

**INFLUENCE OF PRIVATE TUITION ON STANDARD EIGHT PUPILS'  
ACADEMIC ACHIEVEMENT IN MBOONI WEST DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for  
the Degree of Master of Education in Curriculum Studies.**

**University of Nairobi**

**2014**

## **DECLARATION**

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

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This research project has been presented for examination with our approval as university supervisors.

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## **DEDICATION**

This research work is dedicated with a lot of love, respect and appreciation to my mother, Philomena Mumbua. It is also dedicated to my wife, Juliana Kate and to our children, Felix, Larry, Kilonzo and Hilda for their patience and understanding during the period of my study.

## **ACKNOWLEDGEMENT**

I wish to acknowledge with deep felt appreciation of those without whom this work would not have been accomplished. It would be a great task to mention all of them here. I am deeply indebted to my supervisors Associate professor Winston Akala and Mrs. Lucy Njagi Wangui who despite their busy schedules found time to read through my work. They guided, gave suggestions, encouraged and provided moral support that culminated in the completion of the work. Many thanks also go to Dr. Grace Nyagah, the chairperson of the Department of Educational Administration and Planning, University of Nairobi for her scholarly advice that resulted in the completion of this work.

I equally appreciate and give gratitude to all head teachers, teachers and 2014 standard 8 pupils in Mbooni West District who participated in this study. Again, I equally appreciate and thank the lecturers and staff of the Department of Educational Administration and Planning, University of Nairobi for their supportive roles in the course of my study.

I appreciate the effort extended by Ms Dorothy Wandaga, for typing this work. Last but not least, I thank my dear loving wife, Juliana Kate, who stood by me all those years. She inspired me during my studies.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>DEO</b>	District Education Officer
<b>MoE &amp; HR</b>	Ministry of Education and Human Resource
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization

## **ABSTRACT**

The purpose of this study was to determine the influence of private tuition on standard eight pupils' academic achievement in primary schools in Mbooni West District, Keya. The objectives of the research were: To determine the extent to which home based private tuition influences standard eight pupils' academic achievement, establish the extent to which school based private tuition influences standard eight pupils' academic achievement, determine the extent to which one-to-one private tuition influences standard eight pupils' academic achievement and to determine the extent to which large class private tuition influences standard eight pupils' academic achievement in primary schools in Mbooni West District. The respondents were randomly selected. Research instruments used in this study included questionnaires for standard eight teachers and the pupils and interview schedules for the head teachers. Quantitative data were analyzed and the results were presented using frequency tables, pie charts, bar graphs and percentages. 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 primary schools in Mbooni West District took private tuition. The researcher also established that private tuition boosted pupils' academic achievement in primary schools in Mbooni West District. The researcher further established that all standard eight pupils sampled took school based private tuition instructed through large class private tuition. The researcher also established that few pupils took home based and one-to-one private tuitions. The researcher further established that all types of private tuition boosted pupils' academic achievement but one-to-one and home based private tuitions yielded the greatest influence on pupils' academic achievement. This implies that private tuition yields enormous influence on pupils' academic achievement. The researcher recommends that the government should lift the ban on private tuition in primary schools and instead enact legislation to regulate private tuition. The researcher also recommends that providers of supplementary private tuition should use more effective programmes in influencing pupils' academic achievement such as one-to-one and home based private tuitions. The researcher further recommends that consumers of private tuition should not fear to invest their resources in private tuition because the academic achievement gains are tremendous. To other researchers, the researcher recommends that they should carry out similar studies in other districts of the republic for generalizations.

## **CHAPTER ONE**

### **INTRODUCTION**

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

According to Nafula (2002), investment in education plays a significant role in human development through empowerment of people to improve their well-being and participate actively in nation building. World Bank (1980) observed that education has long been recognized as central element in development. United Nations Educational Scientific and Cultural Organization [UNESCO], (1960) declared access to education as a human right.

According to Simmon (1988), education is a recipe for civilization, enlightenment and a source of wealth and power, which are vital for growth and development of any country's economic and political institutions. According to Ayot and Briggs (1992), most developing nations have recognized the worth of education as a vehicle to help bring about hastened modernization of their economies. This realization has been accompanied by high investment in education by these nations and individuals and or families.

According to Dang and Hai-Anh (2008) private tuition is defined as fee based tutoring that provides supplementary instruction to children in academic subjects that they study in the mainstream education system. Stevenson, Lee and Baker (1992) refer to private tuition as a shadow education system because the system exists primarily on the basis of existence of the mainstream system. Stevenson et al. (1992) further argue the magnitude of the shadow education

changes in relation to changes in the mainstream system and that in almost all societies, much more public attention focuses on the mainstream system than on its shadow. Stevenson et al. (1992) also argue the features of the shadow system are less distinct vis-a- vis those of the mainstream system. Bray (2005) also refers to private tuition as shadow education. Just like Stevenson et al. (1992), Bray (2005) concurs that the existence of private tuition depends on the mainstream education system.

According to Wanyama, Indeje and Njeru (2004), the phenomenon of private tuition has grown tremendously since it was introduced in Kenya in the mid 1980s after the change of education system to 8-4-4. Like Wanyama et al. (2004), Bray, Mark and Kwok (2003) concur that the phenomenon of private tuition is fairly a new concept that sneaked in due to stiff competition for few spaces in top universities and schools.

