

FACTORS AFFECTING THE CHOICE OF A TUTOR TO PREPARE FOR EIT IN UKRAINE

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Abstract – The role and relevance of tutoring as a form of preparation for EIT in Ukraine are highlighted. The results of a sociological survey of eleventh-graders and freshmen on the attitude to tutoring as a form of preparation for EIT are analyzed. The sociological analysis of the factors affecting the choice of a tutor to prepare for EIT in Ukraine is conducted.

Keywords – external independent testing (EIT), tutoring, tutor, eleventh-grader, freshman, concordance coefficient, ranking of factors.

Introduction

The problem of education has been and remains an issue at all times in any society. Teachers, parents, scientists, politicians are trying to answer the question how to make the learning process effective and how to improve the quality of education. Nowadays, more and more parents are calling on private tutors for help in improving the quality of education and their children's educational attainment.

In the past few years, this phenomenon has become widespread, which allows us to assume that tutoring is becoming a part of the learning process. Previously, tutoring was considered as a phenomenon necessary for learning at a certain period, for example, due to a lower educational attainment because of illness, but now tutors often accompany a child throughout the entire period of education – from preparing for school to entering higher education institutions.

The popularity of the tutor is increasing rapidly. On average, the demand for tutoring services on the Internet is growing by 15% every year [1]. The sociological survey data “Dynamics of Ukrainian’s Attitude to EIT” conducted by the Sociological Group “Rating” from May 3 to 8, 2018 show that more than a half (52%) of those who personally or whose children passed the exam taking the tutors’ services during the preparation for the exams, 43% did not use such services [2]. For comparison, only 15% did not personally use the services of tutors to prepare for EIT in 2016 and did not have children and children of relatives or acquaintances who called on the corresponding services to tutors (there were 26% in 2015) [3].

Sociological analysis of the factors affecting the choice of a tutor to prepare for EIT in Ukraine

We conducted a survey among eleven-graders who attended tutors during the survey and freshmen who were attending the target EIT to evaluate and analyze the factors affecting the choice of a tutor to prepare for EIT. This survey was conducted in January-April 2019. In total, the sociological survey was attended by 100 eleventh-graders from twelve schools: eight schools in Lviv, two schools in Drohobych and one school in Stryi, and 200 first-year students from the following educational institutions: Lviv Polytechnic National University, Ivan Franko National University of Lviv, Lviv Institute of Economics and Tourism, Ukrainian National Forestry University, Drohobych Ivan Franko State Pedagogical University.

The interviewing method was a questionnaire, which provided that respondents should fill out the questionnaires with pre-prepared questions. The response results are given in Table 1. It should be noted that we ranked, which respondents noted in their answers, and turned into points in the following way: 20 points for the most affecting factor, 1 point for the least affecting factor.

Table 1

Respondents' answers results to the questionnaire: "Rank the factors affecting the choice of a tutor to prepare for EIT"

List of factors	Total points			Average value of points			Factor rating according to		
	Graduates' answers	First-year students' answers	Sums of answers (gr.2 + gr.3)	Graduates' answers (gr.2 / 20)	First-year students' answers (gr.3 / 20)	Sums of answers (gr.4 / 20)	Graduates' answers	First-year students' answers	Sums of answers
1	2	3	4	5	6	7	8	9	10
The desire to get better EIT results	1910	3562	5472	19.1	17.81	18.24	1	3	3
Overloading with homework received at school	724	1026	1750	7.24	5.13	5.83	14	16	16
Time to rest	802	2004	2806	8.02	10.02	9.35	13	11	11
To have time to go in for sports, music or other hobbies	1124	2384	3508	11.24	11.92	11.69	10	9	10
Low level of knowledge in this subject	1786	3976	5762	17.86	19.88	19.21	2	1	1
Quality of teaching at school	1544	3386	4930	15.44	16.93	16.43	5	4	4
Learn something new	706	1818	2524	7.06	9.09	8.41	15	12	13
Financial reasons	1768	3766	5534	17.68	18.83	18.45	3	2	2
Average mark (achievement)	220	250	470	2.2	1.25	1.57	19	20	20
School achievement level	158	634	792	1.58	3.17	2.64	20	18	18
Place of residence, time of getting to the tutor	1458	2978	4436	14.58	14.89	14.79	6	6	6
Internet access	450	832	1282	4.5	4.16	4.27	17	17	17
Teachers' recommendations	534	1224	1758	5.34	6.12	5.86	16	15	15
Friends, classmates' recommendations	994	1602	2596	9.94	8.01	8.65	11	13	12
Parents' requirement	1226	2576	3802	12.26	12.88	12.67	9	8	8
Individual approach	974	1390	2364	9.74	6.95	7.88	12	14	14
Ability to schedule teaching time	1340	3168	4508	13.4	15.84	15.03	7	5	5
Studying the material according to the EIT programs requirements	1620	2776	4396	16.2	13.88	14.65	4	7	7
Assurance and increased confidence in passing EIT	1318	2212	3530	13.18	11.06	11.77	8	10	9
Teacher's pressure	344	436	780	3.44	2.18	2.6	18	19	19

Source: the results of the authors' own survey

Using mathematical and statistical analyzes, we can give an interpretation for the results. It is normal that the average value of the opinion form several respondents will be more reliable than the friend's answers, and the larger the number of respondents, the more reliable is the result. The reliability of the respondents' answers is assessed using the concordance coefficient, which characterizes the degree of agreement between the respondents. The more consistent is respondents' answers, the more reliable is the estimates. The concordance coefficient is calculated using the formula [4, p. 251]:

$$W = \frac{\sigma_a^2}{\sigma_{\max}^2} = \frac{\sum_{i=1}^m \left\{ a_i - \frac{1}{2} \cdot n \cdot (m+1) \right\}^2}{\frac{1}{12} \cdot n^2 \cdot m \cdot (m^2 - 1)}, \quad (1)$$

where σ_a^2 – actual variance (standard deviation) for the final estimates provided by respondents; σ_{\max}^2 – variance of final estimates provided that the respondents' opinions completely coincide; a_i – total score obtained by the i -th object; m – number of valuation objects; n – number of respondents.

