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Investigation on How Private Tutoring Affects Secondary School Students' Academic Performance in Pakistan

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Abstract
This study is about the effect of private tutoring on the academic performance of students at secondary levels in the public and private institutions in Islamabad and Rawalpindi in Pakistan. Using a strong multi-stage sampling approach, the study sampled a representative sample of 170 students with the use of a mixture of techniques in the collection of data, such as; in-depth interviews and structured questionnaires. Both pre-test and post-test are included during the analysis, which makes it possible to estimate private tutoring's influence with high precision during three months. To evaluate differences across groups, quantitative analyses such as t-tests, one-way ANOVA, and two-way ANOVA were used. Accordingly, empirical results show a significant effect on academic achievement after reception of private tutoring ($t = 2.01$, $p < 0.05$) with respect to the positive impact of such intervention. Gender-wise comparisons indicate that girls benefited more from the private tuitions than boys ($t = 2.53$, $p < 0.05$), but school type analysis indicates that students from private schools performed better than from government schools ($t = 2.09$, $p < 0.05$). Surprisingly, one-way ANOVA outcomes were not significant for academic results among students of varying socioeconomic position, thus contradicting common premises about disparities in education based on the socioeconomic position of a student. However, a two-way ANOVA had noted that both school type and gender significantly impact performance outcomes ($F = 6.01$ and $F = 5.32$, $p < 0.01$), with the private school girls turned out to be the highest performing group under the private tutoring. These findings imply that private tutoring could be a strong asset in improving students' academic achievements especially among women and private learning institutions. Yet, the differences in access to quality tutoring (limited by household income, availability of resources in school), runs the risk of worsening already existent disparities in education. Policy makers should focus on incorporating organized subsidized tutoring programs into public education systems with the emphasis on laggard schools and marginalized learners. In addition, public-private partnerships may also be able to scale up affordable and gender sensitive tutoring programs to close achievement gaps and pursue educational equity. Although useful findings have been derived from this study, further research is necessary to generalize with other regions of Pakistan and to further study long-term consequences. Future research should take a longitudinal approach to determine the long-term effects of tutoring benefits and the qualitative aspects of learning outcomes including critical thinking and confidence as well as subject-specific competencies. In addition, investigating the pedagogical quality of tutoring services and the use of technology-based platforms for tutoring might create new directions for inclusive interventions that can be scaled in varied educational settings. Although the present study offers important information on the role of private tutoring in secondary school systems, these other avenues of inquiry will assist in developing more

inclusive policies and interventions that will be specifically employed in enhancing education equity in different socio-economic and geographical contexts. Since private tutoring remains a significant component of the education system, determining the extent of its overall effects and how to make it accessible to learners of every genre will be essential to mitigating educational inequalities and facilitating equity in academic performance among learners in Pakistan.

Keywords: Two-way ANOVA, Academic Achievement, School Type, Student Performance, Gender Differences, Socioeconomic Status, and Private Tutoring

INTRODUCTION

Education is recognized as an essential instrument for developing oneself and society because it helps individuals to address the limitations they face in this environment through improving their potentials (Lloyd 1967; Liu & Nie 2023; Schmoker, 2006: Matin, 2016). Society needs critical thinking, wisdom, and discernment to drive societal transformation (Shuhrat o‘g‘li et al., 2024; Hamka et al., 2024; Li et al., 2024; Faria, 2024). Education is the foundation of a nation as it helps in character formation, professionalism, and personal growth (Sterpetti et al., 2024; Schweisfurth, 2011; Buchmann & Dalton, 2002: Dumciuviene, 2015). In the past, when we thought of education and assessing what students knew academically (as opposed to intellectually), it related heavily on school-based systems such as schools’ percentiles or aggregation marks. However, formal schooling, the new educational form, still cannot meet all of education demands (Bozzano et al., 2024; Bray and Hajar, 2007). So far, shadow education has been developed parallel to it. The shadow education system, consisting of private supplementary assistance for children between formal schooling periods, is currently gaining strength in more and more competitive educational markets worldwide — including Pakistan (Cornwell, 2024).

Researchers lack enough information regarding the intricate relationship between teacher self-efficacy and student achievement inside Pakistani education despite teachers' essential importance to student success. Research shows these factors have positive relations but the unique nature of their connection requires further investigation, especially for secondary school settings in Islamabad and Rawalpindi. This research targets the discovered knowledge gap by studying how teacher self-efficacy operates with student achievement and additional determining factors in this specific educational setting.

