THE STATUS OF PRIVATE TUITION IN PUBLIC SECONDARY SCHOOLS IN
MIIRIGAMIERU WEST DIVISION, IMENTI NORTH DISTRICT

BY

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E55/10261/08

A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

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MAY, 2011
DECLARATION

This is my original work and has not been submitted for any other programme in any other university.

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This work is dedicated to my father and my late mother who sacrificed a lot for my education and my son Kelvin who has been a great source of encouragement. May this work be a great inspiration to him in his studies.
ACKNOWLEDGEMENT

First and foremost I am grateful to the Almighty God for continuously renewing my strength, keeping me healthy and providing for me and my family during my study period.

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TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>v</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>ix</td>
</tr>
<tr>
<td>Acronyms</td>
<td>x</td>
</tr>
<tr>
<td>Abstract</td>
<td>xi</td>
</tr>
</tbody>
</table>

CHAPTER ONE: INTRODUCTION

1.1 Introduction                          1
1.2 Background to the Study              1
1.3 Statement of the Problem             6
1.4 Objectives of the Study              7
1.5 Research Questions                   8
1.6 Significance of the Study            8
1.7 Scope and Limitations of the Study   9
1.8 Basic Assumptions of the Study       9
1.9 Theoretical Framework                9
1.8.1 Conceptual Framework              11
1.10 Definition of Operational Terms     14
# CHAPTER TWO: LITERATURE REVIEW

- **2.1 Introduction**: 15
- **2.2 The Extent of Private Tuition in secondary Schools**: 15
- **2.3 Perception of Stakeholders on Private Tuition in Public Secondary School**: 21
- **2.4 Forms of Private Tuition**: 22
- **2.5 The Status on Effectiveness of the Ban on Private Tuition**: 24
- **2.6 Summary**: 26

# CHAPTER THREE: RESEARCH METHODOLOGY

- **3.0 Introduction**: 28
- **3.1 Research Design**: 28
- **3.3 Study Locale**: 28
- **3.4 Target Population**: 29
- **3.5 Sample and Sampling Techniques**: 29
- **3.6 Research Instruments**: 31
  - **3.6.1 Questionnaire for teachers**: 31
  - **3.6.2 Questionnaire for Students**: 32
  - **3.6.3 Interview Schedule for Principal**: 32
  - **3.6.4 Interview schedule for parents**: 33
- **3.7 Pilot Study**: 33
- **3.8 Data Collection Procedures**: 33
- **3.9 Data Analysis**: 34
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION & DISCUSSION 36

4.1 Introduction................................................................................. 36
4.2 The Extent of the Practice of private Tuition in secondary school in
Miirigamieru West Division, Imenti North District......................... 37
4.3 The forms private tuition takes in public secondary schools in Miirigamieru… 41
4.4 The perception of stakeholder (student, teachers and parents) on private
tuition in public secondary schools in Miirigamieru....................... 50
4.5 Why the ban on private tuition has not Ben 100% successful in Miirigamieru
West Division, Imenti North District............................................ 53

CHAPTER FIVE:.............................................................. 59
5.1 Introduction................................................................................. 59
5.2 Summary of the Findings.......................................................... 59
5.3 Conclusion................................................................................. 61
5.4 Recommendations................................................................. 61
5.5 Areas for further research......................................................... 63

REFERENCES............................................................................ 64
APPENDICES............................................................................. 71
Appendix I: Letter of Introduction................................................... 71
Appendix II: Questionnaire for Teachers......................................... 71
Appendix III: Questionnaire for Students....................................... 79
Appendix IV: Interview Schedule for Principals............................... 85
Appendix V: Interview Schedule for Parents................................... 92
Appendix VI: Research authorization –NCST Permit........................ 95
Appendix VII: Research authorized –NCST letter............................ 96
LIST OF TABLES

Table 3.1: Sample of Respondents ................................................................. 31

Table 4.1: Practice of Private Tuition ............................................................. 37

Table 4.2: Proportion Teachers involved in Private Tuition ............................... 39

Table 4.3: Classes involved in Private Tuition ................................................. 40

Table 4.4: What Form Does Private Tuition Take? – Teachers ......................... 42

Table 4.5: Number of Students involved in Private Tuition ......................... 43

Table 4.6: Forms of Private Tuition ............................................................... 44

Table 4.7: Timing per Session during Private Tuition ..................................... 45

Table 4.8: Payment of Tuition Fees ............................................................... 48

Table 4.9: Work covered during Private Tuition ............................................ 49

Table 4.10: Students Response to the Continuation of the Private Tuition .......... 50

Table 4.11: Reasons for the continuation of Private Tuition despite the Ban .... 55
LIST OF FIGURES

Figure 1.1 Conceptual Framework of the Study ........................................ 12

Figure 4.1: Category of Students Taught during Tuition .......................... 38

Figure 4.2: Duration for the Holiday Tuition .......................................... 46

Figure 4.3: Tuition Fees ......................................................................... 47

Figure 4.4: Students response to the Continuation of the Private Tuition .... 51

Figure 4.5: Parents response to the Continuation of the Private Tuition ...... 53
**ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICTs:</td>
<td>Information Communication Technologies</td>
</tr>
<tr>
<td>K.U:</td>
<td>Kenyatta University</td>
</tr>
<tr>
<td>KNUT:</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>MOE&amp; HR:</td>
<td>Ministry of Education &amp; Human Resources</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>PE:</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PTA:</td>
<td>Parents Teachers Association</td>
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ABSTRACT

Despite the repeated banning of private tuition by the Ministry of Education in Kenya, the practice of private tuition has been on the increase. This calls for an investigation into the status and the reasons for the existence of the practice of private tuition despite the ban. The purpose of the study was to investigate the status of private tuition in public secondary schools in Mirigamweru West Division, Imenti North District. The study aimed at achieving the following specific objectives: to establish the extent of the practice of private tuition in public secondary schools in the division, to find out the forms private tuition takes in public secondary schools in the division, to determine the perception of stakeholders (students, teachers and parents) on private tuition in public secondary schools in the division and to establish why the ban on private tuition has not been 100% successful in public secondary schools in the division. Descriptive survey design was used for the study. Eight schools (representing 40% of the schools) were used for this study. Simple random sampling technique was used to sample 8 schools for the study. A total of 192 respondents were sampled for the study. This constituted 8 principals, 40 teachers, 128 students and 16 parents. Out of the targeted sample, a total of 171 responded (121 students, 30 teachers, 8 principals and 12 parents) giving a response rate of 89%. Systematic random sampling technique was used to sample student respondents for the study while a simple random sampling technique was used to sample teacher respondents. Purposive sampling technique was used to sample parents for the study. Questionnaires and interview schedules were used as instruments for data collection. Statistical Package for Social Sciences (SPSS) was used to analyze the data. Descriptive statistics such as frequencies, percentages, means and standard deviations were used to describe the data. The analyzed data were presented in the form of pie charts, bar graphs and tables where necessary. The study found that private tuition is practiced in the schools studied. This was evidenced by the fact that private tuition was made compulsory as mentioned by 91.7% of the parents interviewed. The study also found that the forms of private tuition prevalent are those offered in the evening, during the weekends and those offered during school holidays. Regarding the perception of private tuition by stakeholders, it was found that most teachers (26, 86.7%) and the students (100, 82.6%) wanted private tuition to continue being offered by their schools. The major reason for the failure of the ban was that the curriculum was overloaded and therefore there was need for extra time to cover the syllabus adequately. Other reasons included: increased competition for limited opportunities in institutions of higher learning and the fact that private tuition improved the performance of students. It was concluded that there was the prevalence of private tuition in the division and most of the tuition offered in the schools is compulsory. The respondents recommended that the practice of private tuition should be continued in secondary schools. On the contrary, the researcher recommends that the government should reinforce the policy on the ban to ensure its effectiveness. Another study should be done in other districts to find out the relationship between the prevalence of private tuition and the improvement of academic performance in national examinations.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, the statement of the problem, objectives of the study, research questions, significance of the study, scope and limitations, basic assumptions of the study, theoretical framework, conceptual framework and definition of terms.

1.2 Background to the Study

Private tutoring is a worldwide phenomenon. The practice became conspicuous in some parts of East Asia, particularly Japan, Republic of Korea and Taiwan in the 1960s (Bray, 2003; Silova & Bray, 2005). The practice has since rapidly spread to most urban areas in the rest of the world within a very short span of time. In some countries in East Asia, the practice has been transformed into a large scale enterprise (Bray, 1999). Justifications for the practice can be categorized on the basis of factors related to demand and supply. Factors explaining private tuition from the demand side include high rates of return given the decisive role examinations play in influencing incomes, increased competition for admission into the best universities and cultural factors/Confucian traditions particularly the perceived role of effort in educational success among many Asian societies among others (Bray 2003). Factors justifying private tutoring from the supply side include inadequate classroom teaching, an overloaded educational curriculum and poor selection and evaluation mechanisms (Hallak and Poisson, 2007).
According to Raffick (2004), private tuition can take different forms and the size of the classes can differ from country to country. Some tutoring is provided on one-on-one basis, home-based, small groups, tuition centers and in large theatre halls. Home-based modalities of private tuition are conducted individually or in small groups at the tutor’s or client’s home. The tuition-centre modality is where students ranging from 30 to 60 in a class meet at a central venue where tuition is conducted. Private tuition is also conducted at school premises in Asia, America, Europe and Africa (Bray, 2003).

In Kenya, the private tuition phenomenon became pronounced from the mid 1980s when the 8-4-4 education system was introduced (Wanyama & Njeru, 2004). According to the then City Director of Education Mr. Elias Njoka, paid and large class private tuition started in Nairobi (MOE/GEN/G/9/1/115, 1988). With the passage of time, the practice grew significantly to cover the whole country (Wanyama & Njeru, 2004). According to the former KNUT boss Ambrose Adongo (Daily Nation Aug 26 1995), private tuition was made necessary by the broad 8-4-4 curriculum that could not be covered within the normal teaching hours. 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 student and parent 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.
Despite the prevalence of private tuition in public secondary schools in Kenya, there has been continuous discouragement of the practice by the Ministry of Education. The Ministry of Education first discouraged the practice in the late 1980s. The City Director of Education in a circular dated 31st May 1988 (MOE No. G/9/1/115) issued guidelines on remedial teaching and private tuition among other things and directed that teachers should be able to undertake remedial teaching as part and parcel of their normal teaching programme and comfortably handle it without imposing additional financial strain on the parents. The director further argued that if teachers interpreted the 8-4-4 curriculum correctly and confined the teaching within the scheduled teaching time, they should find no need for private tuition after school hours or during weekends and school holidays. The director ordered that private tuition should be discouraged. The directive on private tuition was recognized and appreciated by the Report of the Presidential Committee on Student Unrest and Indiscipline in Kenya Secondary Schools also known as the Sagini report of 1991 (MoE & HR, 1991). The report commended the ministry for the ban because private tuition consumed students’ time for rest and socialization. However, the report’s recommendations did not deter teachers from organizing extra tuition and the practice continued.