According to Russel (2002), private tuition programmes include one – to – one tutoring, home based tutoring, school based tutoring done early in the morning before official class hours and in the evening after school during weekdays and at weekends and during school holidays. Russel (2002) further says private tuition programmes include small groups and large class tutoring. Private tuition, according to Russel (2002) can be provided not only by full time tutors and teachers, university professors and in the case of Japan, homemakers but also by secondary school leavers and university students on vacation.

Private tuition is also provided by individuals, small or large companies (Bray et al, 2003). According to Yiu (1996) and Ireson (2004), private supplementary tuition may have positive consequences in improving students learning, providing students with constructive activities and may help students understand mainstream lessons. This in turn will improve performance at examinations. According to Bray and Lykins (2012), shadow education delivers positive results in academic achievement.

According to Dang and Hai-Anh (2008), private supplementary tuition can offer lessons that are often more individualized than is possible in the public school sector and using a more flexible delivery mechanism. Dang and Hai-Anh (2008) argue private tuition supplements the public sector rather than replacing it. Therefore, against such a background, taking private tuition is a good measure for a child to get personal attention from a tutor. Personal attention in a classroom situation by the teacher might not be possible given that today's classes are large and overcrowded. However, over reliance on private tuition may have serious negative consequences to the mainstream school system especially where it is provided for financial gains. According to Biswal (1999), the school efficiency comes into question majorly on teacher's performance and conduct during lessons. Students are also overworked.

In the worst cases, teachers deliver only half the curriculum during school day and these force students to pay for the other half during private lessons (Bray et al, 2003). Biswal (1999) further argues private tuition supplementary

programmes make teachers compromise educational standards by not teaching well so as to create the need for paid private tuition. This is a form of corruption according to Klitgaard (1998).

Japan has been a pioneer in the provision of private supplementary tuition. Private tuition programmes in Japan have improved the probability of entering colleges by 16-25 percent among High School Seniors. For students in the second year out of high school, attending special private tuition programmes increase the probability of entering college by 80 percent (Stevenson et al.1992).

In India, private supplementary tuition programmes are widespread phenomena. According to Banerjee, Abhijit, Shawn, Duflo, and Linden (2007), private supplementary tuition programmes improve test scores by large percentages. In brief, students who take supplementary private tuition improve their test scores tremendously.

According to Ha, Thu and Harpham (2005), private tuition programmes not only increase children's writing and multiplication scores but also double children's reading test scores in Vietnam. According to Dang (2007), private tuition programmes have positive effects on students' academic performance in both primary and secondary schools in Vietnam.

In Israel, private supplementary tuition has a positive impact on both the students who receive it and the schools which practice it (Lavy & Schlosser, 2005).In the US, summer private tuition programmes often increase math and reading achievements for third graders by 12 percent of the average annual gains



(Jacob, Brian & Lefgren, 2004). According to Fuchs (2002), some households in the US have reportedly begun sending their children for private tuition as early as pre-school to give them a competitive edge over their peers.

In Germany, students who receive private tuition realize tremendous improvement and are highly motivated. However, in Egypt, private tuition programmes have little or no significant effect on pupil achievement (Fergany, 1994, p.9).

Like other nations of the world, teachers in Kenya have introduced private tuition programmes alongside mainstream schooling. In 2008, the coverage of private tuition in school subjects outside of school hours had reached over 85 percent in both primary and secondary schools (Jumba, 2008). Thus, private tuition programmes are widespread and deeply rooted in both primary and secondary schools.

According to Buchmann (2002), private supplementary tuition programmes in Kenya reduce the chance of repeating grades and increase students' academic performance. Jumba (2008) carried out a study on the demand for private supplementary tuition in Kakamega. Out of the study, Jumba (2008) established private tuition programmes in Kenya result in high scores to the recipients of the programmes and improved performance in secondary schools, which practice private tuition.

## **1.2 Statement of the problem**

According to Sessional Paper No.1 of 2005, there have been high dropout rates both in primary and secondary schools in Kenya. The high dropout rates are attributed to high costs of learning and teaching materials, school uniforms, transport, development levies and extra expenses for private tuition. This trend, according to Jumba (2008) has been there throughout the successive years and in 2012, private tuition had reached unprecedented levels.

In a circular in 2012, the government issued a notice that banned private tuition in both primary and secondary schools (MoE & HR, 2012). In an earlier circular on July 6<sup>th</sup> 2005, the government had made it clear it did not allow private tuition in both primary and secondary schools. In yet another earlier circular in 1999 (MoE & HR, 1999), the government reiterated private supplementary tuition was unwelcome.

Therefore, in 2012, the government reinforced the ban and in 2013, through the Basic Education Act No.14, passed laws against private tuition in the country. Part IV of the Act, section 37(1) states: 'No pupil shall be subjected to holiday tuition.' According to the Standard 11 April, (2014), the ban on private tuition has once again been disregarded despite the government legislation and the practice has picked up again with pupils and students taking private tuition. This is a problem in the country as it contravenes the Basic Education Act, 2013. Mbooni West District is covered by the Act and like in most other parts of the country, private tuition programmes are in the rise (The Standard 11 April, 2014).

The issue at hand will be to investigate the influence of private tuition on standard eight pupils' academic achievement in Mbooni West District.

### **1.3 Purpose of the study**

The purpose of the study is to investigate the influence of private tuition on standard eight pupils' academic achievement in Mbooni West District, Kenya.

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

- i. To determine the extent to which home based private tuition influences standard eight pupils' academic achievement in primary schools in Mbooni West district.
- ii. To establish the extent to which school based private tuition influences standard eight pupils' academic achievement in primary schools in Mbooni West District.
- iii. To determine the extent to which one-to- one private tuition influences standard eight pupils' academic achievement in primary schools in Mbooni West District.
- iv. To determine the extent to which large class private tuition influences standard eight pupils' academic achievement in primary schools in Mbooni West District.

