

# 東海大學學生報告

報告題名:補習班在台灣扮演的角色：學生、老師和家長的觀點調查

The roles of cram schools in Taiwan:  
The perspectives of students, teachers, and parents

作者：高子涵、蔡意涵、王柔歡

系級：外國語文學系 2B，外國語文學系 2B，外國語文學系 2B

學號：S09120250, S09120212

開課老師：陳玫樺

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## 中文摘要

從小到大，許多人都有補習的經驗，而補習班的數量也隨著教育制度的轉變而快速成長。在這當中，隨著國際意識抬頭，英文補習班成為學生選擇的一大趨勢，因此我們決定以問卷的形式來探討英文補習班對於台灣學生的影響以及家長和學校老師對補習班的看法和態度。

問卷方面，我們將學生分為國中、高中、大學以及畢業的社會人士。學生部分主要探討三大部分：一、補習英文對於上課學習狀態的影響；二、補習班的規模、師資和學校的比較；三、補習是否對於成績有所幫助。家長部分分為三大部分：一、對學校及英文補習班的滿意程度；二、對子女補習的看法；三、願意花費在補習的金額；最後，老師的部分主要探討學校老師對於自身學生上英文補習班的看法與影響。

在 421 的問卷中顯示，多數學生基於家長要求和提升成績的需求而選擇補習英文；並且，國小是大部分學生開始補習的時期，而對於已經畢業後的社會人士而言，研究發現大部分人認為，有補習英文對其出社會後能有更多工作選擇。除此之外，學生更偏好小班制類型的補習班。而在家長的問卷中顯示，對於補習班英文老師滿意程度是對學校英文老師的兩倍；百分之九十六的家長認為補習英文對於子女提升成績有直接的關聯；百分之四十三的家長願意花費一成的收入讓子女補習英文。最後，九成的學校老師贊同自己的學生去英文補習班提升英文能力；六成的老師認為有補習英文的學生在校成績較佳。

**關鍵字：補習、英文補習班、觀點調查**

## Abstract

From childhood to adulthood, many people may have had the experience of going to cram school, and the number of cram schools has grown rapidly with the changes in the education system. With the rise of international awareness, English cram schools have become a major trend among students. Consequently, we decided to use questionnaires to investigate the impact of English cram schools on Taiwanese students as well as the views and attitudes of parents and school teachers towards English cram schools.

For the questionnaire, we divided the students into junior high school, high school, university, and graduate students. The students' section investigates three main parts: (1) The effect of English cram schools on their learning status in class; (2) the Comparison of teachers' qualifications and size between English cram schools and schools; (3) Whether going to cram school is helpful to the students' grades. The parents' section was divided into three parts: (1) Satisfaction with the school and English cram schools; (2) Views on their children going to English cram school; (3) the amount of money they are willing to spend on English cram schools; and finally, the teachers' section focused on the school teachers' views on their own students' English tutorials and their influence on them.

The 421 questionnaires showed that most students choose to take English cram school classes based on parental requirements and the need to improve their grades; and that elementary school is the time when most students begin to go to cram school, while for those who have graduated, the study found that most people believe that going to English cram schools will give them more job options when they enter the workforce. In addition, students preferred the small class type of English cram schools. According to the parent's questionnaire, the satisfaction level of English teachers in cram schools is twice as high as that of English teachers in schools; 96% of parents believe that English tutorials are directly related to their children's academic improvement; 44% of parents are willing to spend 10% of their income on their children's English tuitions. Finally, 90% of school teachers agree that their students should attend English cram schools to improve their English skills; 60% of teachers believe that students who go to English cram schools do better in school.

**Keyword : Cram school, English cram school, different perspectives**

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**From:** 高子涵 蔡意涵 王柔歡

## **The roles of cram schools in Taiwan: The perspectives of students, teachers, and parents**

### **I. Introduction**

In recent years, the cram school culture has become more and more prevalent in Taiwan, with a 45 times increase in 30 years, ([1] Cai Lixun (2019).) but why has going to cram school become a popular trend in Taiwan? As mentioned by Liu ([2] Liu, J. (2006).), because Taiwan has completed its demographic transition in a very short period, more educational resources have become available to each child, and indirectly, more and more children can afford to attend cram schools.

Furthermore, Lin, Dasen, and Chen, Yifen ([3] Lin, D., Chen, Y. (2006).) found that 80% of the freshmen entering college in 2003 had been to cram school in high school, and going to cram school was no longer the exclusive right of those with good family backgrounds and high social and economic status ([2] Liu, J. (2006).). This data leads us to explore whether the percentage of students who goes to cram school at this stage has gradually climbed to nearly 100%.

In addition to the study of students' participation in cram schools, we were also curious about parents' and school teachers' perceptions and attitudes toward cram schools. From this data, most parents believe that attending after-school cram school classes has a positive effect on their children's grades, and they are eager to send their children to cram schools regardless of their family's income ([2] Liu, J. (2006).) From this data, we found that the trend of tutoring is profoundly affecting the education system in Taiwan. Therefore, we wanted to use the questionnaire to understand what factors make parents decide to let their children participate in extracurricular cram school lessons, in addition to improving their children's academic performances. In the teacher section, many papers have focused on the interaction between teachers and students in cram schools, but we hope to find a different perspective through the questionnaire.

