THE STATUS OF PRIVATE SUPPLEMENTARY TUITION AND ITS EFFECT ON EDUCATION IN PUBLIC SECONDARY SCHOOLS IN MWALA DIVISION OF MACHAKOS COUNTY, KENYA

BY

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

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This research project has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

To my loving wife Mari, son Justus Kombo and daughter Zawadi. Also to my mother Ruth Nthambi.
ACKNOWLEDGEMENTS

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### ACRONYMS AND ABBREVIATIONS

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<tr>
<td>BoM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>DFID</td>
<td>Department of Foreign International Development</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>ICS</td>
<td>International Christelijk Steunfounds</td>
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<tr>
<td>IPAR</td>
<td>Institute of Policy Analysis and Research</td>
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<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>LIDC</td>
<td>Low Income Developing Country</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>MRTS</td>
<td>Marginal Rate of Technical Substitution</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organisation</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>RORE</td>
<td>Rate of Return to Education</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>Southern Africa Consortium for Monitoring Educational Quality</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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ABSTRACT

For millions of children around the world, formal instruction does not end when the school bell rings to signal the completion of the school day. Many children proceed from their schools, with or without a break, to some form of private tuition. The problem is that, despite the ban on private tuition, most schools, parents and tutors are still implementing private tuition either at schools and other places such as home which leave learners with no time for rest and recreational activities. The purpose of the study was to assess the status of private supplementary tuition and its effect on education in public secondary schools in Mwala Division of Machakos County. The objectives of the study were to examine the magnitude and characteristics of private tuition, factors influencing demand for private tuition, policy and alternative approaches to private tuition and the effect of private tuition on education. The study was based on the human capital theory developed in the 1960s by Nobel Laureate economists, Theodore W. Schultz and Gary Becker. The study adopted a descriptive survey design and targeted 18 principals, 282 teachers and 1431 students making a total population of 1731. A sample of 10 principals, 36 teachers and 147 students was selected using stratified random sampling technique. In-depth questionnaire and interview schedules were used to collect data. A pilot study was conducted prior to the actual research to determine instrument reliability. Quantitative data from closed ended questionnaire items were analysed using descriptive statistics while qualitative data from open-ended questionnaire items and interviews were analysed using content analysis. Statistical Package for Social Sciences (SPSS) was used in analysing the data and the findings presented in frequency and percentage tables, graphs and in thematic narratives. The study revealed that there was widespread provision of private tuition in schools which was conducted during school days, weekends and in a few schools, during school holidays/vocations while there was also private tuition targeting individual students. Private tuition took between 2 hours and 1 hour per session. It was also revealed that private tuition involved all classes/forms in most schools and students were required to pay for it. Private tuition was dedicated to syllabus coverage and occasionally revision. Private tuition was also conducted at home, churches, social halls and schools. Demand for private tuition was determined by school administration, need to enhance performance, pressure from parents and students and the need to cover the syllabus on time. Schools had not come up with ways of ensuring that there is no need for private tuition while the Ministry of Education was not pro-active in the enforcement of the ban on private tuition. Private tuition was found to enhance students’ academic performance, motivated teachers and enhanced syllabus coverage. The study recommends that schools should minimise time wastage as a result of interruptions of school programmes. School administration should ensure that teachers conduct lessons, and organise sessions for revision within the school timetable, the Ministry of Education through the KICD should review the education curriculum, the government should put in place more effective measures to enforce the ban on private tuition. A similar study should be replicated to other counties. A similar study should also target primary schools and private schools which are also providing private tuition.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the introduction of the study. It presents the background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions, delimitations, limitations, the theoretical framework, the conceptual framework and operational definitions of key terms.

1.2 Background to the Problem

Investment in Education plays a significant role in human development through empowerment of people to improve their wellbeing and actively participate in national building (Greene, 2003). World Bank (2003) observes that Education has long been recognized as a central element in development. Human Right (Article 26) declared access to education as a human right and recognizes possession of basic education to the citizens of a country. Education is, therefore, a recipe for civilization, enlightenment and a source of wealth and power which are vital for growth and development of national, economic and political institutions (Suliman & El-kogali, 2002). Most developing nations have recognized the worth of education as a vehicle to help bring about hastened modernization of their economies. This has been accompanied by high budgetary allocations to education by these nations. Individuals and families have had to commit their scarcely available resources to meet their educational aspirations in tandem with those of the nation (Suliman, et al., 2002).
For millions of children around the world, formal instruction does not end when the school bell rings to signal the completion of the school day. Many children proceed from their schools with or without a break to some form of private tuition. Some do not even leave their school compounds. Instead, they receive private tutoring within the same institutions and perhaps even in the same classrooms and from the same teachers. Many children also receive tutoring on non-school days like weekends, during vacations and on public holidays (Bray, 1999a & Kwok, 2001).

Private supplementary tutoring means tutoring in academic subjects which is provided by the tutors for financial gain and which is additional to the provision by mainstream schooling. Private supplementary tutoring also refers to a kind of extra, fee-paying academic teaching or drilling for full-time students studying in regular school instruction programmes or syllabuses at all levels of education. It has three characteristics: academic oriented; monetary transfer (from tutees or their parents/guardians to tutors) and tutoring content or mastery of some cognitive skills being in line with tutees' day-time schooling (Buchmann, 2002).

Buchmann (2002) urges that private supplementary tuition is used to take learners through what they have learned during classroom lessons. It provides an opportunity to revise their day-time lessons and enhances their understanding of content through drilling. It is, therefore, aimed at helping students to prepare for examinations and in the end improve their academic achievements. Types of private tuition include: Individual, group and mass conducted in different places such as tutees or tutors' residential areas, schools or even in rented buildings. It is characterized by advertisements posted in streets
and in residential areas, popular public areas and through mass media. It also takes a high proportion of students' spare time (Lee, 2007; Tseng, 1998).

Raffick (2004) argues that private tuition is the consequence of a heavy emphasis on examinations forcing students to seek outside help. The study contends that, the pressure to excel in examinations accentuates students and parental demand for private tuition. All students are afraid of being overtaken by their peers and this is why private tuition peaks during the last year of final national examinations. He notes that the common reasons given by students for attending private tuition was that their academic performance was not good.

In some parts of East Asia, particularly Japan and South Korea, tutoring has a long history, though greatly grew in magnitude during the 1980s and 1990s (Zeng, 1999). A 1997 survey of 7879 primary school pupils in India found that 39.2% were receiving tutoring (Aggarwal, 1998). In Japan, a 1993 survey found that 23.6% of elementary pupils and 59.5% of junior high school pupils attended tutorial schools (Japan, 1995). In Europe, tutoring has emerged as a major enterprise with the collapse of socialism and the advent of the market economy (Popa, 2003). The proportion of pupils receiving tutoring in other societies may be lower, but it has also become increasingly evident, with different dynamics and underlying forces, in Western Europe (Mischo & Haag, 2002) Ireson and Rushforth (2005).

Russell (2002) notes that in UK, there has been an increase in private tuition in state education which almost goes on unnoticed as it is viewed as one of the determinants of children's performance. From national samples in a number of countries, the proportions
of private tutoring exceeded 50% in Czech Republic, Russia, Romania, Slovenia, and Slovak Republic; and in Latvia, the proportion exceeded 90% on the percentages of pupils in Grades 7 and 8 (Baker & Le Tendre, 2001 and Wolf, 2002).

The paper on the coverage and growth of the provision of extra lessons in school subjects outside school hours for the six African countries that participated in South African Consortium for Monitoring Education Quality (SACMEQ) in two major cross-national studies of the quality of education during 1995 and 2000. The studies illustrated that the percentage of Grade 6 pupils receiving extra tuition across the six countries expanded from 50 per cent in 1995 to nearly 70 per cent in 2000. This substantial increase seemed to suggest that by the time of the next SACMEQ data collection in 2007, there may well be almost universal coverage of extra tuition in some SACMEQ countries (SACMEQ, 2005). In Egypt, a 1994 survey of 4729 households found that 64.0% of urban primary children and 52.0% of rural ones had received supplementary tutoring (Fergany, 1994).

According to Wanyama and Njeru (2004) in Mburugu (2011), in Kenya, provision of private tuition tremendously increased from the mid-1980s when the 8-4-4 education system was introduced. With time, the practice grew significantly to cover the whole country (Wanyama & Njeru, 2004). According to the former KNUT boss Ambrose Adongo, private tuition was made necessary by the broad 8-4-4 curriculum that could not be covered within the normal teaching hours (Daily Nation August, 26 1995).

In a circular issued by the Director of Education to education administrators at the provincial, district and municipal levels on July 6th 1999, it was clearly stated that the government does not allow private tuition in both primary and secondary schools
(Republic of Kenya, 1999). Despite the ban, coverage of extra lessons in school subjects outside school hours has already reached over 85 per cent with over half of students reporting that the lessons were paid for.

According to the Standard 31st August 2012, the then Minister for Education Mutula Kilonzo was on collision course with parents and teachers as he sought to enforce the ban on private tuition. The minister declared extra tuition a violation of children’s constitutional right as provided for under the Bill of Rights; Article 5 of the Kenyan Constitution. He hence issued a directive stopping any kind of institutionalised and paid for remedial teaching countrywide adding that anyone found disregarding this order was to be dealt with according to the law. The ban was opposed by the Kenya Union of Teachers, Kuppet and the Kenya Private Schools Association. The KNUT national chairman Wilson Sossion accused Mutula Kilonzo of failing to consult the stakeholders over the matter (Standard 31st August, 2012).

Despite the ban, Ngugi (2013) reported that teachers had now changed strategy to conceal the practice in schools by first of all referring to tuition-for-cash as remedial teaching. This is aimed at disguising the practice and convincing the public that this is a normal classroom activity as usually no payment is made to teachers who offer remedial classes. In reality, this remedial teaching only benefits a selected number of learners and is based on topics learnt in class. It has been reported that a number of schools still conduct private tuition during April, August and December holidays while others instruct learners to wear home clothes instead of school uniform to avoid attracting undue attention from the public and education officers. In other schools additional lessons have been created.
outside the regular timetable where in day schools tuition is conducted between 7 am and 8 a.m and 4 to 5 p.m. On Saturdays, lessons are offered between eight and noon. This enables teachers to squeeze in extra lessons during school days and weekends (Ngugi, 2013).

Ngugi (2013) further notes that failure by the ministry to issue a circular or gazette notice against payments for extra tuition has led to the escalation of the practice. A strong desire of parents for better results for their children has made them become willing accomplices. They readily pay for extra tuition believing that it will guarantee good results in national examinations. Extra tuition is to many teachers the easiest way to earn additional income. In most schools, pupils and students pay compulsory charges of between Ksh 500 and Ksh 1,000 per month or a term towards extra tuition. Teachers also cite the need to cover the syllabus as a reason for conducting extra tuition. They argue that they have a huge workload to clear the syllabus as they prepare candidates for national examinations. Creating extra classes therefore, is seen as the only way to cover the syllabus (Ngugi, 2013). The current study assessed the status and effects of private supplementary tuition in public secondary schools with a view to establishing alternative ways of enhancing the quality of education in public secondary schools.

1.3 Problem Statement

In many developing countries, private tutoring is now a major component of the education sector which is rarely acknowledged or mentioned during education policy formulation. The practice has been criticized for exacerbating social inequalities and failure to improve student academic performance. Despite the Government of Kenya’s
directive rendering holiday, weekend and after school tuition illegal, teachers throughout the country are working closely with parents to ensure that their children are in school for a maximum period of time. References from different parts of the world indicate that many governments have tried to prohibit private supplementary tuition but found that this measure is ineffective and unworkable. In this light, this study investigated the extent of the provision of private tuition in public secondary schools in Mwala Division of Machakos County by looking at the magnitude of the practice in public schools, its characteristics, factors that influence demand for private tuition policy and alternative approaches to private supplementary tuition.

1.4 Purpose of the Study

The purpose of the study was to assess the status and effects of provision of private tuition in public secondary schools in Mwala Division of Machakos County.

1.5 Objectives of the Study

The study sought to achieve the following research objectives:

(i) To examine magnitude of private tuition and its effect on education in public secondary schools in Mwala Division of Machakos County.

(ii) To examine characteristics of private tuition and their effect on education in public secondary schools.

(iii) To examine factors influencing the demand for private tuition in public secondary schools.

(iv) To seek policy and alternative approaches to private supplementary tuition and their effect on education.
1.6 Research Questions

The study sought to answer the following research questions:

(i) In which ways does the magnitude of private supplementary tuition effect education in public secondary schools in Mwala Division of Machakos County?

(ii) In what ways do the characteristics of private supplementary tuition affect education in public secondary schools?

(iii) What are the factors influencing the demand for private supplementary tuition in public secondary schools?

(iv) In which ways do policy and alternative approaches influence the provision of private supplementary tuition?

1.7 Significance of the Study

The study is significant as it may illuminate on the nature, scale and determinants of private tuition in public secondary schools. The government and policy makers may find the outcome of the study invaluable in implementing appropriate administrative strategies in helping secondary school students to benefit and regain faith in mainstream learning and improve the efficiency of educational investments. The study would also contribute significantly to professionals, educationists and entrepreneurs who practise private tuition on the market analysis (supply and demand). Knowledge of the private tuition may shed light on the challenges paid tuition pose to mainstream learning.
1.8 Assumptions of the Study

The study was based on the following assumptions:

(i) The study assumed that the respondents were aware of the practice and factors influencing the demand for private tuition in public secondary schools.

(ii) The respondents were willing to cooperate and gave honest, accurate and truthful responses to the items in the research instruments.

(iii) It is also assumed that Kenya Certificate for Secondary Education examination is an acceptable measure of academic performance under a common curriculum in all secondary schools.

1.9 Scope and Delimitations of the Study

The study was conducted only in public secondary schools within Mwala Division and confined itself to principals, students and teachers who were directly involved in private tuition in secondary schools either as consumers or suppliers. As a result of these, the findings of this study could not be generalized to reflect the situation in the rest of the country. Although private tuition was also conducted in private schools, students and teachers in those schools were not included in the sample even though they would have had important input to the study. Lastly, while some students might have been receiving tuition from other teachers who were not their mainstream teachers, only the mainstream teachers were sampled.

1.10 Limitation of the Study

In collecting information, it was not possible to control the attitudes of respondents during the study as respondents feared to give socially acceptable responses that might
have resulted in inaccurate findings. However, the respondents were assured of privacy and confidentiality so as to increase accuracy of the findings. Also in as much as the study wished to capture views of all stakeholders in the division about private tuition, it faced difficulties of tracking and factoring in the much needed first-hand information given that it did not involve parents, BoM members, PTA members and education officers due to logistical and financial constraints. The researcher as a result relied on students to provide information that would have been provided by parents while principals gave information that would have been given by the BoM, PTA and education officers.

1.11 Theoretical Framework

The study was based on the human capital theory advanced in the 1960s by Nobel Laureate economists, Theodore W. Schultz and Gary Becker. Human capital theory suggests that, education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers’ future income by increasing their lifetime earnings (Becker, 1964). Becker (1964) and Mincer (1974) provided an explanation that linked investment in training with workers’ wages. Hundreds of studies have been conducted to estimate rates of return to education (RORE); most of such studies show that formal schooling is a crucial factor in explaining variations of salary and wages in developed countries (Cohn et al., 1998). Comparative studies have been conducted in some less developed countries, focusing on investment in formal education (Psacharopoulos & Patrinos, 1994).
Schultz (1961) and Becker (1964) argue that investment in human resources through education results in private rates of return accruing to families in terms of increased access to educational and employment opportunities and social rates of return such as improved public health, spread of democratic and governance values and practices, and enhanced rights and freedoms for individuals in society (Schultz, 1961; Becker, 1964). This theory applies to this study as families invested in private tutoring to help their children pass examinations and guarantee their children places in universities thereby almost guaranteeing them better-paying jobs. Students also develop willingness to attend to private tuition to pass examinations which enables them to qualify for courses in higher learning institutions that raise their productivity in the job markets and guarantee them higher income.
1.12 Conceptual Framework

**STATUS OF PRIVATE SUPPLEMENTARY TUITION**
- Magnitude of private tuition
- Characteristics of private tuition
- Factors influencing demand for private supplementary tuition

**POLICY AND ALTERNATIVE APPROACHES**

**EDUCATION IN PUBLIC SECONDARY SCHOOLS**
- Academic achievement
- Access to education
- Curriculum implementation
  - Teachers motivation
  - Workload
  - Syllabus coverage

Figure 1.1: Conceptual framework of the study

**Source:** Researcher (2015)

The conceptual framework shows the relationship between the various variables on the status of private supplementary tuition and its effect on education in public secondary schools. The framework shows that the status of private supplementary tuition affects education in terms of academic achievement, access to education and curriculum implementation. This however depends on the policy and alternative approaches to private tuition adopted by the government and schools.
1.13 Operational Definition of Key Terms

**Academic achievement:** Refers to grade representing the sample of a student achievement with respect to attained academic skills or knowledge or the overt behaviour that demonstrates dexterity, ability or expertise in carrying out particular tasks expressed and measured through examination.

**Class:** Refers to an educational level in public primary schools in Kenya

**Corruption:** Refers to the attempt by teachers and school administration to provide private tuition for financial gain.

