THE TUTORING PHENOMENON - AN EXPLORATORY STUDY

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Introduction

At the origin of the idea to approach an exploratory study of the social phenomenon of tutoring in Romania, initially was found a series of conclusions who were detached after the debates about the quality of primary and secondary education in Romania, that was held with students from various faculties of the University Center Craiova.

From the analyse of the principal press articles with about this subject, posts, commentaries, blogs or even tutoring offers, it retains the attention over the of opinion polarization about the utility in accessing the additional preparation, actuality and the necessity of fiscal requirements of these activities, also the most opinions that were explicated in online by the teachers highlights the immoral character of additional preparation that were hold with their pupils from class.

This study does not following to express useless assertions "as value" about the normality of fiscal requirement of any services carried out systematically are bringing additional revenue constant. We are interested to find those areas over which it must intervene to increase the chances for quality education and training the students, given their interest in personal development and professional development.

The tutoring in Romania - a radiography of the moment

Analysing the subject of tutoring separated from the school programs, manuals and teachers' formation is representing from the beginning a step that its assuming a considerable limit. All of them are systematically interrelated, but the structuralism of our approach has as right aim to highlight its part of tutoring, its analyse, for the purpose of subsequent knowledge of the subtile manners in which they are bound and are influencing the others.

Past

Obviously that from the moment of the first appearances of humanity's cognitive accumulation has existed both persons who are willing to knowledge and persons who are willing to share. We will not inventory here, how in the present, the assimilable preparation of the tutoring in the present has evolved over the historical epochs.

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Of interest for us is a perspective of Romania's modern cultural history over the tutoring phenomenon, situated in agreement with our epistemological vision, presented by Mihai Maci, lecturer at University of Oradea (8).

According to this, in the period 1970-1980, in Romania had increased competition to acceptance to Romanian faculties, where the diploma of superior studies was the most efficient way of a faster urbanization, associated on consequently way with increasing the difficulty of entrance in exams (in the 80s, the exams begun to be more technical and mechanical in oder to have a rigours tiebreaker of what the period ment „the reality of 20 candidates on one single place") is consisting the favorable context to a rigorous tutoring. In that period, practically, the exam was reduced to a verification of the correspondence between the written text in the exam's paper and the existent text in the manuals' page, fact that had led to an explosion in the industry of tutoring (8). A careful analyse of the moment is allowing us to affirm that was the beginning in declining the apogee of what creativity and imagination meant in favor to promote the capacity to memorize, frequently mechanical, phenomenon that is still continuing in many schools and here and there in the Romanian University centre. The impact in the plan of philological development and the conceptions evolution about performance in learning remains negative and major (Vlăduțescu, Bunăiașu & Strungă, 2014; Vlăduțescu & Smarandache, 2014).

The teachers (especially in high schools and Universities) did on personal account and on their personal benefits a job which the school was less capable to do in that timeThe tutoring were increased the level of knowledge and education on the fund of minimal investation in the educational system (8). However we appreciate that this had negative and lasting effect over the majority professors from Romania on the notion's content of *learning* and *knowledge* and is continuing to exercise a devastating influence over the formation of students personalities, becoming just a harsh reality of the mnemonics manuals, commentaries and tip-problems from the collections represent, in psychological plan, an interior exercise of precise adequacy to an exterior solicitation, a step of learning conditional to a formulation of a prompt response and efficiently to an order (8).

„This exercise of the discipline' absurdity (of learning text by route, formulas and phrase as flat as they are abstract), of the obedience of type *perinde ac cadaver* (that is consisting in reproducing mot-à-mot of the learned text), *was*...even worse, ***is***...(n.a) in the last instance, an efficient exercise in learning the young what is subjection and obedience" (8).

In accord with Mihai Maci, we consider that „the teacher, in his turn, is reduced to a simple role of repeater. Is clearly that in this game, his knowledge is not entering in his domain....; he had to teach the pupils according to the manual and the debiting it in imposed formulas for the exam. But just practising-as author of manuals, commentaries and subject for examn and as tutor and corrector-always that discipline of repetition where the teacher reaches to substitute his

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thinking with a mechanical formalism. To fall from the liberty of thinking and from the Balkan'scharmto a formulation in the formal stereotypical manual-this was the destiny of the teacher in the years '70-'80...A culture of manual, commentary and tutoring" (8).

Returning with the analyse in the present, does we are notfinding in many cases perfectly encase semanticaly in the lyrics of the poem *Gloss* by Mihai Eminescu, „*Time will come and time will fly; All is old, but new in kind;...*?"