Private tuition was finally banned by the Kenya Government in a directive dated July 6th, 1999 (MOE &HR G9/1/Vol. 111/127). The circular reads in part:

“The Ministry of Education and Human Resources Development has set guidelines on the fees to be charged which must be adhered to. The charging of extra fee for extra coaching is illegal. It has been noted that some schools use fake names which do not clearly reflect what the charges are for. The role of the
teacher as a professional is to guide students to acquire skills in various disciplines without any charges. The teacher will therefore be expected to discern pupils’ abilities and set appropriate remedial teaching as opposed to private coaching. Remedial teaching should therefore form an integral part of the teaching/learning process...”

Despite the fore mentioned government position, private tuition plays an integral role in the delivery of secondary school education in Kenya. Indeed, the ban did not achieve the intended levels of compliance. This was basically because the directive only prohibited charging of fees for private tuition, but remained passive and/or ambiguous on whether or not the parents should take their children for private tuition (Wanyama & Njeru, 2004).

According to Hallack & Poisson (2007), private tutoring became an issue of concern in Kenya because of considerable financial burden it imposed on parents and its abuse by teachers who created demand by teaching part of the curriculum, leaving what they perceived to be important for private tuition lessons. The Report of the Taskforce on Student Indiscipline and Unrest in Secondary Schools in Kenya (MOE, 2001) stated that most households were unable to afford to pay school fees let alone levies for such things as holiday tuition, chalk, buses, and swimming pools, resulting in some students losing a lot in terms of learning and time. The report recommended the banning of private tuition, an indication that previous circulars on the same had largely been ignored by private tuition providers and consumers. Later on in 2008, the MOE Interim Guidelines on Tuition and Mock Exams (MOE circular MOE\GEN\G1\11\4, 2008) prohibited paid private tuition and mock exams following countrywide strikes in schools. According to the circular:
i. No whole class tuition will be allowed to take place in any school except in extraordinary circumstances where all the students lag behind due to unavoidable circumstances like situation experienced during the post-election violence.

ii. Remedial teaching should be confined to learners who exhibit weaknesses that make them lag behind their classmates in normal learning process.

iii. No fee paying tuition should be conducted in any school, public or private.

iv. Prep time should be left to students to carry out individual learning or revision work without formal teaching.

v. Time set aside for P.E, life skills, games etc should not be used for purposes of covering examinable subjects.

vi. Parents should restrain themselves from using schools and teachers in schools for keeping their children busy during weekends and over the holidays but instead spend more time with their children so that the non-formal learning takes place.

vii. No school management should allow teachers/tutors from any other school or institution to use their premises for the purposes of tuition. This means that a school cannot hire out its premises for the purposes of private tuition at any level.

The assessment report, titled “Are Our Children Learning? Annual Assessment Report Kenya 2010” (Uwezo), claims that ceaseless learning and holiday tuition as children go up the academic ladder deprive them of the crucial play time valuable for their development. The study also reveals a crisis in public schools in Kenya, where every time children do well in national examinations, we celebrate at the achievement of theory and
not practical learning. These findings have propelled some education practitioners in Kenya to call for a change in focus, "from schooling to learning" (Daily Nation, 28 April, 2010).

In spite of repeatedly banning of private tuition, it appears that the Ministry of Education has not succeeded in enforcing the bans. Although the Ministry of Education has allowed remedial teaching in schools, it has not given directives on how remedial classes should be carried out. Teachers can therefore conduct private tuition and claim that they are offering remedial lessons or that they are giving a free service to their students, making it difficult to distinguish private tuition from remedial teaching. Moreover, there is no common approach in the way private tuition is administered in different schools. Yet there is a dearth of information on its nature, extent and implications for the education system (Wanyama & Njeru, 2004). This study investigated the status of private tuition in secondary schools in Miirigamieru West Division, Imenti North District.

1.3 Statement of the Problem

Private tuition existed in Kenya before the introduction of the 8-4-4 system as a free service provided to the learner by their teachers. With the advent of the 8.4.4 system the practice became widespread and was commercialized (Wanyama & Njeru, 2004). The Ministry of Education has repeatedly issued directives through the mass media and circulars banning private tuition for students in private and public schools (MoE&HR, 1999; MoE/GEN/G/11/4/2008). In such statements the Ministry of Education has directed that the extension of curriculum delivery into breaks, lunch, after school, during the weekends and school holidays is an unacceptable way of providing education. The
ministry has argued that private tuition deprives children the opportunity to relax and learn social skills through interaction among themselves and with adults. Nevertheless, there are indicators that many schools still offer private tuition (Wanyama & Njeru, 2004; MoE/GEN/G/11/4/2008). However, there exists a gap in knowledge on the extent of the practice, the forms that private tuition takes, attitudes towards it and why the ban has not been successful. It is for this reason that a careful investigation into the status of private tuition was necessary.

1.4 Objectives of the Study

The specific objectives of this study were to:

1. Establish the extent of the practice of private tuition in public secondary schools in Miirigamieru West Division, Imenti North District.

2. Find out the forms private tuition take in public secondary schools in Miirigamieru West Division, Imenti North District.

3. Determine the perception of stakeholders (students, teachers and parents) on private tuition in public secondary schools in Miirigamieru West Division, Imenti North District.

4. Establish why the ban on private tuition has not been 100% successful in public secondary schools in Miirigamieru West Division, Imenti North District.
1.5 Research Questions

The proposed study was guided by the following research questions:

1. How widespread is private tuition in secondary schools in Miirigamieru West Division, Imenti North District?

2. What forms does private tuition take in public secondary schools in Miirigamieru West Division, Imenti North District?

3. What are the stakeholders’ (students, teachers, headteachers, and parents) perceptions of private tuition in public secondary schools in Miirigamieru West Division, Imenti North District?

4. Why has the ban on private tuition not been 100% successful in public secondary schools in Miirigamieru in Miirigamieru West Division, Imenti North District?

1.6 Significance of the Study

Private tutoring is mostly unofficial and therefore data on the topic are scarce. In Miirigamieru West Division being a newly created division, no research has been conducted on private tuition thus justifying this study. This study hoped through its findings to provide insights to school administrators, parents, teachers, education officials, curriculum developers, the Government of Kenya and other stakeholders on private tuition. It is hoped that the policy makers will use the findings of this study in improving pre-university education e.g. consider reduction of curriculum content so that the syllabus is covered within the specified time hence no need for extra tuition. The findings of this study can also be used as a basis of research in other parts of the country.
1.7 Scope and Limitations of the Study

This study was carried out in one of the divisions in Imenti North District. This left out other schools in the other divisions in the district. The findings of the study were therefore generalized to the whole district as the study included schools which were sampled randomly from the division studied.

Out of the 20 public secondary schools in Miirigamieru Division, the study was carried out in 8 schools. This allowed the researcher to save on the time spent on the collection of the data.

1.8 Basic Assumptions of the Study

The study was guided by the following assumptions:-

1. All the respondents gave reliable information without fear or favor.

2. That, most public schools in Miirigamieru West Division, Imenti North District offer private tuition.

1.9 Theoretical Framework

This study embraced human capital theory. The concept of “human capital” was introduced and developed in the 1960s by two Nobel Laureate economists, Theodore W. Schultz and Gary Becker. They argue that individuals acquire skills and abilities to increase their labour market value. In essence, human capital theory considered experience, training and education as mechanisms for increased productivity and output capacity in individuals (Glewwe, 2002).
Human capital theory holds that investment in human resources results in improved productivity, and that both the costs of the investments and the benefits of improved productivity can be used to calculate an economic rate of return. Human capital investments generally take the form of education or training and may include health care as well. An important distinction is made between private and public (social) rates of return. Private rates of return accrue to families from human capital investments. Social rates of return include private returns, but also consider positive externalities such as improved public health, diffusion of democratic values and practices, and more freedoms for individuals in society. It is widely accepted that there are positive externalities accruing from secondary education (Schultz, 1961; Becker, 1964).

Human capital acquisition, such as education, has an impact on individuals being educated and on the societies supporting the education process. The returns to individuals from the acquisition of human capital (private returns) as well as returns to the broader society through economic growth and higher overall productivity (public returns) makes human capital to be considered a “public good” worthy of government intervention and/or production.

Returns to investment in education based on human capital theory have been estimated since the late 1950s. Reviews of the empirical results and estimates from a wide variety of countries reaffirm the importance of human capital theory. For instance, Glewwe (2002) made a strong empirical case that increased earnings from education result from increased individual productivity that comes from literacy and numeracy. Glewwe’s review of earnings and measures of both ability and cognitive skills based upon administering tests to the household members or workers in sample surveys from six
developing countries (Ghana, Kenya, and Tanzania in single study, Morocco, Pakistan, and South Africa) lends support to the human capital interpretation of the education and earnings association.

Psacharopoulos and Patrinos (2002) attempted to use rate of return analysis for education policy purposes involving worldwide compilations and presented a number of tabulations that confirm that it is generally a good investment for individuals to stay in education systems for as long as possible. Families with sufficient resources invest in private tutoring to help their children pass examinations and proceed to good secondary schools that guarantee their children a place at the university thereby almost guaranteeing them better-paying jobs (earnings). The authors reported on the social or public and private rates of return for various levels of education found by a large number of research projects in more than 80 countries around the world. The results from this study confirmed expectations that social rates of return from education tend to fall as education levels rise (as do private rates of return) except for advanced education levels.

1.9.1 Conceptual Framework

The conceptual framework below presents the relationship between the variables of the study. In the framework, the independent variables were: extent of the practice of private tuition, forms of private tuition, success of the ban on private tuition and the perception of private tuition while the dependent variable is the status of private tuition in public secondary schools. The intervening variables for the study were performance in National Examinations and access to prestigious learning institutions.
Figure 1.1 Conceptual Framework of the Study

The conceptual framework above shows that the status of private tuition is dependent on the extent of private tuition, the forms of private tuition, the success of the ban on private tuition and the perception of private tuition. The extent of the private tuition was to show whether the private tuition is practiced in schools or not. This is to allow conclusion to be made on whether tuition still exists in the institutions. The existence of different forms of tuition was to be used as an indicator of the time when private tuition was offered. The success of the ban on private tuition was used to show how the ban on private tuition affected the practice of private tuition in schools. Finally the perception of the private tuition was used to measure the factors behind the existence of the practice despite the ban i.e if the practice is perceived to improve the performance of students, then parents will allow their students to go for private tuition. The intervening variable on the other hand will affect the relationship between the independent variables and the dependent
variable in that if there is low performance in the national examinations, parents will be willing to allow their children to go for private tuition to improve their performance and vise versa. On the other hand, if there is limited access to prestigious learning institutions, parents will allow their children to go for the private tuition to improve their performance thus allowing them to compete favourably for the limited chances and vice versa.
1.10 Definition of Operational Terms

Private tuition – Extra coaching offered to students at a fee within or without school premises early in the morning, late evenings, on weekends and or during school holidays.

Private tuition fee – Charges levied for extra work undertaken by teachers outside mainstream schooling.

Remedial Teaching/Lessons - Specialized instruction for students aimed at correcting errors or addressing gaps in knowledge especially for slow learners.

