

**FACTORS INFLUENCING PUPILS INVOLVEMENT IN PRIVATE
TUITION: A CASE STUDY OF OSHWAL INTERNATIONAL
MOMBASA, KENYA**

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the Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

This research project is dedicated to the memory of my late mother, Spyranza Wangechi Karong'o.

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Every single event in life has a beginning and an ending. It has been one long journey full of challenges but God's grace is always sufficient. It is finally over. This study would not have been possible without the help of many people whose love, patience, encouragement and faith in me helped me trudge on to the very end.

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LIST OF ABBREVIATIONS AND ACRONYMS

HSC	Higher School Certificate
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
VCE	Victorian Certificate of Education

ABSTRACT

Private tuition is the supplementary tutoring that is offered outside the mainstream education system. The purpose of the study was to establish the factors that influence pupils' involvement in private tuition in Oshwal International in Mombasa County. The study was guided by four research objectives which sought to: determine how pupils performance influence private tuition, establish how pupils entry behavior influence private tuition, assess how parental level of income influences private tuition and determine the perception of stakeholders (students, teachers and parents) on private tuition. The study employed single case study. The sample for the study comprised of 57 teachers, 180 parents and 300 pupils from Year 6, 7 and 8 who mostly engage in private tuition. Data were collected by use of questionnaires and focus group discussions. Pre-testing was done to gauge the clarity and relevance of the instrument items. Findings revealed that pupils were largely engaged in private tuition and this enabled them to perform well. There was no doubt that the school provided good quality education as revealed by the stakeholders' perceptions. The school's performance did not at all encourage private tuition. Other findings were that parents engaged their children in private tuition to improve performance and to make them acquire better marks. It was further revealed that pupils' entry behavior was one of the reasons why parents' engaged their children in private tuition. Pupils who attended private tuition performed better than those who did not. It was concluded that parents engaged their children in private tuition to reinforce what had been done at school and to improve child's grades in school. It was concluded that parents were willing to pay for private tuition though sometimes they faced challenges paying for their child's private tuition. It was further concluded that parents were also ready to pay for private tuition despite pupils not needing it. It was also noted that parents influenced each other into providing their children with private tuition. It was concluded that parents did not engage teachers into private tuition in their homes but instead had their children engage in private tuitions at school. Based on the findings and conclusion the research recommended that private tuition be enhanced to cater for the needs of children unable to keep pace with the teaching-learning process in a normal classroom to improve their performance. Pupils with low entry behavior need support and guidance from private tuition to enable them catch up with other learners. That expenditure on private tutoring to be reviewed to make it affordable to all parents so that parents' level of income does not affect pupil's attendance to private tuitions. Lastly, that teachers to be more professional and cover entire curriculum within the stipulated time, to discourage laxity which in turn leads to high demand for private tuition. The researcher takes exception to the fact that the study was conducted in Oshwal International in Mombasa County yet private tuition practice in schools is a national issue. The researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the actual factors influencing private tuition practice. Since the study was carried out in urban setting, there is need to conduct a similar study in a rural setting so as to compare the results.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Private tuition is viewed as supplementary tutoring that is offered outside the mainstream education system. Students receive instruction outside a schools regular instruction time either in a small group or individually. Such instruction is arranged and paid for by individual parents over and above regular school costs (Kim & Lee, 2010). Private tuition is an issue of growing concern and is practised in both developed and developing countries (Athurupane, 2009). Private tuition is defined here as fee-based tutoring that provides supplementary instruction to children in academic subjects they study in the mainstream education system (Bray and Kwok, 2003). In many countries, private tutoring has arisen as a parallel education sector that provides supplementary instruction to students enrolled in the public school system (Bray & Kwok, 2003). In private schools, this has become part and parcel of student's education (De Silva, 2004).

Private tuition normally takes place after school hours that is in the evening, over weekends and during school holidays. It takes the form of individual student instruction or a group of students and in some cases whole classes. The value of private tuition is derived from a believe that it allows students to improve knowledge or skills more rapidly than in a classroom setting where the teacher is

expected to divide their attention across many students (Kim & Lee, 2010). Kim and Lee contend that private tuition enhances pupils performance in national exams, making it a reason for parents and pupils to engage on the same.

Fee-based tutoring outside the normal school day that provides supplementary instruction to students in academic subjects has proliferated around the world. (Tansel 2002) states that the income levels of parents is a contributor in private tuition. He indicates that schools that have parents in high income drive the agenda for private tuition during school meetings. This scenario became popular initially in Asia several decades ago, and has since spread to Africa, Europe, and North America (Dang & Rogers, 2008). This growth has encountered mixed reactions from policymakers and educational researchers. First and foremost, it is unclear if private tutoring has a beneficial, causal effect on academic achievement. Second, if it does, this raises concerns regarding educational equity and limitations on intergenerational income mobility (Dang & Rogers 2008).

Advocates of private tuition have claimed that private tuition raises students academic performance, helps students to increase their confidence, enjoyment and motivation in a subject (Biswal, 2009). This implies that pupils academic performance is a major contributor for engagement in private tuition. It is further claimed that private tuition has some benefits such as: helping students catch up after temporarily falling behind in a subject; learning a subject outside the school environment; stretching the learner further or give closer attention to their

personal needs which is not possible in a normal classroom environment (Dang, 2006). These advocates argue that the extra focus and tailored attention of specialized one-to-one private tuition can be the decisive factor that will make the difference to successful learning and good exam grades, ensuring that students fulfill their academic potential (Dang, 2006). These authors (Biswal, 2009; Dang 2006) all agree that need to pass examinations is a major factor driving the need for private tuition.

Many parents are unsettled by dropping standards in their children's schools and the existence of demotivated and under qualified teachers (Fordun, 2007). Consequently, they are losing faith in the schools system and are deciding to take matters into their own hands by engaging their children in private tuition to supplement what they learn in regular classrooms. Examination results reveal that many schools have below average performance in English, Math and Science which are the core subjects that determine a student's transition to the next level of education (Bray, 2009). Nzomo, Kariuki and Guantai (2001) suggest that need to pass examinations is a major contributor to the demand for private tuition.

Buchmann (1999) claims that private tuition raises students academic performance, helps students to increase their confidence, enjoyment and motivation in a subject. Teachers engage in private tuition as a source of extra income. There is a broad consensus that teachers' remuneration is grossly inadequate where unlike other professions their total pay despite being

professionals does not cover basic household survival needs, let alone enable them to enjoy a reasonable standard of living (Bennell & Akyeampong, 2007). The pressure for need for additional financial resources to cover their basic needs acts as a motivation for teachers to engage in private tuition. This coupled with long break periods where many schools end their sessions at three in the afternoon, the weekends and three months in a year holiday provides fertile grounds for teachers to engage in private tuition (Fenech & Spiteri, 2009).

However, notwithstanding these advantages associated with private tuition, some scholars have argued that private tuition denies students a chance to be children as it takes up most of their after school time which they could spend engaging in play or socialization (Kim & Lee, 2004). It has also been argued that private tuition compromises official class teaching as teacher put most of their efforts preparing for private tuitions instead of their official teaching. Private tuition has also been viewed as an activity that compromises efforts to make education affordable to all. The extra cost incurred for private tuition is seen to lock out students from poorer families from maximizing their benefits from education because many cannot afford it (Kimweli, 2010). The practice has been that those unable to pay for private tuition are not allowed to attend the tuition classes and this significantly compromises their academic achievement. The pressure and time taken up by private tuition has also been blamed as a cause of frequent school strikes experienced in Kenyan secondary schools especially in their final year form four (Kimweli, 2010).

Educationists and the government have advocated for a ban on private tuition. In April 2012 the government banned private tuition in schools (Kimweli, 2010). Most private schools have policies barring their teachers from engaging in private tuition during school time. However, despite the repeated banning of private tuition by the Ministry of Education in Kenya and the anti-private tuition policies in private schools the practice has been on the increase. Studies have also revealed that value added as a result of private tuition is questionable. They have indicated that more than 50% percent of students attending private tuition do not achieve their envisaged academic performance (Mburugu, 2012).

The universal practice of private tuition in private schools despite the high cost, lack of guarantee of value added in academic performance and a ban by the government calls for an investigation into the status and the reasons for the existence of the practice of private tuition despite the ban. To date most studies on private tuition have either focused solely on public schools as a result of the ban by the Ministry of Education (MoE) or have adapted a quantitative approach that falls short of providing in-depth contextual circumstances that influence private tuition (Kimweli, 2010).

1.2 Statement of the problem

Despite banning by the government and anti-private tuition policies at the school level, private tuition is still very rampant in schools. In spite of the excitement generated by the ban on private tuition to the extent that policemen have stormed

into private schools in Kenya and schools have had to send students away after inviting them for holiday tuition, there exists very limited empirical knowledge on the nature and extent of private tuition in Kenya.

The Standard Newspaper dated August 16th 2012 stated: “The problem is that there is minimal or no research available to know exactly the impact of coaching classes on the student’s academic performance, or the psychological, intellectual and physical repercussions”. This is not counting the financial burden on families. This study therefore aimed at establishing the factors that influence pupils’ involvement in private tuition in Oshwal International in Mombasa County.

1.3 Purpose of the study

The purpose of this study was to establish the factors that influence pupils’ involvement in private tuition in Oshwal International in Mombasa County.

1.4 Objectives of the study

The study aimed at achieving the following objectives

- i. To determine how pupils performance influence private tuition in Oshwal International in Mombasa County.
- ii. To establish how pupils entry behavior influence private tuition in Oshwal International in Mombasa County.

- iii. To assess how parental level of income influences private tuition in Oshwal International in Mombasa county.
- iv. To determine the perception of stakeholders (students, teachers and parents) on private tuition in Oshwal International Mombasa county.