A financed study by European Committee shows us that in Romania, in the year 2007, 27% from the highschool's pupils did tutoring, in 2010, 50% from the adults questioned said that they hired private teachers for their children and that, in the same year, 30% from the students that were doing tutoring with their teacher from the class (Bray, M., 2001), (7).

Present

In the present, in Romania, these activity of supplying educational services, which are bringing constant incomes are not governed. Supplementary preparation by pupil's teachers it was going to be sanctioned. However, the provision was excluded by the new Law of Education right before it was adopted (1). Thus, in the present there is not any regulation where the teachers who do tutoring their pupils from class can be sanctioned, but they are remaining in an interest conflict.

Instead, it was elaborated „*Cod de etică pentru învățământul preuniversitar*" that is functioning, as it is mention in art. 2, „as a moral contract between parent/legal tutor, pupils, local community and differing class of staff from primary and secondary educational system, but as a standards' system of collegial conduits too, capable to contribute to the institutional coesition and groups of implicated persons in educational activity, through the formation and maintaining a climate based on cooperation and competition after correctly rules" (2). We do not consider necessary to add any furthermore comment.

Another moral and legal problem is representing by the state taxes and the releasing a receipt for the payment service provided. Thus, according to a study that was realised by the Fundația Dinu Patriciu, „just 9% from pupils are receiving the receipt for tutoring" (3).

However, according to the data of National Agency of Fiscal Administration, in 2014, at local level, the number of teachers that had declared their obtained incomes from tutoring had reached, comparative with the previous year, with approximately a fifth from 2.167 taxpayers, to 2.577 (12). The same site (12) presents a repartition on counties of the number of teachers that had declared the obtained incomes from tutoring to be taxed. Thus, 275 of persons had declared incomes from this type of activity in București and Ilfov county, 309 in Ploiești, 310 in Iași, 205 in Craiova, 132 in Brașov, 227 in Galați, 899 in Cluj and 220 in Timișoara (12).

Obviously, these number don't reflect the reality, fact revealed as we will see by our study. In the last years, the tutoring has known organized forms

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underway, similarly with the situation from the other european and asian states. It appeared these private centres of education, complementary with the state's education institutes that are addressing to primary and secondary school, but also to the adults. These processes are working in general in the big cities where the family are affording to pay between 70 and 120 lei by tutoring session (10).

A realised study by Daedalus Millward Brown in the year 2008 has evaluated at 320 millions euro the market of tutoring from Romania, and the researchers has observed that in two years has registered an increase by 60%. The calculation are relative, and the amounts are probably higher, many teachers are refusing to recognize the phenomenon (14). Untill the present, many attempts of the Romanian state to taxed the incomes by the tutoring market had fallen and it remained just the variant of coercition.

Our study is proposing a possible solution, but it deserves to remember the other solution from the european states as France who „managed to include the tutoring in a larger category of services that are performed at the beneficiary's home, in which we find housekeeping, gardening or baby sitting" (14). We appreciate a change of a legislative authority strategy meant to convince the parent to accord financial stimulants in way to work with *authorized providers*, and would lead to an increasing occupancy, but also to a higher budget revenues.

Through the formation of some accreditation and control committees specializing in support of assistance service at person, obligated to take the legal steps both in terms of taxes payable by the provider and by organizing of a tax system fiscal deductions for the beneficiary, the state would benefit in centralizing and convergening for all the services and obligations in the specialised organisms (14). Germany and Spain are proceeding in the same way where the control of fiscal regularity is proving to be more simple and efficient.

About the pheonomen of tutoring in the world

Obviously, the phenomenon of tutoring is not one Romanian specifically. Schooling "in private" is in expanding in Europe and Asia, (15). Some indicated numbers by an European Committee study shows that:

-in 2007, in France, in the large highschools from Paris, approximately 75% from pupils were following private courses;

-in 2010, in Germany, 14, 8% from total number of pupils were tutoring;

-in 2000, in Greece, 50% from pupils were tutoring since the first year of school. In 2010, almost all the pupils that were in the last year were tutoring;

-in 2011, in Hungary, 60,5% from the pupils were tutoring in the secondary cycle of education.