**Demand:** Refers to the willingness of teachers, students and parents to participate in private supplementary tuition.

**Educational institution:** Refers to public secondary schools, facilities or centres where private supplementary tuition is provided.

**Form:** Refers to an educational level in public secondary schools in Kenya.

**Grade:** Refers to an educational level under the American system of education

**Investment:** Refers to money, effort, time and resources put into the provision of private supplementary tuition.

**Private tuition:** Means tutoring in academic subjects which is provided by teachers for financial gain and which is additional to the provision by mainstream schooling.

**Public secondary school:** Refers to government owned institutions that are registered to offer education to students on regular basis from form one to form four.

**Quality education:** Refers to successful implementation of curriculum and by extension, the achievement of high academic levels.
**Shadow education system:** Refers to outside school learning activities paralleling features of formal schooling used by students to increase their own educational opportunities.

**Supplementary tuition:** The tutoring services provided outside school hours mostly in the weekends and during vacations and are carried out in school classrooms.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section comprises of the review of related literature which captures the concept of private supplementary tuition from the global and local views on the study and its determinants.

2.2 Magnitude of Private Tuition

Halsey (2008) in a survey noted that private tutoring has arisen in many countries as a way of providing additional instruction to students in public schools. Private tutoring is widespread in countries such as Romania, Egypt, Kenya, Morocco, Taiwan, Singapore, Japan, Cambodia, United States, and the United Kingdom which have diverse economic and geographical conditions. This survey provided evidence on the prevalence of private tuition in 22 developing and developed countries where between a quarter and 90 per cent of students at different levels of education are participating in private tutoring. In countries, such as the Republic of Korea and Turkey, spending by families on private tutoring is almost equivalent to public-sector education expenditures where in Korea, it forms 2.9 per cent of GDP (Halsey, 2008).

In India, a survey by Aggarwal (1998) in which 7879 primary school pupils were involved found that 39.2% of pupils were receiving tutoring. This study targeted primary school pupils while the current study targeted secondary school students. In Japan, a survey by Ministry of Education, Science and Culture (1993) found that 23.6% of pupils in elementary schools and 59.5% in junior high school attended tutorial schools (Japan,
A similar survey in 1997 which compiled numbers of pupils who were involved in other forms of tuition found that out of 5 children in primary schools, 33.0% attended tutorial schools, 5.7% received one-to-one tuition from tutors, 24.5% studied via correspondence while 17.9% received home delivery study materials. The survey further established that in urban areas, over 90% of children were on some form of private tutoring (Japan, 1999:68). These surveys targeted primary school pupils who have different educational expectations and demand while the current study assessed secondary school students.

In Malta, a 1997/1998 survey by Fenech & Spiteri (1999) on Private Tuition in Malta which targeted 1482 pupils in upper primary and lower secondary schools found that 50.5% had received private tutoring at some time. Some had first received tutoring at the age of four, though the largest number had commenced at the age of 10 (Fenech & Spiteri, 1999:26). This study focused more on private tuition initiated and offered by individual tutors and private tutoring agencies which were conducted out of schools while the current study in addition examined private tuition provided by public secondary schools. A study by Baker et al., (2001) and Wolf (2002) on the proportions of children receiving private tuition was more than 50% in Czech Republic, Russia, Romania, Slovenia, South Africa, Philippines and Slovak Republic while in Latvia, the proportion exceeded 90%. These studies, however, failed to measure the prevalence of private tuition in respect to various characteristics of private tuition which was undertaken by the current study.
In Egypt, a study by Fergany (1994) which was carried out on 4729 households found that 64.0% of primary school children in urban areas and 52.0% in rural areas had received private tuition. A study by the World Bank in 1997 estimated that household expenditures on private tuition in preparatory, primary and secondary school levels accounted for 1.6% of Gross Domestic Product (World Bank, 2002). This survey, however, focused more on households while the current study examined the levels of practice of private tuition in public secondary schools.

SACMEQ, 2005 and 2010 provided a breakdown of the magnitude of private tuition in countries across the African continent. This is as illustrated on Table 2.1.

Table 2.1: Percentage of pupils receiving and paying for extra lessons in six African countries

<table>
<thead>
<tr>
<th>Country</th>
<th>SACMEQ I</th>
<th>SACMEQ II</th>
<th>SACMEQ II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>68.6%</td>
<td>87.7%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Malawi</td>
<td>22.1%</td>
<td>79.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Mauritius</td>
<td>77.5%</td>
<td>86.6%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Namibia</td>
<td>34.7%</td>
<td>44.7%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Zambia</td>
<td>44.8%</td>
<td>55.1%</td>
<td>50.9%</td>
</tr>
<tr>
<td>Zanzibar</td>
<td>46.1%</td>
<td>55.9%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Average</td>
<td>49.0%</td>
<td>68.3%</td>
<td>43.9%</td>
</tr>
</tbody>
</table>

Source: Sacmeq Data Archive, 2005 and 2010, Paris: IIEP

In Kenya, a 1997 national sample of 3233 Standard six pupils found 68.6% receiving tutoring, ranging from 39.0% in North Eastern Province to 74.4% in Nyanza Province (Nzomo, et al., 2001). A parallel survey in three geographically distinct districts indicated
that tutoring was much more common in urban than rural areas among boys rather than girls (Buchmann, 2002). Mogaka (2014) in his study sought to find out whether private supplementary tuition was being offered in secondary schools despite the government ban policy on private supplementary tuition in Kenya being in place. From the data collected from the 240 students, 100% per cent of the respondents agreed that private supplementary tuition was being offered in secondary schools. These studies relied mostly of secondary data obtained from educational offices and commission reports. The current study obtained data from the primary sources. The researcher also did not find recent studies on the scale of private tuition in public secondary schools which was dealt with in the current study.

2.3 Characteristics of Private Tuition

In a study by Peters, Carpenter and Coleman (2009) on private tuition offered by most agencies, covered most or all subjects in the school curriculum. A significant number of them specialized in English or mathematics or both. The study also showed that 97% of the agencies surveyed offered tuition mainly in mathematics while 93% offered private tuition in English. It was further revealed that private tuition was mostly provided at Key Stages 2 and 4 which is an indication that much private tutoring is towards preparing students for secondary school entrance and examinations. This survey targeted agencies which conduct tuition outside where a substantial amount of tutoring was done online. Therefore, there exists a major difference in the mode of curriculum delivery between this system thus the need for the current study.
Halsey (2006) in a study on multiple ability signals and cross-country differences in educational effort in the State of California established that 72% of schools in the state offered private tuition in preparation for school entrance examinations. The study showed that one-to-one tuition was the main mode of tuition delivery in 78% of the schools. According to the study findings, group tuition was offered by 55% of the schools while private tuition was offered by 40% of schools. Teachers considered individual learners characteristics and educational needs, what the tuition was aimed at accomplishing, the location of tutoring, timing, and the amount of money paid per session. This study targeted tutors leaving out students who are the recipients of the private tutoring. This was addressed by the current study.

Dang, Hai-Anh (2007) in the study on the determinants and impact of private tutoring classes in Vietnam revealed that 68% of tuition sessions were conducted at the home of the student, 52% were at the tutor’s home, 40% at a designated centre while 25% were conducted in schools. The study revealed that tutors preferred to have tuition sessions in the home of the students where they felt was safe for learners and it was easier for them to give regular and timely feedback to the parents after sessions. The study established that 66% of the sessions usually typically lasted for one hour (Dang, Hai-Anh, 2007). This study only gave brief descriptions of the places where tutorials took place but did not give a detailed account of the forms of tutoring as well as subjects taught in each case. This study filled this gap.

Tswani (2009) in a study on factors that facilitate achievement in mathematics in traditional disadvantaged secondary schools in Pretoria found that as high as 96% of
schools offered individualized tuition tailored to the needs of the student. A minority of them (22%) offered a pre-defined programme of tuition. Individual teachers emphasized a flexible approach to tuition sessions based on the specific needs of the student. Teachers attributed successful outcomes from tutorials to sufficient time, the tuition environment, the one-to-one dynamic, the qualities of the tutor, student commitment and engagement and parental support. This study focused on private tuition for students in the area of mathematics while the current study included private tuition in other subjects.

Kwok (2007) in a multi-level social analysis of demand for private supplementary tutoring at secondary level in Hong Kong revealed that most schools had set a fixed price for private tuition sessions. The findings however, indicated that in some cases, the cost depended on the study level of the learner, distance or cost to where sessions are held, the number of students involved in a session while in some cases, individual tutors determined the cost of tuition based on levels of demand and prevailing market rates. The study further showed that some teachers offered discounted rates depending on the number of sessions a student would take, the number of learners in sessions, and for friends and family members. In some cases, costs were also related to the qualification requirements of teachers. In a few cases, the prices were negotiable. This study relied on the views given by teachers leaving out students. This means that the study could not confirm sentiments given by teachers. The current study included students who confirmed either affirm or offer a divergent position from that given by teachers.

According to Buchmann (2002) in a study on social capital, shadow education, and achievement in private supplementary tutoring, tutoring in academic subjects is provided
by the tutors for financial gain and is an additional to the mainstream schooling. Private supplementary tutoring also refers to a kind of extra, fee-paying academic teaching or drilling for full-time students studying in regular school instruction programmes or syllabuses at all tiers of education. It has three characteristics: academic oriented; monetary transfer (from tutees or their parents/guardians to tutors) and tutoring content or mastery of some cognitive skills being in line with tutees' day-time schooling (Buchmann, 2002). This study was a desktop research on private tuition. The current study involved the researcher going to the field to collect data thus filling this methodological gap.

According to Lee (1996) in a survey on children and private tuition in Hong Kong noted that private supplementary tutoring can complement and repeat what tutees (full-time students) have learned in their daytime schools. It can help them revise their daytime lessons and deepen their understanding of the underlying concepts or theories through drilling exercises. Its main functions are to help students cope with examinations and to improve their academic achievements. This study was done in an Asian country which has a different education system and socio-economic conditions thus justifying the need for this study which was carried out in Mwala Division in Machakos County.

Kigotho (2012) established that another form of private supplementary tuition in Kenya is commonly referred to as holiday tuition (coaching). It takes place outside the mainstream school premises in instances where these premises are used privately hired by the providers. The fee is normally decided by the providers and it varies from one holiday tuition centre to another depending on the qualification and experience of the teachers,
location of the centres and popularity of the subjects being offered at the centres. In the holiday tuition centres, there is no standard curriculum followed but they are tailored to meet the needs of students focusing mainly on examinable subject content. They are mostly conducted during April, August and December holidays when students are on vacation.

Tseng (1998) in a survey report on private supplementary tutoring at the senior secondary level in Taiwan and Hong Kong revealed that tutoring included individual, group (2-8 tutees per group) and mass (more than 8 tutees in a class). Tuition was conducted within tutees’ geographical locations, in tutors' residential areas, in schools or even in rented buildings (Tseng 1998). This study primarily relied on secondary data which limited the chances of obtaining the most current information, when using secondary data, the researcher might have had less control over how the data were collected. There may also have been biases in the data that you don't know about. The current study involved the researcher going to the field to collect primary data thus filling this methodological gap.

Mburugu (2011) carried out a study on the status of private tuition in public secondary schools in Miirigamieru West Division, Imenti North District. This study adopted a descriptive survey design. The study targeted 20 school principals, 200 teachers, 1253 form 3 students and parents (their number was not known because they are not confined in one place). The findings showed that private tuition was often conducted during weekends, school holidays, and evenings. This study, however, did not reveal the specific time when the various forms of private tuition take place which was done by the current study. The study by Mburugu did not critically assess various forms of private tuition
conducted out of schools. The current study, therefore, conducted an in-depth analysis of private tutorials conducted out of schools by looking at where they are done, who are the organizers as well as who are the recipients.

A study by Lugano (2008) revealed that 41.67% of the respondents indicated that private supplementary tuition was being conducted during public holidays, weekends, evening and morning preps. 41.67% of the respondents indicated that private tuition was being conducted during weekends, public holidays, 4.30 am-6.00 a.m and 7.30 p.m-10.00 pm and only 16.67% of the respondents indicated that PST was being conducted during morning and evening preps in their schools. Closer analyses of the data revealed that the 16.67% were from pure day schools and the 41.67% were either from pure boarding schools or mixed day and boarding schools. The effect of this was that students from day schools had less time for private as compared to their colleagues in boarding schools.

In a study by Jumba (2008), 83.33% of the respondents indicated that the duration for private tuition per term was 6-9 weeks, 8.33% indicated that private supplementary tuition was conducted for 10 weeks per term and 8.33% of the respondents indicated that private tuition was conducted for 1-3 weeks per term. Based on these 48 results, it can be argued that the optimum duration for private tuition per term in secondary schools was between 6 weeks and 9 weeks depending on the specific school programme. Lugano (2008) revealed that private tuition was conducted mostly on Saturdays during weekends between 7.30 p.m-1.00 p.m. Jumba (2008) revealed that private supplementary tuition was being offered in secondary schools during school vacations despite the government ban policy on private supplementary tuition in Kenya being in place. Makali (2012) notes
that under private tuition outside mainstream schools, the actual teaching takes place at the teacher’s home or student’s home or even at the school premises if circumstances do not allow teaching to take place at either parties home i.e. if the student is in a boarding school and the parent wishes to use mainstream teachers to offer individualised tuition to the student while in school. Odawo (2011) established that private tuition outside schools was mainly provided by professionally trained teachers who may or may not be the mainstream teachers for the students or university students or those who have attained quality grades at KCSE and waiting to join university or retired teachers who still have the energy and desire to teach.

A study by Ogolla (2011) endeavoured to find out whether private tuition within mainstream schools (remedial teaching) was free or student paid for it. The descriptive data collected show that 91.7% of the respondents paid for private tuition services and only 8.3% of the respondents were not paying for private tuition services. Kwok (2007) in a multi-level social analysis of demand for private supplementary tutoring at secondary level in Hong Kong revealed that most schools had set a fixed price for private tuition sessions. The findings however, indicated that sometimes the cost depended on the study level of the learner, distance or cost to where sessions are held, the number of students involved in a session while in other cases, individual tutors determined the cost of tuition based on levels of demand and prevailing market rates. The study further showed that some teachers offered discounted rates depending on the number of sessions a student would take, the number of learners in sessions, and for friends and family members. The costs were also related to the qualification requirements of teachers and prices were negotiable.
Mogaka (2014) posits that 83.4% of the students (respondents) were in schools that charged between sh. 500 and sh.5000 per term which translates to sh. 1500 to sh.15000 per year. This extra financial burden is shouldered by the parents, for the poor parents this may be hard to raise thus students from such poor parents were likely to be disadvantaged as those who could not pay for private supplementary tuition are either sent away for the fee or not allowed to attend these classes despite the government’s policy on free day secondary.

2.4 Factors Influencing Demand for Private Tuition

Glewwe, Ilias and Kremer (2003) in a survey on “incentives to teach badly” which used multi-stage random sampling to obtain a sample of 572 students from different schools and used questionnaires to obtain data pointed out that, there are obvious institutional factors affecting student achievement, inducing variables that are significant in boosting the secondary school student performance. Glewwe et al., (2003) add that the intricacies of the institutional arrangements shaping students incentive to learn and teachers incentive to teach play a key role in determining whether students would demand private tuition. One of the most widespread assumptions is that extensive private tutoring exists in countries with intense competition for future educational opportunities, which are usually accompanied by a “tight linkage” between academic performance and later opportunities in higher education and labour market (Glewwe et al., (2003). In this study, data were obtained using only questionnaires which were standardised so that it might not be possible to explain any points in the questions those participants might misinterpret.
The current study in addition used interviews which supplemented questionnaire data because sometimes questionnaire limit more information from respondents.

Njeremani (2001) in a seminar paper on factors affecting learning and the problem of language in physics in Nakuru District revealed that time was spent and lost on non-learning activities such as school assemblies. Data collected using documentary analysis, questionnaire and observation found that a lot of time was lost on non-learning activities. Time was actually wasted on the first week of a new learning term on staff meetings, the duty roster timetabling, cleaning of the school compound and there was rampant absenteeism on the part of both teachers and students. As a result of the time lost during the normal school time, he asserts, schools arrange for extra tuition during the holidays and weekends and parents are subsequently called upon to shoulder the extra cost of private tuition (Njeremani, 2001). The information was obtained from participants of the seminar who were mainly teachers and in which students were not represented. The current study collected primary data from the field meaning that, views of students and principals were captured.

Foondun (1992) carried out an analysis of the practice in Mauritius and selected South-East Asian countries. The survey utilized causal-comparative (ex-post facto) research design and sampled 25 schools. A questionnaire was used to collect data. The findings were that some teachers often “advise” parents to send their children to attend classes by branding them as “weak” and badly in need of tuition. Failure to attend tutoring classes may seriously jeopardize their chances of coming out as among the best in class. At times teachers may literally force students to take tuition. Foondun (1992) further states that, in
Mauritius, parents fear that teachers may neglect students who do not attend private tuition. The survey recalled that parents feared that students who do not take part in shadow private system are likely candidates to repeat the same grade (Foondun, 1992). This study was carried out across different countries with different education systems and social dynamics and therefore, the findings lacked an element of homogeneity. The current study was carried out in a division in Kenya under the same education systems and social norms.