1.5 Research questions

To achieve the above research objectives, the following research questions were formulated

- i. How does pupils performance influence private tuition in Oshwal International in Mombasa county?
- ii. In what ways do pupils entry behavior influence private tuition in Oshwal International in Mombasa county?
- iii. To what extent does parental level of income influences private tuition in Oshwal International in Mombasa County?
- iv. What are the perception of stakeholders (students, teachers and parents) on private tuition in Oshwal International in Mombasa county?

1.6 Significance of the study

The study revealed the various factors that influence pupils' involvement in private tuition. Such finding may help the school management identify gaps in classroom teaching that private tuition seeks to fill. The findings may also help

the school administration in designing well informed policies related to private tuition. The study gives insight to parents on possible benefits and pitfalls of engaging their children in private tuition. The study findings provide insight to the Ministry of Education on why, despite its enthusiasm that accompanied the ban on private tuition, the practice still continues.

1.7 Limitations of the study

The study depended on respondents' opinions towards the influence of factors influencing pupil involvement in private tuition. At times respondents gave socially acceptable responses to please the researcher. The researcher however, requested respondents to be truthful.

1.8 Delimitations of the study

The research was conducted in Oshwal International in Mombasa County which is in an urban setting. The urban setting was not likely to reflect the social class structure and situation of the entire country. The findings of the study would therefore need to be applied in other places with some caution. The study was delimited to the teachers and parents and pupils at Oshwal International in Mombasa since they have the information on why pupils are engaged in private tuition.

1.9 Assumptions of the study

The study was based on the following assumptions:

- i. That there were various reasons that make parents engage their children in private tuition at Oshwal International in Mombasa.
- ii. That the respondents in the study were willing to provide truthful information to the researcher.
- iii. That respondent felt free, knowledgeable in providing the required information.

1.10 Definition of significant terms

The following were the significant terms used in the study:

Parental level of income refers to the amount of money that parents earn and which adequate to be used for private tuition.

Performance refers to the academic achievement of individual pupils in examinations every end of term and year.

Private tuition refers to as fee-based tutoring that provides supplementary instruction to children in academic subjects they study in the mainstream education system.

Private secondary schools refer to schools that have been established and are managed by private individuals or a group of individuals through private funds.

Pupils' entry behavior refers to the academic achievement of the pupils at the entry of any level of education the education system

Pupil involvement refers to the learners' engagement in private tuition

Stakeholders' perceptions refer to opinions of parents, pupils, teachers and all those in education regarding an educational issue.

1.10 Organization of the study

The study is organized into five chapters. Chapter one comprises of background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two consists of the literature review which consists of introduction, concept of private tuition, pupils' performance and private tuition, pupils entry behavior and private tuition, parental level of income and private tuition, perception of stakeholders (students, teachers and parents) on private tuition, theoretical and conceptual frameworks. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling techniques, sample sizes, research instrument, validity of the instruments, reliability of the instruments, data collection procedures and data

analysis techniques. Chapter four presents data analysis, interpretation and discussions of findings. Chapter five comprises of the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review. Literature review is important because it helps the researcher create a rapport with the audience so that the audience can trust the fact that the researcher has done the required ground work. It also enables the researcher to avoid incidental plagiarism. The section covers the concept of private tuition, factors influencing private tuition which includes the influence of pupils' performance on private tuition, influence of pupils' entry behavior on private tuition, influence of parental level of income on private tuition and perception of stakeholders (students, teachers and parents) on private tuition. The section also presents the theoretical framework and conceptual framework of the study.

2.2 Concept of private tuition

Some scholars have argued that private tuition denies students a chance to be children as it takes up most of their after school time which they could spend engaging in play or socialization. It has also been argued that private tuition compromises official class teaching as teacher put most of their efforts preparing for private tuitions instead of their official teaching (Nzomo, 2009).

Private tuition has also been viewed as an activity that compromises efforts to make education affordable to all. The extra cost incurred for private tuition is seen to lock out students from poorer families from maximizing their benefits from education because many cannot afford it. The practice has been that those unable to pay for private tuition are not allowed to attend the tuition classes and this significantly compromises their academic achievement. (13th August 2008, Nation Newspaper). The pressure and time taken up by private tuition has also been blamed as a cause of frequent school strikes experienced in Kenyan secondary schools especially in their final year form four. A former permanent secretary Prof. Karega Mutahi commenting on a wave of school strikes experienced in Kenyan schools in 2008 argued that pressure associated with private tuition that denied students any free time was a major contributory factor to the strikes (13th August 2008, Nation Newspaper).

Demand for private tutoring is a widespread phenomenon in many countries. There is a growing literature related to private tutoring in recent years. Lack of official data and statistics, however, hinder the study on various factors that influence private tuition. Bray (2007) indicates that parents engage their children for private tuition for various reasons which include but not limited to good academic performance. He further states that private tutoring widely varies with culture, the nature of main stream education systems, and the scale of economies. Several authors have investigated the determinants of private tutoring quantitatively. Tansel and Bircan (2006) have examined the household private

tuition expenditure in Turkey. They found that households with higher income spend more on their children's private tutoring and higher parental educational level seems to increase spending on children's private tutoring (Lee, 2006).

Bray and Kwok (2003) have examined the demand for private tuition classes in Hong Kong and found that about 49% of sampled secondary school students receiving private supplementary tutoring. Kim and Lee (2004) have studied the parent's expenditure on private tuition in South Korea using national wide household survey. Psacharopoulos and Papakonstantinou (2005) have found that private tutoring expenditure is inelastic in Greece. On the other hand, Ha and Harpham (2005) found that richer and more educated households in urban areas of Vietnam spend more on private tuition classes compare to poor and uneducated households in rural areas. In Sri Lanka, studies are limited to private tuition classes.

In Egypt a growing number of private schools and universities are being established, while at the same time a "shadow education system of private supplementary tutoring has evolved on the informal level and out of the reach of state control (Ha & Harpham, 2005). Private tuition in Egypt takes place outside of the official classroom, either at home or in private tutoring centers (Assaad, Levison, & Dang, 2005). These private lessons, which the majority of Egyptian high school students and even a large number of elementary and preparatory school students take in the afternoons and evenings, consume not only much of

the students' and teachers' spare time but also a substantial part of the average Egyptian family budget.

2.3 Determinants of pupils' involvement in private tuition

Private supplementary tutoring has become a widespread practice in large parts of the world. The growing prevalence of one or another form of private tutoring is reported from countries as diverse as Japan, Korea, Malaysia, Sri Lanka, Brazil, Romania or Turkey, to mention just a few examples (Kim & Lee, 2010). However, the scale and shape of private tuition differs considerably from one country to the next. In some Asian countries like Japan or Korea, but increasingly also in North America, it has become a major business that is highly commercialized (otherwise referred to as *juku*.) (Bray, 2009). In Europe private tuition is usually provided informally by senior high school or university students.

In Kenya, private tuition has arisen and provides supplementary instruction to students enrolled in the school system. Substantial private tuition is found in both private and public schools though in different forms. In private schools it takes the form of individual student's private tuition while in public school it is done in groups or classes (Nzomo, 2001) About 29-90 percent of students currently in schools in Kenya receive some form of private tuition (Nzomo, 2001).

When perceived as a threat of mainstream education, private tutoring has been accused of distorting mainstream school curriculum and activities, laying heavy

financial burden on families and of reproducing educational inequality in line with socio-economic inequalities and taking away much needed leisure and rest time from students (Bray, 2009). When perceived as supporting mainstream education, private tuition is believed to support low achieving students get to par with other students in their class, as helping students attain entry marks for further education and as engaging students instead of wasting their time in leisure activities. What is certain is that this notwithstanding private tuition has been on the rise to a point where the government has been forced to intervene and ban all private tutoring (Bagala, 2009).

Literature has suggested that a conglomerate of educational stakeholders including teachers, school administrators, policy makers and parents all contribute to the growth of tuitioning (Tansel & Bircan, 2006). Tansel and Bircan (2006) identify and categorize the main reasons that push teachers to teach private lessons into three key types, thus, creating three major categories of teachers. First, there are some teachers who teach private lessons not for the sake of money but for satisfying the demands of some students or parents who are eager to do so. This is why these teachers, though they are just a few, ask for no payment and if they receive any, the payment is symbolic. Second, there are other teachers who resort to teaching private lessons because they are in need of money and because their salaries are very low. This category of teachers, they argue, considers private tutoring a second job and an additional source of income. Sometimes, this additional source of income is more than the teachers' salary, especially teachers

of science subjects. Finally, there are teachers who resort to private tutoring because they have become “addicted” to such lessons. These teachers, though wealthy cannot help teaching private lessons simply because they want more and more money.

2.4 Pupil performance and involvement in private tuition

Private tutoring can be considered some form of private supplementary education: it thrives in countries where the public education system fails to satisfy the needs of the students as is the case not just in most developing countries (Glewwe and Kremer, 2006), but also in South Korea (Kim and Lee, 2004) or Canada (Davies, 2004). In this role, private tutoring is also popular in countries where passing examinations becomes the gateway to further education and advancement in society (Dore, 2008; Bray, 2009). The growing prevalence of private tuition in one form or another form of tutoring is reported from countries as diverse as Japan, Korea, Malaysia, Sri Lanka, Brazil, Romania or Turkey. The demand for private tutoring in Turkey emanates from the competitive university placement examination (Tansel and Bircan 2006). Students attend these facilities outside the regular school day, and they are noted for smaller classes, improved class materials, and more elective student-teacher interactions compared to formal schools (Tansel & Bircan 2006). In a study by Kimweli (2010) on the influence of private tuition on academic performance indicated that pupils who received private tuition were able to perform better in their examinations than those who

did not. Kimweli conducted his study among public primary schools in Makueni. This study is conducted in a private school in Mombasa County.