The estimated amounts were spending annually by the european pupils' parents for tutoring their children (6), (15). Thus:

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	Country	Study/estimate year	The anual value estaimed by the tutuoring market
1.	Austria	2010	126 millions de euro
2.	Cyprus	2008	111 millions de euro
3.	France	2007	2.21 billions de euro (with a raised 10% on year)
4.	Germany	2010	942 to 1468 millions de euro
5.	Greece	2008	952 millions de euro
6.	Italy	2010	420 millions de euro
7.	Romania	2010	300 millions de euro
8.	Spain	2010	450 millions de euro

Tabel 1

The same study of the European Committee catches the attention that if the phenomenon is left unattended, it will have consequence by dividing the social classes (Ionescu, 2005).

We appreciate that the situation is becoming alarming in the context of institutionalization and franchising the additional courses, of preparation in transforming this type of tutoring in business (Ionescu, 2013; Dumitru, Motoi & Budica, 2015). The economical entities are contributing equally to field's taxation, as well as the educational widening gap and training between rich and poor. To this result, it is contributing the tacit acceptation of the interest's conflict generated by the fact that the same teachers who are teaching both in public education and private competing companies.

The cited study (6, 15) highlights the practice of tutoring granted by teachers from the class is ”problematicaly”, adding the risk that ”the teachers are reducing the effort in the class with the purpose to raise the number of the pupils who will request their services outside the school”, also to the pupils who participated in tutoring are suffer of favoritism.A special situation identified during our investigation by documenting theme is the particular case of South Korea.In this country, the educational program is 7 days and the school supplementary preparation daily is until late hours, it is an institutionalized practice as so-called ”Academies of tutoring” that are function over school hours (named as ”hagwons”) (20).

This phenomenon of ”educational masochism” (11) is existing in South Korea and it is generated on the one hand by the part where the pupils are signing up in oder to access in one of the three top Universities from the country, by the poor level of quality in educational offers, and on the other hand by the pressure of the parents in the race for a better education for their children. After a year of preparation, with 14 hours by day of tutoring, approximately 70% pupils are succeed to be accepted to one of the three top university from South Korea. The medium price payed by a parent in tutoring his child is 2600 dollars a year.

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Thus, South Korea is considerated the apogee of the extreme education and it is on the first place for the obsession in education in a ranking realised by Pearson, with the support of Economist Intelligence Unit, about of the performance educational system (20)...but sometimes not so efficient!

Through comparative, the experts are considering the Finland's example which is the single european country where its pupils obtained constantly comparable result with the South Korean at the tests for the pupils of 15 years old, coordinated by the Organisation For Economic Cooperation and Development. In Finland, the expenses for the public and private education system are combined for a pupil and it is representing a smaller amount than for a student from South Korea and just 13% from Finland's pupils are tutoring after school.

Study and interpretations

Starting from these premises, we propose that through this study to identify the possible causes of this social phenomenon, its positive and negative valances, the aspects of ethical and moral order that are staying on this base, also to formulate several proposals regarding possible solutions that we will lead to limitaiting/eliminating the negative consequences.

In the psihosociology's acceptance, ”tutoring with the teacher from the class is consisting a phenomenon named *tolerated deviance*, where everyone know that the ethical, professional and legal (we may add) standards are breaking, but the implicated people-teachers, parents and pupils-maintain a tacit accord that is bringing secondary benefits: material for teachers and symbolical for children and their parents” (16).

The problem is that people are not understanding the serious consequences of tutoring, the most serious cause is that the grade from the class is not reflecting the reality and often, parents are surprised by the obtained result of their children at the national exams (16).

In this context, 300 students of the first year (the university year 2015-2016) from different faculties from University of Craiova had accepted to be the subjects of a research's explorer based on questionnaire, where their offered responses (in quality of recent ex highschool students) made the object of a generating interpretations of interesting conclusion.

Thus, we keep that 271 from they (90,3%) were tutoring in the period of highschool. The percentage is important and it shows that the tutoring is consisting on a parallel national educational system (we are not convinced that the term ”complementar” is corect choise). Plus, we don't have the number of pupils that were tutoring, but they didn't manage to become students from various reasons.

Our study has become interesting to identify which are the disciplines that the pupils were tutoring. So, we identify the following disciplines: mathematics (198 from the cases-73%), foreign languages (173 from responses-63,8%),

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Romanian language (157-57,9%) and other disciplines (51-18,8%). We ascertain from this analyse of these numbers that many subjects were tutoring to more than a discipline.

We wished to find what are the reasons that are staying at the decision base in accessing this modality of tutoring (we may add, without to develop the subject, to the detriment of individual study).

