

**SCHOOL BASED FACTORS INFLUENCING THE HEADTEACHERS'  
IMPLEMENTATION OF THE PRIVATE TUITION BAN DIRECTIVE IN  
SECONDARY SCHOOLS, MAKUENI COUNTY, KENYA**

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**DECLARATION**

This Research Project is my original work and has not been presented for a Degree in any other university

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## **DEDICATION**

This research project is dedicated to my mother Rhoda Ndiku and father Dickson Ndiku.

## **ACKNOWLEDGEMENT**

There are a number of people that I owe immensely for the completion of this work. First and foremost, I am very grateful to my supervisor Dr Ibrahim Khatete and Dr. Phyllis Matula who have been mentors to me, their professional advice and encouragement kept me working even when things were tricky. They worked with me patiently to develop the study and always encouraged me to keep focused. Without their guidance and generous support this work would never have been completed.

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## **ACRONYMS AND ABBREVIATIONS**

<b>ESI</b>	Extra School Instruction
<b>HTC</b>	Holiday Tuition Centres
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KNEC</b>	Kenya National Examination Council
<b>PT</b>	Private Tuition
<b>PST</b>	Private Supplementary Tuition
<b>MOEST</b>	Ministry of Education Science and Technology
<b>TSC</b>	Teachers Service Commission

## **ABSTRACT**

In a low resource context like in Kenya where there are not enough Maths and science teachers, poor learning and teaching facilities, overcrowded classrooms or higher student-teacher ratios, and such factors, private tuition is likely to take place. The purpose of this study was to investigate the School Based Factors Influencing Head teachers' Implementation of the Private Tuition Ban directive in Secondary Schools in Makueni County, Kenya. The objectives of the study were: To determine how students' academic performance influence the implementation of the private tuition ban directive in Makueni County; to establish how syllabus coverage influence the implementation of private tuition ban directive in Makueni County; to establish how the schools' cultures on academic performance influence the implementation of private tuition ban directive in Makueni County; and to determine how adequacy of teaching – learning resources influence the implementation of the private tuition ban directive in Makueni County. The target population of the study was the principals, teachers and students from all the 313 secondary schools in Makueni County. A sample size of 297 respondents was used after 90 secondary schools were randomly selected. Research instruments used in this study included questionnaires for teachers and the pupils and interview schedules for the principals. Quantitative data were analyzed and the results were presented using frequency tables, pie charts and bar graphs. Qualitative data were analyzed through content analysis, which in turn was analyzed by organizing data into themes, patterns and sub-topics. From the study findings, most of the secondary schools in Makueni County took private tuition despite the private tuition ban directive. The study recommended that there should be establishment of an independent body, which should have full mandate of school inspections in order to improve access, equity and quality of education in Makueni County and Kenya as at large. Therefore the established body need to foster the adherence to the rules and regulations of teaching, remind teachers on their code of conducts, their roles and responsibilities and propose rewarding system for teachers whose performance is better than the rest.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Private tutoring is a charge based coaching that gives supplementary guidelines to youngsters in scholarly subjects they concentrate on in the standard instruction framework (Dang and Rogers, 2008). Instructive organizations are the spots where educational tutoring should occur. The instructors and the students mutually take an interest in classroom circumstance to accomplish training. Hence, private tutoring implies installment based coaching backing to the students outside authorized school hours (Nath, 2006).

(Bray and Kwok, 2003 and Bray, 1999) audit private coaching plans over a differing set of countries. One adapted actuality is that private tutoring is more basic in nations with competitive university selection tests (Tansel and Bircan, 2006). In numerous countries, the blend of these high stakes exams and deficiencies of the instructive framework (e.g., lacking supply of colleges, substantial class sizes, and insufficient open assets) are additionally said as remarkable components underlying the interest for private tutoring (Tansel and Bircan, 2006). Additionally, interest for private tutoring is not exclusively limited to developing countries according to (Bray and Kwok, 2003). Here, the poor performance by students on international accomplishment tests is given as a contributing component to the development sought after.

As per Rohlen and LeTendre, (1996); Salili, (1999) referred to by Bray (2012), a country which is impacted by the Confucius customs, likely encourage private coaching. Guardians need their youngsters to perform superior to other kids as they can take pride in the achievement of their kids. Admission of higher education base on meritocracy expands the need of excellent result. A study by Jelani and Tan, (2012), found that a higher rate of ethnic Indian (71%) and Chinese (63%) students get private tutoring, while ethnic Malay (39%) students are more averse to attempt private mentoring.

Many parents are unsettled by dropping standards in their children's schools and the existence of the less motivated 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.

In Japan, students do enroll in intensive instruction programs amid school holidays, including the essential New Year's vacation. To invigorate schooling culture, a few private mentoring schools (juku) have had their students wear white headbands like those once worn in fight by samurai warriors (Rohlen 1980). Around 30% of college students spend extra years after secondary school completion preparing for their

tertiary school placement tests, frequently in particular private tutoring classes. At the top-positioned schools, more than 60% of students may have invested time and resources after secondary school get ready for these exams (Ono, 2007).

In a study led by Paviot (2008), around 79.7% of grade six students in Malawi get additional educational tutoring. This is out of the need to enhance learners' execution in national examinations. Additional educational tutoring may have positive result in enhancing students learning, giving them helpful exercises and empowering them to finish syllabus in time (Yiu, 1996). It's an avenue for income to those offering additional tutoring and helps students comprehend standard lessons (Ireson and Rushforth, 2005).

Educators in Western Europe, North America and Australia may not be totally glad about their compensation, but rather they do get pay rates which are adequate for their standards of life. With all considerations, the tutors are not headed to supplementary mentoring essentially with a specific end goal to survive. The same can't be said of instructors in Cambodia and Lebanon, for instance, which have been beset by common war and in which the national governments have been excessively powerless, making it impossible to request the abnormal amounts of tax collection important to pay educators satisfactory compensations according to (Bray, 2007). A comparable example got to be clear in the 1990s in Romania, Latvia and different nations of Eastern Europe, where governments failure to pay educators compensations at a level which matched the rapidly growing rates of inflation obliged instructor to discover alternative means to earn better livelihoods. Consequently, a large portion of

the best educators left the calling for good. This in turn led to a decrease in the nature of training, which constrained guardians to pay for supplementation to guarantee that their children kept on covering syllabuses fully. The ascent of supplementary tutoring in these countries thus had little to do with either expansive societies or the way of examinations however was rather a reaction to rarity of the teaching assets (Bray, 2007).

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 is not sufficient at all to service their basic livelihoods (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).

In Kenya, the 'O' Level outcome for the year 2010 as released by the KNEC accordingly indicated that 27% of the examined students managed a mean grades of C (Plus) and above which marks the minimum qualification for any entry to the Kenyan Universities (Ongeri, 2011). The interest for higher grades in the National Examinations by guardians encouraged secondary schools to begin supplementary



tutoring. Some head instructors looked for the assent and support of guardians amid the yearly broad groups to offer supplementary education. For quite a while the pattern was left to spread nationally without the government control. A study led by (Kariuki, 2011) discovered that with the culmination of the syllabus in the month of March of the examination year, trailed by customized, guided and managed occasion correction, the candidates were well prepared for to perform excellently.

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).

## **1.2 Statement of the problem**

Students and parents are under intense pressure to ensure that they/their children pass KCSE examinations so that they can be able to secure places in higher institutions of learning and pursue the perceived prestigious careers such as Medicine, Law and Engineering. Despite the ban directive 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. These study endeavors to quantitatively investigate the factors behind the need for private supplementary tuition among secondary school despite the ban directive

### **1.3 The purpose of the study**

The aim of the study was to explore the School Based Factors Influencing Head teachers' implementation of the private tuition ban directive in Secondary Schools in Makueni County.

### **1.4 Objectives of the study**

1. To establish how students' academic performance influence the implementation of the private tuition ban directive in Makueni County
2. To establish how syllabus coverage influence the implementation of private tuition ban directive in Makueni County
3. To identify how the schools' cultures on academic performance influence the implementation of private tuition ban directive in Makueni County
4. To establish how adequacy of teaching – learning resources influence the implementation of the private tuition ban directive in Makueni County.

## **1.5 Research questions**

1. How does Students' academic performance influence the implementation of the private tuition ban directive in Makueni County?
2. How does syllabus coverage influence the implementation of the private tuition ban directive in Makueni County?
3. To what extent does a school's culture on academic performance influence the implementation of the private tuition ban directive in Makueni County?
4. How does the adequacy of teaching –learning resource influence the implementation of the private tuition ban directive in Makueni County?

## **1.6 Significance of the study**

The study is significant for many reasons including opening the door for further research on the impacts of the private tutoring such as investigating scholarly performance between students who have actively participated in private tutoring and those who don't in Kenya, cost benefit analysis of private tutoring, the impact of private tuition in the community and to what extent it is related to create gap/s to the access to better quality of education between richer and poor, its effects to household expenditures and a like.

The study results also highlighted both the advantages and disadvantages of private tuition. The information from the study may help various education stakeholders in Kenya make decisions on private tuition. The findings of the study, for example, may help policy makers in the Ministry of Education Science and Technology to formulate appropriate policies with regard to the implementation of private tuition. Teachers on

their side may use the study results to improve their teaching and learning process in order to make education services accessible to all.

Furthermore, parents may also find the results of the study useful. This is because parents pay a lot of money to enable their children to attend private tuition classes. Similarly, the study findings will help students to decide whether it is worthwhile or not to invest their time in attending private tuition classes or make follow up of their studies during school hours and then make revisions, read books and have discussions among themselves or continue receiving lectures from different private tutors .

### **1.7 Limitations of the study**

This study was limited by impossibility of the researcher to study all facets of PT and the entire targeted population due to bad weather.

### **1.8 Delimitations of the study**

The study was restricted to the school based factors influencing the head teachers' administrative implementation of the private tuition ban directive in secondary schools in Makueni County. It will be further narrowed to the factors influencing the need for the use of private supplementary tuition by secondary schools.

### **1.9 Assumption of the study**

These were the assumptions of the study:

1. Resources and constraints in Makueni County are similar to those of any other rural setting.

2. All public secondary schools participating in the study conduct extra tuition.

### **1.10 Definitions of operational terms**

**Holiday tuition centers (HTC)** refers to premises that are used as classes for private supplementary tuition during holidays or evenings or weekends.

**Jukus** Refers to private tuition centers in Japan

**Mainstream schooling (education system)** refers to formal schooling or formal education system (public or private) that are controlled or regulated by the central or county government with a strict curriculum that must be followed by all teachers when teaching their students.

**Private tuition** refers to the type of instruction offered to students on academic and examinable subjects such as Mathematics, Sciences, Languages and Humanities outside the normal mainstream school hours i.e. very early in the morning, late in the evening or even at night, during weekends and during school vacations (holidays and half terms) at a fee.

