

**FACTORS INFLUENCING EDUCATION STAKEHOLDERS
PERCEPTION ON PRIVATE TUITION IN PUBLIC PRIMARY
SCHOOLS IN MACHAKOS SUB-COUNTY, MACHAKOS COUNTY**

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Requirement for the Award of Degree of Master of Education in
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DECLARATION

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

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DEDICATION

This work is dedicated to my loving daughter, Mercy Irene Wangari who inspires me to work hard and in memory of my late parents, Eliud Kirigwi Ernest and Irene Wangari Kirigwi and my late sister Rose Kirigwi who taught me the value of Education.

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ABBREVIATIONS AND ACRONYMS

EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KPSA	Kenya Private Schools Association
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Teachers
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NCLB	No Child Left Behind
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization of Economic Co-operation and Development
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UN	United Nations
UNICEF	United Nations Children’s Education Fund
USA	United States of America

ABSTRACT

Private tuition refers to be tutoring offered outside mainstream teaching. The study sought to establish the factors influencing educational stakeholders' perception on the need for private tuition in public primary schools in Machakos Sub-County. The study was guided by three research objectives; to investigate the difference in prevalence for private tuition among parents, teachers and pupils, to determine the extent to which curriculum load influences the need for private tuition and to establish the extent to which academic performance influences the need for private tuition. The hypothesis was; there is no significant difference in the prevalence for private tuition among educational stakeholders in public primary schools. The study employed the descriptive survey design. The target populations were all teachers, parents and pupils of public primary schools in Machakos Sub-County. Stratified sampling and simple random sampling was used to select 13 rural and 14 urban primary schools. Purposive sampling was used to pick the teachers and parents. The table by Krejcie and Morgan (1970) was used to get the sample of the pupils. A total of 405 respondents were sampled for the study and comprised of 27 parents, 27 teachers and 351 pupils. Data was collected by use of questionnaires and interview guide. Descriptive as well as inferential statistics were used to analyze data and results presented in tables showing frequency, standard deviations and means. The hypothesis was tested using ANOVA which showed the tuition mean prevalence between groups as 1.457 and within groups as 0.056. The post hoc analysis was done using the Scheffe test and the mean difference between teachers and pupils gave a mean of 0.228 and between pupils and parents gave a mean of 0.260. The findings indicated among others that private tuition is still being offered despite the government ban and that the most preferred type of tuition was school holiday tuition. Main reasons given for engagement in holiday tuition include desire to get high marks, competition for placement into secondary schools, inadequate teacher pupil ratio and a way of earning extra income by teachers. The study recommends among others that the infrastructure in all secondary schools should be improved, remunerate teachers adequately to minimize the strikes which affect syllabus coverage and to have other measures of rewarding performance other than academics.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many children throughout the world will regularly proceed for some form of Private Tuition after their regular school lessons. Some tutoring is done within the same institution by the same regular teachers while others are tutored by people who are not their regular teachers in different premises that could be the tutors home, child's home or hired social spaces. Stevenson and Baker (1992) refer to private tuition as a set of educational activities outside formal schooling that are designed to improve students chances of successfully moving through the school system. On the same note Tansel and Bircan (2006) define private tutoring as education outside the formal schooling system where the tutors teach particular subjects for financial gain.

Private tutoring is also referred to shadow education on the grounds that much of its scale and shape is determined by mainstream teaching (Bray, 1999; Lee, Park & Lee, 2009). In some countries the boundaries between public schooling and private tuition become blurred because public school teachers use the space of private tuition to finish or provide higher quality instruction on the national curriculum (Brehm & Silova, 2014). Private tuition is a very complex phenomenon driven by multiple factors which vary across cultures, economic, geographic locations and social classes. Private tuition has a long history in both Western and Eastern societies and is probably as old as the history of formal schooling. In earlier decades private tuition was modest in scale and was confined to prosperous households, but in the contemporary era it has reached a wider spectrum of income groups and has become a phenomenon around the world as well as a standard feature of the lives of many families ((Bray & Lykins, 2012; Bray, 2013).

Bray (2009) notes that, countries can be grouped based on historical data of emergence of private tuition. In East Asia societies, private tuition is a rigorous activity deeply embedded in the culture which has Confucian traditions that value education and stress diligence while in Eastern Europe and central Asia; tutoring has emerged as a major enterprise following the collapse of socialism and the advent of the market economy. In Latin America private tuition is modest and more noticeable in urban areas and at the upper secondary level. In developed countries poor performance of the students is given as the main reason for the growing demand for private tuition. Education authorities in USA, South Africa, England and Australia have introduced schemes to support the provision of private tuition as a supplement to publicly funded school education. In the USA, a No Child is Left Behind (NCLB) Legislation of 2002, was introduced as a form of tutoring where the government provides resources for private providers of private tuition. In Australia, the national government introduced vouchers to fund private tuition for students who fall behind national achievement benchmarks, thus subsidizing the role of private tutors in providing remedial education, while in Israel there is special tutoring programmes for underperforming high school students to enable them get matriculation certificates (Dang & Rogers, 2008; Watson, 2008 & Bray, 2010).

In developing countries, low pay weaknesses of school systems and weak monitoring of teachers in the public system creates market for teachers who wish to gain capital from teaching outside school hours and make it mandatory by providing part of the curriculum during private tuition (Buchmann, 2002; Lee, 2013). One of the reasons for the demand for private tuition is supplementation in which it considers only the subjects that have already been covered in formal schooling and teachers offer private tuition for the regular students after classroom hours and make it mandatory by providing a part of the curriculum during tutoring hours (Bray, 1999; Dang & Rogers, 2008). In

these countries private tuition is an examination preparation activity because the score acquired in a standardized examination is the criteria by which a student is promoted into higher level of education. Private tuition therefore becomes necessary in such systems which are also teacher centered and intolerant to slow learners (Elbadawy, Ahlburg, Asdaad & Levison, 2006; Lee, 2013).

A study done in six African countries; Kenya, Malawi, Mauritius, Namibia, Zambia and Zanzibar indicate that private tuition is widespread (Laura, Nina & Julia, 2008). According to the study the leading global market providers of private tuition have opened tutoring centers in Botswana, Kenya, Namibia, South Africa and Zambia. In Uganda private tuition is visible in all sectors of the education system but more concentrated in the urban areas while in Tanzania private tuition is seen as a possible solution to inequality of education. The government of Zanzibar in 1998 allowed its schools to charge a small fee for private tuition (Bray & Suso, 2010). In countries like Australia, Germany and Singapore; teachers are prohibited from tutoring the children for who they already have a responsibility in the mainstream (Bray, 2007; Poisson, 2001). In India, Lebanon and Nigeria mainstream teachers provide remunerated private tuition for their mainstream pupils. Research done in Cyprus, Egypt, Indonesia and Kenya illustrates that teachers tutored their own students (Bray, 2007; Bray, 2010).

Private tuition has encountered mixed responses from policy makers. According to Bray (2003) there are four main policy responses by government to private tutoring: Ignore the phenomena, prohibit private tuition, recognize and regulate it. The UK government chose to ignore the matter and was embarrassed in 2002 when labour Prime Minister, Tony Blair, was challenged for investing in private tuition of his own children (Hennesy, London evening

Standard, July 2002). The government of South Korea banned all tutoring in 1980 but the ban was not effective and was gradually relaxed. A renewed attempt at prohibition in 1998 also failed with the courts of law declaring the prohibition of private tuition as unconstitutional and an infringement of human rights (Bray & Suso, 2008). In Singapore, Korea and Morocco mainstream teachers are permitted to accept payment for private tuition from pupils from other schools but are prohibited from providing private tuition services to their own students for money (Bray, 1999). Bray and Suso (2008), noted that the government of Uganda prohibited private tuition in 1994 by stating that teachers set examinations based on what they teach during private tuition time.

A survey done in Kenya in 1997 in three geographically distinct districts now counties indicated that private tuition is more common in urban than rural areas (Bray, 2009). Out of a national sample of 3233 Standard 6 pupils in Kenya, it was found out that 68.6% received tutoring ranging from 39% in North Eastern province to 74% in Nyanza province (Nzomo & Kariuki, 2001). The emergence of private tuition in Kenya became more pronounced in the mid 1980`s when the 8-4-4 system of education was introduced while the declaration of Free Primary Education (FPE) in Kenya in January 2003 saw a huge increase in enrolment figures which posed challenges for appropriate pedagogy especially where pupils to teacher ratio was high (Ndegwa & Mengich, 2007).

In Kenya, the Ministry of Education (MOE) in a 1988 directive allowed remedial teaching in schools but did not specify how it should be carried out. The directive was that teachers should offer private tuition as part of their daily work and should not charge any fee. The then Ministry of Education and Human Resource Development issued a policy circular in 1999 which stated that the ministry had set guidelines on fees charged on tuition and stated that

private tuition was illegal (Wanyama & Njeru, 2004). In 2012, the Ministry of Education, Science and Technology (MOEST) stepped up the push on the ban and stated that holiday tuition is illegal, a violation of the right of the child, that learners should be allowed to nurture other talents and that a school holiday is 'parenting' time (Oduor, Daily Nation, 24th July, 2012).

Ngugi (2014) reports that schools have resorted to creating additional lessons outside of the regular daily school timetable while teachers are able to squeeze in a minimum of four extra lessons daily during the school term calendar which has enabled them to continue offering extra tuition without any detection. Teachers therefore take advantage and conduct private tuition claiming they are giving remedial lessons (Mburugu, 2011). Private schools have put in place strategies to counter the ban which include renaming the tuition programs as consultations creating extra hours within the school day and over the weekend (Tikoko & Chemwei, 2014).

Karong'o (2014) argues that the long breaks where many schools end their sessions at 3.10pm in the afternoon, weekends and three months in a year holiday provides fertile grounds for teachers to engage in private tuition. Ayieko (2014) has pointed out that there are three broad forms of private tuition in Kenya. The first is one on one which involves a teacher teaching subjects as requested by the parents or pupil depending on performance. It takes place in either teachers' home, pupils' home or hired premises. The second is remedial classes or extra lessons. It is done outside official hours; very early in the morning, late evening, at night and weekend in the school premises by mainstream teachers at a cost. It is the most popular because it is a way of disguising private tuition in the mainstream schools and their circumventing the ban. The third type is the holiday tuition which takes place in hired premises and is tailored to meet the needs of pupils by focusing

mainly on examinable subject content. Kilonzo (2015) notes that private tuition is also conducted in churches or rented premises with pupils wearing non-school uniform as a camouflage and notes most pupils in class eight attend private tuition because it is perceived that private tuition improves the individual and school mean score.

The communication officer in the MOEST, points out that the ban is meant to curtail unscrupulous curriculum management and delivery and make teaching and learning an enjoyable experience. He further asserts that it is possible to manage curriculum delivery in accordance with the pace the Kenya Institute of Curriculum Development (KICD) envisaged (Buhere, 2014).

1.2 Statement of the Problem

The Basic Education Act (2013) in Kenya outlaws the provision of holiday tuition and terms it an offence. One who contravenes it is liable to conviction for a fine not exceeding 100,000 Kenya shillings or imprisonment for a period not exceeding one year or both. The ban has been opposed by Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) and the Kenya Private Schools Association (KPSA) saying it was implemented without consultation with key stakeholders who include parents, teachers and pupils. A national study by Uwezo Kenya (2014) reported that parents are of the opinion that the ban should be lifted and that in many schools, teachers were still conducting extra classes either openly or under cover. Various studies done in Kenya on private tuition, Mburugu (2011), Kimweli, (2010), Mutua (2015) and Ayieko, (2014) have established that private tuition improves academic performance in secondary schools. There exists a gap in knowledge of the views and opinions that stakeholders in primary schools have in regard to private tuition. It is on the basis of this

observation that the study therefore sought to investigate why the stakeholders continue to defy the government policy on private tuition thereby creating a tug of war with the government.

1.3 Purpose of the Study

The study sought to investigate the factors influencing perceptions of educational stakeholders on the necessity of private tuition in public primary schools in Machakos Sub-County.