### **1.5 Research questions**

- i. How does home based private tuition influence standard eight pupils' academic achievement in primary schools in Mbooni West District?
- ii. What is the influence of school based private tuition on standard eight pupils' academic achievement in primary schools in Mbooni West District?
- iii. How does one-to-one private tuition influence standard eight pupils' academic achievement in primary schools in Mbooni West District?
- iv. How does large class private tuition influence standard eight pupils' academic achievement in primary schools in Mbooni West District?

### **1.6 Significance of the study**

The study may contribute significantly to professionals, educationists and entrepreneurs who practice private supplementary tuition in the market. The professionals may get an understanding of the influence of the private tuition programmes on their students. The study may also shed enough light on the best policy decisions educationists may adopt towards private tuition programmes.

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

In collecting data, it was not possible to control respondents' attitudes. Out of fear, respondents chose to give socially accepted responses that resulted in inaccurate findings. The researcher overcame this by assuring respondents that

strict confidentiality would be upheld and that the study was only meant for educational purposes.

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

The study was conducted only in primary schools in Mbooni West District and confined itself to pupils and teachers who were directly involved in private supplementary tuition as either consumers or suppliers. As a result of these, the findings of the study were not generalized to reflect the situation in the rest of the country. Private supplementary tuition was also conducted in secondary schools and the teachers and students were not included in the sample.

### **1.9 Basic assumptions of the study**

The following basic assumptions were made;

- The respondents gave honest and accurate responses to the questionnaires.
- Private tuition indicators were acceptable measures of the effectiveness of the quality of education in primary schools.

### **1.10 Definition of significant terms**

This section comprises some of the significant terms and definitions as used in the paper. The terms include the following.

**Academic achievement** refers to how well students are accomplishing their tasks and studies.

**Corruption** refers to misuse of public facility for private benefits.

**Home based private tuition** refers to supplementary tutoring lessons provided to pupils or students at their homes or at the homes of their tutors.

**Investment** refers to money, time, effort and resources put into a particular use to generate profits.

**Large class private tuition** refers to extra lessons organized for many pupils or students in the same class.

**One –to-one private tuition** refers to an individual face- to- face tutoring.

**Private supplementary tuition** refers to tutoring in academic subjects and it is provided by teachers for monetary gains or sometimes for free.

**School based private tuition** refers to extra lessons organized outside of official tuition hours and includes programmes such as evening and weekend classes and holiday tuition programmes.

**Shadow education** refers to school learning activities paralleling features of formal schooling used by students to increase their own educational opportunities.

**Supplementary tuition** refers to services provided outside school hours mostly in the weekends and during vacations and are carried out in school classrooms.

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

The study is organized into five chapters. Chapter one will discuss the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations

of the study, delimitations of the study, basic assumptions of the study and definition of significant terms.

Chapter two will discuss literature review which includes introduction, private tuition as a determinant variable in students' academic achievement, influence of private tuition on standard eight pupils' academic achievement, influence of school based, home based, one-to-one and large class private tuitions on standard eight pupils' academic achievement. Literature review will also include a summary, theoretical and conceptual framework.

Chapter three will discuss introduction, research design, target population, sample size and sampling techniques, research instruments, instruments validity, pilot study, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four will deal with data analysis, data presentation and discussions while Chapter five will focus on summary of the findings, conclusion and recommendation for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises review of related literature, which captures private tuition as a determinant variable in students' academic achievement. It also comprises influence of private tuition on pupils' academic achievement, influence of school based, home based, one-to-one and large class private tuitions on pupils' academic achievement and a summary.

#### **2.2 Private tuition as a determinant variable in students' academic achievement**

There are many factors that influence an individual's academic performance. Bray et al. (2003) refers to those factors as variables. The variables, argue Bray et al. are multiple and interlocking. Kulpoo (1998) refers to the factors as input variables. These are the factors that affect literacy and numeracy in individual students. According to Kulpoo (1998), some of the factors include private tuition, family interest, regularity of homework, human resources in school and frequency of teacher / parent interaction.

According to Dag and Hai- Anh (2008), private tuition is defined as fee based tutoring that provides supplementary instruction to children in academic subjects that they study in the mainstream education system. According to Hai- Anh and Rogers (2008), analyzing the evidence on learning gains attributable to



private tuition is tricky because of the potential endogeneity of private tuition, which many studies have failed to address. Endogeneity, argue Hai-Anh and Rogers (2008), refers to the unobserved factors that may affect both investment in private tuition and student performance. Therefore, identification of the impact of private tuition on individual's academic achievement is rather difficult because of the other factors (variables) that come into play.

A study to analyze the impact of each of the multiple interlocking variables, including supplementary private tuition was conducted in Mauritius (Kulpoo, 1998). The study involved a test of reading literacy. From the study, Kulpoo (1998) established that private tuition was the single and the strongest factor that influenced individual's academic performance. Private tuition was found to account for 18 percent of the test scores while other factors such as the frequency of teachers' meetings with parents and human resources at school accounted for 10 and 12 percent respectively.

### **2.3 Influence of private tuition on pupils' academic achievement**

According to Bray et al. (2008), many people assume that shadow education (private tuition) delivers positive results in academic achievement. However, argue Bray et al. (2008) this assumption might not be true given the potential endogeneity of private tuition which many students have failed to address. This 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 et al. (2008), the assumption that private tuition delivers positive results in academic achievement is not always true.