**Private tuition ban directive** refers to an order issued by the MOEST against private tuition in schools.

**Remedial classes/Extra classes** refer to the kind of instruction offered to students on academic and examinable subjects by their mainstream teachers outside the normal teaching hours within the school premises and at an extra fee.

**Shadow education system** refers to the education system that exists because the mainstream education system exists. Their features are less distinct and do not have a strict curriculum to follow.

### **1.11 Organization of the study**

The research project is organized in the following sections and sub-sections; introduction, the literature review, research methodology, findings and discussions, summary and recommendation upon completion. Each section contains the following as detailed; chapter 1 background to the problem, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumption and the key terms definition. Chapter 2 literature review, theoretical frame work and conceptual frame work. Chapter3 introduction, research design, population sample, sample procedure and sample size, instruments, validity and reliability, procedure for data collection and data analysis. Chapter four details the data analysis and interpretation and chapter five has the summary of the study, conclusion, recommendation and suggestion for further study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises review of the related literature, capturing an overview of private tuition. It also comprises; influence of student's academic performance on adherence of the private tuition ban directive, the influence of the schools' policy on adherence of the private tuition ban directive, the influence of the schools culture on the implementation of private tuition ban directive and the influence of school resources on the implementation of the private tuition ban directive. The section finally comprises of the theoretical framework and conceptual frame work.

#### **2.2 Concept of Private Tuition**

Instructive specialists from international associations for instance, UNESCO and the World Bank pointed out that the conveyance of paid additional lessons in school subjects outside school hours has turned into a noteworthy segment of training frameworks in various countries(Baker et al, 2001; Dang and Rogers, 2008). In the light of this, private educational tutoring has been understood as a sort of instructive phenomenon that capacities in parallel to standard training and demonstrates a discernible commonness, not just in developed countries, for example, Japan (Stevenson and Baker, 1992; Rosegaard, 2006), Korea (Kwak, 2004), Hong Kong (Kwok, 2004) or the United States (Buchmann, 2010), additionally in less industrialized nations, for example, Kenya (UWEZO, 2011) and Mauritius (Dindyal and Besoondyal, 2007).

The widespread concept of the paid additional lessons likewise was affirmed by discoveries from universal research concentrates, for example, SACMEQ where it was uncovered that the most noteworthy frequency of paid additional lessons was packed in Kenya and Mauritius (Paviot, 2008). Notwithstanding, it is essential to consider that regardless of the possibility that this parallel type of tutoring is guaranteed to occur on a significant scale around the world (Heyneman, 2011; OECD, 2011; Wolf, 2002;), this does not imply that the nature and instruments of this occurrence are indistinguishable paying little respect to the socio-cultural and financial settings in which private educational tutoring happens (Wolf, 2002).

Specialists and educationalists from various parts of the world have researched the pervasiveness and attributes of paid additional lessons at various levels of the training framework, for example, essential level (Wolf, 2002; Nath, 2008; Paviot et al, 2008), optional level (Stevenson and Baker, 1992; Kim, 2005) or both levels at the same time (Marimuthu, 1991; Kwan-Terry, 1991; Aurini, 2003; Ireson, 2004; Ireson and Rushforth, 2011; Kwok, 2004; Mischo and Haag, 2002; Smyth, 2008). Be that as it may, there are a few unique meanings of paid additional lessons and their conceptualization gives off an impression of being risky for near purposes. A few scientists considered the arrangement of paid lessons as a sort of 'shadow instruction' since it impersonates standard training, takes after standard school educational program, changes each time that the standard changes, and capacities as another kind of instructive business (Buchmann, 2002; Aurini, 2003; Kwok, 2004). Likewise, Baker et al (2001) comprehended 'shadow training' as a huge scale utilization of



organized lessons directed amid outside school learning through mentoring, audit sessions, or pack schools, for example, "Juku" in Japan. Developing this thought, Mischo and Haag (2002) deciphered these additional lessons as a strategy for educating in which one understudy or a little group of students got customized direction regardless of the guide – which could be a private teacher, a volunteer, a parent, or a personal computer.

In contrast, Wolf (2002) utilized the term 'Extra School Instruction' (ESI) to signify educating and training exercises in arithmetic and science occurring outside of the standard school structure yet rejected the additional bolster given by teachers, though Foondun (2002) and Assad and Elbadawy (2004) portrayed a comparative circumstance including teachers as a kind of guide conveying additional lessons. Different analysts and scholastics put the highlight on those paid additional lessons conveyed by mentors working in privately owned businesses or 'Educational tutoring Centers'. For this situation, guides conveyed their support as a supplement to standard tutoring, particularly for auxiliary students who sought to affirmation at college level (Bray and Silova, 2006; Smyth, 2008) while still different creators analyzed the frequency of paid lessons conveyed at educational tutoring focuses, to optional school students as well as to grade school students (Aurini, 2003; Davies, 2004).

Such assorted qualities in the elucidation of additional lessons seems to affirm that regardless of the possibility that the examination of paid additional lessons recommends distinctive drivers, instruments, nature and sorts of suppliers, specialists

and scholastics seem to demand utilizing a similar wording to make reference to various types of paid additional lessons.

### **2.3 Academic performance and the implementation of the ban directive**

According to Bray et al. (2008), many people believe that private tutoring gives positive results in academically. However, argue Bray et al. (2008) this assumption might not be factual given the successful endogeneity of private tuition which many students haven't addressed. The school of thought is also shared by Hai-Anh and Rogers (2008).According to Hai-Anh and Rogers (2008), private tuition yields substantial increase in learning gains. However, argue Bray and Kwok. (2008), the assumption that private tuition delivers positive results in academic achievement is not always true.

Private tuition is found to increase performance excellence in India (Bernajee, 2007) and average pass rates on the baccalaureate tests in Israel (Lavy, 2005).Private tuition is also found to improve students' chances of joining the best universities in Japan (Ono et al., 2007). Private tuition is also found to increase the excellence in academics within the United States (Briggs et al.2001; Jacob et al.2004) and students' academic achievement in Vietnam (Dang et al.2007). A study conducted in Pakistan, Aslam, Monazza and Atherton (2011) analyzed data from the Annual Status of Education Report (ASER-Pakistan 2011).This data was on children of primary school age from 19006 rich and poor households. According to Aslam et al. (2011), all children from the different backgrounds had shown to benefit from private tuition.

In Sri Lanka, Gunasekara (2009) analyzed a marvel where toward the end of senior optional training, students surrender their schools to concentrate on packing for examinations in private educational tutoring focuses. Gunasekara (2009) found that private educational tutoring contributes more to accomplishment of solid achievement in examinations than school instruction.

In Japan (Sawada, Toshio and Kobayashi, 1986) examined the impact of "juku" participation on science execution of upper basic and lower auxiliary students. As per Sawada et al (1986), jukus are private educational tutoring focuses in Japan. The study expanded work led under the protection of the International Association for Evaluation of Educational Achievement and canvassed 375 students in eight schools. From the study, the specialists watched that time spent in jukus gave students more prominent chances to learn, and this brought about high scores.

Liu and Jeng (2012) carried out a related study in Taipei, China. Liu and Jeng (2012) relied on a sample of 13,978 grade 7 students. The researchers established a significant positive effect of private tuition on academic achievement on analytical ability and mathematical performance. In the Republic of Korea, Sohn, Heekwon, Lee, Jang and Kim (2010) summarized studies using a number of variables. Sohn et al. (2010) used six studies to examine relationships between private tuition and academic achievement. Out of those six studies, five showed positive correlation.

In Nepal, Thapa and Amrit (2011) carried out a study involving 22500 candidates of grade 10 School Leaving Certificate Examination. The survey involved both public

and private schools. Thapa and Amrit (2011) predefined that students in public institutions who had received private tuition had higher scores by 1.7%.

In Vietnam, Dang and Hai-Anh (2008) analyzed 1997/98 national household data. Dang and Hai-Anh (2008) found a positive correlation between private tuition and achievement. Ha, Thu and Harpham (2005) carried out a similar study in Vietnam. They examined information from 1000 kids aged 8 years arbitrarily chosen from 4716 families in 2002. They found that beneficiaries of additional classes were more than twice as prone to persevere effectively as youngsters who had not had additional classes.

In Bangladesh, Nath and Ranjan (2008) utilized information from a 1998 national study of students aged 11-12 who had benefited from private educational tutoring. Out of the population, Nath and Ranjan (2008) found that 49.6 % of the students had met the benchmark criteria of having an essential instruction. From alternate groups of the students who had not got private educational tutoring, Nath and Ranjan (2008) built up that exclusive 27.5 percent had met the benchmark.

Hamid, Obaidul, Sussex and Khan (2009) did a related study on 228 review on grade 10 students in eight country side schools. The study set up that students who had gotten private lessons had twofold the shot of accomplishing higher evaluations than their partners who had not got private educational tutoring. A comparable study was done by Kuan and Ping-Yin (2011) in Taipei, China. Kuan and Ping-Yin (2011) got to a couple of information that permitted them to control for students' financial status, capacity, and mentality. The study was on the impact of private educational

tutoring on science accomplishment of 10013 review 9 students. Kuan and Ping-Yin (2011) set up those students who had gotten private educational tutoring were normally more studious and higher accomplishing.

In Kenya, a study was carried out by Njagi; Amos and Mutinda (2011). Njagi, (2011) conducted a survey on the issues surrounding demand for private supplementary tuition in public schools in Kitui Central District, Kenya. From the survey, Njagi, (2011) established that private supplementary tuition influenced students' academic achievement in public secondary schools. Otieno (2005) performed a similar study in Kenya on the influence of remedial tuition on the attitude of students towards physics. Otieno (2005) carried out the study at Arya Boys Secondary School, Nairobi. According to Otieno (2005), remedial tuition is a form of private tuition. From the study, Otieno (2005) established that remedial tuition influenced students' academic achievement in physics.

However, not all private tuition improves students' academic achievement. Byun and Soo-Yong (2011) conducted a study in the republic of Korea. Byun and Soo-Yong (2011) used propensity score matching. As indicated by Byun and Soo-Yong (2011), affinity score coordinating is a factual coordinating method that endeavors to evaluate the impact of a treatment by representing the covariates that foresee getting the treatment. It accordingly endeavors to decrease the inclination because of jumbling factors that could be found in a gauge of treatment impact got from essentially contrasting results among units that got the treatment versus those that did not get. Byun and Soo-Yong (2011) found that achievement gains were low at cram

schooling, which focused primarily on test preparation. Byun and Soo-Yong (2011) also established that one-to-one private tuition made little or no gains.

