hardly get reports um teachers

are not very well communicative I don't think that they know a lot to be honest with you um and I feel that my children learn more with the tutor than at school.'

Teacher S: *'There needs to be that that quality assurance which fits into me top one which is more positive collaboration between like services and personal tutoring so that if for example the current way of teaching.'*

Kwo and Bray, (2014) stated that teachers planning is not as accurate since they themselves or other tutors will cover that after school time. Findings above align with global literature that parents employ tutors to focus on individual needs and satisfy exam grades thus improve attainment (Hussein, 1987; Dang & Rogers, 2008; Jokic et al., 2009; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016; Guill et al., 2020; Yahiaoui, 2020 and Holloway and Pimlott-Wilson, 2020).

Teachers J, G, and D below additionally outlined the need for an individualised approach whereas parent L explicitly states the need for individualisation:

J: *'The reality is that the classroom is broken. That teachers are not able to serve children between 9:00 and 4:00 when there's 30 kids in the classroom and the curriculum to cover, and they're serving the curriculum and they're serving outcomes instead of serving children and therefore private tuition is used as a sticking plaster or as a rehabilitation for children who are being damaged by the school experience. So, I think basically we're reaching a crunch point where people are understanding that the classroom is not fit for purpose and tutoring is more fit for purpose. And therefore, for this generation who are still stuck in school 9 till four, let's at least give them a positive hour of tuition.'*

G: *'Definitely yeah. If the relationship is going well. You can make progress much more quickly when you're only focused on what that one student needs. Rather than matching the requirements of a classroom and you can you know, if they're having a bad day, you can respond to them having a bad day. They don't just have to keep up with everybody else if they don't follow a particular approach, you just do it completely different way.'*

L: *'Well, it's one to one. And I think they can focus on where the child's struggling and help them to put that right?'*

Teacher D added: *'That's sort of one-on-one customized approach, of course, is something you don't get in a school where there might be 30 students in a class.'*

This challenges William (2017) and Yahiaoui (2020) views on private tuition being a parental peer pressure phenomenon (Bray, 2011; Kinyaduka, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016). In turn, it is noted that although Kwo and Bray (2014) and Hajar's (2019) view private tuition as promoting pupil confidence, Ireson and Rushforth (2005) add that pupil confidence has often been hindered due to exam pressures and rigid curriculum delivered by unmotivated teachers.

The researcher has concluded that parents and teachers alike insist that communication is key to promoting knowledge on the attainment of students. This, not being found in schools, leaves parents to resort in engaging in private tuition to satisfy parental assumptions on grades and promote confidence in students (see Appendix K, Table 5D1).

5.4.3 Attaining exam grades.

Qualitative findings challenged previous quantitative data suggesting parents were not receiving private tuition. Findings suggest the majority of parents have engaged in online private tuition supporting previous research by CIL (2018), as well as face to face in their house, for at least 1 hour on a weekly basis in Years 3, 10, 11 and 6, respectively. This lends to consideration that parents are not often willing to admit that they are engaging into private tuition either, because they see it as a weakness, or because they were not receiving tuition at that point in time. However, in agreement with Kwo and Bray (2014), parents are stressed to achieve national examination requirements. Teacher participants also delivered tuition on individual students (one to one basis) online for at least one hour, in the subjects of English, Maths and Science

in Year 11, Year 9 and Year 2, weekly. In agreement with Ireson & Rushforth, (2005) and Tansel & Bircan, (2006), Sreekanth (2010), Kirby (2016), Mwebi and Maithya, (2016), Damayanthi (2018) and Guill & Lintoff, (2019) research findings indicate that parents agreed that private tuition has an impact on pupil grades. In further agreement with literature, findings clarify why parents engaged in private tuition during those particular year groups, transitional and examination years, especially younger years, such as Year 2 (Chanfreau et al., 2016). This contrasts Bray (2005), Hof (2014), Guill and Bos, (2014) and Guill et al., (2020) view that the impact of private tuition on attainment is inconclusive, yet agrees with Hussein (1987), Dang & Rogers (2008) and Guill et al., (2020) view that private tuition is used so to achieve exam grades.

Teacher A: *'There is an impact, but I think it's more impact on the student's confidence and their ability. And that is reflected in their grades because if you're. If you're confident in the subject matter. And I wouldn't say happy no ones happy doing exams. But if you're more relaxed if you're more confident and you got the mindset that I can do this because I've been showing how to do this by my tutor. Then you're more likely to come out with a better grade rather than it's for the grade. It's all about building confidence in the child because half the battle is convincing that child, you can do this you've got the knowledge.'*

Contributing to knowledge, the researcher understands that parental engagement in private tuition secures grades which, in turn, promotes confidence and enables students to utilise learnt skills to further develop academically. This is found in school as the sole focus so to produce results yet without targeting individual needs (see Table 5D1).

5.5 RQ3: HOW CAN A FRAMEWORK REGULATE THE PRIVATE TUITION MARKET?

5.5.1 Towards regulating the cost.

Literature has determined that in order to ensure quality of provision, private tuition needs to consider consistency in its costing, especially as costing links to other areas such as qualifications, quality, and regulation, as seen below. In contribution to this research, quantitative findings indicated parents do not believe price has an influence in the engagement of private tuition but that they are attracted to either the lowest price or the highest price respectively, agreeing with teachers who stated it was the lowest price that attracted parents. Qualitative findings validated that parents find private tuition costly, thus, the lower the rate of tuition the more attracted they are into its engagement, especially as it achieves exam grades. It is clear from findings, whereby parents still engaged in face to face and online GCSE private tuition with payment ranging between £20-£25 per hour before Covid-19, but which increased to £30-£40 after Covid-19. However, teachers stated £15- £25 per hour, indicating an inconsistency in what is reported for this research. Considering qualitative data showing that tuition was primarily in GCSE English, Maths, Science, from Year 3 to GCSE level, the researcher understands the financial impact those families have in affording support outside the classroom. Yet, in agreement with Jokic et al., (2009) and Kwo and Bray (2014), parents are so anxious to achieve examination grades that are obliged to find the means to pay for the increased rates for the reasons highlighted in the section RQ3 being attaining grades, compensating for the lack of individual support at school, or helping with homework. This contrasts with literature indicating that financial stability is an indication of private tuition engagement (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009; Ireson & Rushforth, 2011; Kassotakis and Verdis, 2013; Chingthem and Sharma, 2015; Social Mobility and Child Poverty Commission, 2015; The Sutton Trust, 2018) is a financial investment (Sriprakash et al., 2015), as well as Mwebi and Maithya, (2016) view that parents cannot afford private tuition, or Pearce et al., (2018) view that only those who are affluent engage in private tuition. In agreement with Ermisch and Pronzato, (2010),

Francis and Hutchings (The Sutton Trust, 2013), Kirby (2016) and Liao and Huang (2018), the researcher is questioning whether the marketisation of private tuition has created a societal chasm with those unable to afford the cost relying at the mercy of the school and the National Tutoring Programme, and has identified that parents engage in private tuition, nevertheless, but those who cannot afford it often have to find the means to do so (Sen, 2009; seen in Bray, 2017). The following statements align with Bray (2011; 2013) on the marginalised nature of a costly tuition, leaving the disadvantaged in disarray due to financial burdens.

Teacher A: *'Now people are finding ways to find the money to help the child?... they're now putting that money aside to think, OK? I'm gonna invest in my child because I've noticed he or she is behind on her target, according to either parents evening or School Report. Or maybe just general observation noticing that they're not quite where their friends are.'*

Teacher A: *'If you haven't got a well-paid job then you can't pay the fees for the tuition that the child needs so. And it's very often that those who are in the, I mean not everybody but the majority of people, I would say in professional jobs, typing jobs do have been educated to a higher standard than those who haven't I know there's different ways of getting education and uh, but I do think it's more than likely that education has played a part in allowing then the people to be able to purchase private tuition for the children.'*

In turn, Teacher C adds: *'Parents can only afford a tutor if they are getting paid a lot and tuition is not cheap at all considering that most kids need more than one tutor. What happens to those who need to get the grades but cannot afford to?'*

Teacher A also reiterates that parents value tuition more than schools: *'I think it's again coming down to communication that school doesn't do as much as private tuition centres do because they get paid for it and they want to make sure that they are. The parents, feel like they're getting value for money.'*

Findings have also highlighted that another costing issue is the fact that teachers charge rates without necessarily anyone tracking their additional income posing

undeclared tax issues (see Appendix L, Table 5D2), (Yahiaoui, 2020). Despite quantitative data indicating teachers received figures ranging between £150-£300 per week by cash, qualitative findings indicated that teachers received payment by BACs. The researcher understands the qualitative process might have hindered participants from confirming payment was made by cash. This could indicate that teachers responded so to show regulation in their practice to private tuition knowing that receiving cash is an unregulated practice within the market (Jokila et al., 2020). Such findings agree with Chingthem and Sharma (2015) and Ravalier and Walsh (2018) in that school pressures have resorted to teachers engaging in the private tuition for monetary value. Ireson and Rushforth (2011) though align with Biswal (1997), Kinyaduka (2014) and Bray's (2017) consideration of regulating the market in ensuring economic stability.

Teacher K: *'I think teachers are stressed because the schools put the put pressure on the individual teachers to get kids through the exams. And it it's basically to get the pass grades. So, a teacher stress within the classroom is aimed at those kids who again from their individual single perspective as a teacher aimed at those borderline kids to get the past grades up because they also introduced a policy and that this is this is the payment plan policy. Well, the pay policy of the that they introduced a few years back where they related teachers' ability to earn extra money you know, to go out the pay grade system based on their pass rates. So if so, nobody wants to teach the borderline low-level groups. So, I found that as a supply teacher going in, I could quite happily ask them to give me those groups because I knew that my pay wasn't linked to whether I got past grades out of them and everybody else didn't want to teach them because it was, it would affect their pace, cut structure and their pay scales.'*

5.5.2 Using qualified and experienced tutors.

Research findings have so far demonstrated that teachers are not satisfied with their school (Bray, 2017; Ravalier and Walsh, 2018; Booth, 2021), which explains quantitative findings that the main factors which motivate teachers to become a private tutor is the additional income (Bew, 2011; Bray, 2011; Gillard, 2018; Guill et al., 2020)

and a career (Kobakhidze, 2014), (see Appendix L, Table 5D2). According to qualitative findings, teachers feel that classroom pressures, amongst teacher retention, lack of communication with parents, lack of triangulated communication pose a reason why they opt into private tuition, thus, leaving the teaching practice at school (see JB, S below). This aligns with literature highlighting that teachers leave their school due to politicised changes that impose pressures (NAO, 2017; NFER, 2017; cited in Rayner and Gunter, 2020; Spreitzer et al., 2017; Holloway and Pimlott-Wilson, 2020). In agreement with Kwo and Bray (2014), pupil motivation can be eroded by not only school exam pressures but also teachers lacking in quality teaching. This is expressed by V and ML and K below:

JB: 'I would create an office or department in the school that deals with all the paperwork of the teachers, so that the teacher can just focus on teaching... Teachers don't have the time... They're just so why would take off all the non-academic stuff off the teachers and leave them just to do teaching? Leave teachers to teach. Take away all the extra rubbish that they have.'

V: 'More staffing in schools would help. Perhaps better engagement with parents.'

ML: 'They need quality teachers, and they need to retain them. I think the half of the problem is that they can't keep hold of quality teachers... what do you do when you've lost your teacher for a couple of weeks like? What's the quality of the supply and it to be honest... So, some of them are unqualified you know they're just really cheap.'

K: 'I know that some of the parents are just despairing of the teachers, you get some really, really interesting feedback of how rubbish particular teachers are because the parents suddenly realize the kids made no progress over the course of a 12-month period.'

S: 'Smaller class sizes would be one way to help teachers get to know their pupils better... small classes require more teachers. More classes require bigger schools, and there isn't the funding to do that... also the culture of the school. ...it's more about the pupil experience rather than the pupil attainment.'

Although quantitative data demonstrated that parents feel tutors are qualified teachers (Hoover-Dempsey and Sandler, 1997; PWC, 2008; Broom et al, 2010), and when seeking a tutor, parents look for tutors who are engaging and qualified (Kassotakis and Verdis, 2013) qualitative findings indicate parents do not feel that tutors are qualified which aligns with Woodward (2010) and Bray's (2011; 2017) view in that private tuition is an unregulated practice urging for tutors to be qualified. Findings contrast Holland's (2017) view that anyone can tutor so long as that person is able to transfer knowledge.

As parent D stated: *'How do we know that when you approach a home tutoring company that they are qualified and b) that they have the skills to actually bring on your children?'*

Parent N: *'Well, that's the thing that's when you look around. You realize that they said there's a lot of people out there that don't have any qualifications and you know if I if I was having a cheap well. I do have a tutor. But what I would look for would have been qualifications. I wouldn't have gone with anyone who wasn't qualified...Well, I know that some of them not qualified because when you're reading the profiles. You can see that they're not qualified. I personally wouldn't have picked anyone who wasn't qualified. But I suppose it depends if I think you probably should be qualified because actually if you're not qualified? How do you know what curriculum the children are following and how do you know that if you're not a qualified teacher?'*

Contributing to knowledge, teachers equally noted the lack of quality assurance as parents are focusing on the cheapest tutor but not necessarily one that has the qualification or experience, lack of safeguarding and checking qualifications prior to engaging in tuition.

E: *'I just add that there is a massive forum of tutor groups on social media whereby tutors are inviting parents to name their price and bargain with tuition rates. Imagine that parents buy in £2 per hour tuition as well as £80-100 per hour.'*

G: *'No one so far asked me for my qualifications or DBS certificate or anything and volunteered. I initially would volunteer them and then nobody asked for them, so just filed them away. Yeah, it's a good point, people. It's a useful thing to ask... what D's just said, that anybody could contact you and say I'm a personal tutor. You have absolutely no idea what credential experience or support they've got to back that up. And given that what you have to go through to be a classroom teacher to be able to do absolutely nothing and be a personal tutor who's quite possibly gonna go work in that child's bedroom with them and there definitely needs to be more of a check and we can't potentially force it the other way of make it requirement, but we can certainly go from our end and highlight when we are doing things well when we're making sure that people have got credentials and safeguarding certificates and experience to back them up. Like you look at it... I think that's what you were referring to that they have a code of conduct of what you have to stick to and then qualify to have audits of this is what's expected of a qualified tutor. But nobody knows about this. Parents don't know about this.'*

Teacher A: *'I think if you are involved in teaching then you should have a teaching qualification.'*

Teacher A: *'No, I've seen posts on social media of students advertising expert tuition for a fiver. How is that quality provision?'*

L: *'Yes there is a business agenda to the structure and I'm worried that children are not taught by qualified teachers because qualified teachers themselves leave the profession they are too stressed because the curriculum is too strict, I'm kids cannot attain that predicted grades the quality of teaching is just not there teachers are just babysit at the moment.'*

In contribution to research, findings indicate that although private tuition is a costly involvement, finding the right tutor often is associated with the price they charge. Teachers believe that becoming a tutor is an unregulated profession not only in terms of qualifications and safeguarding but in terms of pricing, too. This is reflected in the following narratives from teachers:

C: 'I've had of understanding pedagogy, understanding the curriculum, understanding the science of learning, you know, This is why personally I am successful because I know it and I can do it...the worst thing you get with people who run tutor groups who just throw a load of worksheets at the kids and that's called tutoring that is not tutoring so there are some charlatans out there who don't know what they're doing and charge and it's quite cut throat and people will do all sorts of things that's nasty. .. for me, helping children and students to become independent learners is the most important thing I can do. But not everyone can do that. So, then you become reliant on tutors for the rest of your life. And it's just ridiculous.'

S: 'More to do with the industry, so lack of regulation. ... anyone can set themselves up as a private tutor, and to some extent that's reflected in pricing. So, you know, if you're paying peanuts, you get monkeys, as the saying goes.'

Findings indicate that teacher qualifications are important in establishing quality in teaching which will be examined below. Cost, being associated with quality in provision, is not always prevalent in the selection of tutors as qualifications, experience and costing are not interlinked.

5.5.3 Ensuring quality in teaching.

Quantitative findings indicate that although teachers feel school staff development is adequate, schools can enhance the subject delivery by receiving more subject specific CPD. This is so to combat any subject knowledge gaps which could hinder the quality of provision in class especially for teachers employed in academies not necessarily qualified teachers. In agreement with Davis (2004), Ireson (2006), Fielden and LaRocque (2008; cited in Bray and Kwo, 2014), Bray et al., (2014; 2017) and Kirby (2016) qualitative findings have also demonstrated the essential need of quality in teaching through experienced, qualified teachers:

Teacher S: 'I suppose having smaller class sizes have got to make a difference. And the quality of teaching...challenging their thinking around sort of different subject

matters, unfortunately there's a lot of people who do it just as a job. You're dealing with kids and you're dealing with individuals and human beings. So, I think for me it's something around the quality of the teachers. I don't know what they're looking for when they're choosing the teachers.'

Findings agree with Bray (2011) in that despite schools lacking quality in teaching due to school administrative pressures or schools employing unqualified tutors, parents will result in compensatory means, namely private tuition, though through the cheapest option possible, thus, jeopardising quality assurance and exam results (see Appendix L, Table 5D2). This is demonstrated by qualitative feedback from parents below:

Parent Y: *'Teachers are not only stressed you can see that they're now leaving the profession and there's a reason for that they're asked to do too many things and I do recognise it I can see in what my kids' teachers say. I think teachers are leaving the profession and they're just focusing on tutoring themselves I think schools have lost the plot they no longer know what they're supposed to be doing, the curriculum must changed, the focus has changed.'*

The researcher, in agreement with Bray (2011) and Shawchuk (2020), understands that although quality in the classroom is lacking due to school pressures, the same teachers are providing that quality of teaching in their private tutoring practice. This, of course, poses issues to tutors who are not qualified thus quality of provision is not consistent.

Findings align with Kwo and Bray, (2014) and Chingthem and Sharma (2015) that schools also need to reconsider the large class sizes and place more focus on each pupil's individual needs instead, as those factors reinforce the engagement of private tuition outside schooling hours.

A: *'As I said just pay more attention to the kids in class and make sure they understand what you are teaching. Classes are too big and there are too many young teachers.'*

D: *'I think more customized teaching. That either means smaller classes and giving the classes that are configured so that the teachers can spend some quality time with each student identifying where they're at and how they're getting on.'*

In addition, teachers feel that although they try to focus on the pupil learning, schools can improve their pupil support through quality teaching and focusing on individual needs. This, as demonstrated through findings, thus far, has promoted the employment of private tutors, to compensate for school shortfalls. However, as explained in 5.5.2. and 5.5.3., qualifications, experience and costing are essential when seeking quality of provision. Thus, to improve the quality of private tuition at home, findings indicate parental preference of a triangulated communication and accountability through regulated standards which will be explored in section 5.5.5.

5.5.5 Calling for Regulation.

Quantitative findings demonstrate that when seeking a tutor, parents ask for proof of certain documentation namely a Disclosure and Barring Service certificate (DBS), references, Curriculum Vitae (CV) and proof of qualifications. Parents have confirmed that tutors do provide such documentation, though quantitative responses from teachers indicated they were not asked about any of these mentioned above. This agrees with Tanner (2009) in that not all teachers are qualified, as well as Kirby (2016) that parents are not interested in seeking documentation. The researcher understands that parents were not providing accurate responses in fear of being accused of not safeguarding their children or providing quality support. This agrees with Bray & Kobakhidze, (2014; as seen in Holloway and Pimlott-Wilson, 2020) whereby parents would opt for cheap tutors with assumed adequate subject knowledge even if that means employing students or student teachers.

In addition, in agreement with Tanner's (2009) findings, it was demonstrated that parents seek tutors not through accredited agencies that would determine the vetted quality of the tutors, but through word of mouth. Teachers also recruited students through word of mouth. Qualitative data shows that parents sought tutors through social media and word of mouth. Findings are not in agreement with Kassotakis and Verdis, (2013) in that parents seek tutors with pastoral skills. However, findings align with Tanner's (2009) findings, and Bray (2011), in that private tuition is such an unregulated practice that tutors are not required to have a teaching standard or

equivalent further endangering pupil safety, especially as agencies cannot take responsibility for tutors, post-introduction to the parents. In addition, it calls to agree with Fielden and LaRocque (2008; cited in Bray and Kwo, 2014) and Kirby (2016), Kinyaduka (2014), Holloway and Pimlott-Wilson, (2020), McCarthy (2020), CRBDirect (2021) and Melville (2020) who call for regulation, not only in cost, or DBS certification but in the practice as a whole that would provide safety and hinder parental manipulation into the engagement of tuition.

As parent WL stated:

'I went through searched online and searches came up I must admit the cheaper tutors discounted students so I did do a search on Google then I actually read what they did and read the background that was really important to me so for the money side I thought well that's a bit cheap are you any good because you wouldn't selling yourself a bit more but also looked into what the each individual and then it was meeting the tutor cause I do what my son the type of person my son needed so I was able to as to end and actually see myself.'

Teacher G: 'No, nobody's ever asked even to see my DBS certificate, which surprises me. Then I asked what qualifications I have for experience. I have a lot of the time people will ask me am I qualified teacher? But nobody's ever asked for any evidence. Nobody's ever asked me if I have a DBS edification.'

Teacher A: 'No, they can check them if they want to do they can be on socials. They can go and check those. I'm not sort of I don't bring my certificates in, and you know say this is the qualifications. I've got and nobody asks for them.'

Another parent, C on the topic of seeking certification from tutors, stated:

'No, I never even thought about that one.'

M: 'No, I didn't. I didn't check him. I relied on the word of mouth.'

Teacher V: 'I think once academies took over the whole educational system changed teachers are just too stressed.'

Teacher S: *'Organic marketing on Facebook, mainly Facebook. To be honest, we have got Instagram and LinkedIn and Twitter.'*

Another teacher AG: *'That is a hard one because there are you know a student that tutor. I've heard of university students who are in their maybe second year or something and they are tutoring. I would like to think that they were but at the same time you know if I can make a dress following a sewing pattern. I can teach you to make a dress following a sewing pattern, and but there might be limitations. If you wanna make a coat or a jacket, I might say right well. We're gonna have to learn that together. Yeah, so, so it was unregulated that's the issue isn't it. It's regulated at least when you're sitting across.'*

Teacher D stated: *'I've heard of some, some organizations, some individuals offering £10, charging £10 or £15.00 an hour to tutor, whereas you've got the high end, which can be 40-45-50 sometimes above that, depending on the level and it's unregulated and what I'm surprised is how many, you know, we asked to see the teachers qualifications and the teacher seemed somewhat uncomfortable, although there have the qualifications in sharing that information... And that's the this is. This goes back the importance of regulation and ensuring that parents are informed there is a pathway to secure a credible home tutoring service. And this goes back to the importance of this regulation. If a parent is unhappy with home tutoring, who do they report them to? Who do they speak to?'*

Further adding to the regulatory framework that will be explored in Chapter 6, the researcher has noted that qualitative findings insist that a triangulated approach to the regulation is through communication between the three stakeholders with parental agency as its main focus.