1.4 Objectives of the Study

The study was guided by the following research questions:

- i. To investigate the difference in prevalence for private tuition among parents, teachers and pupils in public primary schools in Machakos Sub-County.
- ii. To determine the extent to which curriculum load influences the need for private tuition in public primary schools in Machakos Sub-County
- iii. To establish the extent to which pupils academic performance influences the need for private tuition in public primary schools in Machakos Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

- i. Is there a difference in prevalence for private tuition among parents, teachers and pupils in public schools in Machakos Sub-County?

- ii. To what extent does curriculum load influence the need for Private tuition in public primary schools in Machakos-Sub County?
- iii. To what extent does pupils' performance in influence the need for private tuition in public primary schools in Machakos Sub- County?

1.6 Hypothesis of the study

H₀ There is no significant difference in the prevalence for private tuition between educational stakeholders in primary schools in Machakos Sub-County.

1.7 Significance of the Study

The importance of the study cannot be underestimated since many parties may benefit from it. The study may give a clear understanding of the phenomenon of private tuition and provide reliable information for use by policy makers and authorities. This may help initiate dialogue among the different stakeholders in regard to policy and practice of private tuition in Kenya. The findings of the study may have the potential to inform future policy direction and help in formulation of ideal policies in regard to private tuition in the country. There is a gap in literature that addresses the views and opinions of educational stakeholders in regard to the issues of private tuition and therefore, the study sought to fill this gap and therefore may contribute to the body of knowledge in the area of private tuition. The recommendations of the study may prompt other researchers to do similar studies in other areas.

1.8 Limitation of the Study

The study was limited by the fact that it was not possible for the researcher to study the entire population. The study was therefore confined to a small sample of public primary schools within Machakos Sub-county since it is not possible to seek perceptions of all educational stakeholders from the entire target population. The researcher bore in mind that views and opinions of respondents' could also be subjective. The results of the study therefore were generalized to all schools in the country. In spite of the research permit and letters of introduction from the relevant authorities, suspicion from the respondents arose in view of the government policy on the ban of private tuition. This made the respondents give socially acceptable responses to avoid victimization.

1.9 Delimitations of the Study

The study was confined to public primary schools in Machakos Sub-county. It was also restricted to the perception of parents whose children are in class eight, pupils in class eight and their class teachers regarding the necessity of private tuition. The study findings cannot be generalized to reflect the situation for the whole country. Perception of other stakeholders like pupils in other classes, other parents whose children are other levels in the school, head teachers and Ministry of Education officials were outside the purview of this study.

1.10 Assumptions of the Study

The study assumed that all public primary schools conduct private tuition. There are various reasons that make parents, teachers and pupils engage in private tuition. That the stakeholders had the information in regard to private tuition and that the respondents in the study would be willing to provide truthful information.

1.11 Definition of Significant Terms

The following are significant terms that will be used in the study as explained below;

- Perception:** This implies the views and opinions that parents, teachers and pupils have on the need to engage private tuition.
- Prevalence:** Refers to the extent to which parents, teachers and pupils feel that private tuition is a necessity and the extent to which it is practiced.
- Private tuition:** Refers to extra teaching given to pupils in academic subjects that they study in the mainstream education system conducted by their own teachers for financial gain. It is provided outside official school hours; early morning, evening, at night, weekends, school holidays either in the school premises or hired premises outside the school compound.
- Public school:** This refers to schools funded by the government.
- Remedial lessons:** This is teaching given for supplementation, remediation outside school hours at a fee. It does not include extra lessons given by family members on voluntary basis.
- Stakeholders:** This includes parents who are the legal custodian of class eight learners, teachers as those people employed by the government to teach lessons in public primary schools and those employed by private individuals or organizations to teach lessons

in private schools and pupils as learners between the ages of 13-14 years who are in class eight.

Curriculum load: This is the workload teachers and pupils in public primary school are required to cover per day.

1.12 Organization of the Study

This study was organized in five chapters. Chapter one comprises of the background to the study, statement of the problem, purpose of the study, research objectives and questions of the study, hypothesis of the study, significance of the study, limitations, delimitations and assumptions of the study, definition of significant terms and organization of the study Chapter two presents introduction to the chapter, literature review on prevalence for private tuition, curriculum load influence of need for private tuition, pupils performance influence on need for private tuition and summary of the chapter.

Chapter three presents the research design, location of study, target population, sample and sampling, data collection procedures, research instruments data collection procedures, piloting, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four comprises of data analysis, interpretation and discussions of findings. Chapter five comprises of summary of the study, conclusions, and recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter constitutes a literature review that looks into the findings of previous researchers and authors on the subject of the present study. It reviews literature under the followings subheadings; the difference in prevalence for private tuition among stakeholders, how curriculum load influences the need for private tuition and the extent to which pupil's performance in examinations influence the need for private tuition. The human capital theory is discussed and a conceptual framework is also outlined.

2.2 Prevalence for Private Tuition among Parents, Teachers and Pupils

According to Dang and Rogers (2008) the practice of private tuition is deeply rooted in the dynamics of economic market where education is considered the route to economic prosperity because of the benefits that accrue from higher education. Socio-economic status of the family is linked to private tuition with a family's financial resources influencing its demand. Bray, (1999) argued that private tuition therefore represents a financial investment by families for their children's education and also indicates not only what some segments of society want, but also what they are prepared to pay for. According to Ayieko (2014) one of the most popular interventions employed by schools, parents and students so as to keep a competitive edge is private tuition. All parents the world over want the best for their children and view education as a driver of social mobility. Parents are therefore willing to pay school fees for extra lessons to ensure that they get grades or jobs in order to have better lives than they could achieve themselves.

Njagi (2011) argues that home based private tuition can either be provided at the pupil's home or the homes of the tutors. Parent's household income or the combination of their education and their household income play a significant role in determining whether or not they have high educational aspirations for their children. Ireson and Rushforth (2014), indicated that students from higher social-economic status families are more likely to have tutors than children from poor families. The educational aspirations are the product of completely conscious and completely rational economic considerations and these aspirations represent calculated investment goals (Reed, 2012).

According to Stevenson and Baker (1992) children in higher social economic groups generally receive more supplementary tutoring than the children in low social economic groups. Parent's income and education levels have effects on students and parent's educational aspirations with parents with high aspirations being more likely to be involved in the education of their children. The effects of income and educational aspiration are indirect and are through their effects on other factors that directly affect educational aspirations like the living conditions, role models, social capital and learning environment (Reed, 2012). Parents resort to seeking private tuition because the extra lessons are considered as one of the many forms in which they reflect on their involvement and concern (Laura, Nina & Julia, 2008). Social economic status has been a significant predictor of parent's educational aspiration for their children.

Lee (2013) found out that high income families spend more on their children and that private tuition and parents educational levels increases their spending on their children's education. Further, he argues that private tuition is more common in urban than rural areas and this is related to the very competitive nature of urban life. According to Bray (1999) parents in urban areas usually possess higher educational attainment than their rural counterparts. He further

states that students whose parents live in urban areas with higher income and education levels have a higher probability of receiving private tuition than their peers in rural areas with parents with lower income and educational level. The competitive environment in big cities creates incentives for parents to seek private tuition. Investing in education can take many forms, including acquisition of any particular type of education by individuals to enhance their employment prospects and income earning capacity (Agabi, 2012). There is a belief that there is a relationship between the acquisition of education and gaining a better job for the betterment of one's economic conditions (Psacharopolous, 1994).

Some ambitious and elite families favor private tuition because they perceive that children who receive such are likely to perform better in school and also stay in the education system for longer duration. The parental educational aspirations represent a critical role that parents have in getting their children ready for college and helping them to be successful once they complete. This means that the higher parental aspirations of student's achievement increase the probability of a student receiving private tuition (Kim, 2007; Jacob, 2010). Reed (2012) observed that most parents have high aspirations for their children and the aspirations may change due to economic constraints, children's abilities and availability of opportunities. Parents therefore invest in private tuition because they have an impression that poor performance in school and examinations is related to weaker employment opportunities and lower standard of living (Bray & Lynks, 2012). Parents with high aspiration are also more involved in their children education because they understand how their children's education connects to desired future and work opportunities. Kimani (2013) argues that the middle class in Kenya have high aspirations about their children's education and for them education is the path to a brighter future in getting higher studies and well-paying jobs and this factor may influence their involvement in private tuition.

Many families consider it desirable to use every possible channel to maximize their children's life chances and will do whatever it takes to achieve the goal (Bray, 2009). The hiring of tutors may be part of a wider strategy in which parents place a great premium on education and value a cognitively stimulating environment for their children's activities. The investment in private tuition therefore gives parents a feeling that they are doing what they can for their children at a crucial stage in their lives and to provide children with a comparative advantage during the admission process to higher levels (Kim, 2007; Bray, 2013). Research shows that most families believe that private tuition makes a difference when learning gains are disappointing and the solutions may either be to try harder with the existing tutors or to seek different tutors (Bray & Lykins, 2012).

According to Bray (2009) some parents seek for private tuition because everybody else's children seems to be receiving tuition and they therefore do not want to be left out while some tutors living in commercial environments operate like other business and advertise private tuition in the streets, newspapers and even on public transport. Elitist school systems and tight job markets demand that children leave school with strong abilities and parents do their best to encourage their children to succeed by providing them with extra tuition. In some societies a certain prestige can be derived from being seen to send children to particular high cost tutors (Laura, Nina & Julia, 2008). Some researchers have argued that children who attend both formal and private tuition classes deal with more academic pressures and that private tuition helps them keep with their peers and therefore protecting their self-esteem (Bray, 2003).

Bray (2007) indicates that some parents want their children's tutors to take responsibility for enforcing the discipline of study. Private tuition is seen as a sort of child minding function which liberates parents and ensures that they

have structured frameworks for supervision of children. Kenya Forum (2014) reported that most parents do not support the government's ban of private tuition and would rather children are away in school than at home. Some parents believe that private tuition helps their children utilize time outside school well, that the extra lessons keep children busy and keep them away from mischief and can also help them engage in constructive activities during off school hours. Parents in Rio de Janeiro, the largest city in Brazil, are generally of the opinion that sending their children for extra lessons after school will prevent them from hanging about on the streets which are potentially dangerous (Bray, 2010; Kurebwa & Mushoriwa, 2014).

According to Bray (2009), in countries where secondary schools are gender segregated, private tuition provides a welcome opportunity for pupils to meet friends and peers, particularly of the opposite sex. Research also shows that pupils perceive private tuition as providing other forms of social space for pupils that they cannot find in school or at home. It has also been observed that receipt or non-receipt of tutoring significantly affects their friendship and peer relationship (Bray, 2013). Students join tuition academies to enhance the social status of their families and also because being linked to tuition academy is proudly mentioned in social interactions (Chuadhry & Javed, 2012). It has been reported that some pupils enjoy private tuition because it gives them a break from household chores, allows them to mix with friends from different schools and helps them catch up with difficult concepts. (Das & Das, 2013; Kurebwa & Mushoriwa, 2014).

In most countries, poorly paid teachers provide private tuition to supplement their earnings. The level of salaries forces the teachers to seek supplementary income (Dawson, 2009; Bray, 2010; Brehm & Silova, 2014). Supporters argue that private tuition generates a source of income for tutors at present and learners in the future. Some studies show that private tuition can become a

status symbol for the teachers who produce good examination results. Such teachers gain popularity from parents leading to self-actualization (Kurebwa & Mushoriwa, 2014). The studies show that some teachers perceive private tuition as money making venture with some confirming that their standard of living improved by participating in the private tuition. The current sought to investigate the difference in prevalence for private tuition between stakeholders in primary schools in Machakos Sub-County with a view of seeking to find out whether what research findings in other regions apply to the region.

2.3 Curriculum Load and the Perceived Need for Private Tuition

In most countries the public school environment is not conducive for optimum teaching and learning due to the high teacher pupil ratio, low morale due to teacher's poor remuneration, high workload and insufficient physical facilities (Ayieko, 2014). In Kenya, most parents believe that the quality of education in public primary schools was compromised due to the large number of pupils, lack of adequate facilities and shortage of teachers after the introduction of free primary education. Parents reacting to the Kenya government ban of private tuition are of the opinion that private tuition should be continued because it caters for weak students, facilitates revision, compliments normal lessons, helps to avoid idleness, facilitates syllabus coverage and improves academic performance. Mutua (2015) argues that teachers and parents make key decisions in matters of private tuition for they perceive private tuition as helping weak students to improve performance.

