The Determinants and Impacts of Extra Tutoring in and out of School in Hong Kong

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RECENTLY, a study published in Education and Economy that is based on the PISA2015 data of Hong Kong used Bernoulli Model, Hierarchical Linear Model (HLM), and Propensity Score Matching (PSM) to estimate the determinants and impacts of students’ extra tutoring in and out school.

The results indicate that:

- Tutoring out of school in Hong Kong may transfer from the original intention of “serving the poor students” to “serving the poor performance”.
- Tutoring in school has a significantly negative effect on students’ achievement in Science, Math, and Reading. Except the negative impact on students’ Math achievement, it has no impact on their Reading and Science achievement.
- Tutoring in school is mostly provided by teachers of their own or professional after-school tutoring organizations, but it rather helps students’ academic performance than having a negative impact. Students who attend tutoring out of school in Math and Reading provided by school teachers score significantly lower than those who do not.

The author suggests that the implementation of after-school service policy in mainland China should make reasonable choices for students, teachers, and service modes.