Kim (2005) carried a study on shadow education, school quality and demand for private tutoring in Korea. The study adopted a descriptive research design and involved five schools which were randomly selected. Data were analyzed using chi-square statistics. The study revealed that demand for places in prestigious schools and colleges, cognitive abilities, peer pressure and future aspirations, had led to heavy emphasis on examinations whose main function is to select the best students. This forced students to seek for extra help. Another reason cited was the competitiveness of the system where almost all students out of fear of being overtaken by their peers, flock in large numbers to attend extra classes. This study was done in an Asian country with a different education system and socio-economic conditions thus justifying the need for this study in Mwala Division in Machakos County in Kenya.

Baker et al., (2007) after analyzing data from the Third International Mathematics and Science Study (TIMSS) in 2005 involving 41 countries, revealed that in most of these countries, private tutoring is conducted on low maths achievers than by high achievers. That study established that the probability of attending private tutoring increases by 3.5
per cent for each point decrease in mathematics scores in Denmark, Germany and the United States. This study focused on private tutoring in mathematics which has special demands on the individual student while the current study was carried out across all subjects in public secondary schools in Mwala Division.

According to Wolf (2002) in a study on extra-school instruction in mathematics and science in the Netherlands observed that private coaching is almost universal among boys and competition keeps it so, for if one boy has a private coach, his rival must have one too, since a difference of one mark means a difference between a scholarship and no scholarship.” Wolf (2002) further points out that inability to conduct self-study is a major contributor to demand for private tuition as most pupils are unable to study on their own without supervision. He notes that what one must learn at school is how to do without school; meaning that one must learn what to do at school, whilst being guided, what one will have to do progressively on one's own for example, self-study and homework in this case (Wolf, 2002). Thus study focused mainly on private tuition in mathematics and science subjects which have unique demands on the student while the current study focused on all examinable subjects in public secondary schools in Mwala Division.

A study by Ireson and Rushforth (2005) on mapping and evaluating shadow education in England revealed that a student’s chances of receiving private tuition were strongly related to parental education and occupational status. It was argued that parents who had attained university education were almost twice as likely to employ a tutor as compared with parents who received only a school education. While some parents viewed private tuition as a more affordable option than paying to send their child to an independent
school, other parents found the costs of private tuition were prohibitive to them. A survey by Peters, Carpenter, Edwards, and Coleman (2009) on the relationship between parental careers and demand for private tuition also found that the use of private tuition varied according to household income. These studies were carried out in Great Britain whose socio-economic conditions that determine households’ characteristics are not identical to those of Mwala Division thus the need for the proposed study.

Studies by Kim and Lee (2004); Tansel and Bircan (2006); Dang (2007b) carried out in Korea, Turkey, and Vietnam revealed that the number of children in households is negatively correlated with private tutoring expenditures. However, these variables are not used in all the studies, and the household size variable is likely to be endogenous which may bias estimated results. Thus, it is not possible to investigate whether these two patterns hold for all these five countries, or to draw firm conclusions from them. The proposed study used similar variables and also in Mwala Sub-County in Kenya which yielded less biased results.

Raffick (2004) in a study entitled the issue of private tuition: An analysis of the practice in Mauritius and selected South-east Asian countries pointed out that a child’s home environment is more important than his or her school environment in predicting his scholastic performance. According to Raffick (2004), the quality and quantity of education attained by the child is closely associated to parental education attainment levels as well as their economic status in society. The core explanatory factors common are income, parental education, and urban location as those usually found to be important determinants of schooling attainment and performance in developing countries. This
study primarily relied on secondary data which limited the chances of obtaining the most current information, when using secondary data, the researcher might have had less control over how the data were collected. There may also have been biases in the data that you don't know about. The current study involved the researcher going to the field to collect primary data thus filling this methodological gap.

Bray (2003) in a report on adverse effects of private supplementary tutoring; dimensions, implications and government responses suggests that supplementary tutoring is especially likely to be widespread in cultures that stress effort. Related to this is the extent to which individual schools and society more broadly, are competitive. Parents put pressure on students to perform well in school. This study relied on secondary sources of data which included media reports to the effect that private tuition was more pronounced in certain households. The current study used primary sources that enabled the researcher to get information from principals, teachers and students.

Biswal (1999) in a survey report on private tutoring and public corruption in developing countries revealed that, where teachers’ pay is very low, there is normally de facto recognition and acceptance that the ‘labour process’ in schools has to be organised in such a way that enables teachers the autonomy to generate additional income. Many school managers also engage in these ‘survival’ activities. More generally, there is a widespread acceptance that ‘you get what you pay for’, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers in their main jobs (Biswal, 1999). This study was carried out across different countries with different educational
systems and socio-economic norms while the current study was confined in a single division.

Bachmann, (1999) in a survey report on the state and schooling in Kenya notes that low pay levels and weak monitoring of teachers in the public system can also cause teachers to force tutoring on students. Bray (2006a) in an assessment of private supplementary tutoring; comparative perspectives on patterns and implications states that the economic circumstances of mainstream teachers may be an important educational factor driving the demand for private tutoring. Foondun, (2002) adds that peer pressure plays a major role in the supply of private tuition simply because when one teacher starts giving tuition and makes money, other teachers also follow suit. These studies targeted teachers in schools while the proposed study in addition examined ways in which teacher/tutor remuneration influences demand for private tuition by tutors who are not necessarily school teachers.

Bray (2010) contends that the high need for private supplementary tuition is as a result of competitive pressures in an increasingly globalised world. Some governments promote competition through public ranking of schools and students when releasing National Examinations. Because schools compete to be ranked among the top performers, then it would imply that they are under intense pressure to achieve good grades by all means including the use of private supplementary tuition (Dang, 2007); Tansel and Bircan (2008). Tansel and Bircan (2008) argues that high achievers (students who are ranked above satisfactory) are more likely to receive private supplementary tuition than those who have just passed. This indicates that the demand for private supplementary tuition among higher performers is higher partly because they have a higher self-intrinsic
motivation to do even better and join prestigious careers or partly because their academic demands are not being satisfied in the mainstream schooling hence they opt for private tuition to supplement what they have learnt in the mainstream school and even add more. Kim and Lee (2010) note that private supplementary tuition is widespread in countries where parents and students feel that the formal education system has failed to meet all the needs of the students. Atieno, Gunga and Akaranga (2013) argue that the main reason for child engagement in private supplementary tuition in Kenya is probably due to parental desire to help their children do well in KCPE and KCSE examinations which are sat at the end of primary and secondary tiers respectively that is, to obtain grade A or grade C and above which will enable the students to join a tertiary college and try as much as possible to avoid grade E.

Bray (2005) and Kim (2006) note that most parents are aware that if they do not pay for private supplementary tuition then their children are likely to repeat classes/forms/grades. For many parents, the arithmetic becomes simple: It is less expensive to pay for private supplementary tuition classes than to pay the costs of repeating a year. Bray (2010) notes that the need for private supplementary tuition is as a result of peer pressure. He contends that often parents send their children to holiday tuition centres and students enrol for private tuition classes because it appears that all their peers are doing so.

Mogaka (2014) in a study on factors that influence the need for private supplementary tuition in secondary schools in Borabu District of Nyamira County in which 91.7 % of the respondents indicated that private tuition was compulsory in their respective schools and only 8.3 % of the respondents indicated that PST was optional in their schools. Bray
(2010) argues that as much as teachers in some countries may stress that private tuition is not compulsory, they make parents aware that if they do not pay, their children will be handicapped not only by failing to secure the curricular knowledge but also probably by incurring the disapproval of the teachers. Since the teachers control the end-of-year examinations and determine who proceeds from one class/form/grade to the next, parents are aware that if they do not pay for private supplementary tuition then their children are likely to repeat classes/forms/grades. For many parents, the arithmetic becomes simple: It is less expensive to pay for private supplementary tuition classes than to pay the costs of repeating a year.

2.5 Policy and Alternative Approaches

The studies by Silova and Bray (2006) titled, The Hidden Marketplace: Private Tutoring in former socialist categorized government policies into four types based on the respective actions towards private tutoring. First, they note that governments attempt to ban private tutoring for different reasons with little success. Bans on private tuition in Kenya, Cambodia and Myanmar have failed as institutions tasked with implementing the bans are too weak to implement the policy, while in Mauritius and Korea, the bans are met with strong opposition from vested interests forcing these countries to respond by subsequently lifting the ban and opting to regulate private tutoring instead (Silova & Bray, 2006).

According to Silova et al., (2006), the second type of government policies were governments ignoring private tutoring. These governments can also be divided into two groups, based on their reasons for ignoring private tutoring. The first group comprised
countries with weak institutions and little capacity to monitor private tutoring, the countries included Nigeria and Sri Lanka. The second group comprised countries which were said to have stronger institutions and adequate capacity to monitor private tutoring but chose not to regulate the sector, either because they consider it to have small and insignificant effects or because they prefer to leave it to market forces, examples, are Canada and the United Kingdom.

The third type comprised governments that take a more active role in controlling private tutoring. These governments recognize the importance of private tutoring and attempt to control it directly and indirectly by either prohibiting private tutoring in early grades; forbidding teachers from tutoring their own students; stipulating fees, class sizes, or syllabi for private tutoring classes; and reducing disparities in schools, countries in this include Hong Kong, Mauritius and Vietnam. The fourth category was for governments that actively encourage private tutoring based on the belief that private tutoring contributes to human capital development and that private tutoring lessons are an effective means of tailoring education to the needs of students. These policies were evident in Singapore, South Africa and Zanzibar and range from offering general encouragement to providing subsidies for private tutoring, training courses for tutors and tax incentives (Silova et al., 2006).

Mogaka (2014) in which 100 % of the teacher respondents asserted that the ban policy has not been successful in eliminating private supplementary tuition from schools because schools were still offering private tuition and at a fee despite the policy being in place. The findings also agree with a study by Jumba (2008) in which 235 students out of
the 240 students sampled indicated that the ban policy has not been effective in eliminating private tuition from schools. The 5 students who indicated that the ban policy has been successful looked at private tuition as holiday tuition but they indicated that their schools were offering ‘remedial teaching’ at a fee. Based on these findings, the researcher contends that the government of Kenya’s ban policy on private tuition has not been successful.

2.6 Impact of Private Tuition on Education

Ireson (2005) in a study on mapping and evaluating shadow education and Yui (1996) in a study of curriculum change in Hong Kong, revealed that private supplementary tuition may have positive consequences in improving students learning and providing students with constructive activities. It is a form of employment to those offering private tuition services and helps students understand mainstream lessons. It also has negative consequences to the mainstream school especially where it is provided for financial gains (Ireson, 2005 & Yiu, 1996). The current study seeks to establish the effects of private tuition on education in Kenya and Mwala Division specifically since these other studies were carried out in Europe and Asia respectively where educational conditions are different.

Biswal (1999) in a survey of private tutoring and public corruption in developing countries notes that the school efficiency comes into question majorly on teacher performance and conduct during lessons. Students are also overworked. In the worst cases, teachers deliver only half the curriculum during school day forcing students to pay for the other half during private lessons. Teachers are also seen to compromise
educational standards by not teaching well so as to create the need for private paid tuition. Teachers put varying input when attending normal lessons and tuition sessions linking the practice to corruption (Biswal, 1999). This study primarily relied on secondary data which limited the chances of obtaining the most current information, when using secondary data, the researcher might have had less control over how the data were collected. There may also have been biases in the data that you don't know about. The current study involved the researcher going to the field to collect primary data thus filling this methodological gap.

Kaloki (2012) in a study revealed that that 90% of the students indicated that they would like private supplementary tuition to continue being offered to secondary school students and only 10% of the students were not in support of private tuition. The students who were in support of private tuition argued that it provided an opportunity to high achievers to revise their work so as to boost their good performance, they also observed that it gave weak students an opportunity to re-do and understand what they had not understood during normal classes. The students claimed that, they gained more from their teachers during private tuition lessons than during normal classes. They indicated that teachers attended all remedial lessons because they were paid per hours attended and that private tuition helped in syllabus coverage.

In a study by Njeru (2011), 91.67% of the teachers indicated that they were of the opinion that private supplementary tuition should continue being offered to secondary school students as it did not lead to increased workload for teachers. They instead argued that private supplementary tuition helped them to cover the syllabus in good time thus giving them enough time to revise with students before they sat for KCSE, some argued
that private tuition helped slow learners to master subject contents thus boosting their academic performance, it kept students busy during free time thus minimising the chances of students engaging in bad habits such as drug abuse and assisted schools and students to post good grades at KCSE level.

Kosgey (2009) in a study revealed that 95.8% of the teacher respondents and 79.58% of the student respondents indicated that they were either strongly in agreement or in agreement with the proposition that remedial teaching in mainstream schools was fuelled by wide syllabi. The respondents argued that the syllabus in a number of subjects at secondary school level was too wide and thus teachers were not able to cover the required syllabi within the stipulated timelines. To assist them cover the syllabus before students sit for KCSE they resort to private supplementary tuition.

2.7 Summary of the Literature Review
The study reviewed literature on the practice of private and supplementary tuition. A number of studies targeted primary school pupils who have different educational expectations and demands to secondary school students. One study focused more on private tuition initiated and offered by individual tutors and private tutoring agencies. Other studies targeted teachers leaving out students. Studies also failed to measure the prevalence of private tuition in respect to various characteristics of private tuition. A number of studies relied mostly on secondary data. The researcher also did not find recent studies on the scale of private tuition in public secondary schools. Lastly, most studies were done in foreign countries which have different educational systems and socio-economic conditions thus justifying the need for this study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
The chapter highlights the methodology that was used in collection and analysis of data in the study. It also presents on research design, target population, sampling procedures and sampling size, data collection methods and data analysis techniques.

3.2 Research Design
The study adopted a descriptive survey design. This is a research method through which data are collected from members of targeted population by use of questionnaires and interviews in order to determine the current status of that population with respect to one or more variables. It was, therefore, a self-reporting study which brought out quantifiable information from the sample (Mugenda & Mugenda, 1999). This design was appropriate for this study as it included survey research approaches all of which yielded quantitative information that could be summarized through statistical analyses (Cohen & Manion, 1998). The study investigated the independent variables which are the factors influencing demand for private tuition which was the depended variable.

3.3 Study Locale
The study was carried out in public day and boarding secondary schools in Mwala Division of Mwala Sub-county of Machakos County, Eastern Province, Kenya. The Division is located at an elevation of 1,335 metres above sea level and covers an area of 67 square kilometres. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and that which permits instant rapport with the informants. Mwala Division was chosen because it is within reach by the researcher.
Furthermore, reports from the District Education Office, Mwala District show that private tuition is being conducted in the district (Mwala District Education Office, 2010).

3.4 Study Population

The study targeted 18 principals, 282 teachers, 1431 form four students making a total of 1731 in 18 public secondary schools that go up to form four in Mwala Division of Machakos County. The principals were targeted because they participate in decision-making processes in regard to private tuition at the Board of Management, Parents Teachers Association and staff meeting levels. Teachers, on the other hand, were targeted as they are the implementers of the private tuition programme while students are the recipients of private tuition. The population of principals, teachers and students is as presented on Table 3.1.

Table 3.1: Population of respondents

<table>
<thead>
<tr>
<th>School Category</th>
<th>Principals</th>
<th>Teachers</th>
<th>Form 4 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>2</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>2</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>8</td>
<td>5</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>6</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

Source: Mwala District Education Office 2013

3.5 Sample Size and Sampling Techniques

The stratified simple random sampling technique was used to select schools and respondents. This sampling technique was ideal for this study as it is used to ensure that
no sub-population is omitted from the sample (Gay, 1996). The schools were stratified into four strata, namely; boys boarding, girls boarding, mixed day and mixed boarding schools. Using simple random sampling technique, 1 (50.0%) boys boarding secondary school were selected from the 2 schools in that category. The only girls boarding school was selected (100.0%). The researcher used simple random sampling technique by selecting 1 (50.0%) mixed boarding school from the 2 schools. To arrive at the sample of mixed day schools, the researcher selected schools listed in odd numbers from this category which means that 7 schools out of the 13 (53.8%) were selected. The sample of schools comprised 1 boys boarding, 1 girls boarding, 1 mixed boarding and 8 day mixed schools making a total of 10 schools which is 55.5% of the 18 targeted schools. This percentage of schools is an adequate representation of the target population of schools as it is above 20.0%. According to Gay (1996), a minimum of 10% for large population and 20% for small population is sufficient for reliable findings.

To arrive at the sample of respondents, all the principals of the 10 sampled schools were selected for the study. Stratified sampling was used to select teachers and students. For the sample of teachers, the researcher sampled teachers separately from each of the categories of schools and then sampled them according to their gender. For boys boarding schools, the researcher used simple random sampling technique to select 4 (10.8%) male teachers and 4 (15.3%) female teachers making a total of 8 teachers. In the girls boarding, the researcher used simple random sampling technique to select 2 (28.5%) male and 2 (81.1%) female teachers. Among mixed boarding schools, the researcher again used simple random sampling technique to select 4 (26.6%) male and 4 (23.5%) female
teachers. Lastly, the researcher used simple random sampling technique to select 10 (10.9%) male and 10 (12.8%) female teachers from mixed day schools.