2.5 Pupils entry behavior and their involvement in private tuition

According to Davies (2004) private tuition is meant to cater to the needs of children unable to keep pace with the teaching-learning process in a normal classroom as a result of their entry behaviour. It aims to strengthen the attainment of basic competencies of children commensurate with their class/age. Pupils who are not able to cope with other students in class work are assisted through private tuition. The focus has not to be only on any child who needs such supplementary teaching but has also to be directed, with particular emphasis, on those children who are potential dropouts or who have just been mainstreamed into the formal school system or those who are into the formal system but lagging behind because of certain obvious reasons (Kim & Lee, 2004).. In a study by Tansel and Bircan (2006) found that the major objective of private tuition was to ensure that these children attain learning competencies according to their age and class. In order to improve the levels of C and D grade children and bringing them up to the level of other children, private tuition was being provided to these children. Scholastically weak children were identified on the basis of their first quarterly examination results and exposed to private tuition.

The study was based on an experimental and control group design. The schools, where remedial teaching has been introduced during the current year, formed the experimental group. The schools that belong to C or D grades, but where the remedial teaching scheme was not being implemented for some reason or the other, formed the control group. Six schools under 'experimental' category and four schools under 'control' group category were selected from each block. Thus, 24 schools under experimental category and 16 schools under control group category, totalling 40 schools from the two districts, was the size of the sample. Head Masters/Regular Teachers/Remedial Teachers/PTA Presidents/ Vice Presidents were the units of observation. The test scores of class VIII students of both the experimental and control schools were analyzed to know the effectiveness of the remedial teaching on learners' achievements. This study was carried out in Turkey and among public schools. The current study will be conducted in a private institution (Tansel & Bircan (2006)).

2.6 Parental level of income and pupils involvement in private tuition

Literature suggests that parents purchase private tutoring for one of two main purposes: first, for *enrichment* purposes by academically able students who are seeking to capitalise on their abilities; and second, for *remedial* assistance to students who are struggling to "keep up" with mainstream academic expectations. Private tuition is more likely to be used as an enrichment strategy in education systems where there are "clear high-stakes decision points" like public

examinations for selective secondary schools and/or intense competition for limited university places (Bray and Silova 2006, p. 32). However Baker (2001) argues that most private tuition is for *remedial* education purposes, particularly in countries where there is a high level of parental awareness of the economic importance of successfully completing secondary school. Private tuition affects parents' expenditure. For example, a study by the Australian Bureau of Statistics on household expenditure on children's education for primary and secondary schools in both the government and non-government sectors (Mehrotra & Delamonica, 2008). The study revealed that parental level of income had an influence on private tuition. A study in Turkey found that the capacity to pay for private tutoring increases in line with household income (Tansel & Bircan, 2005). In Australia, expenditure on private tutoring is also higher in households that have higher average weekly income and has increased since 1998. Expenditure on school fees by the wealthiest households is also higher than the average expenditure for all households. Therefore the amount spent on private tutoring by the wealthiest households as a proportion of their expenditure on children's education is lower than the average for all households (Wolf, 2002).

Institutional features may explain the difference in levels of expenditure on private tutoring between New South Wales and Victoria. The New South Wales system retains a final year school examination system (the Higher School Certificate, or HSC) which determines entry to university. New South Wales also has 27 academically selective public high schools, to which entry is determined

on the basis of public examinations. Thus the system in New South Wales provides two distinctive “high stakes decision points” where students could achieve a competitive advantage through private tutoring. One of the few Australian studies of the effects of private tutoring on primary and secondary school students was conducted in New South Wales and concluded that for some students, coaching could have made the difference as to whether they were awarded entrance to a selective high school (Kenny & Faunce 2004). In contrast, there are fewer “high stakes decision points” in the Victorian education system. University entrance is determined on the basis of the Victorian Certificate of Education (VCE), a two-year program based on a combination of school-based assessment and public examinations. And the Victorian public education system only has two academically selective public high schools compared to 27 in New South Wales.

2.7 Perception of stakeholders (students, teachers and parents) on private tuition

Private tutoring has elicited mixed responses from policymakers. In some countries it is ignored; in others it is actively controlled and regulated. Private tuition has been banned at various times in Cambodia, Korea, Mauritius, Kenya and Myanmar (Bray, 1999), out of concern that it exacerbates social inequalities, disrupts the public education system, and fails to increase academic performance or build human capital. Because the literature focuses primarily on tutoring for

162 children or adolescents paid for by their households, tutoring can generally be considered a form of private education.

Private tuitioning leads to poor quality mainstream education (Bray, 2009). It is well known that teachers 'hold back' instruction, that is, they do not cover the entire curriculum during school hours as expected, so that there's a demand for their private tutoring services. Teachers do this as a strategy of ensuring that only those students who take up their tuition classes are in a position to be successful in their examination. Mainstream schooling is also affected as many students do not engage actively as they know that learning done will be re-done during their tuition period. From a holistic education point of view, the design of mainstream schooling is such that time at home or afterschool is meant for unwinding from academic activity. Regrettably, the need to engage in tuition means students have no time to unwind and this has been known to lead to burnouts.

There are good reasons why a private tuition might emerge to complement the public and private schooling systems. Private tutoring can provide more individualized instruction than is possible in public schools, using a more flexible delivery mechanism (Lee, 2006). The private tutoring industry is also differentiated from the private school sector in that its existence depends on the mainstream education system; it does not stand alone as an tuition educational activity. This aspect of private tuition helps explain why it has been referred to as shadow education (Bray, 1999). Private tuition is also less formal and more

flexible than private schooling: it can include not only one-to-one tutoring but also group classes, it can be provided not only by full-time tutors and teachers but also by university students, retired teachers, university professors, and community members (Russell, 2007). Because it supplements rather than replaces the public sector, the combination of public schooling and private tutoring is also more affordable for many households than private education would be (Kwok, 2001).

In a study by Bray and Kwok (2003) it was revealed that parents had positive perception towards private tuition since it enabled their children perform well in school and national examinations. However pupils in the same study indicated that they had so much work which made them very tired. Teachers in the study indicated that, private tuition should be held in school and not at home so that children could be exposed to similar learning experience. Foondun (2007) in his study, stakeholders' opinions towards private tuition indicated that parents encouraged their children to attend private tuition since it covered what school learning experiences had not. Education officials on the other hand were of the opinion that private tuition denied pupils chance to socialize with each other hence denying them holistic growth (Wong, 1998). This study did not however investigate other factors that influenced parents' preference to private tuition.

2.8 Theoretical framework

The study employed the equalization theory. The theory was developed by Martineze and Boex (2007) for the World Bank. The theory states that equalization can be directly blamed for the high demand for private tuition. This demand would be particularly acute for academically strong students who have good chances of being admitted to better schools and to prestigious universities. Under the equalization theory, students do not benefit from the peer group effect in the school they attend. If the school had admitted other academically strong students, the students would have gotten better education and would have been prepared better for the university entrance examinations.

The high demand for private tuition may be due to the ineffectiveness of the public school education provision, since the public education system is completely insulated from the market forces and local parents' demand. Finally, the tournament aspect of getting better grades brings about an even greater demand for private tutoring. Private tuition in Kenya is the market response to the unsatisfied demand for education under heavily regulated educational environment.

2.5 Conceptual framework

According to Sharon and Mathew (2011) a conceptual framework is a mechanism for aligning literature review, research designs and methodology. It is also an argument about why the topic of a study matters and why the methods proposed to study it are appropriate and rigorous. The conceptual framework of the study is presented in figure 2.1.

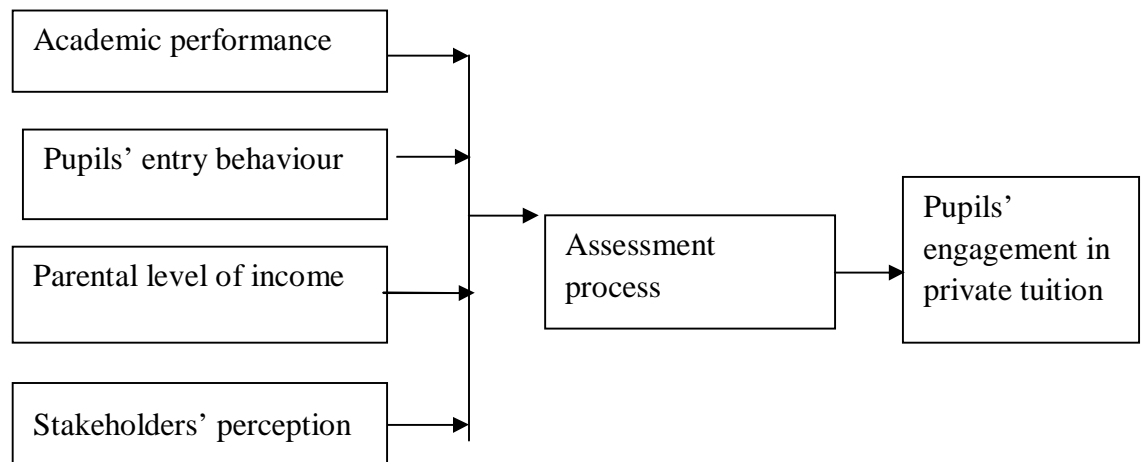


Figure 2.1 Interrelationship between variables in the factors influencing pupils' engagement in private tuition

The conceptual framework for the study shows the relationship between variables in the study. The framework presents the factors that influence pupils' involvement in private tuition. The framework shows that private tuition is influenced by a number of variables which in this study have been delimited to academic pupils' academic performance, pupils entry behaviour, parental level of income and perception of stakeholders. These are the independent variables which

have an impact on the dependent variable which is the pupils engagement in private tuition. The process in the study is the assessment process which determines whether pupils have achieved the required grades. Once they acquire low grades they are exposed to private tuition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research methodology for the study. The chapter presents the research design, target population, sampling techniques and sample size, instrument of the study, validity and reliability of the instrument of the study, piloting of study and data collection procedures. The section lastly presents the data analysis procedures used in the study.