Stakeholders – These include any persons or organizations, who/that can be positively or negatively impacted by, or cause an impact on the provision of private tuition or lack of provision thereof. These may include parents/sponsors, students, school administrators, teachers, education officials and policymakers.

Status - Is a state, condition, or situation of the private tuition phenomenon.

Perception – This is the attitude of stakeholders in education towards the practice of private tuition

Success of the ban – This is the extent to which schools have adhered to the guideline of the Ministry of Education on the practice of private tuition in schools
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed related literature under the following subheadings namely: the extent of private tuition in secondary schools, the forms of private tuition, the perception of stakeholders on private tuition in public secondary schools and effectiveness of the ban on private tuition.

2.2 The Extent of Private Tuition in Secondary Schools

A growing body of literature (Bray, 1999; Yoo, 2002; Kwok, 2004) contends that private tuition is supplementary tutoring in academic subjects beyond the hours of mainstream formal schooling for financial gain or otherwise. This kind of education often takes place outside school hours and or even in separate premises. The authors distinguishes between remedial lessons that seek to assist weak students or to assist under-achievers to improve in their weak subjects from additional tutoring that offer opportunities for teachers to earn supplementary income. These studies were done in Asian countries justifying the need for this study which was conducted in Imenti North District, Kenya.

Kibere (2005) categorizes private tuition into two: remedial lessons and holiday tuition. For him, remedial teaching is often conducted in the evenings and weekends while private tutoring is offered during school holidays. Kibere’s study focused on the implications of supplementary tuition in Meru South District.
According to Marimuthu et al. (1991) private tuition incorporates learning activities for the clientele of the formal school which takes place outside the regular school instruction programme for a fee or as a community service. They did a study on extra-school instruction, social equity and educational quality in Singapore. There was therefore need for a study on the status of private tuition in Kenya a gap which this study filled.

Wanyama and Njeru (2004) contend that private supplementary tuition and remedial classes in Kenya is one and the same thing. The study further established that tuition providers normally levy fees for the service they provide irrespective of whether it is labeled private tuition or remedial classes. The authors do not consider unpaid work, for example, from family members who voluntarily help other family members with their homework or other tasks. This was a desktop research on private tuition. The current study was field-based and therefore intended to fill the methodological gap.

Studies in other countries provide very useful insights on the extent of private tuition in secondary schools. Bray (2003) reports that a survey conducted in Hong Kong in 1996 found that 25.6 per cent of lower secondary students, 34.4 per cent of middle secondary students and 45 per cent upper secondary students were recipients of private tuition. This rose to 28.0%, 33.6% and 48.1% respectively in a 2004/2005 survey of 13,600 households (Bray, 2009). The same study reports that in Malta, a survey conducted in 1997/98 on 1,482 pupils in lower and upper secondary found that 50.5 per cent had received private tuition at some time. A 2007 survey in Japan found out that, schools known as juku served 15.9% of primary one children, and that this proportion rose steadily in later grades and reached 65.2% in junior secondary three. In addition, 6.8% of junior secondary three receive tutoring at home and 15.0% followed correspondence
courses. This study’s findings are quite informative but they have been conducted outside Kenya. The researcher hoped to fill this gap by conducting a study on the status of private tuition in Imenti North District.

In some countries like Hong Kong massive scale of private tuition is reflected by heavy advertisements of various types of private tutoring in streets, popular public areas and through the mass media and by the increasing number of registered mass tutorial schools (Kwok, 2004).

Studies carried out in Malaysia, Cambodia, Taiwan and Egypt respectively indicate that private tuition is more prevalent in urban areas than in rural areas. This is because urban life is competitive by nature and parents in urban areas appreciate the value of education as they themselves are better educated and can afford tuition costs (Chew and Leong, 1995; Bray, 1999; Tseng, 1998; Fergany, 1994).

Wanyama and Njeru (2004) note that though private tuition is not allowed in Kenya, there is ample evidence to show that the practice is taking place on a very large scale. Even some Ministry of Education, Science and Technology (MoES&T) officials - who are supposed to articulate Government Policy on Education - take their children to private tuition classes. This is because they too, have to equally compete for the limited places at higher levels of learning and this can only be achieved through good performance in national examinations.

There are a number of studies that has been done in different countries on private tuition. The following are examples of studies that have been done and their findings:
A 1997 national sample of 3,233 Standard 6 pupils in Kenya found 68.6 per cent receiving tutoring, ranging from a low of 39.0 per cent in North Eastern province to a high of 74.4 per cent 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, and among boys rather than girls (Buchmann, 2002), though this finding was not confirmed in subsequent research by Paviot et al., (2005). Therefore, this study is important because it avails empirical findings to confirm the scholarly opinion.

In a study conducted in Cambodia, respondents in 31.2 per cent of 77 primary schools surveyed in 1997/98 indicated that pupils received tutoring; this costed 6.6 per cent of the total cost of primary education (Bray, 1999). In Egypt, a 1994 survey of 4,729 households found that 64 per cent of urban and 52 per cent of rural primary children received supplementary tutoring (Fergany, 1994). A 1997 study estimated that household expenditures on supplementary tutoring in preparatory, primary and secondary levels accounted for 1.6 per cent of Gross Domestic Product (World Bank, 2002).

According to Lee (1996), a survey of 507 students in Hong Kong in 1996 found that 44.7 per cent of primary, 25.6 per cent of lower secondary, 34.4 per cent of middle secondary, and 40.5 per cent of upper secondary students were receiving tutoring. A 1998/99 follow-up survey of six secondary schools, stratified by ability bands, found 35.1 per cent of secondary Grade 1-3 pupils receiving tutoring. Respective proportions for secondary 4-5 and 6-7 were 46.6 and 70.3 per cent (Bray and Kwok, 2003).
In India, a 1997 survey of 7,879 primary school pupils in Delhi found that 39.2 per cent were receiving tutoring (Aggarwal, 1998). Other reports have suggested that 70 per cent of urban children receive private tutoring in one or more subjects (Yasmeen, 1999).

A survey in Japan in 1993 found that 23.6 per cent of elementary pupils and 59.5 per cent of junior high school pupils attended tutorial schools (MOESC, 1995). A 1997 survey of pupils receiving other forms of tutoring found that among primary Grade 5 children, 33 per cent attended tutorial schools, 5.7 per cent received help from tutors on a one-to-one basis, 24.5 per cent studied on correspondence courses, and 17.9 per cent received home-delivery study materials (Japan, 1999). In urban areas, over 90 per cent of children were receiving some sort of tutoring.

A 1997/98 survey in Malta of 1,482 pupils in upper primary and lower secondary schools found that 50.5 per cent had received private tutoring at some time (Fenech and Spiteri, 1999). Some had first received tutoring at the age of 4, though the largest number had commenced at the age of 10.

In the Republic of Korea, a 1997 study indicated that 72.9 per cent of primary students were receiving private tutoring (Kim, 2000). Among middle-school students the proportion was 56 per cent; among high school students it was 32 per cent.
A 1994 study in Romania of Grade 12 pupils in a national sample found that 32 per cent in rural and 58 per cent in urban areas received supplementary private tutoring (UNESCO, 2000).

According to a survey in Taiwan, government statistics indicate that in 1998 there were 1,891,096 students enrolled in 5,536 tutoring centres (MOE, 1996). Other centres were unregistered; therefore total numbers were even larger. A 1998 survey of 359 students in eight Kaohsiung secondary schools found that 81.2 per cent were receiving tutoring (Tseng, 1998).

Private tuition is growing even in other parts of the world, including Africa, North America and Europe. Russell (2002), writing about the United Kingdom, titled her article ‘The secret lessons’, and remarked that “almost unnoticed, a revolution has taken place in state education”. She added that in London and other big cities, private tutoring is booming. It has become one of the most important, yet also unacknowledged, factors in a child’s performance.

Mischo and Haag (2002) highlighted expansion of tutoring in Germany, and Wolf (2002) presented data from national samples in a number of countries on the percentages of pupils in Grade 7 who reported receiving tutoring in science. The proportions exceeded 50 per cent in the Czech Republic, Latvia and Slovakia. In mathematics, the proportion of Grade 7 pupils receiving tutoring exceeded 50 per cent in the Czech Republic, Hong Kong, Japan, Latvia, the Russian Federation, Slovakia and Slovenia (Wolf, 2002).
2.3 The Perception of Stakeholders on Private Tuition in Public Secondary Schools

Bray (1999) observes that private tuition has often attracted adverse publicity in the media and elsewhere. Most parents, though not happy sending their children for private tutoring, have no alternative. They want to give their children the best chance to excel in examinations. Students also see tuition to be relevant and unavoidable because of the benefits of high scores in examinations. Bray’s study, though useful, focused on the importance of tuition; this study focused on establishing the status of private tuition in Kenya.

Wanyama and Njeru (2004) warn that quality service is not guaranteed as long as private tuition continues to get no official recognition. For instance, Joynathsing et al. (1988) reports that a Mauritius Government commissioned study established that private tutoring mostly encouraged teachers to put in less effort to teach the lessons fully and well. Their study is relevant because it tackled the status of private tuition in Kenya.

In terms of applications and with regard to Mauritius, for example, Kulpoo (1998) found the private tuition was the single most critical factor that could be exploited by policy makers through interventions. It did explain most of the variations in the test scores than did other factors such as teacher-parent interaction (as seen through frequency of meetings), school facilities and location of schools among others. Similarly in Greece Polydiorides (1986) found a positive correlation between private tuition and performance.

Hallak and Poisson (2007), note that private tuition has been associated with corrupt practices during selection for higher education particularly when private tutors also sit in selection committees for higher education.
Bray (2003; 2005) observed that mainstream teachers created artificial demand for private tuition by reducing both quantity and quality of education during the normal school hours in the pretext that the syllabus was too wide to be covered in the regular school time, to leaving out some areas of the curriculum that they think were very crucial altogether, only to offer the same during private tuition. These they contended have a direct impact on both quality and performance.

Hallak and Poisson (2007) observe that not every school can provide specialist teachers in all subjects. Therefore, private tuition may help students to overcome deficiencies in learning, to understand and enjoy their mainstream lessons enabling them to compete fairly with others. These findings necessitated this study in the attempt to establish if the same was happening in Imenti North District, Kenya.

2.4 Forms of Private Tuition

Bray (1999) observes that private tuition is often undertaken in the evenings, weekends, during school holidays and early in the morning. The duration of teaching and learning varies with institutions and the needs of the learners. According to Sujatha (2006), teaching and learning process in India involves tutor-student contact ranging from 10-29 hours per week in most tuition centers depending on the number of subjects and grade. But generally, duration of teaching a subject varies from 50-60 minutes per lecture.

In some countries private tuition seems to flourish most at certain pressure points. In Sri Lanka these points are grade iv when children are called upon to take scholarship examinations and form v and vi, when students have to take ‘O’ and ‘A’ level examinations. This is because these examinations allow children to join a famous and
good school and be entitled to allowances such as boarding and other expenses (Raffick, 2004). These findings necessitated this study for they prompted the researcher to seek to establish pressure points when private tuition is highly demanded.

