
**AN ANALYSIS OF THE EFFECTS OF AFTER-SCHOOL HOME
TUTORING ON STUDENTS' ACADEMIC PERFORMANCE:
INSIGHTS FROM TEACHERS AT FATIH SULTAN MOHAMED
SCHOOL IN BORAMA, SOMALILAND.**

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ABSTRACT

After-school home tutoring, situated within the broader concept of shadow education, has become a significant global phenomenon, yet remains underexplored in conflict-affected and developing contexts. This study examines its impact on students' academic performance through teachers' perspectives at Fatih Sultan Mohamed School in Borama, Somaliland. Using a mixed-methods design, data were collected from 23 teachers via structured questionnaires and analyzed using descriptive statistics and thematic analysis. Findings indicate that home tutoring is widely perceived as enhancing academic performance, subject understanding, student confidence, and classroom participation. Tutored students were reported to achieve higher grades, improved examination outcomes, and stronger problem-solving skills. However, its effectiveness is influenced by factors such as tutor quality, session frequency, parental involvement, student motivation, and resource availability. The study also highlights key challenges, including financial inequality, student dependency, pedagogical misalignment, and learner fatigue. It concludes that while home tutoring can improve academic outcomes, it may also reinforce educational disparities. The study recommends greater regulation, alignment with formal schooling, and strategies to promote equitable access.

KEYWORDS: After-school tutoring, home tutoring, academic performance, shadow education, teacher perceptions, Somaliland, Borama, Fatih Sultan Mohamed School.

1. Background of the Study (Condensed Version)

The global expansion of private supplementary tutoring, commonly referred to as shadow education, has significantly reshaped contemporary education systems. Initially conceptualized as a system that mirrors formal schooling (Luo & Chan 2022), it has evolved into a parallel—and sometimes competing—educational structure that increasingly influences access, learning experiences, and academic outcomes across diverse socio-economic contexts. Its rapid growth into a multi-billion-dollar industry across both high- and low-income countries highlights its emergence as a structural feature of modern education. While early studies focused on East Asia, shadow education is now firmly embedded in African systems, including Egypt, Mauritius, and South Africa, raising critical questions about its relationship with formal schooling. (Bray, 2024). This expansion is driven by systemic challenges within formal education, such as high-stakes examinations, overcrowded classrooms, limited instructional time, and perceived inadequacies in teaching quality. (Simbo,2025). In this context, tutoring often functions as a compensatory mechanism addressing gaps in formal provision. However, its growth also reflects a broader shift toward the privatization of education, where responsibility for academic success increasingly shifts from public institutions to individual households. (Edwards et al 2022)

Despite its widespread use, empirical evidence on the effectiveness of tutoring remains inconclusive. Although many studies report positive associations with improved academic performance, much of the evidence is correlational and may reflect pre-existing advantages among participating students. (Shokirova,2024: Guill et al 2022 & Moliner 2020). Furthermore, findings from well-resourced or controlled environments are not easily generalizable to under-resourced contexts, necessitating cautious interpretation.

At the same time, shadow education raises significant equity, pedagogical, and ethical concerns. Access to tutoring is largely determined by household financial capacity, reinforcing and reproducing socio-economic inequalities. Additionally, issues such as teacher involvement in paid tutoring and inconsistencies between tutoring and school curricula may undermine the integrity of formal education. Beyond academic outcomes, excessive reliance on tutoring can contribute to student stress, limit opportunities for holistic development, and weaken independent learning skills. (Sharma & Kaur 2024). These dynamics are particularly pronounced in under-resourced and post-conflict contexts such as Somaliland, where the education system faces challenges including limited infrastructure, teacher shortages, and

constrained institutional capacity. (Yasin et al 2026). While such conditions may increase reliance on supplementary tutoring, empirical research in this context remains limited. Moreover, existing studies have largely overlooked teachers' perspectives, despite their central role at the intersection of formal and supplementary education. Against this backdrop, Fatih Sultan Mohamed School in Borama provides a relevant context for examining these issues. This study addresses a key gap by exploring teachers' perceptions of the effects of after-school home tutoring on students' academic performance. By foregrounding teachers' insights, it contributes to a more nuanced and context-sensitive understanding of shadow education and its implications for educational equity, instructional quality, and the evolving relationship between formal and informal learning systems.

2. Statement of the Research Problem

The expansion of after-school home tutoring, commonly conceptualized as shadow education, has become a global phenomenon, particularly in contexts where formal education systems are perceived as inadequate (Zhang, 2023). While empirical studies suggest that supplementary tutoring can enhance academic performance through reinforcement of classroom instruction and individualized support (Lopez-Agudo et al, 2020 & Zheng et al 2020), other research highlights negative consequences, including increased educational inequality, student dependency, and distortion of classroom teaching dynamics (Zhang et al 2025, Liu & Bray 2020 & Bray & Hajar 2023). This divergence underscores a key unresolved issue: the effects of after-school tutoring are highly context-dependent and insufficiently understood in low-resource settings.

In Sub-Saharan Africa, particularly in the Horn of Africa, research on shadow education remains limited (Bray, 2021 & Collins, 2022). In Somaliland, where the education system operates within a post-conflict context characterized by limited resources, uneven teacher quality, and constrained instructional time, the role and impact of after-school tutoring may differ significantly from those observed in more developed systems. Although anecdotal evidence suggests widespread student participation in tutoring, there is a lack of systematic, school-level research assessing its actual effects on academic performance. This lack of context-specific evidence presents a significant challenge. In the absence of empirical data, stakeholders—including educators, school leaders, and parents—must rely on assumptions regarding the value of tutoring, despite its financial implications for households. Existing studies indicate that shadow education can both improve learning outcomes and exacerbate

socio-economic disparities (Ajmaine, 2024; Sharma, 2024), yet it remains unclear whether these patterns apply in the Somaliland context.

At the institutional level, Fatih Sultan Mohamed School in Borama provides a pertinent setting for examining this issue. While formal teaching structures are in place, no empirical evidence exists to determine whether after-school home tutoring enhances or undermines students' academic performance, nor to compare outcomes between tutored and non-tutored students. Additionally, teachers—who are uniquely positioned to observe student performance, engagement, and learning progression—remain an underutilized source of insight. Although prior research emphasizes the importance of teacher perspectives in understanding the interaction between formal and supplementary education (Khaydarov, 2020), such perspectives are largely undocumented in Somaliland.

Therefore, the central research problem addressed in this study is the absence of empirical, context-specific evidence on the effects of after-school home tutoring on students' academic performance at Fatih Sultan Mohamed School in Borama, Somaliland. Specifically, it remains unclear whether tutoring contributes to improved academic outcomes or reinforces inequalities and alters classroom dynamics. Addressing this gap is essential for informing evidence-based educational practice and policy.

3-Research Questions

The following research questions guide the investigation into teachers' perceptions of the influence of after-school home tutoring on students' academic performance at Fatih Sultan Mohamed School in Borama, Somaliland.

3.1 Main Research Question

- To what extent does after-school home tutoring influence students' academic performance, as perceived by teachers at Fatih Sultan Mohamed School in Borama, Somaliland?

3.2 Specific Research Questions

- a) How do teachers perceive the impact of after-school home tutoring on students' academic performance?
- b) What observable differences exist between students who receive home tutoring and those who do not?