D: *'I also think you need to identify whereby you have a regulated service whereby parents can go on some kind of forum and see if I'm gonna go for home tuition...third one would be I would encourage the schooling system to embrace and do some research on comparing those pupils performances with those pupils who get home tutoring and then from that home tutoring services which are the ones that have the*

greatest impact and identify what they doing to what others aren't doing. But the economy at the moment is awash with air. Organizations that will write assignments for his pupils, certainly university and colleges and also a wash with offering home children services, and they are pumping in unqualified individuals to cater for which can't be met from traditional four-year three-year academic teaching qualifications degrees.'

Teacher M: *'We need to look at that triangulation between schools between the rest of the tutoring and teaching system parents need to be aware of what goes on in the sessions and they need to be aware of who's doing the tuition and not just depend on the word of mouth this isn't just not something that should be happening nowadays.'*

Parent E: *'The fact that if it's going to be regulated, the fact that it will be regulated at some point and I'm hoping that will be the case, it will filter basically all these tutors that allegedly have got qualifications and allegedly hall have everything in place to accept students basically at their homes to teach them. So that will actually bring basically people, you know. Into a nice place for the child. The child basically to have tuition rather than just anybody. Basically, can be a a tutor because I think at the moment after probably the specially everybody, all of a sudden became tutors and they haven't got the qualification, they haven't got the skill. So, I'm hoping that the number one it needs to be regulated basically.'*

Parent D: *'That credibility needs to be through qualifications and quality assurance and evidence that this impact with the pupils within that. And I I think you know that is awful. That's paramount. To get the real learning culture, what's best for the pupil, and it's fractious at the moment.'*

TPFG: *'My experience with professional associations they like to get the annual fees in, but the quite often don't do great deal. And I think there's almost possibly a clause shop and they need to be under review, and it needs to be regulated and I like your progression rate. You know, if you're home tutor, you're on that kind of salary. But actually progress up. Then you then then you can achieve a higher salary, or a higher payment and I think. I think parents, if they can see the value as we can see*

with our kids, the value that they're getting. You don't mind about paying that extra as as the progressed through the hierarchy of the curriculum?'

Summary

This chapter has provided a concise exegesis of the key themes identified through the analysis of both quantitative and qualitative methods. The current research validated the importance of individual needs both in school instruction and outside during the engagement of private tuition. It has emphasised the importance in consistency, clarified the definition of private tuition and indicated that subject knowledge is as a key component in supporting students in school as it is at home in ensuring quality of provision. It has emphasised the need for consistency in practice by a unified qualified masse of teachers who tutor and for tutors who are qualified teachers, imposing that parents check and regulate the consistency in practice thus checking for qualifications and teaching experience, maintaining a national rate. This chapter has also highlighted the need for a triangulated approach which will be further explored within the regulatory framework in Chapter 6.

Thus, Chapter 6 will provide a holistic narrative as encapsulated through key findings, conclusions, and recommendations regarding a regulatory framework as structured and developed by the researcher. In addition, it will reiterate the contribution made as the outcome of this thesis and provide the researcher's reflective narrative as experienced throughout their journey.

CHAPTER 6: CONCLUSION, RECOMMENDATIONS AND REFLECTION

6.1 INTRODUCTION

Chapter 5 provided a detailed description of the processes of data analysis and interpretation which generated the current research findings as derived from the quantitative and qualitative methods employed in this study. This chapter concludes the thesis with an overview of the research objectives; a summary of the main findings; an account of the meanings the researcher arrived at in summarising the analysis of the data: together with a justification of the conclusions drawn. Research contributions from this thesis offer key and impactful recommendations for politicians, policy professionals, education leaders, parents and agencies interested in assuring standards of quality and good practice in the provision and evaluation of private tuition. These aim to collectively enable a range of stakeholders in education to critically consider the origins and consequences of the increase of private tuition brought about by current strategized operations in academised schools. A further aim of this thesis is to encourage, and support, the same groups of stakeholders, to reconsider the privatised curriculum and contribute to critical discourses surrounding the development of good educational practice, both inside and outside the schooling system, through the engagement of private tuition in the future. In turn, the researcher will provide a self-reflected narrative that depicts challenges experienced during this PhD study. Drawing upon the previous analysis of the data, this chapter also offers conclusions relevant to each research question posed and each research objective set. An intention here is to highlight the thesis underpinning the research; its strategic contribution to knowledge in this field; and its worthiness for consideration and recommendation as a topic for future post-doctoral study.

Section 6.2 provides an overview of the utilisation of the research objectives; section 6.3 narrates the key findings as introduced and initially discussed in Chapter 5; section 6.4 offers a synoptic overview of the contributions to knowledge; section 6.5 a

identifies potential contributions to practice; section 6.6 presents a recommended regulatory framework; section 6.7 acknowledges the limitations to the study; and, finally section 6.8 presents the researcher's account of their reflective journey.

6.2 METHODOLOGICAL OVERVIEW OF UTILISING RESEARCH OBJECTIVES

This research has set out to identify the key educational factors that have led to the increase of private tuition in the Northeast of England and determine a closer and practical insight as to why parents need to invest into private tuition. It offers a preliminary design for a standard regulatory framework, capable of framing private tuition practice, while also suggesting a system for quality assurance in the UK private tuition market. This study provides a critical review of and insights into the phenomenon of private tuition. It also bridges gaps in the literature through the presentation and interpretation of a teacher/tutor and parental construct.

To attain to these research objectives, the researcher has utilised a mixed-methods study, namely quantitative and qualitative, in three phases (see Chapter 3). A quantitative online questionnaire has been used to gather valuable responses from two sets of participants. In turn, this was used to inform the qualitative stage of the study. A semi-structured questionnaire was, then devised to validate and authenticate quantitative data and inform the last phase of the qualitative method. Thus, the third phase of the mixed methods uses 3 sets of focus groups that further validate, determine the strength of the warrant of the findings of the research and to provide clarity as to the key educational factors that have influenced the increase of private tuition. These included parental reasons for the employment of private tutors alongside the development a qualitative regulatory framework, accompanied by an invitation to a conversation regarding issues in regulating the private tuition market (see section 6.5). Data analysis has been performed with the use of SPSS quantitatively and NVivo qualitatively. SPSS (Statistical Package for the Social Sciences) is a software platform that utilises complex data collected into a quantified analysis (see Chapter 4, Part A). Descriptive statistics are, thus, used to present a range of findings. Respectively, NVivo is a software that has been used for both qualitative phases of the study which develops unstructured text into interpreted constructs (see Chapter 4, Part B). A

thematic interpretative approach has been adopted as the most appropriate method of data collection. Findings presented, interpreted, and critically discussed in Chapter 5 contribute to further discussion in this chapter.

6.3 KEY FINDINGS

This section summarises key findings linked to each research question below.

RQ1: WHAT ARE THE KEY EDUCATIONAL FACTORS THAT HAVE LED TO THE INCREASE OF PRIVATE TUITION?

Quantitative and qualitative findings linked to this research question have significantly demonstrated that females are linked in academies either as a parent or a teacher/tutor. It is also indicated that they play a major role in their children's educational decision-making. One of the key educational factors that increased private tuition is the change of school structures into academies which, in turn, initiated the competition of exam grades and constant competitive struggle for funding, neglecting individual pupil needs in the process. This lack of an individual focus is linked to the quality of teaching and administrative pressures that do not allow for that level of attention. These are the reasons given to justify the parental choice of employing private tutors to increase their children's attainment in relation to target grades. Significantly, data from the study suggest, that academies do not automatically positively impact on pupil attainment and that changes in the curriculum have, at times, served to confuse parents who are interested in supporting children at home.

Data from the study also indicate, that both parents and teachers are not satisfied with how academy schools are exam driven, especially in key year groups where students are mandatorily assessed. Parents feel schools are not communicating with them adequately. This highlights the need for triangulated supportive communicative mechanisms between schools, parents, and tutors. On the other hand, teachers repeatedly report that they feel pressurised to secure grades while also grappling with the high burden administrative pressures leaving little room for individual pupil focus.

Although educational pupil learning gaps existed prior to the Covid-19 onset, it is revealed in this thesis that Covid increased the need for private tuition as it exacerbated such gaps and brought to the surface significant areas of educational practice in need of attention. Key findings also indicate that pupils' learning was

challenged during Covid due to a number of factors including, lack of resources; low levels of teachers' Information Technology skills; and parental knowledge. These factors appear to have hindered progress in pupil attainment. An additional significant contributing factor in this research, is that Northeast teachers are not aware of which students receive private tuition outside their school hours. It is found that private tuition increased, as tutors demonstrated their digital skills as compensatory mechanisms to address shortcomings in school provision, whereas parents realised and took advantage of the support that was available outside schools. Importantly, the research also revealed that both parents and teachers find private tuition to be extremely useful, as it focuses on the individual child and can have a positive impact on pupil grades.

RQ2: WHAT ARE THE REASONS PARENTS INVEST IN PRIVATE TUITION?

A contribution to knowledge, which this research, offers resides in both qualitative and quantitative findings emerging from the study. These indicate that private tuition is a one-to-one, paid service outside schooling hours aimed to improve grades, namely as *exopaedia*. As seen in Chapter 2, (see Figure E4), the term regards the complementary, reflective, not necessarily educational, additional education offered to those in need of support. A further contribution to knowledge is highlighted in that, parents, in particular females with a higher qualification, view the engagement of private tuition as a financial but necessary strain. This brings to the fore the potential existence of a socio-economic chasm or '*perfect storm*' of inequity and tension-laden system between advantaged and disadvantaged families and children. Teachers report that parental education impacts the decision of engaging in private tuition. This disregards other variables discussed in review of the literature in Chapter 2. Parents and teachers report that schools are not communicating, or involving parents enough, in their children's education, unless it is for homework support. However, parents also report that they do not have the knowledge or time availability to provide such additional support. Significant findings emerging from the study also indicate the need for parental involvement in relation to the development of their children's examination skills as well as bridging and scaffolding gaps in subject knowledge and attainment. As discussed above, the constant changes in the curriculum content and knowledge have increased parental selection of private tuition as in their view it positively impacts

pupils' grades and promotes confidence. In addition, parents report that they are not satisfied with their school provision, especially with the lack of support during Covid, when seeking alternative support outside school hours. In contrast, teachers in the study report that exam pressures and the rigid prescribed curriculum demotivate them. Key contributions from a review of the literature, and other data, revealed that Northeast parents have engaged in private tuition online, as well as face-to face, in years where assessment is mandatory, to meet the demands of, and achieve national examination requirements. Northeast teachers deliver tuition to individual students online in core subjects to increase attainment in target grades. A contribution to knowledge, emerging from this thesis, is that in many cases, private tuition secures grades, promotes confidence, and enables students to develop academically.

RQ3: HOW CAN A FRAMEWORK REGULATE THE PRIVATE TUITION MARKET?

A key contribution to knowledge emerging from this research, is that while parents do report that private tuition poses a financial strain, it does not influence their decision to engage in private tuition, despite being attracted to either the lowest price or the highest price, again, significantly indicating a potentially troubling widening socio-economic chasm in the UK system of education. However, teachers indicate that parents always strive to engage in private tuition that is low in cost, especially as their perception is that it achieves exam grades. Findings also reveal a substantial inconsistency between the private tuition rates and payment method parents state they are charged, and payment rates and tariffs teachers/tutors state they charge. It is also indicated that price is associated with tutor quality, with teachers feeling that parental selection of cheap tuition poses safeguarding concerns, a risk to quality assurance and jeopardising grades. This points to the urgent need for the regulation and transparency in costing, as parents resort to private tuition, no matter the cost, in order to attain exam grades for their children, compensate for the lack of individual support at school, and providing support with homework. Therefore, it appears that financial status and stability is not necessarily a proxy or an indication of private tuition engagement, or a financial investment. Parents appear to find the financial means, to

pay for private tuition despite their socio-economic status. In short, the decision to engage a private tutor is not always predictable or straightforward.

In addition, findings also indicate the need to regulate the rates that teachers charge. Tracking the additional income derived from private tuition, has also brought to light a potential taxation irregularity. A further contribution knowledge, emerging from this study, concerns school pressures and dissatisfaction in class sizes, teacher retention and lack of communication with parents. These factors have resorted to teachers engaging in the private tuition for monetary value and raised the prospect of teachers leaving the teaching profession and engaging in private tuition as a full-time career.

Importantly, further findings indicate noteworthy differences between quantitative data, which indicates that parents perceive/assume that tutors are qualified teachers. This contrasts with qualitative findings which indicate parents report that not all private tutors are qualified teachers. Findings also indicate that private tuition is an unregulated marketized practice again foregrounding the necessity of tutors to be qualified. In addition, quantitative findings indicate that schools can enhance the subject delivery by teachers, especially those non-qualified, receiving more subject specific CPD to combat any subject knowledge gaps which could hinder the quality of provision in class. Findings also highlight the need for greater quality assurance in teaching through the agreement and implementation of a system of national registration for experienced, qualified teachers in schools, as well as for those involved in private tuition. The originality and significance of this data firmly supports the view that such measured of quality assurance in private tuition are essential for both children and their parents. Parents, in the study, were adamant that a triangulated communication and accountability system is necessary and that this needs to be monitored and reinforced through regulated standards. Findings also signal a significant discrepancy between parents who maintain that when seeking a tutor, they ask for proof of certain documentation namely DBS, references, CV, and proof of qualifications with tutors' contradictory accounts of not being asked to provide such credentials by parents. It is surprising and again somewhat troubling from a safeguarding perspective that private tutors report that they were not asked about any of these documents. It is important in reiterating that the employment of cheap tutors, with assumed credentials and adequate experience, is an indication of desperation of low-income parents to do all that they can to enable their children to attain the required

grades. This further contributes to the significance of findings from this study as it demonstrates that parents and teachers seek private tuition for their children through social media and word-of-mouth testimonials. While this is understandable, in doing so, parents are validating and sustaining an unregulated marketplace and the unregulated practices which underpin it. This phenomenon potentially jeopardises pupil protection and safety. It is also indicative that regulation in cost, certification, and private tuition practice would provide a step change in improving and assuring the quality of private tutoring, as well as strengthening arrangements for children's safeguarding.

6.4 CONTRIBUTION TO KNOWLEDGE

It is important to highlight that this research, first and foremost, sheds a light upon private tutoring in the context of the Northeast of England. It firmly contributes to a greater understanding in the phenomenon of private tuition in practice, in the lives of children and parents living in the Northeast. It further contributes knowledge to the discourse in existing peer-reviewed published literature as recent data clarifies the definition of '*private tuition*' and offers new insights on the phenomenon. In addition, although it has been highlighted that further research is required, in the area of private tuition, and quality assurance, this research contributes significantly to presenting and foregrounding key findings regarding important educational factors that have lent momentum to an increase in the phenomenon of private tuition. They include the academized structure of schools which, in turn, created exam pressures, the educational challenges of Covid and lack of individualised support. It further investigates and brings into view previously overlooked reasons why parents engaged in providing private tuition for their children which contest claims in published literature and challenges key findings from some peer-reviewed publications in this field of study (see Appendix J, K, L). This thesis examines the marketized practices surrounding private tuition and evaluates social constructs at the forefront of debate. It also offers deeper insights into the quality assurance shortfalls in current private tuition practice.

In order to achieve the research objectives framing this study, the researcher has deliberately developed a regulatory framework consisting of 3 phases. This includes tutors as part of the National Curriculum structure and creates a relationship between

stakeholders and agents in education. Through its methodological stance, this research adds significance through its mixed-methods sequential explanatory design, combining of both quantitative and qualitative validated data within a single study and thematic analysis.

6.5 CONTRIBUTION TO PRACTICE

This research has contributed to practice through the researcher attending the 14th Annual International Conference on Education & Research in Greece in 2021. The researcher was invited as a keynote speaker on the 3rd National Tutoring Festival in 2022 which captured the attention of national tutoring organisations. Consequently, the researcher was invited as a guest speaker to present their research at the University of Sunderland and as a speaker at the annual tutoring conference by the Tutors Association in 2023. In addition, the researcher has received diverse interests in their research, expressed by international teachers in China, a PhD researcher at Oxford University, employees from the Employment Bureau Investigation who expressed an interest in the findings, and the regulatory framework emerging from this research, as well as regional, national, and international University academics and policy professionals.

6.6 RECOMMENDATIONS

In order to ensure quality of provision in private tuition, data from this thesis suggest that we need to consider findings emerging from this study in that teachers who teach at school also tutor privately. Thus, in order to encourage a consistent and compliant quality provision, both in and out of school, it is critical to consider the employment of tutors as teachers who bear an accredited national teaching qualification, such as QTS (Qualified Teacher Status). In turn, this will potentially reduce the ability of teachers, who tutor privately, to generate additional income, on the premise that parents employ a qualified tutor, opposed to the unqualified ones and are more likely to employ qualified teachers than unqualified ones. This, in turn, could help to contribute to improved consistency in private tuition.

Recommendation 1:

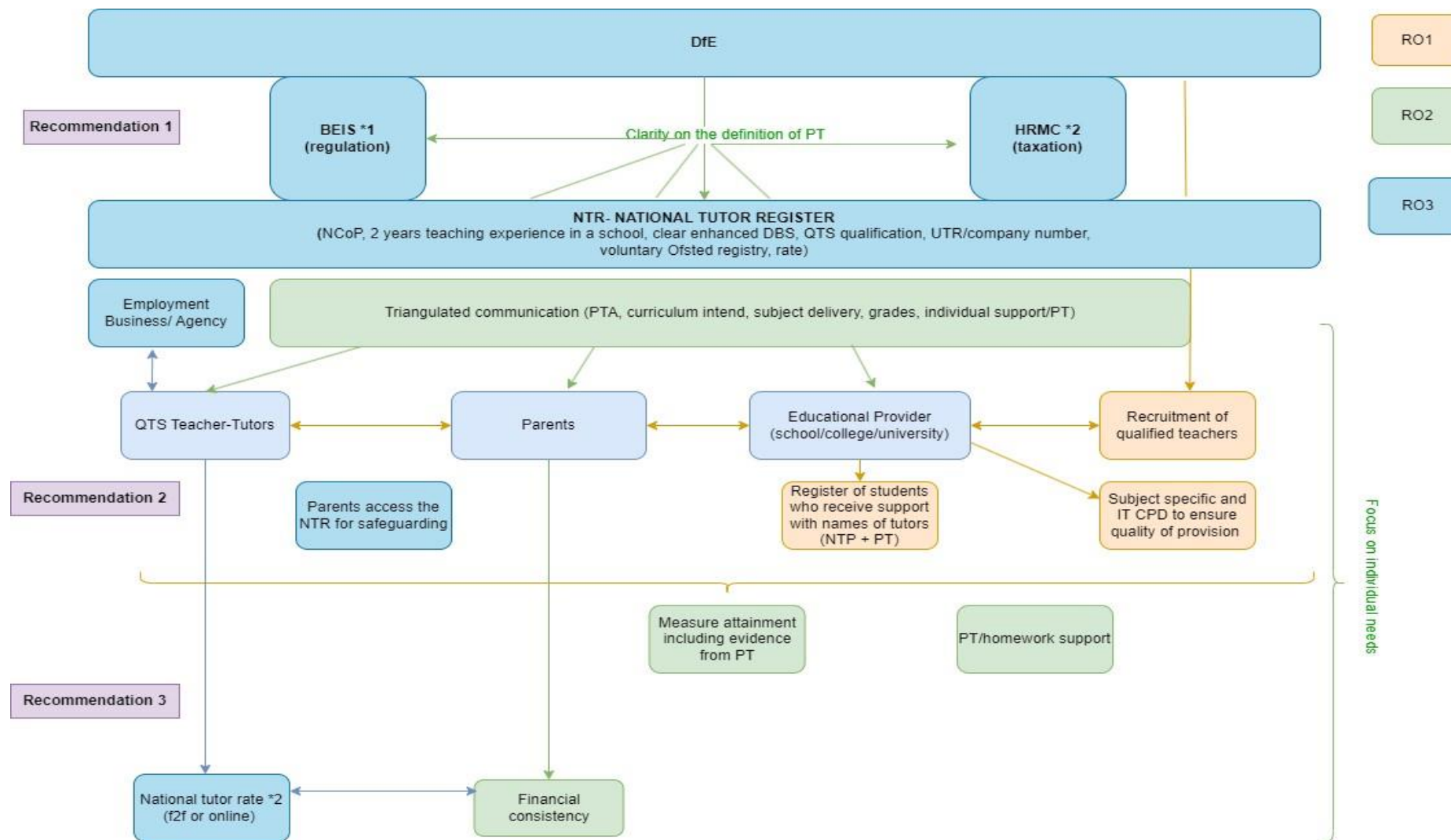
In order to address current problematic findings in the context of private tuition, a proposed regulatory framework is offered. It presents the link between all three sets of findings that run throughout Chapter 5 (see Figure 6). Therefore, in order to refine and establish this framework, it is recommended that the DfE recognises and gives urgent and careful consideration to the researcher's synthesised definition, namely as *exopaedia*, (see Chapter 2, Figure E4), as this will mitigate both the tensions and misinterpretation of the current term used.

The first recommendation (Recommendation 1, see Figure 6), sets out strategic national standards for private tutors, establishes an Approved Qualified Private Tutor Status (AQPTS) verified in the form of a national tutor register for private tutors. The implementation of such a framework could provide a platform in which credible qualified and committed private tutors can register, in business terms, a preferred supplier list. In turn, it could provide a more efficient route map for regulatory bodies, such as the BEIS (Business Energy and Industrial Strategy) and HRMC (HM Revenue & Customs) to audit and differentiate from questionable practices. It is further proposed the DfE regulates a National Tutor Register (NTR), whereby all approved private tutors practicing private tuition, not excluding those who own employment companies, or agencies, or work through them, are required to register in lieu of providing a consistent critical mass of tutors. This process could provide those teachers who have left the profession with the continuity to practice their pedagogy and ensure continuation of employability and regulation of this marketized practice. In addition, it could also provide a value for money investment for tutors in that it would ensure reputational branding, professional development forums, government advisory links, and a home tutoring voice, whereby members can request both generic and bespoke support services, of which there is currently a shortfall in the market.