3.2 Research design

Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Mmaduakonam, 1998). The research design used in the study was case study design. This case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensured that the issue was not explored through one lens, but rather a variety of lenses which allowed for multiple facets of the phenomenon to be revealed and understood. The study employed single case study. The single case study was important for this study since it emphasizes detailed contextual analysis of a single school that is Oshwal International school.

Using this design, the researcher ensured that the topic of interest in the school is well explored, and that the essence of the phenomenon is revealed.

3.3 Target population

According to Mugenda and Mugenda (2003) target population is an entire group of individual events or objects having common characteristics. It is the sum total of all that conforms to a given specification. The target population was all the 57 teachers, 600 parents and 620 pupils in Oshwal International (School records, 2013).

3.4 Sampling techniques and sample size

According to Kombo and Tromp, (2006), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The researcher used the stratified random sampling technique to ensure there is representative of each class in the sample. The study took all 57 teachers. To sample parents and pupils, the researcher used 30% of the parents which translates to 180 parents (Mugenda & Mugenda, 2003). The researcher purposively sampled all the 300 Year 6, 7 and 8 pupils who were mostly engaged in private tuition.

Stakeholders	Population	Sample	Percentage of sample on population
Students	1000	300	30%
Parents	600	180	30%
Teachers	57	57	100%

3.5 Research instruments

Research instruments are the tools used to conduct a research or survey. This study used questionnaires to collect data from pupils, parents and teachers because this tool provided the respondents with an opportunity to respond to both closed and structured questions. The respondents who were teachers parents and pupils were required to give their own opinions regarding private tuition and further give reasons for engaging in private tuition.

Mugenda and Mugenda (2003) define a questionnaire as a written set of questions to which the subject responds in writing. There were three sets of questionnaires developed by the researcher and were divided in different sections.

The teachers questionnaires had six sections. Section A aimed at collecting demographic data from the participants. Section B sought to find out from the teachers the various reasons for private tuition practice. Section C aimed to find out what the teachers thought regarding private tuition and its influence on pupils’

performance. Section D sought to find out from the teachers the influence of pupils' entry behavior on private tuition practice. While section E aimed to find out from the teachers what they thought in regard to influence parental level of income on private tuition. The last section aimed to find out from the teachers who are stakeholders in this study, their perception of private tuition.

The parents' questionnaire had 5 sections. Section A focus on demographic information, section B focused on the influence of pupils' performance and pupils' engagement in private tuition. Section C aimed at finding out how pupils' entry behavior encouraged parents to engage their children in private tuition. Section D focused on items seeking data on how level of parental income influenced pupils' engagement in private tuition. The last section sought data on how stakeholders' perceptions influenced pupils' performance in pupils' engagement in private tuition.

The learners questionnaires had two sections. Section A focused on demographic data while Section B focused on pupils' perception of private tuition.

The focus group discussion guide was also used in this study. First, the researcher had to take the participants through the basic guidelines of a focus group discussion. Here the participants were welcomed, then the key discussion question was introduced. The participants were also assured on anonymity. The ground rules on how the discussion would proceed were presented to the participants and

then the guiding questions were introduced and discussed. Finally after the discussion the participants were thanked and reassured of anonymity.

3.5.1 Validity of the research instrument

According to Kombo and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure. To validate the instruments, a pilot test was carried out in a school with same characteristics as Oshwal International. It has similar caliber of teachers, students and the population falls at the same range. Sample questionnaires were given to a small population around (1%) Andy F. (2007). These were given to three pupils, one teacher and two parents whose response helped the researcher in improving face validity and content of the instruments. Content validity was used by the researcher to check whether the items in the questionnaire adequately addressed the research objectives. The supervisors who were experts in the area of study, through their expert judgment, assisted the researcher in the validation of the instruments (Kirk & Miller, 1986).

3.5.2 Reliability of the research instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials; (Nsubuga, 2000). Reliability enhances the dependability, accuracy, clarity and adequacy of the instruments. To enhance reliability of the instruments, test re-test method was used to examine the

reliability of the instruments. Similar questions were administered and repeated after one week. The relationship between the two tests in the pilot study was calculated using the Pearson product moment correlation coefficient.

$$\rho_{X,Y} = \frac{\text{cov}(X, Y)}{\sigma_X \sigma_Y} = \frac{E[(X - \mu_X)(Y - \mu_Y)]}{\sigma_X \sigma_Y}$$

where, cov is the covariance, σ_X is the standard deviation of X , μ_X is the mean of X , and E is the expectation. Andy F. (2007) A correlation coefficient of 0.8 was achieved for the questionnaire. This instrument was deemed reliable as according to (Mugenda, O. & Mugenda, A. 2003) an instrument that achieves a coefficient of above 0.5 is deemed to be reliable.

For the focus group discussion, reliability was tested by asking the exam coordinator of the school to comment on how he understood the questions. One student, one teacher and one parent were also asked to comment on the focus group discussion questions. Necessary adjustments were made to amend ambiguity then the questions were piloted to find out face validity.

3.6 Data collection procedure

The researcher sought permission to conduct the study from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to seek authority from the school administration. She then booked appointments with headteacher to agree on when to administer the

questionnaires. On the material days, the researcher created rapport with the respondents who were pupils and teachers and administered the questionnaires to them. For the learners, this was done in class for ten minutes, the teachers in the staffroom and for the parents it was sent to them as a hard copy through their children who are the learners in this study. For the teachers and learners, these were collected immediately but the parents were given three days to return because of the policy regarding response from parents. 'They must be given adequate time to respond without pressure.' These questionnaires were collected immediately they were brought back to school. The focus group questions were discussed in a span of a week with pupils picked randomly every break and lunch time. This was at times challenging since the pupils feared victimization hence had to be coaxed to responding to the discussion questions. After about three days, they loosened up and participated in the focus group discussion.

3.7 Data analysis techniques

After the data were collected there was cross-examination to ascertain data accuracy, competence and identify those items wrongly responded to, spelling mistakes and blank spaces. The research instruments generated both qualitative and quantitative data from the open ended and closed ended items respectively. Quantitative data was then coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 15.0. This generated the frequencies and percentages which were used to discuss the findings.

Frequency distribution tables were used to present the raw data while descriptive statistics such as percentages and frequencies was used to present the qualitative data (research questions). Qualitative data shall be analyzed according to the themes in the research objectives.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study investigated the factors that influence pupils' involvement in private tuition in Oshwal International, Mombasa County. The study specifically investigated how pupils performance, pupils entry behavior, parental level of income influence private tuition and perception of stakeholders (students, teachers and parents) on private tuition in Oshwal International Mombasa county. This chapter presents the data analysis and interpretation of the findings. The chapter presents the questionnaire return rate, demographic data and the analysis according to the research objectives.

4.2 Questionnaire return rate

The proportion of the questionnaires returned by respondents is referred to as the questionnaire return rate. Out of 57 teachers, 55 (95%) returned the questionnaires. Out of 180 parents issued with the questionnaires, (97.2%) returned the questions while out of 300 pupils issued with the questionnaires, 294 (98%) percent returned the questionnaires. This return rate was above 80 percent and hence deemed adequate for data analysis (Boyd, 2002).

4.3 Demographic information of respondents

This section presents the demographic information of the teachers.

4.3.1 Demographic information of teachers

The demographic information of teachers was based on age, duration they had served as teachers and highest academic qualification. First, the age of teachers, duration in the schools and professional qualifications.

Age of teachers

The teachers were asked to indicate their age. Table 4.1 shows the age of teachers in years.

Table 4.1

Distribution of teachers according to age

Age	Frequency	Percentage
Below 25 years	3	5.5
26 – 30 years	15	27.3
31 – 35 years	11	20.0
36 – 40 years	6	10.9
41 and above	20	36.4
Total	55	100.0

Data in Table 4.1 shows that (36.4%) of teachers were above 41 years, 6(10.9%) of teachers were aged between 36 and 40 years, 11(20.0%) of teachers were in the age bracket of 31 and 35 years. The study further indicates that 15(27.3%) of teachers were aged between 26 and 30 years while 3(5.5%) of teachers were below 25 years. This indicates that teachers are relatively old and hence may be deemed to have information on factors that influence pupils' involvement in private tuition.

The teachers were further asked to indicate the duration they had been in the school. Table 4.2 tabulates the duration of teachers in the current school.

Table 4.2

Duration of teachers in the current school

Years	Frequency	Percentage
Below 1 year	15	27.3
1 – 5 years	23	41.8
6 – 10 years	13	23.6
11 – 15 years	2	3.6
Above 15 years	2	3.6
Total	55	100.0

Data shows that a majority 41.8 percent of teachers had been in the current school for between one to five years. These findings imply that the teachers had a considerable experience in the school and hence they could provide information on the factors that influence pupils' involvement in private tuition.

Professional qualification of teachers

The research also sought to find out the professional qualifications of the teachers. The data is presented in Table 4.3.