- c) What factors shape the effectiveness of after-school home tutoring in this context?
- d) What challenges and unintended consequences are associated with after-school home tutoring?

4- Research Objectives

The following research objectives outline the key aims of the study in examining the perceived effects of after-school home tutoring on students' academic performance from teachers' perspectives at Fatih Sultan Mohamed School, Borama, Somaliland.

4.1 General Objective

- To critically examine the perceived influence of after-school home tutoring on students' academic performance from teachers' perspectives.

4.2 Specific Objectives

- a) To analyze teachers' perceptions of how home tutoring influences students' academic performance.
- b) To compare the academic engagement and performance patterns of tutored and non-tutored students as observed by teachers.
- c) To evaluate the contextual factors that enhance or limit the effectiveness of home tutoring.
- d) To critically assess the challenges and potential negative consequences associated with after-school home tutoring.

5. Theoretical Framework

This study adopts a multi-theoretical framework integrating Human Capital Theory, Social Reproduction Theory, and Ecological Systems Theory to explain the influence of after-school home tutoring on students' academic performance. While these theories offer differing assumptions about the role and outcomes of supplementary education, their combined use provides a comprehensive understanding of tutoring within a resource-constrained, post-conflict context such as Somaliland.

Human Capital Theory views education as an investment through which individuals or households allocate resources to enhance future productivity and returns (Moodie & Wheelahan, 2023). Within this perspective, after-school tutoring is a rational strategy used by parents to improve academic outcomes, particularly in examination-oriented systems (Zilliox & Young 2026). Additional instructional time and individualized support are

expected to reinforce learning. However, in contexts like Somaliland—where tutor quality is not systematically regulated—such investments may not consistently yield positive outcomes, and the theory does not adequately address inequalities in access. (Niemi et al 2026)

In contrast, Social Reproduction Theory argues that education systems perpetuate existing social inequalities (Saritas, 2025). Through the concept of cultural capital (Xie & He 2026) , it explains how economically advantaged families convert resources into academic success. From this perspective, tutoring reinforces inequality by providing greater advantages to students from higher socio-economic backgrounds, thereby widening achievement gaps (Ku et al 2024). In Somaliland, where income disparities and uneven resource distribution persist, tutoring may contribute to stratification. However, this theory tends to underemphasize contextual variations in how tutoring operates within specific school environments.

To address these limitations, Ecological Systems Theory (Amali et al 2023) serves as the primary analytical framework. It conceptualizes learning as the result of interactions across multiple systems, including the home, school, and broader social environment. Tutoring influences the microsystem through direct learning support, the mesosystem through its interaction with classroom instruction, the exosystem through factors such as household income and parental education, and the macrosystem through cultural expectations about academic success. This framework highlights that tutoring outcomes are context-dependent: it may enhance performance when aligned with school instruction or create confusion and dependency when misaligned.

Together, these theories offer complementary insights. Human Capital Theory emphasizes potential academic gains from investment, Social Reproduction Theory highlights inequality in access and outcomes, and Ecological Systems Theory explains how these effects vary across contexts. This study is primarily grounded in Ecological Systems Theory, using the other two as supporting lenses to interpret motivations for tutoring and its distributional consequences.

Importantly, the study centers on teachers' perceptions as a means of operationalizing these theoretical perspectives. Teachers occupy a critical position within the educational system, enabling them to observe how tutoring interacts with classroom instruction and shapes student performance. By integrating these perspectives, the study moves beyond generalized assumptions and provides a context-sensitive understanding of how after-school home tutoring influences academic outcomes within a specific school environment.

6-Literature Review

This section reviews existing scholarly literature on after-school home tutoring, synthesizing findings from diverse geographical and educational contexts to establish the foundation for the present study.

6.1 Conceptualizing Shadow Education and Home Tutoring

Shadow education, often referred to as private supplementary tutoring, has been widely conceptualized as an educational phenomenon that operates alongside formal schooling systems. The term gained prominence through the work of Mark Bray, who describes shadow education as “fee-based tutoring that mimics the curriculum of mainstream schooling” (Bray,2021). This parallel system derives its name from its close alignment with formal education—it expands and contracts depending on the intensity of the mainstream system. Home tutoring, as a subset of shadow education, typically involves individualized or small-group instruction delivered outside school hours, often within the student’s home environment. (Kim et al 2022) It is designed to reinforce classroom learning, address academic weaknesses, or enhance performance, particularly in examination-oriented contexts. (Huang, 2020).

From a conceptual standpoint, shadow education is shaped by socio-economic, cultural, and institutional factors. Scholars such as Steven J. Klees and Iveta Silova argue that the expansion of private tutoring is closely linked to global competition, high-stakes testing, and parental aspirations for academic success (Mustafa et al 2021). In many contexts, including developing regions, home tutoring is perceived not merely as a support mechanism but as a necessity for educational survival. This reflects structural gaps in formal schooling systems, such as large class sizes, limited teacher attention, and resource constraints, which compel families to seek supplementary instruction.

Home tutoring, specifically, is conceptualized as a personalized form of shadow education that emphasizes flexibility, customization, and direct interaction. According to Ho (2024), home tutoring allows for tailored pedagogical approaches that respond to individual learner needs, pacing, and learning styles. This individualized attention often results in improved academic outcomes, increased learner confidence, and targeted remediation. However, it also raises concerns about equity, as access to quality home tutoring is largely dependent on household income, thereby potentially widening educational inequalities. (Dooley, 2025).

Critically, the conceptualization of shadow education and home tutoring extends beyond academic support to include broader implications for educational systems and social stratification. Researchers like Wiseman highlight how supplementary education can reproduce social inequalities by privileging students from higher socio-economic backgrounds (Wiseman, 2021). Furthermore, the normalization of home tutoring may inadvertently undermine the effectiveness and perceived sufficiency of formal schooling. Therefore, while shadow education serves as a strategic tool for academic enhancement, its conceptualization must also account for its systemic consequences, including issues of access, fairness, and the shifting boundaries between public and private education.

6.2-Academic Outcomes of After-School Home Tutoring

Empirical literature on after-school home tutoring consistently suggests a positive association with students' academic performance; however, the strength, causality, and distribution of these effects remain contested. While a substantial body of research reports improved academic outcomes among tutored students, closer examination reveals important methodological and contextual limitations that complicate these conclusions. One of the strongest pieces of evidence comes from experimental research. Li, Yang, and Zhou (2022), using a randomized controlled trial in China, found that after-school English tutoring improved students' examination scores by approximately 11 points (equivalent to 0.3 standard deviations), with the most pronounced gains observed among lower-performing students. The use of random assignment strengthens causal inference, suggesting that tutoring can directly enhance academic outcomes under controlled conditions. However, the generalizability of these findings is limited by the structured and resource-rich environment in which the intervention was implemented, raising questions about applicability in less-resourced contexts such as Sub-Saharan Africa.

In contrast, much of the evidence from African contexts is correlational. For example, Mabhamba, Mukuka, and Alex (2024) reported that privately tutored learners in South Africa outperformed their non-tutored counterparts in mathematics. Similarly, Saadu and Umar (2024) in Nigeria found a significant positive relationship between home tutoring and pupils' performance in English language. While these findings are consistent with the broader literature, they rely on observational designs, making it difficult to determine whether tutoring itself drives improved performance or whether more motivated and higher-achieving students are simply more likely to seek additional instruction. This issue of selection bias is a recurring limitation in studies of shadow education.