According to the framework (if implemented) and in order to ensure a national quality of provision, private tutors will would be required to demonstrate the following: a relevant (QTS) teaching certification; a DBS Certificate; 2 references from their recent employment or university; adherence to an Approved National Tutor Code of Practice (ANTCP) (see Appendix M, 6.2; Approved National Tutors' Standards (ANTSS); a minimum of 2 years teaching experience in a school; clear enhanced DBS that is on the update service; Unique Tax Reference (UTR) or company number; voluntary

Ofsted registry; a second or third party audit; adherence to a National Tutor Rate (NTR) (see Appendix N; and the agreement of an Approved National Tutor Rate (ANTR)). The National Private Tutor Registry (NPTR) could be made accessible to parents, teachers who tutor, and educational providers limited not only to schools but also to colleges and universities. Employment agencies and companies would need to adhere to the Approved National Tutor Code of Practice (ANTCP) (see Appendix M, 6.2 Approved National Tutors' Standards (ANTSS), and ensure that provision is quality assured, and both second party and third party audited, bearing in mind consideration of the above parameters. Educational providers could also hold a register of teachers on roll who provide tuition, as well as students receiving tuition outside schooling hours, including the tutor credentials to validate the quality of provision offered and mitigate against conflicts of interest. In addition, bearing in mind previously discussed literature and findings presented in earlier chapters highlighting the current situation with the recruitment of unqualified teachers, and in order to ensure quality assurance, education providers could also be required to ensure staff receive an auditable termly subject specific updates and CPD in the use of new innovations in Information and Communications Technology.

Figure 6. Private Tuition Regulatory Framework: An Empirical Model of The National Private Tutor Register



Recommendation 2:

To further address current problematic findings in the context of private tuition, the proposed regulatory framework recommends the dissemination and communication, discussion and agreement of the regulatory framework approved standards and qualified status, (see Figure 6) (see Appendix M, 6.2 Approved National Tutors' Standards (ANTSS)). Considering that parental engagement in private tuition entails the support to attain exam grades, in line with research findings, the researcher has deemed it is vital, as already discussed, to acknowledge the uniformity of definition of what constitutes private tuition. Communication between the DfE as the regulatory provider, in liaison with the BEIs and HMRC, and schools, teachers who tutor, and parents, will be essential in ensuring the satisfaction, quality of provision and catering of individual needs. Therefore, a 360° communication strategy will ensure that parents are not just stakeholders within the school structure, and representatives on governing bodies, but also act as parental agents. In turn, a triangulated supportive mechanism will ensure that the proposed framework provides reassurance and confidence, so schools can share knowledge regarding curriculum intentions, and specific pedagogical approaches. The purpose of this will be to enable parents to support their children at home with homework and ensure they are aware of students' specific needs and requirement of provision. In addition, upon identification of needs, schools could approach parents and teachers to evaluate the need and support available. Teachers who tutor could be contacted either by the parent, who wishes to privately employ a tutor, or the school who may have the funding to employ a tutor.

Financial eligibility for support could be significantly reduced, as parents who are financially comfortable, would be able to ensure provision through private tuition, and reclaim this as an expense. Parents without the financial means, could use childcare vouchers, tap into the pupil premium funding or schools could use additional funding provided by the government that allows them to tap into external provision which has been previously permitted by the DfE. Furthermore, by utilising such support, parents could still provide support to their children by the engagement of private tuition. In turn, attainment could be measured and targeted exam grades could be achieved with the

recognition of tutors as integral supportive mechanisms of the student's education and integral part of a school structure, a national infrastructure and culture.

Recommendation 3:

To ensure consistency of practice, the framework recommends a uniform approach to regulate the rates of private tuition, whether that is practiced face-to-face or online. Therefore, it is proposed that approved tutors charge, and are charged, a national rate that is not determined by subject but, by area, qualification, and level of tuition provided. Approved teachers who tutor would, thus, be able to declare their additional income, while HMRC regulates the economic provision. In turn, BEIS could ensure that approved tutors are employed and paid according to relevant regulations by employment agencies, and companies, and can readily access information based on the NTR. Such an approach is likely to mitigate against unregulated, unprofessional, and unethical practices that skewer the pedagogical intention of the authentic educational practice, and deter those unqualified to teach, from engaging in private tuition and misleading practices and in this way imposing safer and more reputable private tuition practice.

6.7 LIMITATIONS OF THE STUDY

Limitations highlighted as a result of this research, entail the fact that this study commenced during the Covid lockdown so considering the canvassing of responses from teachers and parents via schools was not feasible. Understandably, although the process of canvassing responses captured the attention of the public, data saturation was attained. Whilst it could be argued that more data could have been gathered across the region and the UK, the researcher acknowledges that the current sample is not reflective of the whole population of the Northeast to the rest of the UK. In addition, this research could have been more comprehensive had the contextual area not been so problematic or under-researched.

Furthermore, as is noted in Chapter 4, it was difficult to discern between those teacher respondents who were actively teaching in schools and those retired, as both were considered as practising tutors/teachers. Additionally, quantitative responses were not reflective of information transferred during the qualitative phase of the study, which validate the unregulated context. The majority of respondents were female, bringing an unbalanced metric to the data collection, although it did demonstrate a significant area of contribution in that females were the ones responsible financially for educational choices. More research is, thus, required to ensure an equal balance of men and women respondents based in the Northeast. Finally, as discussed in Chapter 3, the researcher has made every effort to avoid subjectivity throughout all stages of the research.

This section has highlighted major limitations indicating the need for further research. Consequently, the researcher will engage in addressing and bridging gaps in these limitations in a post-doctoral phase to ensure comparison and continuity of contribution to existing findings.

6.8 REFLECTIVE JOURNEY

A critical reflection of a researcher's journey, according to Amran and Ibrahim (2012), considers the stages that reflect personal development and transformative learning (Kinsella, 2017). The researcher acknowledges that having not embarked on the research journey of that of a Doctor of Philosophy degree, experiencing the research community would not have been a possibility. Their academic ability has significantly developed through the engagement in this research focus, though with some challenges.

To comprehend relevant theory and philosophical underpinnings that constructed the research problem, it was important to establish the ontological position to be adopted in relation to the form and nature of the social world. This aided the process of identifying issues of positionality in my role as an insider-researcher, acknowledging

how personal situations can influence perceptions and judgements, and aiding the researcher into developing a binary identity, separating the professional self to that of the plurality of the teacher-researcher, (McCance and McCormack, 2017).

Commencing the research study during one of the Covid-19 lockdowns was a very challenging time, especially as there was no consideration of social interaction, unless it was online. More so, it impacted on the data collection which the researcher substantially considered, so to yield adequate numbers of responses. Moreover, having interacted with other teachers, tutors and parents, the research process of collecting data was significant as it enabled the researcher to evaluate issues and means of engaging in effective communication with clarity. Nevertheless, despite being unable to collect data face-to-face, opportunities still materialised as the canvassing of responses captured the public eye and resulted in invitations to be a keynote speaker, presenting in European conferences and national associations, further demonstrating contribution to this research to the educational arena.

In a time of social insecurity, health instability and global struggle, the researcher faced not only great difficulty with overcoming personal fears but also tragic, familial deaths that impacted on the planned time scale to commence and complete significant areas of the research. Overall, the research process was challenging as familial responsibilities and lack of work-life balance impacted on the researcher's ability to multi-task. Being able to develop the research in its current form took longer than anticipated as the researcher found that time keeping and organising daily structures often impacted on the writing process.

Moreover, having fallen ill during the pandemic, the researcher was also greatly affected by the aftermath of Covid-19, namely *Long Covid*, which further impacted on aspects of their personal and professional life. In addition, Covid-19 initially paused all business opportunities in the private tuition front, with clients cancelling lessons or stopping them altogether, in fear of the virus transmission. This had an impact on the researcher's stream of clientele which resumed once post-Covid life turned to normal.

Developing the research focus during those difficult times, has enabled the researcher to reconsider the current professional field they are part of and critically review the private tuition market as an 'outsider'.

Parental responsibilities and work demands also made the research very challenging as the researcher often faced conflicting thoughts on having to devote time to research or cater for school meetings, school trips, ill children and after-hours business meetings which posed fatigue and exhaustion. Buying a property and renovating it from scratch also added to the pressures of managing daily demands and researching the phenomenon of private tuition.

As the research progressed, the researcher also faced audits, in their tutoring business, that took a substantial time away from the writing process. This was a particularly difficult time as the researcher had to make sure that all administration was compliant with the recently revised regulations of the BEIS regarding employment businesses and agencies. This process, although time-consuming, developed the researcher's knowledge on their contextual field and ensured that a collaborative relationship was developed that fostered supportive links between the BEIS administration, especially since they expressed an interest to the researcher's study and invited the researcher to share their research with them.

The developmental training sessions were important during the research process in that the researcher, although initially feeling intimidated, was able to develop essential skills that would also be useful after the research practice. Interacting as a student rather than a teacher, integrated the researcher within the University student life which instigated the researcher into creating cross-sectional WhatsApp groups for other PhD researchers to share ideas, knowledge, and personal thoughts. Participation in a diverse amount of training seminars and research conference networks at the University of Sunderland was valuable as it increased knowledge, equipped the researcher with software tools and knowledge to support accuracy in data analysis, and secured coherence in epistemological and methodological choices. This has, in turn, enabled the researcher to conduct and present this research in systematic, coherent, credible, and trustworthy ways.

Overall, the researcher's higher education experience, both as a researcher and academic tutor, reinforced initial feelings to pursue a career in Higher Education and the aim to widen their impact into that educational context through a new career focus.

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APPENDIX

APPENDIX A: Participant Consent Form



Consent Form

Study title: _____

Participant code: _____

I am over the age of 18	
I have read and understood the attached study information and, by signing below, I consent to participate in this study	
I understand that I have the right to withdraw from the study without giving a reason at any time during the study itself.	
I understand that I also have the right to change my mind about participating in the study for a short period after the study has concluded.	

Signed: _____

Print name: _____

(Your name, along with your participant code is important to help match your data from two questionnaires. It will not be used for any purpose other than this.)

Date: _____

Witnessed by: _____

Print name: _____

Date: _____

APPENDIX B: Participant Information Form



PARTICIPANT INFORMATION SHEET

Study Title:

A critical review of private tuition and its impact on GCSE English pupil performance in the NE of England.

What is the purpose of the study?

This research will aim to critically review the impact of private tuition and design a framework that will regulate the private tuition market.

Who can take part in the study?

You have been invited to take part in this study as you will belong to one of the following groups:

- Tutors
- Teachers
- Parents
- Headteachers

Do I have to take part?

Participation is entirely voluntary. If you change your mind about taking part in the study, **you can withdraw at any point during the session without giving a reason and without penalty.**

What will happen to me if I take part?

You have been invited to participate in an interview with the researcher. The interview will take approximately 30 minutes to complete.

Upon agreement, participation will be conducted and at a time convenient for both the researcher and participant. Information provided will remain confidential retaining anonymity throughout the research project.

Data collected will be deleted at the end of the research project.

What are the possible disadvantages and risks of taking part?

There are no risks identified that could pose a threat to participants.

What are the possible benefits of taking part?

Participating in this research will provide a clear insight on the impact of tuition whilst formulating a quality that will regulate the market.

What if something goes wrong?

If you change your mind about this project, please contact me by email so to cancel your participation. If you feel unhappy about the conduct of the study, please contact me immediately or the Chairperson of the University of Sunderland Research Ethics Group, whose contact details are given below.

Will my taking part in this study be kept confidential?

Confidentiality is paramount; therefore, anonymization and confidentiality will be adhered throughout the project.

What will happen to the results of the research study?

The results will be shared with participants who wish to be involved. If suitable, the results may also be presented at academic conferences and/or written up for publication in peer reviewed academic journals.

Who is organising and funding the research?

This research is privately funded.

Who has reviewed the study?

The University of Sunderland Research Ethics Group has reviewed and approved the study.

Contact for further information.

Doctor John Fulton (Chair of the University of Sunderland Research Ethics Group, University of Sunderland) Email: john.fulton@sunderland.ac.uk

Phone: 0191 515 2529

Researcher: Mrs Vassiliki Kontou

Email: Vasiliki.Kontou-Watson@research.sunderland.ac.uk

Phone: 077388540996

APPENDIX C: Teacher Questionnaire-Qualtrics

Teacher research study

Part 1 About yourself and your household

Q1 Please identify your gender. Choose one answer.

- Male
- Female
- Non-binary / third gender
- Prefer not to say.

Q2 What is your age? Please choose one answer.

- 20-25 years
- 25-30 years
- 30-45 years
- 45-50 years
- 50-65 years
- 65+ years

Q3 Where do you live? Please choose one answer.

- Northeast
 - Northwest
 - Yorkshire and the Humber
 - East Midlands
 - West Midlands
 - East of England
 - Southeast
 - Southwest
 - Scotland
 - Wales
 - Northern Ireland
-

Q4 What is your level of education? Please choose one answer.

- O levels
 - GCSE qualification/s
 - A Level
 - Bachelor's degree
 - Masters
 - PhD
 - Other _____
-

Q5 How many years have you been teaching? Please choose one answer.

- 0-1 years
- 2-3 years
- 3-5 years
- 5-10 years
- 10+ years
- Other _____

Part 2 This part of the questionnaire is about schools.

Part 3 and 4 is about private tuition. All responses are anonymised.

Q6 What type of school do you work in? Please choose an answer.

- Maintained school.
 - Academy
 - Grammar school
 - I no longer work at a school.
 - Other (please explain) _____
-

Q7 How would you describe the school learning culture? Write your answer below.

Q8 In your experience, is the quality of school provision adequate? Choose one answer.

- Yes (please explain) _____
 - No (please explain) _____
-

Q9 In your opinion, how can teachers enhance their subject delivery? Write your answer.

Q10 Can you write 3 recommendations on how can schools improve their pupil support?
Write your recommendations below.

- Recommendation 1 _____
 - Recommendation 2 _____
 - Recommendation 3 _____
-

Q11 In your opinion, are teachers encouraged to focus on any of the following? You can choose more than one answer.

- Pupil attainment
 - Pupil learning
 - Managing complaints
 - Behaviour management
 - Other (please explain) _____
-

Q12 What are your views on staff development in schools? You can choose more than one answer.

- It is adequate.
 - It promotes career development.
 - It links to pupil performance.
 - There is hardly ever any staff development.
 - Other (please explain) _____
-

Q13 In your experience, do schools support teachers in liaising with parents? Choose one answer.

- Yes (please explain how) _____
 - No (please explain why you think that is)

-

Q14 In your opinion, should parents be involved in the education of their children? Choose one answer.

Yes (please explain how) _____

No (please explain why) _____

Q15 How can schools enhance the curriculum? You can choose more than one answer.

By prioritising pupil experience

By prioritising pupil attainment

By involving parents more

Other (please explain) _____

Q16 Are you aware if any of your students in your current class are receiving private tuition at home? Choose one answer.

Yes

No

Q17 When would you recommend pupils engage in private tuition outside school hours? Write your answer below.

Part 3 This part is about private tuition. All responses are anonymised.

Q18 How would you define 'private tuition'? Please write your answer.

Q19 Should private tuition be used in or out of class hours? Choose one answer.

During class hours

Out of class hours

Other (please explain) _____

Q20 How useful do you think private tuition is? Choose one answer.

Not at all useful (please explain why)

Slightly useful (please explain why)

Very useful (please explain why)

Extremely useful (please explain why)

Q21 Why do you think there is an increase in private tuition? You can choose more than one answer.

- Constant government changes
 - Parent peer pressure
 - Need to achieve better grades.
 - Schools employ unqualified teachers.
 - School teachers lack teaching experience.
 - Private tuition focuses on individual needs.
 - Lack of resources
 - Other (please explain) _____
-

Q22 In your opinion, what factors affect teaching? You can choose more than one answer.

- Large classes
 - Teacher quality
 - Long lesson hours
 - Exam pressures
 - Other (please explain) _____
-

Q23 From your experience, do parents help their child at home with their homework? Choose one answer.

- Yes
 - No
 - Other (please explain) _____
-

Q24 What would motivate you to be a private tutor? You can choose more than one answer.

- Additional income
- Stress of teaching
- Too much administration
- Poor liaison with parents
- Pressure to produce high grades.
- Behaviour management
- Large classes
- Long teaching hours
- Other (please explain) _____

Part 4 This is the final part of this questionnaire. Thank you for participating.

Q25 Do you deliver private tuition to any of the following. You can choose more than one answer.

- Individual student
 - Pair tuition
 - Group tuition
 - Cram tuition classes
 - I am not delivering any private tuition.
 - Other (please explain) _____
-

Q26 In what mode is the delivery of your private tuition taking place? You can choose more than one answer.

- Online
 - Face to face in my house
 - Face to face in a tuition centre
 - Blended learning (both online and face to face)
 - Other _____
-

Q27 Where do you recruit your student/s from? You can choose more than one answer.

- Agency
 - Contact through parents.
 - Word of mouth
 - Through a school
 - Leaflets
 - Local advertising
 - Social media
 - Other _____
-

Q28 In your experience, do parents ask for any of the following? Choose one answer.

- Proof of qualifications
 - Proof of DBS
 - References
 - CV
 - All the above
 - Other (please explain) _____
 - They do not ask for any of the above
-

Q29 How long is your tuition session?

1 hour

2 hours

Other _____

Q30 What subject/s are you delivering tuition in? Write your answer below.

Q31 What year group have you delivered tuition in? You can choose more than one answer.

- Year 1
 - Year 2
 - Year 3
 - Year 4
 - Year 5
 - Year 6
 - Year 7
 - Year 8
 - Year 9
 - Year 10
 - Year 11
 - Year 12
 - Year 13
-

Q32 How often do you tutor privately? Choose one answer.

- Weekly
 - Daily
 - Other (please explain) _____
-

Q33 What is the current rate for tuition per hour? Choose one answer.

- Less than £15
 - £16-£25
 - £25-£35
 - £35+
 - Other (please explain) _____
-

Q34 How do you receive payment?

Q35 Is private tuition a price sensitive market, i.e. are parents attracted by any of the following. Choose one answer.

- the lowest price
 - the highest price
 - price has no influence.
 - Other (please explain) _____
-

APPENDIX D: Parent Questionnaire-Qualtrics

Parent research study

Part 1 About yourself and your household

Q1 Please identify your gender. Choose one answer.

- Male
 - Female
 - Non-binary / third gender
 - Prefer not to say.
 - Other
-

Q2 Where do you live? Choose one answer.

- Northeast
 - Northwest
 - Yorkshire and the Humber
 - East Midlands
 - West Midlands
 - East of England
 - Southeast
 - Southwest
 - Scotland
 - Wales
 - Northern Ireland
-

Q3 What is your age? Choose one answer.

- 20-25 years
 - 25-30 years
 - 30-45 years
 - 45-50 years
 - 50-65 years
 - 66+ years
-

Q4 What is your level of education? Choose one answer.

- O levels
 - GCSE qualification/s
 - A Level
 - Bachelor's degree
 - Masters
 - PhD
 - Other _____
-

Q5 What is your partner's level of education? Choose one answer.

- O levels
 - GCSE qualification/s
 - A Levels
 - Bachelor's degree
 - Masters
 - PhD
 - Other _____
-

Q6 What is your occupation? Please write your answer.

Q7 Who is responsible for the education of your child/ren within your household? Choose one answer.

- Myself
- My partner
- Both
- Other (please explain) _____

Part 2 This part of the questionnaire is about schools. Part 3 and 4 are about private tuition. All responses are anonymised.

Q8 Have you enrolled your child/ren into any of the following: Choose one answer.

- Maintained school.
 - Academy
 - Grammar school
 - Other (please explain) _____
-

Q9 How would you rate your school experience as a parent? Choose one answer.

- Very satisfied
- Satisfied
- Average
- Not satisfied
- Please explain why _____

Q10 In your opinion, do you think that schools challenge pupils enough? Choose one answer.

Yes (If Yes, how?) _____

No (If No, why do you think that is?)

Q11 How can the school enhance the curriculum? You can choose more than one answer.

By prioritising pupil experience

By prioritising pupil attainment

By involving parents more

Other (please explain) _____

Q12 Are you receiving any tuition at school as part of school support, i.e. National Tutoring Programme (NTP)? Choose one answer.

Yes (If Yes, how many hours and in what subject?)

No

Part 3 Part 3 and 4 are about private tuition. All responses are anonymised.

Q13 How would you define 'private tuition'? Please write your answer.

Q14 Should private tuition be used in or out of class hours? Choose one answer.

- During class hours
 - Out of class hours
 - Other (please explain) _____
-

Q15 Why do you think there is an increase in private tuition? You can choose more than one answer.

- Constant government changes
 - Parent peer pressure
 - Need to achieve better grades.
 - Schools employ unqualified teachers.
 - School teachers lack teaching experience.
 - Private tuition focuses on individual needs.
 - Lack of resources
 - Other (please explain) _____
-

Q16 How useful do you think private tuition is? Choose one answer.

Not at all useful (please explain why)

Slightly useful (please explain why)

Very useful (please explain why)

Extremely useful (please explain why)

Q17 Do you think tuition has an impact on pupil grades? Choose one answer.

Yes (please explain why) _____

No (please explain why) _____

Q18 What are the key weaknesses in private tuition? Please write your answer.

Q19 What would be your recommendations in improving the quality of private tuition at home?
Please write your answer.

Part 4 This is the final part of this questionnaire on private tuition. Thank you for participating.

Q20 Are you receiving private tuition on any of the following. Choose one answer.

- One to one tuition
 - Pair tuition
 - Group tuition
 - Cram tuition classes
 - I am not receiving private tuition.
 - Other (please explain) _____
-

Q21 In what mode is your private tuition taking place? Choose one answer.

- Online
 - Face to face in my house
 - Face to face in a tuition centre
 - Blended learning (both online and school)
 - Other _____
-

Q22 What are your reasons for engaging in private tuition? You can choose more than one answer.

- GCSE preparation
- I am not satisfied with the school exam preparation.
- I am not satisfied with the quality of teachers at my school.
- I am not satisfied with my school's performance.
- My school does not focus on my child's/children's needs.
- To develop general skills
- To keep up with peer grades
- As a childminder service
- As an alternative to private schooling
- To ensure the same level of education as myself/my partner
- For a better career choice
- To fulfil my childhood dream
- As an investment
- Parent peer pressure
- To promote confidence and motivate learning.
- To enter private school/college
- To help with homework
- Other (please explain) _____

Q23 What qualities do you look for in a tutor? You can choose more than one answer.

- Friendly
- Motivated
- Engaging
- Qualified
- Other (please explain) _____

Q24 As a parent, do you ask for any of the following from your prospective tutor/s? Choose one answer.

- Proof of qualifications
- Proof of DBS
- References
- CV
- All the above
- Other (please explain) _____
- I do not ask for any of the above

Q25 Can you confirm if tutors do supply you with the documents you request?