In Georgia, the National Examination Center analyzed the effect of private educational tutoring on the scores in the capacity trial of the national examinations. This included testing in 2008 review 12 students who took the institutionalized capacity test. The students were asked whether they were accepting (Group 1), would get (Group 2) or would not get (gather 3) private educational tutoring classes in the capacity area. Amid the 2009 national examinations, the scientists found that Group 3 students who did not get private educational tutoring demonstrated more advance in fundamental testing than group 2 and 1 (Bakhtashvili, 2011).

#### **2.4 Syllabus coverage and the implementation of the ban directive**

The success of any school undoubtedly depends on the nature of leadership the school has adopted. The current school leaders perform multiple functions as compared to the past leaders. The conclusions reached made some authors to believe that no schools can be greater than their leaders and that a school is as good as its policy makers (Yusuf, 2012).

Emerson and Goddard (1993) declared that there is a solid connection between the nature of a school and the nature of its administration. While different creators battle that there is deficient proof to bolster the relationship between school authority and students' scholarly execution (Witziers, Bosker and Kruger, 2003). In any case, the

lion's share of studies completed about school initiative has uncovered that school authority quality straightforwardly affect the school achievement, instructors viability and students' scholastic execution.

School approach on arrangement of learning openings is measured by taking a gander at the degree to which the school has a mission concerning the arrangement of learning openings which is pondered in its strategy educational modules. School arrangement on the nature of educating is viewed as firmly identified with the eight classroom-level components of the dynamic model, which allude to the instructional part of educators. Hence, the way school approach for instructing is analyzed uncovers that powerful schools are required to settle on choices on expanding the utilization of showing time and the learning openings offered to their students.

(Creemers, 1994) claims that control is one of the significant standards working in producing instructive viability. This infers objective fulfillment and the school atmosphere ought to be assessed. Since studies exploring the validity of the model gave exact support to the significance of this standard (de Jong et al., 2004; Kyriakides et al., 2000; Kyriakides, 2005), it was chosen to treat assessment of arrangement for instructing and of different moves made to enhance showing rehearse as a larger component working at school level.

Absence of satisfactory school directions and observing of instructors' practices appears to give educators the ability to supply private educational tutoring as the fundamental providers. Essentially, Sen (2010) claims that the conveyance of additional lessons outside school hours speaks to a critical unfavorable effect on school working. In any case, Dang and Rogers (2008) contend that the question is not whether private educational tutoring empowers or undermines the part of open tutoring as a supplier of training. They trust that consideration ought to be centered around whether a high rate of private educational tutoring— just like the case in Kenya and Mauritius (Ogle, 2011; Sauba and Lutchmiah, 2011) – may influence the quality and productivity of state funded schools. At the end of the day, it is important to check the degree to which private educational tutoring makes a circumstance in which just the students paying for private educational tutoring advantage from educators' consideration and learning of the entire syllabus.

Some studies reveal that in some contexts, some teachers blackmail their students by distorting the school curriculum. They cover only some portion of the syllabus during official schooling time and then require students to attend their private tuition classes in order to be taught the remaining part of the school curriculum (Bray, 1999, 2006; Dang & Rogers, 2008; Biswal, 2009; Silova, 2010). In addition, Biswal (2009) clarifies that in a situation where most of the formal teachers are the main suppliers of education service, they become monopoly over supplying private tuition to their students. This means that teachers “have full discretion in what they supply”, the power of teachers on deciding what to be taught in their formal classes may lead them to be less accountable in official school hours.



Therefore, there is a possibility that teachers corrupt their own students by decreasing their effort on teaching students in their formal classes and supplying private tuition after school hours for a fee. This is a corruption because students supposed to be taught effectively during school hours but they are forced to pay for their own right to education in the extra time tuition. Thus, policy and decision makers and school inspectors need to give special consideration to this phenomenon.

## **2.5 Schools' culture and the implementation of the ban directive**

Social qualities are likewise underlined to clarify the example of private coaching in numerous countries. Bray (1999) contended that supplementary coaching is particularly pervasive in societies that anxiety exertion. Numerous Asian societies, which demonstrate popularity for mentoring, are impacted by Confucian customs that anxiety exertion as a component for future achievement, though a man's capacity is more accentuated in European and North-American societies (Rohlen and LeTendre, 1996). Moreover, "numerous Asian societies esteem taught examine and are both focused and status cognizant," which impact individuals' requirement for private mentoring (Bray, 1999). As far as rivalry, the concentrated rivalry among students for school hypnotize in Korea is dissected as one of the critical determinants of private mentoring (Hyun et al., 2002; Kim, 2004; Lee, 2005).

Exact studies have discovered beneficial outcomes of private mentoring on students' instructive results. Stevenson and Baker (1992) examined whether the interest in secondary school shadow training improved the probability of college participation in Japan. Generally speaking, they found that students who reported that they have taken

part in specific sorts of shadow training amid secondary school years demonstrated a higher likelihood of going to colleges in their first year taking after graduation from secondary school. For students in the main year out of secondary school, hone examinations and correspondence courses enhanced the likelihood of entering school by 16 percent and 25 percent, individually, while having a private coach essentially lessened this.

Bray (1999) observed that the desire on the part of teachers to earn an additional income may not adequately explain prevalence of tuition. Teacher dedication to good results and the desire for status are equally important factors. These teachers offered extra classes on a purely voluntary basis either before or after school hours. So, extra tuition exists also because the reputation of teachers very often rests on the academic results they are able to give to the public. Extra tuition in this case was viewed as a logical step towards establishing their reputation as teachers. These findings necessitated this study to establish whether teachers in Kenya are also motivated by prestige on performance in national examinations.

Although the Ministry of Education has stipulated specific teaching times (to start at 8.00am - 12.30pm and 2.00pm - 4.00pm), in some schools, lessons have been created at additional slots (6.00 and 6.40am, then 1.00 to 1.40pm, and 8.00 to 8.40pm) for mathematics. More lessons are created on Saturdays between 8am and 12.30pm, and on Sunday from 2pm to 5pm. The form three and four students are also retained in school during the holidays for more lessons. This is in line with Maina, Adoyo, and Indoshi (2011) who observed that, the Kenyan mathematics syllabus is too wide, and

time allocated for it on the time table is inadequate, thus the need for extra time for tuition. Similar views were observed by Ireson and Rushforth (2004). Dindyal and Besoondyal (2007) also found out that in Mauritius supplementary teaching in mathematics is taken by all the walks of students in every school.

Teachers in Kenya argue that extra teaching is necessity so as to exhaust the syllabus due to the overwhelmed curriculum provided by Kenya institute of curriculum development (KICD). They felt that the bulk of work to be covered within four years is just too much for students to grasp (KSSHA, 2012). According to them extra tutoring is designed to incorporate the slow learners and help them match with fast learners for grades that will enable them join the limited university places.

Nyagosia, Waweru and Njuguna (2013), pointed out that teachers in Kenya consider provision of extra tuition as an intervention strategy to address the weaknesses portrayed by candidates before they take the national examinations. Mboi and Nyambedha (2013) observed that the general feeling of Kenyan teachers is that extra tutoring helps relatively strong students to perform better in national examinations because of the extra questions provided for revision.

Raffick (2004) contends that additional educational tutoring is the result of a substantial accentuation on examinations constraining students to look for outside offer assistance. The study finds that the weight to exceed expectations in examinations pushes students' and guardians' interest for additional educational tutoring. The concentrate advance battles that students fear being overwhelmed by their companions and this is the reason additional educational tutoring crests amid the

most recent year of conclusive national examinations. He takes note that the basic reasons given by students for going to private educational tutoring was that their scholastic execution is bad.

Bray (1999) argues that kids participating in additional educational tutoring frequently feel a lot of weight, invest hours setting out to classes, work extend periods of time and hazard burnout. Brandishing, recreation and even religious exercises get swarmed out by additional classes and that less family time remains. At times this has prompted to sadness and even instances of suicide. It was critical to build up whether these are similar emotions among students in Makueni County.

Private tutoring is not generally successful in raising scholarly accomplishments; and in a few schools students ordinarily skip classes or rest through lessons since they are either drained unnecessary outer study or students underestimate the consistent classroom instructing. This implies the shadow instruction can make consistent tutoring less effective. Instructor who invests more energy concentrating on private educational tutoring than general classes can bring about more noteworthy wasteful aspects in the standard educational system. Circumstance in which educators give additional private mentoring to students for whom they are as of now mindful in general society framework can prompt to defilement, especially when instructor purposely instruct less in their classes keeping in mind the end goal to advance the market for private educational tutoring.

The way of life of spoon-nourishing is looting ceaselessly the reasoning force of the youthful students. This gradually develops an outlook of reliance among youthful students which they can't consider tackling any issue without instructor's help.

## **2.6 Teaching Resources and the implementation of the Ban directive**

(Hallack and Poisson , 2007) noted that not each school can give expert instructors in all subjects. Hence, additional educational tutoring may assist students to defeat lacks in learning, with understanding and make the most of their standard lessons empowering them to contend decently with others. These discoveries required this study in the endeavor to set up if the same is going on in optional schools in the territory that was under study.

Buchmann (1999) and Silova and Bray (2006) expressed their worries that low pay levels and feeble observing of educators in general society framework may make a private coaching market for instructors who wish to receive more benefits from educating outside the state funded schools. Private supplementary coaching may turn out to be more important in frameworks that are educator focused instead of youngster focused, and are bigoted of moderate learners (Bray, 1999). Be that as it may, the vast majority of these studies are theoretical and recounted and don't demonstrate the causal connection between the way of instruction frameworks and interest for private mentoring. (Lee, 2013)

In Bangladesh, instructor deficiencies and packed students in schools make a huge market for private mentoring all through the nation. The rate of grade school students getting to private supplementary coaching expanded two rate focuses every year over the previous decade, achieving 31 percent of students in 2005 (Richards, 2008). As indicated by the 2006 Education Watch Report, an expected 43 percent of students in government elementary schools had private mentors (Richards, 2008).

In the Maldives, 30% of the educators did not have an authentication and another 22% did not have some other broadly recognized to instruct. A lack of qualified educators in Nepal, Bhutan, the Maldives, and in remote ranges of India and Pakistan was additionally noted. Buchmann (1999) and Silova and Bray (2006) noted that low pay levels and frail checking of instructors in the general population framework may make a private coaching market for educators who wish to receive more benefits from instructing outside the government funded schools. Private supplementary coaching may turn out to be more essential in frameworks that are instructor focused as opposed to youngster focused, and are prejudiced of moderate learners (Bray, 1999).