## II. Method

The purpose of this study was to examine the effects of English cram schools on students, parents, and teachers, and their perceptions and attitudes toward them. Therefore, we designed six questionnaires: Junior High School, High School, University, Graduates, Parents, and Teachers. First, in each questionnaire, a question was asked about whether or not the student had any experience going to cram school, while parents and teachers were asked about whether or not the student or their child had been to cram school, with a slightly modified stem. Then, the follow-up questions were listed for the response. If a person answered "no" to the previous question about cram school experience, they were redirected to the reason for not going to cram school, and the questionnaire was finally sent out; those who answered "yes" to having experience in cram school had to answer the remaining questions.

For this study, a total of 421 questionnaire responses were collected. The questionnaires were designed with different aspects and the same questions were placed in different questionnaires to compare the thoughts of different groups. For example, one of the questions asked, "Even though I go to English cram school, I still take English classes seriously at school," which appeared in the middle school, high school, and college questionnaires. The five points skill was used to compare the similarities and differences of the responses to obtain more complete information.

In addition, teachers and parents were asked in the questionnaire, "Do I interact with my children at home in English?" The responses to this question were compared to the responses to the other question, "Why do I agree that students should be (their children) sent to cram school?" to see if they place more emphasis on English grades, practical use, or other aspects.

Table

| Titles                     | Items   | Question numbers |
|----------------------------|---|------------------|
| Questionnaire for students | 1. Background information   | 1~2              |
|                            | 2. If I have experience going to English cram school  | 3                |
|                            | 3. The reason I go (or don't go) to English cram school                                     | 3-1              |
|                            | 4. The influence of going to English cram school on students' learning state                | 4~13             |
|                            | 5. Comparison of teachers' qualifications and size between English cram schools and schools | 14~17            |
|                            | 6. If going to English cram school is helpful   | 18               |

| for entrance exam                    |  |       |
|--------------------------------------|--|-------|
| Questionnaire for graduated students | 1. Background information  | 1~3   |
|                                      | 2. If has experience going to English cram school                                  | 4     |
|                                      | 3. The reason goes (or doesn't go) to English cram school                          | 4-1   |
|                                      | 4. The influence of going to English cram school on students' learning state       | 5~9   |
|                                      | 5. The influence of going to English cram school on the workplace                  | 10~11 |
| Questionnaire for parents            | 1. Background information  | 1~4   |
|                                      | 2. If my children have experience going to English cram school                     | 5     |
|                                      | 3. The reason my children go (or don't go) to English cram school                  | 6     |
|                                      | 4. The class scale of my children's English cram school                            | 7     |
|                                      | 5. How often do I use English to communicate with my children                      | 8     |
|                                      | 6. Satisfaction with the school and English cram school                            | 9~10  |
|                                      | 7. The amount of money they are willing to spend on English cram schools           | 11~13 |
| Questionnaire for teachers           | 1. Background information  | 1~5   |
|                                      | 2. The influence of going to English cram school on students' learning state       | 6~8   |
|                                      | 3. If I have children  | 9     |
|                                      | 4. If I (will) let my children go (or don't go) to English cram school and reasons | 10~11 |
|                                      | 5. The class scale of my children's English cram school                            | 12    |
|                                      | 6. How often do I use English to communicate with my children                      | 13    |
|                                      | 7. Satisfaction with the school and English cram school                            | 14~15 |
|                                      | 8. The amount of money they are willing to spend on English cram schools           | 16~17 |

### III. Results and discussion

#### 3.1 Results

As mentioned earlier, we divided the questionnaires into six categories, and the results were standardized into three main categories: students, parents, and teachers.

##### 3.1.1 perspectives of students

Students were divided into four periods: junior high school, high school, college, and graduates. Students of different ages attach different importance to the content of cram schools.

For instance, it has been pointed out in figure1. that although high school students have made significant progress in their English listening and speaking skills, and their reading skills are not as good as they used to be, they have significantly regressed in their writing skills ([4] Chang, W. (2006).) In the questionnaire, we also found that high school students do have more demand for going to English cram schools than students in other periods, which is considered to be directly related to the college entrance exams (GSAT, General Scholastic Ability Test).