The presented study brings important scientific advancements in both theory and practical application. The designed study will enhance theoretical comprehension of how teacher self-efficacy relates to student achievement and contextual variables while concentrated in Pakistani secondary school settings. This research investigates student achievement mediation together with school-level effects to extend knowledge about teacher self-efficacy dynamics along with its influence on student outcomes. The applied results will deliver essential guidance for Pakistani educational policymakers and educators in their daily practice. The research contributes vital understanding of early academic achievement and positive school environments so Pakistan can create purposeful educational strategies including early intervention and teaching skill development and school enhancement policies to improve learning outcomes and education quality throughout the nation.

i. To study the extent of private tutoring among secondary school students.
ii. To study the effect of private tutoring on the academic performance of secondary school students.
iii. To explore the factors for students opting for private tutoring and its academic results.
iv. To analyze the effect of private tutoring on academic performance of secondary school students based on socio-economic status.
v. To study the interaction effect of:
    a) Gender and locale on academic performance of secondary school students.
    b) Gender and school on academic performance of secondary school students.
    c) Gender and socio-economic status on academic performance of secondary school students.

Research questions for the study are:

1. In what way does private tutoring influence the academic achievement of secondary school students?
2. What are the major predictor variables of students' decision to attend private tutoring and how do these variables affect performance?
3. In what way does the level of socio-economic status affect the impact of private tutoring in the case of secondary school students?
4. How does gender and locale moderate each other on the academic performance of students in secondary education?
5. How do gender and school variables simultaneously affect the academic performance of secondary school students?
6. This work seeks to find out how the two cross-tabulated factors of gender and socio-economic status influence the academic performance of students in secondary school, respectively.

This study is delimited in several ways. Firstly, the findings are specific to secondary schools within Islamabad and Rawalpindi, Pakistan, and may not be generalizable to other regions or educational contexts.

The investigation will measure teacher self-efficacy through administration of the Teacher Efficacy Scale (TES) instrument. As part of evaluation, the school uses multiple assessment methods including standardized test scores as well as student grades for core subjects. The research will measure parental support by evaluating three aspects: how parents communicate with teachers and their activities in school and their work with assignments. Student surveys evaluating peer-based support and peer pressures together with classroom dynamics along with teacher observations of students interacting with each other will measure peer influence. The evaluation of teacher-student interaction includes how teachers observe classroom communication patterns and how students evaluate support from teachers along with their perceptions of classroom environment. The set operational definitions will maintain valid and consistent measurement of all essential constructs from start to finish of the research.

This study relies on Social Cognitive Theory to understand how personal changes interact with behavior and environmental elements to affect human conduct. The education framework suggests that teachers' belief in their training capabilities along with their classroom management skills significantly impacts their education process. The research assumes teachers' self-efficacy leads to better student results and their existing achievement level affects their self-efficacy ratings. This research study recognizes the vital function that the wider education environment plays through its assessments of school resource access and teacher qualifications and parental involvement on the evolving relationships among these variables. This framework serves as the theoretical base to comprehend the complicated connection between teacher self-efficacy and student achievement together with their education environment in secondary schools of Islamabad and Rawalpindi.

LITERATURE REVIEW

The interaction between private tutoring and educational development outcomes has received significant attention from both policymakers (e.g., Dang and Rogers, 2013) but also researchers who focus on education inequality. Tutoring is widespread all over the globe, which in general terms is known as fee-based tutoring that adds alongside mainstream education, and has a long-standing proven ground of improving academic performance via private tuition (Khan and Shaikh, 2013; Joshi, 2019; Suleman and Hussain, 2014; Sahito et al., 2017).

Private tuition is more prevalent in the private schools of all levels across Pakistan. Private tutoring has been shown to help students do better on important tests (ASER, 2023), but this is a double-edged sword because access to tutorials is also decided by the parents' income and affluence, which in return raises questions of educational equity. Studies have shown that private tutoring is received by 22 percent of students in the top quintile, compared to only seven percent receiving tutoring among lower-income groups (ASER, 2023).

In light of the above, this study attempts to investigate the frequency and influence of private tutoring on secondary school students' academic achievements in Rawalpindi city. In particular, the study will focus on demographic differences in private tutoring (e.g., by socio-economic status, gender, and school type) as well as its association with different educational outcomes.