To get the sample for students, the researcher selected the 5th student from the list of students from each category. This translated to 24 (10.0%) students from boys boarding school, 24 (26.6%) from girls boarding, 10 (12.3%) girls and 10 (11.7%) girls from girls boarding and 40 (10.7%) boys and 40 (15.2%) girls from the mixed day schools. This was done while ensuring that at least more than 10.0% of the respondents from each school are selected and that the overall percentage of the sample size is more than 10.0% of the target population. It also ensured that an equal number of respondents from both genders are selected. The sample size for this study comprised 10 principals, 40 teachers and 148 students making a grand total of 198 respondents as presented on Table 3.2.

**Table 3.2: Sample of respondents**

<table>
<thead>
<tr>
<th>School Category</th>
<th>Principals</th>
<th>Teachers</th>
<th>Form 4 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The research instruments included questionnaires and an interview schedule. The questionnaires were administered to teachers and students while the interview guides
were administered to the principals. The questionnaire was ideal for this study as it presented an even stimulus, potentially to a large number of people simultaneously and provided the investigator with a relatively easy accumulation of data (Wellington, 2000). Two different types of questionnaires were used: one for students and one for teachers. The questionnaires contained both open-ended and closed-ended questions. Each of the questionnaires had two sections.

3.6.1 Questionnaire for Teachers

This questionnaire had two parts. Part one was used to obtain teachers’ demographic information such as age, level of academic and professional qualification. Part 2 was used to obtain information based on the objectives of the study under the following sections: Characteristics of private tuition, the scale of private tuition, factors influencing demand for demand for private tuition, policy and alternative approaches to private tuition.

3.6.2 Questionnaire for Students

This questionnaire had two parts. Part one was used to obtain students’ demographic information such as age, level of academic and professional qualification. Part 2 was used to obtain information based on the objectives of the study under the following sections: Characteristics of private tuition, the scale of private tuition, factors influencing demand for demand for private tuition and the impact of private tuition on education.

3.6.3 Interview Guide for Principals

An interview schedule was used to collect data from the principals on the characteristics of private tuition, scale of private tuition, factors influencing demand for private tuition, policy and alternative approaches to private tuition. An interview guide makes it possible
to obtain data required to meet specific objectives of the study (Mugenda & Mugenda, 1999). Further Cohen and Manion (1994) argue that the interview guide consists of items that help the researcher to uncover broad concerns of the study in-depth through consistent probing. The interviewer probed the interviewee to obtain adequate additional information.

3.7 Pilot Study

A pilot study was conducted prior to the actual research. Three schools from the neighbouring Wamunyu Division were randomly selected to pre-test the instruments. The schools were boys, girls and mixed secondary schools. This was done to establish reliability of the research instruments. Through piloting, the researcher was able to determine whether there are any ambiguities in any of the items to ensure that the instruments elicit the type of data anticipated to answer the research questions. Those items that failed to measure the variables intended were either modified or discarded. Further, advice was sought from the supervisors who critically examined the items in the instruments.

3.7.1 Instrument Validity

The validity of an instrument represents the degree to which a test measures (Borg & Gall, 1983). To establish content validity, the researcher had the research instruments appraised by the supervisors and the comments made were adhered to. The pilot study was used to identify ambiguities in the research tools before the administration. Items that could be misunderstood were modified to increase content validity. Threats to internal validity were checked by the researcher who administered the tools himself.
3.7.2 Instrument Reliability

Reliability of a research instrument is concerned with the degree to which a particular measure gives similar results over a number of repeated trials (Orodho, 2008). To ensure that the research tools are reliable, the Cronbach Alpha coefficient was used to check the internal consistency of items in the questionnaires. It was computed with the help of SPSS 21 program to determine if the items used are reliable. According to Berthoud (2000), reliability of 0.7 and above is satisfactory for any research instrument. Cronbach reliability coefficient normally ranges between 0 and 1. A coefficient of +0.7503 was obtained, since according to Berthoud (2000), reliability of 0.7 and above is satisfactory for any research instrument.

3.8 Data Collection Procedures

A research permit was obtained from the National Council for Science and Technology (NACOSTI). Copies of the permit were presented to the County Education Officer, Machakos County who further issued clearance letters authorising the researcher to visit the schools under study. The researcher then contacted the principals of the sampled schools through letters and made arrangements on when to visit the schools under study. The researcher administered questionnaires to the teachers and students and then interviewed the principals. The questionnaires were collected after three days to ensure all are returned. All respondents were assured of confidentiality and anonymity.

3.9 Data Analysis Techniques

Data analysis is the process of packaging the collected information in a form that can be understood by the person undertaking the research. Qualitative data were analysed using
content/narrative analysis. Quantitative data were analysed using descriptive statistics such as frequencies and percentages. According to Creswell (2012), descriptive statistics deals with the presentation of numerical facts or data, in either tables or graphs form, and with the methodology of analysing the data. The researcher ran frequencies with data from questionnaires by looking at the numbers and percentages for questions based on the research variables and then cross-tabulated data in order to gain more specific information about the effect of private supplementary tuition on education in public secondary. Statistical Package for Social Sciences (SPSS) was used in analysing the quantitative data.

3.10 Logistical and Ethical Considerations

3.10.1 Ethical Consideration

The researcher did not subject respondents to situations harmful or uncomfortable to them. The participation in research was voluntary and respondents had the right to refuse or divulge certain information about them. The participants were also made aware of the implications of participation in the study. The informed consent involved two main factors. First, the consent of the subjects as what is to be disclosed to the researcher and second, assurances of confidential use of research data collected on individuals. The researcher further sought permission to conduct the research from the Ministry of Education. The researcher avoided deception in case of limited finance or volatile situations which might lead to inadequate collection of data.
3.10.2 Logistical Consideration

The research used a lot of money in terms of making trips to the selected public secondary schools and also in terms of hiring research assistants, printing, typing, binding, consultation, photocopying. In such circumstances, the researcher tried to minimize on the expenses by using resources effectively.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction
This chapter presents data analysis and discussion of findings of the study on the status and factors influencing demand for private supplementary tuition in public secondary schools in Mwala Division. The chapter is presented under the following sections: respondents' demographic information, magnitude of private tuition, characteristics of private tuition, factors influencing demand for private tuition, policy and alternative measures to private tuition and the effect of private tuition on education.

4.2 Instrument Return Rate
The study targeted principals, teachers and students. Principals were interviewed while teachers and students completed the questionnaire. All the 10 principals who were sampled for the study were interviewed making 100.0% return rate and also all the 40 teachers completed questionnaires which was also 100.0% return rate. Out of 148 students, 122 returned dully filled questionnaires making 82.4% return rate. The average return rate was 94.1% which the researcher found to be an adequate representation of the target population.

4.3 Respondents Demographic Information
This section presents the demographic information of the respondents aimed at establishing the status and demand for private supplementary tuition in public secondary schools. Data were presented in the following sub-sections - respondents' highest professional qualifications and teaching experience.
4.3.1 Respondents' Gender

Gender refers to the socio-cultural roles, behaviours, activities and attributes that a given society considers appropriate for men and women and which influence professional aspirations which in return determines access to educational opportunities and more so access to private supplementary tuition. Gender equality was applied in this study to ensure that both genders are accorded equal opportunities to participate in the study.

4.3.1.1 Principals' Gender

The researcher sought to establish principals' gender and the results are as shown on Figure 4.1

![Figure 4.1: Principals' Gender](chart)

N = 10

**Figure 4.1: Principals' Gender**

**Source:** Principals' Interview

The findings on Figure 4.1 show that, half the number of principals (50.0%) were male while the other half (50.0%) were female. The findings show that an equal number of both genders of the principals were sampled for this study.
4.3.1.2 Teachers' Gender

The researcher sought to establish teachers' gender. The findings are as shown on Figure 4.2.

![Teachers' gender diagram]

N = 40

**Figure 4.2 Teachers' gender**

**Source:** Teachers' questionnaire

The results on Figure 4.2 show that 57.5% of (40) teachers were male while 42.5% of them were female. The findings are an indication that a higher number of teachers who took part in the study were male. This can be attributed to the fact that male teachers are majority in public secondary schools in Mwala Sub-County.

4.3.1.3 Students' Gender

The researcher asked students to indicate their gender on the questionnaire. The findings are as presented on Figure 4.3.
The results on Figure 4.3 show that 50.0% of (122) students were male while 50.0% were female. This shows that, an equal number of students were selected to take part in the study as the researcher was keen to ensure equal gender representation.

4.3.2 Respondents' Highest Professional Qualifications

Highest professional qualification refers to an indication that a person has successfully finished a course of study which allows him or her to work in a certain profession. This can be verified through certificate documentation. For the purposes of this study respondents' highest professional qualification refers the highest course completed by principals and teachers which makes them to qualify to teach and head public secondary schools. Professional qualification was considered to ensure that respondents are able to give reliable information. Teachers and principals professional qualification also
determines curriculum implementation in public secondary schools. It influences the quality of curriculum delivery in terms of content and time. The study also sought to establish whether principals and teachers professional qualifications influence demand for private supplementary tuition.

4.3.2.1 Principals' Highest Professional Qualifications

The researcher found it necessary to establish principals’ highest professional qualifications. The results are as shown on Table 4.1.

Table 4.1: Principals and teachers’ highest professional qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>EACE/KCE/KCSE</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>B. Ed (Arts/Sciences)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Masters degrees</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

source: Principals’ interview  
N = 10

The findings on Table 4.1 show that all principals were holders of masters’ degrees. The results are an indication that majority of principals had attained the minimum requirement to teach in public secondary schools. This was attributed to fears that at one point it will be a requirement for principals to have a minimum of masters’ degrees.
4.3.2.2 Teachers’ Highest Professional Qualifications

The researcher sought to find out teachers highest professional qualifications. The results are as shown on Table 4.2.

Table 4.2: Teachers’ Highest Professional Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>EACE/KCE/KCSE</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>B. Ed (Arts/Sciences)</td>
<td>37</td>
<td>92.5</td>
</tr>
<tr>
<td>M.A/M.Sc/M. Ed</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Teachers’ questionnaire  
N = 40

The findings on Table 4.2 show that 92.5% of teachers were holders of Bachelor of Education Arts and Science degree certificates while 5.0% of them were holders of EACE/KCE/KCSE certificate with 2.5% being holders of diplomas in education. The results are an indication that majority of teachers had attained the minimum requirement to teach in public secondary schools.

4.3.3 Respondents’ Teaching Experience

Teaching experience refers to principals’ and teachers’ length of service in the teachers’ profession. It refers specifically to the number of years principals and teachers have taught in public secondary schools. Teachers experience was considered in this study to ensure that principals and teachers have adequate experience in providing private
supplementary tuition and therefore are knowledgeable of factors influencing demand for private tuition.

4.3.3.1 Principals and Teachers' Teaching Experience

To determine teachers and principals’ length of experience with private supplementary tuition, the researcher asked principals and teachers to state their teaching experience in years. The results are as presented on Figure 4.4.

![Figure 4.4: Principals' Teaching Experience](image)

N = 10

**Figure 4.4: Principals' Teaching Experience**

**Source:** Principals’ Interview

The study findings show that 50.0% of (10) principals had taught for between 5 to 10 years while 20.0% of them had taught for between 15 to 20 years. The findings show that most principals have taught for a period long enough to be knowledgeable of the status and factors influencing demand for private supplementary tuition in public secondary schools.
The results also show that 47.5% of (40) teachers had taught for less than 4 years, 32.5% had taught for between 5 to 10 years while 12.5% had taught for between 15 to 20 years. The findings show that a substantial number of teachers have taught for a period long enough to be knowledgeable of the status and factors influencing demand for private supplementary tuition in public secondary schools.

4.3.4 Subjects Taught by Teachers

Subjects taught by teachers refer to areas of curriculum specialisation of teachers as provided in the 8-4-4 curriculum. Subjects taught by teachers were considered because the research aimed to ascertain whether demand for private tuition was influenced by certain subjects.
Table 4.3: Subjects Taught by Teachers

<table>
<thead>
<tr>
<th>Subjects</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Languages</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Sciences</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Technical subjects</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Teachers' questionnaire  
N = 40

The findings on Table 4.3 show that 22.5% of teachers were teaching languages and humanities, 20.0% were teaching mathematics while 17.5% were teaching sciences and technical subjects respectively. The findings are an indication that private supplementary tuition is being offered in all subjects in public secondary schools in Mwala Sub-county.

4.4 Magnitude of Private Tuition

The first objective of the study assessed the status of private tuition in public secondary schools. This was aimed at establishing how widespread private supplementary tuition is in public secondary schools in Mwala Division. The findings are as discussed in the successive sub-sections: Number of schools conducting private tuition, number of private tuition sessions during school days, duration of private supplementary tuition during school days, number of schools providing private supplementary tuition during weekends and school holidays/vocations.
4.4.1 Schools Conducting Private Supplementary Tuition During School Days

To establish the number of schools conducting private supplementary tuition during school days, the researcher asked teachers and students to state whether there is private tuition during school days in their schools. Their responses are as presented on Tables 4.4 and 4.5.

Table 4.4: Schools conducting private supplementary tuition during school days according to teachers

<table>
<thead>
<tr>
<th>Subjects</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts private tuition</td>
<td>38</td>
<td>95.0</td>
</tr>
<tr>
<td>Does not conduct tuition</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire

The findings show that 95.0% of teachers noted that their school conduct private supplementary tuition during school days while 5.0% said they do not. The findings are an indication majority of teachers in public secondary schools in Mwala Sub-county and conducting private tuition.
Table 4.5: Schools conducting private supplementary tuition during school days according to students

<table>
<thead>
<tr>
<th>Subjects</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts private tuition</td>
<td>114</td>
<td>93.4</td>
</tr>
<tr>
<td>Does not conduct tuition</td>
<td>8</td>
<td>6.6</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Students' questionnaire

The study findings show that 93.4% of (122) students said there is private tuition in their school during school days while 6.6% said there is no private tuition during school days. The findings show that majority of students in public secondary schools in Mwala Sub-county are attending private tuition. The difference in responses is due to the fact that the sample of students was higher than that of teachers. Teachers noted that private supplementary tuition during school days is conducted in the morning before lessons and after lessons in the evening. In some schools, it was reported that there are short private tuition sessions during lunch break. The same position was held by principals who noted that due to the ban on private tuition, schools are now having private supplementary tuition during school days.

The findings are a clear indication that most public secondary schools in Mwala Division conduct private supplementary tuition during schools. This indicates that despite the ban in private tuition, schools are still undertaking the exercise. These findings concur with Halsey (2008) in a survey that private tutoring has arisen in many countries during school days as a way of providing additional instruction to students in public schools. This survey provided evidence on the prevalence of private tuition in 22 developing and
developed countries where between a quarter and 90 per cent of students at different levels of education are participating in private tutoring. Mogaka (2014) in his study sought to find out whether private supplementary tuition was being offered in secondary schools despite the government ban policy on private supplementary tuition in Kenya being in place. From the data collected from the 240 students, 100 % per cent of the respondents agreed that private supplementary tuition was being offered in secondary schools.

4.4.2 Number of Private Tuition Sessions during School Days

To assess the amount of times allocated to private tuition during school days, students were asked to state the number of private supplementary tuitions sessions they have per day. The findings are as presented on Figure 4.6.

![Number of Private Tuition Sessions](image)

N = 122 students

**Figure 4.6: Number of private Supplementary tuition sessions during school days according to students**

**Source:** Students' questionnaire
The findings show that 59.6% of (122) students said that they have 2 sessions of private tuition during school days, 21.1% said they have 1 session while 19.3% said they have more than 2 sessions. Teachers noted that it was not possible to have more than 2 sessions because the school programme starts at 8 a.m to 4 p.m. Principals observed that it was only in boarding schools that it was possible to have more than 2 sessions where night preps was also be utilised. The findings are an indication that private tuition in most schools is done in 2 sessions per day during school days. It was established that there were private tuition sessions in the morning between 7 a.m to 8 a.m and in the evening between 4 pm and 5 p.m.

The findings concur with a study by Lugano (2008) which revealed that 41.67 % of the respondents indicated that PST was being conducted during public holidays, weekends, evening and morning preps, 41.67 % of the respondents indicated that PST was being conducted during weekends, public holidays, 4.30 a.m-6.00a.m and 7.30 p.m-10.00 p.m and only 16.67 % of the respondents indicated that PST was being conducted during morning and evening preps in their schools. Closer analyses of the data revealed that the 16.67 % were from pure day schools and the 41.67 % were either from pure boarding schools or mixed day and boarding schools. The effect of this was that students from day schools had less time for PST as compared to their colleagues in boarding schools.

4.4.3 Duration per Private Supplementary Tuition Session during School Days

To establish the amount of time put in private supplementary tuition in schools, the researcher asked teachers to state how many hours are set aside for private tuition. The results are as highlighted on Figure 4.7.
The results show that 52.6% of (40) teachers have set aside two hours for private supplementary tuition, 42.1% said one hour while 5.3% said it is for more than 2 hours. Principals noted that day schools in most cases can only manage 2 hours for private tuition since students are required to leave by 5 p.m. but in boarding schools, more time is available for private tuition. Students observed that they in most cases have private tuition for 2 hours since they are required to clean their classrooms before leaving for home. The findings show that most public secondary schools in Mwala Division have set aside 2 hours for private supplementary tuition during school days. Schools had 1 hour sessions in the morning and in the evening after classes. This shows that private tuition sessions were designed to take up time meant for morning preps and games and other co-curricular activities. The findings concur with a study by Jumba (2008) in which 83.33%
of the respondents indicated that the duration for private tuition per term was 6-9 weeks, 8.33% indicated that private supplementary tuition was conducted for 10 weeks per term and 8.33% of the respondents indicated that private tuition was conducted for 1-3 weeks per term. Based on these 48 results, it can be argued that the optimum duration for private tuition per term in secondary schools was between 6 weeks and 9 weeks depending on the specific school programme. The study also concurs with a study by Dang, Hai-Anh, (2007) which established that 66% of the sessions usually typically lasted for one hour.