Further evidence from Asia reinforces the positive association between tutoring and academic outcomes. Hayat and Ali (2025) in Pakistan found that students receiving private tutoring achieved higher mean scores and effect sizes compared to non-recipients, while Fauzi'ah and Diniaty (2016) demonstrated improvements in national examination preparation scores following targeted tutoring interventions. However, these studies often operate within highly competitive examination-oriented systems, where tutoring is deeply institutionalized. As such, improvements in performance may reflect alignment with exam techniques rather than broader conceptual understanding, raising questions about the depth and sustainability of learning gains.

Importantly, emerging research suggests that the benefits of tutoring are not uniformly distributed. Abuya et al. (2025) found that after-school support programs in Kenya had differential effects depending on student ability, with higher achievers benefiting more in numeracy, while lower- and middle-achieving students gained more from home-based reading support. Similarly, Mwanja (2014) reported moderate positive correlations between shadow education and academic performance ($r = .423$), as well as syllabus coverage ($r = .501$), indicating that tutoring may enhance content exposure but not necessarily guarantee deep learning. These findings point to the role of tutoring in reinforcing existing educational inequalities, as predicted by Social Reproduction Theory, whereby students with greater resources are better positioned to capitalize on supplementary instruction.

The frequency and intensity of tutoring also appear to influence outcomes, though not always positively. Narimo et al. (2022) and Liman (2021) found that regular and structured tutoring sessions were associated with improved academic performance. However, excessive tutoring has been linked to diminishing returns, including student fatigue and reduced intrinsic motivation, suggesting that the relationship between tutoring intensity and achievement is non-linear. This aligns with Ecological Systems Theory, which emphasizes the need to consider the broader learning environment, including time balance, student well-being, and home-school interactions.

6.3- Perceptions of After-School Home Tutoring

Teachers' perceptions of after-school home tutoring are frequently cited as positive; however, the literature reveals a more complex and, at times, contradictory set of viewpoints shaped by institutional pressures, professional ethics, and contextual realities. While many educators

view tutoring as a valuable supplement to formal schooling, critical examination suggests that these perceptions are neither uniform nor unproblematic.

A number of studies report that teachers perceive tutoring as an effective mechanism for reinforcing classroom learning and improving student outcomes. For instance, Bwire (2024) found that teachers in Kenya generally held favorable attitudes toward private supplementary tutoring (PST), viewing it as a means of enhancing academic performance and addressing individual learning gaps. Similarly, Adhikari (2022) observed that both teachers and students regarded shadow education as an integral extension of formal schooling, particularly because of its more interactive and student-centered pedagogical approach. Jones-Russell (2022) further noted that teachers associated after-school programs with improved literacy and increased student engagement, suggesting that tutoring environments may offer pedagogical flexibility often constrained in mainstream classrooms.

However, these positive perceptions must be interpreted with caution, as they are frequently based on self-reported data and may reflect normative expectations rather than actual classroom dynamics. Teacher endorsement of tutoring may also be influenced by systemic limitations within formal schooling, such as large class sizes, rigid curricula, and limited instructional time. From an Ecological Systems Theory perspective, tutoring can be understood as a response to deficiencies within the microsystem of the school, rather than an inherently superior mode of instruction.

Moreover, the literature highlights significant tensions in teachers' perceptions, particularly where tutoring intersects with financial incentives. Jayachandran (2014) identified a paradoxical effect in contexts where teachers provide fee-based tutoring, demonstrating that such arrangements may reduce effort during regular school hours in order to create demand for private lessons. This finding raises serious concerns regarding professional ethics and the potential distortion of instructional priorities. Rather than functioning purely as a complementary resource, tutoring in such cases may operate as a competing system that undermines the integrity of formal education.

Further complexity emerges when considering how teachers evaluate the broader implications of tutoring. Narimo et al. (2022) reported that educators perceived well-structured tutoring programs as beneficial for improving subject mastery and examination performance. Similarly, Loi et al. (2025) found that both teachers and students associated

tutoring with enhanced confidence and academic achievement. However, these perceived benefits are often accompanied by concerns about student dependency and the potential erosion of independent learning skills. Teachers may simultaneously recognize the short-term academic gains of tutoring while questioning its long-term educational value.

Importantly, teachers' perceptions are not formed in a vacuum but are shaped by wider socio-economic and institutional contexts. In systems characterized by high-stakes examinations and competitive academic environments, tutoring is often normalized, leading teachers to view it as an inevitable component of student success rather than an optional supplement. This aligns with Human Capital Theory, which frames tutoring as an investment in skill acquisition and academic advancement. Conversely, from a Social Reproduction perspective, teachers may also recognize that access to tutoring is unevenly distributed, reinforcing existing inequalities between students from different socio-economic backgrounds.

Despite these insights, the existing literature remains limited in several respects. Much of the research on teachers' perceptions is concentrated in Asian and, to a lesser extent, African contexts, with relatively little attention paid to localized experiences in under-researched settings such as Somaliland. Additionally, many studies rely on quantitative survey data, which captures general attitudes but fails to explore the nuanced reasoning behind teachers' views. As a result, there is insufficient understanding of how teachers interpret the role of tutoring within their specific institutional environments, how they reconcile its benefits and drawbacks, and how these perceptions influence their professional practices.

6.4 Factors Influencing the Effectiveness of After-School Home Tutoring

While a substantial body of literature associates after-school home tutoring with improved academic outcomes, there is increasing recognition that its effectiveness is not inherent but contingent upon a complex interaction of pedagogical, socio-economic, and learner-specific factors. Rather than operating as a universally beneficial intervention, tutoring outcomes vary significantly depending on the conditions under which it is delivered and experienced.

A central determinant of tutoring effectiveness is the quality of instruction, particularly the qualifications and pedagogical competence of tutors. Saadu and Umar (2024) emphasize that the use of qualified tutors is critical for improving students' academic performance, highlighting the importance of subject mastery and instructional skill. However, evidence from contexts such as Zimbabwe suggests that tutoring provision is often shaped by

economic necessity rather than professional standards, resulting in compromised quality (Chimbunde & Jakachira, 2024). Similarly, Hamid and Ab Wahid identify weak regulatory frameworks in Malaysia as a key challenge, allowing variability in tutor quality. These findings suggest that the assumed effectiveness of tutoring is undermined where quality assurance mechanisms are absent, raising questions about the reliability of tutoring as an educational intervention across different contexts.

The intensity and frequency of tutoring sessions also play a significant, yet non-linear, role in shaping outcomes. Narimo et al. (2022) found that regular and well-structured tutoring sessions were associated with improved learning outcomes, indicating that sustained engagement enhances knowledge retention and academic performance. However, this relationship is not uniformly positive. Loi et al. (2025) reported that excessive tutoring demands can negatively affect students' lifestyles, contributing to fatigue and reduced well-being. This suggests the presence of diminishing returns, where increased instructional time does not necessarily translate into proportional academic gains. From an Ecological Systems Theory perspective, this highlights the need to consider the balance between academic support and the broader developmental needs of the learner within their home and school environments.