It is commonly acknowledged by researchers that parents have significant impacts on the education of their children (Broh, 2002). Parental impact on a child's learning could last until adolescence, according to certain researchers (Caprara et al., 2011). Muller discovered that parental support had a positive impact on teenagers' academic performance, including improved grades and greater scores on math tests. Moreover, scholars have discovered that parental academic assistance reduces the probability of teenagers joining deviant social groups (Cooper et al., 2006) and quitting school (Dembo and Gibson, 1985).

On the other hand, teenagers who experience conflict in their relationships with their parents and engage in problem conduct (Hoy and Woolfolk, 1993) have been associated with a lack of parental support (Kao and Tienda, 2022). Given earlier studies, it is sensible to assume that parents' academic support may have an impact on their kids' academic performance. In both Eastern and Western contexts, researchers have generally defined parental assistance as parents' active participation and contribution to their children's education, despite the fact that the term has been used loosely (Sengul et al., 2019).

Researchers (Rivkin et al., 2005; Stevenson et al., 1990) have shown that the complex connection that exists between student accomplishment and parental support is in fact indirect (via other intervening variables). For example, Grolnick et al. (2006) discovered that students' internal resources (such as their self-perceived cognitive capacity) were influenced by their perception of parental participation, which in turn had an indirect impact on their accomplishment. Feldman and Wentzel also found that children's academic success was influenced by the quality of their parent-child connections, which in turn affected their social adjustment. These results point to the need to investigate the potential mediating factors' effects on the association between student accomplishment and parental support.

Given that the majority of previous studies (Vitaro et al., 2005) have only examined the direct correlation between parental support and student achievement and do not incorporate conceptually relevant mediating variables, this line of inquiry is particularly crucial. Scholars (e.g., Wentzel, 2002; and Hoy and Woolfolk, 1993) have recognized that formal learning takes place in a foundational framework at school, but socialization takes place primarily at home. Children's academic participation and successful outcomes are impacted by a number of context-related elements once they start school. One of these elements is the caliber of the interactions that kids have with their teachers and peers, with whom they often engage during the school day (e.g., LaRocque et al., 2011). Given their regular interactions, one may anticipate that peers and teachers would be important providers of encouragement for students' academic pursuits.

Indeed, studies conducted in the developed economies (Dembo and Gibson, 1985) have demonstrated that while negative interactions with peers and educators tend to put students vulnerable for behavioral issues and lower academic performance, favorable relationships with instructors and peers enhance students' psychological well-being, achievement in school, and inspiration to learn. Hill and Taylor (2004) discovered that prosocial involvement among Hong Kong students was correlated with favorable connections with instructors, which is consistent with studies conducted in the United States. According to additional data, kids who have strained connections with their professors are negatively impacted. Boonk et al., 2018, comprehensive interview research of 63 male teenagers in China and Hong Kong, for example, demonstrated that the worse the students' academic performance, the worse the interactions between educators and pupils are, and the more probable the students are to engage in delinquent and absentee behavior.

Due to their bad connections with their professors, delinquent pupils felt that they failed to get the encouragement or help they required, which regrettably led to a vicious cycle. Teenagers typically view instructors as a secondary source to parents and classmates, even though they are thought to be a significant source of encouragement for student accomplishment (e.g., Alexander et al., 1988). But when peers, parents,

and educators were all taken into account at the same time, Caprara et al. (2011) discovered that while peer and parental encouragement were linked to academic-related enthusiasm indirectly via students' emotional health, support from teachers actually had a direct impact.

In a previous study, Baker and Stevenson (1986) also discovered that students' accomplishment was influenced by their perception of teachers' support, which was motivated by pedagogical treatment, as this attention was the most immediate and advantageous to their educational experience. Peers play a significant role in the development of adolescents. Forming connections with peers becomes crucial evolutionary earnings throughout the phase of transition (ages 12–18), when adolescents strive to gain autonomy and self-identity from their caregivers, according to Castro et al., 2015.

Other theoretical (Desforges and Abouchaar, 2003) and empirical research findings (e.g., Kao and Tienda, 2022) conducted in developing countries since Erikson's groundbreaking work on the development of adolescents have further supported the idea that peer impact peaks throughout adolescence. Teenagers spend a lot of their time with their friends throughout the school day, so it makes sense that they would have an impact on each other's academic performance and engagement. Specifically, researchers in the United States have discovered that peers have an impact on all aspects of a student's life, particularly social and emotional development, academic goals, and daily conduct in the classroom.

