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Shadow education in the Netherlands

The position of shadow education in the educational landscape and students' school careers

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Appendices

APPENDIX CHAPTER 2

Characteristics of included studies

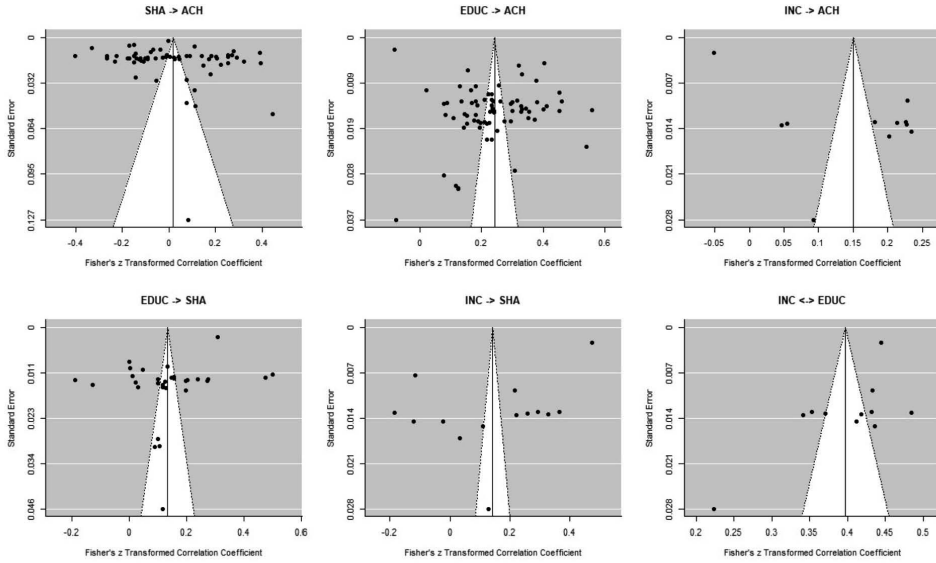
Studies 1-34 were included in the meta-analysis as bivariate correlations, studies 35-62 were included as semi-partial correlations.

ID	Author(s)	Year	Country	N
1	Areepattamannil and Kaur	2013	AUS - TNT	3405-35072
2	Atalmis et al.	2016	TUR	732
3	Byun	2014	KOR	4279
4	Byun and Pang	2016	HKG	4405
5	Carr and Wang	2017	KOR	480
6	Chatterjee	2018	IND	26958
7	Chen and Lu	2009	TAW	10347
8	Choi et al.	2011	KOR	3147
9	Cole	2016	SRI	2639
10	Devine-Eller	2012	USA	3373
11	Guill and Bos	2014	DEU	4701
12	Guill and Lintorf	2019	DEU	4685-17759
13	Ha and Park	2017	KOR	3387
14	Hof	2014	CHE	13472
15	Kim, Hyunjin	2015	KOR	5393-6285
16	Lee, J. Y.	2013	KOR	5384-6225
17	Lee, S.	2006	KOR	168364
18	Lee et al.	2014	KOR	6207
19	Li	2016	CHIN	1097
20	Matsuoka	2015	JPN	5952
21	Mischo and Haag	2002	LUX	244
22	Nam	2013	KOR	3125
23	Paviot et al.	2008	KEN-TAN	4316-6532
24	Prakhov	2017	RUS	432
25	Runte-Geidel and Marzo	2015	SPA	6214
26	Ryu and Kang	2013	KOR	8631
27	Smyth	2009	IRL	1496-4709
28	Southgate	2009	AUS-URU	1063-21899
29	Šťastný	2016	CZE	1265
30	Tansel and Bircan	2006	TUR	3898
31	Tse	2014	HKG	3329
32	Vadasy et al.	2002	USA	40
33	Zhang and Liu	2016	CHIN	5766
34	Zhao	2015	CHIN	1120
35 _{sp}	Atalmis et al.	2016	TUR	1095
36 _{sp}	Bray et al.	2014	HKG	1646
37 _{sp}	Buchmann	2002	KEN	506
38 _{sp}	Buchmann et al	2010	USA	8820