The incapability of the government funded training framework is found as one of the determinants of private mentoring (Kim and Lee, 2010; Buchmann, 1999; Silova and Bray, 2006). In Korea, the state funded instruction framework is managed entirely by the administration particularly after the presentation of the Middle School and High School Equalization Policy (Lee and Hong, 2001). Because of this unbending nature, it is totally protected from the market powers and neighborhood guardians' interest for training (Kim and Lee, 2010). To take care of this appeal, guardians and students who

are not happy with instruction given by the state funded educational system find different approaches to address their issues by taking an interest in the private mentoring division or by concentrate abroad (Chun et al., 2003; Kim, 2004). A few Korean analysts have directed studies to investigate whether the High School Equalization Policy is one of the elements fanning the expanding interest for private coaching, and they contended that this arrangement has assumed a huge part (Lee and Hong, 2001; Kim et al., 2003; Kim et al., 2003). Buchmann (1999) and Silova and Bray (2006) communicated worries that low pay levels and powerless observing of educators in general society framework may make a private coaching market for instructors who wish to receive more benefits from instructing outside the state funded schools. Private supplementary coaching may turn out to be more important in frameworks that are educator focused as opposed to kid focused, and are narrow minded of moderate learners (Bray, 1999). In any case, the majority of these studies are theoretical and narrative and don't show the causal connection between the way of training frameworks and interest for private mentoring. Likelihood, which mirrors the healing character of this type of private coaching in Japan. Also, after-school classes (juku) had just a little and immaterial impact on participation.

## **2.7 Level of the ban directive**

Unlike the mainstream formal education system globally where different countries and/or societies have formulated policies that govern the entire education system; it has proved challenging for a number of countries to come up with a single policy that is generally accepted to govern private supplementary tuition (Bray, 2010). Due to the blurring and dynamic nature of private supplementary tuition coupled with its

variability from one country to another at different periods, different policy responses have emerged in the recent past.

Relative studies on private supplementary educational tutoring uncover that there is a scope of government reactions to private supplementary educational tutoring in various nations (Bray, 2003, 2005, 2010). Bawl (2010) battle that there are four principle approach reactions to private supplementary educational tutoring, they incorporate; overlooking private supplementary educational tutoring, Recognizing and directing private supplementary educational tutoring, effectively reassuring private supplementary educational tutoring and Prohibiting private supplementary educational tutoring i.e. Myanmar and Cambodia have responded by absolutely banning PT, this approach flopped because of the individual government's failure to actualize the boycott arrangement; Canada and United Kingdom have responded by disregarding PT in light of the fact that the administration consider PT as being outside their command; in Hong Kong, Mauritius and Ukraine the legislatures have responded towards PT by perceiving and directing it in order to decrease stratification in training framework, diminish aberrations in schools and raise open mindfulness on the conceivable negative impact of PT; USA, SA, Singapore and Tanzania have responded by effectively promising PT since they trust that PT can add to human capital improvement and address the requirements of understudy; in South Korea the administration attempted severally in banning PT, yet this endeavor bombed severally, for sure the south Korean courts proclaimed the disallowance as being unlawful and an encroachment of human rights in 2000 (Bray, 2005).



As indicated by Bray (2005) private supplementary educational tutoring has significant social, Educational and monetary ramifications, and the division merits extensive more consideration from both arrangement producers and scientists than it has gotten to date. Much can be gained from a relative investigation in the distinguishing proof of the hidden causes and ramifications of private supplementary educational tutoring; and thus, such comprehension will significantly add to the fitting arrangement reactions. Amukowa, Gunga and Ayuya (2013), fight that the instructive changes being actualized by the Kenya Government would be more valued by her kin if they are guided by a general philosophy. Such a belief system would shape a sound arrangement of thoughts, depending upon a couple of essential suppositions about the act of training in Kenya around which advance thought on instruction would develop.

Along these lines, the Kenyan individuals would have acknowledgment of their entitlement to pick the kind of instruction that suits their tastes, qualities, points and their comprehension. In like manner, they would no longer feel obliged to the acknowledged training simply because it is the acknowledged sort but instead, in light of the fact that they have a few originations of instruction, from which they may pick the kind of instruction appropriate to them. The current researcher endeavored to show that the ban policy on PT was facing challenges in implementing it. The researcher argues that if the ban policy on PT is facing challenges in its implementation, then it would be more rational and beneficial to the Kenyan people if an alternative National policy framework on PT was considered. A policy that

recognizes the basic human rights of each Kenyan citizen to access and provide quality and relevant education to its youths; a policy that would work to minimize disparities in education, eliminate PT abuse, allow all children/youths to benefit fully from PT and work to bridge the gap between the haves and have-nots.

The chapter has analyzed the school based factors that influence the Head teachers' administrative influence on the private tuition ban directive in secondary schools, its impact on academic performance, syllabus coverage, schools mean index culture, and inadequate teaching learning resources.

According to the literatures on academic performance most of the researchers felt that the academic stakeholders call for private tuition due to better performance of students in their final exams, some also felt that private tuition does not influence the student's final examination performance some researchers felt that most of the teachers took time to clear the syllabus during this extra hour, which some researchers so that some teachers are just lazy and use this extra hour to get extra income instead of finishing the syllabus on good time it is also a culture of some schools to produce best performing students overall this was indicated by some schools fighting academically for slots in the final ranking of examination making it a culture of some school to maintain a higher mean index at the end of every final exam.

According to Hallack, teaching inadequate teaching resources in a school prompts for extra tuition in the school. This is due to the fact that the teachers use this extra time

most of the schools where teachers are inadequate experience private tuition reasoning that the teachers fill the gap during the extra lesson hrs.

## **2.8 Theoretical Framework**

This study will embrace Defiance Theory. Sherman (1993) outlined a general hypothesis of authorize impacts, named rebellion hypothesis. Insubordination hypothesis suspects that there are four fundamental conditions for resistance to happen: (a) the sanction must be seen as uncalled for; (b) the guilty party must be inadequately reinforced; (c) the sanction must be seen as demonizing; and (d) the wrongdoer denies the disgrace created by the endorse.

With respect to procedural reasonableness, a developing collection of scientists have proposed impression of being dealt with decently can impact states of mind towards overseeing bodies and resulting freak practices (Aquino, Lewis and Bradfield, 1999; Lind and Tyler, 1988; Tyler, 1990; Wemmers, Leeden&Steensma, 1995). Preparatory examinations of saw reasonableness for various lawful discipline have reported positive evaluations of punishments (McGinnis and Carlson, 1982; Searle, 2003), albeit saw irregularities in sentences are probably going to prompt to out of line appraisal of discipline (Indermaur, 1994).

The relevance of the insubordination hypothesis in this study would be found in the way that regardless of the boycott of private educational tutoring by the Ministry of

Education in 1998 and presentation of private educational tutoring in private premises a wrongdoing, as per the Teachers Service Commission (TSC) set of principles and morals; the act of private educational tutoring is still provided and it is sought after by both providers and buyers without reconsidering of the repercussions.

#### **a. Summary of Literature Review**

Most experimental studies on the impact of private coaching concentrate on instructive results for example, understudy's scholarly accomplishment and school participation. Instructive results have been viewed as the concentration of enthusiasm of students, guardians, and policymakers in light of the fact that the principle purpose behind taking part in private mentoring is to enhance learning and instructive results. Be that as it may, private mentoring creates an instructive effect as well as an effect on formal tutoring, society, and economy (Bray, 1999).

As far as the effect on formal tutoring, numerous subjective studies have contended that mentoring is accounted for to effects that affect formal tutoring. For instance, mentoring can take away students' advantage and consideration from lessons in schools since they have effectively secured the themes with guides (Hussein, 1987; Nanayakkara and Ranaweera, 1994; Sawada and Kobayashi, 1986). What's more, coaching can diminish the viability of instructors, particularly in a circumstance where educators are permitted to be guides. This is on account of educators may have a motivating force to outline the educational programs as too full and may intentionally back off their pace of conveyance with a specific end goal to guarantee

that they have a business opportunity for supplementary classes that produce extra salary for themselves (Hargreaves, 1997; Caillods et al., 1998; Bray, 1999).

Finally, as far as the financial ramifications of private mentoring, private coaching as a type of instruction can expand students' human capital, which builds work advertise profit later on, as indicated by the human capital hypothesis (Schultz, 1961; Becker, 1962). Backers of the human capital hypothesis should think about private coaching to be more firmly associated with people's monetary upgrade than formal tutoring on the grounds that it is firmly attached to the requests of the commercial center and in light of the fact that improved financial return is among the central reasons why students and their folks put resources into it (Bray, 1999). Then again, private coaching may add to smothering innovativeness, which can antagonistically influence future monetary efficiency, on the grounds that the majority of private mentoring is centered around arrangement of customary examinations that to a great extent concentrated on remembrance (Bray, 1999). While there is significant writing on the rates of profits to formal instruction (Pschoaropoulous, 1994; Carnoy, 1997; Bennell, 1998), an absence of observational writing exists on this subject.

Albeit a few studies consider the social and monetary results of private mentoring, they are for the most part theoretical and narrative without proper quantitative proof. Hence, the most noteworthy hole in the current writing on private mentoring is that there is an absence of observational studies to examine these outside comes back to interest in private coaching. This study tries to fill this crevice and investigates these obscure research territories so as to clarify the effect of private coaching to a more