Yes

No

Q26 How long is your tuition session?

1 hour

2 hours

Other (please explain) _____

Q27 How often does your child take part in tuition? Choose one answer.

Weekly

Daily

Other (please explain) _____

Q28 What year group have you received tuition in? You can choose more than one answer.

- Year 1
 - Year 2
 - Year 3
 - Year 4
 - Year 5
 - Year 6
 - Year 7
 - Year 8
 - Year 9
 - Year 10
 - Year 11
 - Year 12
 - Year 13
-

Q29 Where do you employ your tutor/s from? You can choose more than one answer.

- Agency
 - Contact through parents.
 - Word of mouth
 - Through a school
 - Leaflets
 - Local advertising
 - Social media
 - Other (please explain) _____
-

Q30 In your experience, what is the current rate for tuition per hour? Choose one answer.

- Less than £15
 - £15-£25
 - £25-£35
 - £35+
 - Other (please explain) _____
-

Q31 Is private tuition paid at that price value for money?

- Yes (please explain why) _____
- No (please explain why) _____

Q32 How do you provide payment?

Q33 Is private tuition a price sensitive market, i.e. are parents attracted by any of the following.
Choose one answer.

the lowest price

the highest price

price has no influence.

Other (please explain) _____

APPENDIX E: Pilot Group Questionnaire

Q1 Please identify your gender. Choose one answer.

Male

Female

Non-binary / third gender

Prefer not to say.

Q2 What is your age? Please choose one answer.

20-25 years

25-30 years

30-45 years

45-50 years

50-65 years

65+ years

Q3 Where do you live? Please choose one answer.

Northeast

Northwest

Yorkshire and the Humber

East Midlands

West Midlands

East of England

Southeast

Southwest

Scotland

Wales

Northern Ireland

Q4 What is your level of education? Please choose one answer.

O levels

GCSE qualification/s

A Level

Bachelor's degree

Masters

PhD

Other _____

Q5 How many years have you been involved in schools? Please choose one answer.

0-1 years

2-3 years

3-5 years

5-10 years

10+ years

Other _____

Q6 What type of school are you involved? Please choose an answer.

Maintained school.

Academy

Grammar school

I no longer work at a school.

Other (please explain) _____

Q7 How would you describe the school learning culture? Write your answer below.

Q8 In your experience, is the quality of school provision adequate? Choose one answer.

Yes (please explain) _____

No (please explain) _____

Q9 In your opinion, how can teachers enhance their subject delivery? Write your answer.

Q10 Can you write 3 recommendations on how can schools improve their pupil support?

Q11 In your opinion, are teachers encouraged to focus on any of the following? You can choose more than one answer.

Pupil attainment

Pupil learning

Managing complaints

Behaviour management

Other (please explain) _____

Q12 What are your views on staff development in schools? You can choose more than one answer.

It is adequate.

It promotes career development.

It links to pupil performance.

There is hardly ever any staff development.

Other (please explain) _____

Q13 In your experience, do schools support teachers in liaising with parents? Choose one answer.

Yes (please explain how) _____

No (please explain why you think that is)

Q14 In your opinion, should parents be involved in the education of their children? Choose one answer.

Yes (please explain how) _____

No (please explain why) _____

Q15 How can schools enhance the curriculum? You can choose more than one answer.

By prioritising pupil experience

By prioritising pupil attainment

By involving parents more

Other (please explain) _____

Q16 Are you aware if any students in your school are receiving private tuition at home? Choose one answer.

Yes

No

Q17 When would you recommend pupils engage in private tuition outside school hours? Write your answer below.

Q18 How would you define 'private tuition'? Please write your answer.

Q19 Should private tuition be used in or out of class hours? Choose one answer.

During class hours

Out of class hours

Other (please explain) _____

Q20 How useful do you think private tuition is? Choose one answer.

- Not at all useful (please explain why)
- Slightly useful (please explain why)
- Very useful (please explain why)
- Extremely useful (please explain why)

Q21 Why do you think there is an increase in private tuition? You can choose more than one answer.

- Constant government changes
- Parent peer pressure
- Need to achieve better grades.
- Schools employ unqualified teachers.
- School teachers lack teaching experience.
- Private tuition focuses on individual needs.
- Lack of resources
- Other (please explain) _____

Q22 In your opinion, what factors affect teaching? You can choose more than one answer.

- Large classes
- Teacher quality
- Long lesson hours
- Exam pressures
- Other (please explain) _____

Q23 Do you think parents help their child at home with their homework? Choose one answer.

- Yes
- No
- Other (please explain) _____

Q24 What motivates people to be a private tutor? You can choose more than one answer.

Additional income

Stress of teaching

Too much administration

Poor liaison with parents

Pressure to produce high grades.

Behaviour management

Large classes

Long teaching hours

Other (please explain) _____

Q25 Do you deliver private tuition to any of the following. You can choose more than one answer.

Individual student

Pair tuition

Group tuition

Cram tuition classes

I am not delivering any private tuition.

Other (please explain) _____

Q26 In what mode is the delivery of your private tuition taking place? You can choose more than one answer.

Online

Face to face in my house

Face to face in a tuition centre

Blended learning (both online and face to face)

Other _____

Q27 Where do you recruit your student/s from? You can choose more than one answer.

Agency

Contact through parents.

Word of mouth

Through a school

Leaflets

Local advertising

Social media

Other _____

Q28 In your experience, do parents ask for any of the following? Choose one answer.

Proof of qualifications

Proof of DBS

References

CV

All the above

Other (please explain) _____

They do not ask for any of the above

Q29 How long is your tuition session?

1 hour

2 hours

Other _____

Q30 What subject/s are you involved in tuition in? Write your answer below.

Q31 What year group have you got involved tuition in? You can choose more than one answer.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

Q32 Do you tutor privately? Choose one answer.

Weekly

Daily

Other (please explain) _____

Q33 What is the current rate for tuition per hour? Choose one answer.

Less than £15

£16-£25

£25-£35

£35+

Other (please explain) _____

Q34 How do you receive payment?

Q35 Is private tuition a price sensitive market, i.e. are parents attracted by any of the following.
Choose one answer.

the lowest price

the highest price

price has no influence.

Other (please explain) _____

APPENDIX F

Section 4.2 Research Questions

Table 1

<u>Parent Questionnaire:</u>	<u>Teacher Questionnaire:</u>
<p>Part 1 About yourself and your household.</p> <ol style="list-style-type: none">1. Please identify your gender. M/F/N-B 3rd gender/ Prefer not to say.2. Where do you live?3. What is your age?4. What is your level of education?5. What is your partner's level of education?6. What is your occupation?7. Who is responsible for the education of your child/ren within your household? Myself/My partner/Both	<p>Part 1 About yourself.</p> <ol style="list-style-type: none">1. Please identify your gender. M/F/N-B 3rd gender/ Prefer not to say.2. What is your age?3. Where do you live?4. What is your level of education?5. How many years have you been teaching?

4.2 Parent Participant demographic

4.2.1. Gender

Q1 Please identify your gender * Q2 Where do you live? Crosstabulation

			North East	Rest of the UK	Total
Q1 Please identify your gender.	Male	Count	24	8	32
		% of Total	20.16%	10.52%	16.41%
	Female	Count	94	68	162
		% of Total	78.99%	89.47%	83.17%
	Prefer not to say	Count	1	0	1
		% of Total	0.84%	0.0%	0.51%
Total	Count	119	76	195	
	% of Total	61.0%	39.0%	100.0%	

Table 1

4.2.2 Geographic region

PQ2 Where do you live?

		Frequency	Valid Percent	Cumulative Percent
Valid	North East	119	61.0	61.0
	North West	13	6.7	67.7
	Yorkshire and the Humber	6	3.1	70.8
	East Midlands	10	5.1	75.9
	West Midlands	7	3.6	79.5
	East of England	6	3.1	82.6
	South East	26	13.3	95.9
	South West	6	3.1	99.0
	Wales	2	1.0	100.0
	Total	195	100.0	

Table 2

PQ2 Where do you live?

		Frequency	Valid Percent	Cumulative Percent
Valid	North East	119	61.0	61.0
	Rest of the UK	76	39.0	100.0
	Total	195	100.0	

Table 2a

PQ1 Please identify your gender. * PQ2 Where do you live? Crosstabulation

			Where do you live?		
			1 North East	Rest of the UK	Total
Q1 Please identify your gender.	Male	Count	24	8	32
		%	20.16%	10.52%	16.41%
		% of Total	12.3%	4.1%	16.4%
	Female	Count	94	68	162
		%	78.99%	89.47%	83.07%
		% of Total	48.2%	34.9%	83.1%
	Prefer not to say	Count	1	0	1
		%	0.8%	0.0%	0.51%
		% of Total	0.5%	0.0%	0.5%
Total	Count	119	76	195	
	%	100.0%	100.0%	100.0%	
	% of Total	61.0%	39.0%	100.0%	

Table 3

4.2.4 Occupation

PQ6 What is your occupation? * Q2 Where do you live? Crosstabulation					
Q6 What is your occupation?			Q2 Text Where do you live?		Total
			North East	Rest of the UK	
Not applicable	Count		3	5	8
	% of Total		2.52%	6.57%	4.1%
University Professor	Count		3	1	4
	% of Total		2.52%	1.31%	2.1%
Teaching Assistant	Count		4	7	11
	% of Total		3.36%	9.21%	5.6%
Manager	Count		9	1	10
	% of Total		7.56%	1.31%	5.1%
Headteacher	Count		1	7	8
	% of Total		0.84%	9.21%	4.1%
Retired	Count		4	1	5
	% of Total		3.36%	1.31%	2.6%
Stay at home	Count		5	3	8
	% of Total		4.20%	3.94%	4.1%
Consultant	Count		3	1	4
	% of Total		2.52%	1.31%	2.1%
Volunteer	Count		2	1	3
	% of Total		1.68%	1.31%	1.5%
Solicitor	Count		2	1	3
	% of Total		1.68%	1.31%	1.5%
Social worker	Count		2	1	3
	% of Total		1.68%	1.31%	1.5%
Medical	Count		2	6	8
	% of Total		1.68%	7.8%	4.1%
Senior Project Manager	Count		2	1	3
	% of Total		1.68%	1.31%	1.5%
IT	Count		3	1	4
	% of Total		2.52%	1.31%	2.1%
Self-employed	Count		5	3	8
	% of Total		4.20%	3.94%	4.1%
Financial sector	Count		4	5	9
	% of Total		3.36%	6.57%	4.6%
Company Director	Count		6	2	8
	% of Total		5.04%	2.63%	4.1%
Teacher	Count		19	18	37
	% of Total		15.96%	23.68%	19.0%
Civil Servant	Count		7	1	8
	% of Total		5.88%	1.31%	4.1%
Assistant	Count		19	4	23
	% of Total		15.9%	5.26%	11.8%
Retail	Count		4	2	6
	% of Total		3.36%	2.63%	3.1%
Tutor	Count		1	3	4
	% of Total		0.84%	3.94%	2.1%
Lecturer	Count		8	1	9
	% of Total		6.72%	1.31%	4.6%
Project Manager	Count		1	0	1
	% of Total		0.84%	0.0%	0.5%
Total	Count		119	76	195
	% of Total		61.0%	39.0%	100.0%

Table PQ6

4.3 Teacher Participant demographic

4.3.1 Gender

TQ1 Please identify your gender * TQ3 Where do you live? Crosstabulation

		Q3_Text Where do you live?			
		1 North East	2 Rest of the UK	Total	
Q1 Please identify your gender	Male	Count	37	100	137
		% of Total	27%	28.01%	27.7%
	Female	Count	100	248	348
		% of Total	72.99%	69.46%	70.4%
	Non-binary / third gender	Count	0	6	6
		% of Total	0.0%	1.68%	1.2%
	Prefer not to say	Count	0	3	3
		% of Total	0.0%	0.84%	0.6%
	Total	Count	137	357	494
		% of Total	27.7%	72.3%	100.0%

Table T1

Appendix G

4.4 Section 2: Research questions

<p><u>Research questions:</u></p> <p>RQ1: <i>What are the key educational factors that have led to the increase of private tuition?</i></p>	<p>Determining the schooling background</p> <p>8. Have you enrolled your child into any of the following (schools)? Maintained/Academy/Grammar school/Other.</p> <p>a. due to school pressure to produce exams. 15 Why do you think there is an increase in private tuition? Constant government changes Parent peer pressure Need to achieve better grades. Schools employ unqualified teachers. School teachers lack teaching experience. PT focuses on individual needs. Lack of resources Other (explain)</p> <p>b. Parents are not satisfied with their school. 9. How would you rate your school experience as a parent? Very satisfied/Satisfied/Average/Not satisfied/Other. Why?</p> <p>10. In your opinion, do you think that schools challenge pupils enough? Yes/No (explain)</p> <p>11. How can the school enhance the curriculum? By prioritizing pupil experience/By prioritizing pupil attainment/By involving parents more/Other (explain)</p>	<p>6. What type of school do you work in? Maintained/academy/grammar school/I no longer work in a school/other.</p> <p>21 Why do you think there is an increase in private tuition? Constant government changes Parent peer pressure Need to achieve better grades Schools employ unqualified teachers. School teachers lack teaching experience. PT focuses on individual needs. Lack of resources Other (explain)</p> <p>7 How would you describe the school learning culture?</p> <p>8 In your experience, is the quality of your school provision adequate?</p> <p>15 How can the school enhance the curriculum? By prioritising pupil experience/ By prioritising pupil attainment/ By involving parents more/ Other</p> <p>9 In your opinion, how can teachers enhance their subject delivery? Too much pressure on teachers to produce good grades.</p> <p>10 Can you write three recommendations for school improvement on pupil support.</p> <p>11 In your opinion, are teachers encouraged to focus on: Pupil attainment/ Pupil learning/ Managing complaints/ Other.</p> <p>12. What are your views on staff development in your school? a. It is adequate. b. It promotes career development. c. It links to pupil performance. d. There is hardly ever any staff development. e. Other</p> <p>13 In your experience, do schools support teachers in parent liaisons? Yes/No</p> <p>14 In your opinion, should parents be involved in the education of their children? Yes/No/Other</p>
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Table A

4.4.1 RQ1: What are the key educational factors that have led to the increase of private tuition?

PQ8 Have you enrolled your child/ren into any of the following: * PQ2 Where do you live? Crosstabulation

		Q2_Text Where do you live?			
		1 North East	2 Rest of the UK	Total	
Q8 Have you enrolled your child/ren into any of the following:	Not Applicable	Count	37	17	54
		% of Total	31.09%	22.36%	27.7%
	Maintained school	Count	34	27	61
		% of Total	28.57%	35.52%	31.3%
	Academy	Count	39	21	60
		% of Total	32.77%	27.63%	30.8%
	Grammar school	Count	7	11	18
		% of Total	5.88%	14.47%	9.2%
	Other	Count	2	0	2
		% of Total	1.68%	0.0%	1.0%
Total	Count	119	76	195	
	% of Total	61.0%	39.0%	100.0%	

Table PQ8

TQ6 What type of school do you work in? * TQ3 Where do you live? Crosstabulation

		Q3_Text Where do you live?			
		1 North East	2 Rest of the UK	Total	
Q6 What type of school do you work in?	Non applicable	Count	11	29	40
		% of Total	8.02%	8.12%	8.1%
	Maintained school	Count	19	66	85
		% of Total	13.86%	18.48%	17.2%
	Academy	Count	36	92	128
		% of Total	26.27%	25.77%	25.9%
	Grammar school	Count	7	27	34
		% of Total	5.10%	7.56%	6.9%
	Retired teacher	Count	41	109	150
		% of Total	29.92%	30.53%	30.4%
	FE	Count	8	14	22
		% of Total	5.83%	3.92%	4.5%
	Private tutor	Count	8	17	25
		% of Total	5.83%	4.76%	5.1%
	HE	Count	7	3	10
		% of Total	5.10%	0.84%	2.0%
	Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%	

Table TQ6

4.4.1.a. There is an increase in private tuition due to the school pressures to produce good grades.

PQ15 Why do you think there is an increase in private tuition? * PQ2 Where do you live? Crosstab				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Constant government changes	Count	23	8	31
	% of Total	19.32%	10.52%	18.1%
Parent peer pressure	Count	24	11	35
	% of Total	20.16%	14.47%	20.5%
Need to achieve better grades	Count	54	26	80
	% of Total	45.37%	34.21%	46.2%
Schools employ unqualified teachers	Count	17	9	26
	% of Total	14.28%	11.84%	15.0%
School teachers lack teaching experience	Count	23	11	34
	% of Total	19.32%	14.47%	19.7%
Private tuition focuses on individual needs	Count	63	32	95
	% of Total	52.94%	43.42%	54.3%
Lack of resources	Count	32	14	46
	% of Total	26.89%	18.42%	26.4%
Other (please explain)	Count	2	4	6
	% of Total	1.68%	5.26%	3.5%
Total	Count	119	76	195
	% of Total	61%	39%	100.0%

Table PQ15

PQ15 Why do you think there is an increase in private tuition? Other - Text * PQ2 Where do you live? Crosstabulation					
		Q2_Text Where do you live?			
		1 North East	2 Rest of the UK	Total	
Q15 Why do you think there is an increase in private tuition? Other - Text	Not applicable	Count	115	71	186
		% of Total	97.47%	93.42%	95.4%
Covid loss of learning	Count	1	3	4	
	% of Total	0.84%	3.94%	2.1%	
Teacher absence due to Covid	Count	1	0	1	
	% of Total	0.84%	0.0%	0.5%	
Mainstream schools lack SEN focus	Count	1	1	2	
	% of Total	0.84%	1.31%	1.0%	
School classes are too large	Count	1	1	2	
	% of Total	0.84%	1.31%	1.0%	
Total	Count	119	76	195	
	% of Total	61.0%	39.0%	100.0%	

Table PQ15b

TQ21 Why do you think there is an increase in private tuition? You can choose more than one answer. * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Constant government changes	Count	27	64	91
	% of Total	19.70%	17.92%	18.4%
Parent peer pressure	Count	39	109	148
	% of Total	28.46%	30.53%	30.0%
Need to achieve better grades	Count	56	128	184
	% of Total	40.87%	35.85%	37.2%
Schools employ unqualified teachers	Count	15	44	59
	% of Total	10.94%	12.32%	11.9%
School teachers lack teaching experience	Count	12	40	52
	% of Total	8.75%	11.20%	10.5%
Private tuition focuses on individual needs	Count	50	122	172
	% of Total	36.49%	34.17%	34.8%
Lack of resources	Count	24	53	77
	% of Total	17.51%	14.84%	15.6%
Other (please explain)	Count	8	9	17
	% of Total	5.8%	2.52%	3.4%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Figure TQ21a

TQ21 Why do you think there is an increase in private tuition? You can choose more than one answer. - Other (please explain) * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Not applicable	Count	129	350	479
	% of Total	94.16%	98.03%	97.0%
Covid loss of learning	Count	4	5	9
	% of Total	2.91%	1.40%	1.8%
Lack of SEN support	Count	1	1	2
	% of Total	0.72%	0.28%	0.4%
Pressure on teachers	Count	1	1	2
	% of Total	0.72%	0.28%	0.4%
School classes are too large	Count	1	0	1
	% of Total	0.72%	0.0%	0.2%
Lack of TAs in schools	Count	1	0	1
	% of Total	0.72%	0.0%	0.2%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ21b

Q17 Do you think tuition has an impact on pupil grades? Crosstab

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Not applicable	Count	33	29	62
	% of Total	27.73%	38.15%	31.8%
Yes	Count	86	45	131
	% of Total	72.26%	59.21%	67.2%
No	Count	0	2	2
	% of Total	0.0%	2.63%	1.0%
Total	Count	119	76	195
	% of Total	61.0%	39.0%	100.0%

Table PQ17

PQ17 Do you think tuition has an impact on pupil grades? Yes * PQ2 Where do you live? Crosstab

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Not applicable	Count	54	43	97
	% of Total	27.7%	22.1%	49.7%
Improves grades	Count	23	13	36
	% of Total	11.8%	6.7%	18.5%
Provides individualised support	Count	25	12	37
	% of Total	12.8%	6.2%	19.0%
Closes learning gaps	Count	12	5	17
	% of Total	6.2%	2.6%	8.7%
Promotes confidence	Count	5	3	8
	% of Total	2.6%	1.5%	4.1%
Total	Count	119	76	195
	% of Total	61.0%	39.0%	100.0%

Table PQ17a

4.4.1. b. There is an increase in PT as parents are not satisfied with their school.