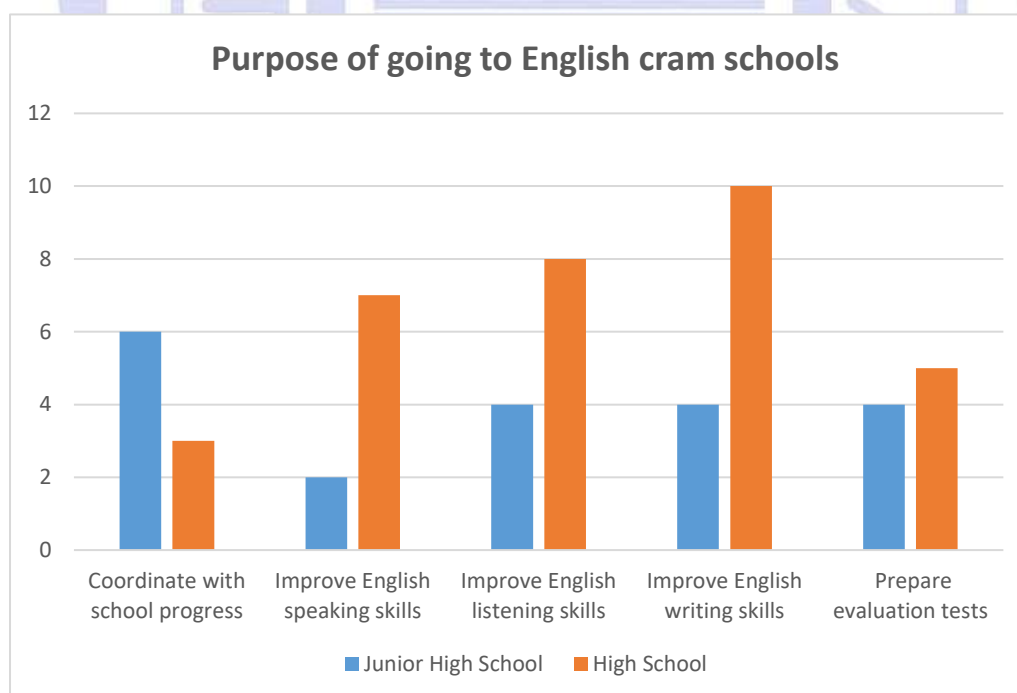


Figure 1. Purpose of going to English cram schools



The questionnaire of graduates found:

- A. Going to cram school when you are a student will give you more job choices when you go out into society.

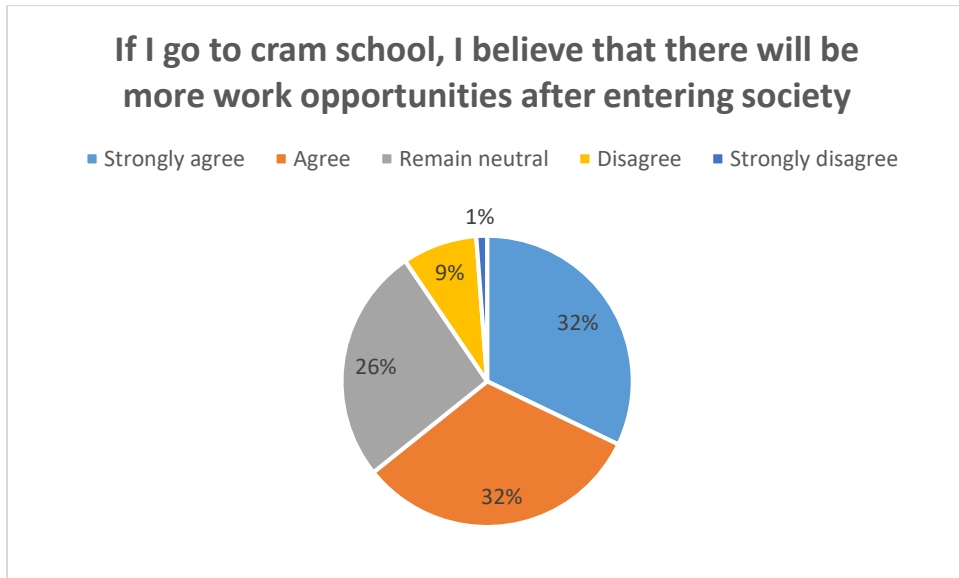


Figure 2. If I go to cram school, I believe that there will be more work opportunities after entering society

- B. The main reason for not going to cram school is that there is no need for further education in the future.

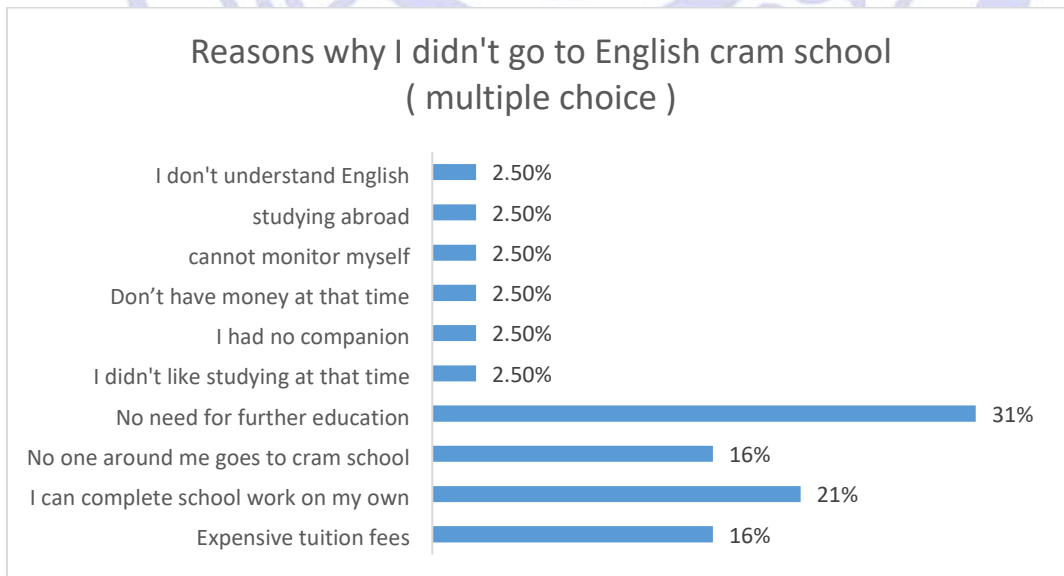


Figure 3. Reasons why I didn't go to English cram school (multiple choice)

C. In 2000, the number of cram schools in Taiwan increased dramatically, and more graduates chose 16-35 students in medium-sized classes than in other periods. As seen in figure 4.