Kilonzo (2014) points out that private tuition takes place very early morning before official hours, in the evening, over weekends and during school holidays and is mainly given by mainstream teachers. The offering of private tuition has been for remedial purposes by class teachers with some arguing

that they need more time to complete the syllabus and to guide the weaker learners. Most teachers observe that private tuition provides remedial help to under achieving students (Tikoko & Chemwei, 2014; Tshabala & Khosa, 2014). Research indicates that private tuition enables both teachers and students to make better use of the out of school time, complimented normal classes and improved student learning (Mburugu, 2011). In developing countries where the range of post school opportunities are narrow, teachers can become ‘gate keepers’ and private tuition can become necessary in order to compete for the few and narrow opportunities (Barrow & Lochan, 2012). According to Bray (2010), teachers may stress that that private tuition is not compulsory, but parents know that if they do not pay, their children will be handicapped not only by failing to secure the curricular knowledge but also by incurring the disapproval of the teachers.

In Kenya, private tuition in primary schools has in the recent past been a valuable tool used by teachers to prepare students for Kenya Certificate of Primary Education (KCPE) examinations. The justification for coaching pupils is based on the argument that the primary school curriculum cannot be implemented in full within the recommended time (Abagi & Odipo, 1997). Critics’ of private tuition point out that assistance to pupils in need should be part of the teacher normal work for which they should not receive extra pay. It has also been observed that teachers may also deliberately fail students in order to create a market for their services (Bray, 1999). Parents are also aware that if they do not pay for tutoring, then their children are likely to have to repeat grades and it is less expensive to pay for tutoring than the costs of repeating a year. Families who do not wish their children to be pushed out at transition points may invest in PT to secure an edge in the competition.

In Kenya, many primary schools are understaffed and this affects the quality of education being delivered. Students believe that private tuition is a

necessary component of the education system without which complete quality education would be unattainable. Students perceive private tuition as a mechanism enabling teachers to properly teach the subjects included in the national curriculum and believe that there is simply not enough time in school day to cover all curriculum, so that the perceived need for more instructional time to provide coverage of national curriculum. Students perceive private tuition as simply a continuation of government school classes and curriculum content is often strategically split between lessons in schools and private tuition and some students perceive public school classes as reserved for theory while private tuition for practical application of theoretical concepts (Brehm & Silova, 2014).

Private tuition is perceived as helping reduce the workload of mainstream teachers; helping pupils to understand the materials which have been presented during the ordinary school day (Bray, 1999). Teachers assert that they provide private tuition because they do not have time for individual attention during the normal period, due to the crowded school day and the overall efficiency is compromised through their complementary nature of roles (Bray & Lynks, 2012). Bray (2013) argues that effective tutoring can help slow learners to keep up with their peers and in a way support their self-esteem and sense of achievement. Private tuition provides opportunities for students to work independently in solving their own problems with the help of the teacher while in government schools classes tend to group students in mixed ability to solve problems and private tuition encourages more active student participation in the learning process (Brehm & Silova, 2014). The tutorial centers are widely perceived by pupils as offering training that is more relevant and claim that private tutors teach in a simple language making the subject matter easier for the students to understand and score high marks thereby ensuring better results in examinations (Kim, 2007; Dang, 2009). Some pupils like extra tuition and view it as a means that helps them improve grades, enables them to move to the next class, improve the weak learners and help them understand what they

did not understand well in class (Mbhoi & Nyambedha, 2013). The current study sought to establish whether the curriculum in primary schools plays a role in the perceptions of educational stakeholders on the need for private tuition.

2.4 Pupils Performance in Examinations and Perceived Need for Private Tuition

Primary Education provides the foundation for secondary and tertiary education and this is evident because secondary school placement depends on performance in major transition examinations. The main driver of demand for private tuition is awareness that investment in education can generate strong returns from good performance in key examinations to gain entrance to high status secondary schools and universities. Mutua (2015) argues that most teachers provide private tuition to boost performance of individual students and school performance. In Kenya the school based tuition is the most common in all schools but indicates that one on one private tuition yielded great academic achievement among pupils. According to Karongo (2014), parents engage their children in private tuition to assist and support them in subjects which the children need individual support due to performance.

Bray (2010) has indicated that the competitive nature of a globalized world results in increased need for private tuition. Students are engaged in private tuition because those who do not participate tend to feel pressure to be part of it while others participate because they become anxious of falling behind if they do not participate (Lee, 2013). This may explain why the content of tutoring is shaped by demand with subjects in greatest demand being the subjects required by examination systems.

The existence of public examination for entrance to selective high schools may contribute to expenditure on private tuition as a means of improving students' performance in the high stake examinations. According to Otieno (2005) argues that students who take one on one tuition are among the best achievers in the class. The linkage between education and future success in the labour market stimulates competition for more education thus the higher stakes formal examination increases demand for education. The content of tutoring is shaped by demand with subjects in greatest demand being the ones required by examination systems (Watson, 2008; Bray, 2010). Bray (2013) argues that private tuition is perceived as a way to improve examination grades, gives confidence in exams, revision skills and learning strategies.

Bray (2003) earlier noted that private tuition improves students learning, provide constructive activities for pupils during out of school hours and pressure exerted on pupils may also bring out the best in students and stretch them to maximize their potential. Pupils in many countries have aspirations to acquire exceptional high marks in order to qualify for entry into high schools and these results in them engaging in private tuition. Lee (2013) indicated that students who take private tuition tend to have higher academic motivation, a more supportive home environment to promote the studies or have parents who have higher academic aspiration for their children.

Some governments promote competition through public ranking of achievement by schools and through public ranking of achievement of pupils. Governments see education as an instrument for competitiveness and this view gets translated into pressure on young people to achieve grades by all means including private tuition (Bray, 2010). Some people argue that examinations have become a national preoccupation of many countries and this become very evident during the days preceding and following the publication of examination results when a hectic fever seizes most of the people and the

results are given exaggerated attention in the media (Foondun, 2002). The publication of a league of tables showing school performance in the UK in the 1990s caused great competition and was associated with growth of private tuition (Bray, 2003). What is certain is that the Kenya's Education system is dominated by examination oriented teaching, where passing examinations is the only benchmark for performance. It has previously been argued that the pyramidal structure of Kenya's education system makes access to higher education a literal uphill task with examinations constituting the means for climbing that hill (Changach, Njoki & Boit, 2012).

Epstein (1997) explained that those parents who involve in different educational activities of their children can improve their performance. This could explain demand for private tuition in that many parents are not aware of what the curriculum details but are more concerned with their children academic performance in class. This is because it becomes a predictor of future performance in summative examinations. Ayieko (2014) argues that the main reason for children's engagement in private supplementary tuition in Kenya is probably due to the desire by parents' to help their children do well in KCPE and KCSE examinations which are sat at the end of primary level and secondary level respectively.

The demands of education systems create pressure for young people and their families particularly during examinations with the desire to attain high marks. Students preparing for examinations feel compelled to seek out the experts for various sections or topics with some pupils believing that attending school classes alone cannot help them perform satisfactorily in examinations. Near the time of major external examinations, schools in some countries may be perceived by pupils to be less able to cater for their specific need (Bray, 1999; Bray, 2010; Bray, 2013; Das & Das, 2013).

Ojiambo, (2009) points out that schooling in Kenya is taken to be a kind of ritual which learners must honorably pass if they are to succeed in life and acts as a means of shifting each generation into those succeed and those who do not. The examination oriented grading system encourages fierce competition among students and may drive the demand for private tuition in order to excel in examinations. In countries where there is public ranking of examination results, students are also of the opinion that teachers want pupils to pass examinations to compete with other schools (Lee.2013; Mboi & Nyambedha, 2013). Bray (2003) noted that the publication of a league of tables showing school performance in the UK in 1990 caused great competition and this can be associated with growth of private tuition because students seek out for it to help understand various topics.

Private tuition is also perceived as extending students opportunities to learn outside the normal school day and may provide a helpful boost in years leading up to transitions from primary to secondary school (Ireson & Rushforth, 2014). Some people also perceive investment in private tuition as beneficial in that it may also pay dividends in the form of scholarship (Brehm & Silova, 2014). Research points out that teachers value private tuition because it enhances their school and subject mean score and consequently conduct private tuition in order for their pupils to pass the examinations in order to compete with other schools (Mboi & Nyambedha, 2013; Tikoko & Chemwei 2014). Student's grade level and household size explain the pattern of demand of private tuition and their academic performance playing a determining role with low performing spending more on private tuition (Kim, 2007; Lee, 2013). The current sought to establish whether pupil's performance in their studies influence the perceptions on the need for private tuition among pupils.

2.5 Theoretical Framework

This study was guided by the human capital theory. Becker (1962) defined human capital as any activity that influences future real income through imbedding of resources and people. Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population and enhancing income generation prospects (Schultz, 1961; Pscharopolous, 1994). Becker argued that because the training process requires costs and time, the benefits are born after a considerable time period and therefore the value of the resources during the training period is regarded as an investment. Investing in education can take many forms including acquisition of any particular type of education by individuals to enhance their employment prospects and income earning capacity (Agabi, 2012). According to human capital theory noncompulsory education is one of a variety of options for investing in ones future and it occurs if the expected returns compare favorably against existing alternatives.

According to Lee (2013) the theory of investment in human capital provides background to explain the demand for private tuition. This can be interpreted as a form of human decision making with the aim of increasing knowledge and skills motivated by the desire to build human capital that yields higher future earnings. This is because private tuition aims to provide the necessary knowledge and skills that are required to succeed in formal schooling and the labour market in the future. Parents see private tuition as an investment in their child's future economic status and will create advantage for them by instilling in them a high regard for education including encouraging them to attend private tuition in an effort to improve their performance. The education acquired by the individual will eventually benefit them by guaranteeing them better pay in the future. In this way the country is assured of improved human capital which will eventually benefit the labour market. In countries where teachers are poorly paid, private tuition is perceived as an income generating

venture at the present to supplement their income which improves their standard of living. All this can be used to explain the initial and sustained need for private tuition by parents, teachers and pupils which were the concern for this study.

2.6 Conceptual Framework

The conceptual framework in the Figure I shows the interrelationships between variables of factors influencing perceptions of parents, teachers and pupils on the necessity of private tuition.

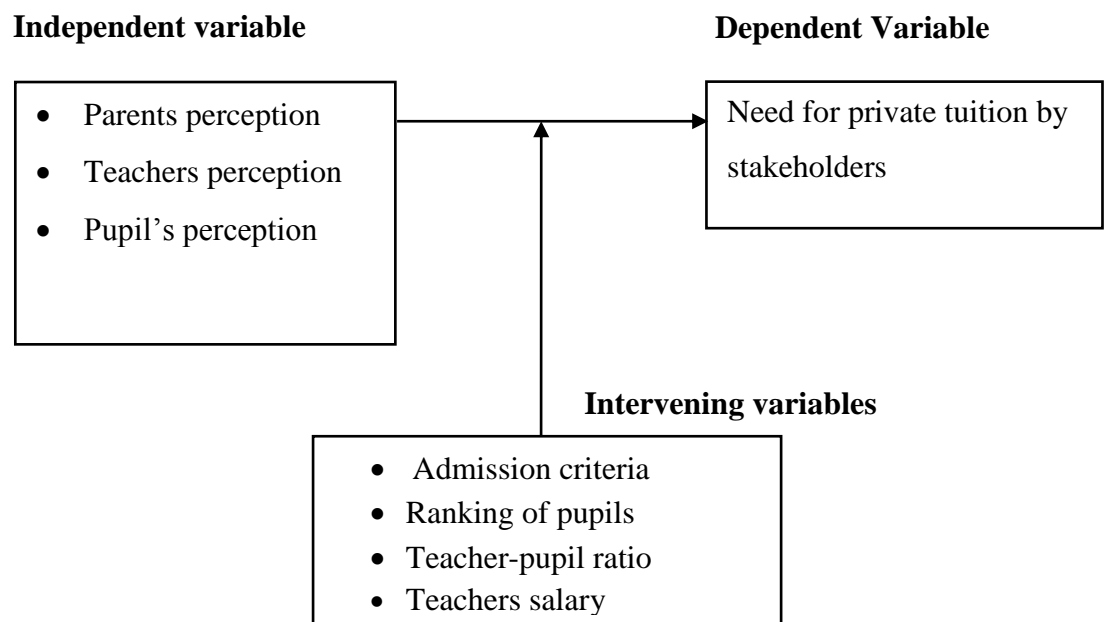


Figure 1: Conceptual Framework and the inter-relationship among variables

The conceptual framework in figure I diagrammatically present the relationship between the variables of the study. The researcher considers the independent variables to include curriculum load, pupils' performance and prevalence for private tuition among different categories of stakeholders. The intervening variables include the ranking of pupils' performance after

examinations based on grades attained and the admission criteria for placement into secondary schools. The intervening variables will affect the relationship between the independent and the dependent variables in that the limited slots in what are regarded as prestigious secondary schools and the high esteem that arise from being ranked among the top performers after examinations influencing the demand for private tuition. Competition among schools, teachers from different schools and among parents may also accelerate the need for private tuition. The necessity for private tuition is the dependent variable in that the factors in the independent variable may continue to exert pressure to schools, parents and pupils to demand for private tuition. The stakeholders perceive the private tuition as a necessity in that outcome will be the learners getting admission into prestigious secondary schools.