Parental involvement emerges as another critical, yet ambivalent, factor influencing tutoring effectiveness. Jones-Russell (2022) underscores the positive role of parental engagement in supporting after-school learning, particularly in reinforcing discipline and monitoring progress. Yousaf, Ahmad, and Ehtisham Noor (2023) further argue that parental demand for tutoring is often driven by a lack of trust in public education systems, positioning tutoring as a compensatory mechanism. However, this involvement is not always beneficial. Jayaraman, Koon, and Annamalai (2019) caution that excessive parental pressure can increase student anxiety and negatively affect motivation. These contrasting findings indicate that parental involvement enhances tutoring effectiveness only when it is supportive rather than coercive, pointing to the importance of the quality—not merely the presence—of parental engagement. Learner motivation and agency also significantly mediate the outcomes of tutoring. Tonyali et al. (2025) found that students who actively seek tutoring, particularly in pursuit of competitive academic goals such as university admission, are more likely to benefit from it. Similarly, Adhikari (2022) noted that students often perceive tutoring as more engaging and responsive to their individual needs compared to formal classroom instruction. However, this

raises an important question of directionality: it is unclear whether tutoring enhances motivation or whether already motivated students are more inclined to participate in tutoring. This ambiguity reflects a broader methodological limitation in the literature, where self-selection effects are rarely controlled, thereby complicating interpretations of effectiveness. Access to learning resources further conditions the impact of tutoring, particularly in low-resource settings. Mlawa and Mtitu (2022), along with Mabhamba et al. (2024), highlight that the availability of instructional materials significantly influences the quality of tutoring, with resource constraints limiting its effectiveness among disadvantaged learners. This aligns with Social Reproduction Theory, which suggests that students from higher socio-economic backgrounds are better positioned to benefit from tutoring due to their access to additional educational resources. Consequently, tutoring may not only reflect existing inequalities but actively reinforce them by amplifying the advantages of already privileged students. Importantly, these factors do not operate in isolation but interact in complex and context-dependent ways. For instance, high-quality tutoring may still yield limited benefits in the absence of student motivation, while strong parental support may be insufficient if tutor quality is poor. Similarly, increased frequency of tutoring may enhance outcomes only when balanced with adequate rest and psychological well-being. Despite this, much of the existing literature examines these variables independently, resulting in a fragmented understanding of how tutoring effectiveness is produced in practice.

6.5- Challenges and Implications of After-School Home Tutoring

Despite the widely reported academic benefits of after-school home tutoring, the literature increasingly highlights a range of structural, pedagogical, and socio-economic challenges that complicate its role within education systems. Rather than functioning as a neutral supplement to formal schooling, tutoring often reflects and, in some cases, exacerbates existing inequalities and systemic weaknesses.

One of the most consistently identified challenges is the issue of educational inequality. Access to private tutoring is heavily mediated by socio-economic status, with higher-income families more able to afford sustained and high-quality support. Bwire (2024) notes that the cost of private supplementary tutoring (PST) significantly limits accessibility, raising concerns about equity and social justice. Similarly, Loi et al. (2025) found that students from lower socio-economic backgrounds experience disadvantage due to their inability to access tutoring opportunities. Yousaf et al. (2023) further argue that shadow education systems reinforce disparities by enabling wealthier families to invest disproportionately in their

children's academic advancement. These patterns align closely with Social Reproduction Theory, which posits that education systems can perpetuate existing class structures by privileging those with greater economic and cultural capital. In this sense, tutoring may not simply reflect inequality but actively reproduce it.

Beyond issues of access, the expansion of tutoring raises important concerns about student dependency and the shifting nature of learning responsibility. Jayachandran (2014) suggests that when tutoring is provided alongside formal schooling—particularly by the same teachers—students may become reliant on supplementary instruction, potentially reducing engagement during regular classroom hours. Kamplitsis (2025) extends this argument by conceptualizing shadow education as a privatization of learning, where academic success becomes increasingly dependent on external support rather than individual effort or institutional provision. This shift has significant implications for learner autonomy, as it may discourage the development of independent study skills and intrinsic motivation.

Financial cost represents a further barrier, not only in terms of access but also in terms of household burden. Mabhamba et al. (2024) report that a substantial proportion of non-tutored learners cite affordability as the primary constraint, while Hamid and Ab Wahid highlight the dual challenges of cost and accessibility in the Malaysian context. The normalization of tutoring within competitive education systems can therefore place pressure on families to invest beyond their means, effectively transforming education into a market-driven commodity. From a Human Capital Theory perspective, this reflects the increasing tendency to view education as a private investment; however, it also raises ethical concerns regarding the shifting of educational responsibility from the state to individuals and families.

Pedagogical misalignment between tutoring and formal schooling constitutes another significant challenge. While tutoring is often valued for its flexibility and individualized approach, discrepancies in teaching methods, curriculum focus, and assessment strategies can create confusion for students. Jayaraman, Koon, and Annamalai (2019) found that inconsistencies between school instruction and tutoring approaches may undermine coherence in learning, while Southgate (2009) argues that shadow education can, in some cases, weaken the authority and effectiveness of formal schooling. These tensions suggest that tutoring does not always operate as a complementary system but may instead function in parallel—or even in competition—with mainstream education.

Additionally, the intensification of academic demands associated with tutoring has implications for student well-being. Loi et al. (2025) report that extensive tutoring schedules can negatively affect students' lifestyles, reducing time available for rest, social interaction, and extracurricular activities. Bwire (2024) similarly identifies increased stress and anxiety among both students and parents as a consequence of sustained engagement in tutoring. Yousaf et al. (2023) describe a scenario in which students effectively undertake a "double shift" of schooling and evening instruction, leading to physical and mental fatigue. From an Ecological Systems Theory perspective, this highlights the importance of considering the broader developmental environment of the learner, as excessive academic pressure may undermine overall well-being and long-term educational engagement.

Importantly, these challenges are not isolated but interconnected. For example, socio-economic inequality shapes access to high-quality tutoring, which in turn influences academic outcomes, reinforcing disparities over time. Similarly, the normalization of tutoring within competitive systems can intensify parental pressure, increase student workload, and contribute to dependency. Despite this, much of the existing literature treats these issues independently, limiting a comprehensive understanding of how the negative consequences of tutoring are produced and sustained.

6.6 Research Gap

The reviewed literature demonstrates that after-school home tutoring is a complex and multifaceted educational phenomenon, characterized by both measurable academic benefits and significant structural and pedagogical challenges. Across diverse contexts, there is broad agreement that tutoring can enhance students' academic performance, particularly in examination-oriented subjects and among learners who receive structured and consistent support. However, this apparent consensus is underpinned by important methodological, theoretical, and contextual limitations that complicate any straightforward conclusions about its effectiveness.

A critical examination of the literature reveals that much of the evidence supporting tutoring outcomes is derived from correlational and perception-based studies, which are limited in their ability to establish causality and are often subject to selection bias. While a smaller number of experimental studies provide stronger evidence of causal impact, these are typically situated in highly controlled or resource-rich environments, raising concerns about their applicability to less-resourced settings. Furthermore, the tendency to equate improved

test scores with meaningful learning obscures deeper questions about the quality, sustainability, and equity of educational outcomes associated with tutoring.