Table 4.3

Distribution of teachers by their professional qualifications

Response	Frequency	Percentage
Masters degree	4	7.3
B.Ed degree	15	27.3
Diploma	23	41.8
P1	13	23.6
Total	55	100.0

As presented in Table 4.3, 41.8% of teachers had diploma education. This implies that teachers had acquired credible education qualification and hence were in a position to logically explain some of the factors they thought influenced pupils' involvement in private tuition in Oshwal International.

4.4 Pupils performance and pupils engagement in private tuition

One of the objectives of this study was to establish how pupils' performance influenced their engagement in private tuition. The researcher posed items to the teachers, parents and pupils to establish how pupils' performance influenced their engagement in private tuition. Teachers were asked to indicate whether they engaged their pupils in private tuition. Data is tabulated in Table 4.4.

Table 4.4

Teachers' responses on whether they engage their pupils in private tuition

Response	Frequency	Percentage
I engage pupils in tuition	42	76.4
I do not engage pupils in tuition	13	23.6
Total	55	100.0

Data in Table 4.4 shows that majority (76.4%) of teachers indicated that they engaged their pupils in private tuition. This implies that teachers were in a position to highlight factors that influence pupils' involvement in private tuition. This can be attributed to various reasons especially financial gains. These findings agree with Tansel and Bircan (2006) who identified the main reasons that push teacher to engage in private tuition is an extra source of income. The pupils were also asked to rate their schools performance. Table 4.5 tabulates pupils' rating of their school's performance.

Table 4.5

Pupils' personal rating of their school's performance

School performance rating	Frequency	Percentage
Good	172	58.5
Average	122	41.5
Total	294	100.0

Data tabulated in Table 4.5 shows that majority (58.5%) of pupils positively felt that the performance of their school was good while 41.5% of pupils indicated that it was average. This implies that despite the school performance being good, pupils were still engaged in private tuition. The study further sought to establish from parents whether the children were involved in private tuition. Table 4.6 presents the findings.

Table 4.6

Parents' responses on whether their children attended private tuition

Pupils engagement in tuition	Frequency	Percentage
Pupils are engaged in tuition	153	87.4
Pupils are not engaged in tuition	22	12.6
Total	175	100.0

Data presented in Table 4.6 shows that majority (87.4%) of parents indicated that their children were engaged in private tuition. This supports the fact that parents still engage their children in private tuition despite the fact that they do not need it. This also shows that most parents believe private tuitions help enhance performance. This findings agree with Kimweli (2010) who indicated that pupils who received private tuition performed better in exams than those who did not. When teachers were asked to indicate the extent at which most pupils were engaged in out of school private tuition, they responded as Table 4.7

Table 4.7

Teachers' responses on the extent to which most pupils were engaged in out of school private tuition

Response	Frequency	Percentage
To a great extent	19	34.5
Some extent	29	52.7
No extent at all	7	12.7
Total	55	100.0

Data in Table 4.7 shows that slightly more than half of the teachers, (52.7%) indicated that most pupils were engaged in out of school private tuition to some extent. This indicates that private tuition can be seen as a common practice with a mutual understanding between the pupils, teachers and parents. Table 4.8

tabulates parents' rating of the quality of education offered in the school.

Table 4.8

Parents' rating of the quality of education offered in the school

Response	Frequency	Percentage
Good	96	54.9
Poor	79	45.1
Total	175	100.0

Data in Table 4.8 shows that majority (54.9%) of parents indicated that the school provided good quality of education while 45.1% of parents indicated that there was poor quality of education provided in the schools. The data shows that there were mixed responses on the quality of education offered in Oshwal International. This implied that parents who were of the opinion that the quality of education offered was of low quality would tend to engage their children into private tuition. This findings differ with those of Bray (2009) who stated that private tuition leads to poor quality of mainstream education. The differences in the findings can be attributed to various reasons, for example, the sample used in both studies are different and the types of schools are also different. Pupils were also asked to comment on their own performance and involvement in private tuition.

Table 4.9 tabulates pupils' responses on pupil's performance and their engagement in private tuition

Table 4.9

Pupils' responses on pupil's performance and their engagement in private tuition

Statement	Yes		Sometimes		Never	
	F	%	f	%	f	%
I attend private tuition while at home	6	2.0	128	43.5	160	54.4
I attend private tuition while at school	125	42.5	160	54.4	9	3.1
Private tuition has improved my performance	294	100.0				
I would you still do better in school without private tuition	121	41.2			173	58.8

Table 4.9 shows that the majority (54.4%) of pupils indicated that they never attended private tuition while at home. The study further found out that a similar percentage (54.4%) of pupils sometimes attended private tuition while at school.

All the pupils interviewed further indicated that the private tuition improved their performance. They felt they would not do better in school without private tuition. This indicates that sometimes pupils were provided with private tuition while at school which improved their performance. The findings in table 4.9, 4.10 and 4.11 agree with Kim and Lee (2004) findings which stated that private tuition was common in countries where passing exams is the gateway to future education. Therefore parents, teachers and pupils find it necessary to enhance learners performance for better chances of excelling in the future. The teachers were also asked to respond to how pupil's performance led to the pupils engaging in private tuitions.

Table 4.10 tabulates teachers' responses on how pupil's performance led to their engagement in private tuition.

Table 4.10 Teachers responses on pupil’s performance and their engagement in private tuition

Statement	To a great extent		Some extent		No extent at all	
	f	%	f	%	f	%
The quality of education offered in your school encourages private tuition	6	10.9	18	32.7	31	56.4
Pupils' poor performance calls for extra tuition	21	38.2	27	49.1	7	12.7
Pupils' who want to maintain their excellent performance go for extra tuition	24	43.6	19	34.5	12	21.8

Data shows that majority (56.4%) of teachers felt that quality of education offered in the school did not at all encourage private tuition, hence pupils would still pass even without private tuition. 49.1% of teachers indicated that pupils’ poor performance calls for extra tuition to enable them perform better in exams.

While 43.6% of teachers indicated that pupils' who wanted to maintain their excellent performance sought for extra tuition to a great extent. This shows that performance of the pupils is a key player in private tuitions.

Findings from focus group discussion revealed that pupils who were not able to cope with other students in class work were assisted through private tuition. The study further sought to establish from the parents how pupil's performance led to their engagement in private tuition. Table 4.11 tabulates their responses.

Table 4.11

Parents' responses on pupil's performance and their engagement in private tuition

Statement	Yes		No	
	f	%	f	%
Does your school provide good education to your child	158	90.3	17	9.7
Do you engage your child in private tuition to improve performance	130	74.3	45	25.7

Majority (90.3%) of parents indicated that their school provided good education to their children while majority (74.3%) of parents indicated that they engaged their children in private tuition to improve performance. The data shows that despite the school performing well, parents were not satisfied with the performance of their own children and expected too much from the children hence sought private tuition to improve performance of their children.

The researcher asked teachers how pupil's performance led to their engagement in private tuition. Data is tabulated in Table 4.12

Table 4.12

Teachers' responses on the reasons that make parents engage children into private tuition

Reason	Yes	Percentage
Make pupils acquire better marks	40	72.7
Due to the pupils low entry marks	8	14.5
Since parents are able to pay for their children	5	9.1
Due to school regulations	2	3.6
Total	55	100.0

Data presented in Table 4.12 indicates that majority (72.7%) of teachers felt that parents engaged children in private tuition to make them get better marks in examinations. This data shows that teachers think that parents only focus on performance hence they engage their children in private tuition. This findings agree with Kimweli (2010) who found out that pupils in public schools who attended private tuition got better marks in exams than those who did not.

When parents were asked how pupil's performance led to their engagement in private tuition, they responded as presented in Table 4.13.

Table 4.13

Parents' responses on the reasons that make them engage children into private tuition

Response	Frequency	Percentage
Due to their low entry marks	60	34.3
To assist and support then in subject which the child needs individual support	115	65.7
Total	175	100.0

Data shows that majority (65.7%) of parents engaged their children into private tuition to assist and support then in subject which the child needs individual support while 34.3% of parents engaged their children into private tuition due to their low entry marks. This implies pupils' performance was a major reason for engaging pupils in private tuition.

4.5 Pupils entry behaviour and their engagement in private tuition

To establish how pupils' entry behaviour influenced their engagement in private tuition, the researcher posed items to the respondents that sought to establish the same. The researcher asked the parents whether pupils' entry behavior was of the reasons for parents' engagement of their children in private tuition. Table 4.14 presents the findings.

Table 4.14

Parents' responses on whether pupils' entry behavior led to parents' engaging their children in private tuition

Response	Frequency	Percentage
No	79	45.1
Yes	96	54.9
Total	175	100.0

Data shows that slightly more than half, (54.9%), of parents agreed that pupils' entry behavior was one of the reasons for parents' engagement of their children in private tuition. This implies that tuition strengthened the attainment of basic competencies of children. Table 4.14 and 4.15 findings agree with Davies (2004) whose findings stated that private tuition is meant to cater for the needs of pupils an able to keep pace with the teaching, learning process in a normal classroom as a result of their entry behavior. When teachers were asked whether there were pupils who entered the school with low marks, they responded as table 4.15

Table 4.15

Teachers personal responses on whether there were pupils who entered the school with low marks

Response	Frequency	Percentage
Yes	44	80.0
No	11	20.0
Total	55	100.0

It was also revealed by a majority (80.0%) of teachers that there were pupils who entered the school with low marks while 20.0% of teachers indicated that there were no pupils who entered the school with low marks. This data is based on the fact that teachers are the ones who mark entrance exams and give their opinion on the level of the learner before they can be admitted to the school. This implies that there was need for private tuition for pupils who entered the school with low marks. Asked whether private tuition provides pupils with opportunity to get high marks, they responded as Table 4.16.