2.7 Summary of the Literature Review

Private tuition is deeply rooted in the dynamics of economic markets where education is considered the route to economic prosperity because the benefits accrue from higher education. Private tuition is perceived as an intervention employed by teachers, parents and students to keep a competitive edge. Private tuition is also a service that is paid for. Parents use the service as a way of engaging their children in constructive activities thereby helping in enforcing discipline. Public schools are perceived as not conducive for optimum teaching and learning due to high teacher student ratio, poor remuneration of teachers, insufficient physical facilities. Private tuition is also perceived as a means of improving students' performance in high stake examinations

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sample size, location of the study, and sampling procedures that will be used in the proposed study. It also discusses the research instruments, validity and reliability of research instruments and data collection procedures and data analysis.

3.2 Research Design

Research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures (Kothari, 2012). The research study adopted a descriptive survey design. Boudah (2011) notes that descriptive survey allows information gathering from a large group of participants by relying on responses of participants to specific written or interview questions. The major purpose of descriptive survey is a description of the state of affairs as it exists at the present. In view of this; the study will adopted the field survey method to collect both quantitative and qualitative data. Machakos Sub County is a vast region with a large group of stakeholders and therefore the appropriateness of this method in collecting data.

3.3 Target Population

According to Boudah (2011) a population is a larger group of people to whom researchers wish to generalize, apply, or relate the results of their research. The target population for this study was all standard 8 pupils, their school

teachers and their parents in public primary schools in Machakos Sub-County. According to preliminary data obtained from County Education office 2015, Machakos Sub-county has 133 public primary schools and an enrolment of 42,684. The region was chosen because it has both urban and rural schools with a broad representation of parents, teachers and pupils in primary schools. The number of teachers is given as 497. The number of parents was not known since they are not found in one place.

Teachers were chosen because they are the providers and beneficiaries of private tuition. The 2015 enrolment for class eight in the public primary schools was 4076. The class eight levels were chosen because they are perceived to be the direct recipients of private tuition as they are the class awaiting KCPE which is regarded as a high stake summative examination which determines their transition to secondary schools. Research also indicates that it is one of the levels where tuition is more rampant. (Abagi & Odipo, 1997; Nzomo, *et al*, 001). Parents were involved in the study because of the parental role in the education of their children.

3.4 Sample size and Sampling Procedures

Since it is not possible to include all schools in the study, a sample was be used. Kombo and Tromp (2006) define a sample as a finite part of a statistical population whose properties are studied to gain information about the whole population. Stratified sampling was be used to classify the schools into urban and rural zones. Machakos Sub County has 133 public primary schools, 70 schools are in the urban region while 63 are in the rural region.

According to Kombo and Tromp (2006), a sample size of 20% of the population can be picked if one intends to use some form of statistical analysis on their data. From the 133 schools in the sub-county, simple random sampling was used to select 20% of schools making a sample size of 27 schools. The schools sampled from the urban zone sampled were 14 schools while those in the rural region were 13. Purposive sampling was used to select one class eight (8) teacher per sampled school. This added to a total of 27 teachers from the two zones. This ensured that the sample comprised of teachers who are in daily touch with the pupils and are therefore rich in the information required. Purposive sampling was also used to select one parent per school. The parents were the class eight representatives for each sampled class adding to a total of 27 parents.

The table by Krejcie & Morgan (1970) was used to determine the sample size for the pupils. Given that the enrolment of class pupils was given as 4076, the sample size comprised of 351 pupils. A total of 13 pupils were selected per school. To ensure gender balance stratified sampling was used to select the pupils. This was done with the aid of the class attendance register. Simple random sampling was then used to select the pupils from each stratum.

Table 3.1: Sampling Frame

Zone	No of schools	sampld schools	Sampled parents	sampld teachers	sampld pupils	Total no respondents
Urban	70	14	14	14	182	210
Rural	63	13	13	13	169	195
Total	133	27	27	27	351	405

3.5 Research Instruments

The data for this study was collected using questionnaires and interview schedule.

3.5.1 Questionnaires

The researcher with the help of the research experts designed the questionnaires. Kasomo (2007) states that a questionnaire is a carefully designed instrument for collecting data directly from people. Questionnaires were chosen for they give respondents time to study questions and the question responses can be easily coded. The questions were open ended and close ended questions elicited both qualitative and quantitative information. Closed ended questions were structured in such a way that the respondents were to select an appropriate answer from a list of pre-determined responses and allow a definite answer such as yes or no. Open ended questions comprised unstructured items which required the respondents to express personal opinion or give elaborate details.

The researcher developed two sets of questionnaires; for pupils and teachers. They were divided into different sections related to the research objectives and questions of the study. The questionnaire for the teachers had four sections. Section A sought to gather background information. The researcher administered the questionnaires directly to the sampled teachers and left them for the teacher to complete and to give them time to respond without pressure. The researcher then collected them after one week.

The questionnaire for the pupils had four sections. Section A sought the background information. Section B sought the difference in prevalence of private tuition, section C sought how curriculum load influences need for private tuition and section D sought how pupil's performance influences need

for private tuition. The questionnaires for the pupils were administered directly to the sampled pupils by the researcher. Section A sought the background information. Section B sought the difference in prevalence of private tuition, while section C sought how curriculum load influences the need for private tuition and section D sought to find out if pupil's performance influences need for private tuition.

3.5.2 Interviews

The researcher used interview guides on the justification that it gives one an opportunity for the researcher to get information about beliefs, perspectives and views from participants (Boudhah, 2011). An interview guide with a list of questions and sequence that are identical was used to conduct oral interviews with parents. The use of a guide enabled interaction during the interview to remain focused. The researcher used both English and Kiswahili which are official languages in Kenya and understood by many Kenyans. The researcher assured the respondents that the information supplied would be confidential.

3.6 Piloting

To validate the instruments, a pilot study was carried out in a school outside the sampled region. According to Kothari (2004) it is advisable to conduct a pilot study in that it brings out any weaknesses from the questionnaire from where improvement can be effected. The response of stakeholders tested the appropriateness of the items to the respondents. The feedback obtained was used to revise and modify the questionnaires which enhanced the validity of the instrument.

3.6.1 Validity of the Research Instruments

Boudah (2011) describes validity as the degree to which the researcher and the audience are satisfied that the conclusions drawn are true and are not from erroneous sources. It refers to the appropriateness, meaningfulness, and usefulness of the inferences researchers make based on the data they collect. It was necessary to test the validity of the instruments before they were finally used to establish whether they measured what they were supposed to measure. The researcher sought the help of research experts in improving content validity of the instruments. The feedback obtained was used to revise and modify the questionnaires in order to enhance the validity of the instruments.

3.6.2 Reliability of Research Instruments

Reliability refers to how consistent a research instrument or procedure is. Reliability enhances dependability, accuracy and adequacy of the instrument (Kasomo, 2007). The length and clarity of instructions of the questionnaire was checked by the research experts for the appropriateness of content and areas that needed modification. To enhance reliability of the instrument the test retest method was used to examine the reliability of the instrument. Similar questions were administered and repeated after two weeks. The relationship between the two tests in the pilot study was calculated using the Pearson Product Moment Correlation Coefficient. The pilot study obtained coefficient relations of 0.75 for teachers, 0.82 for parents and 0.71 for pupils which were all above the required threshold value of 0.70 Cronbach alpha in social science research. According to Boudah (2011) Pearson's coefficient of correlation is the most widely used method of measuring the degree of relationship between two variables and a coefficient of 0.8 or more will imply consistency and therefore a strong indication of reliability.

$$r = \frac{n (\sum xy) - (\sum x) (\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

3.7 Data Collection Procedures

The researcher obtained a permit from the National Council for Science, Technology and Innovation (NACOSTI), an agency of the MOEST in Kenya which authorizes the researchers to conduct research. The copies of the permit were availed to the sub-county District Education Officer (DEO), Machakos. A letter of introduction was presented to the Head teachers of the selected schools. The approval of the Head teachers and the cooperation of the parents, teachers and pupils were sought. The researcher assured the head teachers that the findings would only be used to accomplish the study and confidentiality were guaranteed in that the respondents were not required to write their names in the questionnaire.

3.8 Data Analysis Techniques

The data was analyzed using both quantitative and qualitative methods. The data was organized, coded and classified into meaningful categories and then analyzed using descriptive as well as inferential statistics. This was done by use of the Statistical package for Social Sciences (SSPS) version 20. The hypothesis was tested using analysis of variance (ANOVA) at a 0.05 level of significance. According to Cohen, Marion & Morrison (2007) a statistical correlation coefficient should be 0.05 or higher if reliability is to be guaranteed. This statistic is used to establish the difference in means of three or more groups and therefore was appropriate to establish between the three categories of respondents in this study.

Further a post hoc analysis was also conducted using the Scheffe test to establish who among the stakeholders had more effect on the relationship. A five point likert scale ranging from 'strongly agree' to 'strongly disagree' was used to interpret the results. A mean of 1.0 to 2.5 was taken to mean

agreement, mean of 3 as undecided and a mean of over 3.5 as disagreement. A weight mean score was used to interpret the results. Analyzed data was presented in form of frequency distribution tables, percentages, means and standard deviations.

3.9 Ethical Considerations

Permission was obtained from the university as well as other research authorities. The researcher applied the principles of voluntary participation in this study. The research respondents were fully informed about the procedures involved in the research and they were required to give consent to participate. The researcher gave assurance of confidentiality. The respondents were asked to freely participate and were informed of the right to withdraw without guilt feelings. The researcher endeavored to cite other peoples' work appropriately. The research procedures were reasonable, non-exploitative, carefully considered and fairly administered.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1: Introduction

This chapter presents information on response rate, demographic information, knowledge about the practice of private tuition and analysis of data in line with the study objectives. The study investigated the differences in prevalence for private tuition among parents, teachers and pupils, the extent to which curriculum load influence the need for private tuition and established how pupil's performance influenced the need for private tuition. The study hypothesis has been tested and discussed.

4.2: Questionnaire response rate.

The study set to collect data from a sample of respondents who included twenty seven (27) teachers, twenty seven (27) parents and three hundred and fifty one (351) pupils. All the questionnaires administered to the teachers and parents were responded to thus representing one hundred percent (100%) response rate. However of the 351 pupil's questionnaires, only 347 were returned representing 98.8% return rate. According to Hartman and Helborne (1979) and this is considered very good response rate,

4.3: Demographic Information of Respondents

The study sought to find out the background information of the respondents in terms of gender and school location as shown in Tables 4.1 and 4.2

Table 4.1: Gender of Respondents

Respondents	Male	Female	Total
Teachers	12 (44.4)	15(55.6)	27
Parents	11 (40.7)	10 (59.3)	27
Pupils	172 (49.6)	175 (50.4)	347

A gender Table 4.1 indicates that 12 (44.4%) of the teacher respondents were male while 15 (55.6%) were female. Similarly 11 (40.7%) of the parents were male while 10 (59.3%) were female. Similarly 172 (49.6%) of the pupils were male and 175 (50.4%) female thus showing a near gender parity in enrolment of girls and boys in primary schools.