According to Marimuthu et al, (1991) and Raffick (2004), private tuition can take different forms and the size of the classes can differ from country to country. Home-based modalities of private tuition are conducted individually or in small groups at the tutor’s or client’s home. The tuition-centre modality is where students ranging from 30 to 60 in a class meet at a central venue where tuition is conducted. Large tuition classes can also be conducted at school premises. This study sought to establish the different forms and the size of tuition classes in Imenti North District, Kenya.

Literature review also reveals that providers of private tuition (tutors) vary with age and qualifications. They range from secondary school students tutoring primary school pupils, university students tutoring secondary school students to retirees who wish to contribute to society and earn some extra money. In between these extreme ages are those who provide private tuition on part time or full time basis and who may or may not have formal training. This is contrast with mainstream schooling where teachers are expected to be between 21-65 years and have some qualifications (ANTRIEP, 2006). This study sought to find out why tutors offer private tuition in Imenti North District, Kenya.

A Study by Njeru & Wanyama (2004) suggested that private tuition tend to focus on subjects that are deemed to be instrumental particularly languages, mathematics and science. In Kenya, most students perform poorly in the so-called instrumental subjects therefore the study sought to establish the extent and various forms of private tuition.
Kibere (2005) established that during private supplementary tuition professional documents such as schemes of work, lesson notes and record of work were not kept. Tuition providers only keep attendance registers. The same author established that when private tuition is conducted in the evenings, the students lack sufficient time to play but when it is offered during the weekends and school holidays students are allowed time to participate in co-curricular activities. Further, the study established most private tuition lessons take too long (i.e. between 1 1/2 and 2 hours) causing student and teacher fatigue. Finally, the students were mostly involved in note taking and rote learning. These findings prompted a study on the status of private tuition in Imenti North District, Kenya.

2.5 The Status on Effectiveness of the Ban on Private Tuition

Private tuition constitutes a serious financial burden to the low income households yet strong support for the practice comes from both parents and students. A number of studies have attempted to identify the factors that sustain the behind-the-scenes private tuition system in Kenya and elsewhere.

In 1994, the Mauritius government discouraged tutoring in all grades and prohibited it for children in the initial three primary grades (Mauritius Govt, 1994). However, ambitious parents continued to employ independent tutors outside the schools, and subsequent evaluation showed that the problem remained unabated (Raffick, 2004). Similarly, in South Korea, the government banned all tutoring in 1980 (Seth, 2002; Kim, 2005). However, the ban was not effective and was gradually relaxed necessitating a study on Kenya to find out why the ban has not been effective.
Tevzadze (2004) in his study in Ukraine and Georgia associates the development of private tuition with the low level of teachers’ salaries which does not adequately cater for their living requirements particularly in countries experiencing transition. Parents have to pay fees because mainstream teachers engage in the practice in order to enhance their incomes. This study sought to establish if Kenyan parents pay for private tuition.

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 student and parent 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.

Bray (1999) observes that the desire on the part of teachers to earn an additional income may not adequately explain prevalence of tuition. Teachers’ dedication to good results and the desire for status are equally important factors. These teachers offer extra classes on a purely voluntary basis either before or after school hours. So, private tuition exists also because the reputation of teachers very often rests on the academic results they are able to give to the public. Private tuition in this case is viewed as a logical step towards establishing their reputation as teachers. These findings necessitated this study to establish whether teachers in Kenya are also motivated by prestige of the effect of private tuition on national examinations.
Wanyama and Njeru (2004), in the context of Kenya, observes that the prevalence of private tuition has more to do with the emphasis on examination as a basis for staff recruitment and promotion. Still, at higher level of education many parents may feel incompetent to help their children as per the curriculum content. In addition, parent employment and other commitments leave them with little time to spend assisting children. Other reasons include fierce competition leading to departure from teaching to preparation for passing examinations and the overloaded curriculum that does not match the ordinary child-level capacities without negatively imparting on the child’s overall development. This was a desktop research on private tuition. This study sought to address this methodological gap by conducting fieldwork on the status of private tuition in public secondary schools in Miirigamieru West Division, Imenti North District.

2.6 Summary
The researcher reviewed relevant literature on the extent of private tuition in secondary schools, the perception of the stakeholders on the practice of private tuition, the various forms of private tuition and on the status of the effectiveness of the ban on private tuition. From the review, it was found that the practice of private tuition is a common phenomenon in the institutions of learning in different nations from primary schools. A study done by Bray (2003) in Hong Kong found that private tuition was practiced in the nation. To fill the knowledge gap in Kenya, this study sought to establish the extent to which the private tuition is practiced in Kenya. Regarding the perception of private tuition by stakeholders, it was found that the parents liked the practice for it improved the academic performance of their children. A study done Greece Polydiiorides (1986) he found a positive correlation between private tuition and performance. Hallak and Poisson
(2007) observed that private tuition may help students to overcome deficiencies in learning, to understand and enjoy their mainstream lessons enabling them to compete fairly with others. The study therefore sought to get information on the perception of private tuition in Kenya. On the forms of private tuition, it was found the tuitions were often undertaken in the evenings, weekends, during school holidays and early in the morning. Regarding the ban on private tuition, literature revealed that the ban had not been successful in many countries. To fill the knowledge gap that exists in the literature, this study was therefore aimed at investigating the status of the practice of private tuition in public secondary schools in Kenya with regard to the extent of the practice of private tuition in Kenyan schools, the perception of the stakeholders, the forms of the tuition and the reasons behind the failure of the ban of private tuition by the government of Kenya through the Ministry of education.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology for the study including the research design, the study locale, target population, sample and the sampling techniques, research instruments, piloting of the instruments, data collection procedures and data analysis.

3.2 Research Design

This study adopted a descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study (Kothari, 2003). According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. The descriptive survey design was suitable for this study because it helped in describing the status of private tuition in secondary schools in the area of the study. The approach provided for a fast, convenient and economic way of obtaining data on the status of private tuition in public secondary schools in Miirigamieru West Division, Imenti North District.

3.3 Study Locale

The study locale was Miirigamieru West Division, Imenti North District, a peri-urban area of Meru Town which is located in Eastern Province. The district is located on Meru-Maua road, 231 kilometers from Nairobi. Kothari (1995) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits
instant rapport with the informants thus allowing the researcher to get information required for the study easily. Miirigamieru West Division was chosen because it was easily accessible as the researcher comes from the area and was therefore familiar to the researcher allowing her to easily establish rapport with the respondents.

3.4 Target Population

The target population consisted of all 20 public secondary schools. 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 total number of target respondents was approximately 1473. The teachers and head teachers were targeted for information by this study because they were likely to be providers and direct beneficiaries of private tuition. Parents were targeted for the study because they were perceived to have information on private tuition as they are the ones who pay the school fees. The researcher targeted Form 3 students because they had been in the school for a longer time relative to forms 1 and 2 and were likely to be involved in private tuition. Form three students were therefore in a position to provide the information sought. Form 4 students were exempted because they were busy preparing for national examinations.

3.5 Sample and Sampling Techniques

Probability and non-probability sampling were used to obtain a sample of respondents to participate in the study. According to Kothari (1995), from the characteristics of a carefully selected and representative sample, one can make certain inferences about characteristics of a population from which it is drawn.
Gay (2003) suggested that 10% of the accessible population is adequate to serve as a study sample. Since it was not possible to include all the 20 schools in the study, a manageable sample of eight (8) schools (representing 40% of the schools) was used for the study. Simple random sampling technique was used to sample 8 schools from the division. The eight (8) principals of the participating schools participated in the study. A total of forty (40) teachers (representing 20% of teachers) in the division were randomly selected to participate in the study, 5 teachers from each of the sampled schools. From each school, 16 students were selected using systematic random sampling, a total of 128 students (10% of student population). The researcher used the class register to establish the number of Form 3 students in each school. The sampling constant, K was then determined i.e.

\[
\text{Sampling constant } K = \frac{\text{population}}{\text{sample size}}
\]

Then every \( K^{th} \) name was selected until 16 students were selected.

Sixteen (16) parents were purposively selected to participate in the study. The technique was deemed appropriate for this study because only form three parents from the sampled schools were targeted by the study. Nungu (1997), states that purposive sampling helps the researcher to only select the element which fits the description of the study. A total of 192 respondents were sampled to participate in this study. Table 3.1 shows how the sampling was done.
Table 3.1: Sample of Subjects

<table>
<thead>
<tr>
<th>Category of Subjects</th>
<th>Number per school</th>
<th>Number of schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Teachers</td>
<td>5</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Students</td>
<td>16</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>Parents</td>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>8</td>
<td>192</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The study used two instruments: questionnaires and interview schedules. A self-completion questionnaire was deemed most appropriate for the study. Best and Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The questionnaire enabled participants to feel free to note down their responses without inhibition since they were not being observed. A questionnaire was used to elicit information from teachers and students.

3.6.1 Questionnaire for Teachers

Teachers’ questionnaire consisted of four sections. Section A sought to elicit general information; Section B sought to determine the extent of private tuition; Section C sought to determine various forms private tuition takes; Section D sought to establish teachers perception and Section E sought to determine the effectiveness of the ban on private tuition in public secondary schools in Miirigamieru West Division, Imenti North District.
3.6.2 Questionnaire for Students

Students’ Questionnaire consisted of four sections. Section A sought to elicit general information; Section B sought to determine the extent of private tuition; Section C sought to determine various forms private tuition takes; Section D sought to establish students perception and Section E sought to establish the effectiveness of the ban on private tuition.

3.6.3 Interview Schedule for principals

Bell (1991) says that interviews put flesh onto the borne of the questionnaire responses. Interviews also provide reliable, valid and theoretically satisfactory results than a questionnaire especially in societies where interaction is highly personalized. He goes on to say that through an interview, one gets better cooperation and more informative answers than a questionnaire. The interview schedules consisted of both closed and open-ended questions to allow for probing of the respondents to elicit insightful information.

Principals’ interview schedule had Section A, general information; Section B, the extent of private tuition; Section C, various forms private tuition takes; Section D, principals’ perception and Section E, the effectiveness of the ban on private tuition.

3.6.4 Interview schedule for parents

The instrument had Section A which was used to capture the general information of the respondents; Section B extent of private tuition, Section C forms private tuition takes, Section E parents’ perception and Section D the effectiveness of the ban on private tuition.
3.7 Pilot Study

A pilot study was carried out to test the reliability and the validity of the instruments. The pilot study involved administration of the instruments to one (1) headteacher, five (5) teachers, sixteen (16) students and two (2) parents from one school which was not included in the sample for the study. Participants of the pilot study were asked to complete the instruments and to provide comments or suggestions for revising any ambiguous items. The final instruments for the study (see Appendix II, III, IV and V) were produced after testing the instruments and making the necessary adjustments.

Reliability concerns the degree to which the same results would be obtained with a repeated measure. Orodho (2005) observes that if the scores obtained from each respondent in the two tests are identical or quite close, the measurement will be perceived to be reliable. Test-retest reliability was computed to assess the reliability of research instruments. The Pearson Product Moment Correlation was employed to compute the correlation coefficient in order to establish the extent to which the content in the questionnaires were consistent in eliciting the same result every time the instrument is administered. According to Gay (2003), a coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good. A correlation coefficient of 0.78 was obtained and was considered high enough to judge the instrument as reliable.
Validity of a test represents the extent to which a test measures what it purports to measure (Orodho, 2005). To enhance content validity, the research instruments were appraised by the researcher’s supervisors. Their contributions and suggestions were used to clarify ambiguous questions, add new questions that may have been forgotten and omit questions that were irrelevant. This helped reduce error in data collection and analysis.