Private tuition is found to increase test scores in India (Bernajee et al.2007) and mean pass rates on the baccalaureate exams in Israel (Lavy et al.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 academic performance in the United States (Briggs et al.2001; Jacob et al.2004) and students academic achievement in Vietnam (Dang et al.2007).

A study carried out in Japan (Sawada, Toshio & Kobayashi, 1986) analyzed the effect of 'juku' attendance on mathematics performance of upper elementary and lower secondary students. According to Sawada et al.1986, jukus are private tuition centres in Japan. The study extended work conducted under the auspices of the International Association for Evaluation of Educational Achievement and covered 375 pupils in eight schools. From the study, the researchers observed that time spent in jukus gave students greater opportunities to learn, and that this resulted in 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 students on the grade 10 School Leaving Certificate Examination. The survey involved both public and private schools. Thapa and Amrit (2011) found that students in public schools who had received private tuition had higher scores by 1.7 percentage points.

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), both poor and rich children were shown to benefit from private tuition.

In Singapore, Cheo, Roland and Quah (2005) investigated the learning achievement of 429 grades 8 'express' in three premier secondary schools. Their study established that private tuition has a positive influence on the subject that private tuition is received.

In Sri Lanka, Gunasekara (2009) examined a phenomenon where at the end of senior secondary education, students abandon their schools in order to focus on cramming for examinations in private tuition centres. Gunasekara (2009)

found that private tuition contributes more to achievement of credible success in examinations than school education.

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 analyzed data from 1000 eight-year-old children randomly selected from 4716 households in 2002. They found that recipients of extra classes were more than twice as likely to read correctly as children who had not had extra classes.

In Bangladesh, Nath and Ranjan (2008) used data from a 1998 national survey of pupils aged 11-12 who had received private tuition. Out of the population, Nath and Ranjan (2008) found that 49.6 percent of the pupils had met the benchmark criteria of having a basic education. From the other groups of the pupils who had not received private tuition, Nath and Ranjan (2008) established that only 27.5 percent had met the benchmark.

Hamid, Obaidul, Sussex and Khan (2009) carried out a related study on 228 grade 10 students in eight rural schools. The survey established that students who had received private lessons had double the chance of attaining higher grades than their counterparts who had not received private tuition.

A similar study was carried out by Kuan and Ping-Yin (2011) in Taipei, China. Kuan and Ping-Yin (2011) accessed a pair of data that allowed them to control for students' socioeconomic status, ability, and attitude. The study was on

the influence of private tuition on mathematics achievement of 10013 grade 9 students. Kuan and Ping-Yin (2011) established that students who had received private tuition were on the average more studious and higher achieving.

Zang and Yu (2011) carried out a study involving 25 schools in Jinan, Shandong province in the Peoples' Republic of Korea. In the study, Zang and Yu (2011) examined the relationship between private tuition and performance in the High School Entrance Examination. Zang and Yu (2011) found a positive correlation between private tuition and achievement for low performing urban students.

In Kenya, Otieno (2005) conducted a study 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.

A similar study was conducted in Kenya by Njagi; Amos and Mutinda (2011). Njagi et al. (2011) conducted a survey on the factors influencing demand for private supplementary tuition in public secondary schools in Kitui Central District, Kenya. From the survey, Njagi et al. (2011) established that private supplementary tuition influenced students' academic achievement in public secondary schools.

Moriasi (2003) conducted a related survey in public secondary schools in Manga District, Kenya on the determinants of provision of remedial lessons. According to Moriasi (2003), remedial lessons are forms of private tuition. Moriasi (2003) established that remedial lessons influenced students' academic achievement in public secondary schools.

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. According to Byun and Soo-Yong (2011), propensity score matching is a statistical matching technique that attempts to estimate the effect of a treatment by accounting for the covariates that predict receiving the treatment. It therefore attempts to reduce the bias due to confounding variables that could be found in an estimate of treatment effect obtained from simply comparing outcomes among units that received the treatment versus those that did not receive. 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 Centre examined the impact of private tuition on the scores in the ability test of the national examinations. This involved testing in 2008 grade 12 students who took the standardized ability test. The students were asked whether they were receiving (Group 1), would receive (Group 2) or would not receive (group 3) private tuition classes in the ability

domain. During the 2009 national examinations, the researchers found that Group 3 students who did not receive private tuition showed more progress in main testing than group 2 and 1 (Bakhutashvili, 2011)

In Egypt, the Ministry of Education carried out a study in 1990/91 which involved 18000 primary school children (Fergany, 1994). From the study, private tuition was found to have no significant effect on pupil achievement.

#### **2.4 Influence of school based private tuition on standard eight pupils' academic achievement**

According to Hamid et al. (2009), school based private tuition refers to extra lessons organized outside of official tuition hours. Nath and Ranjan (2008) refers to school based private tuition as outside programmes that offer instruction to students at their formal learning institutions. According to Sawada et al. (1996), school based private tuition include programmes such as morning classes, evening classes and classes conducted over the weekends including Saturdays or Sundays. Sawada et al. (1996) further argues that morning classes are conducted very early in the morning before official class hours begin. As for the evening classes, argue Sawada et al. (1996), most students take the tuition lessons immediately after official classes and just before nightfall. According to Liu and Jeng (2012), holiday private tuition organized at students' learning centres is also school based private tuition.