39 _{sp}	Choi and Park	2016	KOR	5105
40 _{sp}	Dang	2007	VIE	1193-2347
41 _{sp}	Davies	2004	CAN	345
42 _{sp}	Dongre and Tewary	2014	IND	439168
43 _{sp}	Entrich	2014	DEU-JPN	3040-5870
44 _{sp}	Ghosh and Bray	2018	IND	636
45 _{sp}	Ha and Harpham	2005	VIE	1000
46 _{sp}	Han and Lee	2016	KOR	2120
47 _{sp}	Jung and Lee	2010	KOR	9486
48 _{sp}	Kim and Lee	2010	KOR	6804-19786
49 _{sp}	Kim, Hisam	2015	KOR	40651
50 _{sp}	Lee, J.	2007	KOR-USA	2029-3775
51 _{sp}	Liu	2012	TAW	13978
52 _{sp}	Liu and Bray	2017	TAW	6009
53 _{sp}	Loyalka and Zakharov	2016	RUS	2936
54 _{sp}	Nagac and Guc	2015	TUR	12437
55 _{sp}	Nath	2008	BGL	16400
56 _{sp}	Rushforth	2011	GBR	90
57 _{sp}	Safarzyńska	2013	POL	5195
58 _{sp}	Seo	2018	KOR	3689
59 _{sp}	Ünal et al.	2010	TUR	575-1590
60 _{sp}	Zhang	2013	CHIN	606
61 _{sp}	Zhang and Bray	2018	CHIN	892
62 _{sp}	Zhang and Xie	2016	CHIN	1935

Note. Country (AUS = Australia, BGL = Bangladesh, CAN = Canada, CHE = Switzerland, CHIN = China, CZE = Czech Republic, DEU = Germany, GBR = United Kingdom, HKG = Hong Kong, IND = India, IRL = Ireland, JPN = Japan, KEN = Kenya, KOR = South Korea, LUX = Luxemburg, POL = Poland, RUS = Russia, SPA = Spain, SRI = Sri Lanka, TAN = Tanzania, TAW= Taiwan, TNT = Trinidad and Tobago, TUR = Turkey, URU = Uruguay, USA = United States of America, VIE = Vietnam). Citations to articles can be found in the References section.

Funnel plots of effect sizes



Note. SHA = Use of shadow education, EDUC = parental education, INC = parental income, ACH = achievement.

APPENDIX CHAPTER 3

R script and data DOI: 10.21942/uva.12859808

The COOL5-8 data is also publicly available through: <https://easy.dans.knaw.nl/>

APPENDIX CHAPTER 4

Interview protocol

- A) Welcome
 - a. Could you tell me more about yourself? Grade, age, hobbies?
 - b. Which subjects do you enjoy? Why?
 - c. What would you like to become/study later?

- B) Students' goals
 - a. Can you tell me when you first started to attend tutoring?
 - b. Do you remember how it went? Who suggested it?
 - c. Why do you think your parents signed you up for this tutoring?
 - d. What made you feel that you need to attend tutoring?

- C) Experienced benefits
 - a. What do you learn here?
 - i. What do you know now that you did not know before and now know because of this tutoring? Could you provide an example?
 - ii. What can you do now that you could not do before and can do now because of this tutoring? Could you provide an example?
 - iii. How do you feel after going to tutoring?
 - b. What do you think this tutoring offers you? Is it useful to you? If so, how?

- D) Context
 - a. School:
 - i. What do you do/learn here that do you do not do/learn at school?
 - ii. Follow-up school-related questions
 - b. Home
 - i. What do you do/learn here that do you do not do/learn at home?
 - ii. Follow-up home-related questions
 - c. Tutoring
 - i. Take me with you as you enter this building. What do you do here?

- ii. Follow-up tutoring-related questions
- E) Wrap-up
- a. These are some notes I made during the interview.
 - i. Which note do you consider to be most important to you? Why?
 - ii. If you could pick another note, which would you pick and why?
 - b. Thank student and ensure anonymity.

APPENDIX CHAPTER 4

Coding scheme

Code	Subcode	Frequency
A. Students' goals	A1. Remediation	***
	A2. Wish to study	***
	A3. Wish to boost performance	***
	A4. Follow peers	*
	A5. (Attitudinal) coaching	***
B. Experienced benefits	B1. Planning	***
	B2. Push in the right direction	*
	B3. Exam preparation	***
	B4. Relief	***
	B5. Satisfaction	*
	B6. Classroom participation	***
C. Home	C1. Distractions: noise	***
	C2. Distractions: siblings	*
D. School	D1. (Unclear) teacher instruction	***
	D2. Relationships with tutors and teachers	**
	D3. Distractions: peers	*
	D4. Support	*

Note. Frequency = amount of times coded, * = less than 5, ** = between 5 and 10, *** = more than 10).