The literature also highlights that the effectiveness of tutoring is not uniform but contingent upon a range of interacting factors, including tutor quality, session structure, parental involvement, student motivation, and access to learning resources. However, existing studies frequently examine these variables in isolation, resulting in a fragmented understanding of how tutoring operates in practice. This limitation is compounded by a lack of theoretical integration, with relatively few studies explicitly engaging with frameworks such as Human Capital Theory, Social Reproduction Theory, or Ecological Systems Theory to explain how and why tutoring produces different outcomes across contexts.

Equally significant are the broader implications of tutoring for educational systems and social equity. The expansion of shadow education has been consistently associated with increased socio-economic disparities, as access to high-quality tutoring remains unevenly distributed. At the same time, concerns regarding student dependency, pedagogical misalignment, and learner well-being suggest that tutoring may introduce unintended negative consequences, even where academic gains are observed. These tensions underscore the need to move beyond binary evaluations of tutoring as either beneficial or problematic, toward a more nuanced understanding of its role within specific educational environments.

Despite the growing body of international research, there remains a notable lack of context-specific studies examining after-school home tutoring in under-researched regions such as Somaliland. In particular, limited attention has been given to teachers' perspectives as key actors within the educational system who both observe and, in some cases, participate in tutoring practices. Existing research tends to prioritize student outcomes and parental motivations, often overlooking how teachers interpret the role of tutoring, how it influences their instructional practices, and how they navigate its associated challenges and ethical tensions.

This study seeks to address these gaps by providing an in-depth analysis of the effects of after-school home tutoring on students' academic performance from the perspective of teachers at Fatih Sultan Mohamed School in Borama, Somaliland. By focusing on teachers' insights within a specific institutional and socio-economic context, the study aims to contribute to a more nuanced and contextually grounded understanding of tutoring, moving

beyond generalized claims to examine how its benefits and challenges are experienced and interpreted in practice

7.DATA ANALYSIS, PRESENTATION AND INTERPRETATION

7.1 Introduction

This section presents the analysis and interpretation of data collected from teachers at Fatih Sultan Mohamed School in Borama, Somaliland, with the aim of addressing the study's research questions and objectives. Drawing on a mixed-methods approach, the chapter integrates quantitative findings derived from descriptive statistics with qualitative insights generated through thematic analysis. The presentation of results is structured in alignment with the research objectives, beginning with an overview of respondents' demographic characteristics to contextualize the sample, followed by a systematic analysis of teachers' perceptions regarding the influence of after-school home tutoring on students' academic performance. Where relevant, demographic variables are examined in relation to key findings to identify patterns and variations, thereby providing a more nuanced interpretation of the data. This structured approach ensures a coherent linkage between the empirical findings, the research objectives, and the broader theoretical framework guiding the study.

7.2 Research Methodology

This study employed a cross-sectional mixed-methods design, integrating quantitative and qualitative approaches to examine teachers' perceptions of after-school home tutoring. Data were collected through a structured questionnaire administered to teachers at Fatih Sultan Mohamed School in Borama, Somaliland, during April 2026. The target population comprised all teachers at the school who were identified as being involved in, or knowledgeable about, after-school home tutoring practices. Given the relatively small population size ($N = 30$), a census sampling approach was adopted to ensure comprehensive coverage and minimize sampling bias. A total of 23 teachers completed the questionnaire, representing a response rate of 76.7%.

The data collection instrument consisted of both closed-ended and open-ended items aligned with the study's research objectives. Closed-ended questions were structured using a five-point Likert scale to capture teachers' perceptions of the impact of home tutoring on students' academic performance. The questionnaire was developed based on constructs identified in existing literature and was reviewed to ensure content relevance and clarity. Quantitative data were analyzed using descriptive statistics, including frequencies and percentages to

summarize response patterns. Qualitative data derived from open-ended questions were analyzed using thematic analysis, involving coding, categorization, and identification of recurring themes to complement and enrich the quantitative findings. The use of a mixed-methods approach enabled a more comprehensive understanding of the research problem by combining measurable trends with in-depth insights from teachers' perspectives.

7.3 Demographic Characteristics of Respondents

This section presents the demographic information of the respondents, including gender, years of teaching experience, level of teaching, and area of specialization.

Table 1- Gender distribution of the respondents.

Category	Frequency	Percentage (%)
Male	10	43.5
Female	13	56.5
Total		100%

7.3.1 Gender of Respondents

As shown in **Table 1**, the majority of respondents were female, accounting for 56.5% (13 teachers), while male respondents constituted 43.5% (10 teachers). This indicates a relatively balanced gender distribution, although females slightly dominate the sample. The implication of this distribution is that both male and female perspectives are fairly represented in the study. However, the higher proportion of female teachers may slightly influence the findings, as female teachers are often more engaged in students' continuous academic support, which could shape their views on after-school home tutoring.

7.3.2 Years of Teaching Experience

Table 2- Years of Teaching Experience.

Category	Frequency	Percentage (%)
1–2 years	1	4.3%
3–4 years	5	21.7%
More than 5 years	17	73.9%
Total	23	100%

Table 4.2 shows that the majority of respondents (73.9%) have more than five years of teaching experience, followed by 21.7% with 3–4 years, and only 4.3% with 1–2 years of experience. This suggests that most respondents are highly experienced professionals. Their extensive teaching experience enhances the reliability of the data, as they are more likely to have observed long-term academic trends and the effects of after-school tutoring.

Experienced teachers may also provide more critical and informed evaluations of students' academic performance.

7.3.3 Level of Teaching

Table 4 - Level of Teaching.

Category	Frequency	Percentage (%)
Lower Primary	12	52.2%
Upper Primary	3	13%
Secondary	8	34.8%
Total	23	100%

In terms of teaching level, as shown in **Table 4** over half of the respondents (52.2%) teach at the lower primary level, followed by secondary (34.8%) and a smaller proportion in upper primary (13%). Teachers at lower primary levels may view after-school tutoring as more foundational, focusing on basic literacy and numeracy skills. In contrast, secondary school teachers may emphasize tutoring as a means of improving exam performance and subject mastery. This variation suggests that perspectives on tutoring may differ depending on the academic level being taught.

7.3.4. Area of Specialization

Table 5- Area of Specialization.

Category	Frequency	Percentage (%)
Languages	9	39.1
Sciences	7	30.4
Humanities	2	8.7
Islamic Studies	2	8.7
Other (specify)	3	12.9
Total	23	100

According to **Table 4.4**, the largest group of respondents specialized in languages (39.1%), followed by sciences (30.4%), while humanities and Islamic studies each accounted for 8.7%, and 12.9% represented other specializations. This diversity in specialization suggests that teachers evaluate after-school tutoring from different subject perspectives. Language teachers may emphasize improvements in literacy skills, while science teachers may focus on conceptual understanding and problem-solving. Therefore, subject specialization plays a key role in shaping teachers' perceptions of the effectiveness of after-school tutoring.

7.4 Implications of Demographic Characteristics on Teachers’ Perspectives

The demographic findings indicate that the majority of respondents are experienced teachers, primarily from lower primary levels and language-related fields. This composition may influence the study’s overall findings by emphasizing the importance of foundational learning in assessing the impact of after-school home tutoring. At the same time, the inclusion of teachers from different teaching levels and subject areas ensures a range of perspectives, contributing to a more comprehensive and balanced understanding of how after-school tutoring affects students’ academic performance.