According to Liu and Jeng (2012), school based private tuition influences students' academic achievement. Liu and Jeng (2012) carried out a study in Taipei, China using a sample of 13978 grade 7 students. From that sample, Liu and Jeng (2012) compared academic achievement of the students who took school based private tuition with those who did not. From the study, Liu and Jeng (2012) established a significant positive effect of school based private tuition on students who had taken school based private tuition.

Kuan and Ping-Yin (2011) conducted a similar study in Taipei, China. The researchers used a sample of 10013 grade 9 students. Kuan and Ping-Yin (2011) compared academic achievement of students who had taken school based private tuition with those who did not. According to Kuan and Ping-Yin (2011), students who had received school based private tuition were on the average more studious and higher achieving than those who did not.

In India, Aslam et al. (2011) carried out a survey including 4000 pupils' respondents in grades 2 and 4 in 160 primary schools. The study analyzed data from 2007/08 schools Tells Survey in Utter Pradesh and Bihar. According to Aslam et al. (2011), children who had received school, based private tuition achieved more gains in both mathematics and reading than those children who did not.

In Kenya, Otieno (2005) carried out a study involving secondary school students on the influence of remedial tuition on the attitude of students towards physics. According to Otieno (2005), remedial tuition is a programme under



school based private tuition. Otieno (2005) compared academic achievement between students who received school based private tuition with those who did not. From the study, Otieno (2005) established that students who had taken school based private tuition realized higher test scores than those who did not.

However, not all students who take school based private tuition achieve higher scores in academic achievement. A study carried out in Georgia by Bakhutashvili and Sophrie (2011) in 2008 and involving grade 12 students proved the contrary. Bakhutashvili and Sophrie compared academic achievement of students who took school based private tuition with those who did not. The students were asked whether they were receiving school based private tuition (Group 1), would receive school based private tuition (Group 2) or would not receive school based private tuition (Group 3). During the 2009 national examination, the researchers found that Group 3 students who did not receive any school based private tuition showed more progress in main testing than Group 2 and 1.

## **2.5 Influence of home based private tuition on standard eight pupils' academic achievement.**

According to Sawada et al. (1986), home based private tuition refers to supplementary tutoring lessons provided to pupils or students at their homes. Njagi (2011) argues that home based private tuition can either be provided at the pupils' homes or at the homes of their tutors. According to Sawada et al. (1986),

home based private tuition is very effective and results in high students' academic achievement.

In a survey by Nath and Ranjan (2008) in Bangladesh which involved pupils aged between 11-12 who had taken home based private tuition, it was revealed that most of the pupils had met the benchmark criteria of having a basic education. From the other groups of the pupils who had not received home based private tuition lessons, Nath et al. (2008) established that only a few had met the benchmark.

Hamid et al. (2009) carried out a related study on 228 grade 10 students in eight rural schools. The study established that students who had received home based private tuition lessons had double the chance of attaining higher grades than their counterparts who had not received any. Kuan and Ping-Yin (2011) conducted a similar study to that of Hamid et al. (2009) in Taipei, China. Kuan and Ping-Yin (2011) controlled for students' socioeconomic status, ability and attitude. The study was on the influence of private tuition on Mathematical achievement of 10013 grade 9 students. Kuan and Ping-Yin (2011) established that students who had received home based private tuition lessons were on the average more studious and higher achieving.

In the Peoples' Republic of Korea, Zang and Yu (2011) carried out a study involving 25 schools in Jinan, Shandong province. In the study, Zang and Yu (2011) found a very strong correlation between students who had received home

based private tuition. According to Zang and Yu (2011), the students were high achieving.

In India, Aslam et al. (2011) carried out a survey. The survey involved 4000 students in grade 2 and 4 in 160 rural primary schools. This survey analyzed data from 2007/08 schools' Tells Survey in Utter Pradesh and Bihar. According to Aslam et al. (2011), children who had received home based private tuition lessons achieved gains in both mathematics and reading than those who did not.

In Kenya, Otieno (2005) carried out a survey on the influence of remedial tuition on the attitude of students towards physics in secondary schools. Otieno carried out the study at Arya Boys Secondary school, Nairobi. According to Otieno (2005), remedial tuition is part of extra classes or private tuition programmes and can be offered to students at their homes or at the homes of their tutors. Otieno (2005) established that students who took remedial tuition at their homes realized higher test scores in physics than their counterparts who did not take such lessons.

## **2.6 Influence of one-to-one private tuition on standard eight pupils' academic achievement**

According to Nath and Ranjan (2008), one-to-one private tuition refers to an individual face-to- face tutoring. Nath and Ranjan (2008) further argue that this type of private tuition is not very prominent among most students and their tutors. According to Nath and Ranjan (2008), one-to-one private tuition is done at the

students' homes or at the homes of their tutors and involves mostly the students' mainstream teachers. However, according to Nath and Ranjan (2008) a few of the students' tutors are not their regular teachers.

According to Hamid et al. (2009), one-to-one private tuition is very expensive to the consumer and hence few students take one- to- one private tuition. On the other hand, argue Hamid et al. (2009), one-to-one private tuition yields great influence on students' academic achievement.

In a study to analyze the effect of private tuition on mathematics performance of upper elementary and lower secondary students in Japan, the researchers established that most of the students who took one-to-one private tuition out of a sample of 375 pupils in eight primary schools scored higher grades (Sawada, Toshio & Kobayashi, 1986)

In another study involving a sample of 13978 grade 7 students in Taipei, China, Liu and Jeng 2012 established that most of the students who had taken one-to-one private tuition out of a sample of 13978 respondents were among the best achievers on analytical ability and mathematics performance.