Table 4.16

Teachers' responses on whether private tuition provides pupils with opportunity to get high marks

Response	Frequency	Percentage
Strongly Agree	7	12.7
Agree	22	40.0
Undecided	6	10.9
Disagree	14	25.5
Strongly Disagree	6	10.9
Total	55	100.0

Table 4.16 shows that majority of the teachers 52.7% are in agreement that private tuition provide pupils with opportunity to get high marks. This indicates that to some extent pupils' involvement in private tuition is linked to their good performance. The study further sought to establish whether pupils were forced to go for private tuition. Pupils responses are presented in Table 4.17

Table 4.17

Pupils' responses on whether they were forced to go for private tuition

Statement	Yes		Sometimes		No	
	F	%	f	%	f	%
Do teachers force you to go for private tuition?	0	00.0	0	00.0	294	100.0
Do your parents force you to go for private tuition?	82	27.9	88	29.9	124	42.2

Data showed that all (100.0%) of pupils were never forced by their teachers to go for private tuition. This indicates that parents as stake holders believe that when their children attend tuition, they will perform better. It also shows that teachers teach as expected so they don't see the need to make pupils go for private tuition.

Table 4.18 presents parents responses on the pupils' entry behaviour and their engagement in private tuition

Table 4.18**Parents' responses on the pupils' entry behaviour and their engagement in private tuition**

Statement	Yes		Sometimes		No	
	f	%	f	%	f	%
Do you think your child will still perform better without private tuition?	82	46.9	81	46.3	12	6.9
Does private tuition prepare your child for good academic result?	89	50.9	28	16.0	58	33.1
Does private tuition affect your child's academic performance positively?	144	82.3	21	12.0	10	5.7
Do you engage your child in private tuition because of poor performance?			35	20.0	140	80.0

Data shows that 46.9% of the parents indicated that the children could still perform better without private tuition, majority (50.9%) of parents indicated that private tuition prepare children for good academic result. Data further revealed

that majority (82.3%) of parents indicated that private tuition affected pupils' academic performance positively while majority (80.0%) of parents indicated that they did not engage their children in private tuition because of poor performance. This findings indicate that most parents strongly hold on to the belief that private tuition enables their children achieve good academic results hence giving their children an edge above the rest of the children during entry or on going exams.

Table 4.19 tabulates pupils' responses on the pupils' entry behaviour and their engagement in private tuition.

Table 4.19**Pupils responses on their perception towards their engagement in private tuition**

Statement	Agree		Disagree	
	f	%	f	%
Private tuition takes away my play time	169	57.5	125	42.5
I can still perform well in school without private tuition	132	44.9	162	55.1
Private tuition should be abolished in schools			294	100.0
My teachers teach me well hence I do not need private tuition in school			294	100.0
Private teachers give me a lot of work which I have covered at school	210	71.4	84	28.6
My parents want me go for private tuition since they have a lot of money to pay for it			294	100.0

Data shows that majority (57.5%) of pupils agreed that private tuition takes away their play time, majority (55.1%) of pupils disagreed that they can still perform well in school without private tuition. The study further shows that pupils agreed that private tuition should be abolished in schools. They also tend to agree that teachers teach them well hence they do not need private tuition in school. It was further revealed that majority (71.4%) of pupils agreed that private teachers give pupils a lot of work which they had covered at school while majority of the pupils disagreed that their parents want them attend private tuition since they had a lot of money to pay for it. This indicates that pupils as stake holders do not see the value private tuition adds to their academic performance since they would still perform better without private tuition. To establish the reasons that make parents engage their children in private tuition, parents were asked to indicate the same. Table 4.20 tabulates the findings

Table 4.20

Parents’ responses on the reasons that make them engage their children in private tuition

Reasons	Yes		No	
	f	%	f	%
Poor pupil entry behavior	79	45.1	96	54.9
To catch up with other pupils	27	15.4	148	84.6
To reinforce what has been done at school	159	90.9	16	9.1
To improve child’s grades in school	133	76.0	42	24.0

As presented in Table 4.20, majority (54.9%) of parents indicated that did not engage their children in private tuition due to poor pupil entry behavior, majority (84.6%) of parents indicated they did not engage their children in private tuition to catch up with other pupils. Data further indicates that majority (90.9%) of parents engage their children in private tuition to reinforce what has been done at school while majority 133(76.0%) of parents indicated that it was to improve child’s grades in school. This indicates that parents as stake holders value the input private tuition has on their children’s academic performance. This findings extend the understanding as presented by Foondun (2007) in his study ‘stakeholders opinion on private tuition’ which indicates that parents encourage

their children to attend private tuition since it covered what school experience had not. To establish teacher's perception on pupil's entry behavior and pupil's engagement in private tuitions, the teachers were asked to indicate the same. Table 4.21 tabulates the findings.

Table 4.21**Teachers' responses on the pupils' entry behaviour and their engagement in private tuition**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
Private tuition helps pupils to catch up with brighter pupils	0	0.0	25	45.5	7	12.7	16	29.1	7	12.7
Pupils entering the school have low marks hence need tuition	3	5.5	16	29.1	8	14.5	23	41.8	5	9.1
Private tuition provide for what has not been covered in class	4	7.3	9	16.4	10	18.2	19	34.5	13	23.6
Pupils who are involved in private tuition are ones who are generally weak	1	1.8	12	21.8	0	0.0	6	10.9	22	40.0
Without private tuition pupils will continue performing poorly	3	5.5	4	7.3	5	9.1	23	41.8	20	36.4
Pupils who enter school with low marks need private tuition	3 0	54.5	3	5.5	6	10.9	0	0.0	16	29.1
Private tuition enables pupils to keep up with the learning pace	3 2	58.2	13	23.6	0	0.0	5	9.1	5	9.1

Table 4.21 shows that 45.5% of teachers agreed that private tuition helps pupils to catch up with brighter pupils, 41.8% of teachers disagreed that pupils entering the school have low marks hence need tuition, 34.5% of teachers disagreed that private tuition provide for what has not been covered in class. Data further indicates that 40.0% of teachers strongly disagreed that pupils who were involved in private tuition are ones that were generally weak, 36.4% of teachers strongly disagreed that without private tuition pupils will continue performing poorly. Majority (54.5%) of teachers strongly agreed that pupils who entered school with low marks needed private tuition while majority (58.2%) of teachers strongly agreed that private tuition enabled pupils to keep up with the learning pace. These findings indicate that teachers as stakeholders are of the view that private tuition enables pupils to keep up with the learning pace hence improve their academic results.

The parents were asked to indicate how pupils' entry behaviour contributed to their engagement in private tuition. The data is presented in Table 4.22.

Table 4.22**Parents' responses on the pupils' entry behaviour and their engagement in private tuition**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	F	%	f	%
Pupils entering the school have low marks hence need tuition	15	8.6	7	4.0	100	57.1	53	30.3
Private tuition helps pupils to catch up with brighter pupils	122	69.7	15	8.6	32	18.3	6	3.4
Private tuition provide for what has not been covered in class	79	45.1	14	8.0	39	22.3	43	24.6
Pupils who are involved in private tuition are ones that are generally weak	7	4.0	6	3.4	34	19.4	128	73.1
Without private tuition pupils will continue performing poorly	15	8.6	7	4.0	138	78.9	15	8.6
Private tuition enables pupils to be at the same ability	19	10.9	13	7.4	128	73.1		
School enrolls pupils who are below average needing private tuition	27	15.4	17	9.7	116	66.3	15	8.6
Private tuition is essential if pupils are to pass well	115	65.7	21	12.0	24	13.7	15	8.6

Data shows that majority (57.1%) of parents disagreed that pupils entering the school had low marks hence need tuition, majority (69.7%) of parents strongly agreed that private tuition helps pupils to catch up with brighter pupils, 45.1% of parents strongly agreed that private tuition provide for what had not been covered in class. The study further indicates that majority (78.9%) of parents disagreed that without private tuition pupils would continue performing poorly, majority (73.1%) of parents disagreed that private tuition enables pupils to be at the same ability. majority (66.3%) of parents disagreed that school enrolled pupils who were below average needing private tuition while majority (65.75%) of parents strongly agreed that private tuition was essential if pupils were to pass well. Findings from group discussion indicated that pupils entering the school had low marks hence need tuition to help them catch up with brighter pupils and that private tuition was essential if pupils were to pass well.

4.6 Parents' level of income and pupils engagement in private tuition

To establish the influence of parents' level of income and pupils engagement in private tuition, the researcher posed items to the respondents that sought to establish how parents' level of income and pupils engagement in private tuition. Teachers were asked whether the parents were willing to pay for private tuition. Table 4.23 presents the findings.

Table 4.23

Teachers' responses on whether the parents were willing to pay for private tuition

Response	Frequency	Percentage
Parents willing to pay	42	76.4
Parents not willing to pay	13	23.6
Total	55	100.0

Data in Table 4.22 shows that majority (76.4%) of teachers indicated that parents were willing to pay for private tuition while 23.6% of teachers indicated that parents were not willing to pay for private tuition. This indicates that parents are the key players in determining whether their children are engaged or not engaged in private tuitions.

When parents were asked whether they had challenges paying for their child's private tuition, they responded as Table 4.24.

Table 4.24

Parents' responses on whether they had challenges paying for their child's private tuition

Response	Frequency	Percentage
Yes	12	6.9
Sometimes	101	57.7
No	62	35.4
Total	175	100.0

Data shows that majority (57.7%) of parents indicated that they sometimes had challenges paying for their child's private tuition, 35.4% of parents did not have challenges paying for their child's private tuition while 6.9% of parents indicated that they had challenges paying for their child's private tuition. This indicates that Private tuition affected parents' expenditure and that is why parental level of income sometimes determines a pupil's involvement in private tuition.