3.8 Data Collection Procedures

The researcher obtained a letter from the Ministry of Education which allowed her to go for the data collection. The researcher then sampled the schools in the division. The researcher then visited the participating schools, introduced herself and sought authorization from the principals. She established the actual number of teachers’ and form three students’ population and sampled them accordingly. The researcher then administered the respective questionnaires to each of the respective selected respondents personally. Respondents were assured of confidentiality of the data collected on the basis that the information collected was used strictly for academic purposes. The researcher was available throughout to offer assistance to the respondents and make any necessary clarifications. A day was set aside for each school. The researcher then interviewed head teachers and parents at the agreed time.

3.9 Data Analysis

The primary data collected from the field was first edited to remove mistakes in the responses given which were perceived to be irrelevant to the study. Coding was then done to summarize the data into research themes. Both quantitative and qualitative data analysis techniques were used to analyze the data. Statistical Package for Social Sciences
(SPSS) package was used to compute the statistics. Descriptive statistics such as frequencies, percentages, means and standard deviations were used to describe the data. The analyzed data were presented in the form of pie charts, bar graphs and tables where necessary.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction
This study examined the status of private tuition in secondary schools in Miirigamieru West Division, Imenti North District. The mode of data analysis was guided by the following research questions:

1. How widespread is private tuition in secondary schools in Miirigamieru West Division, Imenti North District?

2. What forms does private tuition take in public secondary schools in Miirigamieru West Division, Imenti North District?

3. What are the stakeholders’ (students, teachers, headteachers and parents) perceptions of private tuition in public secondary schools in Miirigamieru West Division, Imenti North District?

4. Why has the ban on private tuition not been 100% successful in public secondary schools in Miirigamieru in Miirigamieru West Division, Imenti North District?

A total of 192 respondents were sampled for the study: this constituted 128 students, 40 teachers, 16 parents and 8 principals. A total of 171 responded (121 students, 30 teachers, 8 principals and 12 parents) giving a response rate of 89%. The findings of the study are presented in the following sections as per the research questions.
4.2 The Extent of the Practice of Private Tuition in Secondary Schools in Miirigamieru West Division, Imenti North District

In this section, the researcher sought to find out whether private tuition was practiced in the schools studied, the category of students taught during the private tuition, the nature of private tuition offered, the proportion of teacher involved in private tuition and the classes taught during private tuition. The findings are presented in the following sections:

4.2.1 Practice of Private Tuition

Regarding the practice of private tuition in the secondary schools studied, the teacher respondents were asked to indicate whether their schools offer private tuition to the students. The findings of the study were as presented in Table 4.1.

<table>
<thead>
<tr>
<th>Practice of Private Tuition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 28 (93.3%) of the teachers indicated that their schools offer private tuition while only 2 (6.7%) indicated that their schools do not offer private tuition. In an interview with the principals, it was found that all the principals 8 (100%) mentioned that their schools offer private tuition. Bray (2003) reports that a survey conducted in Hong Kong in 1996 found that 25.6 per cent of lower secondary students, 34.4 per cent of middle secondary students and 45 per cent upper secondary students were recipients of
private tuition. This rose to 28.0%, 33.6% and 48.1% respectively in a 2004/2005 survey of 13,600 households (Bray, 2009).

**4.2.2 Students Taught during Private Tuition**

Concerning the students taught during private tuition, teacher respondents were asked to indicate the students who participated in the tuition. The findings of the study were as presented in Figure 4.1.

**Figure 4.1: Category of Students Taught during Tuition**

![Bar Chart](chart.png)

Figure 4.1 shows that 19 (63.3%) of the teachers taught students from both their school and others, 2 (6.7%) taught students from other schools and 9 (30%) taught students from their school. From the findings of the study, it can be said that the private tuition offered in schools incorporated students from the schools where the tuition were offered and those from other schools.
4.2.3 Nature of the Private Tuition

To find out the nature of the private tuition offered to students, parents were asked whether the private tuition was compulsory or not. Most of the parents interviewed (91.7%) mentioned that the tuition was compulsory while 8.3% said that the tuition was optional. They added that in most cases the issue of private tuition was agreed upon in the PTA meetings to help students in their weak subjects, to improve academic standards and school performance and to help students to revise.

4.2.4 Proportion of teachers involved in Private Tuition

Concerning the proportion of teachers involved in private tuition, the principals were asked to indicate the proportion of teachers involved in private tuition in their schools. The findings of the study were as presented in Table 4.2.

**Table 4.2: Proportion Teachers involved in Private Tuition**

<table>
<thead>
<tr>
<th>Proportion of school teachers involved in private tuition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than half</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>More than half</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Total                                           8  100.0

Table 4.2 shows that 7 (87.5%) of the principals said the proportion of teachers involved in private tuition is less than half while 1 (12.5%) said they are more than half of the total teachers in their schools. According to the principals the teachers who participate in private tuition are compensated on the basis of hourly rates or per session.
4.2.5 Classes involved in Private Tuition

To find out the classes involved in private tuition, the student respondents were asked to indicate the classes that were involved in private tuition. The findings of the study were as presented in Table 4.3.

Table 4.3: Classes involved in Private Tuition

<table>
<thead>
<tr>
<th>Classes involved in private tuition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Form 2</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td>Form 3</td>
<td>37</td>
<td>28.9</td>
</tr>
<tr>
<td>Form 4</td>
<td>64</td>
<td>50.0</td>
</tr>
<tr>
<td>All Forms</td>
<td>14</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>121</td>
<td>94.5</td>
</tr>
</tbody>
</table>

Table 4.3 shows that 64 (50.0%) of the students indicated that form 4 were involved in private tuition, 37 (28.9%) indicated that form 3 students were involved in private tuition, 14 (10.9%) indicated that all students were involved in private tuition, 5 (3.9%) indicated that form 2 students were involved and 1 (0.8%) indicated that form 1 were involved in private tuition while 7 (5.5) did not respond. From the findings of the study, it can be said that most of the students involved in the private tuition were forms 3 and 4. In support to these findings, Bray (2003) reported that a survey conducted in Hong Kong in 1996 found that 25.6 per cent of lower secondary students, 34.4 per cent of middle secondary students and 45 per cent upper secondary students were recipients of private tuition.
4.2.6 Subjects taught during the Private Tuition

An interview with the principals revealed that all subjects are taught during the private tuition. However, the most common subjects included in private tuition include mathematics, sciences and languages because students performed poorly in them compared to other subjects. In a study done by Njeru & Wanyama (2004), they suggested that private tuition tends to focus on subjects that are deemed to be instrumental in ensuring high performance particularly in languages, mathematics and science.

In summary, it is evident that private tuition is practiced to a large extent in secondary schools in Miirigamieru Division. Mostly, forms 3 and 4 students are taught during private tuition. Less than half of the teachers in schools are involved in private tuition. It was finally found that private tuition was compulsory for the students in the classes involved and that all subjects are taught but those emphasized are: mathematics, sciences and languages.

4.3 The forms private tuition takes in public secondary schools in Miirigamieru West Division, Imenti North District.

To establish the forms of private tuition in secondary schools, the researcher sought to find out where the private tuition is offered, size of classes involved in private tuition, timing per session during private tuition, duration for the holiday tuition, tuition fees, payment of tuition fees and syllabus coverage during private tuition.
4.3.1 Place where the Tuition is carried out

In finding out where the private tuition is done, teacher respondents were asked to indicate where they carried out the private tuition for their students. The findings of the study were as presented in Table 4.4.

Table 4.4: Place where Tuition is carried out

<table>
<thead>
<tr>
<th>Forms private tuition takes</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition-center</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>School premises</td>
<td>29</td>
<td>96.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings on Table 4.4 shows that most of the teachers 29 (96.7%) indicated that private tuition was conducted at the school premises while 1 (3.3%) indicated that private tuition was conducted tuition-center. According to Raffick (2004), private tuition can take different forms and the size of the classes can differ from country to country. Some tutoring is provided on one-on-one basis, home-based, small groups, tuition centers and in large theatre halls.

4.3.2 Size of the Classes involved

To establish the number of students per class during private tuition, teacher respondents were asked to indicate the size of the classes during private tuition. The findings of the study were as presented in Table 4.5.
The findings on Table 4.5 show that 10 (33.3%) indicated that classes of between 31-45 students were involved in private tuition. The study also found that 9 (30%) of the teachers indicated that large classes of more than 45 students were involved in private tuition, 7 (23.3%) indicated that small groups of less than 30 students were involved in private tuition and 4 (13.3%) of the teachers indicated that the size of tuition classes in their school involves individuals tutoring.

### 4.3.3 Forms of Private Tuition

In determining the time when private tuition is carried out in schools, the teacher respondents were asked to indicate when the private tuition was carried out. The findings of the study were as presented in Table 4.6.
Table 4.6: Forms of Private Tuition

<table>
<thead>
<tr>
<th>Forms of Private Tuition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evenings only</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Weekend only</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>School holidays only</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Weekends and school holidays</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings on Table 4.6 show that half the teachers 15 (50%) indicated that private tuition was often conducted during weekends and school holidays, 10 (33.3%) indicated school holidays, 4 (16.7%) indicated weekends and 1 (3.3%) indicated evenings.

In an interview with the principals, it was found that private tuition was normally conducted in the evenings, weekends, and school holidays especially the months of April and August. In a study on private supplementary tutoring, process and implication done by Kibere (2005), he categorized private tuition into two: remedial lessons and holiday tuition. In his assessment, remedial teaching is often conducted in the evenings and weekends while holiday tutoring is offered during school holidays. The study further found that very few secondary schools conduct private tuition in the evenings. All the principals were unanimous that they did not offer private tuition during the month of December because by then, the Form 4 students are through with their examinations and also because teachers go for marking of the National Examinations.
4.3.4 Length of Session for Private Tuition

Concerning the duration in terms of hours taken in the sessions offered during the private tuition, the teacher respondents were asked to indicate the time allocated per session during the private tuition sessions. The findings were as presented in Table 4.7.

Table 4.7: Length of Sessions for Private Tuition

<table>
<thead>
<tr>
<th>Time per session during Private Tuition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1-2 hours</td>
<td>22</td>
<td>96.7</td>
</tr>
<tr>
<td>Between 2-4 hours</td>
<td>8</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Tables 4.7 shows that most of the teachers 29 (96.7%) said that the timing per session during private tuition is between 1-2 hours while 8 (3.3%) said between 2-4 hours. The findings of the study concurs with the findings of a study done by Kibere (2005) on private supplementary tutoring, which found that most private tuition lessons take too long (i.e. between 11/2 and 2 hours).