PQ9 How would you rate your school experience as a parent? * Q2 Where do you live? Crosstab

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Not Applicable	Count	23	17	40
	% of Total	19.32%	22.36%	20.5%
Very satisfied	Count	10	12	22
	% of Total	8.40%	15.78%	11.3%
Satisfied	Count	39	24	63
	% of Total	32.77%	31.57%	32.3%
Average	Count	21	14	35
	% of Total	17.64%	18.42%	17.9%
Not satisfied	Count	26	9	35
	% of Total	21.84%	11.84%	17.9%
Total	Count	119	76	195
	% of Total	61.0%	39.0%	100.0%

Table PQ9

PQ9 How would you rate your school experience as a parent? Crosstab

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Non-Applicable	Count	104	72	176
	% of Total	53.3%	36.9%	90.3%
Lack of Communication	Count	6	1	7
	% of Total	3.1%	0.5%	3.6%
Poor pastoral support	Count	2	0	2
	% of Total	1.0%	0.0%	1.0%
Lack of SEN support	Count	2	1	3
	% of Total	1.0%	0.5%	1.5%
Bullying	Count	0	1	1
	% of Total	0.0%	0.5%	0.5%
Lack of quality in teaching	Count	5	1	6
	% of Total	2.6%	0.5%	3.1%
Total	Count	119	76	195
	% of Total	61.0%	39.0%	100.0%

Table PQ9b

PQ10 In your opinion, do you think that schools challenge pupils enough? Yes * PQ2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Homework given	Count	3	0	3
	% of Total	2.52%	0.0%	1.5%
Differentiated curriculum	Count	1	7	8
	% of Total	0.84%	9.21%	4.1%
Pressure to achieve good grades	Count	3	2	5
	% of Total	2.52%	2.63%	2.6%
Quality in teaching	Count	0	1	1
	% of Total	0.0%	1.31%	0.5%
Total	Count	119	76	195
	% of Total	61.0%	39.0%	100.0%

Table PQ10a

PQ10 In your opinion, do you think that schools challenge pupils enough? No * Q2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
No homework	Count	7	0	7
	%	5.88%	0.0%	3.6%
	% of Total	3.6%	0.0%	3.6%
No differentiated curriculum	Count	11	1	12
	%	9.24%	1.31%	6.2%
	% of Total	5.6%	0.5%	6.2%
Lack of SEN support	Count	9	2	11
	%	7.56%	2.63%	5.6%
	% of Total	4.6%	1.0%	5.6%
Pressure to achieve good grades	Count	8	3	11
	%	6.72%	3.94%	5.6%
	% of Total	4.1%	1.5%	5.6%
Lack of quality in teaching	Count	3	6	9
	%	2.52%	7.89%	4.6%
	% of Total	1.5%	3.1%	4.6%
Large classes	Count	6	4	10
	%	5.04%	5.26%	5.1%
	% of Total	3.1%	2.1%	5.1%
Lack of teaching experience	Count	4	1	5
	%	3.36%	1.31%	2.6%
	% of Total	2.1%	0.5%	2.6%
Lack of resources	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ10b

TQ7 How would you describe the school learning culture? * TQ3 Where do you live? Crosstabulation

		Q3 Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Non applicable	Count	87	256	343
	% of Total	63.50%	71.70%	69.4%
Pressure by management	Count	1	3	4
	% of Total	0.72%	0.84%	0.8%
Lacking in freedom	Count	3	10	13
	% of Total	2.18%	2.80%	2.6%
Child centered	Count	4	8	12
	% of Total	2.91%	2.24%	2.4%
Stressful	Count	5	11	16
	% of Total	3.64%	3.08%	3.2%
Reasonable	Count	5	6	11
	% of Total	3.64%	1.68%	2.2%
Positive	Count	15	29	44
	% of Total	10.94%	8.12%	8.9%
Negative	Count	5	8	13
	% of Total	3.64%	2.24%	2.6%
Supply teaching is easier	Count	2	2	4
	% of Total	1.45%	0.56%	0.8%
Demotivated	Count	0	4	4
	% of Total	0.0%	1.12%	0.8%
Exam driven	Count	7	12	19
	% of Total	5.10%	3.36%	3.8%
Pastoral focused	Count	2	3	5
	% of Total	1.45%	0.84%	1.0%
No life skills taught	Count	0	1	1
	% of Total	0.0%	0.28%	0.2%
Competitive	Count	1	4	5
	% of Total	0.72%	1.12%	1.0%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ7

TQ8 In your experience, is the quality of school provision adequate? Yes * TQ3 Where do you live? Crosstabulation

		Q3 Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Differentiated curriculum	Count	3	3	6
	% of Total	2.18%	0.84%	1.2%
Effective communication	Count	0	4	4
	% of Total	0.0%	1.12%	0.8%
Sharing resources	Count	1	2	3
	% of Total	0.72%	0.56%	0.6%
Quality in teaching	Count	1	7	8
	% of Total	0.72%	1.96%	1.6%
Pastoral support	Count	0	4	4
	% of Total	0.0%	1.12%	0.8%
SEN support	Count	1	10	11
	% of Total	0.72%	2.80%	2.2%
CPD offered often	Count	0	3	3
	% of Total	0.0%	0.84%	0.6%
Students achieve grades	Count	0	3	3
	% of Total	0.0%	0.84%	0.6%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ8a

TQ8 In your experience, is the quality of school provision adequate? No * TQ3 Where do you live? Crosstabulation				
		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Lack of differentiated curriculum	Count	3	7	10
	% of Total	2.18%	1.96%	2.0%
Lack of resources	Count	2	9	11
	% of Total	1.45%	2.52%	2.2%
Lack of quality in teaching	Count	1	1	2
	% of Total	0.72%	0.28%	0.4%
Lack of SEN support	Count	5	2	7
	% of Total	3.64%	0.56%	1.4%
Lack of CPD	Count	2	0	2
	% of Total	1.45%	0.0%	0.4%
Pressure to achieve good grades	Count	1	9	10
	% of Total	0.72%	2.52%	2.0%
Lack of qualified teachers	Count	1	0	1
	% of Total	0.72%	0.0%	0.2%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ8b

4.4.1.c. Schools focus on the attainment of the children

PQ11 How can the school enhance the curriculum? By prioritising pupil experience * PQ2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
By prioritising pupil experience	Count	69	42	111
	% of Total	57.98%	55.26%	56.9%
By prioritising pupil attainment	Count	24	17	41
	% of Total	20.16%	22.36%	21.0%
By involving parents more	Count	39	15	54
	% of Total	32.77%	19.73%	27.7%
Other	Count	12	11	23
	% of Total	10.08%	14.47%	11.8%
Total	Count	119	76	195
	% of Total	61.0%	39.0%	100.0%

Table PQ11

PQ11 How can the school enhance the curriculum? Other * PQ2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Less pressure to produce good grades	Count	2	3	5
	% of Total	1.0%	1.5%	2.6%
Differentiate the curriculum	Count	4	3	7
	% of Total	2.1%	1.5%	3.6%
Employ qualified teachers	Count	1	1	2
	% of Total	0.5%	1.31%	1.0%
More homework	Count	1	0	1
	% of Total	0.5%	0.0%	0.5%
5 More SEN support	Count	1	0	1
	% of Total	0.5%	0.0%	0.5%
6 Less bullying	Count	1	0	1
	% of Total	0.5%	0.0%	0.5%
Total	Count	119	76	195
	% of Total	61.0%	39.0%	100.0%

Table PQ11a

TQ9 In your opinion, how can teachers enhance their subject delivery? * TQ3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Prioritise pupil experience	Count	6	18	24
	% of Total	4.37%	5.04%	4.9%
Quality in teaching	Count	8	16	24
	% of Total	5.83%	4.48%	4.9%
Differentiate lessons	Count	3	13	16
	% of Total	2.18%	3.64%	3.2%
More resources	Count	1	3	4
	% of Total	0.72%	0.84%	0.8%
Subject specific CPD	Count	10	26	36
	% of Total	7.29%	7.28%	7.3%
Motivate pupils	Count	9	16	25
	% of Total	6.56%	4.48%	5.1%
Check for learning	Count	1	2	3
	% of Total	0.72%	0.56%	0.6%
Encourage reading	Count	2	2	4
	% of Total	1.45%	0.56%	0.8%
Use digital technology	Count	3	8	11
	% of Total	2.18%	2.24%	2.2%
More SEN support	Count	0	6	6
	% of Total	0.0%	1.68%	1.2%
Prioritise pupil attainment	Count	1	1	2
	% of Total	0.72%	0.28%	0.4%
Smaller classes	Count	1	1	2
	% of Total	0.72%	0.28%	0.4%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ9

TQ15 How can schools enhance the curriculum? You can choose more than one answer. - Selected Choice * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
By prioritising pupil experience	Count	36	90	126
	%	26.27%	25.21%	25.6%
	% of Total	7.3%	18.3%	25.6%
By prioritising pupil attainment	Count	13	47	60
	%	9.48%	13.16%	12.2%
	% of Total	2.6%	9.5%	12.2%
By involving parents more	Count	18	51	69
	%	13.13%	14.28%	14.0%
	% of Total	3.6%	10.3%	14.0%
Other (please explain)	Count	8	13	21
	%	5.83%	3.64%	4.3%
	% of Total	1.6%	2.6%	4.3%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ15

TQ10 How can schools improve their pupil support? * TQ3 Where do you live? Crosstabulation				
		Q3 Text Where do you live?		Total
		1 North East	2 Rest of the UK	
Exam Preparation	Count	2	10	12
	% of Total	1.45%	2.80%	2.4%
More pastoral support	Count	7	18	25
	% of Total	5.10%	5.04%	5.1%
More funding	Count	5	10	15
	% of Total	3.64%	2.80%	3.0%
Smaller classes	Count	8	4	12
	% of Total	5.83%	1.12%	2.4%
Focus on individual needs	Count	11	36	47
	% of Total	8.02%	10.08%	9.5%
More digital resources	Count	5	20	25
	% of Total	3.64%	5.60%	5.1%
Teacher led environment	Count	8	10	18
	% of Total	5.83%	2.80%	3.6%
Early intervention	Count	7	22	29
	% of Total	5.10%	6.16%	5.9%
Parental Involvement	Count	6	12	18
	% of Total	4.37%	3.36%	3.6%
More qualified teachers	Count	6	6	12
	% of Total	4.37%	1.68%	2.4%
More Teaching Assistants	Count	0	11	11
	% of Total	0.0%	3.08%	2.2%
More quality teaching	Count	19	25	44
	% of Total	13.86%	7.0%	8.9%
More SEN CPD	Count	5	13	18
	% of Total	3.64%	3.64%	3.6%
Stricter behaviour	Count	2	10	12
	% of Total	1.45%	2.80%	2.4%
More time to mark	Count	3	3	6
	% of Total	2.18%	0.84%	1.2%
Less Management	Count	2	1	3
	% of Total	1.45%	0.28%	0.6%
Focus on exam prep	Count	5	18	23
	% of Total	3.64%	5.04%	4.7%
A child centered environment	Count	9	19	28
	% of Total	6.56%	5.32%	5.7%
Nurture students	Count	11	27	38
	% of Total	8.02%	7.56%	7.7%
Need of tutoring support	Count	1	17	18
	% of Total	0.72%	4.76%	3.6%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ10

TQ22 In your opinion, what factors affect teaching? You can choose more than one answer. - Selected Choice * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Large classes	Count	62	155	217
	%	45.25%	43.41%	43.9%
	% of Total	12.6%	31.4%	43.9%
Teacher quality	Count	51	137	188
	%	37.22%	38.37%	38.1%
	% of Total	10.3%	27.7%	38.1%
Long lesson hours	Count	31	101	132
	%	22.62%	28.29%	26.7%
	% of Total	6.3%	20.4%	26.7%
Exam pressures	Count	52	140	192
	%	37.95%	39.21%	38.9%
	% of Total	10.5%	28.3%	38.9%
Other (please explain)	Count	16	20	36
	%	11.67%	5.60%	7.3%
	% of Total	3.2%	4.0%	7.3%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ22

TQ11 In your opinion, are teachers encouraged to focus on any of the following? * TQ3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Pupil attainment	Count	34	77	111
	% of Total	24.81%	21.56%	22.5%
Pupil learning	Count	27	79	106
	% of Total	19.70%	22.12%	21.5%
Managing complaints	Count	8	37	45
	% of Total	5.83%	10.36%	9.1%
Behaviour management	Count	29	76	105
	% of Total	21.16%	21.28%	21.3%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ11

TQ12 What are your views on staff development in schools? * TQ3 Where do you live? Crosstabulation				
		Q3_Text Where do you live?		
		North East	Rest of the UK	Total
It is adequate	Count	16	50	66
	% of Total	11.67%	14.0%	13.4%
It promotes career development	Count	9	46	55
	% of Total	6.56%	12.88%	11.2%
It links to pupil performance	Count	15	45	60
	% of Total	10.94%	12.60%	12.1%
There is hardly ever any staff development	Count	11	27	38
	% of Total	8.02%	7.56%	7.7%
1 Other (please explain)	Count	3	2	5
	% of Total	2.18%	0.56%	1.0%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ12

TQ12 What are your views on staff development in schools? Other * TQ3 Where do you live? Crosstabulation				
		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Never had any	Count	1	0	1
	% of Total	0.7%	0.0%	0.2%
No funding	Count	1	0	1
	% of Total	0.7%	0.0%	0.2%
No time available for CPD	Count	0	1	1
	% of Total	0.0%	0.2%	0.2%
Not valuable enough	Count	1	1	2
	% of Total	0.7%	0.2%	0.4%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ12a

TQ13 In your experience, do schools support teachers in liaising with parents? Yes * Q3 Where do you live?

Crosstabulation

		Q3 Where do you live?		
		1 North East	2 Rest of the UK	Total
Sometimes	Count	8	18	26
	% of Total	1.6%	3.6%	5.3%
All the time	Count	0	1	1
	% of Total	0.0%	0.2%	0.2%
No time allocated	Count	1	0	1
	% of Total	0.2%	0.0%	0.2%
Only to NQTs	Count	1	3	4
	% of Total	0.2%	0.6%	0.8%
Only with SEN parents	Count	1	1	2
	% of Total	0.2%	0.2%	0.4%
School policy	Count	0	5	5
	% of Total	0.0%	1.0%	1.0%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ13a

TQ13 In your experience, do schools support teachers in liaising with parents? No * TQ3 Where do you live?

Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
It is a barrier	Count	2	2	4
	% of Total	0.4%	0.4%	0.8%
Communication out of school hours	Count	3	3	6
	% of Total	0.6%	0.6%	1.2%
Not part of my training	Count	2	6	8
	% of Total	0.4%	1.2%	1.6%
It is not a priority	Count	0	9	9
	% of Total	0.0%	1.8%	1.8%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ13b

TQ14 In your opinion, should parents be involved in the education of their children? Yes * TQ3 Where do you live?

Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
With homework	Count	12	19	31
	% of Total	8.75%	5.32%	6.3%
It is a partnership	Count	6	21	27
	% of Total	4.37%	5.88%	5.5%
To promote social values	Count	4	10	14
	% of Total	2.91%	2.80%	2.8%
To monitor achievement	Count	0	14	14
	% of Total	0.0%	3.92%	2.8%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ14a

**TQ14 In your opinion, should parents be involved in the education of their children? No * TQ3 Where do you live?
Crosstabulation**

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Not necessary	Count	0	2	2
	% of Total	0.0%	0.5%	0.4%
Parents lack subject knowledge	Count	0	5	5
	% of Total	0.0%	1.4%	1.0%
Total	Count	137	357	494
	% of Total	27.7%	72.3%	100.0%

Table TQ14b

Appendix H

4.4.2 RQ2: What are the reasons parents invest in private tuition?

PQ13 What is your definition of PT * Q2_Text Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Paid 121 education support outside school	Count	26	11	37
	%	21.84%	14.47%	19.0%
	% of Total	13.3%	5.6%	19.0%
Paid online educational support after school	Count	2	1	3
	%	1.68%	1.31%	1.5%
	% of Total	1.0%	0.5%	1.5%
Private school type educational support	Count	5	2	7
	%	4.20%	2.63%	3.6%
	% of Total	2.6%	1.0%	3.6%
Subject specific parent paid support	Count	8	4	12
	%	6.72%	5.26%	6.2%
	% of Total	4.1%	2.1%	6.2%
Parent paid child centered education	Count	27	6	33
	%	22.68%	7.89%	16.9%
	% of Total	13.8%	3.1%	16.9%
An unregulated service aiming at filling the gaps	Count	3	0	3
	%	2.52%	0.0%	1.5%
	% of Total	1.5%	0.0%	1.5%
Paid 121 service to improve grades	Count	28	3	31
	%	23.52%	3.94%	15.9%
	% of Total	14.4%	1.5%	15.9%
Paid service to increase pupil confidence	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ13

4.4.2.a There is a clear definition of private tuition.

TQ18 How would you define 'private tuition'? Please write your answer. * Q3 Where do you live? Crosstabulation				
		Q3 Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Paid 121 education support outside school	Count	31	78	109
	%	22.62%	21.84%	22.1%
	% of Total	6.3%	15.8%	22.1%
Paid online educational support after school	Count	1	4	5
	%	0.72%	1.12%	1.0%
	% of Total	0.2%	0.8%	1.0%
Private school type educational support	Count	6	10	16
	%	4.37%	2.80%	3.2%
	% of Total	1.2%	2.0%	3.2%
Subject specific parent paid support	Count	6	29	35
	%	4.37%	8.12%	7.1%
	% of Total	1.2%	5.9%	7.1%
Parent paid child centered education	Count	12	32	44
	%	8.75%	8.96%	8.9%
	% of Total	2.4%	6.5%	8.9%
An unregulated service aiming at filling the gaps	Count	4	6	10
	%	2.91%	1.68%	2.0%
	% of Total	0.8%	1.2%	2.0%
Paid 121 service to improve grades	Count	6	7	13
	%	4.37%	1.96%	2.6%
	% of Total	1.2%	1.4%	2.6%
Paid service to increase pupil confidence	Count	0	1	1
	%	0.0%	0.28%	0.2%
	% of Total	0.0%	0.2%	0.2%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ18

4.4.2.b The employment of private tuition by parents compensates for the lack of effect in school delivery.

**PQ7 Who is responsible for the education of your child/ren within your household? * Q2 Where do you live?
Crosstabulation**

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Myself	Count	44	18	62
	%	37.97%	23.68%	31.8%
	% of Total	22.6%	9.2%	31.8%
My partner	Count	4	0	4
	%	3.36%	0.0%	2.1%
	% of Total	2.1%	0.0%	2.1%
Both	Count	69	58	127
	%	57.98%	76.31%	65.1%
	% of Total	35.4%	29.7%	65.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ7

PQ4 What is your level of education? * Q7 Who is responsible for the education of your child/ren within your household?

		Q7 Who is responsible for the education of your child/ren within your household?					
		0 Not applicable	1 Myself	2 My partner	3 Both	Total	
Q4 What is your level of education?	O levels	Count	1	3	2	0	6
		%	50.0%	4.8%	50.0%	0.0%	3.1%
		% of Total	0.5%	1.5%	1.0%	0.0%	3.1%
GCSE qualification/s	Count	0	4	0	12	16	
	%	0.0%	6.5%	0.0%	9.4%	8.2%	
	% of Total	0.0%	2.1%	0.0%	6.2%	8.2%	
A Level	Count	0	6	1	12	19	
	%	0.0%	9.7%	25.0%	9.4%	9.7%	
	% of Total	0.0%	3.1%	0.5%	6.2%	9.7%	
Bachelor's degree	Count	0	22	0	48	70	
	%	0.0%	35.5%	0.0%	37.8%	35.9%	
	% of Total	0.0%	11.3%	0.0%	24.6%	35.9%	
PGC	Count	1	14	0	34	49	
	%	50.0%	22.6%	0.0%	26.8%	25.1%	
	% of Total	0.5%	7.2%	0.0%	17.4%	25.1%	
Masters	Count	0	8	1	13	22	
	%	0.0%	12.9%	25.0%	10.2%	11.3%	
	% of Total	0.0%	4.1%	0.5%	6.7%	11.3%	
PhD	Count	0	4	0	5	9	
	%	0.0%	6.5%	0.0%	3.9%	4.6%	
	% of Total	0.0%	2.1%	0.0%	2.6%	4.6%	
Other	Count	0	1	0	3	4	
	%	0.0%	1.6%	0.0%	2.4%	2.1%	
	% of Total	0.0%	0.5%	0.0%	1.5%	2.1%	
Total	Count	2	62	4	127	195	
	%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	1.0%	31.8%	2.1%	65.1%	100.0%	

Table PQ7Q4

PQ9 How would you rate your school experience as a parent? * Q2 Where do you live? Crosstabulation

		Q2 Text Where do you live?			
		1 North East	2 Rest of the UK	Total	
Very satisfied	Count	10	12	22	
	%	8.40%	15.78%	11.3%	
	% of Total	5.1%	6.2%	11.3%	
Satisfied	Count	39	24	63	
	%	32.77%	31.57%	32.3%	
	% of Total	20.0%	12.3%	32.3%	
Average	Count	21	14	35	
	%	17.64%	18.42%	17.9%	
	% of Total	10.8%	7.2%	17.9%	
Not satisfied	Count	26	9	35	
	%	21.84%	11.84%	17.9%	
	% of Total	13.3%	4.6%	17.9%	
Total	Count	119	76	195	
	%	100.0%	100.0%	100.0%	
	% of Total	61.0%	39.0%	100.0%	

Table PQ9

Q9 How would you rate your school experience as a parent? Text * Q2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Lack of Communication	Count	6	1	7
	%	5.04%	1.31%	3.6%
	% of Total	3.1%	0.5%	3.6%
Poor pastoral support	Count	2	0	2
	%	1.68%	0.0%	1.0%
	% of Total	1.0%	0.0%	1.0%
Lack of SEN support	Count	2	1	3
	%	1.68%	1.31%	1.5%
	% of Total	1.0%	0.5%	1.5%
Bullying	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
Lack of quality in teaching	Count	5	1	6
	%	4.20%	1.31%	3.1%
	% of Total	2.6%	0.5%	3.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ9a

PQ10 In your opinion, do you think that schools challenge pupils enough? Yes Text * Q2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Homework given	Count	3	0	3
	%	2.52%	0.0%	1.5%
	% of Total	1.5%	0.0%	1.5%
Differentiated curriculum	Count	1	7	8
	%	0.84%	9.21%	4.1%
	% of Total	0.5%	3.6%	4.1%
Pressure to achieve good grades	Count	3	2	5
	%	2.52%	2.63%	2.6%
	% of Total	1.5%	1.0%	2.6%
Quality in teaching	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ10a

PQ10 In your opinion, do you think that schools challenge pupils enough? No - Text * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
No homework	Count	7	0	7
	%	5.88%	0.0%	3.6%
	% of Total	3.6%	0.0%	3.6%
No differentiated curriculum	Count	11	1	12
	%	9.24%	1.31%	6.2%
	% of Total	5.6%	0.5%	6.2%
Lack of SEN support	Count	9	2	11
	%	7.56%	2.63%	5.6%
	% of Total	4.6%	1.0%	5.6%
Pressure to achieve good grades	Count	8	3	11
	%	6.72%	3.94%	5.6%
	% of Total	4.1%	1.5%	5.6%
Lack of quality in teaching	Count	3	6	9
	%	2.52%	7.9%	4.6%
	% of Total	1.5%	3.1%	4.6%
Large classes	Count	6	4	10
	%	5.04%	5.26%	5.1%
	% of Total	3.1%	2.1%	5.1%
Lack of teaching experience	Count	4	1	5
	%	3.36%	1.31%	2.6%
	% of Total	2.1%	0.5%	2.6%
Lack of resources	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ10b

TQ7 How would you describe the school learning culture? * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Pressure by management	Count	1	3	4
	%	0.72%	0.84%	0.8%
	% of Total	0.2%	0.6%	0.8%
Lacking in freedom	Count	3	10	13
	%	2.18%	2.80%	2.6%
	% of Total	0.6%	2.0%	2.6%
Child centered	Count	4	8	12
	%	2.91%	2.24%	2.4%
	% of Total	0.8%	1.6%	2.4%
Stressful	Count	5	11	16
	%	3.64%	3.08%	3.2%
	% of Total	1.0%	2.2%	3.2%
Reasonable	Count	5	6	11
	%	3.64%	1.68%	2.2%
	% of Total	1.0%	1.2%	2.2%
Positive	Count	15	29	44
	%	10.94%	8.12%	8.9%
	% of Total	3.0%	5.9%	8.9%
Negative	Count	5	8	13
	%	3.64%	2.24%	2.6%
	% of Total	1.0%	1.6%	2.6%
Supply teaching is easier	Count	2	2	4
	%	1.45%	0.56%	0.8%
	% of Total	0.4%	0.4%	0.8%
Demotivated	Count	0	4	4
	%	0.0%	1.12%	0.8%
	% of Total	0.0%	0.8%	0.8%
Exam driven	Count	7	12	19
	%	5.10%	3.36%	3.8%
	% of Total	1.4%	2.4%	3.8%
Pastoral focused	Count	2	3	5
	% within Q3_Text Where do you live?	1.45%	0.84%	1.0%
	% of Total	0.4%	0.6%	1.0%
No life skills taught	Count	0	1	1
	%	0.0%	0.28%	0.2%
	% of Total	0.0%	0.2%	0.2%
Competitive	Count	1	4	5
	%	0.72%	1.12%	1.0%
	% of Total	0.2%	0.8%	1.0%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ7