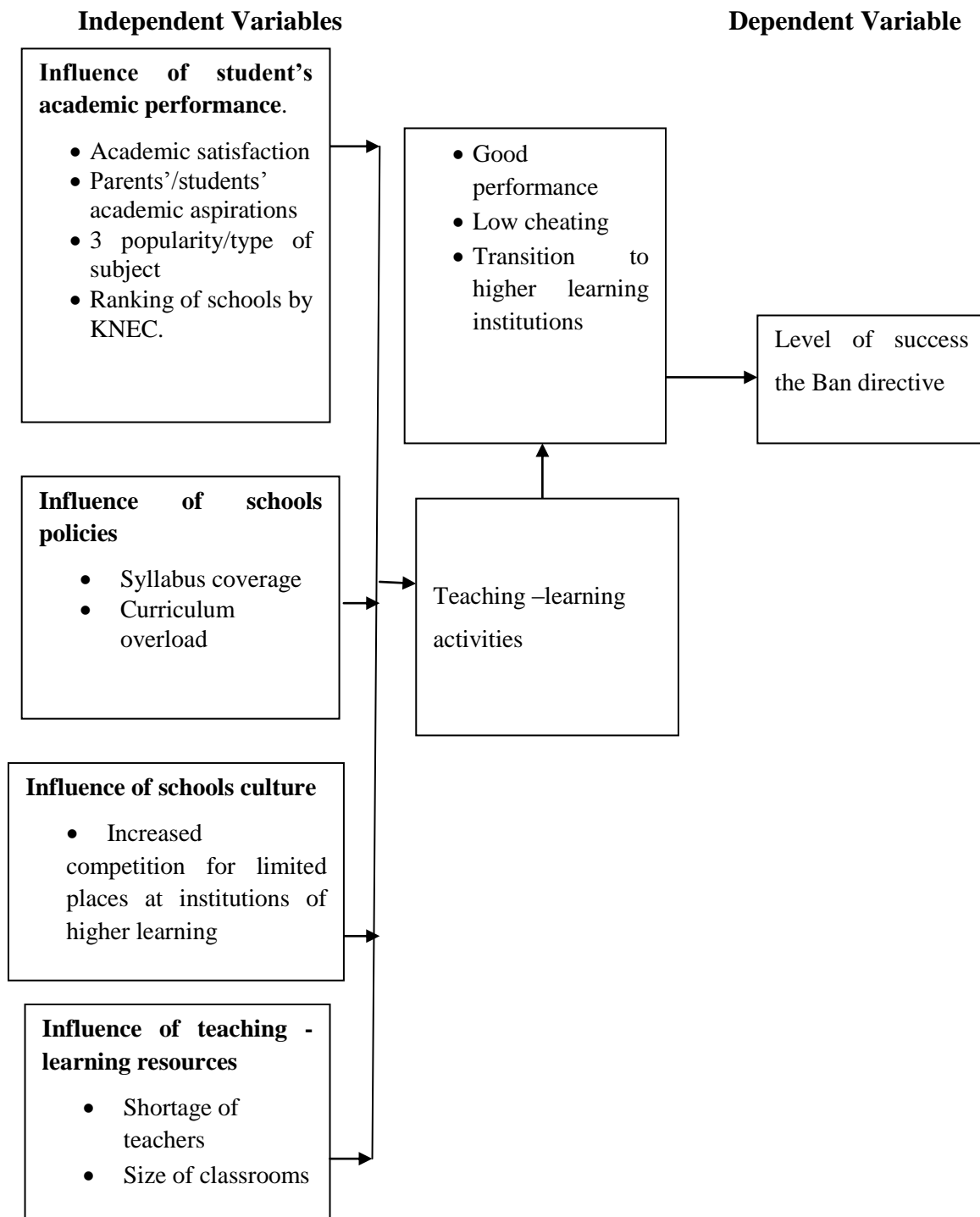
prominent degree past understudy scholarly accomplishments that are as of now utilized as a part of many studies.

Additionally, despite the fact that there are various Korean learns about private coaching as beforehand expressed, concentrates on that control for endogeneity of private mentoring are deficient. Hence, it is still not convincing whether there is a causal connection between private coaching and results in Kenya. Utilizing semi trial strategies, this study means to reveal the easygoing impact of Kenyan private mentoring on a few results.

## 2.9 Conceptual Framework

The following is the conceptual framework of the study

**Figure 1: Effect of Extra Tuition on Adherence of the Private tuition Ban Directive**



The conceptual framework for the study shows the relationship between variables in the study. The framework presents the factors that influence the head teachers' administrative implementation of the private tuition ban directive in secondary schools. The framework shows that implementation of private tuition ban directive is influenced by a number of variables which in this study have been delimited to students academic performance, syllabus coverage, schools' culture and teaching – learning resources. These are the independent variables which have an impact on the dependent variable which is the implementation of private tuition ban directive. The process in the study is the assessment process which determines whether students have achieved the required grades. Once they acquire low grades they are exposed to private tuition.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This area highlights the strategies and techniques of research that were utilized to do this study. These comprises of; research design, target population, test size and sampling procedure, the research instruments, validity of the used instruments, information group instruments and information investigation methods.

#### **3.2 Research design**

This study utilized descriptive research method. This design is utilized to gather information concerning the present status of the subjects in the study. It endeavors to depict conceivable conduct, dispositions, qualities and attributes of the phenomenon under study (Mugenda and Mugenda, 2012). The researcher used this design to investigate on the school based factors influencing the head teachers' implementation of the private ban directive in Makueni County.

#### **3.3 Target Population**

The population is the important sample group to the researcher, the group to which the analyst might want the results of the study to be generalisable (Gay and Airasian, 1996). As indicated by Borg and Gall (1989), target population represents individuals from a genuine or speculative arrangement of individuals, occasions or questions which the researcher wishes to sum up the after the results of the study.

The study will for the most part focus on the teachers, head teachers, training officer and students of the 313 secondary schools in Makueni County.

### 3.4 Sample size and sampling Procedure

As indicated by Kombo and Tromp, (2006), sampling is the way towards grouping various people or questions from a population to such an extent that the chosen aggregate contains components illustrative of the attributes found in the whole group.

The specialist utilized the stratified irregular testing system to guarantee there is illustrative of every class in the example. The scientist utilized 30% of the specimen population which comprised of 33 auxiliary schools out of the 90 arbitrarily tested schools. 297 respondents (132 students 2 shape 3 students and 2 frame 4 students from every school, 132 educators 4 instructors from every school and 33 head instructors) as appeared in Table 3.1

**Table 3.1 Target population and sample size**

<b>Respondents</b>	<b>Number per school</b>	<b>Sample population</b>	<b>Total</b>
Head teacher	1	33	33
Teachers	4	33	132
Students	4	33	132
<b>Total</b>	<b>9</b>	<b>33</b>	<b>297</b>

### **3.5 Research instruments**

The main research instruments employed were questionnaires and interviews which were used to gather valuable information from the target population as described. (Orodho and Kombo, 2003) states that respondents fill in the questionnaires after which the researcher collects the filled in questionnaire. The instruments were produced to such an extent that they would contain items that are in accordance with study targets. An observation schedule was utilized to evaluate the condition of the facilities.

### **3.6 Piloting**

Before the onset of the study, the researcher pre-tested the questionnaire in selected two schools (i.e. a full boarding school and day school); these schools were chosen randomly from those that were excluded in the last research test. The reason for the pilot study was to empower the researcher to determine the validity and the reliability of the instrument and acquaint himself with its organization.

### **3.7 Instrument validity**

Orodho (2009) characterize validity as the exactness and significance of inferences which depend on the research results. At the end of the day validity is how much results got from the investigation of the information represents the phenomenon under study. Validity of the research instrument was done through master judgment by the supervisors and associates to see whether everything functioned admirably and distinguish any potential misjudging or biasing impacts of various inquiries. It would likewise test the plausibility of the study procedures and to culminate the polls idea

and wording. Convergent and discriminative validity was evaluated so as to test if the questionnaire measured what it was planned to measure.

### 3.8 Instrument reliability

Orodho (2009) defines reliability as a measure of how much a research instrument yields predictable results or information after repeated trials. The strength of the questions was evaluated regarding test-retest reliability. The questionnaires were administered two times to a similar group of respondents. The second hand out was done following a two weeks slip by time to check whether similar results could be acquired.

The relationship between the two tests in the pilot study was computed utilizing the Pearson product moment correlation coefficient to decide the degree to which the questionnaire contents were consistent in creating a similar reaction each time the instrument was used. The formula was as demonstrated below

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{132(308616) - (462)(668)}{\sqrt{[132(213444) - 462^2][132(446224) - 668^2]}}$$

$$r = \frac{40,737,312 - 308616}{\sqrt{[28174608 - 213444][58901568 - 446224]}}$$

$$r = \frac{40428696}{\sqrt{[27961164][58455344]}}$$

$$r = \frac{40428696}{40428696} = +1$$

Where,  $r$  is the covariance,  $n$  is no of subjects,  $XY$  being variables being measured and  $\Sigma$  is the sum. A correlation coefficient of +1 was achieved for the questionnaire. This instrument was considered reliable as according to (Mugenda, O. and Mugenda, A. 2003) an instrument that achieves a coefficient of above 0.5 is considered to be reliable. It means that the two factors being compared had a positive relationship; when one variable moves higher or lower, the other variable moves in a similar bearing with a similar greatness.

### **3.9 Data collection procedures**

The researcher acquired an introductory letter from the University of Nairobi and a permit to conduct the study from the National Council of Science and Technology. The letter was exhibited to the County Director of Education to permit the study. After this, the researcher organized and scheduled with the respondents (head teachers, teachers and students) to visit and administer the questionnaires. The researcher gave the questionnaires to the respondents who were permitted to fill them satisfactorily, after which the researcher collected them.

### **3.10 Data analysis Technique**

After gathering the data, a cross examination was done to find out information exactness, accuracy and distinguish those things wrongly reacted to, spelling errors and clear spaces. The research instruments were produced both qualitative and quantitative data from the open ended and closed ended items respectively. Quantitative data was computed and analyzed using the Statistical Package for Social

Sciences (SPSS) V 15.0. This created the frequencies and rates which were utilized to examine the findings.

Frequency distribution tables were utilized to display the raw data and at the same time descriptive statistics i.e. percentages and frequencies we used. Qualitative data was analyzed according to the themes in the research objectives.

### **3.11 Ethical considerations**

Researchers have power over subjects they study considering their training and lawful power (Creswell, 2010). Nonetheless, the researcher is not allowed to misuse the authority granted up on them. to undermine respondents' rights. The respondents were counseled and asked to unreservedly take part without being forced or tricked in any capacity. A portion of the fundamental moral rule that guided this study included agrees to kill any perplexity and probability of negative outcome, willful investment and mischief.

The study dispensed with anything that would achieve mishandle or humiliation to any individual partaking in the polls. This made it conceivable by clarifying the exploration targets verbally and in composing with the goal that they were plainly caught on. Respondents' namelessness and privacy was guaranteed by putting singular codes on the examination instrument. On finishing the exploration any translation and reports were profited to the sources to clear any questions of the study's expectations.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.1 Introduction

The chapter entails the process of data analysis and the presentation of results for this study. The data offered covers respondent's demographic data and includes gender, age, academic qualifications and the number of years the headteachers and teachers have been in service. This also explains the results and a comprehensive discussion of the study objectives.

#### 4.2 Questionnaires Return Rate

The administered research materials for the study and the rates of response by the target audience are shown by the data on Table 4.1 below.

**Table 4.1 Questionnaires Return Rate**

<b>Respondents</b>	<b>Sampled respondents</b>	<b>Returned</b>	<b>Interviewed</b>	<b>Achieved return rate%</b>
Head teachers	33	0	33	<b>100</b>
Teacher	132	132	0	<b>100</b>
Students	132	132	0	<b>100</b>
<b>Total</b>	<b>297</b>	<b>132</b>	<b>33</b>	<b>100</b>

The data on table 4.1 above shows that the research was common among the teachers and the students in that (100%) of the respondents returned the questionnaires, the data further shows that (100%) of the head teachers were interviewed.

### **4.3 Demographic Data of Respondents**

The study required to define the demographic information of the respondents which included sex, age bracket, highest level of education and teaching experience. Data on sex was to take care of gender considerations. Data on age was to establish whether the respondents were mature enough to understand the concepts under discussion.