Table 4.2: School Location

Respondents	School location	Frequency	Percent
Teachers	Rural	13	48.1
	Urban	14	51.9
Total		27	100.0
Parents	Rural	12	44.4
	Urban	15	55.6
Total		27	27
Pupils	Rural	163	47.0
	Urban	184	53.0
Total		347	100.0

Table 4.2 indicates that slightly more than half of the schools sampled were from urban setting 14(51.9%) while 13(48.1%) were from the rural setting.

Majority of the parents 15(56%) were from the urban area while 12(44%) were parents from the rural area. Similarly majority of the pupils 183 (53%) were from the urban schools as compared to 47% who are from the rural school. This implies that Machakos Sub County has fair representation of schools from rural and urban setting.

4.4. Difference in Prevalence for Private Tuition among Stakeholders

The first objective sought to investigate the difference in prevalence of private tuition as perceived by the various stakeholders, parents, teachers and pupils. In order to address this objective, the study sought to find out preliminary information on whether private tuition was being offered in schools outside the official timetable. Analysis of this parameter is presented in Table 4.3.

Table 4.3: Private tuition outside official timetable

Respondents	Frequency		Percentage
Teachers	Yes	20	74.1
	No	7	25.9
	Total	27	100.0
Parents	Yes	22	81.5
	No	5	18.5
	Total	27	100.0
Pupils	Yes	266	76.7
	No	81	23.3
	Total	347	100.0

It is evident from Table 4.3 that private tuition is still being offered in the majority of the schools in the study area as viewed by the teachers 20 (74.1%),

parents 22 (81.5%) and pupils 266 (76.7%). This could mean that despite the government ban private tuition is widely being offered in the study area. This may imply that the government policy on private tuition is facing implementation challenges. One could therefore argue that so long as our education system remains examination oriented, the implementation of the policy will remain a challenge. These findings confirm previous studies by Ayieko (2014); Karongo (2014) and Mutua (2015) who established that indeed private tuition was still a common practice in Kenyan schools despite the government ban.

Further, the study sought to find out if the type of private tuition offered was either optional or compulsory as shown in Table 4.4

Table 4.4: Optional or compulsory Private Tuition

Respondents	Type	Frequency	Percentage
Teachers	Optional	14	51.9
	Compulsory	13	48.1
	Total	27	100.0
Parents	Optional	16	59.3
	Compulsory	11	40.7
	Total	27	100.0
Pupils	Optional	159	45.2
	Compulsory	188	54.2
Total		347	100.0

It is clear from Table 4.4 that 13 (48.1%) of teachers, 11(40.7%) of parents, and 188 (54.2%) of pupils said private tuition was compulsory, while 14

(51.9%) of teachers, 16 (59.3) of parents and 157(45.2%) of pupils said that it was optional. This indicates that while majority of teachers said it was optional, the majority of the pupils were of a different opinion. This may be an indication that the teachers do not want to be seen as the ones influencing the decision to engage pupils in private tuition. It can be deduced that majority 188 (54.2%) of the pupils are of the opinion that private tuition is compulsory. This is in support of a study by Bray (2010) who established that though teachers may say private tuition is optional while, parents and their children know that if they do not attend they will fail to secure curricular knowledge and also incur the disapproval of their teachers.

Additionally, the study sought to find out the time when tuition is conducted in schools. The various stakeholders responses were analyzed as presented in table 4.5

Table 4.5: When private tuition is conducted

Respondents	Time when provided	Frequency	Percentage
Teachers	Early morning	3	11.1
	Evenings	2	7.4
	weekends	10	37.0
	School holidays	12	44.5
Parents	School holidays	17	63.0
	Evenings	3	11.1
	Weekends	7	25.9
Pupils	Early morning	57	16.4
	Evenings	71	20.5
	Weekends	111	32.0
	Public holidays	9	2.6
	School holidays	99	28.5

As shown in Table 4.5, most private tuition is conducted during school holidays as observed by 12 (44.4%) of teachers, 17 (63%) of parents and 99 (28.5%) pupils. Private tuition during the weekends is also widely offered as indicated by 10(37%) of teachers, parents 7(25.9%) and 111 (32%) of the pupils. Further, 3 (11.1%) of teachers and 57 (16.4%) of pupils said that private tuition is conducted during early morning hours before the official timetable begins. Private tuition offered during evening time however was minimal in most schools as observed by the teachers, 2 (7.4%) parents, 3(11.1%) and 71 (20.5%) pupils. It can be deduced that private tuition during the school holidays is the most widespread followed by that offered during weekends. This is in agreement with previous studies by Karongo (2014) and Kilonzo (2015), who indicated that the long breaks of school holidays and weekends provide ideal time for teachers to engage in private tuition.

It is also significant to point out the preferred type of tuition among the stakeholders in education. This variable was analyzed and presented as shown in Table 4.6

Table 4.6: Preferred type of private tuition

Respondents	Type preferred	Frequency	Percent
Teachers	Tuition at home	3	11.1
	Holiday time	20	85.2
	Weekend	4	14.8
Total		27	100.0
Parents	Tuition at home	8	29.6
	Holiday tuition	15	55.6
	Weekend	4	14.8
Total		27	100.0
Pupils	Tuition at home	49	14.1
	Holiday tuition	196	56.5
	Weekend	102	29.4
Total		100.0	100.0

Table 4.6 shows that 20(74.1%) of teachers prefer holiday tuition done in schools for their pupils, 15(55.6%) of parents preferred holiday tuition while 196 (56.5%) of pupils also preferred holiday tuition (57%). The study therefore notes that holiday tuition is the most preferred within the three groups. This may depict that the preference for holiday tuition from parents may arise from the fact that they want to keep their children engaged in constructive activities and therefore keep them away from mischief while for teachers, the holiday break is a time to make extra income which is in agreement with an earlier study by Bray (2010) and Kurebwa and Mushoriwa (2014) who indicated that parents are busy and would want their children engaged in activities under teachers supervision. On the other hand, pupil's preference for holiday tuition disagrees with that of parents argue that holiday tuition will help them understand difficult concepts, give them a break from household chores and also keep up with their peer relations as depicted in earlier studies by Chuadhry and Javed (2012); Das and Das (2013) and Bray (2013).

4.4.1: Reasons for Prevalence of Private Tuition among Stakeholders

The study further sought to find out the basic reasons for the prevalence of private tuition by the stakeholders. Using a 5 likert scale where strongly agree was given a score of (1), agree (2), undecided(3), disagree(4), strongly disagree(5), responses for each category of stakeholders were descriptively analyzed using mean and standard deviation as shown in Tables 4.7 and 4.8.

Table 4.7: Reasons for private tuition as perceived by parents and teachers

Reasons for prevalence	Teachers		Parents	
	N(27)	SD	N(27)	SD
	Mean		Mean	
Parents request	1.30	.465	1.19	.396
Admission to schools	1.04	.192	1.00	.000
High competition	1.11	.320	1.07	.267
Busy parents	1.26	.447	1.37	.492
Constructive activities	1.37	.492	1.19	.396
Keep off bad behavior	1.52	.509	1.74	.447
Do as friends	1.56	.506	1.59	.501
Extra income	1.19	.396	1.22	.424
Prevalence index	1.338	.2496	1.296	.1773

It can be observed from Table 4.7 that the top most reason why teachers prefer private tuition is the need to have their pupils admitted to good secondary schools (mean=1.04). It is also worthwhile to note that competition for prestigious secondary schools was also making teachers to prefer private tuition (mean=1.11). Other reasons which lead to high prevalence for private tuition include the earning of extra income by the teachers (1.19) and lack of enough time by parents to help their children with school work (1.26). It is also worthy to note that private tuition is encouraged by parents who request for it (1.30) in that they perceive it as helping pupils engage in constructive activities (1.37) and helps children refrain from bad behavior (1.52).

It is clearly noticeable from Table 4.7 that the most important reason given by parents as to why private tuition continues to be offered is the need to have their children gain admission to prestigious secondary schools (mean=1.00) which is similar to sentiments expressed by the teachers.

It was also noted that other reasons necessitating the need for private tuition include; the stiff competition for admission in the limited slots in prestigious secondary schools (mean=1.07), to engage their children in constructive activities (mean=1.19), teachers engage in private tuition to earn extra income (1.22) and that parents they do not have enough time to help their children with school work (mean=1.37).

Overall majority of teachers (mean=1.34) and parents (mean=1.30) were of the view that private tuition is commonly practiced within the study area. This may imply that teachers and parents are in agreement with Ireson and Rushforth (2014) that private tuition continues to be offered mainly because they want their learners and children to respectively gain admission to prestigious secondary schools. The competition for what is regarded as prestigious schools is stiff and they maximize the chances by use of private tuition. This is in agreement with studies by Bray (2010), Barrow and Lochan (2012); Lee (2013) and Ayieko (2014) that the competition for placement into good secondary schools drive the need for private tuition.

Findings from the study indicate that parents request for private tuition. It could be argued that parental' aspirations for their children's education also drives the demand for tuition. It can be interpreted that parents view private tuition as an investment in their children's future economic status because of the perception that private tuition improves performance. Alternatively it can be argued that the financial returns from private tuition for the teachers is immediate in that the findings found that private tuition is a service that is paid for. This argument was advanced by Dawson (2009); Bray (2010); Brehm and Silova (2014) and Kurebwa and Mushoriwa (2014) who indicated that private tuition is a means of teachers getting extra income. It can also be interpreted from the study findings that the decision to engage the children for private tuition arises from the fact that parents are busy; others are unable to help their

children with school work and more importantly the need to keep their children engaged in constructive activities. This is in agreement with earlier findings by Bray (2007) and Kurebwa and Mushoriwa (2014) who indicated that parents use private tuition as a form of structured framework for supervision of their children and as mechanism to enforce discipline.

Table 4.8: Reasons for private tuition as perceived by pupils

Reasons for offering Private Tuition	Mean	Std. Deviation
Parents tell us to attend private tuition.	1.35	.476
Teachers tell us to attend private tuition.	1.12	.327
Pupils want to be admitted to a good secondary school.	1.04	.190
Competition for good secondary schools is high.	1.22	.418
Family members inability to help me with pupils studies	1.64	.482
Tuition helps to be engaged in constructive activities	1.39	.488
We meet our friends during private tuition.	1.54	.499
Teachers get extra money from private tuition.	1.17	.374
We are punished for missing private tuition	1.43	.495
Pupil prevalence index	1.323	.1836

From Table 4.8, the overall opinion of pupils was that private tuition is commonly practiced within the study area (1.32). The results show that majority of pupils indicated that the most important reason as to why they engage in private tuition is the desire to get admitted into what is regarded as prestigious secondary schools (mean=1.04). The pupils also pointed out that teachers required them to attend private tuition (mean=1.12) and that teachers

wanted to get extra income (mean=1.17), and the fact that competition for slots in good secondary schools is very high (mean=1.22). Private tuition is also perceived as helping to engage pupils in constructive activities (mean=1.39) as well as getting a chance to interact with friends (1.54), as well as that their parents do not have time to help them with schoolwork (1.64). The pupils also noted that they are punished for not attending private tuition (1.43) an indication that private tuition is actually compulsory.

It is clear from the findings that pupils attend private tuition because of their desire to score high marks to enable them get admission into what is perceived as good secondary schools. This may also imply that the decision to attend private tuition is not solely made by the pupils but by the parents and teachers because the findings indicate that parents and teachers tell them to go for tuition. This finding is in agreement with Reed (2012) who indicated that parental aspirations drive the demand for private tuition. Kim (2007); Dang (2007) and Bray (2010) indicated that private tuition enables learners score highly in examinations thereby giving a comparative advantage during admission to high levels of education. In contrast to earlier findings from teachers that private tuition is mainly optional; pupils indicated that they were punished for missing to attend private tuition. One may argue that the teachers did not want to give a clear picture of provision of private tuition because they were aware of repercussions of defying government policy.