A analysis of this reference phenomenon realised in online, it shows us that the tutoring can be divided in many categories, but the most relevant are:

a) the necessary tutoring to promote the class (the pupil is weak at a discipline or he is disinterested for the discipline);
b) ”fițe” tutoring (the pupils don't need, but the other colleagues are doing it, and in many time the chosen teacher has the most high price because the parents are affording it);
c) Tutoring for performance (the pupil is participating in contest and he likes to be one of the best);
d) Tutoring for an exam (they have a unique and clearly aim, promoting that exam).

In this context, the 271 subjects of our study that were questioned regarding the causes that determined them to be tutoring, offered the responses which we organized in this way:

-for better grades at National Evaluation, Exam of Capacity or Bacalaureat;
-because the teacher didn't explain the discipline well;
-to know more;
-to promote the exam of admission in superior educational system;
-to performe at olympics and school contests;
-because their parents wanted to.

In this moment, we don't consider important to identify which responses has the highest percentage. We just withhold the fact that a signification number of answers (83-30,6%) that the definitely decision was ”the teacher don't explain well the discipline”, but the causes may be multiple and easily to be intuitive.

Also, we mention another posts that was identified online and it is about that ”the teacher teaches (or he manages to teach) in the class just a part of the school program and by that, he put pressure as on pupils as on parents in order to appeal to tutoring...” (13). We didn't consider this satisfying and we proposed to refine the investigation of the teachers' reference for behaviour cause.

Starting from the extracted observation from the online according that „it may exist conditioning/determinating a situation of the pupils or parents where the teachers to appeal to tutoring with the pupils from the class” (13), we had addressed to our subjects the question: ”did you felt conditioned by the grade received from the teacher which you participated to tutoring?”. Even if may seem that we see from a subjectivism part, the answers are alarming, 63 from the subjects (23,2%) were answered affirmative, 182 (67,1%) negative and 26 (9,6%) didn't have a clearly answered.

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We managed to find out if the pupils' evaluation was influenced by the participation to tutoring, specially with the children from the class. At the question ”the teacher were objective in the evaluation of those we didn't take part at their tutoring?”, the subjects answers don't need any furthermore commentary: 122 (45%) answered yes, 129 (47%) no and 20 (7,3%) don't know.

A more serious problem is that in this condition, in our study, at the question ”who you were tutoring?”, the 271 subjects had formulated answers that shows us that 178 (65,6%) were tutoring with the teacher from the class, 64 (23,2%) with the teacher from the school, 43 (15,8%) with the other teachers and 27 (10%) with other persons.

The teachers behaviour associated with this phenomenon can fit at facts of corruption, while being contrary to the rules of integrity about the job as a teacher (Negrea, 2014; Mogonea & Ștefan, 2014). It may seem obviously that in this situations is circumscribe the conflict of interests in education where instead of banning them, to sanction them, we just tolerated them and we ”teach it” as life lesson for the children and young people where it result that is representing a motivational break in the effort of auto-learning, auto-educationing and auto-formating (Ștefan, Bunăiașu & Strungă, 2012; Siminica & Traistaru, 2013; Bușu, 2015).

We wanted also to find what is the satisfaction grade of the pupils in the report with the information and knowledge acquired in tutoring. In this sense, our subjects were asked to give a note from 1 to 10 (on a Likert Scale) for the quality of the tutoring received. The conclusion from the analyse of the answers is eloquence: the satisfaction in the case of those who were tutoring by the teacher from the class was appreciative to a 6,5, for the teacher from school they have 7,8, for the other teacher an 8,8 and for the other persons with 9,1.

In this study, we asked the problem of evaluation's objectivity given by tutoring. We asked the 271 subjects what was the difference between the grades from the final evaluation from tutoring and from National Evaluation, Capacity and Bacalaurent; the answers are highlighted in the following tabel:

Difference	**Number of answers**	**(%)**
0 – 50 hundredths	61	22.5
50 hundredths – 1 point	78	28,7
1 point – 2 points	113	41,6
Over 2 points	9	3,3
I don't remember	10	3,6

Tabel 2

According to the affirmation of the subjects, we observe that the differences emphasize a medium objective that is reflected as a difference on a medium value as 1 point. What is bringing the attention is the number of 113

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answers (41,6) which places the difference between the grades from final evaluation from tutoring and from National Evaluation in 1-2 points.