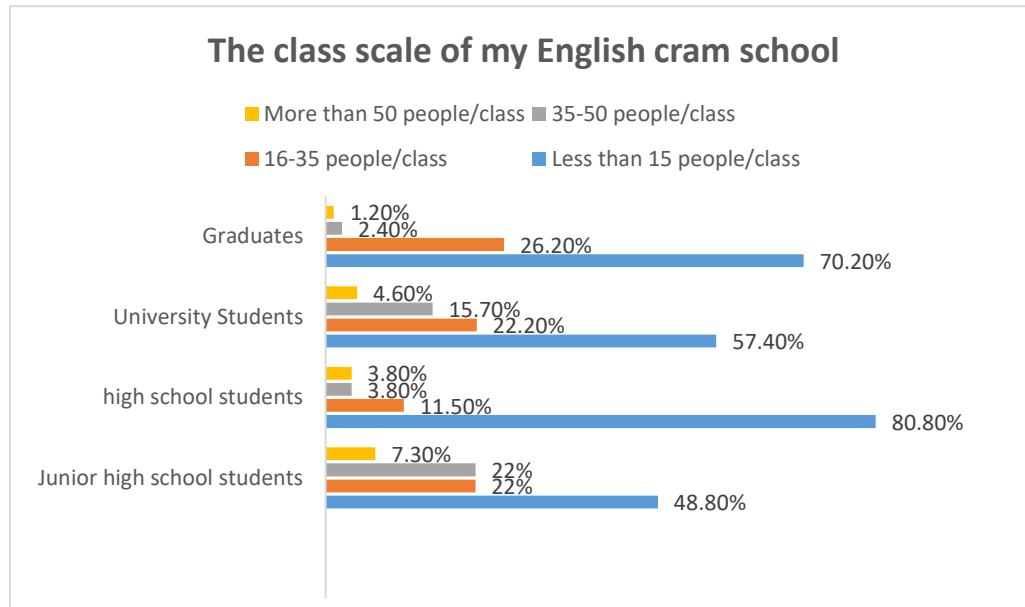


Figure 4. The class scale of my English cram school.

Next, it was found that most students considered cram schools more important than schools ([5] Liu, K. (2013)); some studies pointed out that small class sizes allow teachers to pay attention to individual differences and strengthen the weaknesses of each individual ([6] Huang, J. (2020).), and the questionnaire also found that most students preferred small class sizes, mainly because they could solve their learning problems quickly and adapt to their own learning progress. We can see figure 5. below.

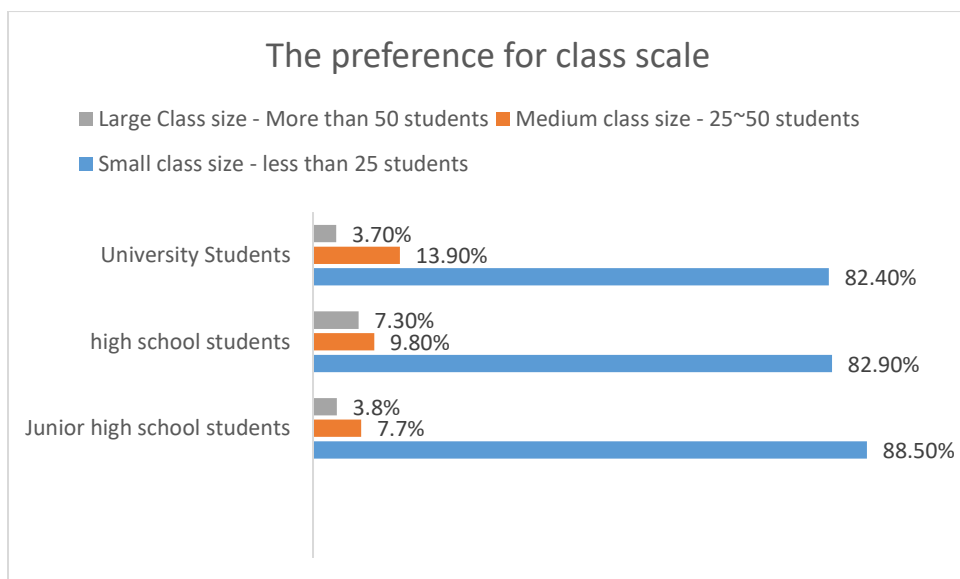


Figure 5. The preference for class scale

In our study, we found that most of the students completed their cram school and school English assignments at home, but there were still cases where students wrote cram school assignments during school hours and school assignments during cram school hours. A paper indicated that students with high self-esteem performed better ([7] Chang, F., Chang, H. (2017).) In addition, it was found that whether students completed school and cram school assignments on time depended on the quantity and difficulty of the assignments; most students go to cram school English to improve their grades and because of parental demands. It shows in the figure 6 below.