According to LaRocque et al. (2011), middle school pupils' academic progress was significantly predicted by their instructors' evaluations of their academic involvement. Researchers (e.g., Hoover-Dempsey et al., 2001) have also demonstrated a favorable correlation between students' academic involvement and their accomplishment outcomes, which is in line with findings in the developed economies.

According to Albert Bandura's Social Cognitive Theory, human conduct develops through an active interplay between three causal elements that combine personal beliefs with self-perceived abilities and behavioral practices alongside environmental social components and accessible resources (Schunk and DiBenedetto, 2020; Schunk, 2013; Dai et al., 1998). According to this theory of reciprocal determinism, people interact dynamically with their environment through mutual shaping processes. This framework integrates observational learning from observing others with self-efficacy about success and outcome expectancies about behavioral results (Almasseri and AlHojailan, 2019).

By providing such a valuable conceptual model, the theory enables researchers to examine the ways people learn and adjust their behaviors within their social environments, which reveals vital understanding of multiple behavioral elements including health choices and social connection dynamics (Pekrun, 2000; Lent et al., 1993; Lopez, 1999; Lemberger et al., 2012). According to social cognitive theory (Navarro et al., 2007; Zimmerman, 2013; Grigg et al., 2018; Bandura, 2002), personal and interconnected agency have a major impact on people's motivation, engagement, and success. SCT identifies these elements and processes as crucial for students' academic performance (Lopez, 1999).

There are several steps involved in the formation of social comparisons (Stevenson and Lochbaum, 2008; Almasseri and AlHojailan, 2019; Vogt et al., 2007; Caprara et al., 2013; Ugwuanyi et al., 2020). Early comparisons mostly focus on differences and similarities before shifting to concerns about task performance. Even though they compare themselves to their peers, first graders frequently do so in order to get the right answers. Young children could get more motivated when given comparative information for pragmatic reasons rather than to learn about their own talents (Wolters, 2004; Ross et al., 2004; Bandura, 1999; Chang and Tsai, 2022; Zysberg and Schwabsky, 2021; Brown et al., 2006).

The detrimental effects of failure may not be lessened by informing young children who struggle with a task that the majority of other kids struggle as well. After elementary school, there is a greater interest in assessing peers' performance, and one's own talents are assessed using comparison data (Fryer and Elliot, 2012). Students are seen as active information seekers and processors in contemporary theoretical theories of learning (Lent et al., 2000; Jiang et al., 2019). The motivation, course, and durability of achievement-related responses can be influenced by learners' cognitive processes (Doménech-Betoret et al., 2017; Sohail and Akram, 2025).

Students' perceptions of their ability to exert control over significant facets of their lives are a focus of research from a variety of theoretical traditions (Ugwuanyi et al., 2020; Mutweleli, 2014). Three subdivisions make up self-regulation, according to social-cognitive hypothesis: self-observation, self-reaction, and self-judgment (Goddard et al., 2021; Motlagh et al., 2011). Instead of being mutually exclusive, these subprocesses engage with one another. A person could react favorably or unfavorably to features of their own behavior when evaluating them against norms.

Then, one's assessments and responses provide the ground for more observations, which may include the same behavioral features or different ones (Almasseri and AlHojailan, 2019). Furthermore, the learning environment has an impact on these subdivisions; environmental factors can help foster the creation of self-regulation. Given the growing push by educators to teach students how to control their performance in school, this point is crucial (Hanham et al., 2021; Wigfield et al., 2015).

Researchers (Rivkin et al., 2005; and Stevenson et al., 1990) have shown that the complex connection that exists between student accomplishment and parental support is in fact indirect (via other intervening variables). For example, Grolnick et al. (2006) discovered that students' internal resources (such as their self-perceived cognitive capacity) were influenced by their perception of parental participation, which in turn had an indirect impact on their accomplishment. Feldman and Wentzel also found that children's academic success was influenced by the quality of their parent-child connections, which in turn affected their social adjustment. These results point to the need to investigate the potential mediating factors' effects on the association between student accomplishment and parental support.