Data on highest level of education was to establish whether the teachers and head teachers had adequate training to understand variables that influence student's academic achievement and data on teaching experience was to establish whether the teachers and head teachers had enough teaching experience to evaluate the influence of private tuition on pupils' academic achievement. The findings were as indicated herein.

#### **4.3.1 Gender of respondents**

The study sought to define how the sample population was distributed by gender to explain gender parity. Table 4.2 below elaborates how the study subjects were distributed by gender.



**Table 4.2 Gender Distribution of the Respondents.**

<b>Gender</b>	<b>Head teachers</b>		<b>Teachers</b>		<b>Students</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Male	22	66.66	88	66.7	99	75
Female	11	33.33	44	33.3	33	25
<b>Total</b>	<b>33</b>	<b>100</b>	<b>132</b>	<b>100</b>	<b>132</b>	<b>100</b>

The data on table 4.2 above shows that the majority of head teachers were male indicating that gender imbalance is experienced in the various schools administration. The study further defined that the majority of the teachers were male as compared to (33.3%) who were female. it further established that the majority (75%) of the students were male, as compared to (25%) who were female. from the results it was deduced that all genders were not fairly represented in the study.

### 4.3.2 Age of students

**Table 4.3: Age distribution of the students**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Below 15 years	9	6.7
15-18 years	92	70
Above 18 years	30	23.3
<b>Total</b>	<b>132</b>	<b>100</b>

The table 4.3 above shows that out of the 132 students under study, the majority 92 (70%) were aged in between and including 15-18 years. 9(6.7%) were below 15 years while 30 (23.3%) were above 18 years.

The table also shows that out of the 132 students used as respondents, some were too young while others were actually young adults of all genders. This is explained by the fact that above 30(23.3%) were above 18 years of age while 9(6.7%) were below 15

years. These findings indicate that the information they provided is reliable since competent reasoning is expected of students with such level of maturity.

### 4.3.3 Age of teachers

**Table 4.3: Age distribution of the teachers**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25 years	9	6.8
25-30 years	72	54.5
31- 40 years	31	23.4
Over 40 years	20	15.2
<b>Total</b>	<b>132</b>	<b>100</b>

Data in Table 4.3 shows that most of the teachers were mature enough in years, As This means that the majorities of the teachers of the sample size were quite mature and understood the concepts under discussion very well..

### 4.3.4 Professional Qualification

The study was meant to find out that the academic qualification of the respondents as revealed in figure 4.1 below.

**Figure 4.1 Professional qualifications of the Teachers**

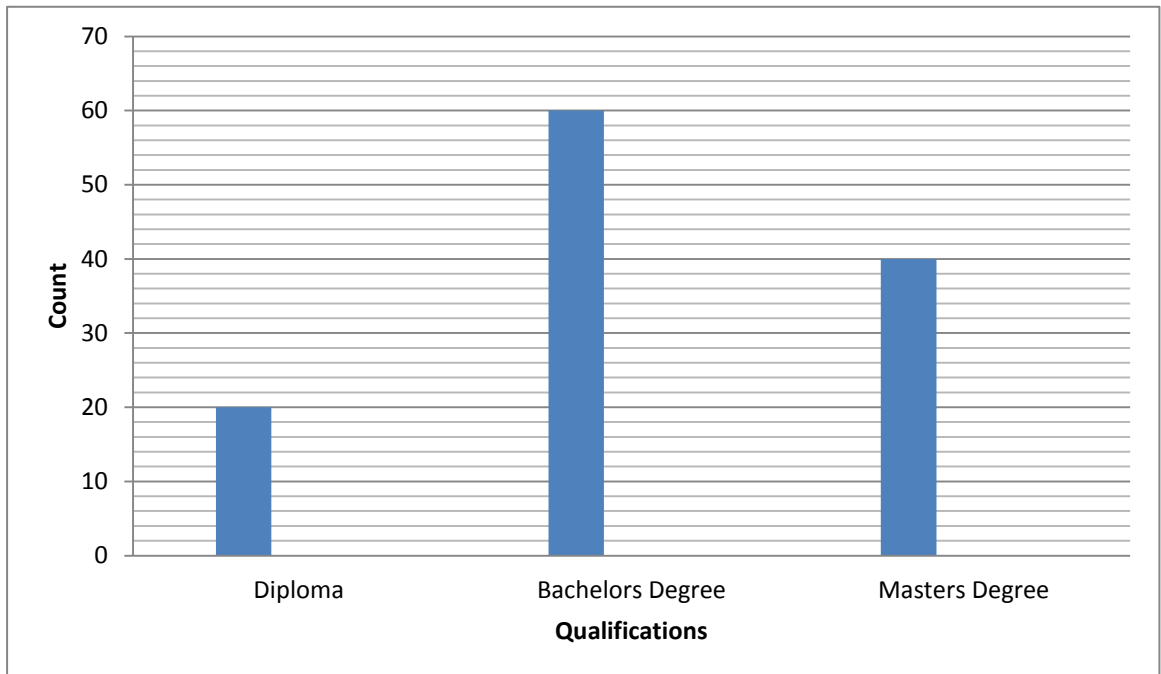
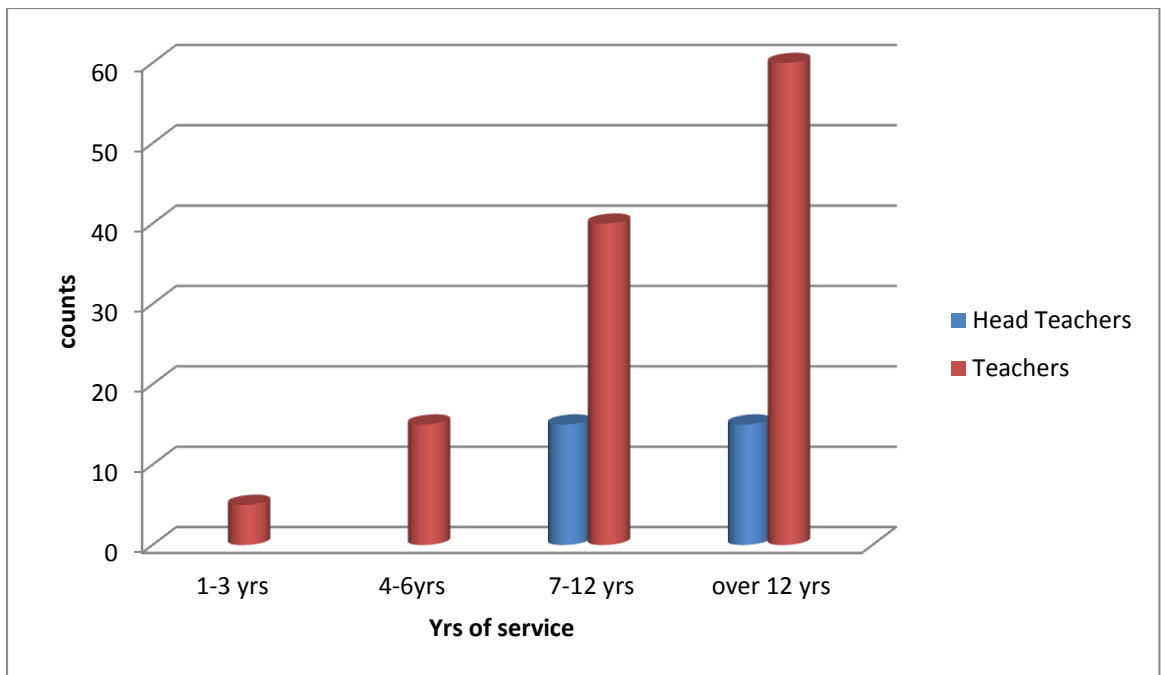


Figure 4.1 above shows that the professional qualification attained by most of the teachers is Bachelors Degree was at 50% (83) of the respondents, followed by Masters Degree teachers with a percentage of 33.33% (55 respondents) while 27 (16.66%) were Diploma Teachers. No other qualifications were recorded. The study showed that most of the teachers have the necessary qualifications to teach and address the challenges students face in relation to school administration and academic performance.

#### **4.3.4 Length of Service as a Teacher**

The study wanted to establish the number of years the teachers and head teachers had served. The obtained results are on figure 4.2 below.

**Figure 4.2 length of service as teachers and headteachers**



The data on figure 4.2 above indicates that (50% )of the head teachers were in service for over 12 years, while the other (50%) had been in service for 7-12 years. The data further reveals that the majority (50%) of the teachers had served for over 12 years, while 4.16% had served for 1-3 years. This information implies that the higher number of the teachers who took part in this study, had some experience in their careers of which and are equipped with enough experience to cope up with the challenges resulting from the field of teaching and education as a whole.

#### **4.4 School based factors influencing head teachers' implementation of the private tuition ban directive in secondary schools in Makueni County.**

In view of the principle goal of the study, the analyst tried to set up whether additional educational tutoring is led in schools concentrated, additional educational tutoring choices in schools, the part of principals on additional educational tutoring, important

support of additional educational tutoring and what should be possible to decrease the requirement for additional coaching by schools in Kenya.

From the meetings led with the principals of the 33 auxiliary schools in Makueni County, plainly all schools 30 (100%) in Makueni County lead additional educational tutoring. It was likewise found that choices to direct additional educational tutoring in schools are made by guardians, educators and students from the meeting plans. These discoveries were steady with Mboi and Nyambedha (2013) who battle that choices to direct additional educational tutoring are made amid Parents Teachers Association (PTA) groups to help students in their feeble subjects, to enhance scholastic models and school execution and to help students to update. The discoveries likewise demonstrate that 20 (66.66%) of the principals instruct and complete supervision practice amid additional educational tutoring.

Greater part (93.33) of the principals in Makueni County upheld additional educational tutoring since educational tutoring covers syllabus, helps in update, enhances students and school execution and rouses instructors as a token of gratefulness is given to them. Minority (6.66%) of the principals felt that additional educational tutoring over-extended students and educators prompting to push.

As to on how additional educational tutoring can be lessened in schools, the principals gave the accompanying systems among others:

1. BOM and PTA need to dishearten additional educational tutoring in schools
2. Need to decrease syllabus substance to reasonable levels
3. Need for the administration to enroll more instructors.