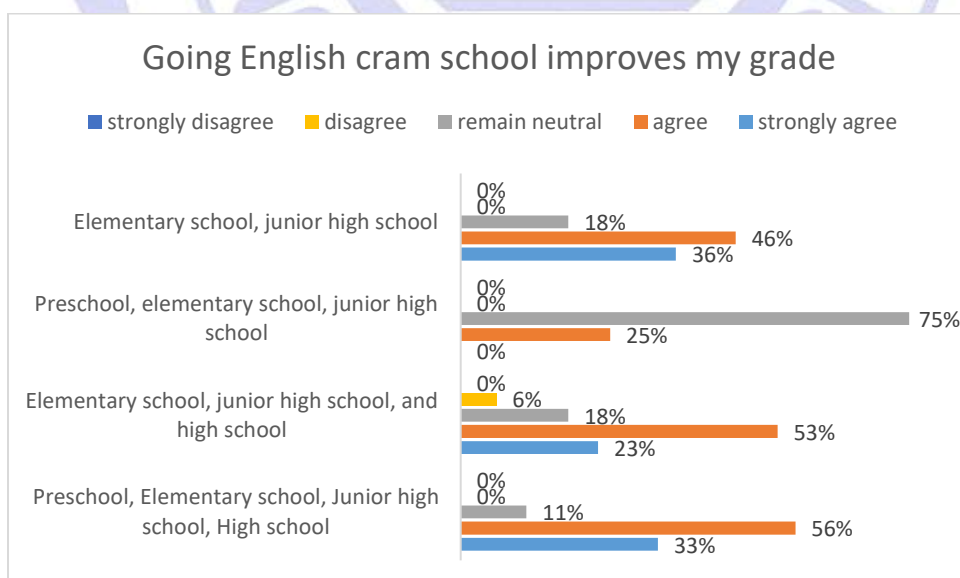


Figure 6. Going to English cram school improves my grade

### 3.1.2 perspectives of parents

From the bar chart in Figure 7, we can notice that the main reason for parents sending their children to cram school is to improve their children's English ability. Parents were significantly more satisfied with the teachers in English cram schools than the teachers in schools, mainly due to the amount of extra-curricular content supplemented.

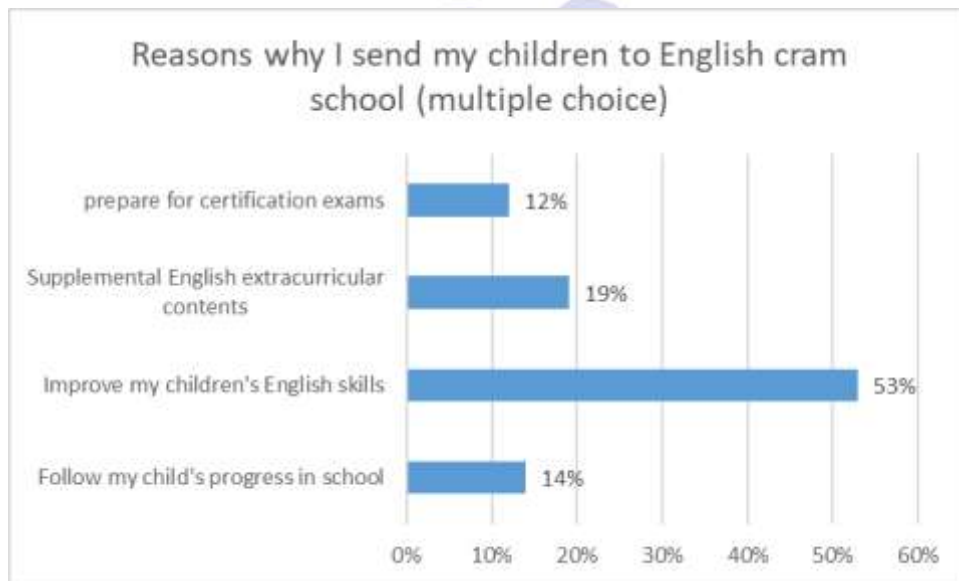


Figure 7. Reasons why I send my children to English cram school (multiple choice)

From the bar chart in figure 8, we can notice that the Reason, why parents didn't send their children to English cram school, is because their Children's English skills are sufficient and there is no need to prepare for certification exams.



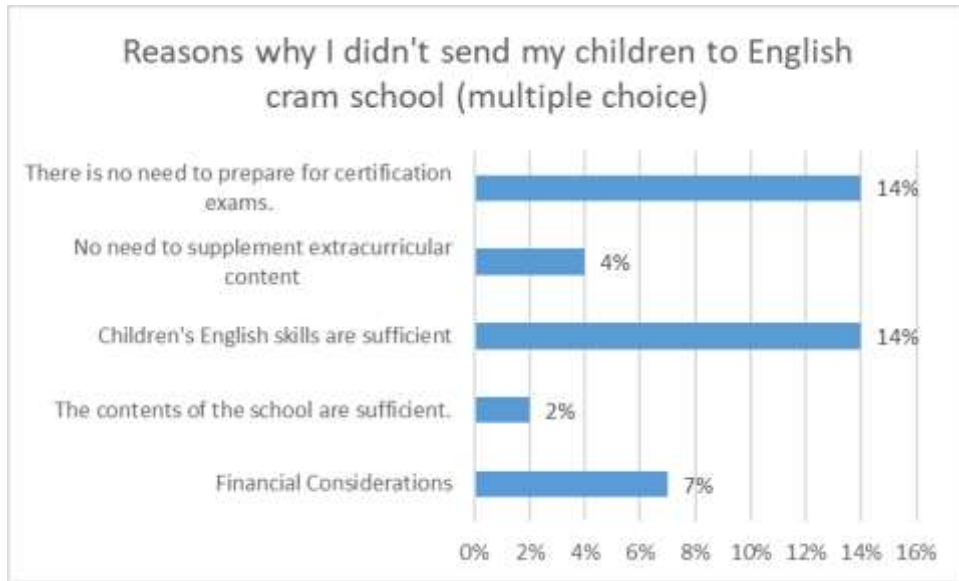


Figure 8. Reasons why I didn't send my children to English cram school (multiple choice)

You can see in the charts of figure 9 and 10 that parents were significantly more satisfied with the teachers in English cram schools than the teachers in schools, mainly due to the amount of extra-curricular content supplemented.