4.3.5 Duration for the Holiday Tuition

Concerning the duration for tuition during the holidays, the student respondents were asked to indicate the duration they took for the tuition during holidays in terms of weeks. The findings of the study were as presented in Figure 4.2.
The findings in Figure 4.2 show that 113 (94%) of the students interviewed indicated that they normally took two weeks. The study also found that 5 (4%) of the students indicated that they took one week during the holiday tuitions and 3 (2%) indicated that they took three weeks. From the findings of the study it can be said that most of the tuition offered during the holidays on average took 2 weeks.

4.3.6 Tuition Fee

Regarding the tuition fee, the student respondents were asked to indicate the range within which they are paying for the tuition fee. The findings of the study were as presented in Figure 4.3.
Figure 4.3 Tuition Fee

![Bar chart showing tuition fees]

Figure 4.3 shows that 48 (39.7%) said they pay between Kshs. 1001-1500. The study also found that 34 (28.1%) of the students indicated that they pay less Kshs. 1000 for private tuition, 21 (17.1%) indicated that they pay Kshs. 1501-2000, 10 (8.3%) indicated that they pay Kshs. 2001-2500 and 8 (6.6%) indicated that they pay more than Kshs. 2500.

**4.3.7 Proportion of Students with difficulties Paying Tuition Fee**

To establish whether there was difficulty in paying the fee for the private tuition, the principals were interviewed on the proportion of the students who had a problem in paying private tuition fee. The findings of the study were as presented in Table 4.8.
Table 4.8: Proportion of Students with difficulties Paying Tuition Fee

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a quarter</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>A quarter</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Half</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Three quarters</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 4.8 show that 3 (37.5%) said half of the students had difficulties in paying the tuition fee. The study also found that 2 (25%) said three quarters had difficulty in paying for the tuition fee, 2 (25%) said a quarter and 1 (12.5%) of the principals said that the proportion of students having difficulties paying private tuition fee is less than a quarter.

In an interview with the parents, they said that they had difficulty in paying the tuition fee. They added that the fee charged was relatively high and therefore paying it within a short duration of time was challenging.

4.3.8 Students’ Responses on Work covered during Private Tuition

Pertaining to the work covered during the private tuition, the student respondents were asked to indicate the nature of the work they normally covered during the holidays. The findings of the study were as presented in Table 4.9.
Table 4.9: Work covered during Private Tuition

<table>
<thead>
<tr>
<th>Work covered during private tuition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of work already done</td>
<td>27</td>
<td>22.3</td>
</tr>
<tr>
<td>Evaluation/tests</td>
<td>13</td>
<td>10.7</td>
</tr>
<tr>
<td>Coverage of the syllabus/new work</td>
<td>74</td>
<td>61.2</td>
</tr>
<tr>
<td>Practicals/experiments</td>
<td>5</td>
<td>4.1</td>
</tr>
<tr>
<td>All</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>121</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.9 show that 74 (61.2%) of the students indicated that the coverage of the syllabus/new work was a common item during private teaching. Wanyama and Njeru (2004), contend that private supplementary tuition and remedial classes in Kenya is one and the same thing. This can be attributed to the case where the private tuition time is used for the coverage of the syllabus as evidenced in the schools studied. The study also found that 27 (22.3%) mentioned revision of work already done, 13 (10.7%) cited evaluation/tests, 5 (4.1%) practicals/experiments and 2 (1.7%) said all areas were covered.

In summary, the forms of private tuition in Miirigamieru included those conducted in the evenings, over the weekends and during holidays. In a study done by Bray (1999) on Investigating the Shadows: Comparative Perspectives on Private Tuition in India, he observed that private tuition is often undertaken in the evenings, weekends, during school holidays and early in the morning. The private tuition is mostly carried out in school premises.
4.4 The perception of stakeholders (students, teachers and parents) on private tuition in public secondary schools in Miirigamieru West Division, Imenti North District

4.4.1 Teachers’ Response on whether private Tuition should continue to be offered

In establishing teachers opinion on whether private tuition should continue to be offered to their students, teachers were asked to indicate whether they would like private tuition to continue or not. The findings of the study were as presented in Table 4.10.

Table 4.10: Teachers’ Response on whether private Tuition should continue to be offered

<table>
<thead>
<tr>
<th>Continuation of Private Tuition</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.10 shows that most teachers 26 (86.7%) indicated that they were of the opinion that private tuition should continue while 4 (13.3%) indicated that they were not for the continuation of private tuition. Most teacher respondents observed that private tuition provided remedial help to under-achieving students, enabled both teachers and students to make better use of their out-of-school time, complimented the normal classes and improved student learning. The findings of the study are similar to the findings by Kulpoo (1998) who did a study on quality education, policies and suggestions in Mauritius. He found that private tuition was the single most critical factor that could be exploited by policy makers through interventions. Similarly Polydiorides (1986) in his
study on determinants of education achievements at the end of secondary schooling in Greece found a positive correlation between private tuition and performance. Those opposed to private tuition said that it is not offered through transparent mechanisms, emphasizes on passing examinations, teachers take more interest in private tuition than in school teaching and that private tuition imposes a financial burden on parents.

4.4.2 Students’ Response to the Continuation of Private Tuition

To establish the attitude of the students towards private tuition, they were asked to indicate whether they would like the private tuition to continue or not. The findings of the study were as presented in Figure 4.4.

Figure 4.4: Students’ Response on the Continuation of the Private Tuition
Figure 4.4 shows that most of the students 100 (82.6%) indicated that they would like the private tuition to continue while 20 (16.5%) indicated that they did not like the continuation of the private tuition. Only 1 student did not give his/her opinion. The reason behind many students liking the continuation of private tuition was that it gives them the opportunity to learn during the holidays, helps them to cover the work not covered during normal school days, weak students are assisted, and that it facilitates syllabus coverage and improves students’ performance. Besides it emerged that most students may not afford to pay tuition conducted outside the school premises. However, some students did not support the practice of private tuition because they felt pressurized and did not see the essence of having private tuition.

### 4.4.3 Parents’ Response on whether or not private Tuition should continue

In an interview with the parents on the continuation of private tuition for their children, they were asked to indicate whether they would have liked the private tuition to continue being offered. The study found that three quarters 9 (75%) of the parents interviewed were of the opinion that the private tuition be continued while a quarter 3 (25%) were of the opinion that it should not continue. When they were probed further to give the reasons for their feelings, the following were the reasons they gave: the tuition cater for weak students, facilitates revision, tuition compliments normal classes, helps to avoid idleness, facilitates syllabus coverage and improves academic performance in both mean score and individual subjects. The findings of the study were as presented in Figure 4.5.
In summary, all the categories of the respondents interviewed were of the opinion that private tuition should continue to be offered. This is because the private tuition caters for weak students, facilitates revision, compliments the normal classes, facilitates syllabus coverage and improves academic performance in both mean score and individual subjects.

4.5 Why the ban on private tuition has not been 100% successful in Miirigamieru West Division, Imenti North District

4.5.1 Awareness of the ban of Private Tuition

The principals were asked whether they were aware of the ban on private tuition by the Ministry of Education. The study found that all the principals interviewed (8, 100%) acknowledged that they were aware of the ban on private tuition by the Ministry.
4.5.2 Reasons for the continuation of Private Tuition despite the Ban

To determine the reasons why the ban on private tuition has not been successful, the respondents were asked to indicate their level of agreement with different perceived reasons. This was tested on a five point likert scale of 1-5; where 1 represented ‘Strongly agree’, 2 represented ‘Agree’, 3 represented ‘Undecided’, 4 represented ‘Disagree’ and 5 represented ‘Strongly Disagree’.

The scores ‘Strongly agree’ was taken to be equivalent to mean score ranging from 0.0 to 1.0, ‘Agree’ with mean score ranging from 1.1 to 2.0, ‘Undecided’ with a mean score ranging from 2.1 to 3.0, ‘Disagree’ with a means score ranging from 3.1 to 4.0 and ‘strongly disagree’ with a means score ranging from 4.1 to 5.0. The results were as presented in the Table 4.11.
Table 4.11: Reasons for the continuation of Private Tuition despite the Ban

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Mean</th>
<th>Std. Error</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level of teacher's salaries</td>
<td>30</td>
<td>3.90</td>
<td>0.205</td>
<td>1.125</td>
</tr>
<tr>
<td>Increased competition for limited opportunities in institutions of higher learning</td>
<td>30</td>
<td>1.77</td>
<td>0.184</td>
<td>1.006</td>
</tr>
<tr>
<td>Overloaded curriculum</td>
<td>30</td>
<td>1.47</td>
<td>0.150</td>
<td>0.819</td>
</tr>
<tr>
<td>Insufficiency of classroom teaching</td>
<td>30</td>
<td>3.00</td>
<td>0.254</td>
<td>1.390</td>
</tr>
<tr>
<td>Source of extra income</td>
<td>30</td>
<td>3.23</td>
<td>0.270</td>
<td>1.478</td>
</tr>
<tr>
<td>Way of improving educational performance</td>
<td>30</td>
<td>2.00</td>
<td>0.186</td>
<td>1.017</td>
</tr>
<tr>
<td>Lack of enforcement of government directives</td>
<td>30</td>
<td>2.87</td>
<td>0.261</td>
<td>1.432</td>
</tr>
<tr>
<td>Lack of competent teachers</td>
<td>30</td>
<td>4.10</td>
<td>0.168</td>
<td>0.923</td>
</tr>
<tr>
<td>Lack of laboratory services</td>
<td>30</td>
<td>3.80</td>
<td>0.217</td>
<td>1.186</td>
</tr>
<tr>
<td>Shortage or inadequacy of teaching/ learning materials (e.g text books, computers)</td>
<td>30</td>
<td>3.57</td>
<td>0.228</td>
<td>1.251</td>
</tr>
<tr>
<td>Shortage or inadequacy of library materials</td>
<td>30</td>
<td>3.57</td>
<td>0.238</td>
<td>1.305</td>
</tr>
<tr>
<td>Parental pressure</td>
<td>30</td>
<td>2.77</td>
<td>0.218</td>
<td>1.194</td>
</tr>
<tr>
<td>Student demands</td>
<td>30</td>
<td>2.37</td>
<td>0.195</td>
<td>1.066</td>
</tr>
<tr>
<td>School pressure</td>
<td>30</td>
<td>2.63</td>
<td>0.227</td>
<td>1.245</td>
</tr>
</tbody>
</table>

Table 4.11 shows that the respondents agreed with the reason that the ban cannot be successful because of the overload of the curriculum (mean score of 1.47). The respondents also agreed with the reason that there is increased competition for limited opportunities in institutions higher learning (mean score of 1.77). Regarding the performance, the respondents agreed with the reason that private tuition improves
performance of students thus its ban cannot be successful. These findings are similar to the findings of a study done by Raffick (2002) where he found that despite discouragement of private tuition in all grades and its prohibition for children in the initial three primary by the government of Mauritius, ambitious parents continued to employ independent tutors outside the schools, and subsequent evaluation showed that the problem remained unabated. This is an indication that private tuition was perceived to have an impact in the performance of students.