Table 4.25 tabulates parents' responses on parents' level of income and pupils engagement in private tuition.

Table 4.25

Parents' responses on parents level of income and pupils engagement in private tuition

Statement	Yes		Sometimes		No	
	f	%	f	%	f	%
Do you engage your child in private tuition due to high income	6	3.4	28	16.0	141	80.6
Would you engage your child in private tuition since you have high income	109	62.3	0	0.0	66	37.7

Data in Table 4.25 shows that majority (80.6%) of parents indicated that parents did not engage children in private tuition due to high income while majority (62.3%) of parents indicated that they would engage their child in private tuition since they had high income. This shows that there is a direct link between parents' level of income and the pupil's engagement in private tuition.

To find out teachers perception on the relationship between parents' level of income and pupil's involvement in private tuition, their responses are tabulated below.

Table 4.26**Teachers' responses on parents' level of income and pupils engagement in private tuition**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%
Parents are ready to pay for private tuition despite pupils not needing it	14	25.5	28	50.9	2	3.6	11	20.0
Parents influence each other into providing their children with private tuition	16	29.1	33	60.0	3	5.5	3	5.5
Parents engage teachers into private tuition in their homes	19	34.5	2	3.6	34	61.8		
Parents are financially ready to hire private teachers for their children	19	34.5	27	49.1	2	3.6	5	9.1
Parents have no problem using money for private tuition	12	21.8	4	7.3	15	27.2	24	43.6

Data shows that (50.9% of teachers agreed that parents were ready to pay for private tuition despite pupils not needing it, majority (60.0%) of teachers agreed that parents influenced each other into providing their children with private tuition, majority (61.8%) of teachers disagreed that parents engaged teachers into private tuition in their homes. Data further shows that 49.1% of teachers agreed that parents were financially ready to hire private teachers for their children while 43.6% of teachers strongly disagreed that parents had no problem using money for private tuition.

The findings indicate that the fact that majority of parents are willing to pay for their child's tuition despite the fact that the child does not need it, shows they have no problem paying for their child's tuition. This findings are in line with Mehrotra & Delamonica (2008) whose revealed that parental level of income had an influence on private tuition.

Nolf (2002) also adds that the amount of cash spent on private tuition by wealthy people as a proportion of their expenditure on children is lower than the average for all households. (A study carried out in Australia).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations of the study and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to establish the factors that influence pupils' involvement in private tuition in Oshwal International in Mombasa County. The study was guided by four research objectives which are: to determine how pupils performance influence private tuition, to establish how pupils entry behavior influence private tuition, to assess how parental level of income influences private tuition and lastly to determine the perception of stakeholders (students, teachers and parents) on private tuition in Oshwal International Mombasa county. The study employed single case study. The sampling techniques employed was stratified random sampling. The sample for the study comprised of all the 57 teachers, 180 parents and 300 Year 6, 7 and 8 pupils who are mostly engaged in private tuition. Data was collected by use of questionnaires and analysed using the Statistical Package for Social Sciences (SPSS). Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated

and tested for reliability. Items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments.

Findings of the influences pupils academic performance had on private tuition revealed that majority 42 (76.4%) of teachers indicated that most pupils were engaged in private tuition which implied that teachers were in a position to indicate the factors that influence pupils' involvement in private tuition. Majority 172(58.5%) of pupils indicated that the performance of their school was good which implied that schools that engaged their pupils in private tuition performed well.

The study further indicated that majority 153(87.4%) of parents indicated that their children attended private tuition. Majority 96(54.9%) of teachers indicated that the school provided good quality of education. The study further revealed that majority 160(54.4%) of pupils indicated that they never attended private tuition while at home. The study further found out that majority 160(54.4%) of pupils sometimes attended private tuition while at school. It was also revealed that majority 31(56.4%) of teachers indicated that the quality of education offered in the school did not at all encourage private tuition.

Findings revealed that majority 158(90.3%) of parents indicated that their school provide good education to their children. The study revealed that parents engaged their children in private tuition to improve performance and to make them acquire

better marks as indicated by majority 130(74.3%) of parents. Majority 115(65.7%) of parents engaged their children into private tuition to assist and support them in subject which the child needs individual support which implied that it was due to pupils' performance that they were engaged in private tuition.

On the influence pupils' entry behavior to private tuition, the study revealed that pupils' entry behavior was not one of the reasons for parents' engagement of their children in private tuition as majority 96(54.9%) of parents disagreed with the statement. Majority 44(80.0%) of teachers indicated that there were pupils who entered the school with low marks which implied that there was need for private tuition for pupils who entered the school with low marks.

Findings revealed that 294(100.0%) of pupils were never forced by their teachers to go for private tuition. Majority 89(50.9%) of parents indicated that private tuition prepare children for good academic result. Data further revealed that majority 144(82.3%) of parents indicated that private tuition affected pupils' academic performance.

Majority of pupils (57.5%) revealed that that private tuition takes away their play time, majority 162(55.1%) of pupils disagreed that they can still perform well in school without private tuition. The study further revealed that pupils (100%) agreed that private tuition should be abolished in schools and that teachers teach them well hence that do not need private tuition in school or at home. It was further revealed that majority 210(71.4%) of pupils agreed that private teachers give pupils a lot of work which they had covered at school while pupils disagreed

that their parents want them attend private tuition since they had a lot of money to pay for it.

It was further found out that majority 148 (84.6%) of parents indicated they did not engage their children in private tuition to catch up with other pupils. Data further indicates that majority 159 (90.9%) of parents engage their children in private tuition to reinforce what has been done at school while majority 133 (76.0%) of parents indicated that it was to improve child's grades in school.

It was further found out that teachers (52.7%) agreed that private tuition helps pupils to catch up with brighter pupils, teachers strongly disagreed that pupils who were involved in private tuition are ones that were generally weak and that without private tuition pupils will continue performing poorly. Majority 30 (54.5%) of teachers strongly agreed that pupils who entered school with low marks needed private tuition while majority 32 (58.2%) of teachers strongly agreed that private tuition enabled pupils to be at the same ability.

Majority 100 (57.1%) of parents agreed that pupils entering the school had low marks hence need tuition, majority 122 (69.7%) of parents strongly agreed that private tuition helps pupils to catch up with brighter pupils. It was further revealed that majority 138 (78.9%) of parents agreed that without private tuition pupils would continue performing poorly, majority 128 (73.1%) of parents agreed that private tuition enables pupils to keep up with the teaching learning pace of the class. Majority 115 (65.75%) of parents strongly agreed that private tuition was

essential if pupils were to pass well.

The study further revealed that majority 42 (76.4%) of teachers indicated that parents were willing to pay for private tuition. Majority 101 (57.7%) of parents indicated that they sometimes had challenges paying for their child's private tuition, 62 (35.4%) of parents did not had challenges paying for their child's private tuition while 12 (6.9%) of parents indicated that they had challenges paying for their child's private tuition. This indicates that Private tuition affected parents' expenditure. It was further found out that majority 141 (80.6%) of parents did not engage children in private tuition due to high income while majority 109 (62.3%) of parents indicated that they would engage their child in private tuition since they had high income. Majority 28 (50.9%) of teachers agreed that parents were ready to pay for private tuition despite pupils not needing it. It was also found out that parents influenced each other into providing their children with private tuition as indicated by the majority 33 (60.0%) of teachers. It was lastly revealed that parents did not engage teachers into private tuition in their homes as indicated by the majority 34 (61.8%) of teachers.

5.3 Conclusions

Based on the study findings, the study concluded that pupils were engaged in private tuition and the schools that engaged their pupils in private tuition performed well. It was also concluded that school provided good quality of education. The study further concluded that pupils never attended private tuition

while at home. The study concluded that the quality of education offered in the school did not at all encourage private tuition. The study further concluded that parents engaged their child in private tuition to improve performance and to make them acquire better marks. It was concluded that parents engaged their children into private tuition to assist and support them in subject which the child needs individual support which implied that it was due to pupils' performance that they were engaged in private tuition.

On the influence pupils' entry behavior to private tuition, the study concluded that pupils' entry behavior was not a reasons for parents' engagement of their children in private tuition. The study also concluded that there were pupils who entered the school with low marks which implied that there was need for private tuition for pupils who entered the school with low marks. The study also concluded that private tuition prepare children for good academic result and that private tuition affected pupils' academic performance. The study also concluded that pupils could not perform well in school without private tuition. Parents engaged their children in private tuition to reinforce what has been done at school and to improve child's grades in school. It was further concluded that private tuition helped pupils to catch up with brighter pupils. Pupils who entered school with low marks needed private tuition as it enabled pupils to keep up with the teaching learning pace of the class. It was further concluded that private tuition was essential if pupils were to pass well.

The study concluded that parents were willing to pay for private tuition. Parents sometimes had challenges paying for their child's private tuition and parents indicated would engage their child in private tuition if they had high income. The study further concluded that parents were ready to pay for private tuition despite pupils not needing it. It was also concluded that parents influenced each other into providing their children with private tuition. It was lastly concluded that parents did not engage teachers into private tuition in their homes.

5.4 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- i. Private tuition to be enhanced by the school administration to cater to the needs of children unable to keep pace with the teaching-learning process in a normal classroom as a result of their entry behaviour
- ii. Expenditure on private tutoring to be reviewed to make it affordable to all parents
- iii. Teachers who do not cover the entire curriculum during school hours as expected, so that there's a demand for their private tutoring services to be discouraged.