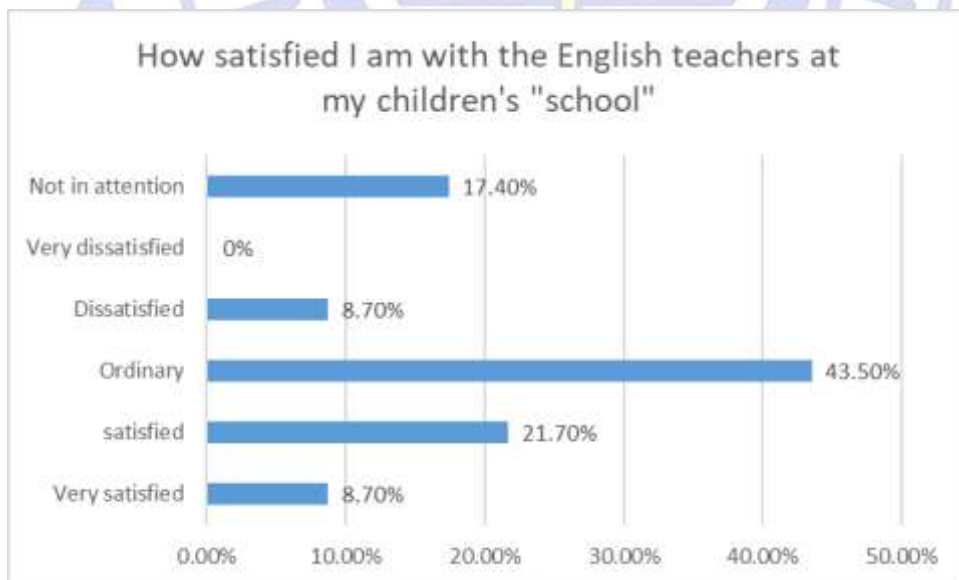


Figure 9. How satisfied I am with the English teachers at my children's "school"

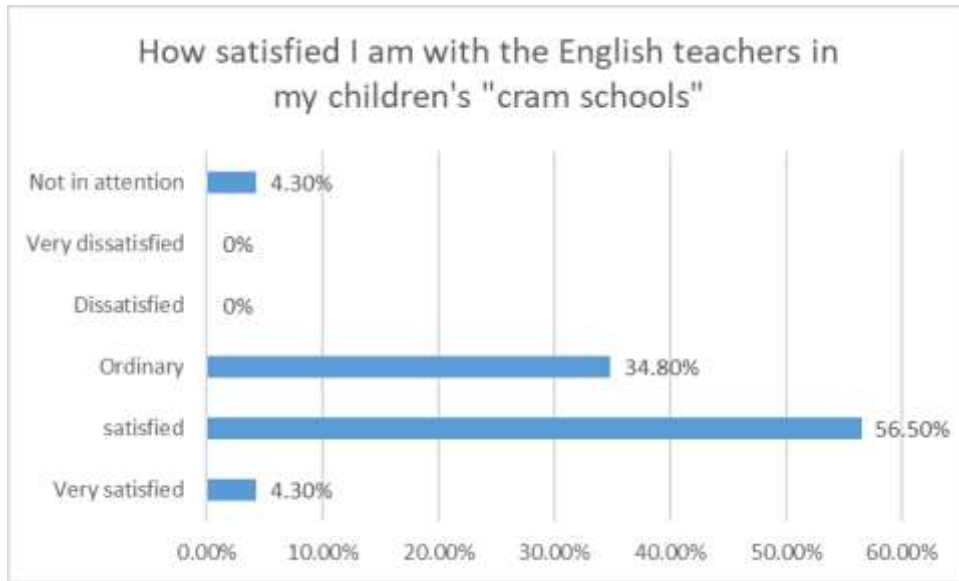


Figure 10. How satisfied I am with the English teachers at my children's "cram schools"

### 3.1.3 perspectives of teachers

43 percent of parents are willing to spend 10% of their income on English cram schools for their children.