Although we don't evidentiate the necessity of fiscal requirment, the obtained incomes from these activity are consisting the object of the research, we included in the questionnaire administrated by our subjects who participated at the study the following question: ”Did you receive receipt for tutoring?”. The answers did not permitted any furthermore commentary: Yes-3; No-268.

In order to get incomes more and more high, the teachers are not tutoring just to a single pupil, in fact they are organizing the children in groups. We asked our subjects: ”how many persons were you in the tutoring group?”.

Number of person - tutoring group	**Number of answers**	**(%)**
1-2 persons	83	30,6
3-4 persons	131	48,3
For 4 persons	57	21,1

Table 3

Conclusion and propouses

In Romania there are teachers with complete department who offer supplementary courses to raise their incomes; often this activity require tutoring with their own pupils from the class.

In many cases, the teachers who are tutoring are getting used to give to pupils higher grades that they deserve in order to show the parents that they don't pay in vain and that the children are learning there. The all scenario is reveled by the grades that children are obtaining at National Evaluation, Bacalaureat and examn of acceptance to faculty (Dima, Man & Vladutescu, 2012; Staiculescu, Enachescu & Dobrea, 2014; Maciuc & Ștefan, 2016).

Also, it is known that the teachers who are tutoring their pupils are not declaring their supplementary incomes.

We don't contest the positive values and valances that the tutoring has over the pupils, which they take part to this supplementary form of education for different reasons (Voinea, Busu, Opran & Vladutescu, 2015; Teodorescu & Busu, 2015; Voinea, Negrea & Teodorescu, 2016).

We will not undertake any SWOT analyse of the phenomenon of tutoring in Romania. There are some advantages, but also disadvantage, it exist pro and contra argument-all are caught in online (Călin & Bunăiașu, 2010; Bunăiașu, 2014; Bunăiașu, Vlăduțescu & Strungă, 2014) .

We withhold the *advantages/arguments of pro-tutoring*:

- cover the existence gaps in pupil's knowledge;
- raising pupils confidence, regaining the taste of success and the pleasure in knowing;

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- ensuring the access to a performance for the pupils that are attending scholar contest and olympics;

- to compensate for lack of skills and interests expressed by some teachers in the classroom;

- ensuring fulfillment of passion and the thirst for knowledge that some students have in relation to a material or another;

-compensating for missing/lack of discipline in the curriculum needed to pass entrance examinations in some colleges 'niche' (see architecture).

Disadvantages/contra-tutoring arguments are grouping in:

- legitimizing through in action of the phenomenon of interests conflict in the educational system in Romania;

- unfairness and subjectivism of collaborating with forgery of correct feedback in the evaluation of the majority of teacher that are tutoring with the pupils from the class or from the school;

- favoring the emergence of inappropriate and immoral behavior by the teacher, in the approach to have many students in tutoring (pupils paradigms who are going to tutoring just that they will not ”fail” and that for teachers to not take "grudge" - everything in order to raise their incomes) (18);

- the inefficiency of a group that has more than 2 pupils;

- tutoring may destroy the appetite of individual learning and it may favorizing the mechanical learning (pupils are learning just what they are receiving);

- attracted by material gains and marked by difficulty of leaving the "comfort zone" in teaching's effort, he loses his professional interest to teach pupil how to learn;

- appearance, in cases of parents and children to a frustration of material order, generating by the families with modest financial resources.

As we affirmed at the beginning of our demarche, our study, through the analyses and conclusions, is proposing to constitute the studied phenomenon, in an addressed message to decidents from the education, but also to present a series of proposes for possible solutions, organized under a set of recommendations with imperative character who are concrete in strict regimentation and specifically legislation necessary to reduce the negative consequences that the tutoring in Romania:

1. The maximum number of pupils in a class should be-25 (it is known thorugh the fact that the management of a large number has a major negative impact over the organization of teaching and over the class management), in case of not respecting this stipuation, the unit of education will be withdrawn their autorizaiton;
2. The obligatively to sign an education contract between the principale actors of the educational act(school as institution who manage the teaching departamentand the parents and pupils, with rights, obligations and cleary responsabilities. Through these, it may include the banning of tutoring-

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teacher and pupils from class, respecting an interior order regulamentation, presence at hours, etc);

3. Banning teacher to tutoring pupils in the unity of education where they are teaching or where they are conduting their professional activity;
4. Installing in each class a functionally audio-video system with online accessibility for each person allowing "live" viewing the mode of conduct of teaching, with storage of the sunet and the image for 6 month.

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