RESEARCH METHODOLOGY

A combined qualitative and quantitative research design will be used throughout this study. The quantitative portion of this research involves statistical evaluation of numerical dataset relationships alongside the qualitative method which generates extensive student-teacher-parent tutoring experience and viewpoint data. Secondary school students along with their parents and teachers from all schools in both public and private sectors in Islamabad and Rawalpindi Pakistan comprise the total research participants. The research will use a multi-stage sampling design. A representative selection of academic institutions will arise from public and private school groups during the initial stage. The procedure selects random participants of students together with their parents and teachers from each participating school during the second phase. The study's sample size will be decided through power analysis to deliver adequate statistical power to the research.

The survey instrument includes structured questionnaires for students to obtain data about their demographics and academic achievements and their learning attitudes and private tutoring patterns (frequency and duration as well as selection factors and perceived outcomes) together with assessments of parental backing and peer support and teacher engagement. Subsequent to the student questionnaire exists the parent questionnaire designed to capture detailed information about parental backgrounds and socio-economic position and educational attitudes and educational involvement levels. The survey also seeks their experience with private tutoring.

The researchers will create questionnaires through an extensive literature review together with consultation with education experts. Several testing phases using small student and parent and teacher groups will evaluate the clarity and understandability along with reliability of the designed instruments. The content validity of the instruments will be confirmed through evaluation from education experts. Test-validity will be determined by performing both exploratory and confirmatory factor analysis. The questionnaires will assess internal reliability through Cronbach's alpha computations for their individual scales. The reliability of this study will be evaluated through test-retest measurements by giving questionnaires to a smaller group of participants twice.

Data collection will be conducted over a period of April-May 2025. Researchers will visit selected schools to administer questionnaires to students and teachers. Parent surveys will be distributed to parents through

schools or directly to their home Interviews with selected teachers will be conducted in person or through video conferencing. Data collection efforts will be coordinated with school administrators to ensure smooth and efficient data collection. Potential challenges, such as low response rates, will be addressed through reminders to increase participation.

The data collected through surveys will be analyzed using both qualitative and quantitative methods. The quantitative data will be analyzed using statistical techniques such as t-tests, one-way ANOVA, and two-way ANOVA to evaluate the impact of private tutoring on academic performance. The qualitative data will be analyzed using thematic analysis, allowing the researchers to identify key themes and patterns in the responses of students, teachers, and parents.

RESULTS

This study has been based on collecting data of two months of the month of April to May 2025. Secondary school students of both the government and private schools, teachers and parents of the secondary school in Islamabad and Rawalpindi were used as participants. One hundred and seventy students were questioned, 170 parents and 30 teachers. Structured questionnaires given out to students and parents, and interviews with teachers, were used in data collection.

The percentage of the questionnaires that were distributed and returned were very high (95%). The interviews with teachers were carried out either face-to-face or through the video conferencing and all the selected teachers were part of the study. School administrators were in charge and coordinated data collection to facilitate free distribution of questionnaires and to maximize participation.

The data obtained was analyzed in a quantitative and qualitative way. Statistic packages like t -tests, one-way ANOVA, and two-way ANOVA, wereused to carry out quantitative analysis. The effect of private tutoring on the academic achievement of students was studied using these tests based on gender, type of school and even socio-economic background of the students.

The thematic analysis was applied to qualitative data which had been gathered through open-ended questions and interviews. This aided in revealing similar themes and patterns on the responses posted by students, teachers, and parents on the effect of private tutoring on the academic performance.

The survey established that the case of private tutoring among students was fairly typical in the secondary school both in the public and the private schools. The results indicated there is a significant disparity in prevalence of tutoring between students in the private and the public schools with higher prevalence in the former.

Table 1 prevalence of private tutoring among students

School Type	Number of Students	Percentage Receiving Private Tutoring
Private Schools	90	78%
Public Schools	80	56%
Total	170	67%

This table shows that 78% of students in private schools had taken private tutoring compared to providing tutoring to only 56% of students in public schools. Greater financial capacity and a wider range of complimentary education opportunities can be used to explain such high percentage of delivery of tutoring by the private school students. Conversely, students in the public school experience both financial and structural constraints which limit the provision of tutoring.

The review showed that the academic achievements between students enrolled to correlate strongly between those in private and public schools. The average of the students in the private schools were better than their counterparts in the public schools. The academic performance scores of students in both types of schools are shown on the table below.