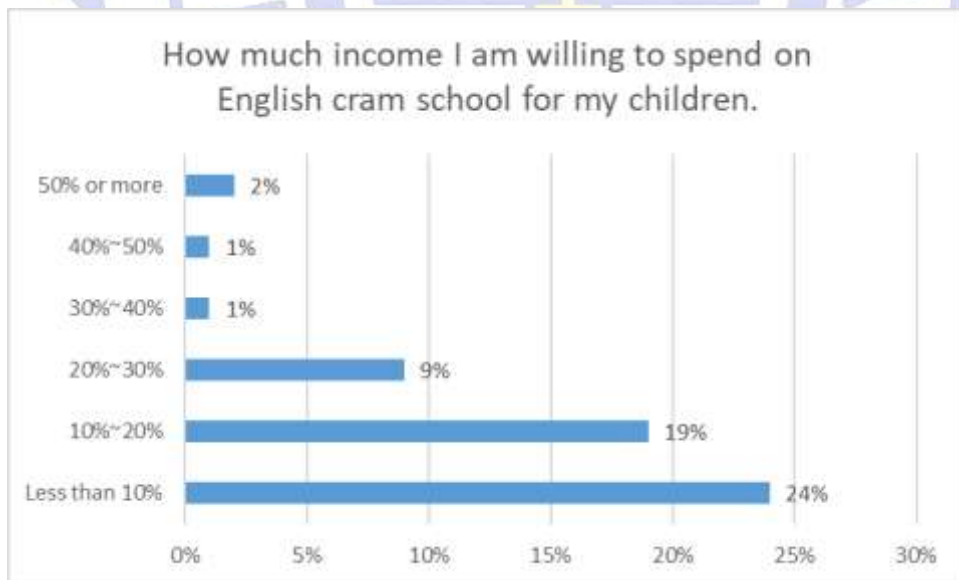


Figure 11. How much income I am willing to spend on English cram school for my children.

As you can see in figure 10, the majority of teachers believe that students who

attend English cram schools do better in school.

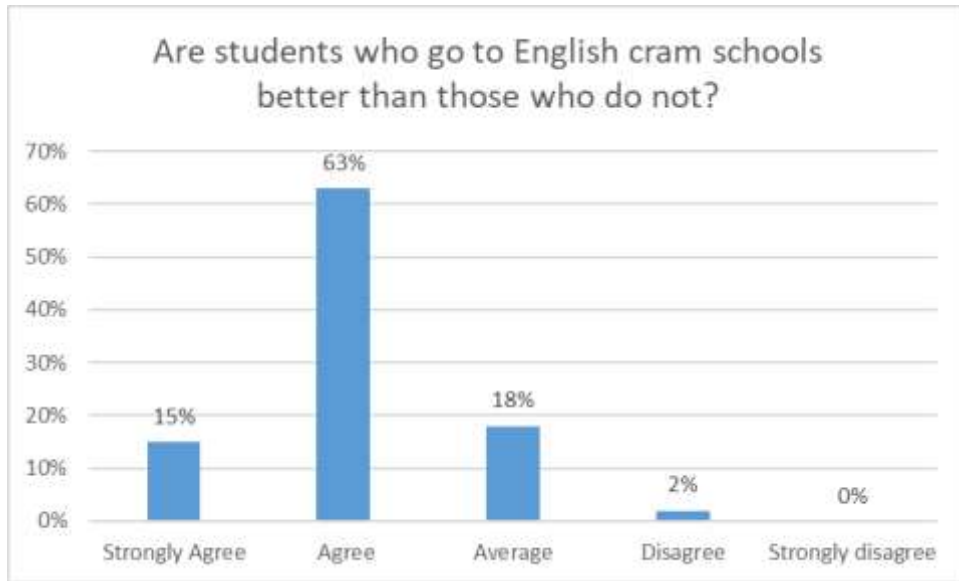


Figure 12. Are students who go to English cram schools better than those who do not?

92% of teachers support students going to cram school.

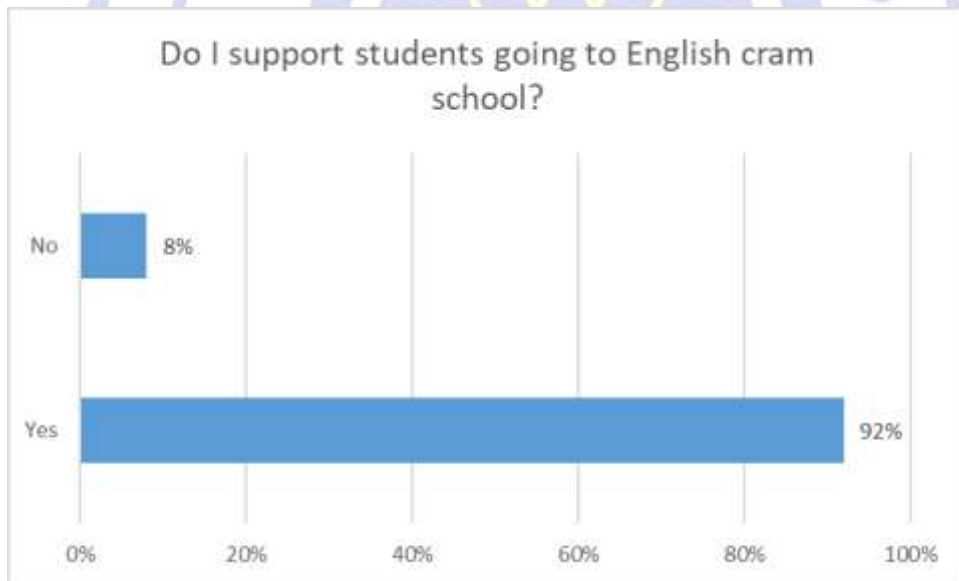


Figure 13. Do I support students going to English cram school?

84% of teachers say their students go to English cram schools because they can significantly improve their English skills. As figure 14 shows below.