TQ8 In your experience, is the quality of school provision adequate? Yes * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Differentiated curriculum	Count	3	3	6
	%	2.18%	0.84%	1.2%
	% of Total	0.6%	0.6%	1.2%
Effective communication	Count	0	4	4
	%	0.0%	1.12%	0.8%
	% of Total	0.0%	0.8%	0.8%
Sharing resources	Count	1	2	3
	%	0.72%	0.56%	0.6%
	% of Total	0.2%	0.4%	0.6%
Quality in teaching	Count	1	7	8
	%	0.72%	1.96%	1.6%
	% of Total	0.2%	1.4%	1.6%
Pastoral support	Count	0	4	4
	%	0.0%	1.12%	0.8%
	% of Total	0.0%	0.8%	0.8%
SEN support	Count	1	10	11
	%	0.72%	2.80%	2.2%
	% of Total	0.2%	2.0%	2.2%
CPD offered often	Count	0	3	3
	%	0.0%	0.84%	0.6%
	% of Total	0.0%	0.6%	0.6%
Students achieve grades	Count	0	3	3
	%	0.0%	0.84%	0.6%
	% of Total	0.0%	0.6%	0.6%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ8a

TQ8 In your experience, is the quality of school provision adequate? No * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Lack of differentiated curriculum	Count	3	7	10
	%	2.18%	1.96%	2.0%
	% of Total	0.6%	1.4%	2.0%
Lack of resources	Count	2	9	11
	%	1.45%	2.52%	2.2%
	% of Total	0.4%	1.8%	2.2%
Lack of quality in teaching	Count	1	1	2
	%	0.72%	0.28%	0.4%
	% of Total	0.2%	0.2%	0.4%
Lack of SEN support	Count	5	2	7
	%	3.64%	0.56%	1.4%
	% of Total	1.0%	0.4%	1.4%
Lack of CPD	Count	2	0	2
	%	1.45%	0.0%	0.4%
	% of Total	0.4%	0.0%	0.4%
Pressure to achieve good grades	Count	1	9	10
	%	0.72%	2.52%	2.0%
	% of Total	0.2%	1.8%	2.0%
Lack of qualified teachers	Count	1	0	1
	%	0.72%	0.0%	0.2%
	% of Total	0.2%	0.0%	0.2%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ8b

PQ16 How useful do you think private tuition is? * Q2 Where do you live? Crosstabulation

Slightly useful		1 North East	2 Rest of the UK	
Suitable for parents who can afford it	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Provides extra support	Count	2	1	3
	%	1.68%	1.31%	1.5%
	% of Total	1.0%	0.5%	1.5%
Suitable for special needs	Count	1	1	2
	%	0.84%	1.31%	1.0%
	% of Total	0.5%	0.5%	1.0%
Promotes confidence	Count	0	2	2
	%	0.0%	2.63%	1.0%
	% of Total	0.0%	1.0%	1.0%
Closes learning gaps	Count	0	2	2
	%	0.0%	2.63%	1.0%
	% of Total	0.0%	1.0%	1.0%
Very Useful		1 North East	2 Rest of the UK	
Suitable for parents who can afford it	Count	3	0	3
	%	2.52%	0.0%	1.5%
	% of Total	1.5%	0.0%	1.5%
Provides extra support	Count	5	5	10
	%	4.20%	6.57%	5.1%
	% of Total	2.6%	2.6%	5.1%
Suitable for special needs	Count	1	2	3
	%	0.84%	2.63%	1.5%
	% of Total	0.5%	1.0%	1.5%
Promotes confidence	Count	1	1	2
	%	0.84%	1.31%	1.0%
	% of Total	0.5%	0.5%	1.0%
Closes learning gaps	Count	5	3	8
	%	4.20%	3.94%	4.1%
	% of Total	2.6%	1.5%	4.1%
Focuses on individual needs	Count	14	5	19
	%	11.76%	6.57%	9.7%
	% of Total	7.2%	2.6%	9.7%
Extremely Useful		1 North East	2 Rest of the UK	
Provides extra support	Count	5	2	7
	%	4.20%	2.63%	3.6%
	% of Total	2.6%	1.0%	3.6%
Suitable for special needs	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
Promotes confidence	Count	5	1	6
	%	4.20%	1.31%	3.1%
	% of Total	2.6%	0.5%	3.1%
Closes learning gaps	Count	3	1	4
	%	2.52%	1.31%	2.1%
	% of Total	1.5%	0.5%	2.1%
Compensates for poor school provision	Count	2	0	2
	%	1.68%	0.0%	1.0%
	% of Total	1.0%	0.0%	1.0%
Increases exam grades	Count	8	3	11
	%	6.72%	3.94%	5.6%
	% of Total	4.1%	1.5%	5.6%
Focuses on individual needs	Count	6	5	11
	%	5.04%	6.57%	5.6%
	% of Total	3.1%	2.6%	5.6%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ16a

PQ16 How useful do you think private tuition is? * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Not at all useful	Count	1	1	2
	%	0.84%	1.31%	1.0%
	% of Total	0.5%	0.5%	1.0%
Slightly useful	Count	8	7	15
	%	6.72%	9.21%	7.7%
	% of Total	4.1%	3.6%	7.7%
Very useful	Count	39	21	60
	%	32.77%	27.63%	30.8%
	% of Total	20.0%	10.8%	30.8%
Extremely useful	Count	38	18	56
	%	31.93%	23.68%	28.7%
	% of Total	19.5%	9.2%	28.7%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ16

Q20 How useful do you think private tuition is? Choose one answer. - Selected Choice * Q3 Text Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Not at all useful	Count	3	21	24
	%	2.18%	5.88%	4.9%
	% of Total	0.6%	4.3%	4.9%
Slightly useful	Count	18	51	69
	%	13.13%	14.28%	14.0%
	% of Total	3.6%	10.3%	14.0%
Very useful	Count	27	81	108
	%	19.70%	22.68%	21.9%
	% of Total	5.5%	16.4%	21.9%
Extremely useful	Count	33	51	84
	%	24.08%	14.28%	17.0%
	% of Total	6.7%	10.3%	17.0%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ20

TQ20 How useful do you think private tuition is? * Q3 Where do you live? Crosstabulation

Slightly Useful		1 North East	2 Rest of the UK	
Suitable for parents who can afford it	Count	1	2	3
	%	0.72%	0.56%	0.6%
	% of Total	0.2%	0.4%	0.6%
Provides extra support	Count	6	13	19
	%	4.37%	3.64%	3.8%
	% of Total	1.2%	2.6%	3.8%
Suitable for special needs	Count	0	4	4
	%	0.0%	1.12%	0.8%
	% of Total	0.0%	0.8%	0.8%
Promotes confidence	Count	0	3	3
	%	0.0%	0.84%	0.6%
	% of Total	0.0%	0.6%	0.6%
Closes learning gaps	Count	1	3	4
	%	0.72%	0.84%	0.8%
	% of Total	0.2%	0.6%	0.8%
Focuses on individual needs	Count	0	3	3
	%	0.0%	0.84%	0.6%
	% of Total	0.0%	0.6%	0.6%
Increases exam grades	Count	1	0	1
	%	0.72%	0.0%	0.2%
	% of Total	0.2%	0.0%	0.2%
If the tutor is qualified	Count	0	5	5
	%	0.0%	1.40%	1.0%
	% of Total	0.0%	1.0%	1.0%

Very useful

Very useful		1 North East	2 Rest of the UK	
Suitable for parents who can afford it	Count	0	2	2
	%	0.0%	0.56%	0.4%
	% of Total	0.0%	0.4%	0.4%
Provides extra support	Count	8	21	29
	%	5.83%	5.88%	5.9%
	% of Total	1.6%	4.3%	5.9%
Suitable for special needs	Count	2	0	2
	%	1.45%	0.0%	0.4%
	% of Total	0.4%	0.0%	0.4%
Promotes confidence	Count	1	1	2
	%	0.72%	0.28%	0.4%
	% of Total	0.2%	0.2%	0.4%
Closes learning gaps	Count	1	14	15
	%	0.72%	3.92%	3.0%
	% of Total	0.2%	2.8%	3.0%
Focuses on individual needs	Count	3	12	15
	%	2.18%	3.36%	3.0%
	% of Total	0.6%	2.4%	3.0%
Increases exam grades	Count	1	7	8
	%	0.72%	1.96%	1.6%
	% of Total	0.2%	1.4%	1.6%
If the tutor is qualified	Count	1	3	4
	%	0.72%	0.84%	0.8%
	% of Total	0.2%	0.6%	0.8%

Extremely Useful

Extremely Useful		1 North East	2 Rest of the UK	
Suitable for parents who can afford it	Count	1	2	3
	%	0.72%	0.56%	0.6%
	% of Total	0.2%	0.4%	0.6%
Provides extra support	Count	5	8	13
	%	3.64%	2.24%	2.6%
	% of Total	1.0%	1.6%	2.6%
Suitable for special needs	Count	1	4	5
	%	0.72%	1.12%	1.0%
	% of Total	0.2%	0.8%	1.0%
Promotes confidence	Count	0	5	5

	%	0.0%	1.40%	1.0%
	% of Total	0.0%	1.0%	1.0%
Closes learning gaps	Count	4	7	11
	%	2.91%	1.96%	2.2%
	% of Total	0.8%	1.4%	2.2%
Focuses on individual needs	Count	7	11	18
	%	5.10%	3.08%	3.6%
	% of Total	1.4%	2.2%	3.6%
Increases exam grades	Count	6	4	10
	%	4.37%	1.12%	2.0%
	% of Total	1.2%	0.8%	2.0%
If the tutor is qualified	Count	0	4	4
	%	0.0%	1.12%	0.8%
	% of Total	0.0%	0.8%	0.8%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ20

PQ17 Do you think tuition has an impact on pupil grades? Choose one answer. - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	86	45	131
	%	72.68%	59.21%	67.2%
	% of Total	44.1%	23.1%	67.2%
No	Count	0	2	2
	%	0.0%	2.63%	1.0%
	% of Total	0.0%	1.0%	1.0%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ17

PQ17 Do you think tuition has an impact on pupil grades? Choose one answer. - Yes * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Improves grades	Count	23	13	36
	%	19.3%	17.1%	18.5%
	% of Total	11.8%	6.7%	18.5%
Provides individualised support	Count	25	12	37
	%	21.0%	15.8%	19.0%
	% of Total	12.8%	6.2%	19.0%
Closes learning gaps	Count	12	5	17
	%	10.1%	6.6%	8.7%
	% of Total	6.2%	2.6%	8.7%
Promotes confidence	Count	5	3	8
	%	4.2%	3.9%	4.1%
	% of Total	2.6%	1.5%	4.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ17

PQ12 Are you receiving any tuition at school as part of school support, i.e. National Tutoring Programme (NTP)? Choose one answer. - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	4	1	5
	%	3.36%	1.31%	2.7%
	% of Total	2.2%	0.5%	2.7%
No	Count	92	58	150
	%	77.31%	76.31%	82.0%
	% of Total	50.3%	31.7%	82.0%
Total	Count	119	76	183
	%	100.0%	100.0%	100.0%
	% of Total	61.02%	38.97%	100.0%

Table PQ12

PQ20A Are you receiving private tuition on any of the following. * Q2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
One to one tuition	Count	31	20	51
	%	26.05%	26.31%	26.2%
	% of Total	15.9%	10.3%	26.2%
Pair tuition	Count	2	0	2
	%	1.68%	0.0%	1.0%
	% of Total	1.0%	0.0%	1.0%
Group tuition	Count	0	2	2
	%	0.0%	2.63%	1.0%
	% of Total	0.0%	1.0%	1.0%
I am not receiving private tuition	Count	53	22	75
	%	44.53%	28.94%	38.5%
	% of Total	27.2%	11.3%	38.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ20A

4.4.2.c. Parents do not help their children at home with homework due to lack of subject knowledge.

TQ14 In your opinion, should parents be involved in the education of their children? Choose one answer. - Yes (please explain how) - Text * Q3_Text Where do you live? Crosstabulation				
		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
With homework	Count	12	19	31
	%	8.75%	5.32%	6.3%
	% of Total	2.4%	3.8%	6.3%
It is a partnership	Count	6	21	27
	%	4.37%	5.88%	5.5%
	% of Total	1.2%	4.3%	5.5%
To promote social values	Count	4	10	14
	%	2.91%	2.80%	2.8%
	% of Total	0.8%	2.0%	2.8%
To monitor achievement	Count	0	14	14
	%	0.0%	3.92%	2.8%
	% of Total	0.0%	2.8%	2.8%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ14a

4.4.2.d Tuition as an out of school instruction

Q14 Should private tuition be used in or out of class hours? Choose one answer. - Other (please explain) - Text * Q2 Where do you live?
Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Both	Count	12	3	15
	%	10.08%	3.94%	7.7%
	% of Total	6%	1.5%	7.7%
No payment fee	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Neither-too expensive	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ14b

PQ22What are your reasons for engaging in private tuition? GCSE preparation * Q2 Where do you live? Crosstabulation

		Q2_ Text Where do you live?		
		1 North East	2 Rest of the UK	Total
GCSE preparation	Count	16	9	25
	%	13.44%	11.84%	12.8%
	% of Total	8.2%	4.6%	12.8%
I am not satisfied with the school exam preparation	Count	11	3	14
	%	9.24%	3.94%	7.2%
	% of Total	5.6%	1.5%	7.2%
I am not satisfied with the quality of teachers at my school	Count	11	3	14
	%	9.24%	3.94%	7.2%
	% of Total	5.6%	1.5%	7.2%
I am not satisfied with my school's performance	Count	9	0	9
	%	7.56%	0.0%	4.6%
	% of Total	4.6%	0.0%	4.6%
My school does not focus on my child's/children's needs	Count	16	6	22
	%	13.44%	7.89%	11.3%
	% of Total	8.2%	3.1%	11.3%
To develop general skills	Count	8	4	12
	%	6.72%	5.26%	6.2%
	% of Total	4.1%	2.1%	6.2%
To keep up with peer grades	Count	5	3	8
	%	4.20%	3.94%	4.1%
	% of Total	2.6%	1.5%	4.1%
As a childminder service	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
As an alternative to private schooling	Count	7	0	7
	%	5.88%	0.0%	3.6%
	% of Total	3.6%	0.0%	3.6%
To ensure the same level of education as myself/my partner	Count	2	0	2
	%	1.68%	0.0%	1.0%
	% of Total	1.0%	0.0%	1.0%
For a better career choice	Count	7	4	11
	%	5.88%	5.26%	5.6%
	% of Total	3.6%	2.1%	5.6%
To fulfil my childhood dream	Count	1	2	3
	%	0.84%	2.63%	1.5%
	% of Total	0.5%	1.0%	1.5%
As an investment opportunity	Count	5	2	7
	%	4.20%	2.63%	3.6%
	% of Total	2.6%	1.0%	3.6%
To promote confidence and motivate learning	Count	22	8	30
	%	18.48%	10.52%	15.4%
	% of Total	11.3%	4.1%	15.4%
To enter private school/college	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
To help with homework	Count	7	1	8
	%	5.88%	1.31%	4.1%
	% of Total	3.6%	0.5%	4.1%
Other	Count	0	6	6
	%	0.0%	7.89%	3%
	% of Total	0.0%	3%	3%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ22

Appendix I

4.4.3 RQ3: There is a lack of quality assurance to ensure consistency of delivery (in pursuit of high attainment)

PQ18 What are the key weaknesses in private tuition? Please write your answer. * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North	2 Rest of the UK	Total
		East		
It is unregulated	Count	12	4	16
	%	10.08%	5.26%	8.2%
	% of Total	6.2%	2.1%	8.2%
Costly	Count	28	17	45
	%	23.52%	22.36%	23.1%
	% of Total	14.4%	8.7%	23.1%
Tutors are unsupervised	Count		1	3
	%		0.84%	3.94%
	% of Total		0.5%	1.5%
Tutors are unqualified	Count	9	7	16
	%	7.56%	9.21%	8.2%
	% of Total	4.6%	3.6%	8.2%
Tutors lack subject knowledge	Count	6	2	8
	%	5.04%	2.63%	4.1%
	% of Total	3.1%	1.0%	4.1%
Tutors lack teaching experience	Count	3	6	9
	%	2.52%	7.89%	4.6%
	% of Total	1.5%	3.1%	4.6%
No peer contact with others	Count	5	1	6
	%	4.20%	1.31%	3.1%
	% of Total	2.6%	0.5%	3.1%
Tutor availability	Count	4	0	4
	%	3.36%	0.0%	2.1%
	% of Total	2.1%	0.0%	2.1%
No links to the curriculum	Count	3	2	5
	%	2.52%	2.63%	2.6%
	% of Total	1.5%	1.0%	2.6%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ18

4.4.3.a Private tuition can be improved by ensuring a better quality from teachers.

PQ19 What would be your recommendations in improving the quality of private tuition at home? * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		NE	Rest of the UK	Total
Impose accountability through regulated standards	Count	10	9	19
	%	8.40%	11.84%	9.7%
	% of Total	5.1%	4.6%	9.7%
Make lessons fun	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Qualified tutors	Count	8	9	17
	%	6.72%	11.84%	8.7%
	% of Total	4.1%	4.6%	8.7%
Affordable tuition for all	Count	7	0	7
	%	5.88%	0.0%	3.6%
	% of Total	3.6%	0.0%	3.6%
Triangulated communication	Count	14	10	24
	%	11.76%	13.15%	12.3%
	% of Total	7.2%	5.1%	12.3%
Avoid homework	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Use student tutors	Count	2	0	2
	%	1.68%	0.0%	1.0%
	% of Total	1.0%	0.0%	1.0%
Tuition included in school day	Count	5	1	6
	%	4.20%	1.31%	3.1%
	% of Total	2.6%	0.5%	3.1%
More motivated tutors	Count	1	1	2
	%	0.84%	1.31%	1.0%
	% of Total	0.5%	0.5%	1.0%
Face-to-face than online	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Tutors need training and standards	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Classes should be recorded	Count	0	3	3
	%	0.0%	3.94%	1.5%
	% of Total	0.0%	1.5%	1.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ19

4.4.3.b Parents feel tutors are qualified.

Q23 What qualities do you look for in a tutor? You can choose more than one answer. - Selected Choice * Q2Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Friendly	Count	21	13	34
	%	17.64%	17.10%	17.4%
	% of Total	10.8%	6.7%	17.4%
Motivated	Count	26	11	37
	%	21.84%	14.47%	19.0%
	% of Total	13.3%	5.6%	19.0%
Engaging	Count	27	15	42
	%	22.68%	19.73%	21.5%
	% of Total	13.8%	7.7%	21.5%
Qualified	Count	27	13	40
	%	22.68%	17.10%	20.5%
	% of Total	13.8%	6.7%	20.5%
Other	Count	5	5	10
	%	4.20%	6.57%	5.1%
	% of Total	2.6%	2.6%	5.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ23

4.4.3.c Parents seek relevant documentations from tutors.

PQ24 As a parent, do you ask for any of the following from your prospective tutor/s? Choose one answer. - Other (please explain) * Q2 Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Proof of DBS	Count	1	2	3
	%	0.84%	2.63%	1.5%
	% of Total	0.5%	1.0%	1.5%
References	Count	2	3	5
	%	1.68%	3.94%	2.6%
	% of Total	1.0%	1.5%	2.6%
Proof of qualifications	Count	5	1	6
	%	4.20%	1.31%	3.1%
	% of Total	2.6%	0.5%	3.1%
All the above	Count	16	8	24
	%	13.44%	10.52%	12.3%
	% of Total	8.2%	4.1%	12.3%
I do not ask for any	Count	5	4	9
	%	4.20%	5.26%	4.6%
	% of Total	2.6%	2.1%	4.6%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ24

PQ25 Can you confirm if tutors do supply you with the documents you request? * Q2_Text Where do you live? Crosstabulation				
		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	22	16	38
	%	18.48%	21.05%	19.5%
	% of Total	11.3%	8.2%	19.5%
No	Count	7	1	8
	%	5.88%	1.31%	4.1%
	% of Total	3.6%	0.5%	4.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ25

**TQ28 In your experience, do parents ask for any of the following? Choose one answer. - Other (please explain) Q3_Text
Where do you live? Crosstabulation**

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Proof of DBS	Count	2	5	7
	%	1.45%	1.40%	1.4%
	% of Total	0.4%	1.0%	1.4%
References	Count	6	20	26
	%	4.37%	5.60%	5.3%
	% of Total	1.2%	4.0%	5.3%
Proof of qualifications	Count	5	21	26
	%	3.64%	5.88%	5.3%
	% of Total	1.0%	4.3%	5.3%
CV	Count	4	11	15
	%	2.91%	3.08%	3.0%
	% of Total	0.8%	2.2%	3.0%
All the above	Count	9	32	41
	%	6.56%	8.96%	8.3%
	% of Total	1.8%	6.5%	8.3%
They do not ask for any	Count	21	41	62
	%	15.32%	11.48%	12.6%
	% of Total	4.3%	8.3%	12.6%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ28

4.4.3.d Parents seek tutors through accredited agencies.