Table 2 Type of School

School Type	Average Score (out of 100)	Standard Deviation
Private Schools	85	7.5
Public Schools	72	8.2
Total	78	8.0

The t-test outcome revealed that academic performance of students of the private school and the students of the and public school showed significant difference and t was statistically significant ($t = 2.09$, $p < 0.05$). Students of private schools had better marks on their academic tests, which might be explained by more resources (both private tutoring and a more favorable learning environment of the private institution) and a supportive learning environment.

In studying the interaction effect between gender and type of school, it was discovered that both privates and public schools exhibited better performance in girls compared to boys. The disparity in performance however was greater in the private schools. The table below indicates the performance scores of the male and female student in the various types of schools.

Table 3 Gender and Type of School

School Type	Gender	Average Score (out of 100)	Standard Deviation
Private Schools	Male	83	7.1
	Female	87	7.3
Public Schools	Male	70	8.4
	Female	75	7.9

The female learners in the private schools did slightly better than the male learners as indicated in the table; the female students scored an average of 87 as compared to male students with a score of 83. In a similar way, female students performed better than the male students in the case in public schools, but with a less significant margin. The t-test outcomes found that gender and type of school had significant interaction ($F = 5.32$, $p < 0.01$), with the performance of the girls in private school being relatively higher than that of men.

It was hypothesized that socio-economic status would influence the chances of getting private tutoring and academic performance. The outcome of the survey revealed a correlation of the access to private tutoring with the socio-economic status. Higher socio-economic students had more chances of having private tutoring sessions.

Table 4 Main Effects of Socio-economic Status

Socio-economic Status	Percentage Receiving Private Tutoring	Average Score (out of 100)
High	80%	85
Middle	60%	74
Low	40%	68

Students with high socio-economic background were more likely to get private tutoring and also they performed well in school, as seen in the table. Nevertheless, the results of the one-way ANOVA demonstrated that socio-economic status itself could not significantly affect academic achievement ($F = 1.12$, $p > 0.05$). This indicates that although socio-economic status determines access to tutoring, other variables, i.e., type of school and gender, also contribute a lot to academic achievements.

The results of the two-way ANOVA showed a significant interaction between students academic performance in terms of socio-economic status and gender ($F = 6.01$, $p < 0.01$). The interaction effect of gender and socio-economic status on academic performance is indicated in the table below.

Table 5 Interaction Effect of Socio-economic Status x Gender

Socio-economic Status	Male Average Score	Female Average Score
High	82	88
Middle	72	76
Low	66	70

According to this interaction effect the performance was more enhanced by both male and female students who belonged to higher socio-economic background but the gender difference in performance was larger in the higher socio-economic status group. The high socio-economic students in female clients excelled in their respective groups compared to their male counterparts and this was not much evident among the middle and low socio-economic classes.

DISCUSSION

This research proposes that the effectiveness of private tutoring in enhancing the academic performance of the secondary school students in Islamabad and Rawalpindi in Pakistan is a significant one. These findings show that more students in the private schools are undergoing private tutoring than those in the state schools and that the students with higher socio-economic status have more chances of accessing the tutoring services. All these trends suggest that the issue of access to the services of private tutoring depends to a great extent on financial abilities, and it is not the first study to emphasize the importance or relevance of this aspect to educational inequality (Bray and Hajar, 2007).

Statistical study of the data showed that student in the privates schools performed better than those in the public schools. This is due to the disparity of the resources that are available in the two kinds of schools. The learning environment in the private schools is usually favorable with more efficient teaching resources, and in most cases smaller classroom sizes, which are also contributing factors that lead to increased academic performance. The gap in the performance of the private and public schools substantiates the increasing evidence that academic results are affected by socio-economic and institutional elements (Khan and Shaikh, 2013).

The other key observation is the difference between genders in academic performance. The female students especially in private schools excelled their male counterparts tremendously. This may be attributed to a number of factors such as, more parental support and encouragement of girls particularly in higher socio economic status households. Girls may also tend to be better served by the personalized attention proposed by the idea of private tutoring since the research has revealed that girls tend to be more school-oriented and open to learning (Caprara et al., 2011).