4.4.2: Hypothesis testing

This study was guided by a hypothesis that stated that there is no significant difference in the prevalence for private tuition between educational stakeholders in primary schools in Machakos Sub-County. The study sought to test hypothesis at the .05 level of significance using a one way analysis of variance. This hypothesis presumed that prevalence for private tuition was

independent of the views of parents, teachers and pupils. Analysis of the mean differences in opinion of prevalence to private tuition among the stakeholder is presented in Table 4.9.

Table 4.9: Tuition Prevalence

Respondents	N	Mean	Std. Deviation	Std. Error
Pupils	347	1.5658	.24006	.01289
Teachers	27	1.3380	.24955	.04803
Parents	27	1.2963	.17728	.03412
Total	401	1.5323	.25144	.01256

As can be observed from table 4.9, the mean prevalence for tuition was highest among pupils (mean=1.57) followed by that of the teachers (mean=1.34) and parents (mean=1.29) in that order. Therefore it can be concluded that the mean scores in terms of the prevalence of tuition differed across the groups with the pupils having the highest prevalence for private tuition followed by teachers and parents in that order.

In order to establish if these differences in terms of mean prevalence to tuition were statistically significant, a one way analysis of variance was run at the .05 level of significance and the results are as shown in Table 4.10

Table 4.10: ANOVA analysis for Tuition prevalence's

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	2.913	2	1.457	25.908	.000
Within Groups	22.375	398	.056		
Total	25.288	400			

From Table 4.10, it is clear that the differences between the means among the various stakeholders were statistically significant $(2,398) = 25.908, P < .05$. This implies that the views held by pupils, teachers and parents insofar as private tuition is concerned were independent on one another. In order to isolate and establish which among the stakeholders had more effect on the relationship for dependency, a post hoc analysis test was conducted using the Scheffe test and the results are as shown in Table 4.11.

Table 4.11: Post hoc analysis using Scheffe test

(i)stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.
Pupils	Teachers	.22784	.04737	.000
	Parents	.26951	.04737	.000
Teachers	Parents	.04167	.06453	.812
	Pupils	-.26951	.04737	.000
Parents	Teachers	-.04167	.06453	.812

*. The mean difference is significant at the 0.05 level.

It can clearly be seen that the mean differences between parents and pupils was significant ($p < .05$). Similarly the differences in the prevalence's between pupils and teachers was also significant ($p < .05$). However, the mean differences in prevalence among teachers and parents were statistically different. This implies that the prevalence for tuition between teachers and parents are statistically independent. In other words parents and teachers do not influence each other in terms of decisions on private tuition. However it can be seen that parents do influence the opinion of pupils just like the teachers. This is an indication that the decisions made by pupils with regard to private tuition are greatly influenced by the significant others that is the teachers and parents.

4.5: The Extent to which Curriculum Load influences the Need for Private Tuition.

The second objective sought to determine if curriculum load influences the prevalence for private tuition among the stakeholders. Using a 5 likert scale as strongly agree(1), agree(2), undecided(3), disagree(4) and strongly disagree(5). The mean response was determined from the teachers under descriptive analysis as shown in Table 4.10

Table 4.12: Curriculum factors influencing the need for private tuition as perceived by the teachers and parents.

Curriculum factors	Teachers N(27) Mean	SD	Parents N(27) Mean	SD
Class size affects syllabus coverage	1.41	.501	1.48	.509
Time allocated is insufficient	1.41	.501	1.44	.506
Tuition is for supplementation	1.26	.447	1.22	.424
Tuition help weak learners	1.48	.509	1.67	.480
Co-curriculum interference	1.19	.396	1.70	.465
Family inability to help	1.37	.492	1.30	.465
Strikes effect on syllabus coverage	1.19	.396	1.33	.480
Curriculum load index	1.3280	.1473	1.509	.1244

Analysis from Table 4.12 from the teachers responses concerning curriculum load reasons which influence the need for private tuition reveal that curriculum load greatly influences necessity for private tuition (mean=1.328). In particular one of the reasons which prompt the teachers to conduct private

tuition is the interference of teaching time from co-curriculum activities (mean=1.19). Similarly teachers, strikes also affects syllabus coverage which prompts necessity for private tuition (mean=1.19). Moreover the study reveals that teachers use private tuition to cover for lessons lost during regular time (1.26). Other curriculum areas which influence necessity for private tuition include; size of class and insufficient time allocated to cover syllabus subject content (mean=1.41).

Analysis from the parent's responses in Table 4.12 reveals that curriculum load greatly influences the need for private tuition (1.509). Majority of the parents indicated that private tuition supplements regular lessons (1.22). Similarly other reasons include parental inability to help their children with homework (1.30), the teachers strike which affects syllabus coverage (1.33), teachers not having enough time to complete syllabus. Some parents also indicated that their children's classes were overcrowded and co-curriculum activities affecting syllabus coverage (mean=1.48).

The study findings are in support of previous findings by Abagi and Odipo (1997); Ndegwa and Mengich (2007) who argued that private tuition is needed by the teachers because of pedagogy challenges that arise because of the class sizes, which do not give room for individual attention and remediation. These findings are contrary to what the MOEST asserts that the time given is adequate to manage curriculum delivery as indicated by Buhere (2014). This could imply that teachers may be holding back instruction, that is, they do not cover the syllabus during school hours as expected so as to create demand for private tuition. One could be tempted to conclude that saying that private tuition is offered because of large classes in schools is an excuse because some tuition classes are bigger than the normal school classes.

The parents responses may imply that the parents perceive private tuition as a strategy by which their children are given supplementation and remediation

which is in agreement with findings by Tanzel and Birchan (2006) and Tikoko and Chemwei (2014) who stated that parents believe that the quality of most public schools is due to large enrolment, teacher shortage and lack of adequate facilities. This may imply that there seems to be dire need for increase in the number of teachers to reduce the teacher-pupil ratio.

The study also queried on whether co-curriculum activities interfered with syllabus coverage. Though teachers cited co-curriculum activities as highly interfering with syllabus coverage, the parents were non-committal on whether co-curriculum activities affect teaching time.

In addition, the researcher wanted to find out whether the teacher's strikes affected syllabus coverage. The responses from the teachers and parents concur that the strikes greatly interfered with time scheduled for syllabus coverage. This is in agreement with Brehm and Silova (2014) who argued that private tuition is used to cover the syllabus. Parent's responses concur with those of the teachers. It is worthy to note that this study was carried in a year when there were protracted teachers strikes affecting the public schools in the country.

Moreover the study then sought to find out whether curriculum load influences the need for private tuition as perceived by pupils in the study area. Findings are as tabulated in 4.12

Table 4.13: Curriculum load factors influencing the need for private tuition among the pupils.

Reasons influencing the need for Private Tuition	Mean	Std.
	N(347)	Deviation
Time is insufficient for syllabus coverage.	1.49	.501
Private tuition time is used to supplementation.	1.24	.431
Teachers use private tuition make up lessons.	1.34	.474
Private tuition is used to help weak pupils.	1.09	.286
Family member's inability to help with schoolwork.	1.64	.480
Strikes effect on syllabus coverage.	1.14	.349
Curriculum load index	1.3256	.18477

Table 4.13 shows that majority of pupils stated that private tuition time is used to help those who are academically weak (mean=1.09). Other reasons include the teachers strikes (1.14), that private tuition is used to supplement regular lessons (1.24), teachers not having adequate time to finish syllabus (1.49) and family members not being in a position to help them with homework (1.64). It can also be observed that curriculum load greatly influences necessity for private tuition (1.32) and making up for lessons missed (1.34).

The findings may imply that pupils perceive private tuition as a strategy for supplementation, remediation and helping weak learners which ensures that they are up to the level of the others which concurs with findings by Bray (2013); Das and Das (2013) and Lee (2013).The pupils also strongly view private tuition as a measure used by the teachers to make up for lessons that they missed which could imply that teacher absenteeism as another reason why the teachers did not cover the syllabus within the stipulated time. The pupils strongly indicated that the teachers strike affects syllabus coverage. This perception may have been influenced by the fact that the teachers strike affected the public schools during the data collection period.

4.6: The Extent to which Pupils Academic Performance Influences the Need for Private Tuition.

The third objective sought to determine whether performance influences the need for private tuition. The respondents were asked to indicate their level of agreement with different perceived factors behind the need. This was tested on a five point likert scale 1-5 strongly agree(1), agree(2), undecided(3), disagree(4), strongly disagree(5). The findings from the teachers are indicated in the Table 4.14 below.

Table 4.14: Pupils academic performance influence on need for private

Performance influence on tuition.	Teachers (27) Mean	N SD	Parents N (27) Mean	SD
Tuition improves performance.	1.59	.797	1.41	.694
Desire to score high marks.	1.15	.362	1.19	.396
Ranking after examinations.	2.96	1.28	2.63	1.149
Parent's dissatisfaction.	2.04	.940	2.22	.974
Deal with examination questions.	1.78	.934	2.44	.751
Pupils without tuition.	3.19	.921	2.96	1.192
Performance index	2.1173	.348	2.142	.4546

tuition as perceived by the teachers and parents.

As can be observed from Table 4.14 majority of the teachers were in agreement that pupils academic performance influences the need for private tuition (mean=2.12). In particular it can be seen that teachers want their pupils to score high in examinations in order to improve their subject mean score (1.15). On a similar note teachers agreed strongly that private tuition improved academic performance thus justifying the need for private tuition (1.59). Similarly teachers were of the view that during private tuition teachers

concentrate on likely questions in national examinations (1.78). Other performance reasons for justifying need for private tuition include ranking of pupils (2.96) and dissatisfaction of parents with their children's performance (2.04). Teachers were however non-committal to the fact that pupil's academic performance can be better without private tuition (mean=3.19).

It can be deduced from the study that teachers strongly perceive private tuition as a strategy of improving performance among their pupils to boost their subject mean score during examinations which is in support of previous studies by Bray (2007) and Tanzel and Birchan (2007) who indicated that the need for private tuition is high in systems of education that are examination oriented. Elbadavy, Ahlburg, Assand and Levison (2006) argued that systems of education which are intolerant to weak learners encourage private tuition services.

Further the researcher sought to find out the extent to which pupils academic performance influences the need for private tuition from the parents. Findings are also indicated in Table 4.14. It indicates that majority of the parents hold strongly that private tuition aids their children in attaining high marks in examinations (1.19) and the perception that the use of private tuition plays a crucial role in improving academic performance (1.41). Similarly parents who feel dissatisfied with their children performance seek for private tuition (2.22). Other reasons that influence the need for private tuition includes the perception that teachers concentrate on likely questions for national examinations (2.44). Overall analysis from the parents' interview schedule indicates that pupil's academic performance greatly influences the need for private tuition (2.14).

It can be deduced that private tuition is perceived as strategy for improving performance driven by parental aspirations for their children to score highly in examinations in order to compete favorably with others. This is supported in

studies by Changach, Njoki and Boit (2012); Lee (2013); Ireson and Rushforth (2014); Karongo (2014) and Mutua (2015) who avers that private tuition helps extend the pupils opportunities of transition from primary to secondary schools. The study further found out that parents who are dissatisfied with their children’s performance seek private tuition which concurs with studies by Bray and Lykins (2012); and Tanzel and Bircan (2006) who stated that pupils are put under intense pressure by parents to achieve good grades to maintain a competitive advantage edge over others.

Similarly, the study sought to find out the extent to which pupils academic performance influences their need for private tuition. Findings are indicated in Table 4.15 below.

Table 4.15: Pupils academic performance influence on need for private tuition as perceived by the pupils.

Performance reasons influencing need for tuition.	Pupils (347) Mean	Std Deviation
Private tuition improves performance.	1.48	.769
Desire to score highly in examinations.	1.30	.545
Ranking of pupils after internal examinations.	1.98	.946
Parent’s dissatisfaction with their children’s performance.	2.47	1.080
Pupils who attend pass KCPE	2.54	.957
Concentration with likely examination questions.	1.96	1.113
	2.77	1.152
	2.067	.42405
Pupils can still do better without private tuition.		
Performance index		

Table 4.15 shows that majority of the pupils are in agreement that there is need to score highly in examinations (mean=1.30). In view of this, they agree

that their performance can be enhanced if they attend private tuition (1.48). Pupils also feel strongly that their teachers concentrate on likely examination questions (1.96) and ranking after internal examinations (1.98) thereby justifying the need for private tuition.