In Kenya, Otieno (2005) analyzed the influence of one-to-one private tuition on the attitude of students towards physics at Arya Boys Secondary School, Nairobi. Otieno (2005) referred to private tuition as remedial teaching. According to Otieno (2005), most of the students who had taken one-to-one private tuition were among the best achievers in the class.

## **2.7 Influence of large class private tuition on standard eight pupils' academic achievement**

According to Zang and Yu (2011), large class private tuition refers to extra lessons organized for many pupils or students in the same class. Zang and Yu (2011) also argue that large class private tuition is mostly conducted by regular teachers for their pupils and mostly take place in a school setting. However, argue Zang and Yu (2011), large class private tuition can also take place in private tuition centres.

According to Byun and Soo-Yong (2011), most private tuition is large class private tuition. What this means, according to Byun and Soo-Yong (2011) is that most private tuition is delivered through large class private tuition except one-to-one and sometimes home based private tuition which may involve small groups.

According to Zang and Yu (2011), large class private tuition influences students' academic achievement. Zang and Yu (2011) carried out a study involving 25 schools in the peoples' Republic of Korea. In the study, Zang and Yu (2011) compared students who took large class private tuition with those who did not. From the study, Zang and Yu (2011) established that students who took large class private tuition were among the best at the High School Entrance Examination.

In Vietnam, Ha et al. (2005) established that students who took large class private tuition performed better at examinations than those who did not. The researchers analyzed a sample of 1000 eight-year-old children. Out of those respondents Ha et al (2005) compared performance of the pupils who took large class private tuition with those who did not.

In Egypt, a study carried out by the Ministry of Education in 1990/91 on a sample of 18000 primary school children produced negative results on the influence of large class private tuition. From the study findings, it was found that large class private had little or no significant influence on pupils' academic achievement.

In Kenya, Gichunga (2011) analyzed the factors influencing provision of holiday tuition in Laikipia District; Kenya. In the study, Gichunga (2011) sought to find out the influence of large class private tuition on students' academic achievement. From the findings, Gichunga (2011) established a significant influence of large class private tuition on students.

## **2.8 Summary**

As shown in the discussion above, the research literature reveals mixed findings on the influence of private tuition on pupils' academic achievement. The research literature also reveals the influence of school based, home based, one-to-one and large class private tuitions on standard eight pupils academic achievement. The research literature also reveals that other than private tuition,

there are other variables that influence literacy and numeracy in individual students.

## **2.9 Theoretical framework**

Kombo (2006) defines theoretical framework as a collection of interrelated ideas based on theories that attempt to explain and clarify a specific phenomenon. In this study, the researcher will use the constructivist theory (Tobin, 1993). According to Tobin (1993), the constructivist theory postulates that learning involves individual's constructions of knowledge and occurs through the natural interaction with one's own environment.

According to Mergel (1998), there is a strong connection between learning and the extent to which the environment provides a rich source for learning experiences. Mergel (1998) further argues that an individual tries to assimilate or connect information to the pre-existing structures. If the new information does not fit established structures, argues Mergel (1998), then the individual provides and accommodates new structures.

According to Mergel (1998), quality learning is perceived as the reconstruction of what is already known as opposed to just acquisition of knowledge. Thus, children have an innate curiosity and constant striving to understand the world around them.

Private supplementary tuition will therefore provide learners with a rich source of learning experiences (Dang & Hai-Anh, 2007a). According to Dang and Hai-Anh (2007a), one – to – one private tuition strongly influences a pupil's academic achievement and allows the child to interact with their own environment, as they are free to choose areas of the curriculum that interest them.

According to Bray and Lykins (2012) large class private tuition doesn't stimulate the learners' interest. As a result, there is little or no significant influence on pupils, academic achievement. Bray and Lykins (2012) argue that there is disconnect between learning and the extent to which the environment provides a rich source of learning experiences. According to Bray and Lykins (2012), large class private tuition yields little or no gains in students' academic achievement.

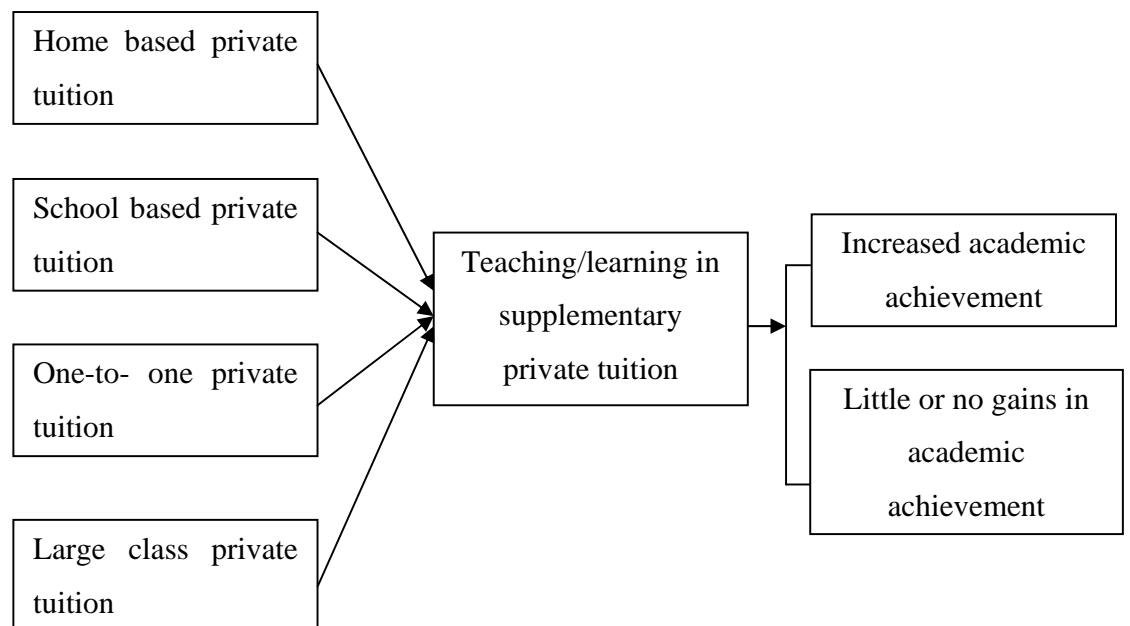
According to Bray (2005a), school based private tuition also offers a good environment for learners to explore. According to Bray (2005a), a school environment where the tutor allows discovery by learners offers the perfect environment especially where learning experiences are spiced with play and other forms of social interaction. On home based private tuition, Bray (2005a), argues that they bring the best results in students' academic achievement. According to Bray (2005a) the child learns in a relaxed environment where they can choose either to learn or not.