APPENDIX CHAPTER 5**Interview guide**

1. Introduction
 - a. [Introduction of the research project.]
 - b. [Informed consent for audio recording.]
 - c. [Ensuring the interview data will be treated anonymously.]
 - d. [Mentioning the focus group will take 75 minutes.]
 - e. [Asking if there are any questions before we start.]
2. A quick round of introductions: Briefly describe your role (teacher, tutor, parent) and your relationship with (supplementary) education.
3. Opening question
 - a. Definition of supplementary education: non-school intentional, organized forms of learning and development. In this research, we look at supplementary education with a supporting function (e.g., tutoring, homework support), in which supplementary education is primarily aimed at supporting learning objectives that are pursued within the regular education program.
 - b. What associations does the term evoke in you?
 - i. First, write down your answer on the sheet in front of you.
 - ii. [Ask someone to read out their answer and indicate there are no wrong answers.]
4. Educational responsibilities
 - a. In your own words, what are the most important educational responsibilities of a school in regular secondary education? [If respondents cannot think of any educational responsibilities, propose broad topics:]
 - i. Cognitive development (e.g., acquiring knowledge)
 - ii. Learning study skills (e.g., planning)
 - iii. Preparing for the labor market (e.g., career orientation)
 - iv. Social competences (e.g., socio-emotional development)
 - v. Other (e.g., support of specific learning needs such as autism or fear of failure)
 - b. As a group, we now have a list of school educational responsibilities. Do you think any educational responsibilities are missing from this list?

- c. In your own words, what are the most important educational responsibilities of a provider of supplementary education? And of a parent in the field of education?
5. Distribution of educational responsibilities
 - a. How should the distribution of educational responsibilities be (global)?
 - b. How do you find it now? Is the division of educational responsibilities between the school, parents, and supplementary education currently clear? If not, why not? [Ask for examples based on daily practice.]
 - c. You will see a triangle drawn on this A1 field. We will go through the educational responsibilities one by one, talking to each other about where we will position the specific task at any point within the triangle.
 - d. [Bringing participants forward, shifting educational responsibilities and explaining their choice. Invite other participants to respond to the positions of educational responsibilities.]
 - e. [Stimulate discussion]: does the position of a task depend on the individual student? (How) do you jointly provide optimal support?
 - f. Is there any form of cooperation between:
 - i. parents and supplementary education:
 1. If so, what does it look like in concrete terms?
 2. If so, what added value do you see?
 3. If not, why not?
 4. What is going well? What could be improved?
 - ii. school and supplementary education?
 1. If so, what does it look like in concrete terms?
 2. If so, what added value do you see?
 3. If not, why not?
 4. What is going well? What could be improved?
6. Roundup: Thank you for participating in this discussion. For reliability, I will produce a report of this conversation and e-mail it to everyone currently present. In doing so, you can indicate whether the report is complete and correct and thus accurately represents what has been discussed.

APPENDIX CHAPTER 5

Coding scheme^{vii}

Code	Subcode
A. Self-assigned role	A1. Parent A2. Tutor A3. School administration A4. Teacher A5. Other: open code
B. ER shadow education in relation to schools	B1. ER school B2. ER unattended by school taken by the shadow B3. No relation to school B4. Other: open code
C. ER shadow education in relation to families	C1. ER families C2. ER unattended by families taken by the shadow C3. No relation to families C4. Other: open code
D. Experienced tensions during the negotiation of ER	D1. The tension between ideal practice D2. The tension between parents and teachers D3. Working parents D4. Busy classrooms D5. Other: open code
E. Dealing with experienced tensions	E1. Coordination communication E2. Coordination information exchange E3. Other: open code
F. The added value of being a triad	F1. Following up on students F2. Inviting tutor to parent-teacher meetings F3. Other: open code

^{vii} ER=Educational responsibilities. Label [ideal] was added to statements about the *should* and [actual] to those about the *is*. Specific responsibilities were coded as follows: ER-school[ideal][qualification, transmission of knowledge].