Other factors include parents seeking private tuition when they are dissatisfied with their children's performance (2.47), and the perception that pupils who attend private tuition pass in KCPE (2.54). However the pupils did not seem to be sure if they would still perform well without attending private tuition. Overall analyses from the pupil's questionnaires indicate that pupils' academic performance greatly influences the need for private tuition (2.06).

It can be deduced that the competitive nature of our education system is intolerant to low achievers which makes pupils feel the pressure to succeed in examinations which compels them to attend private tuition because they are anxious that they may fall behind if they do not participate and eventually not do well in examinations. Pupils perceive private tuition as helping them understand better what they did not understand in class. This is in agreement with studies by Ojiambo (2009); Bray (2010); Lee (2013); Mbhoi and Nyambedha (2013) and Lee (2013) who stated that to a large extent private tuition is linked to good performance in systems which are examination oriented. This study disagrees with a study by Mburugu (2012) who stated that more than half of students who attend tuition do not achieve the envisaged academic performance.

The researcher sought to find out if the parents pay when their children attend private tuition. The table below shows the response from the parents. The responses were as indicated in the Table 4.16

Table 4.16: Parents pay for private tuition

Responses	Frequency	Percentage	Valid Percentage
Yes	25	92.6	92.6
No	2	7.4	7.4
Total	27	100.0	100.0

The data in Table 4.16 shows that majority of parents 25 (92.6%) paid for private tuition and only 2 (7.4%) said they did not pay which may also not be true, and that the parents could be teachers. This may indicate that private tuition is viewed as money making venture to supplement teacher's meager earnings. The findings are consistent with studies by Dang and Rogers, (2008); Bray (2009); Bray and Suso (2010) who pointed that some countries have allowed teachers to charge albeit not from their regular pupils.

Further the researcher sought to find out if parents encountered challenges in paying for private tuition.

Table 4.17: Parents challenges in paying for private tuition

Responses	Frequency	Percentage	Cumulative percent
Yes	14	51.9	51.9
No	13	48.1	100.0
Total	27	100.0	

The data collected shows that 14(52%) of parents encountered financial challenges in paying for private tuition while 13(48%) said that they did not have a challenge. This implies that despite the fact that private tuition can be financially challenging for some households they still make every effort to pay. Other households do not have any financial challenge. This may imply that private tuition is influenced by parental educational aspirations which make them have a rational economic consideration in support of their

children's education. This study is in agreement with Bray (2010) who indicated that parents make effort to make payments because they know there might be dire consequences for non-payment which may include missing out on curricular knowledge.

Further the researcher also sought to find out from the pupils on whether they paid for private tuition. Table 4.18 shows the response from the pupils.

Table 4.18: Pupils pay for private tuition

Responses	Frequency	Percent	Valid percent
Yes	300	86.5	86.5
No	47	13.5	13.5
Total	347	100.0	100.0

The data collected in Table 4.18 shows that slightly more than half of pupils 300 (86.5%) indicated that they paid for private tuition and that only 47 (14%) stated that they did not pay. It can be concluded from the study that private tuition is a service that is paid for. This implies that teachers lure the pupils to attend private tuition and intensify their need by stopping pupils from attending for non-payment. These findings agree with a study by Wanyama and Njeru (2004) indicating that, teachers offer private tuition disguised as remedial teaching because of the government guidelines 1999 on tuition fees.

Further the study sought to find out from the pupils whether they are stopped from attending private tuition if they have not paid.

Table 4.19: Pupils stopped from attending private tuition for non-payment

Responses	Frequency	Percent	Valid Percent
Yes	194	55.9	55.9
No	153	44.1	44.1
Total	347	100.0	100.0

The findings indicate that majority of pupils 194 (55.9%) stated that they were stopped from attending private tuition for non-payment, while 153(44.1%) said they were not stopped from attending despite non-payment. This implies that pupils from low income household may be marginalized when teachers teach part the curriculum during private tuition time.

The study sought to find out the opinion of the parents on whether private tuition takes away their children leisure time. The responses of the parents are tabulated on Table 4.20.

Table:4.20 Private tuition denies children of leisure time

Responses	Frequency	Percent	Valid Percent
Yes	10	37.0	37.0
No	17	63.0	63.0
Total	27	100.0	100.0

Table 4.20 shows that majority of the parents 17 (63%) do not think private tuition takes away their children’s leisure time. The main argument is that private tuition engages their children in constructive activities. This implies that parents may also use private tuition as child minding function by transferring their parental responsibilities to the teachers because of the perception that it will keep them away from mischief.

Similarly, the study sought to find out the opinion of the pupils on whether private tuition takes away their children’s leisure time. Pupil’s responses are tabulated in Table 4.21.

Table 4.21: Private tuition denies pupils of leisure time

Responses	Frequency	Percent	Valid Percent
Yes	149	42.9	42.9
No	198	57.1	57.1
Total	347	100.0	100.0

Table 4.21 indicates that majority of the pupils 198 (57.1%) do not think private tuition takes away their leisure time. They explained that they were willing to forego their leisure time to attend private tuition because they perceive it as improving their academic performance, while others 149 (42.9 %) pointing that private tuition added to their curriculum load leaving no time for leisure. It can be deduced that some pupils may have intrinsic motivation to excel in their studies. Other pupils indicated that private tuition caused them fatigue, increased their work load and left them with no time to rest and engage in other social activities. These findings disagree with a study by Bray (2009) who pointed out that the design of mainstream schools is meant to have students unwind from academic activities after school and thus the need to create awareness among pupils on the need for leisure.

The study attempted to establish whether parents were aware that the government had banned private tuition as shown in Table 4.22

Table 4.22: Parents awareness of the government ban on private tuition

Responses	Frequency	Percent	Valid Percent
Yes	26	96.3	96.3
No	1	3.7	3.7
Total	27	100.0	100.0

Table 4.22 shows an overwhelming majority of the parents 26 (96.3%) are aware of the ban while 1(4%) was not aware. This depicts a situation of people who know what the government directive is but they defy it because of the

perceived academic benefits that may arise out of private tuition. This is in agreement with other studies that show how other countries have banned the practice but the ban has not been effective Bray (1999); Bray and Suso (2008), thus indicating the need for the government to involve stakeholders on the way forward.

Further the study also sought to find out from the pupils on whether they were aware of the ban.

Table 4.23: Pupils awareness of the government ban on private tuition

Responses	Frequency	Percent	
Yes	303	87.3	87.3
No	44	12.7	12.7
Total	347	100.0	100.0

Table 4.23 indicates that majority of the pupils 303 (87.3%) said they were aware while only 44 (12.7%) said they were not aware. This may imply that pupils know that private tuition is banned; and that the decision to engage in private tuition is mainly made by teachers and parents.

The study further attempted to establish the opinion of the teachers on whether they would want the government to withdrawal the ban on private tuition. The response of the teachers is reflected in table 4.24

Table 4.24: Teachers on withdrawal of ban on private tuition

Responses	Frequency	Percent	Valid Percent
Yes	18	66.7	66.7
No	9	33.3	33.3
Total	27	100.0	100.0

Table 4.24 indicates that a significant number 18 (67.7%) of teachers wishes that the tuition ban would be withdrawn. The rest of the teachers 9 (33.3%)

were of the opinion that the government maintains the ban. So majority of the parents wish that the government could withdraw the ban. This is consistent with the call from the teacher unions that the government should withdraw the ban in a survey done by Uwezo Kenya (2014).

Further the study sought the opinion of the parents on whether they would want the government to withdraw the ban. Their responses are tabulated in table 4.25.

Table 4.25: Parents on withdrawn of ban on private tuition

Responses	Frequency	Percent	Valid Percent
Yes	19	70.4	70.4
No	8	29.6	29.6
Total	27	100.0	100.0

Table 4.25 shows that majority of parents 19 (70.4%) were of the opinion that the ban should be lifted while the others 8 (29.6%) would want the ban to be maintained. These findings disagree with those of Mburugu (2012) who recommended that the government should reinforce the ban to ensure its effectiveness.

The study then sought the opinion of the pupils regarding withdrawal of the ban and the responses are shown in Table 4.26.

Table 4.26: Do pupils want the ban on private tuition withdrawn?

Responses	Frequency	Percent	Valid Percent
Yes	228	65.7	65.7
No	119	34.3	34.3
Total	347	100.0	100.0

Table 4.26 shows that a significant percentage of pupils 228 (65.7%) would want the ban withdrawn while the rest would want the ban maintained 119 (34.3%). This may imply a significant number of pupils perceive private tuition as helping in improving their performance and therefore would wish that the government withdraws the ban. These findings disagree with the study by Bray (2008) which indicated that the assumption that private tuition delivers positive results in academic achievement is not always true.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations of the study on stakeholder's perception on the necessity of private tuition in public primary schools in Machakos Sub-County. It also gives suggestions for further research.

5.2 Summary of Findings

The purpose of the study was to establish factors influencing stakeholder's perception on the need for private tuition in public primary schools. The objectives of the study were; to investigate the difference in prevalence for private tuition among the stakeholders, to determine the extent to which curriculum load influences the need for private tuition and establish the extent to which pupil's performance influences the need for private tuition.

5.2.1 The Difference in Prevalence for Private Tuition among Teachers, Parents and Pupils

The study findings indicate that despite the fact that the government had banned private tuition; the practice is still prevalent in public primary schools in Machakos Sub-County as indicated by majority of teachers (74%), parents (82%) and pupils (77%). This is an indication that the implementation of the ban is facing implementation challenges. The most preferred form is the private tuition offered mostly during the school holidays as indicated by parents (57%), teachers (74%) and pupils (57%). The most important reason that emerged is the desire to gain admission into prestigious schools which is

very competitive. The hypothesis testing implied differences between the means among the various stakeholders were statistically significant (2,398) =25.908,p,.05. This indicates that parents and teachers influence the decision made by pupils to attend tuition, but the parents and teachers do not influence one another.

It can be deduced that parents demand for private tuition because they have busy schedules and hold the opinion that private tuition will enable their children engage in constructive activities under the supervision of the teachers thereby enforcing discipline. Parents also pay for the services of private tuition with some encountering financial challenges. Pupils who do not pay are marginalized by not being allowed to attend the private tuition sessions. The findings also reveal that private tuition is also a strategy used by the teachers to earn extra income.

5.2.2 The Extent to which Curriculum Load Influences the Need for Private Tuition.

The curriculum load influences the need for private tuition as shown by the curriculum load index mean by teachers at 1.328, parents 1.509 and pupils 1.325. It also emanated from the study findings that teachers face pedagogical challenges because of the large classes, ill equipped schools and overloaded syllabi which do not give room for individual attention.

5.2.3 The Extent to which Pupil's Academic Performance Influences the Need for Private Tuition.

The study findings reveal that the pupils performance influences the need for private tuition as indicated by the performance index mean for teachers at

2.12,parents 2.14 and pupils at 2.07 The stakeholders desire to have high marks is the most important reason as indicated by teachers (mean=1.15),parents (mean=1.19) and pupils (mean=1.30). The quest for good schools and the stiff competition for placement in what is perceived as prestigious secondary schools increase the need for private tuition. To maximize their chances of admission into those institutions, the stakeholders are of the opinion that private tuition will be of much help in boosting their scores during examinations.

It also emerged from the study that the desire to score highly in examinations by the pupil's boosts the need for private tuition citing that it helps maximize the pupil's potential academic performance. Stakeholders who are dissatisfied with performance seek for private tuition. This arises from the fact that high grades in examination will ensure admission to prestigious secondary schools which will ultimately ensure transition to higher institutions of learning with the assumption that it will help them acquire jobs in the future thereby increasing their human capital. The majority of the stakeholders hold the view that the ban on private tuition should be withdrawn so that the private tuition can be used to improve quality teaching and learning outcomes of the pupils.