PQ29 Where do you employ your tutor/s from? You can choose more than one answer. - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Agency	Count	11	3	14
	%	9.24%	3.94%	7.2%
	% of Total	5.6%	1.5%	7.2%
Contact through parents	Count	8	2	10
	%	6.72%	2.63%	5.1%
	% of Total	4.1%	1.0%	5.1%
Word of mouth	Count	16	10	26
	%	13.44%	13.15%	13.3%
	% of Total	8.2%	5.1%	13.3%
Through a school	Count	2	2	4
	%	1.68%	2.63%	2.1%
	% of Total	1.0%	1.0%	2.1%
Local advertising	Count	2	0	2
	%	1.68%	0.0%	1.0%
	% of Total	1.0%	0.0%	1.0%
Social media	Count	5	9	14
	%	4.20%	11.84%	7.2%
	% of Total	2.6%	4.6%	7.2%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ29

**TQ27 Where do you recruit your student/s from? You can choose more than one answer. - Selected Choice * Q3_Text
Where do you live? Crosstabulation**

		2 Rest of the		
		1 North East	UK	
Agency	Count	15	50	65
	%	10.94%	14.0%	13.2%
	% of Total	3.0%	10.1%	13.2%
Contact through parents	Count	19	36	55
	%	13.86%	10.08%	11.1%
	% of Total	3.8%	7.3%	11.1%
Word of mouth	Count	31	69	100
	%	22.62%	19.32%	20.2%
	% of Total	6.3%	14.0%	20.2%
Through a school	Count	4	31	35
	%	2.91%	8.68%	7.1%
	% of Total	0.8%	6.3%	7.1%
Leaflets	Count	3	7	10
	%	2.18%	1.96%	2.0%
	% of Total	0.6%	1.4%	2.0%
Local advertising	Count	6	14	20
	%	4.37%	3.92%	4.0%
	% of Total	1.2%	2.8%	4.0%
Social media	Count	16	29	45
	%	11.67%	8.12%	9.1%
	% of Total	3.2%	5.9%	9.1%
Other	Count	1	6	7
	%	0.72%	1.68%	1.4%
	% of Total	0.2%	1.2%	1.4%
Online platforms	Count	1	7	8
	%	0.72%	1.96%	1.6%
	% of Total	0.2%	1.4%	1.6%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ27

4.4.3.e Teachers are motivated to tutor due to stress of teaching.

TQ24 What would motivate you to be a private tutor? You can choose more than one answer. - Selected Choice * Q3 Where do you live?

Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Additional income	Count	55	141	196
	%	40.14%	39.49%	39.7%
	% of Total	11.1%	28.5%	39.7%
Stress of teaching	Count	29	53	82
	%	21.16%	14.84%	16.6%
	% of Total	5.9%	10.7%	16.6%
Too much administration	Count	25	41	66
	%	18.24%	11.48%	13.4%
	% of Total	5.1%	8.3%	13.4%
Poor liaison with parents	Count	9	18	27
	%	6.56%	5.04%	5.5%
	% of Total	1.8%	3.6%	5.5%
Pressure to produce high grades	Count	18	40	58
	%	13.13%	11.20%	11.7%
	% of Total	3.6%	8.1%	11.7%
Behaviour management	Count	23	46	69
	%	16.78%	12.88%	14.0%
	% of Total	4.7%	9.3%	14.0%
Large classes	Count	31	52	83
	%	22.62%	14.56%	16.8%
	% of Total	6.3%	10.5%	16.8%
Long teaching hours	Count	26	55	81
	%	18.97%	15.40%	16.4%
	% of Total	5.3%	11.1%	16.4%
Other	Count	14	23	37
	%	10.21%	6.44%	7.5%
	% of Total	2.8%	4.7%	7.5%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ24

PQ30 In your experience, what is the current rate for tuition per hour? Choose one answer. - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Less than £15	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
£15-£25	Count	11	3	14
	%	9.24%	3.94%	7.2%
	% of Total	5.6%	1.5%	7.2%
£25-£35	Count	15	12	27
	%	12.60%	15.78%	13.8%
	% of Total	7.7%	6.2%	13.8%
£35+	Count	3	2	5
	%	2.52%	2.63%	2.6%
	% of Total	1.5%	1.0%	2.6%
Other	Count	1	1	2
	%	0.84%	1.31%	1.0%
	% of Total	0.5%	0.5%	1.0%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ30

TQ33 What is the current rate for tuition per hour? Choose one answer. - Selected Choice * Q3_Text Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Less than £15	Count	5	17	22
	%	3.64%	4.76%	4.5%
	% of Total	1.0%	3.4%	4.5%
£15-£25	Count	17	29	46
	%	12.40%	8.12%	9.3%
	% of Total	3.4%	5.9%	9.3%
£25-£35	Count	16	48	64
	%	11.67%	13.44%	13.0%
	% of Total	3.2%	9.7%	13.0%
£35+	Count	6	21	27
	%	4.37%	5.88%	5.5%
	% of Total	1.2%	4.3%	5.5%
Other	Count	1	1	2
	%	0.72%	0.28%	0.4%
	% of Total	0.2%	0.2%	0.4%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ33

PQ31 Is private tuition paid at that price value for money. - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	30	16	46
	%	25.21%	21.05%	23.6%
	% of Total	15.4%	8.2%	23.6%
No	Count	1	2	3
	%	0.84%	2.63%	1.5%
	% of Total	0.5%	1.0%	1.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ31

PQ31 Is private tuition paid at that price value for money. - Yes * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Promotes confidence	Count	3	1	4
	%	2.52%	1.31%	2.1%
	% of Total	1.5%	0.5%	2.1%
Quality in teaching	Count	5	6	11
	%	4.20%	7.89%	5.6%
	% of Total	2.6%	3.1%	5.6%
Achieves exam grades	Count	6	1	7
	%	5.04%	1.31%	3.6%
	% of Total	3.1%	0.5%	3.6%
Supports homework	Count	1	0	1
	%	0.84%	0.0%	0.5%
	% of Total	0.5%	0.0%	0.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ31a

PQ32 How do you provide payment? * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
BACS	Count	20	12	32
	%	16.80%	15.78%	16.4%
	% of Total	10.3%	6.2%	16.4%
Cash	Count	11	6	17
	%	9.24%	7.89%	8.7%
	% of Total	5.6%	3.1%	8.7%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ32

TQ34 How do you receive payment? * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
BACS	Count	15	37	52
	%	10.94%	10.36%	10.5%
	% of Total	3.0%	7.5%	10.5%
Cash	Count	23	49	72
	%	16.78%	13.72%	14.6%
	% of Total	4.7%	9.9%	14.6%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ34

PQ33 Is private tuition a price sensitive market, i.e. are parents attracted by any of the following. * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
the lowest price	Count	33	14	47
	%	27.73%	18.42%	24.1%
	% of Total	16.9%	7.2%	24.1%
the lowest price	Count	33	14	47
	%	27.73%	18.42%	24.1%
	% of Total	16.9%	7.2%	24.1%
the lowest price	Count	33	14	47
	%	27.73%	18.42%	24.1%
	% of Total	16.9%	7.2%	24.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ33

TQ35 Is private tuition a price sensitive market, i.e. are parents attracted by any of the following. * Q3_Text Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
the lowest price	Count	28	61	89
	%	20.43%	17.08%	18.0%
	% of Total	5.7%	12.3%	18.0%
the highest	Count	6	29	35
	%	4.37%	8.12%	7.1%
	% of Total	1.2%	5.9%	7.1%
price has no influence	Count	21	60	81
	%	15.32%	16.80%	16.4%
	% of Total	4.3%	12.1%	16.4%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ35

4.4.3.g Teachers are aware of students in their class receiving private tuition and would promote it outside class.

TQ19 Should private tuition be used in or out of class hours? Choose one answer. - Selected Choice * Q3 Where do you live?
Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
During class hours	Count	14	44	58
	%	10.21%	12.32%	11.7%
	% of Total	2.8%	8.9%	11.7%
Out of class hours	Count	61	154	215
	%	44.52%	43.13%	43.6%
	% of Total	12.4%	31.2%	43.6%
Other	Count	10	14	24
	%	7.29%	3.92%	4.9%
	% of Total	2.0%	2.8%	4.9%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ19

4.4.3.h Tuition takes place at GCSE level so to attain exam grades.

PQ20 Are you receiving private tuition on any of the following. Choose one answer. - Selected Choice * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
1 One to one tuition	Count	31	20	51
	%	26.05%	26.31%	26.2%
	% of Total	15.9%	10.3%	26.2%
Pair tuition	Count	2	0	2
	%	1.68%	0.0%	1.0%
	% of Total	1.0%	0.0%	1.0%
Group tuition	Count	0	2	2
	%	0.0%	2.63%	1.0%
	% of Total	0.0%	1.0%	1.0%
I am not receiving private tuition	Count	53	22	75
	%	44.53%	28.94%	38.5%
	% of Total	27.2%	11.3%	38.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ20

Q12 Are you receiving any tuition at school as part of school support, i.e. National Tutoring Programme (NTP)? Choose one answer. - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Yes	Count	4	1	5
	%	3.36%	1.31%	2.7%
	% of Total	2.2%	0.5%	2.7%
No	Count	92	58	150
	%	77.31%	76.31%	82.0%
	% of Total	50.3%	31.7%	82.0%
Total	Count	119	76	183
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39%	100.0%

Table PQ12

PQ21 In what mode is your private tuition taking place? * Q2 Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Online	Count	13	11	24
	%	10.92%	14.47%	12.3%
	% of Total	6.7%	5.6%	12.3%
Face to face in my house	Count	8	5	13
	%	6.72%	6.57%	6.7%
	% of Total	4.1%	2.6%	6.7%
Face to face in a tuition centre	Count	6	1	7
	%	5.04%	1.31%	3.6%
	% of Total	3.1%	0.5%	3.6%
Blended learning (both online and school)	Count	2	2	4
	%	1.68%	2.63%	2.1%
	% of Total	1.0%	1.0%	2.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ21

PQ26 How long is your tuition session? - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
1 hour	Count	22	15	37
	%	18.48%	19.73%	19.0%
	% of Total	11.3%	7.7%	19.0%
2 hours	Count	6	2	8
	%	5.04%	2.63%	4.1%
	% of Total	3.1%	1.0%	4.1%
3 Other (please explain)	Count	3	1	4
	%	2.52%	1.31%	2.1%
	% of Total	1.5%	0.5%	2.1%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ26

PQ27 How often does your child take part in tuition? Choose one answer. - Selected Choice * Q2_Text Where do you live? Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Weekly	Count	29	15	44
	%	24.36%	19.73%	22.6%
	% of Total	14.9%	7.7%	22.6%
Daily	Count	0	1	1
	%	0.0%	1.31%	0.5%
	% of Total	0.0%	0.5%	0.5%
Other (please explain)	Count	0	3	3
	%	0.0%	3.94%	1.5%
	% of Total	0.0%	1.5%	1.5%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ27

PQ28 What year group have you received tuition in? You can choose more than one answer. * Q2Where, do you live?

Crosstabulation

		Q2_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Year 1	Count	2	1	3
	%	1.68%	1.31%	1.5%
	% of Total	1.0%	0.5%	1.5%
Year 2	Count	3	1	4
	%	2.52%	1.31%	2.1%
	% of Total	1.5%	0.5%	2.1%
Year 3	Count	11	3	14
	%	9.24%	3.94%	7.2%
	% of Total	5.6%	1.5%	7.2%
Year 4	Count	8	3	11
	%	6.72%	3.94%	5.6%
	% of Total	4.1%	1.5%	5.6%
Year 5	Count	6	4	10
	%	5.04%	5.26%	5.1%
	% of Total	3.1%	2.1%	5.1%
Year 6	Count	9	4	13
	%	7.56%	5.26%	6.7%
	% of Total	4.6%	2.1%	6.7%
Year 7	Count	8	5	13
	%	6.72%	6.57%	6.7%
	% of Total	4.1%	2.6%	6.7%
Year 8	Count	2	7	9
	%	1.68%	9.21%	4.6%
	% of Total	1.0%	3.6%	4.6%
Year 9	Count	6	6	12
	%	5.04%	7.89%	6.2%
	% of Total	3.1%	3.1%	6.2%
Year 10	Count	11	7	18
	%	9.24%	9.21%	9.2%
	% of Total	5.6%	3.6%	9.2%
Year 11	Count	11	10	21
	%	9.24%	13.15%	10.8%
	% of Total	5.6%	5.1%	10.8%
Year 12	Count	1	3	4
	%	0.84%	3.94%	2.1%
	% of Total	0.5%	1.5%	2.1%
Year 13	Count	1	4	5
	%	0.84%	5.26%	2.6%
	% of Total	0.5%	2.1%	2.6%
Total	Count	119	76	195
	%	100.0%	100.0%	100.0%
	% of Total	61.0%	39.0%	100.0%

Table PQ28

TQ25 Do you deliver private tuition to any of the following. You can choose more than one answer. - Selected Choice * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Individual student	Count	40	97	137
	%	29.19%	27.17%	27.7%
	% of Total	8.1%	19.6%	27.7%
Pair tuition	Count	9	29	38
	%	6.56%	8.12%	7.7%
	% of Total	1.8%	5.9%	7.7%
Group tuition	Count	12	38	50
	%	8.75%	10.64%	10.1%
	% of Total	2.4%	7.7%	10.1%
Cram tuition classes	Count	2	18	20
	%	1.45%	5.04%	4.0%
	% of Total	0.4%	3.6%	4.0%
I am not delivering any private tuition	Count	35	78	113
	%	25.54%	21.84%	22.9%
	% of Total	7.1%	15.8%	22.9%
Other (please explain)	Count	0	2	2
	%	0.0%	0.56%	0.4%
	% of Total	0.0%	0.4%	0.4%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ25

Q26 In what mode is the delivery of your private tuition taking place? You can choose more than one answer. - Selected Choice * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Online	Count	27	71	98
	%	19.70%	19.88%	19.8%
	% of Total	5.5%	14.4%	19.8%
Face to face in my house	Count	15	43	58
	%	10.94%	12.04%	11.7%
	% of Total	3.0%	8.7%	11.7%
Face to face in a tuition centre	Count	8	27	35
	%	5.83%	7.56%	7.1%
	% of Total	1.6%	5.5%	7.1%
Blended learning (both online and face to face)	Count	9	22	31
	%	6.56%	6.16%	6.3%
	% of Total	1.8%	4.5%	6.3%
Other	Count	8	8	16
	%	5.83%	2.24%	3.2%
	% of Total	1.6%	1.6%	3.2%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ26

TQ29 How long is your tuition session? - Selected Choice * Q3_Text Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
1 hour	Count	36	83	119
	%	26.27%	23.24%	24.2%
	% of Total	7.3%	16.9%	24.2%
2 hours	Count	9	29	38
	%	6.56%	8.12%	7.7%
	% of Total	1.8%	5.9%	7.7%
Other	Count	0	5	5
	%	0.0%	1.40%	1.0%
	% of Total	0.0%	1.0%	1.0%
Total	Count	137	357	491
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ29

TQ30 What subject/s are you delivering tuition in? Write your answer below. * Q3 Where do you live? Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
English	Count	28	48	76
	%	20.43%	13.44%	15.4%
	% of Total	5.7%	9.7%	15.4%
Maths	Count	18	31	49
	%	13.13%	8.68%	9.9%
	% of Total	3.6%	6.3%	9.9%
Science	Count	10	13	23
	%	7.29%	3.64%	4.7%
	% of Total	2.0%	2.6%	4.7%
History	Count	2	5	7
	%	1.45%	1.40%	1.4%
	% of Total	0.4%	1.0%	1.4%
Geography	Count	2	5	7
	%	1.45%	1.40%	1.4%
	% of Total	0.4%	1.0%	1.4%
Business	Count	0	6	6
	%	0.0%	1.68%	1.2%
	% of Total	0.0%	1.2%	1.2%
Psychology	Count	0	6	6
	%	0.0%	1.68%	1.2%
	% of Total	0.0%	1.2%	1.2%
IT	Count	0	6	6
	%	0.0%	1.68%	1.2%
	% of Total	0.0%	1.2%	1.2%
Languages	Count	0	6	6
	%	0.0%	1.68%	1.2%
	% of Total	0.0%	1.2%	1.2%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ30

TQ31 What year group have you delivered tuition in? You can choose more than one answer. * Q3 Where do you live?
Crosstabulation

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Year 1	Count	6	18	24
	%	4.37%	5.04%	4.9%
	% of Total	1.2%	3.6%	4.9%
Year 2	Count	17	28	45
	%	12.40%	7.84%	9.1%
	% of Total	3.4%	5.7%	9.1%
Year 3	Count	16	21	37
	%	11.67%	5.88%	7.5%
	% of Total	3.2%	4.3%	7.5%
Year 4	Count	13	25	38
	%	9.48%	7.0%	7.7%
	% of Total	2.6%	5.1%	7.7%
Year 5	Count	16	25	41
	%	11.67%	7.0%	8.3%
	% of Total	3.2%	5.1%	8.3%
Year 6	Count	16	38	54
	%	11.67%	10.64%	10.9%
	% of Total	3.2%	7.7%	10.9%
Year 7	Count	16	45	61
	%	11.67%	12.60%	12.3%
	% of Total	3.2%	9.1%	12.3%
Year 8	Count	15	40	55
	%	10.94%	11.20%	11.1%
	% of Total	3.0%	8.1%	11.1%
Year 9	Count	20	51	71
	%	14.59%	14.28%	14.4%
	% of Total	4.0%	10.3%	14.4%
Year 10	Count	24	60	84
	%	17.51%	16.80%	17.0%
	% of Total	4.9%	12.1%	17.0%
Year 11	Count	26	58	84
	%	18.97%	16.24%	17.0%
	% of Total	5.3%	11.7%	17.0%
Year 12	Count	16	28	44
	%	11.67%	7.84%	8.9%
	% of Total	3.2%	5.7%	8.9%
Year 13	Count	13	24	37
	%	9.48%	6.72%	7.5%
	% of Total	2.6%	4.9%	7.5%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ31

**TQ32 How often do you tutor privately? Choose one answer. - Selected Choice * Q3_Text Where do you live?
Crosstabulation**

		Q3_Text Where do you live?		
		1 North East	2 Rest of the UK	Total
Weekly	Count	22	77	99
	%	16.05%	21.56%	20.0%
	% of Total	4.5%	15.6%	20.0%
Daily	Count	20	36	56
	%	14.59%	10.08%	11.3%
	% of Total	4.0%	7.3%	11.3%
Total	Count	137	357	494
	%	100.0%	100.0%	100.0%
	% of Total	27.7%	72.3%	100.0%

Table TQ32

APPENDIX J

Themes	Literature thesis	Literature antithesis	Contribution: Research Findings
Academisation	<ul style="list-style-type: none"> • One of the key educational factors that increased PT was the constant changes in the curriculum, (Pearce et al., 2018 as seen in the Guardian 2021; DfE, 2019) • PT focuses on individual needs and attain better grades (Machin and Vignoles, 2006; Jokic, 2009; Bray, 2011; Kinyaduka, 2014; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016; Parr seen in SenEd, 2019). <p>*Academies have imposed unnecessary pressures that can only be compensated by the engagement of PT (see Chapter 2 2.3) by Pearce et al. (2018).</p> <ul style="list-style-type: none"> • There is limited progress by academies on disadvantaged children especially considering that academy conversions were the result of unsatisfactory results by disadvantaged children <p>Hutchings and Francis (2018) and Andrews (2016; as seen in Greany & Higham, 2018) (The Sutton Trust, 2018; Eyles and Pearce, 2019).</p>	<p>*Academy conversions have positively impacted on pupil attainment</p> <p>Machin and Vernoit (2011; as seen in Greany & Higham, 2018); Eyles and Machin (2015; Eyles et al 2017; NAO, 2010; DfE, 2012; 2022).</p>	<p>*The majority of NE participants, are females and have either sent their children to Academy schools or have worked in an Academy themselves</p> <p>*Changes in the curriculum have created a chasm between parents who have the knowledge to help their children with the demands of the curriculum knowledge and those who rely on PT</p>
School dissatisfaction	<p>*Ps and Ts significant dissatisfaction in their operation of being exam driven - towards the year groups whereby assessment is a national requirement thus placing unnecessary stress on pupils just so to secure funding (see Chapter 4, Part A, 4.4.1.b) (Levitt et al., 2008; Bray 2011; Kinyaduka 2014; Kwo and Bray, 2014; Chingthem and Sharma 2015; Mwebi and Maithya, 2016).</p> <p>Dissatisfaction of their school (Hadow, 1933; Ireson, 2004; Davis, 2004; Bray et al, 2014; Jerrim, 2017) (see Chapter 2, 4.5.2.b; see Chapter 4, Part B, 4.5.2).</p> <p>West and Bailey's (2013) view that maintained schools were allowed an academised status on the condition they produce desired results and raise standards to both parental and teacher dismay of additional pressures to produce exams</p>		<p>Teachers only felt supported by schools when there was opportunity to secure grades as a means of securing funding for their school.</p> <p>academization has systematically bred an anachronous mission to produce desired exam grades and lack of individual focus in the classroom highlighted failures, in particular during the Covid period (Galton, Simon and Croll, 1980; DES, 1992; Jones, 2003; O'Neil, 2002; as seen in Levitt et al, 2008); Kassotakis and Verdis, 2013; Wrigley, 2014; Kwo and Bray, 2014;</p>

	<p>further valuing individuals so long individuals add value to academies (Lewis and Pearce, 2022).</p> <p>valuing individuals so long individuals add value to academies (Lewis and Pearce, 2022).</p>		<p>Halton, 2018; West and Wolfe, 2019; APPG as seen in SenEd, 2019).</p>
Covid	<p>educational learning gaps were predicted due to Covid (Lennon, as seen in Children Commissioner, 2020) resulted on the increase of private tuition. (EPI, 2021; DfE, 2021; Sharp and Nelson, 2021; The Sutton Trust, 2023; Robinson et al, 2023; Betthäuser, Bach-Mortensen & Engzell, 2023).</p> <p>pupil struggles that took place in the delivery of education with the onset of Covid (EEF, 2021; Fulton et al., 2022) with further failures in the curriculum digitalisation (Green, 2020; OECD, 2020; Robinson et al, 2023).</p> <p>the onset of Covid saw changes in the assessment results of GCSE students (National Statistics, gov.uk),</p> <p>Novoa and Alvim, (2020) difficulties in education existed prior to the Covid-19 onset.</p> <p>Fulton et al., (2022) significant changes were implemented to cater for these difficulties as accentuated by the lack of resources and IT literacy.</p> <p>parents have engaged in outside schooled PT further outlining a consensus whereby PT is considered as extremely useful due to its individual provision (Guill and Lintoff, 2019) and impact on pupil grades (Kassotakis and Vardis, 2013). Quantitative findings suggest that parents are engaged in face-to-face tuition though this turned to online tuition during Covid-19 and a blended approach post-Covid.</p>	<p>Guill et al (2020) view that the impact of PT on attainment is inconclusive</p>	<p>Covid highlighted key weaknesses in pupils' skills thus accentuating important aspects lacking both in knowledge and exam skills.</p> <p>the use of a digitalised provision was not adequate to provide desired grades (Escueta et al., 2017)</p> <p>online tuition has a negative impact on attainment (Buyn (2014) seeing further elliptic support from parents at home due to lack of knowledge (Andrew et al, seen in ifs.org.uk, 2020)</p> <p>teachers (Hajar, 2019) were not aware of which students in their class received private tuition however this was only consistent across the NE.</p>

Table 5D Key findings as supported by literature.