4. MOE to decrease examinable subjects
5. MOE to make term dates longer
6. Effective supervision of educational programs execution

#### **4.5 Effects of students' academic performance on the implementation of the private tuition ban directive in Makueni County**

In the first objective of the study, the researcher wanted to find if extra tutoring improved on the performance of the students therefore making it difficult for the ban directive to be implemented by the school's principals the results are as shown in table 4.4 below

**Table 4.5 Academic performance and student engagement on private tuition**

---

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
Private tuition has improved my performance	92	70
I would you still do better in school without private tuition	40	30
<b>Total</b>	<b>132</b>	<b>100</b>

---

From the findings in table 4.4 above; majority 92 (70%) of the students indicated that private tuition improved their performance. They felt they would not do better in school without private tuition. This indicates that sometimes students were provided with private tuition while at school which improved their performance. The findings in table 4.4 agree with Kim and Lee (2004) findings which stated that private tuition was common in countries where academic excellence is the gateway to further education.

Therefore teachers and students find it necessary to enhance learners' performance for better chances of excelling in the future. The teachers were also asked to respond to how student's performance led to the students engaging in private tuitions and the outcome is as shown in table 4.5 below.



**Table 4.6: Student engagement on private tuition and academic performance**

---

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
students poor performance calls for extra tuition	90	75
students who want to maintain their excellent performance go for extra tuition	30	25
<b>Total</b>	<b>120</b>	<b>100</b>

---

From Table 4.6 above 75% of the teachers indicated that students' poor performance calls for extra tuition to enable them perform better in exams While 25% of teachers indicated that pupils' who wanted to maintain their excellent performance sought for extra tuition. This shows that performance of the students is a key player in the implementation of private tuition ban directive.

#### **4.6 How syllabus coverage influence the implementation of private tuition ban directive in Makueni County**

Built on the second objective, the study was aimed at finding out if extra tutoring offered to students outside the normal learning hours, work covered and in which subjects. The study further sought to find out if students would like extra tuition to continue being offered, reasons for continued extra tuition and any other strategy which can be used to fully cover the syllabus.

##### **Time When Extra Tuition is offered**

On the subject of the time, the students were asked to answer with “yes” or “no” if extra tutoring is offered outside normal timetable. The outcome for this study were as presented in Figure 4.3 below.

**Figure 4.3 Time when PT is offered**

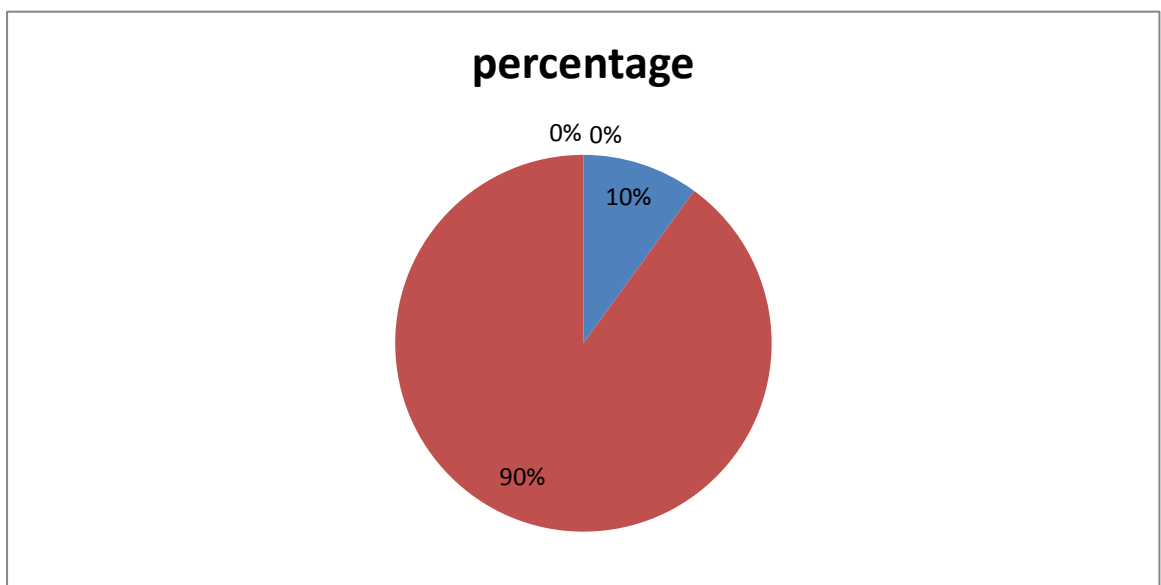


Fig 4.2 above shows that 119 (90%) of the students respondents were given extra tuition in their schools outside the normal learning hours, while 13 (10%) of the students respondents were given extra tuition within the normal learning hours. A questionnaire administered to school teachers showed that all the teachers 120 (100%) indicated that extra tuition is offered in their schools despite the ban directive.

### **Work covered during extra tuition**

Teachers and students were required to indicate the work covered during extra tuition in the study. The respondents responses regarding work covered during extra tuition were presented in Table 4.6 below.

**Table 4.6: Work covered during extra tuition**

---

Type of work	Teacher		Students	
	F	P (%)	F	P (%)
Syllabus coverage	80	66.66	84	63.33
Revision of work already done	40	33.33	34	25.83
Undecided	0	0	14	10.83
<b>Total</b>	<b>120</b>	<b>100</b>	<b>132</b>	<b>100</b>

---

Table 4.6 above indicates that most of the teachers (66.66%) and students (63.33%) agree that they cover syllabus content during extra tuition while (33.33 %) of teachers and (25.6%) of the students say that they revise work already done during this time. This is an indication that time available for syllabus coverage is inadequate and therefore need for more time. This is in agreement with Mboi and Nyambedha (2013) who report that 97.2% of the pupils like extra tuition because it helps to complete syllabus and revise for examinations. Responses to one of the students questionnaire items showed that 91(56.8%) of the students said that extra tuition is conducted in all

subjects which helps in early coverage of syllabus. It is evident from the findings that extra tuition helps in syllabus coverage and revision of work done.

#### **4.7 How the schools' cultures on academic performance influence the implementation of private tuition ban directive in Makueni County**

The study was aimed at finding out how the school culture influenced the transition of student from secondary to tertiary institutions which mainly depended on students KCSE performance and increased competition for limited opportunities in institutions of higher learning (Universities) which compels students and schools to attend and organize PST (remedial) Classes. The findings were tabulated in table 4.7 below;

**Table 4.8: Teachers' response on influence of increased competition for limited opportunities in institutions of higher learning on PST**

Statement	Agree		Disagree	
	F	P (%)	F	(P)
It is our school culture to produce a big number of students to attain University entry points	80	66.66	40	33.33
The school has its maximum mean index to be attained by all candidates per year	80	66.66	40	33.33
<b>Total</b>	<b>80</b>	<b>100</b>	<b>40</b>	<b>100</b>

Increased competition for limited opportunities in institutions of higher learning (Universities) and ranking of schools and students by KNEC were rated highly by both teacher respondents at 66.66% as factors influencing the need for private supplementary tuition in secondary school; therefore hindering effective implementation of private tuition ban directive by the schools principles.

These findings agree with Davies (2004) whose findings stated that private tuition is meant to cater for the needs of students and enable them to keep pace with the teaching, learning process in a normal classroom as a result of their entry behavior.

The descriptive data in figures majority of the student respondents were generally in agreement that the need for private supplementary tuition was influenced by academic satisfaction of the consumers and that students and parents who were not satisfied with their performance in the mainstream schooling and those who perceived the quality of education in the mainstream school to be of poor quality were more likely to seek PST services. These findings were similar to the findings of the study that was done by (Dang, 2007). 91.6 % of the teacher respondents and 77.5 % of the student respondents were generally in agreement that parents and students who had higher academic aspirations were more likely to enroll their children or enroll in holiday tuition centres or employ teachers to teach their children or them during holiday tuition than those with low academic aspirations, the findings of this study corroborates that of the study by (Tansel and Bircan, 2008

#### **4.8 How adequacy of teaching – learning resources influence the implementation of the private tuition ban directive in Makueni County.**

The final objective of the study was to find out how inadequate teaching learning resources influenced the implementation of private tuition ban directive in secondary schools. To come up with the result the researcher wanted to find out if the Schools in Makueni County employed enough teachers and the classroom size the results is as shown in table 4.8 below

**Table 4.8 Number of teachers per department**

---

<b>Number of teacher per subject</b>	<b>Frequency</b>	<b>Percentage</b>
Below 2	80	66.66
3-5	40	33.33
6 and above	0	100
<b>Total</b>	<b>120</b>	<b>100</b>

---

from table 4.8 it was clear that majority (66.66%) felt that the schools faced teachers shortage since most of the schools only had not more than 2 teachers in a subject. resulting to the inability of the head teachers to implement the private tuition ban directive in the various schools due to inadequacy of teaching staff. it is clear that the number of students grow from year to year while the teaching number of teaching staff remains constant. they findings agree with Buchman (1999) that shortage of teachers lead to private tuition.



## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

A summary of the study is discussed in this chapter, the findings, conclusion and recommendations to school based factors influencing the head teachers' administrative implementation of the private tuition ban directive in secondary schools, a case of Makueni County.

#### **5.2 Summary of the Study**

The study purpose was to investigate the School Based Factors Influencing Head teachers' Administrative Implementation of the Private Tuition Ban directive in Secondary Schools in Makueni County. The study was directed by four research objectives which are: To determine how students' academic performance influence the implementation of the private tuition ban directive in Makueni County; to establish how syllabus coverage influence the implementation of private tuition ban directive in Makueni County; to establish how the schools' cultures influence the implementation of private tuition ban directive in Makueni County and to determine how adequacy of teaching – learning resources influence the implementation of the private tuition ban directive in Makueni County.

The sampling technique employed was stratified random sampling. The sample for the study comprised of all the 33 head teachers, 120 teachers and 132 form 3 and 4

students who are mostly engaged in private tuition. Data was collected by use of interviews and questionnaires which were analyzed using the Statistical Package for Social Sciences (SPSS). A pre-test was done to measure the intelligibility and relevance of the research tools used. The instruments were also validated and tested for reliability. Items that were found unfit for measuring variables were discarded or modified to improve the quality of the research results.

Findings of the influence of student academic performance on implementation of private tuition ban directive revealed that majority 90 (75%) of teachers indicated that most students 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 84 of pupils indicated that the performance of their school was good which implied that schools that engaged their students in private tuition performed well therefore mitigating the implementation of the ban directive.

Regarding the perception of teachers and parents on effects of extra tutoring on academic excellence, it was found that most teachers (85%) supported the practice of extra tuition. It was further found that students and teachers felt that extra tuition helps slow learners to improve by allowing adequate time for revisiting their academic work.

The second objective regarding the influence of syllabus coverage on the implementation of the private tuition ban directive by the head teachers, it was found that most teachers (66.66%) and students (66.33%) supported the practice of extra

tuition since it helped them cover the syllabus and even revise on already tackled work and even revise for examination.