5.5 Suggestions for further research

- i. This researcher takes exception to the fact that the study was conducted in Oshwal International in Mombasa County yet private tuition practice in schools is a national one.
- ii. The researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the actual factors influencing private tuition practice.
- iii. Since the study was carried out in urban setting, there is need to conduct a similar study in a rural settlement so as to compare the results.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Karong'o Irene Wambui
Department of Educ. Admin and planning,
University of Nairobi
P.O BOX 92,
Kikuyu

Dear Respondent,
The Principal,
Oshwal International

Dear Sir

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student at University of Nairobi currently pursuing a Master of Education degree. I am carrying out research on **“Factors influencing pupils’ involvement in private tuition; a case study of Oshwal International Mombasa, Kenya”**.

Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school.

Yours faithfully,

Karong'o Irene Wambui
Student

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information on the factors influencing private tuition practice in Oshwal International in Mombasa County.

You are requested to participate in the study by filling in the questionnaire.

Kindly respond to all the items in the questionnaire.

Section A: Demographic data

1. What is your age in years?

Below 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 years []

41 and above []

2. How long have you been a teacher in this school?

Below 1 year [] 1 – 5 years []

6 – 10 years [] 11 – 15 years []

Above 15 years []

3. What is your highest professional qualifications?

P1 [] B.Ed degree []

Masters degree [] Others specify

Section B: Various reasons for private tuition practice

4. To what extent are pupils engaged in out of school private tuition?

To a great extent [] To a less extent []

5. How do you rate the quality of education offered in your school?

Good [] poor []

6. (a) Does this school provide good education to the children?

Yes [] No []

(b) If yes, what are the reasons that make parents engage children into private tuition?

To make them acquire better marks []

Due to their low entry marks []

Since they are able to pay for the tuition []

Due to school demand []

Section C: Influence of private tuition on pupils performance

7. Does private tuition have an influence on pupil academic performance?

Yes [] No []

8. In your opinion will children still perform better without private tuition/

Yes [] No []

Indicate the extent to which you agree with the following statements

Key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

Statement	SA	A	U	D	SD
Pupils who are engaged in private tuition perform better in their examinations					
Private tuition prepare pupils for their examination					
Private tuition provide for what has not been covered in class					
Pupils who are involved in private tuition perform better than those who have not					

Section D: Influence of pupils entry behavior on private tuition practice

9. Do parents engage their children in private tuition because of poor entry behavior?

Yes [] No []

Indicate the extent to which you agree with the following statements

Key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

Statement	SA	A	U	D	SD
Pupils who enter school with low marks need private tuition					
Private tuition enables pupils to keep up with the teaching learning pace					
Private tuition provides pupils with opportunity to get high marks					
School enrolls pupils who are below average					

10. Which among these would make parents engage children in private tuition?

a. Poor pupil entry behavior Yes [] No []

b. To catch up with other pupils Yes [] No []

c. To reinforce their entry behavior Yes [] No ()

d. To improve child's grades and help them catch up with bright ones

Yes [] No []

Section E: Influence of parental level of income on private tuition

e. Would parents engage children in private tuition since they have high income?

Yes [] No []

f. Please explain your answer

g. Does parental level of income affect the engagement of children in private tuition?

Yes [] Sometimes [] No []

Explain your answer

Section E: Stakeholders' perceptions of private tuition

h. Should private tuition be allowed?

Yes [] Sometimes [] No []

Explain your answer above

APPENDIX III

QUESTIONNAIRE FOR PARENTS

The purpose of this questionnaire is to gather information on the factors influencing privation tuition practice in Oshwal International in Mombasa County. You are requested to participate in the study by filling in the questionnaire. Kindly respond to all the items in the questionnaire.

Section A: Reason for private tuition practice

1. Does your child attend private tuition?

Yes [] Sometimes [] No []

2. How do you rate the quality of education offered in your school?

Good [] poor []

3. Does your school provide good education to your child?

Yes [] No []

4. What are the various reasons that make you engage your child in private tuition?

Section B: Influence of private tuition on pupils performance

5. Does private tuition prepare children for good academic result?

Yes [] Sometimes [] No []

6. Does private tuition affect pupils academic performance?

Yes [] Sometimes [] No []

7. In your opinion will children still perform better without private tuition/

Yes [] Sometimes [] No []

8. In what ways does private tuition affect pupil's academic performance?

Section C: Influence of pupils entry behavior on private tuition practice

9. Do parents engage their children in private tuition because of poor entry behavior?

Yes [] Sometimes [] No []

Please explain your answer

10. Which among these reasons would make your engage your child in private tuition?

Poor pupil entry behavior Yes [] No []

To catch up with other pupils Yes [] No []

To reinforce what has been done at school

Yes [] No []

To improve child's grades in school

Yes [] No []

Section D: Influence of parental level of income on private tuition

11. Would you engage your child in private tuition since you have high income?

Yes [] No []

Please explain your answer

Section E: Stakeholders' perceptions of private tuition

12. Should school allow private tuition?

Yes [] Sometimes [] No []

13. Should private tuition be allowed at home?

Yes [] Sometimes [] No []

14. What is your opinion regarding ban of private tuition in schools?

APPENDIX IV

QUESTIONNAIRE FOR PUPILS

The purpose of this questionnaire is to gather information on the factors influencing private tuition practice in Oshwal International in Mombasa County.

You are requested to freely participate in the study by filling in the questionnaire.

Kindly respond to all the items in the questionnaire.

Indicate your response by a tick

Section A: Demographic data

1. What is your age in years in years?

Below 10 years [] 10– 12 years []

13 – 15 years [] 16 and above []

2. How long have you been a pupil of this school?

Below 1 year [] 1 – 5 years []

6 – 10 years [] above 11 years

3. Which Year are you in currently?

Year 6 [] Year 7 []

Year 8 []

Section B: Pupil's perception of private tuition

4. How do you rate your performance in school?

Good [] Average [] Poor []

5. Do you attend private tuition while at home?

Yes [] Sometimes [] No []

6. Do you like private tuition? Yes [] No []

7. Are you forced to go for tuition at home?

Yes [] Sometimes [] No []

8. Does private tuition of any help to you in education

Yes [] No []

9. Would you still do better in school without private tuition?

Yes [] No []

10. Do your parents force you to go for private tuition?

Yes [] Sometimes [] No []

11. Private tuition takes away my play time

Agree [] Disagree []

12. I can still perform well in school without private tuition

Agree [] Disagree []

13. Private tuition should be abolished

Agree [] Disagree []

APPENDIX V

FOCUS GROUP DISCUSSION GUIDE WITH PUPILS

Facilitator's welcome, introduction and instructions to participants

Welcome and thank you for volunteering to take part in this focus group. You have been asked to participate as your point of view is important. I realize you value your break and I appreciate your time.

Introduction: This focus group discussion is designed to assess your current thoughts and feelings about your involvement in private tuition (that is if you are). The focus group discussion will take no more than ten minutes. May I document the discussion to facilitate its recollection?

Anonymity: Despite being documented, I would like to assure you that the discussion will be anonymous. The records will be kept safely in a locked facility until they are analysed, then they will be destroyed. The analysed notes of the focus group will contain no information that would allow you to be victimized. You should try to answer and comment as accurately and truthfully as possible. I and the other focus group participants would appreciate it if you would refrain from discussing the comments of other group members outside the focus group. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.

Ground rules

- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
- There are no right or wrong answers
- You do not have to speak in any particular order
- When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you
- You do not have to agree with the views of other people in the group
- Does anyone have any questions? (answers).
- OK, let's begin

Warm up

- First, I'd like everyone to introduce themselves. Can you tell us your name?

Introductory question

I am just going to give you a couple of minutes to think about your involvement in private tuition since you started attending. Is anyone happy to share his or her experience?

Guiding questions

1. How does your performance influence your engagement in private tuition?
2. When you first joined your class, did you find it difficult/easy to keep up with the teaching learning pace? Kindly explain why you feel so.
3. Do your parents fail or delay to pay for your tuition at times?
4. Have you ever stopped attending tuition classes because your parents could not afford to pay for you?
5. What do you feel about your involvement in private tuition? Do you like/ dislike it. Explain why you feel so.
6. Do your parents force you to participate in private tuitions?
7. How about your teachers, do they encourage you to engage in private tuitions?

Concluding question

- Of all the things we've discussed today, what would you say is the most significant reason that makes you engage in private tuitions?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the study
- We hope you have found the discussion interesting
- If there is anything you are unhappy with or wish to complain about, please speak to me later
- I would like to remind you that any comments featuring in this report will be anonymous

APPENDIX VI
LETTER OF AUTHORISATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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When replying please quote

9th Floor, Utalii House
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NAIROBI-KENYA

Ref: No.

Date:
11th July, 2014

NACOSTI/P/14/1009/2308

Irene Wambui Karongo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing pupils’ involvement in private tuition: Case study of Oshwal International Mombasa, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for a period ending **30th August, 2014**.

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

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


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

Copy to:

The County Commissioners
The County Directors of Education
Mombasa County.




APPENDIX VII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. IRENE WAMBUI KARONGO
of UNIVERSITY OF NAIROBI,
83021-80100 Mombasa, has been
permitted to conduct research in
Mombasa County
on the topic: SCHOOL BASED FACTORS
INFLUENCING PUPILS INVOLVEMENT IN
PRIVATE TUITION: CASE STUDY OF
OSHWAL INTERNATIONAL MOMBASA,
KENYA
for the period ending:
30th August 2014

Permit No. : NACOSTI/P/14/1009/2308
Date Of Issue : 11th July, 2014
Fee Received : Ksh 1,000



Applicant's Signature _____ **Secretary**
National Commission for Science, Technology & Innovation

CONDITIONS

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



REPUBLIC OF KENYA



NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 22823

CONDITIONS: see back page