7.5 Research Findings Based on Research Objectives

This section presents the findings of the study in relation to the stated research objectives. Specifically, the study aimed to: (1) analyze teachers’ perceptions of how home tutoring influences students’ academic performance; (2) compare the academic engagement and performance patterns of tutored and non-tutored students as observed by teachers; (3) evaluate the contextual factors that enhance or limit the effectiveness of home tutoring; and (4) critically assess the challenges and potential negative consequences associated with after-school home tutoring. Data were analyzed descriptively using frequencies and percentages derived from responses provided by 23 teachers. A Likert scale was employed to measure responses, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

7.5.1 Teachers’ Perceptions of Home Tutoring

Table 6-Teachers’ Perceptions of Home Tutoring.

Statement	1 (F)	1 (%)	2 (F)	2 (%)	3 (F)	3 (%)	4 (F)	4 (%)	5 (F)	5 (%)
Home tutoring improves students’ overall academic performance	0	0.0%	1	4.3%	1	4.3%	13	56.5%	8	34.8%
Students who receive tutoring demonstrate a better understanding of subjects	0	0.0%	2	8.7%	2	8.7%	11	47.8%	8	34.8%
Home tutoring enhances students’ confidence in learning	0	0.0%	3	13.0%	4	17.4%	12	52.2%	4	17.4%
Students who receive tutoring participate more actively in class	1	4.3%	1	4.3%	8	34.8%	9	39.1%	4	17.4%

Home tutoring effectively complements classroom teaching	0	0.0%	3	13.0%	5	21.7%	11	47.8%	4	17.4%
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This section presents teachers’ perceptions regarding the impact of after-school home tutoring on students’ learning, as illustrated in Table 6. Overall, the findings reveal a predominantly positive orientation toward home tutoring, particularly in relation to academic performance and subject comprehension. A substantial 91.3% of respondents agreed or strongly agreed that home tutoring improves students’ overall academic performance, indicating a near-consensus among teachers regarding its academic value. This strong endorsement is further reinforced by 82.6% of respondents who reported that tutored students demonstrate better understanding of subject content, suggesting that tutoring effectively consolidates and extends classroom learning. However, teachers’ perceptions become more nuanced when considering affective and behavioral outcomes. While 69.6% agreed that tutoring enhances students’ confidence, a notable proportion (30.4%) remained neutral or disagreed, indicating that confidence development may not be uniformly experienced and could depend on individual learner differences or the quality of tutoring provided. A similar pattern is evident in relation to classroom participation, where only 56.5% of respondents perceived increased engagement among tutored students, alongside a relatively high level of neutrality (34.8%). This comparatively weaker endorsement suggests that, although tutoring may support academic achievement, its influence on active classroom involvement is less consistent.

7.5.2 Academic Outcomes of Home Tutoring

Table 7 - Academic Outcomes of Home Tutoring

Statement	1 (F)	1 (%)	2 (F)	2 (%)	3 (F)	3 (%)	4 (F)	4 (%)	5 (F)	5 (%)
Students who receive tutoring achieve higher grades	0	0.0%	1	4.3%	9	39.1%	11	47.8%	2	8.7%
Tutored students perform better in examinations than non-tutored students	0	0.0%	3	13.0%	8	34.8%	11	47.8%	1	4.3%
Homework completion rates are higher among tutored students	0	0.0%	1	4.3%	4	17.4%	9	39.1%	9	39.1%
Tutoring improves	1	4.3%	2	8.7%	5	21.7%	11	47.8%	4	17.4%

students' problem-solving abilities										
Academic improvement is directly related to the frequency of tutoring	0	0.0%	3	13.0%	8	34.8%	6	26.1%	6	26.1%

This section examines teachers' perceptions of the academic outcomes associated with home tutoring, as presented in Table 7. Overall, the findings indicate moderate support for the academic benefits of tutoring, although the strength of this perception varies across different outcome measures.

In relation to academic attainment, 56.5% of respondents agreed that tutored students achieve higher grades, while a substantial 39.1% remained neutral. A similar pattern is observed in examination performance, where 52.1% agreed that tutored students outperform their non-tutored peers, accompanied by 34.8% neutrality. The consistently high levels of neutral responses across these indicators suggest a degree of uncertainty among teachers, potentially reflecting the difficulty of directly attributing measurable academic outcomes, such as grades and exam performance, to tutoring alone. In contrast, stronger agreement is evident in areas related to learning behaviors. A notable 78.2% of respondents agreed that tutored students demonstrate higher homework completion rates, indicating that tutoring is widely perceived to enhance students' study habits and academic discipline. Similarly, 65.2% of teachers agreed that tutoring improves problem-solving abilities, suggesting that its impact may be more pronounced in supporting cognitive engagement and skill development rather than directly influencing measurable performance outcomes. Perceptions were more divided regarding the relationship between the frequency of tutoring and academic improvement, with only 52.2% in agreement and 34.8% remaining neutral. This relatively weak endorsement implies that increased exposure to tutoring does not necessarily translate into proportional academic gains, highlighting the importance of factors such as the quality, structure, and individual responsiveness of tutoring.

Taken together, these findings suggest that while home tutoring is broadly perceived as beneficial, its impact is viewed as more consistent in shaping students' learning behaviors and cognitive skills than in producing clearly observable improvements in grades and examination performance

7.5.3 - Table 8-Factors Influencing Effectiveness of home tutoring

Table 8-Factors Influencing Effectiveness of home tutoring

Statement	1 (F)	1 (%)	2 (F)	2 (%)	3 (F)	3 (%)	4 (F)	4 (%)	5 (F)	5 (%)
The quality of the tutor significantly affects students' academic performance	0	0.0%	0	0.0%	0	0.0%	10	43.5%	13	56.5%
The frequency of tutoring sessions influences learning outcomes	0	0.0%	1	4.3%	4	17.4%	10	43.5%	8	34.8%
Parental involvement enhances the effectiveness of tutoring	0	0.0%	0	0.0%	1	4.3%	8	34.8%	14	60.9%
Student motivation determines the success of tutoring	0	0.0%	3	13.0%	3	13.0%	11	47.8%	6	26.1%
The availability of learning materials improves tutoring outcomes	0	0.0%	1	4.3%	1	4.3%	10	43.5%	11	47.8%

This section presents teachers' views on the key factors influencing the effectiveness of home tutoring, as illustrated in Table 8. Overall, the findings indicate an exceptionally strong level of agreement across all identified factors, suggesting a widely shared understanding among teachers of the conditions necessary for effective tutoring.

The most striking result is the unanimous agreement (100%) that tutor quality significantly affects students' academic performance. While this underscores the perceived centrality of tutor competence, such complete consensus may also reflect the self-evident nature of the item, potentially limiting its analytical depth. Closely related to this, 95.7% of respondents identified parental involvement as a critical factor, reinforcing the importance of external support systems in enhancing tutoring outcomes. Similarly, 91.3% agreed on the importance of access to learning materials, highlighting the role of adequate educational resources in facilitating effective learning.

In comparison, relatively lower—though still substantial—levels of agreement were observed for factors related to structure and individual learner characteristics. For instance, 78.3% of teachers agreed that the frequency of tutoring sessions influences learning outcomes,

suggesting that consistency contributes to effectiveness but may not be sufficient in isolation. Likewise, 73.9% identified student motivation as a key determinant, indicating that internal learner factors, while important, are perceived as less influential than external support mechanisms.