5.3 Conclusion

From the study findings, it can be concluded that private tuition is prevalent in public schools in Machakos Sub-County. There are many types of private tuition offered but the most widespread is the holiday tuition and weekend tuition. Holiday tuition is the most preferred by the stakeholders. It can also be concluded that the need for private tuition is out of the perception of stakeholders giving varied reasons to justify that it is beneficial. These include; the desire to have their children admitted in prestigious schools, stiff

competition for those schools, parents having busy schedules and engagement of pupils in constructive activities. Private tuition is also perceived as an investment by the teachers to augment their salaries. The hypothesis testing revealed that parents and teachers do not influence each other in terms of decisions on private tuition. However the parents and teachers influence the opinion of the pupils in regard to private tuition.

It also emanated from the study that there are curriculum factors that influence the demand for private tuition. These include insufficient time to cover syllabus, large class sizes giving rise to pedagogical challenges, the need for supplementation of regular lessons and as a mechanism of overcoming learning challenges. The protracted teacher's strikes lead to time loss for curriculum implementation which then influenced the need for private tuition to cover for lessons lost.

The demand for private tuition is a result of pressure for better performance in examinations. The examination oriented curriculum raises the need for the practice of private tuition with stakeholders employing all methods to improve performance which include engaging the pupils in private tuition. Parents, teachers and pupils engage in a process of monitoring and weighing up on the pupil's academic progress particularly when it comes to examinations because good performance is seen as the gateway to the next phase in education. There is a perception that pupils who attend private tuition are assured of transition to secondary schools and higher institutions of learning which eventually increase their human capital. It can therefore be concluded that the government policy on private tuition has not been successful and in view of that, the respondents are of the opinion that it should be lifted.

5.4 Recommendations

Based on the findings, the study recommends the following:

- i. The government needs to improve infrastructure in all secondary schools to minimize the stiff competition for those schools perceived to be prestigious. There should be stakeholder's awareness of others ways of engaging pupils in constructively other than in private tuition.
- ii. The government may need to review the syllabi to reduce the workload, provide adequate teachers and also remunerate teachers adequately to minimize time lose for syllabus coverage occasioned by teachers strikes. With better pay, teachers will not view private tuition as a way of earning extra money.
- iii. The government can put in place effective system of intervention to support individual pupils within the schools in order to improve performance as well as having other measures of determining excellence other than in academics or passing in examinations.

5.5 Suggestions for Further Research

The researcher suggests that;

- i. A study should be carried out on whether teachers, parents and pupils aspirations have affected the government policy on private tuition.
- ii. A study should be carried out on the effect of teacher's strikes on curriculum implementation.
- iii. A study should be carried out on the effects of private tuition on pupil's academic achievement.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Dear Respondents,

RE: REQUEST FOR RESEARCH DATA

I am a post graduate student pursuing a Masters of Education degree from South Eastern Kenya University. I am required to submit as part of my research work assessment a research project on the factors affecting perceptions of parents, teachers and pupils on the necessity of private tuition in primary schools in Machakos Sub-County.

You have been selected to form part of the study. I therefore kindly request you to fill the attached questionnaire to generate data required for the study as honestly as possible.

Please be assured that the information you provide will be used strictly for academic purposes and will be treated confidentially and will not be used for publicity. Your name will not be mentioned in the report.

Your assistance and cooperation will be highly appreciated

Thank you

Yours Faithfully

Lucy Wambui Kirigwi
E55/MAC/20252/2012

APPENDIX 2:

PARENTS INTERVIEW SCHEDULE

Section A: Demographic Information

1. Indicate your gender

Male Female

2. Indicate location of your child's school

Urban Rural

Section: B The following factors can explain the prevalence for private tuition. Please put a tick in the box you think is correct.

3. Does your child attend private tuition? Yes No

4. Is the private tuition in your child's school optional or compulsory?

Optional compulsory

5. Who decides whether your son/daughter should attend private tuition?

Myself Head teacher Class teacher

6. When does your child go for private tuition?

Early morning School holidays Evenings Weekends

7. Which form of private tuition do you prefer for your child?

a) Tuition done at home.

b) Holiday tuition done in school.

c) Weekend tuition

8. The following factors may explain the prevalence of private tuition.

Please put a tick in the appropriate cell. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

Statement	1	2	3	4	5
Parents go to request for private tuition for their children.					
Parents want their children to be admitted to good secondary schools.					
Competition for secondary school places is high.					
Parents do not have time to help their children with homework.					
Private tuition helps pupils to be engaged in constructive activities.					
Parents take my child for tuition because their friends also do.					
Private tuition is a source of extra income for teachers.					

9. Section C: Curriculum load factors which may influence the need for private tuition. Please tick in the box that you think is correct. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

Statement	1	2	3	4	5
Teachers do not have sufficient time to complete the syllabus.					
Teachers give private tuition to supplement their regular lessons.					
Teachers use private tuition time to compensate for lessons missed.					
Private tuition enables weak pupils to keep up with learning pace.					
Family members inability to help their child with school work.					
The teacher's strikes affect syllabus coverage.					

10. Section D: The following factors may explain the extent to which pupils' performance influences the need for private tuition. Please put a tick in the appropriate cell. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

Statement	1	2	3	4	5
Parents take their children for tuition to improve academic performance.					
Parents want their children to score high marks in examinations.					
Ranking of pupils after internal examinations compels parents to seek for private tuition.					

Parents who are dissatisfied with their children academic performance seek for private tuition.					
Teachers concentrate on likely questions for national examinations during private tuition.					
Pupil's academic performance can still be better without private tuition.					

11. Do you pay for private tuition? Yes No

12. If your answer is yes, do you have challenges paying for private tuition?

Yes No

13. Do you think private tuition denies your child of leisure time? Explain

your

answer.....

14. Are you aware that the government has banned private tuition?

Yes No

15. Would you want the government to withdraw the ban on private tuition?

Yes No

16. What do you think can be done to reduce the demand for private tuition?

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

APPENDIX 3: TEACHERS QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is prepared to find out the views of teachers on private tuition. You are requested to answer the following questions as honestly as possible. Your responses will be treated confidentially. Indicate your answer by filling in the blank spaces provided OR ticking against the answer you think is correct.

Section A: Demographic Information.

1. What is your gender? Male female
2. Indicate location of your school. Rural Urban

Section B. The following factors may explain the prevalence for private tuition. Please put a tick in the box you think is correct.

3. Does your school offer private tuition outside the official timetable?
Yes No
4. Is private tuition in your school optional or compulsory?
Optional Compulsory
5. When do you conduct private tuition in your school?
Early morning Evenings Weekends Public holidays
School holidays
6. Which form of private tuition do you prefer for your pupils?
 - a) Tuition done at home.
 - b) Holiday tuition done in school.
 - c) Weekend tuition.

The following factors may explain the prevalence of private tuition.

Please put a tick in the appropriate cell. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

Statement	1	2	3	4	5
Parents come to request for private tuition.					
Teachers want their pupils to be admitted to good secondary schools.					
Competition for prestigious secondary schools is high.					
Parents are too busy to help their children with home work.					
Private tuition helps pupils to be engaged in constructive activities.					
Parents want their children to do what their friend's children are doing.					
It is a source of extra income for teachers.					

8. Section C: Curriculum load factors which may influence the need for private tuition. Please put a tick in the appropriate cell. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

Statement	1	2	3	4	5
Time allocated to cover syllabus in subject areas is insufficient.					
Teachers give private tuition to supplement their regular lessons.					
Teachers use private tuition time to make up for lessons missed.					
Private tuition enables the weak learners to keep up with the learning					

pace.					
Family members inability to help their children with schoolwork.					
Teacher’s strikes affect syllabus coverage.					

9. Section D: The following factors may explain the extent to which performance influences the need for private tuition. Please put a tick in the appropriate cell .Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. strongly disagree

Statement	1	2	3	4	5
Private tuition improves academic performance.					
Teachers want their pupils to score high in examinations to improve their subject mean score.					
Ranking of pupils after internal examinations compels teachers to conduct private tuition.					
Parents who are dissatisfied with their children’s academic performance seek for private tuition.					
Teachers concentrate on likely questions for national examinations during private tuition.					
Pupil’s academic performance can still be better without private tuition.					

10. Do you support the government ban of private tuition?

Yes No

b) Please explain your answer

11. In your opinion would you want the government to withdrawal the ban on private tuition? Yes NO

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

.....

Thank you for your cooperation

APPENDIX 4: PUPILS QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is prepared to find out the views of pupils on private tuition. You are requested to answer the following questions as honestly as possible. Your responses will be treated confidentially. Indicate your answer by filling in the blank spaces provided or ticking against the answer you think is correct.

Section A: Demographic Information.

1. Location of the school Rural Urban
2. Your gender Male Female

Section: B The following factors can explain the prevalence of private tuition. Please put a tick on the box you think is correct.

3. Does your school conduct private tuition outside the official timetable?
Yes No
3. Is private tuition in your school optional or compulsory?
Optional Compulsory
5. When do you attend private tuition in your school?
Early morning Evenings Weekends
Public holidays School holidays
6. Which type of private tuition that you like most?
Holiday tuition
Tuition done at home
Weekend tuition

7. Reasons which may explain why private tuition is still offered. Please put a tick in the appropriate box. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. strongly disagree

Statement	1	2	3	4	5
Parents tell us to attend tuition.					
Teachers tell us to attend private tuition.					
Pupils want to be admitted to a good secondary school.					
Competition for good secondary schools is high.					
My parents do have time to help me with homework.					
Private tuition helps us to be engaged in constructive activities.					
We meet our friends during private tuition.					
Teachers get extra money from private tuition.					
We are punished for missing to attend private tuition.					

8. Section C: Curriculum load factors which may influence the need for private tuition. Please put a tick in the appropriate box. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. strongly disagree

Statement	1	2	3	4	5
Teachers do not have enough time to finish the syllabus.					
Private tuition time is used to supplement the regular lessons.					
Teachers use private tuition make up for lessons they did not attend.					
Private tuition is used to help pupils who are academically weak.					
I attend private tuition because people at home cannot help me with schoolwork.					
The teachers strike affects syllabus coverage which is then covered during private tuition.					

9. Section D: The following factors may explain the extent to which pupils' academic performance influences the need for private tuition. Please put a tick in the appropriate box. Use the following key to enter your choice.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. strongly disagree

Statement	1	2	3	4	5
Private tuition improves pupil's academic performance.					
Pupils want to obtain high marks in examinations.					
Private tuition helps me to be ranked highly					

after internal examinations.					
Parents who are dissatisfied with their children academic performance request for private tuition.`					
Pupils who attend private tuition do well in KCPE.					
Teachers concentrate on examination questions during private tuition.					
Pupils can still perform well in class without private tuition.					

10. Do you pay for private tuition? Yes No

11. We are stopped from attending private tuition if we have not paid.

Yes No

12. Do you think private tuition denies you of leisure time? Explain your answer

.....

13. Are you aware that the government has banned private tuition?

Yes No

14. Would you want the government to withdraw the ban on private tuition?

Yes No

15. Explain how private tuition helps in your studies.

.....

.....

.....

Thank you for your cooperation

APPENDIX 5

PERMISSION TO COLLECT DATA



SOUTH EASTERN KENYA UNIVERSITY

OFFICE OF THE DIRECTOR

BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-2413859 (KITUI)
: 020-2531395 (NAIROBI)
Email: bps@seku.ac.ke

Our Ref: E55/MAC/20252/2012

Date: Tuesday, September 22, 2015

Lucy Wambui Kirigwi
Reg. No. E55/MAC/20252/2012
C/O Dean, School of Education

Dear Lucy,

RE: PERMISSION TO COLLECT DATA

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitled, "*Factors influencing education stakeholder perception on the necessity of private tuition in public primary schools in Machokos Sub-County*". Following a successful presentation of your Master Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Prof. James Muola and Dr. Redempta Maithya. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (**SEKU/ARSA/BPS/F-02**) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. Cornelius Wanjala
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Education
Chairman, Department of Education Administration and Planning
Prof. James Muola
Dr. Redempta Maithya
BPS Office -To file

JK/mk

APPENDIX 6

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No. **NACOSTI/P/16/78573/9285**

Date:

24th February, 2016

Lucy Wambui Kirigwi
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors influencing education stakeholder perception on the necessity of private tuition in public primary schools in Machakos Sub-County, Machakos County*” I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **24th February, 2017.**

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

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

DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