The materiality (statistical significance) of the concordance coefficient is checked by comparing the value $\chi^2_{calc} = W \cdot n \cdot (m-1)$ with $(m-1)$ the number of degrees of freedom and with confidence 0.95 with table value χ^2 of Pearson's criterion. If $\chi^2_{calc} \geq \chi^2$, then the coefficient W is significant, if $\chi^2_{calc} < \chi^2$, then it is necessary to increase the number of respondents.

The magnitude of the concordance coefficient for the answers of eleventh graders is $W_{e.g.} = 0.74$, freshmen – $W_f = 0.77$. In all cases, the value of the indicator tends to 1, that means the thoughts of eleventh graders coincide in more than 74%, freshmen – 77%, therefore, the feasibility of further analysis, given the answers of the respondents, is justified.

The results of comparing the calculated value χ^2_{calc} for $(20-1)$ degrees of freedom for eleventh graders and freshmen is more tabular. Therefore, we can assume that the opinions of respondents are well agreed in assessing the influence of factors on the studied object.

The results of ranking factors according to the degree of influence on the decision of eleventh graders to choose a tutor to prepare for EIT give the following results. The factors affecting the decision-making by eleventh graders are the following: low level of knowledge in this subject, financial reason and desire to get the best results in EIT. These factors are fully justified. The main purpose of tutoring is to obtain additional knowledge in the subject where students have a low level of knowledge. Until 2007, tutoring was not as popular as today, because the system of admission to a higher education institution has changed. If, before, the opportunity to graduate from HEI depended more on family relationships, agreement by giving bribes, the number of applications for this specialty, the subjective decision of the admissions committee members (especially when the entrance exam was taken orally, or there was a slight differentiation in the entrance results – that is, a large number of entrants could have had an «excellent» mark and their chances mainly depended on the factors other than knowledge), the complexity of the exam (since each HEI composed introductory tasks independently), today, the probability of entry is determined by the number of points scored on the EIT and placement in

the rating list. The only legal way to get high scores on EIT is to have a sufficient level of knowledge. The best EIT results are the great opportunities and better prospects for the applicant.

The financial situation of the parents of the eleventh graders has an important influence on decision-making – this is the aggregate level of family income, the cost of tutoring courses, which varies depending on the academic discipline and the region. On average, one hour of Ukrainian language classes costs 80-120 UAH; mathematics – 100-150 UAH; history – 70-100 UAH. The prices range for the English classes is from 100 to 300 UAH for one hour [5].

In cash equivalent, each family spends on average about \$ 380 once a year for individual tutors. During 2015, 500,000 Ukrainian studied foreign languages outside of school, for which they spent about \$ 700 million. At the same time, \$ 600 million is the cost of tutors, and the rest is the profit of the courses [1]. According to scientists, preparation for EIT-2018 with tutors in three subjects for eight months costs a minimum of 32000 UAH [6, p. 14].

The average score (success), the level of school achievements, the pressure from the teachers are less affecting for the choice of a tutor.

In the campaign 2018-2019, the schoolchild's studies are completely leveled by minimizing or unrecorded average grade from school-leaving certificate. For example, the coefficient ranged from 0.05 to 0.1 at Ivan Franko National University of Lviv and Taras Shevchenko National University of Kyiv depending on the chosen specialty. Higher educational institutions of Ivano-Frankivsk, in particular the Vasyl Stefanyk Precarpathian National University and Ivano-Frankivsk National Technical University of Oil and Gas offered multiplication coefficient for the average score of the certificate, which did not exceed 0.1. The decision to reduce the role of "school knowledge" was approved by the Ministry of Education and Science of Ukraine on October 13, 2017. The reason for such reforms is that the certificate does not always reflect the real level of knowledge of students [7]. In many universities, the grade point average was not taken into account. In our opinion, this decision leads to a worsening of the students' study in those academic disciplines that do not have the form of the EIT, since the results of the certificate will not be taken into account upon admission. The situation is that some school subjects are important and there is no need to study the rest disciplines.

It can be assumed that due to the absence of those, who received additional points for the awards in scientific contests, among the respondents, the «level of school achievements» factor was low rated, that is, respondents did not give due attention to this answer option. Pressure from teachers is not a significant factor affecting the need to work with a tutor, reflecting a conscious and own choice (or under the influence of parents or friends) of a student to receive additional classes with a tutor.

Conclusion

The introduction of such a form of assessing for the level of knowledge of graduates in Ukraine as external independent test (EIT) made tutoring increasingly relevant as an auxiliary form of private education and preparation for this form of control. Despite the fact that students receive education in educational institutions on a free basis, have the opportunity to use the library for free, the availability of a large number of educational resources on the Internet (electronic manuals, video and audio clips, presentations, examples of solving practical problems and tasks, etc.), tutoring is becoming increasingly relevant, although it is expensive.

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