APPENDIX K

Themes	Literature thesis	Literature antithesis	Contribution: Research Findings
Global definition	<p>A need to look into why parents engage and ultimately invest in PT, Ravalier and Walsh, (2018)</p> <p>Bray (2011) and Chingthem and Sharma, (2015), opine that private tuition is support outside the classroom that improves standards and grades.</p> <p>teachers would recommend that pupils engage in private tuition outside school hours so to close gaps and achieve higher grades, Kirby (2016) and Hajar's (2019) Yahiaoui, (2020)</p> <p>Mwebi and Maithya's (2016) not all households can bear such a financial strain impacting the disadvantaged children therefore posing PT as provision not eligible for all social classes.</p> <p>PT poses a socio-economic stance Samal's (2012), Francis and Hutchings (The Sutton Trust, 2013), Bray and Kobakhidze, (2014) and Ireson & Rushforth (2011; 2014) (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009)</p>	<p>Bray & Lykins, (2012; ;2017) in that PT is engaged both in and out of schooling hours as well as Azmat, Muhammad & Jamil (2021) definition as being coaching outside schooling hours.</p> <p>Sriprakash et al (2015) view that PT is classed as an investment.</p>	<p>private tuition is a one-to-one, paid service outside schooling hours aimed to improve grades (Ireson, 2002; Bray, 2009; Mynott, 2016; Zhang and Bray, 2019; Ömeroğulları et al., 2020)</p> <p>parents that have accompanied the term with a financial eligibility.</p> <p>term attached to the parameters described above could not but be referred to as 'exopaedia'</p>
Parental educational background Vs subject knowledge: a homework affair	<p>females who have attained a higher qualification are the prime decision makers on the topic of PT (Tansel and Brican, 2006; Wiggins et al, 2009; Ermisch and Pronzato, 2010; Samal, 2012; Damayanthi, 2018; The Sutton Trust Parent Power, 2019; Wood and Su, 2019) Kim, Hwang, and Lee (2023)</p> <p>level of education impacts the decision to engage in private tuition as assumed through literature knowledge (Ermisch and Pronzato 2010; Samal 2012; Desforges and Aboucha, 2003: 2013; Van Voorhis et al. 2013; Social Mobility and Child Poverty Commission, 2015; Goodall, 2017; as seen in Axford et al., 2017; Axford, 2019) Kucirkova and Grøver (2022). Burger and Cook (2021)</p>	<p>Benckwitz et al (2022) PT used to combat competitiveness.</p> <p>parent peer pressure (Bray & Silova, 2006; Dang & Rogers, 2008; Bray, 2011; Bray, 2013; Ireson & Rushforth, 2014; Kinyaduka, 2014; Chingthem and Sharma 2015; Kohl, 2016; Mwebi and Maithya, 2016; Subedi, 2018),</p>	

	<p>Ofsted, (2011:4:19) in that parents are not involved enough to know the examination parameters, new subject knowledge or need for improvement.</p> <p>parental involvement should include homework which supports Choi & Park (as seen in Ömeroğulları et al., 2020) definition of private tuition as support that entails homework completion outside schooling hours.</p> <p>Samal (2012), Desforges and Aboucha (2003; 2013), Goodall and Montgomery (2014), The Sutton Trust (2018), and Luo's, (2023) view on the importance of parental involvement. Koskela (2021)</p> <p>. Ireson and Rushforth (2005; 2014) and Durisic and Bunijevac, (2017) found that parents engage in PT as a means of home learning involvement and more so to seek help with pupils' homework.</p> <p>(Desforges and Abouchaa, 2003; Ermisch and Pronzato, 2010; Samal, 2012; Damayanthi, 2018) in that parental influence and involvement is essential in pupil education and attainment.</p> <p>Naidaitė and Stasiūnaitienė (2023) stated that parents engage in teaching and learning that is value based so to prepare children with exam preparation which in turn will provide a long-term learning base.</p>	<p>to substitute private school (Davies, 2004) or national school (DfE, 2019), financial affordability (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009; Ireson & Rushforth, 2011; Pearce, et al., (2018),</p> <p>entrance to poly famous universities (Bray; 2017).</p> <p>Ye et al. (2022) opine that parents would like to help their children with homework if they had time.</p>	<p>the change in the curriculum intend and lack of subject knowledge have also hindered parents from helping their children with homework at home (Ireson and Rushforth, 2005; Samal, 2012; The Sutton Trust Parent Power, 2019; Andrew et al seen in ifs.org.uk, 2020</p> <p>the constant changes in the curriculum intend have played a role in parental selection of PT (Pearce et al., 2018 as seen in the Guardian 2021; DfE, 2019).</p>
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	<p>OECD, (2018) and PISA (2018) found that parental involvement in education positively impacts pupil attainment Ali et al (2022) and Kantová (2022)</p> <p>negative impact of PT on pupil attainment (Bray, 2005; Hof, 2014; Guill and Bos, 2014; Buyn, 2014; Liao and Huang, 2018; Guill et al., 2020)</p>	<p>Desforges and Abouchaa (2003) view in that parents get involved in children's education through the employment of a tutor.</p>	<p>engagement in PT was deemed as extremely useful, albeit expensive, as it positively impacts on pupil grades supporting authorial perspectives (Ireson & Rushforth, 2005; Tansel & Bircan, 2006; Wiggins et al., 2009; Kassotakis and Vardis, 2013; Kirby, 2016; Damayanthi, 2018; Guill & Lintorf, 2019).</p> <p>although affluent parents are more likely to afford PT, pupils do not receive homework support at home by their parents,</p> <p>Warnock (1978) and Samal (2012) views in that parents should get involved more, indicating a clear need by teachers to involve parents into the teaching more.</p>
<p>Focusing on pupils' individual needs</p>	<p>Yahiaoui (2020) and Ireson & Rushforth (2014) views on PT forming an investment into children's career choice.</p> <p>Kwo and Bray, (2014) stated that teachers planning is not as accurate due to the fact that they themselves or other tutors will cover that after school time.</p> <p>Kwo and Bray (2014) and Hajar's (2019) view PT as promoting pupil confidence.</p>	<p>William (2017) and Yahiaoui (2020) views on PT being a parental peer pressure phenomenon (Bray, 2011; Kinyaduka, 2014; Chingthem and Sharma 2015; Mwebi and Maithya, 2016).</p>	<p>parents employ tutors to focus on individual needs and satisfy exam grades thus improve attainment (Hussein, 1987; Dang & Rogers, 2008; Jokic et al, 2009; Kwo and Bray, 2014; Chingthem and Sharma, 2015; Mwebi and Maithya, 2016; Guill et al, 2020; Yahiaoui, 2020 and Holloway and Pimlott-Wilson, 2020).</p> <p>Ireson and Rushforth (2005) add that pupil confidence has often been hindered due to exam pressures and rigid curriculum delivered by unmotivated teachers.</p>

Attaining exam grades	<p>parents engaged in PT during those particular year groups, transitional and examination years, especially younger years such as Year 2 (Chanfreau et al. 2016).</p> <p>Hussein (1987), Dang & Rogers (2008) and Guill et al (2020) view that PT is used so to achieve exam grades</p>	<p>Bray (2005), Hof (2014), Guill and Bos, (2014) and Guill et al (2020) view that the impact of PT on attainment is inconclusive</p>	<p>Qualitative findings challenged previous quantitative data suggesting parents were not receiving PT - the majority of parents have engaged in online PT supporting previous research by CIL (2018) as well as face to face in their house for at least 1 hour on a weekly basis in Years 3, 10, 11 and 6 respectively.</p> <p>that parents are not often willing to admit that they are engaging into PT either because they see it as a weakness or because they were not receiving tuition at that point in time. However, in agreement with Kwo and Bray (2014) parents are stressed to achieve national examination requirements.</p> <p>Ireson & Rushforth, (2005) and Tansel & Bircan, (2006), Sreekanth (2010), Kirby (2016), Mwebi and Maithya, (2016), Damayanthi (2018) and Guill & Lintoff, (2019) research findings indicate that parents agreed that PT has an impact on pupil grades.</p>

Table 5D1 Key findings as supported by literature.

APPENDIX L

Themes	Literature thesis	Literature antithesis	Contribution: Research Findings
Towards regulating the cost	<p>Jokic et al, (2009) and Kwo and Bray (2014) parents are so anxious to achieve examination grades that obliged to find the means to pay for the increased rates for the reasons being attaining grades, compensating for the lack of individual support at school, or helping with homework.</p> <p>teachers charge rates without necessarily anyone tracking their additional income posing undeclared tax issues (Yahiaoui, 2020). Ille and Peacey, 2019).</p> <p>Chingthem and Sharma (2015) and Ravalier and Walsh (2018) in that school pressures have resorted to teachers engaging in the PT for monetary value.</p> <p>Ireson and Rushforth (2011) though aligns with Biswal (1997), Kinyaduka (2014) and</p>	<p>that financial stability is an indication of PT engagement (Bray & Kwok, 2003; Davies, 2004; Tansel & Bircan, 2006; Smyth, 2009; Ireson & Rushforth, 2011; Kassotakis and Verdis, 2013; Chingthem and Sharma, 2015; Social Mobility and Child Poverty Commission, 2015; The Sutton Trust, 2018) is a financial investment (Sriprakash et al., 2015) as well as Mwebi and Maithya, (2016) view that parents cannot afford PT or Pearce, et al., (2018) view that only those who are affluent engage in PT.</p>	<p>parents do not believe price has an influence in the engagement of PT but that they are attracted to either the lowest price or the highest price respectively compared to teachers who stated it was the lowest price that attracted parents.</p> <p>parents find PT costly, thus, the lower the rate of tuition the more attracted they are into its engagement especially as it achieves exam grades.</p> <p>Ermisch and Pronzato, (2010), Francis and Hutchings (The Sutton Trust, 2013), Kirby (2016) and Liao and Huang (2018), the marketisation of PT has created a societal chasm with those unable to afford the cost relying at the mercy of the school and the NTP - parents engage in PT nevertheless but those who cannot afford it often have to find the means to do so (Sen, 2009;as seen in Bray, 2017).</p> <p>Bray, (2011; 2013) on the marginalised nature of a costly tuition leaving the disadvantaged in disarray due to financial burdens.</p> <p>teachers responded so to show regulation in their practice to private tuition knowing that receiving cash is an unregulated practice within the market (Jokila et al., 2020).</p>

	Bray's (2017) consideration of regulating the market in ensuring economic stability.		
Using qualified and experienced tutors	<p>the main factors which motivate teachers to become a private tutor is the additional income (Bew, 2011; Bray, 2011; Gillard, 2018; Guill et al., 2020) and a career (Kobakhidze, 2014)</p> <p>teachers leave their school due to politicised changes that impose pressures (NAO, 2017; NFER, 2017 cited in Rayner and Gunter, 2020; Spreitzer et al., 2017; Holloway and Pimlott-Wilson, 2020).</p> <p>Kwo and Bray, (2014) pupil motivation can be eroded by not only school exam pressures but also teachers lacking in quality teaching.</p>	<p>Holland's (2017) view that anyone can tutor so long as that person is able to transfer knowledge</p>	<p>teachers feel that classroom pressures, amongst teacher retention, lack of communication with parents, lack of triangulated communication pose a reason why they opt into private tuition thus leaving the teaching practice at school.</p> <p>parents feel tutors are qualified teachers (Hoover-Dempsey and Sandler, 1997; PWC, 2008; Broom et al, 2010), and when seeking a tutor, parents look for tutors who are engaging and qualified (Kassotakis and Verdis, 2013)</p> <p>parents do not feel that tutors are qualified which aligns with Woodward (2010) and Bray (2011;2017) view in that PT is an unregulated practice urging for tutors to be qualified.</p> <p>that although PT is a costly involvement, finding the right tutor often is associated with the price they charge.</p> <p>teacher qualifications are important in establishing quality in teaching.</p>

<p>Ensuring quality in teaching</p>	<p>Bray (2011) in that despite schools lacking quality in teaching due to school administrative pressures or schools employing unqualified tutors, parents will result in compensatory means namely PT though through the cheapest option possible thus jeopardising quality assurance and exam results.</p> <p>Bray (2011) and Shawchuk, (2020), understands that although quality in the classroom is lacking due to school pressures, the same teachers are providing that quality of teaching in their private tutoring practice. This, of course, poses issues to tutors who are not qualified thus quality of provision is not consistent.</p> <p>Kwo and Bray, (2014) and Chingthem and Sharma (2015) that schools also need to reconsider the large class sizes and place more focus on each pupil's individual needs instead, as those factors reinforce the engagement of PT outside schooling hours.</p>		<p>schools can enhance the subject delivery by receiving more subject specific CPD. This is so to combat any subject knowledge gaps which could hinder the quality of provision in class especially for teachers employed in academies not necessarily qualified teachers.</p> <p>Davis (2004), Ireson (2006), Fielden and LaRocque (2008; cited in Bray and Kwo, 2014), Bray et al (2014; 2017) and Kirby (2016) qualitative findings have also demonstrated the essential need of quality in teaching through experienced, qualified teachers Jörg (2014)</p>
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			<p>schools can improve their pupil support through quality teaching and focusing on individual needs.</p> <p>to improve the quality of private tuition at home, findings indicate parental preference of a triangulated communication and accountability through regulated standards which will be explored in sequent sections</p>
Calling for Regulation	<p>Tanner (2009) in that not all teachers are qualified and Kirby's (2016) findings that parents are not interested in seeking documentation.</p> <p>Bray & Kobakhidze, (2014; as seen in Holloway and Pimlott-Wilson, 2020) whereby parents would opt for tutors with subject knowledge even if that means employing students or student teachers.</p> <p>Tanner's (2009) findings and Bray (2011) in that PT is such an unregulated practice that tutors are not required to have a teaching standard or equivalent further endangering pupil safety, especially as agencies cannot take responsibility of tutors post introduction to the parents.</p> <p>Fielden and LaRocque (2008; cited in Bray and Kwo, 2014) and Kirby (2016), Kinyaduka (2014), Holloway and Pimlott-Wilson, (2020), McCarthy (2020) CRBDirect (2021) and Melville (2020) who call for regulation, not only in cost, or DBS certification but in the practice as a whole that would provide safety and hinder parental manipulation into the engagement of tuition.</p>	<p>Kassotakis and Verdis, (2013) in that parents seek tutors with pastoral skills.</p>	<p>Parents have confirmed that tutors do provide such documentation though quantitative responses from teachers indicated they were not asked about any of these mentioned.</p> <p>parents were not providing accurate responses in fear of being accused of not safeguarding their children or providing quality support.</p> <p>parents seek tutors not through accredited agencies that would determine the vetted quality of the tutors, but through word of mouth. Teachers also recruited students through word of mouth.</p>

Table 5D2 Key findings as supported by literature.

6.2 Approved National Tutors' Standards (ANTSS)

**Framework Guidance for
schools, teachers, and parents.**

Summary of Terms

- Considering the fact that there are currently no official requirements for tutors to work towards a regulated standardised framework, these standards outline a professional and ethical set of practical considerations for teachers who tutor, demonstrating transparency and quality in teaching and learning.
- The Approved National Tutors' Standards were designed to assess individual teachers working towards an Approved National Tutor Status (ANTS). These standards are introduced following recommendations from research on the critical review of the impact of private tuition in the Northeast by Vasiliki Kontou-Watson (2023).
- These standards are irrespective of teachers' career stage and apply to individual members. In particular, these standards apply to not only qualified teachers (QTS) but also trainee teachers, teachers working during their induction period, teachers with QTLS. Tutors' performance is assessed against these standards as part of the Approved National Tutor Status in educational provisions across the UK.
- To satisfy the standards outlined below, teachers are required to demonstrate they have met all standards as set out in this guidance and that their practice is consistent with the definition of *exopaedia**

**Exopaedeia is the complementary, reflective, not necessarily educational, additional education offered to those in need of support.*

Approved National Tutors' Standards (ANTS)

• **A1. Knowledge**

- Set high expectations at all times and promote the learning of valuable knowledge and transference of skills beyond the academic setting.
- Demonstrate sound knowledge of the relevant subject/s taught.
- Demonstrate the ability to respond to questions on the relevant subject to secure understanding.
- Demonstrate consistency in the delivery of new knowledge.
- Promote high standards of key skills such as literacy, numeracy, promoting the use of standard English, at all times.
- Set homework linked to curricula work, when appropriate, ensuring students develop knowledge further.
- Demonstrate secure knowledge on effective assessments of the relevant subject and curriculum areas, including national statutory assessment requirements.
- Use previous formative and summative assessment from other contexts to inform current practice and develop pupils' progress further.
- Demonstrate consistency in the transference of knowledge across all levels of the National Curriculum.

• **A2. Professional ethos**

- Set high behavioural expectations, promoting positive behaviour and rewards.
- Foster positive relationships with students that motivates them to learn.
- Demonstrate effective communicative skills with schools, parents, and other external links to promote students' academic achievement and wellbeing.
- Always demonstrate a professional conduct and ensure good practice.
- Demonstrate de-escalation skills in adverse situations and foster resilient skills in students.

- Recognise the need for external agency liaison and ensure confidentiality and responsibility in practice across all sectors.
- **A3. Safeguarding**
 - Establish and promote a safe and positive environment which inspires and motivates students to learn and develop.
 - Exercise teaching, making sure information that what information is expressed during tuition lessons is handled with care, responsibility, bearing in mind the health and wellbeing of students.
 - Liaise with parents, schools, and other agencies, when required, to ensure that students receive support.
- **A4. Responsibility**
 - Demonstrate methodological approaches of overcoming students' inhibiting factors to progress, included but not limited to their physical, social, and intellectual development. These can include students on the SEN register or other with special educational needs; high achievers; children whose first language is not English; children with disabilities.
 - Explore students' weaknesses and ensure these are individually fostered to ensure educational, moral, social and wellbeing development.
 - Ensure that professional ethos is demonstrated outside the educational setting.
- **A5. Pedagogy**
 - Challenge students to seek their true potential, irrespective of their cultural backgrounds and abilities, and promote autonomy and personal value through personal development targets.
 - Assess pupils' prior knowledge and plan bespoke lessons to promote consistency, continuity, and secure progress in learning.
 - Motivate students' self-reflective skills for good practice and self-evaluation.

- Demonstrate essential pedagogical skills and use of appropriate teaching strategies in practice.
 - Support pupils' needs with scaffolding processes to achieve learning and develop academically.
 - Plan lessons and demonstrate good use of lesson time in practice.
 - Foster children's imagination and promote creativity.
 - Demonstrate a focus on students' individual needs, supporting and applying differentiation accordingly and teaching for effect.
 - Use relevant data from link contexts and plan lessons for additional progress.
 - Provide students with consistent and relevant feedback adequate for students to demonstrate progress.
-
- **A6. Specialist knowledge**
 - Ensure that specialist provision is safely delivered where necessary.
 - Recognise students' needs for specialist provision and liaise with parents, schools, and external agencies, when necessary, to provide quality assurance in provision.
 - Maintain a record of specialist provision support for students, where applicable, acknowledging and recognising those individual areas of needs change.
 - Plan lessons tailored to students with specific or other learning needs and disabilities, maintaining a respectful and inclusive environment and learning ethos.
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- **A7. Personal Development**
 - Reflect on their own teaching pedagogy and ensuring their personal development is consistent.
 - Engage proactively in continuous learning of their chosen subject specialism.
 - Ensure that tutors maintain a yearly CPD log and register details on the national tutor register.

Approved National Tutor Code of Practice (ANTCP)

Tutors holding an Approved National Tutor Status are expected to always demonstrate professional standards of the Code of Conduct. This document outlines important aspects with regards to working with colleagues, schools, parents, and the wider community. Any expression of views, verbal or written, including in social media, that may impact adversely on the reputation of the tutor, or the tutoring profession places the tutor personally accountable for compliance.

A tutor must ensure they:

- Always maintain ethical professional integrity and demonstrate punctuality.
- Foster effective communication between schools, parents, and other external providers and/or agencies.
- Promote the safeguarding of all students and abstain from expressing in personal beliefs which exploit pupils' vulnerability.
- Ensure that engagement with other tutors or educational providers are done so in a contractual agreement as stated by law.
- Ensure that correspondence and engagement of other tutors maintain they are qualified teachers with an approved national tutor status.
- Demonstrate they hold a current DBS certificate of a minimum of 2 years old and which is registered on the update service.
- Demonstrate they always adhere to the Approved National Tutor Rates (ANTR).
- Ensure they maintain personal and professional development in pedagogy and practice, including curriculum changes, to support the practice of tutoring.
- Ensure confidentiality, when necessary, without inhibiting children's safeguarding and applying safeguarding measures when necessary.
- Abstain from misleading parents and/or other organisations or individuals into the engagement of private tuition.
- Ensure that they do not complete students' work themselves or engage in plagiarism including the use of AI for that purpose.

- Ensure they comply with national guidelines on Child Protection and Safeguarding, promoting children's wellbeing, irrespective of their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity.
- Liaise with other educational providers and parents highlighting concerns over personal, social, health and mental health issues of students, seeking support when necessary.
- Maintain student records and ensure the full disclosure of documentation of children when necessary.
- Ensure children are protected from harm, discrimination and promote respect and values, seeking training in child protection procedures and liaising with parents and schools to maintain their safety.
- Ensure the recruitment of tutors are in accordance with the Safer Recruitment guidelines set out by the government, maintaining all tutors are qualified with relevant experience.
- Ensure they can demonstrate credentials necessary for their employment and information is subscribed to the Approved National Tutor Register (NTR).
- Promote the idea that parents are present in tutoring sessions especially in online mode.
- It is illegal for any teacher or tutor to engage in a sexual relationship with a student, even if the student is over the age of consent (i.e., over 16). Allegations of such respect should be reported immediately to the LADO (Local Authority Designated Officer) or DCPO (Designated Child Protection Officer) in the local authority where the incident is alleged to have taken place.
- Ensure child allegations are dealt with expeditiously, with a professional judgement.

APPENDIX N

6.3 Approved National Tutor Rate (ANTR)

QTS & Certificate in Approved National Tutor Status

Pay increases will be revised yearly to reflect the national economy.

EYFS & Primary Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£30
London fringe	£30
Outer London	£30
Inner London	£30

Secondary Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£40
London fringe	£40
Outer London	£40
Inner London	£40

FE Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£42
London fringe	£42
Outer London	£42
Inner London	£42

HE Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£50
London fringe	£50
Outer London	£50
Inner London	£50

QTS & Diploma in Approved National Tutor Status:

EYFS & Primary Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£35
London fringe	£35
Outer London	£35
Inner London	£35

Secondary Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£42
London fringe	£42
Outer London	£42
Inner London	£42

FE Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£45
London fringe	£45
Outer London	£45
Inner London	£45

HE Qualified Teacher:

Area	£ Rate per hour
England (excluding London)	£55
London fringe	£55
Outer London	£55
Inner London	£55