### 4.4.4 Private Supplementary Tuition over Weekends

To find out the number of schools conducting private tuition over the weekends, teachers and students were asked to state whether they have private tuition in their schools over the weekend. The findings are as shown on Tables 4.6 and 4.7.

**Table 4.6: Private Supplementary Tuition over weekends according to teachers**

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts private tuition</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>Does not conduct tuition</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Teachers’ questionnaire N = 40*

The findings on Table 4.6 show that 87.5% of (40) teachers have private tuition during weekends while 12.5% said they do not. This is an indication that majority of teachers are involved in the provision of private supplementary tuition.
Table 4.7: Private Supplementary Tuition over Weekends according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts private tuition</td>
<td>118</td>
<td>96.7</td>
</tr>
<tr>
<td>Does not conduct tuition</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Students’ questionnaire N = 122

The findings on Table 4.7 show that 96.7% of (122) students noted that they have private tuition over the weekends while 3.3% said they do not. The findings show that a higher percentage of students than teachers admitted that private tuition is conducted in the schools during weekends, an indication that some teachers might have given incorrect information out of fear of victimisation given that the government banned the exercise. Teachers noted that schools held private supplementary tuition during weekends as it gave them more time to be with students. The same sentiments were echoed by principals. The findings are an indication that private tuition conducted in most public secondary schools in Mwala Division is done over the weekends which shows that schools found weekends ideal as they provided more time for tuition. These findings concur with a survey by Nzomo, Kariuki and Guantai (2001) in which a 1997 national sample of 3,233 standard six pupils found that 68.6% of these students were receiving private supplementary tuition during weekends, ranging from 39.0% in the former North Eastern Province to 74.4% in the former Nyanza Province.
4.4.5 Tuition Days during the Weekends

To establish which days of the weekend schools conducted private supplementary tuition, teachers and students were asked to state which days of the week they have private supplementary tuition in their schools. The results are as shown on Figures 4.8 and 4.9.

N = 40 teachers

Figure 4.8: Tuition days during the weekend according to teachers

Source: Teachers' questionnaire

The results show that 91.4% of (40) teachers have private tuition on Saturdays' while 8.6% said they have tuition on Saturday and Sunday. The findings are an indication that majority of teachers conduct private supplementary tuition on Saturday. The study further shows that 87.2% of students said tuition is carried out on Saturday, 11.2% said both Saturday and Sunday while 1.6% said private supplementary tuition is conducted on Sunday.
Figure 4.9: Tuition days during the weekend according to students

Source: Students’ Questionnaire

The study shows that 87.2% of (122) students said tuition is carried out on Saturday, 11.2% said both Saturday and Sunday while 1.6% said private tuition is conducted on Sunday. The principals noted that Saturday was the most ideal day for private tuition as most teachers were not available on Sundays. Principals also argued that only boarding schools could have private tuition on Sundays and Saturdays. This is an indication that in most schools private supplementary tuition is conducted on Saturdays. This was the most ideal day as most teachers were available in the schools as compared to Sunday when students and teachers attend church services. The findings concur with a study by Lugano (2008) which revealed that private tuition was conducted mostly on Saturdays during weekends between 7.30 p.m-1.00 p.m.
4.4.6 Private Supplementary Tuition during School Holidays/Vacations

To establish the number of schools conducting holiday tuition during school holidays, the researcher asked teachers and students to state whether they conduct private supplementary tuition in their school during school holidays/vacations. The findings are as shown on Tables 4.8 and 4.9.

Table 4.8: Private Supplementary tuition during school holidays/vacations according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts private tuition</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Does not conduct tuition</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Teachers’ Questionnaire N = 40

The findings show that 87.5% of (40) teachers said that they do not have private tuition in their schools during holidays/vacations while 12.5% said they do. The findings also show that 82.0% of students said they do not have private tuition during school holidays while 18.0% said they do. The findings are an indication that majority of teachers are not involved in holiday tuition a further indication that most public secondary schools in Mwala Sub-County are not offering this tuition.
Table 4.9: Private Supplementary tuition during school holidays/vacations according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts private tuition</td>
<td>22</td>
<td>18.0</td>
</tr>
<tr>
<td>Does not conduct tuition</td>
<td>100</td>
<td>82.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Students’ Questionnaire  \( N = 122 \)

The findings also show that 82.0% of (122) students said they do not have private tuition during school holidays while 18.0% said they do. This is an indication that most public secondary schools do not offer holiday tuition. Principals noted that they stopped having private tuition during school holidays/vacations because ministry officials are keen on ensuring that holiday tuition does not take place. Teachers indicated that they avoided conducting holiday tuition as they feared being punished for violating the ban on private tuition. The findings are an indication that most public secondary schools have stopped having private tuition during school holidays/vacations owing fear of being apprehended by government officials for not enforcing the ban on private tuition during school holidays. It was clear from the findings that schools found it difficult to conceal private tuition during school holidays as schools are expected to remain closed. Schools, therefore, could not have other justifiable reasons to have students in school. The findings agree with Jumba (2008), who revealed that private supplementary tuition was being offered in secondary schools during school vacations despite the government ban policy on private supplementary tuition in Kenya being in place.
4.4.7 Duration of Private Supplementary Tuition during School Holidays/Vacations

To establish the amount of time set aside for private supplementary tuition during school holidays, the researcher sought from teachers and students the number of weeks they conduct tuition during school holidays/vacations. The results are as shown on Figures 4.10 and 4.11.

N = 40

Figure 4.10: Duration of Private Tuition during School Holidays/Vacations according to teachers

Source: Teachers' questionnaire

The results show that 80.0% of (40) teachers said that they have private tuition for two weeks during school holidays while 20.0% of (40) teachers said they have it for three weeks. The findings are an indication that most teachers hold private tuition for two weeks during school holidays.
The study also shows that 72.7% of (122) students said private supplementary tuition during school holidays takes two weeks, 18.3% of (122) said it takes three weeks while 9.0% of (122) said it takes one week. This shows that most students attend private tuition for two weeks during school holidays. The principals noted that they conducted tuition for 2 weeks to allow students a 1 week rest before schools open. Principals had argued that having tuition for more than 2 weeks will mean parents have to pay more money which in most cases brings resistance. Teachers noted that just like students, they also needed to have a one week break before resuming duty when schools open. The findings are an indication that most schools have private tuition for two weeks. The findings concur with a study by Dang, Hai-Anh, (2007) which established that 66% of the sessions during school holidays usually lasted for two weeks.
4.5 Characteristics of Private Supplementary Tuition

The second objective was aimed at assessing the characteristics of private tuition offered in public secondary schools in Mwala Division. This was aimed at establishing various forms of private tuition offered by public secondary schools in Mwala Division. The results are as discussed in successive sub-sections: Classes engaged in private tuition, nature of private tuition, terms of private tuition.

4.5.1 Classes/Forms Engaged in Private Supplementary Tuition

Teachers and students were asked to state the forms/classes engaged in private supplementary tuition. The findings are as presented in Tables 4.10 and 4.11.

Table 4.10: Classes/forms engaged in private supplementary tuition according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Four only</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Form 4 and Form 3</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Form 4, Form 3 and form 2</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>All classes</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire \( N = 40 \)

The results show that 72.5% of (40) teachers stated that all classes/forms are involved in private tuition while 17.5% of (40) said only form four, three and two are engaged. The findings show that in most schools, teachers offer private tuition.
Table 4.11: Classes/forms engaged in private supplementary tuition according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Four only</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>Form 4 and Form 3</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>Form 4, Form 3 and Form 2</td>
<td>13</td>
<td>10.7</td>
</tr>
<tr>
<td>All classes</td>
<td>102</td>
<td>83.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>122</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Source:** Students’ questionnaire \(N = 122\)

The study findings also showed that 83.7% of (122) students noted that private tuition involves all classes, 10.7% said only form 4, 3 and 2 are involved, 3.2% of (122) said form 4 and 3 while 2.4% of (122) said form 4 only. Principals noted that they targeted all classes in order to ensure that the syllabus is covered on time. Teachers argued that students in lower classes equally requested to be allowed to have private tuition. Students on the other hand felt this was a way of teachers raising more money out of private tuition. The findings are a clear indication that the private supplementary tuition covers all classes/forms in most public secondary schools in Mwala Division. The findings disagree with a study by Peters, Carpenter, Edwards, and Coleman (2009) on private tuition offered by most agencies, covered most or all subjects in the school curriculum revealed that private tuition was mostly provided at Key stages 2 and 4 which is an indication that much private tutoring is towards preparing students for secondary school entrance and examinations.
4.5.2 Nature of Private Supplementary Tuition

To establish whether private tuition offered was optional or compulsory, students were asked to state whether private tuition provided in their school was compulsory or optional. Their responses are as presented on Figure 4.12.

![Pie chart showing nature of private supplementary tuition]

N = 122

**Figure 4.12: Nature of private Supplementary tuition according to students**

**Source:** Students’ questionnaire

The findings show that 94.0% of (122) students stated that private tuition offered in their schools was compulsory while 6.0% said it was optional. Students noted that private tuition is compulsory to all students because the decision to have it is arrived at collectively. Teachers argued that they made clear to parents that it was unfair to have private tuition for a section of the students leaving out others. It was, therefore, necessary to make it compulsory. The same sentiments were shared by principals during interviews.
The findings are an indication that private tuition offered in public secondary schools in Mwala Division is compulsory and therefore, students have no option but to participate. The findings concur with Mogaka (2014) in a study on factors that influence the need for private supplementary tuition in secondary schools in Borabu District of Nyamira County in which 91.7 % of the respondents indicated that private tuition was compulsory in their respective schools and only 8.3 % of the respondents indicated that PST was optional in their schools.

The findings are also in line with Bray (2010) who argues that as much as teachers in some countries may stress that private tuition is not compulsory, they make parents aware that if they do not pay, their children will be handicapped not only by failing to secure the curricular knowledge but also probably by incurring the disapproval of the teachers. Moreover, since the teachers control the end-of-year examinations and determine who proceeds from one class/form/grade to the next, parents are aware that if they do not pay for private supplementary tuition then their children are likely to repeat classes/forms/grades. For many parents, the arithmetic becomes simple: it is less expensive to pay for private supplementary tuition classes than to pay the costs of repeating a year.

4.5.3 Terms of Private Supplementary Tuition
To assess the terms of private tuition, the study sought from students whether the private supplementary tuition offered in their schools was free or paid for. The findings are as shown on Figure 4.13.
The findings on Figure 4.13 show that 87.0% of (40) teachers noted that students pay for private tuition while 13.0% said it is free. Principals noted that there was need for students to pay for private tuition to raise funds to pay teachers and food for the students. They also added that the money could be used to purchase stationery, pay electricity and water bills as well as motivation for the non-teaching staff. The results are a clear indication that most of the tuition offered during school days in public secondary schools in Mwala Sub-County is paid for.

The findings concur with a study by Ogolla (2011) which endeavoured to find out whether private tuition within mainstream schools (remedial teaching) was free or students paid for it. The descriptive data collected show that 91.7% of the respondents paid for private tuition services and only 8.3% of the respondents were not paying for private tuition services. Kwok (2007) in a multi-level social analysis of demand for
private supplementary tutoring at secondary level in Hong Kong revealed that most schools had set a fixed price for private tuition sessions. The findings however, indicated that in some cases, the cost depended on the study level of the learner, distance or cost to where sessions are held, the number of students involved in a session while in some cases, individual tutors determined the cost of tuition based on levels of demand and prevailing market rates. The study further showed that some teachers offered discounted rates depending on the number of sessions a student would take, the number of learners in sessions, and for friends and family members. In some cases, costs were also related to the qualification requirements of teachers. In a few cases, the prices were negotiable.

4.5.4 The Amount of Money Paid for Private Supplementary Tuition

To determine the amount of money students pay for private tuition, students were asked to indicate the amount of money they are required to pay for private tuition during school days per term. The results are as shown on Figure 4.14.
The finding show that 72.0% of (122) students stated that they paid between Kshs 500 to 1,000 per term, 23.0% said they paid between 2,000 to 5,000 while 5.0% said they paid below Kshs 500. Principals explained that they settled for the amount that could be fair to parents but also enough to support private tuition. The principals also noted that the amount of money charged was almost uniform among schools and they referred to them as market rates. Teachers noted that the amount of money to be paid was arrived at after consultations between parents and the school administration. The findings are an indication that private tuitions conducted during school days cost between Kshs 500 to 1,000 per term. The findings concur with a study by Mogaka (2014) where 83.4 % of the students (respondents) were in schools that charged between sh. 500 and sh.5000 per term which translates to sh. 1500 to sh.15000 per year. This extra financial burden is shouldered by the parents, for the poor parents this may be hard to raise thus students
from such poor parents were likely to be disadvantaged as those who could not pay for private supplementary tuition are either sent away for the fee or not allowed to attend these classes despite the government's policy on free day secondary.

4.5.5 Content Taught in Private Supplementary Tuition
To establish the objective of private tuition, teachers and students were asked to state what they teach during private tuition sessions. Their responses are as presented in Tables 4.12 and 4.13.

Table 4.12: Content taught in private Supplementary tuition during school days according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus coverage</td>
<td>26</td>
<td>65.0</td>
</tr>
<tr>
<td>Revision</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Tests</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source:* Teachers' questionnaire  
*N = 40*

From the findings, 65.0% of (40) teachers noted that they continue with syllabus coverage during private tuition in school, 27.5% of them said they conduct revision while 7.5% said they give tests during these sessions. The findings are an indication private tuition carried out by teachers in public secondary schools in Mwala Sub-county is for syllabus coverage.
Table 4.13: Content taught in private Supplementary tuition during school days according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus coverage</td>
<td>91</td>
<td>74.5</td>
</tr>
<tr>
<td>Revision</td>
<td>31</td>
<td>25.5</td>
</tr>
<tr>
<td>Tests</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Students’ questionnaire  
N = 122

The study also established that 74.5% of (122) students said they cover the syllabus during private tuition while 25.5% said they do revision. The principals noted that private tuition was necessary for schools to be able to complete the syllabus. This was noted by principals of day schools who noted that it was almost impossible for them to complete the syllabus during normal class hours thus the need for private tuition. Teachers noted that they covered the syllabus during private tuition because the amount of time allocated enabled them the cover a lot of content. The findings are an indication that private tuition offered in most schools during school days is for syllabus coverage and occasionally revision. These concur with studies by Mogaka (2014) and Dindyal and Besoondyal (2007) in which most teachers and students indicated that they were either strongly in agreement or in agreement with the proposition that remedial teaching in mainstream schools was fuelled by wide syllabi. The respondents argued that the syllabus in a number of subjects at secondary school level was too wide and thus teachers were not able to cover the required syllabi within the stipulated timelines.
4.5.6 Private Supplementary Tuition for Individual Students

The researcher asked teachers and students whether they have private tuition for individual students. The findings are as shown on Tables 4.14 and 4.15.

Table 4.14: Private Supplementary Tuition for individual students according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in individual tuition</td>
<td>17</td>
<td>42.5</td>
</tr>
<tr>
<td>Do not participate in individual tuition</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire N = 40

The findings show that 42.5% of (40) teachers said that they conduct private tuition for individual students while 57.5% said they do not. The findings are an indication that most teachers are participating in private tuition for individual students.

Table 4.15: Private Supplementary Tuition for individual students according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in individual tuition</td>
<td>52</td>
<td>42.6</td>
</tr>
<tr>
<td>Do not participate in individual tuition</td>
<td>70</td>
<td>57.4</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Students’ questionnaire N = 122

The study also revealed that 57.4% of (122) students said they receive individual private tuition while 42.6% of them said they do not. Principals noted that there was private
tuition for individual students although it was not official. The results are an indication that some students are attending individual private tuition in public secondary schools in Mwala Division. These findings concur with Kigotho (2012) who noted that in Kenya, three broad forms of private supplementary tuition can be identified. One type is one-on-one individualised teaching by the teacher on the subjects requested by the client (student/pupil or parent) depending on the performance of the child on the subject or importance of the subject on career choice and career aspirations of the student and the parent. Tswani (2009) in a study on factors that facilitate achievement in mathematics in traditional disadvantaged secondary schools in Pretoria found that as high as 96% of schools offered individualized tuition tailored to the needs of the student.