## 2.10 Conceptual framework

According to Dang and Hai-Anh (2008), conceptual framework is defined as a preferred approach to an idea or thought. In this discussion therefore, conceptual framework is used to show various private tuition programmes and their influence on standard eight pupils' academic achievement. The researcher will adopt this approach

**Figure 2.1 Private tuition programmes and their impact on pupils' academic achievement**



The conceptual framework illustrates how the various variables in the study lead to improved students' academic achievement. According to Bray et al. (2008), most of students who take home based private tuition are among the best

achievers at examinations. Bray et al. (2008) further argue students who take one-to-one private tuition are few and that their academic achievement at examinations is tremendous. According to Sawada et al. (1986), school based and large class private tuitions are most prominent and may or may not influence pupils' academic achievement positively. According to Sawada et al. (1986), school based and large class private tuitions have little or no significant influence on pupils' academic achievement.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher focuses on the methodology applied in the study. The chapter therefore covers research design, target population, sample size and sampling techniques (procedures). It also covers research instruments, instruments validity, pilot study, reliability of the instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

Kombo and Tromp (2006) define research design as a plan showing how the problem under investigation will be solved. Simply put research design is the process of creating an empirical test to support or refute a knowledge claim. This study employed descriptive survey design. Orodho (2003) defines descriptive survey as a method of collecting information by interviewing or administering questionnaires to a sample of individuals. The study design utilized quantitative and qualitative approaches. The design was ideal for this study because a descriptive research involves collection of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study and report the way things are (Gay, 1996).

Descriptive survey design was appropriate for this study because the researcher was interested in establishing the influence of private tuition on pupils' academic achievement. The design allowed collection of data using questionnaires and an interview schedule at a particular point in time from a target population.

### 3.3 Target population

According to Borg and Gall (1989), population is defined as the number of a real or hypothetical set of people, events or objects which we wish to generalize results of the research. The target population for the study comprises all the standard eight primary school teachers, head teachers and standard eight pupils this year (2014) in Mbooni West District.

**Table 3.1 Target Population of the Study**

Zone	No of schools	Standard Eight Pupils			Standard eight teachers in Mbooni West District		
		2014			Male	Female	Total
		Boys	Girls	Total			
Tulimani	17	280	314	<b>594</b>	48	46	<b>94</b>
Kalawani	15	272	292	<b>564</b>	46	48	<b>94</b>
Mbooni	30	384	500	<b>884</b>	54	54	<b>108</b>
Kitundu	20	220	239	<b>459</b>	52	43	<b>95</b>
Kithungo	15	190	300	<b>490</b>	43	52	<b>95</b>
<b>Total</b>	<b>97</b>	<b>1346</b>	<b>1645</b>	<b>2991</b>	<b>243</b>	<b>243</b>	<b>486</b>

*Source: Office of the D.E.O., Mbooni West District, 2014*

### **3.4 Sample Size and Sampling Techniques**

Borg and Gall (1996) define a sample as a small proportion of a target population selected for analysis. The study targeted 97 public and private schools. According to Mugenda and Mugenda (2010), a sample size of 30 percent is considered to be sufficient. The name of each school was written on a piece of paper, folded and put in a box for each zone. A school was randomly selected by picking a paper. The name of the school was noted down and the paper returned and thoroughly mixed. This was repeated until the required number was selected. A sample of 30 percent of the school's population was established. This was 29 schools out of the 97 public and private schools in the district. The 29 schools were further divided into 5 zones. This took care of the regions. A sample of 146 teachers was taken which was 30 percent of the population in the district but based on zones. Female teachers were 73. Male teachers were also 73. This put gender into consideration. For Std 8 pupils a sample of 898 pupils was taken. Boys were 404 and girls 494.

### **3.5 Research instruments**

In order to facilitate the collection of information on the influence of private tuition on standard eight pupils' academic achievement in Mbooni West District, the researcher used questionnaires. Questionnaires make respondents feel free to write down their responses without problem because they are not under direct observation by the researcher (Kiess & Bloonquist, 1985). The researcher

developed two questionnaires. One of the questionnaires was for standard eight teachers and the other one was for standard eight pupils. In collecting data, questionnaires offered considerable advantage in administration. The researcher also used interview schedules on the head teachers of the primary schools. An interview guide was developed and used because it enabled the researcher to verify the state of affairs regarding the variables under investigation through self-observation.