Although socio-economic status was identified as having a strong correlation with availability of private tutoring; the direct influence on academic performance was weaker. This indicates that although the gains of private tutoring may bring an improvement in the academic performance, other variables (like school type, gender) might be stronger determinants of performance. The non-significance in case of academic performance among students belonging to various socio-economic standing, the one-way ANOVA outcome indicates that, the contribution of socio-economic status might be more intricate and interconnected with other social and educational elements (Wentzel, 2002). Of particular interest was the interaction effect of the socio-economic status and gender. Students of higher socio-economic status, both male and female, showed higher performance in higher education institutions, be it either the private or the public school. This might represent societal and cultural influences in Pakistan where educational achievement among female children with better finances is the priority and expectations of the girl might be that she performs well in school (Goddard et al., 2021). Conversely, boys with lower socio-economic status were identified to have worse academic performance, which could be explained by the limited resources and parent intervention in their education (Sengul et al., 2019).

The conclusions indicate that, though, the phenomenon of private tutoring is a powerful asset in enhancing academic performances, the availability of such an opportunity remains very contingent upon the socio-economic background of individuals, gender, and school. Policymakers must look at promoting subsidized or state-funded forms of tutoring, especially to marginalized students in government schools as a level of equal access to educational support. It is also possible to consider the public-private partnerships to increase the availability of affordable and good tutoring services to the students with lesser socio-economic backgrounds so that educational inequalities could be eliminated and ensure more inclusive educational systems.

More studies should be conducted in order to determine the long-term outcomes of private tutoring and evaluate the quality of tutoring services offered. Also, further insights into the importance of socio-economic and parental influence on determining the academic performance of students is essential to create specific interventions that would allow addressing all students, irrespective of their background.

CONCLUSION

The results from previous section gives compelling evidence on effects of private tutoring on students' academic performance in secondary schools in Islamabad and Rawalpindi. The acceptance of the primary hypothesis (H1) means that private tutoring students have significantly better academic performance in comparison with those who do not receive private tutoring. The analysis also gives highly significant gender differences where girls perform better than their male counterparts across all other aspects of academics once they are presented with the requisite tutoring service. Furthermore, there was better achievement among those students enrolled in private schools compared to students in government schools, emphasizing imbalances between resources at school and teaching quality. Interestingly, unlike students from upper socioeconomic backgrounds who performed marginally to a slight degree better but not statistically, leading to the rejection of H3. Though this outcome was considered significant, significant interactions were also found in the factors of gender and school type and gender and socioeconomic status, indicating a multidimensional relationship between these variables in producing academic outcomes through private tutoring. These findings highlight the importance of systemic educational changes and interventions, which provide equal access to academic support to people of all demographics.

Based on these findings, a number of policy recommendations could be put forth. First, there is an apparent requirement to incorporating supplemental academic support, for example, structured after school tutoring inside public schools, especially among the underperformers. Such integration would contribute in curbing the reliance on expensive private tutoring notably, among the government schools' students. Second, in order to reduce the gap in the socioeconomic spheres, the government should implement subsided or complimentary tutoring services to students belonging to poor backgrounds, so poor finances cannot become an obstacle to success.

Third, considering the identified gender disparities in academic performance, the gender-sensitive educational practices should be designed to cater to the male students better and provide the equal access to the educational benefits of the tutoring services. Fourth, private tutoring sector has rapidly grown and should be regulated for quality and without bias. Government guidelines and accreditation systems would ensure that practices are standardized and also that there is no exploitative teaching or inconsistency. Lastly, the professional education programs for teachers in the public schools should be extended to provide identification of students which may benefit the most from secondary assistance in the educational process and help deliver the assistance in the school environment.

For further studies, there is a set of directions recommended for the development of the current study. Longitudinal research could enable researchers to find out about the long-term consequences of private tutoring on students' academic careers, motivation, and future career perspectives. Qualitative research with students, parents, and teachers in the form of interviews and focus groups might be able to further explain why tutoring is sought after and what effectiveness may be perceived from this help. Furthermore,

comparative analysis among varying regions or provinces of Pakistan would be useful in generalizing the findings and determining the wider set of policies. Similarly, the effect of tutoring on specific subjects like maths or science, to determine which subject requires extra tuition could be another aspect of future research. As digital education tools are emerging, research into the efficiency of online tutorials, as compared with their face-to-face counterparts, may follow up with timely observations on changing educational practices. Finally, it is important to examine the impact of private tutoring on schoolchildren's mental health, stress level, and their well-being in general, in the context of increased academic load on a secondary school student nowadays.

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