4.5.7 Time When Individual Private Supplementary Tuition is Conducted

Teachers and students were asked to state the time when they carry out individual private tuition on students. The results are as shown on Tables 4.16 and 4.17.
Table 4.16: Time when individual private Supplementary tuition is conducted according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the morning before classes</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>During breaks</td>
<td>5</td>
<td>29.7</td>
</tr>
<tr>
<td>During free lessons</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>In the evening after classes</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>During weekends</td>
<td>1</td>
<td>5.8</td>
</tr>
<tr>
<td>During holidays</td>
<td>1</td>
<td>5.8</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire  
N = 17

According to the findings, 29.7% of (17) teachers said that they conduct private tuition for individual students during breaks, 23.5% in the morning before classes, 17.6% during free lessons and in the evening after classes while 5.8% during weekends and during holidays. These findings are an indication that the private tuition offered to individual students is conducted during breaks, in the morning before classes and during free lessons.
Table 4.17: Time when individual private Supplementary tuition is conducted according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the morning before classes</td>
<td>23</td>
<td>44.2</td>
</tr>
<tr>
<td>During breaks</td>
<td>3</td>
<td>5.7</td>
</tr>
<tr>
<td>During free lessons</td>
<td>20</td>
<td>38.4</td>
</tr>
<tr>
<td>In the evening after classes</td>
<td>26</td>
<td>50.0</td>
</tr>
<tr>
<td>During weekends</td>
<td>12</td>
<td>23.1</td>
</tr>
<tr>
<td>During holidays</td>
<td>6</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Source: Students’ Questionnaire  
N = 52

The study also shows that 50.0% of (52) students noted that they receive private tuition after classes in the evening, 44.2% said in the morning before classes, 38.4% said during free lessons while 23.1% said during weekends. Principals noted that this form of tuition is scheduled based on teachers and students’ convenience. The findings show that individual private tuition is most done during breaks and in the morning before classes. The findings contradict Tswana (2009) in a study on factors that facilitate achievement in mathematics which revealed that 22% of teachers offered a pre-defined programme of tuition. Individual teachers emphasized a flexible approach to tuition sessions based on the specific needs of the student. Teachers attributed successful outcomes from tutorials to sufficient time, the tuition environment, the one-to-one dynamic, the qualities of the tutor, student commitment and engagement and parent support.
4.5.8 Private Supplementary Tuition Outside the School Setting

The researcher sought from students whether they participate in tuition offered outside the school setting. The findings are as presented on Table 4.18.

Table 4.18: Private Supplementary tuition outside the school setting according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends private tuition outside school</td>
<td>46</td>
<td>37.7</td>
</tr>
<tr>
<td>Does not attend private tuition outside school</td>
<td>76</td>
<td>62.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Students’ questionnaire N = 122*

According to the findings, 37.7% of (122) students said that they participate in private tuition offered outside the school setting while 37.7% said they do not. The results show that a substantial number of students are receiving private tuition in other places outside the school setting. The findings concur with a study by Kigotho (2012) which established that another form of private supplementary tuition in Kenya is commonly referred to as holiday tuition (coaching). It takes place outside the mainstreams school premises in instances where mainstream premises are used then they are privately hired by the providers. The fee is normally decided by the providers and it varies from one holiday tuition centre to another depending on the qualification and experience of the teachers, location of the centres and popularity of the subjects being offered at the centres. In the holiday tuition centres, there is no standard curriculum followed but they are tailored to meet the needs of students while focusing mainly on examinable subject content. They
are mostly conducted during April, August and December holidays when students are on vacation.

4.5.9 Venue of Private Supplementary Tuition Outside the School Setting

The study sought from students who admitted to be participating in private tuition outside the school setting, the venue where it was conducted. The findings are as presented on Figure 4.15.

![Pie chart showing the venue of private supplementary tuition outside the school setting according to students]

N = 122 students

**Figure 4.15: Venue of private Supplementary tuition outside the school setting according to students**

**Source:** Students' questionnaire

The results show that 59.0% of (122) students stated that they receive private tuition at home, 28.0% said in another school, 11.0% said tuition is done at the tutors home while 2.0% at a church or social hall. A number of principals noted that they have been approached to provide facilities and that this type of tuition has been conducted from
their schools. They noted that the school rents out the premises during school holidays. The findings are an indication that private tuition outside the school setting is mostly offered in students’ home and on some occasions in other schools.

The findings agree with Makali (2012) who notes under private tuition outside mainstream schools, the actual teaching takes place at the teacher’s home or student’s home or even at the school premises if circumstances do not allow teaching to take place at either party’s home i.e. if the student is in a boarding school and the parent wishes to use mainstream teachers to offer individualised tuition to the student while in school.

Dang, Hai-Anh (2007) in the study on the determinants and impact of private tutoring classes in Vietnam revealed that 68% of tuition sessions were conducted at the home of the student, 52% were at the tutor’s home, 40% at a designated centre while 25% were conducted in schools. The study revealed that tutors preferred to have tuition sessions in the home of the students where they felt was safe for learners and it was easier for them to give regular and timely feedback to the parents after sessions.

4.5.10 Providers of Private Supplementary Tuition outside the School Setting

The researcher further asked the 46 students who attend private tuition outside the school setting to mention the providers of private tuition outside the school setting. The findings are as shown on Table 4.19.
Table 4.19: Providers of private Supplementary tuition outside the school setting according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher from your school</td>
<td>34</td>
<td>73.9</td>
</tr>
<tr>
<td>A teacher from another school</td>
<td>10</td>
<td>21.7</td>
</tr>
<tr>
<td>A friend or relative</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Source:** Students’ questionnaire  
N = 46

The findings on Table 4.19 show that 73.9% of (46) students said private tuition outside the school setting is offered by teachers from their schools, 21.7% said it is provided by teachers from other schools while 4.4% said it is provided by friends and relatives. Teachers noted that on some occasions they have been approached by students and parents requesting them to provide private tuition outside the school. Students stated that at times they approach university students from their locality to teach them. The findings show that other than tuition provided in their schools, teachers are following up by providing more tuition to students outside the school setting. The study findings are in line with Odawo (2011) who established that private tuition outside schools was mainly provided by professionally trained teachers who may or may not be the mainstream teachers for the student or university students or those who have attained quality grades at KCSE and a waiting to join university or retired teachers who still have the energy and desire to teach.
4.6 Factors Influencing Demand for Private Supplementary Tuition

The third objective sought to establish factors influencing demand for private supplementary tuition in public secondary schools in Mwala Division. Teachers and students answered the questionnaires while principals were interviewed. The results are as presented in the following sub-sections.

4.6.1 Influence of School Administration on Demand for Private Supplementary Tuition

Teachers and students were asked to state whether school administration influences the demand for private tuition. The results are as shown on Figures 4.16 and 4.17.

Figure 4.16: Influence of school administration on demand for private Supplementary tuition according to teachers

Source: Teachers' questionnaire
The results show that 70.0% of (40) teachers stated that the school administration influences the provision of private tuition while 30.0% said it does. This is an indication that private tuition provided in schools is influenced by school administration.

N = 122

**Figure 4.17: Influence of school administration on demand for private Supplementary tuition according to students**

**Source:** Students' questionnaire

The study also established that 79.5% of (122) students on the other hand said that the school administration influenced demand for private tuition. Teachers noted that private tuition was arrived at after consultations between the school administration, teachers, students and parents. Principals, however, noted that they only implement resolutions arrived at during AGMs and PTA meeting and that the administration had little say in this. The findings are indication that school administrations are influencing demand for private supplementary tuition. The findings concur with Bray (2010) who contends that the high need for private supplementary tuition is as a result of competitive pressures in an
increasingly globalised world. Some governments promote competition through public ranking of schools and students when releasing national examinations. Because schools compete to be ranked among the top performers, then it would imply that they are under intense pressure to achieve good grades by all means including the use of private supplementary tuition (Dang (2007); Tansel and Bircan (2008).

4.6.2 Students Performance on Demand for Private Supplementary Tuition

The researcher asked teachers and students to state whether the need to improve students' performance influenced the decision to provide private tuition. The findings are as shown on Figures 4.18 and 4.19.

![Figure 4.18: Students' performance on demand for private Supplementary tuition according to teachers](image)

Figure 4.18: Students' performance on demand for private Supplementary tuition according to teachers

Source: Teachers' questionnaire

The study findings show that 87.5% of (40) teachers noted that demand for private tuition is influenced by the need to improve students' performance while 12.5% said it does not.
The findings are an indication that the need to enhance students' academic performance influences demand for private supplementary tuition.

Figure 4.19: Students' performance on demand for private Supplementary tuition according to students

Source: Students' questionnaire

The findings also show that 84.4% of (122) students noted that the need to improve students' performance was behind the provision of private tuition while 15.6% said it does not. During the interview, principals noted that sometimes they resort to private tuition whenever their schools perform poorly in KCSE. They also noted that pressure for good results placed on them makes them conduct private tuition. The results are an indication that students' academic performance is a factor influencing demand for private tuition. These findings agree with Tansel and Bircan (2008) who argue that high achievers (students who are ranked above satisfactory) are more likely to receive private supplementary tuition than those who have just passed. This indicates that the demand for
private supplementary tuition among higher performers is higher partly because they have a higher self-intrinsic motivation to do even better and join prestigious careers or partly because their academic demands are not being satisfied in the mainstream schooling hence they opt for private tuition to supplement what they have learnt in the mainstream school and even add more.

4.6.3 Syllabus Coverage and Demand for Private Supplementary Tuition

The researcher asked teachers and students to state whether the need to complete the syllabus on time influences the decision to provide private tuition in schools. The findings are as provided on Figures 4.20 and 4.21.

N = 40

**Figure 4.20:** Syllabus coverage and demand for private Supplementary tuition according to teachers

*Source:* Teachers’ questionnaire
The results show that 72.5% of (40) teachers noted that private tuition is influenced by the need to complete the syllabus while 27.5% said it does not. This is an indication that the need to cover the syllabus influences demand for private supplementary tuition.

![Syllabus coverage and demand for private Supplementary tuition according to students](image)

N = 122

**Figure 4.21: Syllabus coverage and demand for private Supplementary tuition according to students**

**Source:** Students' questionnaire

The study findings also show that 86.0% of (122) students said that provision of private tuition in their school was influenced by the need to cover the syllabus while 14.0% said it did not. Principals unanimously agreed that private tuition has played a major role in enabling early syllabus completion in their schools. Private tuition according to them made up for time lost when students are send home for fees or due to teachers strikes.

The findings are an indication that syllabus coverage is a factor influencing demand for private tuition. The findings concur with Mogaka (2014) in a study on factors that influence the need for private supplementary tuition in secondary schools in Borabu
District of Nyamira County, in which 95.8% of the respondents indicated that teachers were having difficulties in syllabus coverage. The respondents indicated that Mathematics, Sciences, Languages, Geography and Agriculture were the most affected subjects, yet these are the core subjects in determining whether one will join some of the most prestigious careers. To assist them to cover the syllabus, 95% of the respondents utilised morning and evening preps, weekends and public holidays and group discussions. Based on this analysis, it was evident that both boarding and day school teachers were having difficulties in syllabus coverage and that one of the strategies that was employed by teachers was private tuition. Thus, as much as the ban policy was in place, teachers were still compelled to use private tuition to cover syllabuses.

4.6.4 Pressure from Parents and Demand for Private Supplementary Tuition

The researcher sought from teachers and students whether the decision to provide private tuition in schools was as a result of pressure from parents. The findings are as shown on Figures 4.22 and 4.23.
N = 40

Figure 4.22: Response on Pressure from parents and demand for private Supplementary tuition according to teachers

Source: Teachers' questionnaire

According the findings, 75.0% of (40) teachers were of the view that pressure from parents influenced the provision of private tuition in schools while 25.0% said it does not. The findings are an indication that pressure from parents is among the factors influencing demand for private supplementary tuition.
The study also revealed that 57.3% of (122) students agreed that provision to have private tuition in their schools was as a result of pressure from parents while 42.7% said it does not. Teachers noted that parents claim that students do not read during vacations thus the need for private tuition. Teachers also noted that parents asked for private tuition so that their children could get better results. Principals noted that some parents preferred to have their children in school during school holidays where they can be controlled. The findings are an indication that parental pressure is a factor influencing demand for private tuition. These findings concur with Kim and Lee (2010) who noted that private supplementary tuition is widespread in countries where parents and students feel that the formal education system has failed to meet all the needs of the students. The findings also concur with Atieno, Gunga and Akaranga (2013) who argue that the main reason for children’s
engagement in private supplementary tuition in Kenya is probably due to the desire by parents to help their children do well in KCPE and KCSE examinations which are sat at the end of primary and secondary tiers respectively that is, to obtain grade A or grade C and above which will enable the students to join a tertiary college and try as much as possible to avoid grade E. Bray (2005) and Kim (2006) note that most parents are aware that if they do not pay for private supplementary tuition then their children are likely to repeat classes/forms/grades. For many parents, the arithmetic becomes simple: it is less expensive to pay for private supplementary tuition classes than to pay the costs of repeating a year.

4.6.5 Pressure from Students and Demand for Private Supplementary Tuition
Teachers and students were asked to state whether the decision to provide private tuition in school was influenced by pressure from students. The findings are as highlighted on Figures 4.24 and 4.25.
N = 40

**Source:** Teachers’ questionnaire

**Figure 4.24: Pressure from students and demand for private Supplementary tuition according to teachers**

The findings on Figure 4.24 show that 70.0% of (40) teachers said that provision of private tuition is as a result of pressure from students while 30.0% said it is not. Teachers observed that students at times request for private tuition whenever they see their peers going for it in their schools. The findings are also an indication that students’ pressure is a factor influencing demand for private supplementary tuition in a number of public secondary schools in Mwala Division. These findings also concur with Bray (2010) who notes that the need for private supplementary tuition is in most cases as a result of peer pressure. He contends that often parents send their children to holiday tuition centres and students enrol for private tuition classes because it appears that all their peers are doing so.
The findings show that 68.9% of (122) students said that provision of private tuition is not as a result of pressure from students while 31.1% noted that it is not. Principals noted that sometimes candidates request for private tuition for revision purposes. The findings are an indication that students' pressure is a factor influencing demand for private supplementary tuition in a number of public secondary schools in Mwala Division. These findings are in agreement with Bray (2010) who notes that the need for private supplementary tuition is in most cases as a result of peer pressure. He contends that often parents send their children to holiday tuition centres and students enrol for private tuition classes because it appears that all their peers are doing so.
4.6.6 Influence from other Schools and Demand for Private Supplementary Tuition

The study sought whether demand for private tuition in public secondary schools is influenced by the fact that other schools are having it. The results are as shown on Figures 4.26 and 4.27.

![Graph showing influence from other schools and demand for private Supplementary tuition according to teachers.]

**Source:** Teachers’ questionnaire  
**N = 40**

**Figure 4.26: Influence from other schools and demand for private Supplementary tuition according to teachers**

The findings show that 90.0% of (40) teachers said that provision of private tuition in their schools is not influenced by the fact that other schools are having it while 10.0% said it does. The results are a clear sign that in majority of the public secondary schools in Mwala Sub-county, the decision to provide private supplementary tuition is not based on the fact that other schools are offering private tuition.
The study also revealed that 83.7% of (122) students said that provision of private tuition is not tied to the fact that other schools are conducting it while 16.3% says it does. Principals noted that they do not consider what other schools are doing before making decisions on private tuition. However, they admitted that with the ban on private tuition, they occasionally enquire whether other schools are having private tuition during school holidays before considering whether they should conduct it or not. The findings are an indication that other schools having tuition are not a factor influencing demand for private tuition. These findings contradict Bray (2009) and Kwok (2003) who argue that schools are also influenced to offer private supplementary tuition (remedial classes) by other schools which are already offering remedial (extra classes) to their students.
4.7 Policy and Alternative Approaches

The fourth objective sought to establish policies put in place by schools to counter the need for private tuition. Principals, teachers and students were asked to provide the information. The results are as presented in successive sub-sections.

4.7.1 Policy and Alternative Approaches

Teachers were asked to state whether they have put in place measures to compensate for the need for private tuition in their schools. The results are shown on Figure 4.28.

N = 40

Figure 4.28: Policy and alternative approaches according to teachers

Source: Teachers’ questionnaire

The results show that 63.0% of (40) teachers said that their schools have not put in place alternative measures to compensate for private tuition while 37.0% said they have.
Principals equally admitted that they had no options in place as most of the reasons but to resort to private tuition as the challenges that necessitate it are inevitable. They observed that they have put in place measures to ensure smooth running of school programmes with minimal interruptions. The findings are an indication that most schools have not come up with ways of ensuring that there is no need to conduct private supplementary tuition.

Teachers noted that measures put in place include ensuring that they attend to their lessons without fail. This was also shared by principals who observed that they have ensured that attendance sheets are signed whenever teachers attend to their lessons to curb against teachers skipping classes. Principals further noted that they have ensured that they deal more with parents on matters of school fees so that students are allowed to remain in school. Principals also noted that other measures included minimizing on school activities that disrupt learning and reducing the number of days for midterm breaks.

Among measures put in place by schools to avoid reprimand from government officials according to principals included students attending private tuition in home clothes. They also noted that during holiday tuition, they tightened security around the school by ensuring that no one gains access to the school without being thoroughly vetted. Teachers noted that they opted to conduct tuition outside schools in churches, homes and even social halls to avoid being found out. They also requested students not to divulge information on the activities taking place in the schools during weekends and school holidays.
4.7.2 Policy Enforcement by the Ministry of Education in Schools

To assess the levels of enforcement of the ban on private tuition policy, the researcher asked teachers to state whether they have ever been visited by officers from the Ministry of Education to enforce the ban on private tuition. The findings are presented on Figure 4.29.