The study further found that the respondents were undecided on the effect of: Lack of enforcement of government directives, parental pressure, student demands, school pressure and insufficiency of classroom teaching on the success of the ban of private tuition (mean score ranging between 2.1 to 3.0). It was also found that the respondents disagreed with the reasons such as: low level of teacher's salaries, source of extra income, lack of laboratory services, shortage or inadequacy of teaching/ learning materials (e.g text books, computers) and shortage or inadequacy of library materials (mean score ranging from 3.1-4.0). These findings was contrary to the findings of a study done by Tevzadze (2004) who associated the development of private tuition with the low level of teachers’ salaries which does not adequately cater for their living requirements particularly in countries experiencing transition. On the other hand, the findings of the study are similar to the findings of a study done by Bray (1999), who observed that the desire on the part of teachers to earn an additional income may not adequately explain prevalence of private tuition.
The study finally found that the respondents strongly disagreed with the reason that there was lack of competent teachers (mean score of 4.10). From the findings of the study it can be concluded that the ban has not been possible because of the overload of the curriculum, increased competition for limited opportunities in institutions of higher learning and that it is a way of improving educational performance.

In an interview with the parents, they gave the reasons for the non compliance on the ban of private tuition as: improvement of the academic performance of students, increased competition for limited opportunities in higher learning institutions and the need for their children to be occupied during the holidays.

**4.5.3 What can be done to reduce the need for private Tutoring**

According to the teachers, to reduce the need for private tutoring it is necessary to use more effective teaching methods, make the curriculum less exam-oriented and more skill-oriented, provide enough teaching/learning materials, increase number of teachers to ensure reasonable student-teacher ratio, teachers should use class time properly so that they cover the course content within the normal teaching time, increase the number of institutions of higher learning to avoid limited vacancies and avoid ranking of students based on academic performance.

The parents observed that to reduce the need for private tutoring there is need to reduce the overloaded curriculum, reduce competition for limited opportunities in institutions of higher learning, emphasize on remedial teaching rather than private tuition, employ more teachers, teach on weekends, introduce performance contracts and improve discipline in all schools.
The principals revealed that to reduce the need for private tuition there is need to revise the curriculum/reduce the workload, enforce the ban, educate the parents on the need to stay with their children at home during the school holidays, provide enough teaching/learning materials in schools, employ more teachers, emphasis on remedial teaching and to emphasis and reward the development of other talents other than academic like sports and singing, among others.

According to the students, to reduce the need for private tuition there is need to add learning facilities, increase institutions of higher learning, effective teaching during normal school days, employment of more teachers, revision of overloaded curriculum, enforcement of the government directive on the ban, effective supervision of teachers and introduction of performance contracts.

In summary, the principals of the schools studied were aware of the ban on private tuition by the Ministry of Education. The reasons behind the continuation of private tuition despite the ban include: curriculum overload, increased competition for limited opportunities in higher learning institutions and improved performance. Among the ways of reducing private tutoring are: the adoption more effective teaching methods, making the curriculum less exam-oriented and more skill-oriented, providing enough teaching/learning materials, increasing number of teachers to ensure reasonable student-teacher ratio, maximize the use of class time, increasing the number of higher learning institutions and avoiding ranking of students based on academic performance.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations on the status of private tuition in secondary schools in Miirigamieru West Division, Imenti North District.

5.2 Summary of the findings

5.2.1 The Extent of the Practice of Private Tuition in Secondary Schools in Miirigamieru West Division, Imenti North District

In establishing the extent to which private tuition is practiced in public secondary schools in Miirigamieru, the study found that private tuition is practiced in the schools studied. It was also found that form three and form four were the classes mostly involved in the private tuition. It was finally found that all subjects were taught during the private tuition with more emphasis on mathematics, sciences and languages.

5.2.2 The forms private tuition takes in public secondary schools in Miirigamieru West Division, Imenti North District.

In finding out the forms of private tuition practiced in public secondary schools in Miirigamieru division, the study found that the forms of private tuition prevalent are those offered during the weekends and school holidays and those offered in the evening. The study also found that most of the private tuition was carried out in the school premises. It was further found that most of the private tuition offered by the schools
involved between 31-41 students per class. Most of the sessions during private tuition took between 1 to 2 hours. It was finally found that the work covered during the private tuition included covering of the syllabus, revisions, evaluation tests, and practical/experiments.

5.2.3 The perception of stakeholders (students, teachers and parents) on private tuition in public secondary schools in Miirigamieru West Division, Imenti North District

Regarding the perception of the stakeholders on private tuition, it was found that most teachers were of the opinion that private tuition should be continued. It was also found that most of the students wanted schools to continue offering private tuition. The study finally found that parents interviewed were of the opinion that the private tuition be continued.

5.2.4 Why the ban on private tuition has not been 100% successful in Miirigamieru West Division, Imenti North District

In determining the reasons behind failure by schools to comply with the total ban on private tuition, the study found that the major reason for the failure was that the curriculum was overloaded and therefore there was need for extra time to cover the syllabus adequately. Other reasons included: increased competition for limited opportunities in higher learning institutions and the fact that private tuition improves the performance of students. Other reasons included: Lack of enforcement of government directives, parental pressure, student demands, school pressure and insufficiency of classroom teaching on the success of the ban of private tuition. On the other hand, in an
interview with the parents, they gave the reasons for the failure on the ban of private tuition as: improvement of the academic performance of students, increased competition for limited opportunities in institutions of higher learning and the need for their children to be occupied during the holidays.

5.3 Conclusion

From the findings of the study, it can be concluded that there is prevalence of private tuition in public secondary schools in Miirigamieru division, Imenti North District and that most of the tuition offered in the schools is compulsory. It can also be concluded that the major forms of private tuition prevalent in the schools studied was that offered over the weekends and during the holidays and in the evenings in few schools. It can further be concluded that all the respondents interviewed were of the opinion that schools should continue to offer private tuition. It can finally be concluded that the ban on private tuition has not been successful because of the reasons that the curriculum is overloaded, there is increased competition for chances in higher learning institutions and that private tuition improves the performance of the students in national examinations.

5.4 Recommendations

Based on the findings, the researcher recommends the following:

i. Regarding the prevalence of private tuition in public secondary schools in Miirigamieru division, the respondents recommended that the practice should be continued. Contrary to this, the researcher recommends that the government should reinforce the policy on the ban to ensure its effectiveness. This will help teachers to make maximum use of the normal class time and give students time to
do their personal studies and revision, for rest and for interaction among themselves and with adults.

ii. Concerning the forms of private tuition prevalent in the schools, it was recommended that remedial teaching targeting weak students should be encouraged rather than whole class private tuition, but only with the supervision of education officials.

iii. On the overloaded and exam-oriented curriculum, the researcher recommends its revision to lay more emphasis on the development of skills and other talents other than academic like sports and singing, among others. This will enhance syllabus coverage as only relevant topics will be covered.

iv. Opportunities in institutions of higher learning should be expanded and diversified to absorb individuals talented in diverse fields. This will reduce competition for the limited chances in institutions of higher learning a factors that contributes to non compliance with the ban.

v. There is need to increase number of teachers to ensure reasonable student-teacher ratio. This will facilitate syllabus coverage and give teachers time to cater for the weak students.

vi. Performance contracts should be introduced to make teachers and the school administration more accountable for their work during normal teaching time and supervision. This will enable teachers to cover the syllabus within the normal class time thus reducing the necessity for private tuition.
5.5 Areas for Further Research

This study was only carried out in one of the division in Imenti North District. It is therefore important that other studies be carried out in other districts to find out the relationship between the prevalence of private tuition and the improvement of academic performance in national examinations.
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APPENDICES

Appendix I: Letter of Introduction

KENYATTA UNIVERSITY

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

P.O. BOX 43844,

NAIROBI

Dear respondent,

RE: QUESTIONNAIRE ON THE STATUS OF PRIVATE TUITION IN PUBLIC SECONDARY SCHOOLS IN MIIRIGAMIERU DIVISION, IMENTI NORTH DISTRICT.

I am a postgraduate student at Kenyatta University pursuing a master’s degree in education. I am carrying out a research on the Status of Private Tuition in Public Secondary Schools in Miirigamieru Division, Imenti North District. The attached questionnaire is aimed at gathering relevant information about your school in connection to the area under research. Your response will be held in strict confidence. Please complete all the sections as objectively as possible. Your co-operation will be highly appreciated. All information that is collected in this study will be treated confidentially. Participation in this survey is voluntary and any individual may withdraw at any time.

Yours faithfully

Hellen Mburugu. E55/10261/08
Appendix II: Questionnaire for Teachers

Introduction and Guidelines

The purpose of this questionnaire is to assist in carrying out a research on status of private tuition in secondary schools in Miirigamieru division, Meru North District. Please provide answers to all the following questions and be as accurate and honest as possible. Any information you give will be used for academic purposes only and will be treated as confidential. Please attempt all the questions.

N.B. You do not need to write your name/name of your school in this questionnaire

Tick (✓) for the appropriate response in the cell provided or write your answer in the blank spaces provided.

Section A: General Information

1. What is your gender?

   Male [ ] Female [ ]

2. How many years have you served as a teacher in this school?

   Less than five years [ ] Six-ten years [ ] More than ten years [ ]
Section B: Extent of private tuition

3. Which of the following best describe the community in which this school is located? Please mark one choice.

   Urban (municipality) [ ] Rural (outside municipality) [ ]

4a). Does your school conduct private tuition?

   Yes [ ] No [ ]

b). If yes, which students do you teach?

   From your school [ ] From other schools [ ]

   Both your school and other schools [ ]

c). Which classes are involved in private tuition in your school?

   All [ ] Form 4 only [ ]

   Form 3 and 4 [ ] Weak students [ ]

5a). How many parents in your school request for private tuition?

   Less than 10% [ ] 10-25% [ ]

   26-50% [ ] 51-75% [ ]

   More than 75% [ ]
b). Is private tuition in your school optional or compulsory?

Optional [ ] Compulsory [ ]

Briefly explain your answer above……………………………………………………………………………………………

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6. What proportion of your school teachers is involved in private tuition?

All [ ] Less than half [ ]

More than half [ ] Only those who teach the classes involved [ ]

Section C: The various forms private tuition takes.

7a). When is private tuition conducted in your school?

Evenings [ ] Weekends [ ]

Public holidays [ ] School holiday [ ]

b). State the time taken per session during private tuition

Less than 1 hour [ ] Between 1 – 2 hours [ ]

Between 2-4 hours [ ] None [ ]

c). What is the duration of holiday tuition?

One week [ ] Two weeks [ ]

Three weeks [ ] Four weeks [ ]
8. What form(s) does private tuition take?

   Home-base (individually or in small groups at the tutor’s or client’s home [ ]

   Tuition-centre [ ]

   School premises [ ]

9a). What is the size of tuition classes in your school?

   Individual tuition (one on one) [ ]  Small groups of less than 30 [ ]

   Between 31 to 45 [ ]  Large tuition classes of more than 45 [ ]

b). To what extent are weak students given individualized attention during private tuition?

   To a great extent [ ]  To a certain extent [ ]

   To a less extent [ ]  Not at all [ ]

10. Who decides on what is taught during private tuition?

   Students [ ]  Subject teachers [ ]

   Departments [ ]  School administration [ ]

11a). What subjects are usually timetabled during private tuition?