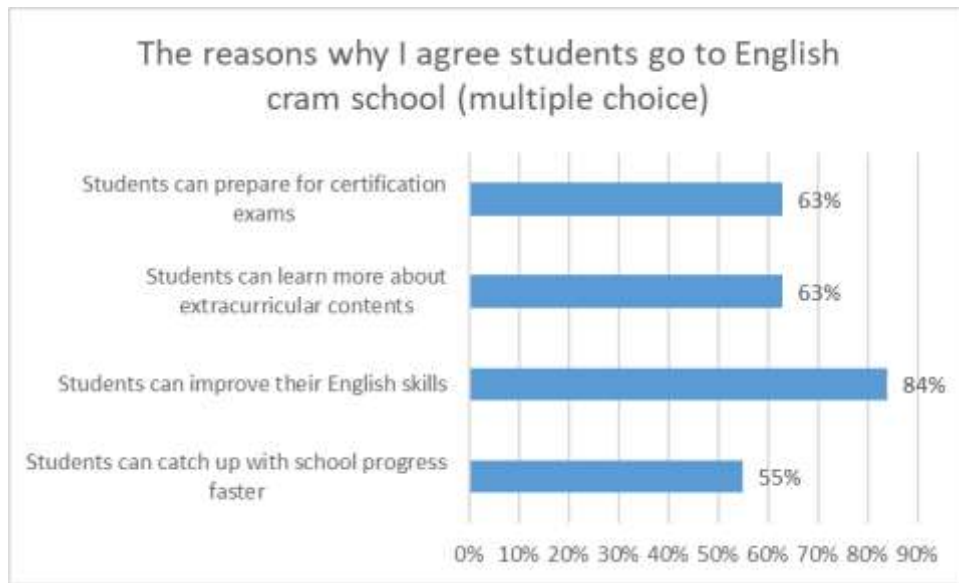


Figure 14. The reasons why I agree students go to English cram school (multiple choice)

## IV. Conclusion

Taiwan is one of the few countries in the world where English cram schools are prevalent, and few students born after 2000 have not attended them during their school years; among them, language and science cram schools are growing the fastest. Through this study, we learned about the perceptions and attitudes of students, parents, and teachers towards English cram schools in Taiwan.

### 4.1 Students

#### 4.1.1 Similar perspectives

Students of different ages have many common ideas about cram schools, and the most obvious one is about grades. Nearly 90% of students believe that English cram schools have significantly helped them improve their grades. Furthermore, almost 30% more students preferred cram school teachers than school teachers in the study. As we see from the reasons, most of the students find school teachers' teaching style old-fashioned and uninteresting, whereas cram school teachers are creative and focus on the problems students often encounter in class and review them.

#### 4.1.2 Different perspectives

The difference is that for high school students, the percentage of the course content for cramming English composition is obviously greater than that for students in junior high school, which can be interpreted as the content of the entrance exams: the content of the exams influenced the students' decision of which English cram schools to take.

#### 4.1.3 Work opportunities for graduated students



The questionnaire of graduates found that a large proportion of the community believes that taking English cram school lessons during the student years will affect the number of job choices later in life.

## **4.2 Parents**

According to the survey, most parents let their children go to English cram schools from elementary school. The main reason is to increase the English ability of children and to supplement extracurricular content. In addition, it was found that less than 10% of parents would use English to interact with their children at home, which is thought to be related to parents' focus on school grades and not on practical application. As with the student questionnaire, the majority of parents believe that their children's improvement in school performance is strongly related to attending English cram schools.

## **4.3 Teachers**

From the questionnaire, we found that most of the teachers agreed that their students attended English cram schools, and the main reason was that the cram schools could supplement the extracurricular content and reinforce the lessons learned in school; in addition, the teachers also agreed that students who go to English cram schools had higher English scores than those who don't.

The above is our research on the perceptions and attitudes of students, parents, and teachers towards English cram schools in Taiwan. Through this study, we hope to provide a better understanding of the ecology of English cram schools in Taiwan and how different identities perceive the impact of English cram schools on them.

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## VII. Appendix

國中生問卷

<https://docs.google.com/forms/d/1hLmEQrNTgwwLX-kFzpbhV4I3q7mFiJHYLCxOotnrWY/edit?ts=6268137a>

高中生問卷

<https://docs.google.com/forms/d/1cKKUqxRKhoAnVwoO152u-wAD7FxTZPQAY9Eqh1Pgiko/edit?ts=626eabd3>

大學生問卷

<https://docs.google.com/forms/d/1BVP4dHNQu70RPD-sAgkylFdEsWSx4VRH4aVwbHKSjDQ/edit?ts=626eb27e>

社會人士問卷

[https://docs.google.com/forms/d/1RpJPvBo\\_ZbzD5VuZcOGadr0W9MXgd665X9vz0W6A6eM/edit?usp=sharing\\_eip\\_m&ts=626eb261&urp=gmail\\_link](https://docs.google.com/forms/d/1RpJPvBo_ZbzD5VuZcOGadr0W9MXgd665X9vz0W6A6eM/edit?usp=sharing_eip_m&ts=626eb261&urp=gmail_link)

家長問卷

<https://docs.google.com/forms/d/1fTKgfKmcB21qAR7drXfz2uPw1AdmuIYrqp9UEXvkAiM/edit?ts=626ea9ec>

老師問卷

<https://docs.google.com/forms/d/1cKKUqxRKhoAnVwoO152u-wAD7FxTZPQAY9Eqh1Pgiko/edit?ts=626eabd3>