Taken together, these findings suggest a hierarchical pattern in which external and resource-based factors—particularly tutor quality, parental involvement, and learning materials—are perceived as the most critical determinants of effective home tutoring, while structural and individual factors, such as session frequency and student motivation, play a supportive but comparatively less dominant role.

7.5.4 Challenges of Home Tutoring

Table-8- Challenges of Home Tutoring

Statement	1 (F)	1 (%)	2 (F)	2 (%)	3 (F)	3 (%)	4 (F)	4 (%)	5 (F)	5 (%)
Home tutoring creates inequality among students	0	0.0%	5	21.7%	6	26.1%	9	39.1%	3	13.0%
Some students become overly dependent on tutors	3	13.0%	0	0.0%	4	17.4%	10	43.5%	6	26.1%
The cost of tutoring limits access for some students	0	0.0%	2	8.7%	6	26.1%	10	43.5%	5	21.7%
Tutoring sometimes conflicts with school teaching methods	0	0.0%	4	17.4%	3	13.0%	13	56.5%	3	13.0%
Excessive tutoring leads to student fatigue	0	0.0%	5	21.7%	4	17.4%	8	34.8%	6	26.1%

This section examines the challenges associated with home tutoring, as presented in Table 4.8. While previous findings highlight the perceived benefits of tutoring, the results here reveal a range of concerns that complicate its overall effectiveness.

A prominent issue relates to educational inequality. Over half of the respondents (52.1%) agreed that home tutoring creates disparities among students, while an even larger proportion (65.2%) identified cost as a limiting factor. Taken together, these findings suggest that access to tutoring is unevenly distributed, potentially reinforcing existing socio-economic inequalities rather than mitigating them. Pedagogical concerns also emerge strongly from the

data. A majority of teachers (69.6%) agreed that students may become overly dependent on tutors, raising questions about the extent to which tutoring supports—or undermines—the development of independent learning and critical thinking skills. Similarly, 69.5% of respondents indicated that tutoring can conflict with school teaching methods, pointing to possible misalignment between private tutoring practices and formal classroom instruction. This lack of coordination may reduce the overall effectiveness of both learning environments. In addition, 60.9% of teachers agreed that excessive tutoring can lead to student fatigue, highlighting the potential negative impact on learners' well-being. This suggests that, beyond academic considerations, the intensity of tutoring may impose additional pressure on students, with possible implications for motivation and long-term engagement. Overall, these findings indicate that although home tutoring is widely perceived as beneficial, it is also associated with significant structural, pedagogical, and well-being challenges. This underscores the need to critically consider not only the advantages of tutoring but also the conditions under which it may produce unintended negative consequences.

7.6 Thematic Analysis of Open-Ended Responses

This section presents the thematic analysis of qualitative data obtained from Section F of the questionnaire. Teachers' responses were analyzed and organized into key themes based on recurring ideas, patterns, and meanings related to after-school home tutoring. As previously outlined, this study adopts a mixed-methods approach; therefore, this section focuses specifically on the qualitative component of the analysis. The themes were derived from responses to open-ended questions addressing: (1) overall opinions on after-school home tutoring; (2) its perceived positive effects; (3) associated challenges and negative impacts; and (4) recommendations for improving the effectiveness of home tutoring.

7.6.1 Overall Opinions on After-School Home Tutoring

The analysis of teachers' overall opinions on after-school home tutoring reveals a predominantly positive orientation, underpinned by four interrelated themes concerning academic support, individualized learning, conditional effectiveness, and potential overuse. Teachers consistently emphasized the role of tutoring as a supplementary academic mechanism that reinforces classroom instruction, particularly for students who struggle to keep pace in conventional learning environments. In this regard, tutoring was widely perceived as instrumental in improving understanding, revising key concepts, and addressing

specific learning gaps, with particular benefits noted for slower learners and those requiring additional academic support.

Closely linked to this perception is the value placed on individualized attention. Teachers highlighted that home tutoring enables one-on-one interaction, allowing instruction to be tailored to students' specific needs and learning pace. This personalised approach was frequently contrasted with the limitations of overcrowded classrooms, where differentiated instruction is often constrained. As such, tutoring is viewed not merely as additional instruction, but as a qualitatively different form of learning support.

However, these positive perceptions are not unqualified. A recurring theme across responses is the conditional nature of tutoring effectiveness. Teachers stressed that its benefits are contingent upon factors such as the competence of the tutor, alignment with the school curriculum, and the learner's level of motivation and readiness. This suggests that tutoring is not inherently effective, but rather dependent on the context and quality of its implementation.

In addition, a more cautious perspective emerged regarding the potential overuse of tutoring. Some teachers expressed concern that excessive reliance on tutoring may lead to student fatigue or create imbalances in learning, particularly when it substitutes rather than supports independent study. This highlights an underlying tension within teachers' perceptions, where tutoring is simultaneously valued as an academic support tool and questioned for its potential to undermine balanced learning practices.

7.6.2 Positive Effects of Home Tutoring

Teachers' perceptions of the positive effects of home tutoring further reinforce its perceived academic and developmental value, although these benefits extend beyond simple performance outcomes. While improved academic achievement emerged as the most dominant theme, encompassing better grades, examination performance, and subject comprehension, the findings also point to a broader range of cognitive and behavioral gains. In particular, tutoring was frequently associated with increased student confidence and motivation. Teachers observed that students who receive additional support tend to participate more actively in class, express their ideas more freely, and demonstrate greater engagement in learning activities. This suggests that the impact of tutoring is not limited to academic attainment but also encompasses important affective dimensions of learning.

Furthermore, respondents highlighted the role of tutoring in fostering effective study habits and learning strategies. Improvements in homework completion, time management, and note-taking were commonly reported, indicating that tutoring may contribute to the development of self-regulated learning behaviors. This is closely linked to another prominent theme: the enhancement of problem-solving and critical thinking skills. Through personalized instruction, students are better able to engage with challenging concepts, thereby deepening their understanding and analytical capacity.

Finally, these academic and behavioral improvements appear to translate into more active classroom engagement. Tutored students were described as more attentive, better prepared, and more willing to contribute to classroom discussions. Taken together, these findings suggest that home tutoring is perceived not only as a means of improving measurable academic outcomes but also as a mechanism for supporting broader cognitive, behavioural, and affective aspects of student development.

7.6.3 Challenges and Negative Effects of Home Tutoring

While earlier findings highlight the perceived benefits of home tutoring, the thematic analysis also reveals a range of significant challenges that complicate its overall effectiveness. A dominant concern relates to the issue of student overdependence, with many teachers indicating that excessive reliance on tutors may undermine the development of independent learning and critical thinking skills. This suggests that, although tutoring is intended to support learning, it may inadvertently weaken students' autonomy when overused or poorly structured.

Closely associated with this is the issue of student well-being. Teachers frequently reported that intensive tutoring schedules can lead to fatigue, stress, and reduced concentration, indicating that the academic gains associated with tutoring may come at the expense of students' physical and mental health. This concern highlights an important tension between academic performance and holistic student development.

Structural challenges also emerged, particularly in relation to inequality and access. Teachers noted that the cost of tutoring limits availability for some students, thereby reinforcing disparities in academic opportunities. This suggests that home tutoring, rather than serving as an equalising support mechanism, may in some cases exacerbate existing socio-economic inequalities.