![Pie chart showing policy enforcement by the Ministry of Education in schools.](image)

- There is no enforcement: 90.0%
- There is enforcement: 10.0%

N = 40

**Figure 4.29: Policy enforcement by the ministry of education in school**

**Source:** Teachers’ questionnaire

The findings show that 90.0% of (40) teachers noted that their schools have not been visited by ministry officers to enforce the ban on private tuition while 10.0% said they have been visited. The findings are an indication that the Ministry of Education has not been pro-active in the enforcement of the ban on private tuition which explains why private tuition is still being conducted in public secondary schools in Mwala Division. Teachers who indicated that ministry officers visited their schools noted that no action
was taken despite being found conducting private tuition. Principals noted that they only hear about such visits but have never had ministry officers visiting their schools.

The findings concur with a study by Mogaka (2014) in which 100% of the teacher respondents asserted that the ban policy has not been successful in eliminating private supplementary tuition from schools because schools were still offering private tuition and at a fee despite the policy being in place. The findings also agree with a study by Jumba (2008) in which 235 students out of the 240 students sampled indicated that the ban policy has not been effective in eliminating private tuition from schools. The 5 students who indicated that the ban policy has been successful looked at private tuition as holiday tuition but they indicated that their schools were offering ‘remedial teaching’ and at a fee. Based on these findings, the researcher contends that the government of Kenya’s ban policy on private tuition has not been successful.

4.7.3 Policy Enforcement by the Ministry of Education out of Schools

Teachers were asked to state whether they have ever encountered ministry officials to enforce the ban on private in tuition at centres outside schools e.g. in residential areas or rented buildings. The results are as presented on Table 4.20.
Table 4.20: Policy enforcement by the Ministry of Education in schools

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have encountered ministry officials</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Have not encountered ministry officials</td>
<td>32</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Source:** Teachers' questionnaire  
N = 40

The findings show that 80.0% of (40) teachers noted that they have not encountered ministry officers to enforce private tuition out of schools while 20.0% said they have. The findings are a further indication that the Ministry of Education is yet to put in place adequate measures to enforce the ban on private tuition. They, however, noted that in most cases no action was taken to stop private tuition while in some cases they ordered tuition venues to be closed down but never made a follow-up to see if the directives were implemented. The findings concur with studies by Silova and Bray (2006) titled “The Hidden Marketplace”: Private tutoring in former socialist categorized governments policies into four types based on the respective actions towards private tutoring. First, they noted that governments attempted to ban private tutoring for different reasons with little success. Bans of private tuition in Kenya, Cambodia and Myanmar have failed as institutions tasked with implementing the bans are too weak to implement the policy, while in Mauritius and Korea, the bans were met by strong opposition from vested interests forcing these countries to respond by subsequently lifting the ban and opting to regulate private tutoring instead (Silova & Bray, 2006).
4.8 Impact of Private Supplementary Tuition on Education

The fifth objective was to assess the impact private tuition on education in public secondary schools in Mwala Division. Principals were interviewed and the teachers and students completed questionnaires. The findings are as discussed in the successive subsections.

4.8.1 Impact of Private Supplementary Tuition on Students’ Performance

The researcher asked teachers and students to state whether private tuition enhances students’ academic performance. The findings are show on Table 4.21.

Table 4.21: Impact of private Supplementary tuition on students’ performance

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has impact on performance</td>
<td>104</td>
<td>85.2</td>
</tr>
<tr>
<td>Has no impact on performance</td>
<td>18</td>
<td>14.8</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Students’ questionnaire  \( N = 112 \)

The findings show that 85.2% of (122) students noted that private tuition enhances their academic performance while 14.8% said it does not. Teachers noted that private tuition provides opportunities for teachers to address individual students’ areas of weaknesses. Teachers also noted that weak students get enough time to make consultations with teachers. Students were of the view that during private tuition, concepts are usually explained in more details and therefore, understood well. Students also argued that private tuition provided the opportunity for students to interact more with teachers and have discussion with other students. They further noted that it was during private tuition
that students revised past papers. Students also stated that private tuition enables teachers to complete the syllabus earlier and there is more time for revision. It was also noted that private tuition enables teachers to revise with students’ previous content which most students would have forgotten. Students who said private tuition does not lead to improved performance noted that it usually involves syllabus coverage and thus takes up time for revision. This is an indication that private tuition is viewed as important in enhancing students’ academic performance.

The findings concur with a study by Kaloki (2012) which revealed 90% of the students indicated they would like private supplementary tuition to continue being offered to secondary school students and only 10% of the students were not in support of private tuition. The students who were in support of private tuition argued that it provided an opportunity to high achievers to revise their work so as to boost their good performance, they also observed that it gave weak students an opportunity to re-do and understand what they had not understood during normal classes. The students claimed that, they gained more from their teachers during private tuition lessons than during normal classes. They indicated that teachers attended all remedial lessons because they were paid per hours attended and that private tuition helped in syllabus coverage.

4.8.2 Impact of Private Supplementary Tuition on Teachers Workload

The researcher asked teachers and students to state whether private tuition increases their workload. The findings are as shown on Tables 4.22 and 4.23.
Table 4.22: Impact of private Supplementary tuition on teachers workload

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on teachers’ workload</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Has no impact on teachers workload</td>
<td>32</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Teachers’ questionnaire  
N = 40

The findings show that 80.0% of (40) teachers said they do not feel that private tuition is an additional workload to them while 20.0% said it does. This shows that private supplementary tuition is not viewed as an additional burden to teachers.

Table 4.23: Impact of Private Supplementary Tuition on Teachers Workload

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on teachers’ workload</td>
<td>25</td>
<td>20.4</td>
</tr>
<tr>
<td>Has no impact on teachers workload</td>
<td>97</td>
<td>79.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Students’ questionnaire  
N = 122

The findings also show that 79.6% of (122) students said that private tuition does not lead to increased workload for teachers while 20.4% of teachers said it does. Teachers who said it does noted that because of private tuition, teachers have to prepare for extra work which increases their workload. Students noted that teachers had extra work especially when marking assignments. It was also discovered that it makes teachers to work for extra hours beyond the required eight to four time. Most principals noted that they felt
private tuition increased teachers workload and therefore, they came up with ways of compensating or motivating teachers by paying them. The findings are an indication that most teachers do not see private tuition as adding to their workload which means that private tuition does not increase teachers' workload.

The findings concur with a study Njeru (2011) where 91.67 % of the teachers indicated that they were of the opinion that private supplementary tuition should continue being offered to secondary school students as it does not lead to increased workload for teachers. They instead argued that private supplementary tuition helped them to cover the syllabus in good time thus giving them enough time to revise with students before they sitting for KCSE, some argued that private tuition helped slow learners to master subject contents thus boosting their academic performance, it kept students busy during free time thus minimising the chances of students engaging in bad habits such as drug abuse and assisted schools and students to post good grades at KCSE level.

4.8.3 Impact of Private Supplementary Tuition on Students' Workload

The researcher asked teachers and students to state whether private tuition increases students' workload. The findings are as show on Tables 4.24 and 4.25.
Table 4.24: Impact of private Supplementary tuition on students’ workload according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on students’ workload</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td>Has no impact on students’ workload</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Teachers’ questionnaire N = 40

The findings on Table 4.24 show that 70.0% of (40) teachers noted that private tuition does not increase students’ workload while 30.0% said it does. A number of teachers noted that since the content covered was in the syllabus that had to be covered at one point, they did not see how private tuition increased students workload. Principals, however, felt that students were overworked as they were required to sit for extra hours in class.

Table 4.25: Impact of private Supplementary tuition on students’ workload

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on students’ workload</td>
<td>40</td>
<td>32.7</td>
</tr>
<tr>
<td>Has no impact on students’ workload</td>
<td>82</td>
<td>67.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Students’ questionnaire N = 122

Students on the other hand noted that private tuition increased their workload and that they were usually very exhausted during evening private tuition. The study further shows that, 67.3% of (122) students said that private tuition does not lead to increased workload.
for students while 32.7% said it does. This is an indication that private tuition does not lead to increased students' workload. Biswal (1999) in a survey of private tutoring and public corruption in developing countries contradicts the findings by noting that the school efficiency comes into question majorly on teachers' performance and conduct during lessons. Students are also overworked.

4.8.4 Impact of private Supplementary tuition on teachers motivation

The researcher asked teachers to state whether private tuition enhances their levels of motivation. The findings are as show on Figure 4.30.

![Pie chart showing impact of private supplementary tuition on teachers' motivation](image)

N = 40

**Figure 4.30: Impact of private Supplementary tuition on teachers motivation**

**Source:** Teachers' questionnaire

The findings show that 62.0% of (40) teachers stated that private tuition enhances their levels of motivation while 38.0% said it does not. A number of teachers noted that private tuition was a motivating factor as it provided them with additional income. However,
other teachers were of the view that by participating in private tuition, they were usually forfeiting more rewarding opportunities. The results are an indication that private tuition significantly enhances teachers' levels of motivation which is a major reason behind demand for private supplementary tuition.

These findings concur with Ireson (2005) in a study on mapping and evaluating shadow education and Yui (1996) in a study of curriculum change in Hong Kong, revealed that private supplementary tuition is a form of employment to those offering private tuition services in addition to providing extra income for mainstream teachers. As a result, in the worst cases, teachers deliver only half the curriculum during school days forcing students to pay for the other half during private lessons. Teachers are also seen to compromise educational standards by not teaching well so as to create the need for private paid tuition. Teachers put varying input when attending normal lessons and tuition sessions linking the practice to corruption (Biswal, 1999).

4.8.5 Impact of Private Supplementary Tuition on Syllabus Coverage

The teachers and students were asked to state whether private tuition enhances syllabus coverage. Their responses are as shown on Tables 4.26 and 4.27.
Table 4.26: Impact of private Supplementary tuition on syllabus coverage according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on syllabus coverage</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Has no impact on syllabus coverage</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Teachers’ questionnaire  
N = 40

The findings show that 70.05% of (40) teachers noted that private tuition enhances syllabus coverage while 30.0% said it does not. Principals noted that private tuition enhances syllabus coverage as it provides teachers with additional time to teach. These sentiments were echoed by teachers and students who argued that the syllabus is so broad that it is almost impossible to cover it in normal teaching hours.

Table 4.27: Impact of private Supplementary tuition on syllabus coverage according to students

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on syllabus coverage</td>
<td>103</td>
<td>84.4</td>
</tr>
<tr>
<td>Has no impact on syllabus coverage</td>
<td>19</td>
<td>15.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Students’ questionnaire  
N = 122

The findings also show 84.4% of (122) students said that private tuition enhances syllabus coverage while 15.6% said it does not. These findings are an indication that private tuition is critical in enhancing syllabus coverage in public secondary in Mwala.
Sub-County. The findings concur with a study by Kosgey (2009) in which 95.8% of the teacher respondents and 79.58% of the student respondents indicated that they were either strongly in agreement or in agreement with the proposition that remedial teaching in mainstream schools was fuelled by wide syllabi. The respondents argued that the syllabus in a number of subjects at secondary school level was too wide and thus teachers were not able to cover the required syllabi within the stipulated timelines. To assist them cover the syllabus before students sit for KCSE, they resort to private supplementary tuition.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study conclusions and recommendations arrived at, as well as suggestions for further research.

5.2 Summary of the Findings
The first objective of the study assessed the status of private tuition in public secondary schools in Mwala Division. The findings revealed that most public secondary schools in Mwala Division conduct private supplementary tuition during schools days (93.4%) and weekends (96.7%) while a few of them (18.0%) had private tuition during school holidays or vacations which in most cases lasted two weeks. Private tuition during weekends was mostly conducted on Saturdays in 91.4% of the schools while in 1.6% boarding schools had tuition on Sundays as well. The findings also show that most public secondary schools (52.6%) have set aside 2 hours for private supplementary tuition during school days and weekends where each session was allocated 1 hour.

The second objective assessed the characteristics of private tuition offered in public secondary schools in Mwala Division. The findings revealed that in 83.7% of the schools, private supplementary tuition covered all classes/forms in most schools. It was also revealed that in 94.0% of the schools, private tuition being offered was compulsory and therefore, students have no option but participate. It was further revealed that in 87.0% of the schools, private tuition was paid for by students and that the amount was between Kshs 500 to 1,000 per term. The study also revealed that in 74.6% of the schools, private
tuition was dedicated to syllabus coverage and occasionally revision. The study also revealed that 42.5% of teachers and 42.6% of students were participating in private tuition targeting individual students. This tuition was scheduled based on teachers and students’ convenience and in most cases was conducted during breaks and in the morning before classes and was in most cases offered free of charge. The findings also established that 37.7% of the students attend private tuition outside the school setting. The venues included homes tuition and tutors’ residence, churches or social hall and schools. This tuition was mostly provided by teachers from other schools as well as university graduates.

The third objective sought to establish factors influencing demand for private supplementary tuition in public secondary schools in Mwala Division. The findings revealed that school administration influenced demand for private supplementary tuition as stated by 79.5% of students and 70.0% of teachers. Demand for private tuition was also influenced by the need to enhance students’ academic performance as indicated by 87.5% of teachers and 84.4% of students as well as to ensure that the syllabus is covered on time as revealed by 86.0% of students and 72.5% of teachers. The findings also revealed that parental pressure is a factor influencing demand for private tuition as stated by 75.0% of teachers and 57.3% of students where parents requested for it to enhance their children’s performance and also as a way of keeping their children busy to minimize cases of these children engaging in harmful activities during school weekends and holidays. It was further noted that in some schools students’ pressure made schools to provide tuition as noted by 70.0% of teachers and 68.9% of students. The findings showed that other schools had little influence on demand for private tuition.
The fourth objective sought to establish policies put in place by schools to counter the need for private tuition. The findings showed that most schools (63.0%) have not come up with ways of ensuring that there is no need to conduct private supplementary tuition. It was also revealed 90.0% of teachers feel that the Ministry of Education has not been proactive in the enforcement of the ban on private tuition which explains why private tuition is still being conducted in public secondary schools in Mwala Division. It was further noted that the Ministry of Education is yet to put in place adequate measures to enforce the ban on private tuition.

The fifth objective was to assess the impact private tuition on education in public secondary schools in Mwala Division. It was established that private tuition enhanced students' academic performance as it provided opportunities for teachers to address individual students' areas of weaknesses and for students to interact more with teachers and have discussion with other students as revealed by 85.2% of the students. During private tuition, students revised past papers and also enabled teachers to complete the syllabus earlier and therefore, there is more time for revision. The study also established that according to 67.3% of students, private tuition does not lead to increased workload for teachers as it amounted to teachers doing what they should be doing during normal lessons. The results also showed that 62.0% felt that private tuition significantly enhances teachers' levels of motivation through extra income and also critical in enhancing syllabus coverage in public secondary in Mwala Division.
5.3 Conclusion of the Study

The study findings show that there was widespread provision of private tuition in public secondary schools in Mwala Division; conducted during school days, weekends while in a few schools, during school holidays/vocations. There was also private tuition targeting individual students. Time allocated to private tuition was between 2 hours and 1 hour per session. Private supplementary tuition involved all classes/forms in most schools, was paid for by students and was in most cases compulsory. Private tuition in most schools was dedicated to syllabus coverage and occasionally revision. A substantial number of students were receiving private tuition in other places outside the school setting mostly at students’ homes, tutors’ churches or social hall and schools. It was found that school administrations, need to enhance performance, pressure from parents and students and the need to cover the syllabus on time influenced demand for private supplementary tuition. It was noted that most schools have not come up with alternative measures to eliminate the need for private supplementary tuition and that the Ministry of Education has not been pro-active in the enforcement of the ban on private tuition. The study established that private tuition enhanced students’ academic performance and did not lead to increased workload for teachers and students as it amounted to teachers doing what they should be doing during normal lessons. However, private tuition motivated teachers and enhanced syllabus coverage in public secondary in Mwala Division.
5.4 Recommendations of the Study

Based on the findings of the study, the following recommendations were made:

i. The State Department of Education and school administrations should come up with enforceable policies and alternative approaches to minimise the prevalence of private supplementary tuition in public secondary schools.

ii. The government should put in place measures that will be use to detect hidden forms/characteristics of private supplementary tuition to ensure that the exercise in not secretly carried out.

iii. The State Department of Education through the quality assurance department and school administration should enhance curriculum supervision to ensure that curriculum implementation is done effectively to eliminate the need for private supplementary tuition.

iv. The study recommends that Ministry of Education through the Kenya Institute of Curriculum Development (KICD) should review the education curriculum with an aim of ensuring that syllabus coverage is achieved without schools resorting to private tuition.

5.5 Suggestions for Further Research

The study makes suggestions for further research in the following areas:

i. Since the study was confined to the public secondary schools in Mwala Division in Machakos County, a similar study should be replicated to other counties.

ii. A similar study should also target primary schools and private schools which are also providing private tuition.
REFERENCES


119
Bray, M. (2010). *Blurring boundaries: The growing visibility, evolving forms and complex implications of private supplementary tutoring* Hong Kong: Comparative Education Research Centre.


Fergany, N. (1994). *Survey of access to primary education and acquisition of basic literacy skills in three governorates in Egypt*. Cairo: UNICEF.