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b). Which are the **most** common subjects for private tuition?

- [ ] Note taking
- [ ] Lecture method
- [ ] Experiments
- [ ] Discussion
- [ ] Role playing
- [ ] Revision
- [ ] Assignments/exercises

12a). Which level of income do **most** of your students’ parents come from?

- [ ] Low income
- [ ] Middle income
- [ ] High income

b). What proportion of students has difficulties paying private tuition fee?

- [ ] Less than a quarter
- [ ] A quarter
- [ ] Half
- [ ] Three quarters
- [ ] All

c). How does the school cater for the additional expenses incurred during private tuition?
Section D: Perception of teachers on Private Tuition

13. If you are in a position to decide, would you like private tuition to continue being offered to students?

   Yes [ ]    No [ ]

Give 3 or more reasons for your answer above.

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Section E: Why the ban has not been effective

14. The following factors are commonly cited as being able to explain the phenomenon of private tuition. Please, put a tick (√) in the appropriate cell. Use the following key to enter your choices.


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15). How often is the work of teachers in this school appraised by an external individual or body (e.g. inspector) during private tuition?

Never     [ ]     Once a year     [ ]
Twice or more per year     [ ]     Once every 2 years     [ ]
Once in three/more years     [ ]

16. What can be done to reduce the need for private tutoring?

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Appendix III: Questionnaire for Students

Introduction and Guidelines.

The purpose of this questionnaire is to assist in carrying out a research on status of private tuition in secondary schools in Miirigamieru division, Meru North District. Please provide answers to all the following questions and be as accurate and honest as possible. Any information you give will be used for academic purposes only and will be treated as confidential. Please attempt all the questions.

N.B. You do not need to write your name/name of your school in this questionnaire

Tick (√) for the appropriate response in the cell provided or write your answer in the blank spaces provided.

Section A: General Information

1. Name the location of your school (municipality or outside municipality________

2. What is your gender?

    Male [ ]   Female [ ]

Section B: Extent of private tuition

3. Are you given private tuition in your school outside the normal timetable?

    Yes [ ]   No [ ]
4. From which form does your school start providing private tuition?


5. Which classes are involved in private tuition?

F1 [ ] F2 [ ]

F3 [ ] F4 [ ] All forms [ ]

Section C: Various forms private tuition takes

6a). When is private tuition conducted in your school?

Evenings [ ] Weekends [ ]

Public holidays [ ] school holidays [ ]

b). State the time taken per session during private coaching

Less than 1 hour [ ] Between 1 – 2 hours [ ]

Between 2-4 hours [ ] None [ ]

c). What is the duration of holiday coaching?

One week [ ] Two weeks [ ]

Three weeks [ ] Four weeks [ ]
7. In which subject areas is private tuition conducted?

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8. Are all students in form four involved in private tuition?

Yes [ ] No [ ]

9. How often do your parents inquire about your progress in private tuition?

Often [ ] Sometime [ ] Rarely [ ] Never [ ]

10. How do your teachers teach you during private tuition sessions?

By dictating notes [ ] By oral teaching/lecture [ ]

Experiments/practicals [ ] Discussions [ ]

Role playing [ ] Assignments/exercises [ ]

Not given any instruction at all [ ]

11. What work is usually covered during private teaching?

Revision of work already done [ ] Evaluation/tests [ ]

Coverage of the syllabus/new work [ ] Practicals/experiments [ ]

Any other (Specify)………………………………………………………………………………
12. Other than your teachers, are there other people involved in private tutoring in your school?

   Yes [ ]   No [ ]

Please specify……………………………………………………………………………………………………

13. Who pays for your private tuition expenses?

   Father [ ]   Mother [ ]   Relatives [ ]   Sponsors [ ]   School [ ]

14. How much do you pay for private tuition?

   Less than Sh.1000 [ ]   Sh.1001-1500 [ ]   Sh.1501-2000 [ ]

   Sh.2001-2500 [ ]   More than Sh.2500 [ ]

15. How much do you pay per hour for private tuition conducted outside the school premises?

   Less than Sh.100 [ ]   Sh.101-150 [ ]

   Sh.151-200 [ ]   More than 200 [ ]

Section D: Perceptions of students on private tuition

16a). If you are in a position to decide, would you like private tuition to continue being offered to you?

   Yes [ ]   No [ ]

82
Give 3 or more reasons for your answer above.

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Section E: Why the ban has not been effective

17. The following factors are commonly cited as being able to explain the phenomenon of private tuition. Please, put a tick (√) in the appropriate cell. Use the following key to enter your choices.


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18. What can be done to reduce the need for private tutoring? Give 3 or more ways.

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Appendix IV: Interview Schedule for Principals

Section A: General Information

2. What is your gender?
   Male [ ]  Female [ ]

3. How long have you served in this school?
   Less than five years [ ]  Six-to ten years [ ]  More than ten years [ ]

Section B: Extent of private tuition

4. Which of the following best describe the community in which this school is located?
   Urban (municipality) [ ]  Rural (outside municipality) [ ]

5a). Does your school conduct private tuition? Yes [ ]  No [ ]

   b). Give reasons your answer

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6. How many parents in your school request for private tuition?
   Less than 10% [ ]  10-25% [ ]
   26-50% [ ]  51-75% [ ]
7. Do you offer private tuition to all classes? Yes [ ] No [ ]

If no, which classes?

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Why

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Section C: The various forms private tuition takes

8a). When do you conduct private tuition in your school? (probe-evening weekend, public holidays, school holidays)?

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………………………………………………………………………………………………

Give reasons for your answer

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b). what is the time taken per session during private tuition.

Less than 1 hour [ ] Between 1 – 2 hours [ ]

Between 2-4 hours [ ] None [ ]
c). What is the duration of holiday tuition?

One week [ ] Two weeks [ ]

Three weeks [ ] Four weeks [ ]

Briefly explain your answer above-----------------------------------------------

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9. Who organizes private tuition in your school?

The school administration [ ] Parents [ ]

Teachers [ ] Students [ ]

Any other

....................................................................................................................

Briefly explain your answer above

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10a). If you conduct private tuition, which students do you teach?

From your school [ ]

From other schools [ ]
Both your school and other schools  [  ]

Briefly explain your answer above---------------------------------------------------------------
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11. Is private tuition in your school optional or compulsory?

Optional  [  ]    Compulsory  [  ]

Briefly explain your answer above---------------------------------------------------------------
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12. What proportion of your school teachers is involved in private tuition?

All  [  ]    Less than half  [  ]

More than half  [  ]    Only those who teach the classes involved  [  ]

13. What role do you play during private tuition?

Supervision  [  ]    Teach  [  ]

14. What is the average number of subjects students receive tutoring?

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15. What are the **most** common subjects for private tutoring?

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Explain your answer above

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16. How do you compensate teachers for conducting private tuition?

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17a). Which level of income do **most** of your students’ parents come from?

- Low income [ ]
- Middle income [ ]
- High income [ ]

b). What proportion of students has difficulties paying private tuition fee?

- Less than a quarter [ ]
- A quarter [ ]
- Half [ ]
- Three quarters [ ]
- All [ ]
Section D: Perception of Principals on private tuition

18. In your opinion, would you like private tuition to continue being offered to students?

Yes [ ]  No [ ]

Give 3 or more reasons for your answer above.

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Section E: Why the ban has not been effective

19. How often is the work of teachers in this school appraised by an external individual or body (e.g. inspector) during private tuition?

Never [ ]  Once a year [ ]

Twice or more per year [ ]  Once every 2 years [ ]

Once in three/more years [ ]

20a). Do you usually get guidelines from the ministry on how to conduct private tuition?

Yes [ ]  No [ ]

If yes, when did you last receive a circular?

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21. Do you think the government/ MOE has succeeded in implementing these guidelines?

Yes [ ]  No [ ]
Give 3 or more reasons for your answer above.

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22. What can be done to reduce the need for private tutoring?

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Appendix V: Interview Schedule for Parents

Section A: General Information

1. What is your gender?

   Male [ ]  Female [ ]

Section B: Extent of private tuition

3. Do your son/daughter(s) participate in private tuition?

   Yes [ ]  No [ ]

4. In which class did your son/daughter(s) first start taking private tuition?

____________________

Section C: Various forms private tuition takes

5a). When is private tuition conducted for your son/daughter(s)?

   Evenings [ ]  Public holidays [ ]

   Weekends [ ]  School holidays [ ]

b). What is the duration of holiday tuition for your son/daughter in school?

   One week [ ]  Three weeks [ ]

   Two weeks [ ]  Four weeks [ ]

6. Is private tuition in your son/daughters’ school optional or compulsory?
Optional [ ] Compulsory [ ]

Briefly explain your answer above.................................................................................................................................
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7a). Is private tuition provided free of charge?

Yes [ ] No [ ]

b). If no, do you have difficulties in paying private tuition fee?

Yes [ ] No [ ]

Briefly explain

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c). How much do you pay for private tuition?

Less than Sh.1000 [ ] Sh.1001-1500 [ ]

Sh.1501-2000 [ ] Sh.2001-2500 [ ] More than Sh.2500 [ ]

d). How much do you pay per hour for private tuition conducted outside the school premises?

Less than Sh.100 [ ] Sh.101-150 [ ]

Sh.151-200 [ ] More than Sh.200 [ ]
Section D: Perception of parents on private tuition

8. In your opinion, would you like private tuition to continue being offered to students?

Yes [ ]   No [ ]

Give 3 or more reasons for your answer above.

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Section E: Why the ban has not been effective

9a). Are you aware that the Ministry of education does not allow private tuition?

Yes [ ]       No [ ]

b). If yes, what do you think are the reasons private tuition is still going on in secondary schools?

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10. What can be done to reduce the need for private tuition?

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Appendix VI: RESEARCH AUTHORIZATION – NCST PERMIT

THIS IS TO CERTIFY THAT:

Prof./ Dr./ Mr./ Mrs./ Miss.............. HELLEN

NAITORE MBURUGI

of (Address) ...KENYATTA UNIVERSITY

P.O. BOX 43844... NRB

has been permitted to conduct research in

......................................................... Location,

......................................................... District,

......................................................... Province,

on the topic... THE STATUS OF PRIVATE

TUITION IN PUBLIC SECONDARY

SCHOOLS IN MIERIGAMIERUN... WEST

DIVISION... IMENTI... NORTH DIVISION.

......................................................... Date ending...

30TH SEPTEMBER, 2011

Research Permit No. NCST/RRI/12/1/SS/822

Date of issue: 13/09/2010

Fee received: SHS 1,000

Applicant’s Signature

Secretary

National Council for Science and Technology
Appendix VII: RESEARCH AUTHORIZATION- NCST LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

Our Ref:

NCST/RII/12/1/SS/822/3

Ms. Hellen Naitore Mburugu
Kenyatta University
P. O. Box 43844
NAIROBI

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The status of private tuition in public secondary schools in Migirangieru West Division, Imenti North District” I am pleased to inform you that you have been authorized to undertake research in Imenti North District for a period ending 30th September 2011.

You are advised to report to the District Commissioner and the District Education Officer Imenti North District before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Imenti North District

The District Education Officer
Imenti North District