In addition, concerns were raised regarding the quality and regulation of tutoring practices. The presence of unqualified or undertrained tutors was identified as a potential risk to students' academic progress, while inconsistencies between tutoring methods and school instruction were seen to create confusion and hinder learning. These findings point to a lack of coordination between formal and informal educational systems.

Finally, the role of parental pressure emerged as a notable factor. Teachers observed that unrealistic expectations placed on both students and tutors can contribute to stress and negatively affect the learning process. Taken together, these findings suggest that while home tutoring offers clear benefits, its effectiveness is constrained by a combination of pedagogical, structural, and socio-emotional challenges.

7.6.4 Recommendations for Improving Home Tutoring

In response to the challenges identified, teachers proposed a range of strategies aimed at enhancing the effectiveness and sustainability of home tutoring. A central recommendation emphasizes the need for qualified and professionally trained tutors, directly addressing concerns regarding instructional quality and ensuring that tutoring supports, rather than undermines, students' academic development.

Equally important is the alignment of tutoring with the school curriculum. Teachers stressed that greater consistency between classroom instruction and tutoring practices would minimize confusion and enhance learning coherence. This recommendation reflects the need for stronger integration between formal schooling and supplementary educational support.

To counteract the issue of overdependence, respondents highlighted the importance of promoting independent learning skills. Encouraging students to take responsibility for their own learning was seen as essential in ensuring that tutoring functions as a supportive tool rather than a substitute for self-directed study.

Addressing concerns related to student well-being, teachers recommended maintaining a balanced approach to tutoring, with careful attention to scheduling, rest, and extracurricular engagement. This underscores the importance of viewing academic success within the broader context of students' overall development.

Furthermore, parental involvement was identified as a critical factor in supporting effective tutoring, particularly in monitoring progress and creating a conducive learning environment. At the same time, the need for realistic expectations was implicitly emphasised as a means of reducing unnecessary pressure on students.

Finally, respondents advocated for improved communication and collaboration between home tutors and school teachers. Such coordination would enhance consistency in teaching approaches and ensure that tutoring reinforces, rather than conflicts with, classroom learning. Collectively, these recommendations highlight the need for a more structured, balanced, and collaborative approach to home tutoring.

7.6.5 Summary of Thematic Findings

Overall, the thematic analysis indicates that while after-school home tutoring is widely perceived as beneficial in supporting academic performance, confidence, and learning outcomes, its effectiveness is neither uniform nor unconditional. Rather, it is shaped by a complex interplay of factors, including tutor quality, student motivation, parental involvement, and alignment with formal education.

At the same time, the findings reveal important tensions between the benefits and drawbacks of tutoring. Issues such as overdependence, student fatigue, inequality of access, and lack of regulation highlight the potential for unintended negative consequences when tutoring is not carefully managed. These challenges underscore the need for a more critical and structured approach to its implementation.

Taken together, the results suggest that home tutoring should be understood not simply as an inherently beneficial practice, but as a context-dependent educational intervention whose success relies on the quality of its design, delivery, and integration within the broader learning environment.

8-Recommendations of the Study

The findings of this study highlight the need for a more structured and balanced approach to after-school home tutoring in order to maximize its benefits while minimizing its potential drawbacks. First, there is a clear need to ensure the use of qualified and professionally trained tutors. Given the strong emphasis placed on tutor quality across both quantitative and

qualitative findings, establishing minimum standards or guidelines for tutoring practices would help improve consistency and effectiveness.

Second, greater alignment between home tutoring and formal school instruction is essential. The study revealed concerns regarding conflicting teaching methods; therefore, improved coordination between tutors and school teachers should be encouraged. This could involve sharing curriculum guidelines, learning objectives, and assessment expectations to ensure that tutoring reinforces, rather than contradicts, classroom learning.

Third, strategies should be implemented to promote independent learning among students. While tutoring provides valuable academic support, overdependence on tutors may hinder the development of critical thinking and self-regulation skills. Tutors and parents should therefore adopt approaches that gradually reduce support and encourage student autonomy. In addition, issues of inequality and accessibility must be addressed. Since tutoring is often limited by financial constraints, schools and policymakers should explore alternative support mechanisms, such as school-based remedial programs or subsidized tutoring initiatives, to ensure that all students have equitable access to academic support.

Furthermore, attention must be given to students' well-being. The findings indicate that excessive tutoring can lead to fatigue and stress; therefore, balanced scheduling that allows time for rest and extracurricular activities is crucial. Parents and educators should adopt a holistic perspective that values both academic achievement and overall student development. Finally, enhanced parental involvement and awareness are necessary. Parents should be guided to set realistic expectations and to support learning in ways that are constructive rather than pressurizing. At the same time, continuous assessment and feedback mechanisms should be integrated into tutoring practices to monitor progress and adjust strategies accordingly.

9-Implications of the Study

The findings of this study carry important implications for educational practice, policy, and future research. From a practical perspective, the results suggest that home tutoring should not be viewed merely as an academic supplement, but as a complex educational intervention whose effectiveness depends on multiple interacting factors. Teachers, tutors, and parents must therefore adopt a more coordinated and reflective approach to its implementation.

For educators, the study highlights the importance of recognizing the role of tutoring in shaping students' learning experiences both inside and outside the classroom. The identified tensions between tutoring and formal instruction suggest a need for greater collaboration and communication to ensure coherence in teaching practices. This has implications for teacher training and professional development, particularly in contexts where private tutoring is widespread.

From a policy standpoint, the issue of inequality raised in the findings is particularly significant. The unequal access to tutoring services has the potential to widen existing educational disparities, suggesting that policymakers should consider regulating or supporting tutoring practices to promote equity. This may include the development of guidelines, accreditation systems, or publicly supported tutoring programs.

The study also has implications for student development. While tutoring is associated with improved academic performance and confidence, the risks of overdependence and reduced autonomy highlight the need to balance support with the promotion of independent learning skills. This reinforces the importance of learner-centred approaches that prioritise long-term educational development over short-term academic gains.

In terms of research, the findings point to the need for further investigation into the long-term effects of home tutoring, particularly its impact on independent learning, motivation, and well-being. Future studies could also explore the perspectives of students and parents to provide a more comprehensive understanding of the phenomenon.

10-CONCLUSION

This study set out to examine teachers' perceptions of the impact of after-school home tutoring on students' academic performance, engagement, and overall learning experience. The findings indicate that home tutoring is widely perceived as a valuable educational support mechanism, particularly in enhancing academic performance, improving subject understanding, and fostering positive learning behaviors such as increased confidence and engagement.

However, the study also reveals that the effectiveness of home tutoring is not uniform and is influenced by a range of contextual factors, including tutor quality, student motivation, parental involvement, and alignment with school instruction. While the benefits of tutoring

are strongly acknowledged, significant challenges—such as overdependence on tutors, student fatigue, inequality of access, and inconsistencies in teaching approaches—highlight the complexities associated with its use.

Overall, the findings suggest that home tutoring should not be regarded as an inherently beneficial practice, but rather as a context-dependent intervention that requires careful implementation and regulation. Its success depends not only on the provision of additional academic support, but also on the quality, balance, and integration of that support within the broader educational framework.

In conclusion, while after-school home tutoring has the potential to significantly enhance students' learning outcomes, its long-term effectiveness will depend on adopting a more structured, equitable, and student-centered approach that maximizes its advantages while addressing its limitations

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