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<table>
<thead>
<tr>
<th>Question no.</th>
<th>Main Question</th>
<th>Probes</th>
</tr>
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</table>
| 1           | Tell me more about yourself  
Tell me about you school  
Which classes/forms do you engage in private tuition? | - Gender  
- Qualifications,  
- Experience as headteacher,  
- Forms 1,2,3 or 4 |
| 2           | What forms of private tuition do you offer in your school? | - What time?  
- Place of tuition?  
- No of students involved.  
- Compulsory / voluntary  
- Paid for or not |
| 3           | What are the factors behind demand for private tuition | - Student level of performance  
- Pressure from parents, wide syllabus, school policy |
| 4           | In which ways do you think private tuition improve performance? | - Whether there has been improvement or not.  
- Is it a burden to parents?  
- Does it help the weak students?  
- Is it a teacher motivator? |
| 5           | How do you view government policy on private tuition in your school? | - How effective, level of adherence by the school to ensure they are not caught by government officials. |
APPENDIX TWO

QUESTIONNAIRE FOR TEACHERS

This questionnaire is part of a research project examining status and effects of the provision of private tuition in public day secondary schools in Mwala Division. Please respond to all questions by filling in the blank spaces or ticking the spaces indicated by brackets [✓] as is appropriate. For complete confidence, DO NOT WRITE YOUR NAME anywhere on the questionnaire.

PART ONE: TEACHERS DEMOGRAPHIC INFORMATION
1. Please indicate you gender Male [✓] Female [ ]
2. Which subject do you teach? [ ]
3. Please indicate your highest professional qualifications?
   - EACE/KCE/KCSE [ ]
   - EAACE/KACE [ ]
   - B.A/B.Sc/B.Ed [ ]
   - M.A/M.Sc/M.Ed [ ]
   - Any other (Specify) [ ]
4. For how long have you been teaching?
   - Less than 4 years [ ]
   - 5 to 10 years [ ]
   - 11 to 14 years [ ]
   - 15 years to 20 Years [ ]
   - Above 21 years [ ]

PART TWO – OBJECTIVE 1: MAGNITUDE OF PRIVATE TUITION
3. (a) Do you conduct private supplementary tuition in your school during school days? Yes [✓] No [ ]
   (b) If yes how many sessions do you have in a day? One session [ ]
      Two sessions [ ]
      More than three sessions [ ]
4. (a) Do you have private supplementary tuition over weekends? Yes [ ] No [✓]
   (b) If yes which days of the weekend? Saturday [ ]
      Sunday [ ]
      Both Saturday and Sunday [ ]
5. (a) Do you have private tuition during school holidays/vacations? Yes [ ] No [✓]
   (b) If Yes, how many weeks does it take place? One week [ ]
      Two weeks [ ]
      Three weeks [ ]

OBJECTIVE TWO: CHARACTERISTICS OF PRIVATE TUITION
6. Which classes/forms do you engage in private supplementary tuition?
   - Form Four only [ ]
   - Form four and Form three [ ]
   - Form Four, Form Three and form Two [ ]
   - All classes [ ]
7. (a) How many hours does each session of private tuition take during school days?
   - Less than one hour [ ]
   - One hour [ ]
   - Two hours [ ]
   - More than two hours [ ]
8. (a) How many hours does each session of private tuition take over the weekends?  
   - Less than one hour  
   - One hour  
   - Two hours  
   - More than two hours  

(b) How many sessions do you have during weekends?  
   - One session  
   - Two sessions  
   - More than three sessions  

(c) What do you teach during weekends?  
   - Continuation of the syllabus  
   - Revision  
   - Tests  
   - Any other specify  

(d) Do students pay for this tuition?  
   - Yes  
   - No  

(e) Are you paid for these sessions?  
   - Yes  
   - No  

9. (a) How many hours does each session of private tuition take during holiday tuition?  
   - Less than one hour  
   - One hour  
   - Two hours  
   - More than two hours  

(b) How many private tuition sessions do you have during school holidays?  
   - One session  
   - Two sessions  
   - More than three sessions  

(c) What do you teach during these sessions?  
   - Continuation of the syllabus  
   - Revision  
   - Tests  

(d) Do students pay for this tuition?  
   - Yes  
   - No  

(e) Are you paid for these sessions?  
   - Yes  
   - No  

10. (a) Do you carry out private tuition on individual students?  
    - Yes  
    - No  

(b) If yes, what time does this tuition take place?  
   - In the morning before classes  
   - During Breaks  
   - During free Lessons  
   - In the evening after classes  
   - During weekends  
   - During Holidays  

(c) If yes do these individual students pay for this tuition?  
    - Yes  
    - No  

(e) Which areas do you focus on when doing private tuition on individual students?
OBJECTIVE THREE: FACTORS INFLUENCING DEMAND FOR PRIVATE TUITION

11. Do you think the school administration influenced the decision to provide private tuition in your school? Yes ☐ No ☐
   Please explain your answer.

12. Do you think the need to improve students' performance influenced the decision to provide private tuition in your school?
   Yes ☐ No ☐
   Please explain your answer.

13. Do you think the need to complete the syllabus on time influenced the decision to provide private tuition in your school? Yes ☐ No ☐

14. Was the decision to provide private tuition in your school a request from parents?
   Yes ☐ No ☐
   Please explain your answer.

15. Was the decision to provide private tuition in your school a request from students?
   Yes ☐ No ☐
   Please explain your answer.

16. Did you decide to offer private tuition because other schools were doing so?
   Yes ☐ No ☐
   Please explain your answer.

OBJECTIVE FOUR: POLICY AND ALTERNATIVE APPROACHES

17. (a) Has your school fully complied with the government ban on private tuition? Yes ☐ No ☐

   (b) If yes, what alternative measures has your school put in place to compensate the absence of private tuition?

   (c) If no, what measures has your school put in place to avoid reprimand from government officials?

18. (a) Has your school ever been visited by officers from the Ministry of Education out to enforce the ban on private tuition? Yes ☐ No ☐

   (b) If yes, did they find private tuition taking place? Yes ☐ No ☐

   (c) If yes which measures did they take?
19. (a) Have you ever encountered ministry officials out to enforce the ban on private in
    tuition centres outside schools e.g. in residential areas or rented building? Yes No
    (b) If yes, what measures did they take on those conducting private tuition?
    ......................................................................................................................................................
    ......................................................................................................................................................
    (c) What measures have individuals carrying out private tuition put in place to avoid
    being caught?
    ......................................................................................................................................................
    ......................................................................................................................................................

OBJECTIVE FIVE: IMPACT OF PRIVATE TUITION ON EDUCATION

20. In which ways do you think private tuition improves performance?
    ......................................................................................................................................................
    ......................................................................................................................................................

21. Do you think private tuition is additional burden to parents? Yes □ No □
    Explain ..............................................................................................................................................
    ......................................................................................................................................................

22. Do you think private tuition adds extra workload to teachers? Yes □ No □
    Explain ..............................................................................................................................................
    ......................................................................................................................................................

23. Do you think private tuition is an additional burden to students? Yes □ No □
    Explain ..............................................................................................................................................
    ......................................................................................................................................................

24. In what ways has private tuition influenced the overall performance in your school?
    ......................................................................................................................................................

25. Do you think private tuition helps weak students? Yes □ No □
    Explain ..............................................................................................................................................
    ......................................................................................................................................................

26. Do you think private tuition motivates teachers? Yes □ No □
    Explain ..............................................................................................................................................
    ......................................................................................................................................................

27. Do you think private tuition enhances the completion of the syllabus? Yes □ No □
    Explain ..............................................................................................................................................
    ......................................................................................................................................................

THANK YOU FOR YOUR PARTICIPATION

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APPENDIX THREE

STUDENTS’ QUESTIONNAIRE

This questionnaire is part of a research project examining the status and effects of the provision of private tuition in public day secondary schools in Mwala Division. Please respond to all questions by filling in the blank spaces or ticking the spaces indicated by brackets [✓] as is appropriate. For complete confidence, DO NOT WRITE YOUR NAME anywhere on the questionnaire.

PART 1: STUDENTS DEMOGRAPHIC INFORMATION

1. Please indicate your gender Male [✓] Female [ ]
2. Please indicate your age
3. In which class are you?
   Form One [ ] Form Two [ ]
   Form three [ ] Form Four [ ]

PART TWO – OBJECTIVE 1: SCALE OF PRIVATE TUITION

2. (a) Do you have private supplementary tuition in your school during school days? Yes [✓] No [ ]
   (b) If Yes, is it: Compulsory [ ] Optional [ ]
   (c) If yes how many sessions do you have in a day? One session [ ]
       Two sessions [ ] More than three sessions [ ]
3. (a) Do you have private supplementary tuition over weekends? Yes [ ] No [✓]
   (b) If yes which days of the weekend? Saturday [ ] Sunday [✓]
       Both Saturday and Sunday [ ]
4. (a) Do you have private tuition during school holidays/vacations? Yes [ ] No [✓]
   (b) If Yes, how many weeks does it take place? One week [ ]
       Two weeks [ ] Three weeks [ ]

OBJECTIVE TWO: CHARACTERISTICS OF PRIVATE TUITION

5. Which classes/forms engage in private supplementary tuition?
   Form Four only [ ] Form four and Form three [ ]
   Form Four, Form Three and form Two [ ] All classes [ ]
6. (a) Do you receive individual private tuition in school? Yes [ ] No [✓]
   (b) If yes, what time does this tuition take place?
      In the morning before classes [ ] During Breaks [ ]
      During free Lessons [ ] In the evening after classes [ ]
      During weekends [ ] During Holidays [ ]
   (c) If yes do you pay for this tuition? Yes [ ] No [✓]
7. (a) How many hours does each session of private tuition take during school days?
   - Less than one hour ☐
   - One hour ☐
   - Two hours ☐
   - More than two hours ☐

   (b) How many sessions do you have during school days? One session ☐

   (c) Do you pay for this extra tuition? Yes ☐ No ☐

   If yes how much?
   - Below 1,000 ☐
   - 1,000 to 5,000 ☐
   - 6,000 to 10,000 ☐
   - Above 10,000 ☐

   (d) What are you taught during these sessions?
   - Continuation of the syllabus ☐
   - Revision ☐
   - Tests ☐
   - Any other specify...

8. (a) How many hours does each session of private tuition take over the weekends?
   - Less than one hour ☐
   - One hour ☐
   - Two hours ☐
   - More than two hours ☐

   (b) How many sessions do you have during weekends? One session ☐

   (c) What are you taught during weekends?
   - Continuation of the syllabus ☐
   - Revision ☐
   - Tests ☐

   (d) Do you pay for this tuition? Yes ☐ No ☐

   If yes how much do you pay?
   - Below 1,000 ☐
   - 1,000 to 5,000 ☐
   - 6,000 to 10,000 ☐
   - Above 10,000 ☐

9. (a) How many hours does each session of private tuition take during holiday tuition?
   - Less than one hour ☐
   - One hour ☐
   - Two hours ☐
   - More than two hours ☐

   (b) How many private tuition sessions do you have during school holidays?
   - One session ☐
   - Two sessions ☐
   - More than three sessions ☐

   (c) What are you taught during these sessions?
   - Continuation of the syllabus ☐
   - Revision ☐
   - Tests ☐

   (d) Do you pay for this tuition? Yes ☐ No ☐

   If yes how much do they pay?
   - Below 1,000 ☐
   - 1,000 to 5,000 ☐
   - 6,000 to 10,000 ☐
   - Above 10,000 ☐

10. (a) Other than private tuition in school, do you have tuition anywhere else?
    - Yes ☐ No ☐

    (b) If yes, where do you have the tuition?
    - At home ☐
    - At the tutors home ☐
    - At a school ☐
    - At a church Social hall ☐
    - Any other (specify)...

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(c) Who teaches you during these sessions? A teacher from your school  
A teacher from another school  
A friend/A relative  
Any other (Specify)  
(d) How many sessions do you have per day?  
One session  
Two sessions  
More than three sessions  
(e) How long is one session?  
Less than one hour  
One hour  
Two hours  
More than two hours  
(f) Do you pay for this tuition? Yes  
No  
(g) If yes how much? Below 1,000  
1,000 to 5,000  
6,000 to 10,000  
Above 10,000  

OBJECTIVE THREE: FACTORS INFLUENCING DEMAND FOR PRIVATE TUITION
11. Do you think the school administration influenced the decision to provide private tuition? Yes  
No  
Please explain your answer.  
12. Do you think the need to improve your performance influenced your decision to seek private tuition? 
Yes  
No  
Please explain your answer.  
13. Do you think the need to complete the syllabus on time influenced the decision to provide private tuition in your school? Yes  
No  
14. Was the decision to provide private tuition a request from parents?  
Yes  
No  
Please explain your answer.  
15. Was the decision to provide private tuition a request from students?  
Yes  
No  
Please explain your answer.  
16. Did you decide to seek private tuition because other students were having it?  
Yes  
No  
Please explain your answer.  

OBJECTIVE FIVE: IMPACT OF PRIVATE TUITION ON EDUCATION
17. (a) Has private tuition improved your performance? Yes  
No  
(b) If Yes in which ways do you think private tuition improves your performance?....  

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(c) If No why do you think private tuition has not improved your performance?

18. Do you think private tuition is an additional burden to your parents? Yes □ No □
Explain..................................................................................................................

19. Do you think private tuition adds extra workload to teachers? Yes □ No □
Explain..................................................................................................................

20. Do you think private tuition is an additional burden to students? Yes □ No □
Explain..................................................................................................................

21. In what ways has private tuition influenced the overall performance in your school?

22. Do you think private tuition helps weak students? Yes □ No □
Explain..................................................................................................................

23. Do you think private tuition enhances the completion of the syllabus?
Yes □ No □
Explain..................................................................................................................

THANK YOU FOR YOUR PARTICIPATION
# APPENDIX FOUR

## TIME FRAME FOR THE STUDY

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APPENDIX FIVE
BUDGET FOR THE STUDY

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<td><strong>2. Secretarial Services</strong></td>
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</tr>
<tr>
<td>(a) Typing of proposal (1st copy)</td>
<td>2,000.00</td>
</tr>
<tr>
<td>(b) Corrections on 1st proposal</td>
<td>500.00</td>
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<tr>
<td>(c) Typing final proposal</td>
<td>1,500.00</td>
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<tr>
<td>(d) Photocopying questionnaires</td>
<td>2,000.00</td>
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<td><strong>3. Stationery</strong></td>
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<tr>
<td>(a) Duplicating papers</td>
<td>1,000.00</td>
</tr>
<tr>
<td>(b) Pen, pencils, erasers, white out</td>
<td>500.00</td>
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<tr>
<td>(c) Writing materials</td>
<td>400.00</td>
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<td><strong>6. Travelling expenses</strong></td>
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<tr>
<td>(a) Pre-testing questionnaire</td>
<td>5,000.00</td>
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<tr>
<td>(b) Administering questionnaire @ 800 x 30 days</td>
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<td>(c) Subsistence accommodation in administering the questionnaire @ 1,000 x 30 days</td>
<td>30,000.00</td>
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<tr>
<td>(d) Consulting the supervisors expenses i.e. travelling and accommodation @ 2,500 x 60 days</td>
<td>12,000.00</td>
</tr>
<tr>
<td>(e) Travelling to interview respondents/administrator</td>
<td>6,000.00</td>
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<tr>
<td><strong>5. Research clearance</strong></td>
<td>1,000.00</td>
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<tr>
<td><strong>6. Binding</strong></td>
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</tr>
<tr>
<td>(a) Binding proposal</td>
<td>500.00</td>
</tr>
<tr>
<td>(b) Binding final report 10 copies</td>
<td>5,000.00</td>
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<td><strong>7. Computer expenses</strong></td>
<td></td>
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<tr>
<td>(a) Analysis of pre-test data</td>
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</tr>
<tr>
<td>(b) Analysis of final research data</td>
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</tr>
<tr>
<td><strong>8. Miscellaneous</strong></td>
<td>10,000.00</td>
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<td><strong>Total</strong></td>
<td><strong>116,400.00</strong></td>
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APPENDIX SIX

LETTER OF AUTHORISATION

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date: 20th November, 2014

NACOSTI/P/14/5799/3714

Cyrus Munyao Koti
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "An assessment of the status and effects of private supplementary tuition in public secondary schools in Mwala Division of Machakos County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Machakos County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Machakos County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.
APPENDIX SEVEN

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. CYRUS MUNYAO KOTI
of KENYATTA UNIVERSITY, 0-90110
mbiuni, has been permitted to conduct
research in Machakos County

on the topic: AN ASSESSMENT OF THE
STATUS AND EFFECTS OF PRIVATE
SUPPLEMENTARY TUITION IN PUBLIC
SECONDARY SCHOOLS IN MWALA
DIVISION OF MACHAKOS COUNTY,
KENYA

for the period ending:
31st December, 2014

Applicant's
Signature

CONDITIONS

1. You must report to the County Commissioner and
   the County Education Officer of the area before
   embarking on your research. Failure to do that
   may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
   without prior appointment.
3. No questionnaire will be used unless it has been
   approved.
4. Excavation, filming and collection of biological
   specimens are subject to further permission from
   the relevant Government Ministries.
5. You are required to submit at least two(2) hard
   copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to
   modify the conditions of this permit including
   its cancellation without notice.

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 3677

CONDITIONS: see back page

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