Objective three of the study sought to determine how the school culture influence the implementation of the private tuition ban directive by the school's principals; from the findings majority of the students 88 (66.66%) of the respondents felt that in order to secure chances or slots at the higher institutions of learning especially the university they had to maintain a culture a higher overall mean index for their schools and this could only be attained by putting more efforts through teaching and giving lessons on extra hours other than the normal teaching hours. The respondents felt that in order to maintain a high number of candidates transiting from secondary to university they had to offer and achieve this by private tuition making it difficult for the private ban directive to be implemented.

Finally, the study revealed that lack of adequate teaching-learning resources highly contributed to the implementation of the private tuition ban directive; Majority 88 (66.66%) of the teachers felt that the schools in Makueni County had only employed few teachers for every subjects leading to a heavy workload for the available teachers and even demanding more and extra time for the syllabus coverage. It was clear from the findings that most schools in Makueni County had below 2 teachers per subject which is not a very good number for effective teaching and learning environment for the students. This was revealed by most work being conducted over the tuition hours which are conducted very early in the morning, late evening and over the school holidays.

### **5.3 Conclusions**

In view of the findings of the study, it can be reasoned that additional educational tutoring is broadly offered in schools in Makueni County. It can likewise be reasoned that educators are key chiefs as respects additional educational tutoring. From the findings, the researcher presumed that all classes are included and work secured amid educational tutoring time is basically syllabus scope and amendment of work officially done. Most normal mentoring approaches utilized are discourses trailed by amendment work. It can be reasoned that additional educational tutoring is upheld by instructive partners' to be specific, principals, guardians, educators and students.

Secondly, majority of the principals supported extra tutoring for reasons of improving individual and school performance. It can be further presumed that additional educational tutoring can be decreased by diminishing syllabus substance to reasonable levels, enrollment of more educators and compelling supervision of the educational modules by school executives and Quality Assurance Standard Officers (QASO).

Thirdly, the found that additional educational tutoring helps instructors to address the necessities of individual learners: These discoveries are steady with Nyagosia, Waweru and Njuguna (2013), who called attention to that educators in Kenya consider arrangement of additional educational tutoring as an intercession system to cover syllabus and address the shortcomings depicted by hopefuls before they take the national examinations.

Finally, based on the statistical mean principals seem to be more in favour of extra tutoring compared to teachers and students . In perspective of this, it can be concluded that the present government mandate on additional educational tutoring does not appear to be in constrain in Makueni County and accordingly they have to streamline the act of additional educational tutoring in schools to make it more compelling..

#### **5.4 Recommendations**

The researcher recommends the following based on the findings:

First, the MoEST also has to equip schools with teaching and learning facilities such as textbooks, computers with internet connections, comfortable desks to the students, electricity, and hygiene facilities like supplying safe water in schools. The availability of education facilities can physically and psychological motivate teachers to plan and teach well in their time on tasks and influence students learning.

Secondly, MoEST also needs to change policy of teaching approach from teacher centered to learner centered approach and mode of evaluating students' performance. Instead of using written examinations that influence rote learning, it can use oral, practical or group project approaches as ways or approaches of evaluating students' performance. Evaluation activities should focus on building students' capacity on creativity, through thinking and clear understanding of the subject content. This need to go simultaneously with the implementation of students centered approach that may help teachers to engage students in learning and students may have freedom to discuss their ideas from what they have learned. If this approach will be used it will not only help in improving students' performance but it will also help in reducing the rate of

tuition and as a result it may automatically die in Kenya. This is because, students has been found lovely to private tuitions because of the approaches used by the tutors and friendly learning environments and relationship built between the learner and the tutor.

Thirdly, MoEST has to make the teaching profession valuable by improving teaching and learning environment in all levels of education. It should focus on constructing and furnishing more classrooms and concentrate on schools expansion in order to reduce pupil classroom ratio. This must go together with the hiring qualified teaching force that master content knowledge of subjects. It should also provide different models of ongoing professional development programs either in schools or through teacher centers. This may motivate the existing teachers to sustain their profession. The new and former teachers must be trained on practicing relevant pedagogical skills and active teaching techniques that facilitate and improve students' learning in their specific subjects.

Also, teachers' salaries and other teachers' benefits have to be reviewed and adjusted after a specific period of time, and specific measures should be in place to reward teachers who perform well in their classes and school settings in general for the development of the children (learners). MoEST should regularly remind teachers on their code of conduct and their roles and responsibilities to the students, community and employer. Also they should be informed on their benefits and privileges if they perform well. These interventions may create positive working competition among teachers and make them aware on what to do and what not to do.

Lastly, I recommend that the establishment of the independent body, it should have full mandates of school inspections in order to improve access, fairness and quality of education in Kenya. Therefore the body need to foster the adherence to the rules and regulations of teaching, remind teachers on their code of conducts, their roles and responsibilities and propose rewarding system for teachers whose performance are better and those who perform in a low standards to be assigned to mentors. This may improve teaching and learning process during school hours and reduce the growth of private tuition.

### **5.5 Suggestions for further studies**

- i. This study was only carried out in Makeni County. It is therefore important that other studies be carried out in other Counties to find out the relationship between the prevalence of extra tuition and head teachers' administrative implementation of the private tuition ban directive.
- ii. Since the study was carried out in rural setting, there is need to conduct a similar study in urban settlement so as to compare the results.

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## APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

School of education

P. O. Box 30197

Nairobi.

The Headteacher,

\_\_\_\_\_ Secondary school.

Dear Sir/Madam,

### **REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL**

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a masters' degree in Education Planning and Administration. As part of fulfillment of the award, I wish to conduct a study on **School based factors influencing head teachers' implementation of the private tuition ban directive in Secondary Schools in Makueni County.**

Your school has been identified to participate in the study. I request for your assistance and cooperation to enable the study come up with accurate findings.

Be assured that utmost confidentiality will be maintained concerning any information gathered from the institution.

Thanks in advance.

Yours faithfully,

Ndiku Brian

## **APPENDIX II: INTERVIEW GUIDE FOR THE HEADTEACHERS**

1. Does your school conduct extra tuition?
2. If yes, who makes extra tuition decisions in your school?
3. What role do you play during extra tuition?
4. What benefit does the student stand to gain with the practice of private tuition in which can otherwise not be gained in the mainstream learning in your school?
5. There is a growing assumption by households that pupils cannot perform better in examinations without private tuition. In your own opinion, do you think this is true?
6. What are your form four performances in internal exams in the school?
7. What is the schools policy on syllabus coverage?
8. What is the culture of your school in regards to student's performance?
9. Do you think that private tuition feels the gap of lack teaching resources in your school?
10. Are all teachers in your school involved in private supplementary tuition
11. Who decides on what is taught during private supplementary tuition
12. If you were in a position to decide, would you like private supplementary tuition to continue being offered to students?
13. Has the ban directive on private supplementary tuition/Remedial teaching/Holiday tuition/Extra Classes been successful in eliminating PST in schools and holiday coaching?

*Thank you for your participation*

### **APPENDIX III: QUESTIONNAIRE FOR TEACHERS:**

The aim of this research study is to establish the School based factors influencing head teachers' implementation of the private tuition ban directive in Secondary Schools in Makueni County.

Please tick (✓) the appropriate answers.

#### **SECTION A: DEMOGRAPHIC INFORMATION**

1. What is your Gender?

Male [  ]

Female [  ]

2. What is your Age?

20-30 years [  ]

31-45 years [  ]

Over 45 years [  ]

4. What is your highest professional Qualifications?

Diploma in Education. [  ] Bachelors Degree [  ]

Master Degree [  ]

5. For how long have you been a teacher?

1 – 3 years [ ] 4 – 6 years [ ]

7 – 12 years [ ] Over 12 years [ ]

6. What subjects do you teach?

Languages [ ] Maths [ ] Sciences [ ] Humanities [ ]

## **SECTION B**

7. Is private tuition conducted in your school?

Yes [ ] No [ ]

8. Does private tuition prepare students for good academic result?

Yes [ ] Sometimes [ ] No [ ]

9. Does private tuition affect students' academic performance?

Yes [ ] Sometimes [ ] No [ ]



10. When is private tuition conducted in your school? (Can tick more than one)

Early in the morning [  ]                      in the evening after official classes [  ]

Over the weekend [  ]                      during the holidays [  ]

11. Do students who don't take private tuition perform well in your school?

Yes [  ]                      No [  ]

12. If private tuition is not conducted in your school, do you think you will cover the syllabus?

Yes [  ]                      No [  ]

13. In your own opinion, does private tuition lead to improved grades and boost student's academic achievement in Secondary schools?

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

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

.....

.....

.....

.....

*Thank you for your participation*

## APPENDIX IV: QUESTIONNAIRE FOR STUDENTS:

The aim of this research study is to establish the school based factors influencing head teachers' implementation of the private tuition ban directive in Secondary Schools in Makueni County.

Please tick (✓) the appropriate answers.

### Section A

1. Your gender.....
2. Your age in years ..... Yrs

### SECTION B

3. Does private tuition affect students' academic performance?

Yes [ ]      Sometimes [ ]      No [ ]

4. Is there private tuition for form three and four students in your school?

Yes [ ]      No [ ]

5. How is private tuition in your school done?

In large classes [ ]      In small groups [ ]

One-to-one private tuition [ ]

6. When is private tuition done in your school? (Can tick more than one.)

Early in the morning before regular classes begin [ ]

In the evening after official class hours [ ]

Over the weekend [ ]      Over the holidays [ ]      other [ ]

7. If private tuition is not conducted in your school, do you think you will cover the syllabus?

Yes [ ]      No [ ]

8. In your own opinion, does private tuition improve pupils' academic achievement?

.....

9. In your own opinion when do teachers teach effectively?

During normal class hours [ ]      during private tuition lessons [ ]

10. Is your school aware of the government ban on private tuition?

Yes [ ]      No [ ]

11. How then do you go about the school based private tuition to avoid being noticed?

.....

.....

***Thank you for your participation***

# RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MR. BRIAN NDIKU MUTUNGA**  
**of UNIVERSITY OF NAIROBI, 27-90133**  
**TAWA, has been permitted to conduct**  
**research in Makueni County**

**Permit No : NACOSTI/P/16/18769/13289**  
**Date Of Issue : 31st August,2016**  
**Fee Received :Ksh 1000**

**on the topic: SCHOOL BASED FACTORS**  
**INFLUENCING THE HEADTEACHERS**  
**ADMINISTRATIVE IMPLEMENTATION OF**  
**THE PRIVATE TUTION BAN DIRECTIVE IN**  
**SECONDARY SCHOOLS, A CASE OF**  
**MAKUENI COUNTY**

**for the period ending:**  
**30th August,2017**

**Applicant's**  
**Signature**



*[Signature]*  
**Director General**  
**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 Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEACH CLEARANCE**  
**PERMIT**

**Serial No.A 10777**

**CONDITIONS: see back page**