### **3.5.1 Questionnaire for teachers**

The researcher developed questionnaire for teachers. The questionnaire comprised several parts which sought to collect information. The questionnaire collected demographic information, sought information on the teachers' professional training, teachers' age and experience of the teachers on the job. The questionnaire also sought information on the influence of private tuition on standard eight pupils' in primary schools in Mbooni West District. Another part of the questionnaire sought information on the influence of school based private tuition, home based private tuition, one-to-one private tuition and large class private tuition on standard eight pupils' academic achievement.

### **3.5.2 Questionnaire for pupils**

The questionnaire comprised several parts. The first part sought to gather demographic information. There was also a section that sought to gather information on the influence of private tuition on pupils' academic achievement. Another section sought information on the influence of school based, home based, one-to-one and large class private tuition on standard eight pupils' academic achievement. Another part of the questionnaire established schools which took or did not take private tuition.

### **3.5.3 Interview guide for head teachers**

The researcher developed an interview guide. The guide was used to guide face-face interview with the head teachers. The interview guide comprised structured items that assisted to capture information on the influence of private tuition on pupils' academic achievement in primary schools in Mbooni West District.

### **3.5.4 Observation checklist**

The researcher made observation in data collection on the availability and quality of private tuition.

### **3.6 Pilot study**

A pilot study was conducted before the actual study commenced. Mugenda and Mugenda (2003) recommend conducting a pilot study on a sample of 1 percent of the target population. The researcher carried out a pilot study on 1 head teacher, 5 standard eight teachers and 269 standard eight pupils. Through the pilot study, major problems and instrument shortcomings were identified and improvements made. It was also used to check the appropriateness of the language used and contextualized the items for predictability besides being instrumental in identifying ambiguous items and reconstructing them. To select the teachers and standard 8 pupils, purposive sampling technique was used to ensure both male and female respondents participated in the study.

### **3.7 Instruments validity**

According to Kothari (2004) validity indicates the degree to which an instrument measures what it purports to measure, that's the extent to which differences formed in measuring instruments reflect the true differences among those who have been tested. To ascertain validity the instrument was subjected to analysis by a team of supervisors and specialists in the area of study. The supervisors assessed the relevance of the content used in the instrument, developed and made structural changes for purposes of improvement and reinforcement of the instruments for actual data collection.



### 3.8 Reliability of the instruments

Kothari (2004) defines reliability as that extend to which a test is internally consistent after testing and retesting. According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consisted results after repeated trials. According to Frankel and Wallen (1996), the half-split method involves splitting the test items into halves (odd and even items).The test items were split and the Pearson's Correlation Coefficient (r) between the scores of the two halves calculated as shown in the formula below:

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

Where  $x$ = deviation of the  $x$  measures from the assumed mean and  $y$ =deviation of the  $y$  measures from the mean. The correlation co-efficient( $r$ ) obtained by the researcher was used to calculate the whole test reliability using Spearman Brown prophesy formula ( $2r/1+r$ ). From the piloting results the reliability of instruments was established and their suitability of the study. In order to ascertain the reliability of the interview guide the tool was presented for analysis of effectiveness by a panel of specialists in the field.

### **3.9 Data collection procedure**

A research permit was obtained from the National Commission for Science, Technology and Innovation. The researcher presented the permit to the District Education Officer to be allowed to visit the schools. The researcher then visited and booked appointment with the respondents to administer the questionnaires. Arrangement was made to administer the instruments to all teachers, head teachers and pupils and the filled questionnaires collected for sorting and analysis. The researcher personally administered the instruments to all teachers, head teachers and pupils.

### **3.10 Data analysis techniques**

The collected data was cleaned by checking for any missing or inaccurate data and corrected it appropriately. After cleaning, the researcher analyzed the data using descriptive statistics such as frequency tables and percentages. The qualitative data obtained from the interviews was analyzed and discussed thematically. The researcher then presented the results of the analyzed data using frequency distribution tables, bar graphs, pie charts and percentages according to the study objectives and research questions.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter deals with data presentation and analysis. The aim of the study was to investigate the influence of private tuition on standard eight pupils' academic achievement in primary schools in Mbooni West District, Kenya. The first section deals with the background information of the respondents and the other sections present findings of the analysis. The analysis is based on the objectives of the study and descriptive statistics were used to analyze and discuss the issues in the best way possible. Means, bar charts, tables and percentages were used.

#### **4.2 Questionnaires return rate**

The researcher wanted to establish the rate of return of the research instrument from the respondents and the findings were shown in table 4.1

**Table 4.1**

**Sample size**

Respondent	Male	Percentage	Female	Percentage	Total	Percentage
Head teacher	24	2.2	5	0.47	29	2.7
Teachers	73	6.8	73	6.8	146	13.6
Pupils	404	37.7	494	46.0	898	83.7
Total	501	46.7	572	53.3	1073	100

From table 4.1, the study sample size was 1073 respondents comprising 29 head teachers, 146 teachers and 898 standard eight pupils. This is a large sample size. According to Pollit and Hungler (1996), researchers should aim at using large sample size which is more representative of the population and allows generalization of the results.

Filled and returned questionnaires were 1073. This represented a 100 percent return rate. The return rate was very good. According to Mugenda and Mugenda (2003), a 50 percent response or return rate is adequate, 60 percent good and above 70 percent rated very well. Based on this argument, the response rate was very good. The good return rate can be attributed to the data collection procedures where the researcher pre-notified the potential participants of the intended survey. The questionnaires were self administered to the respondents who completed them and they were picked shortly after.

### **4.3 Demographic information of the respondents**

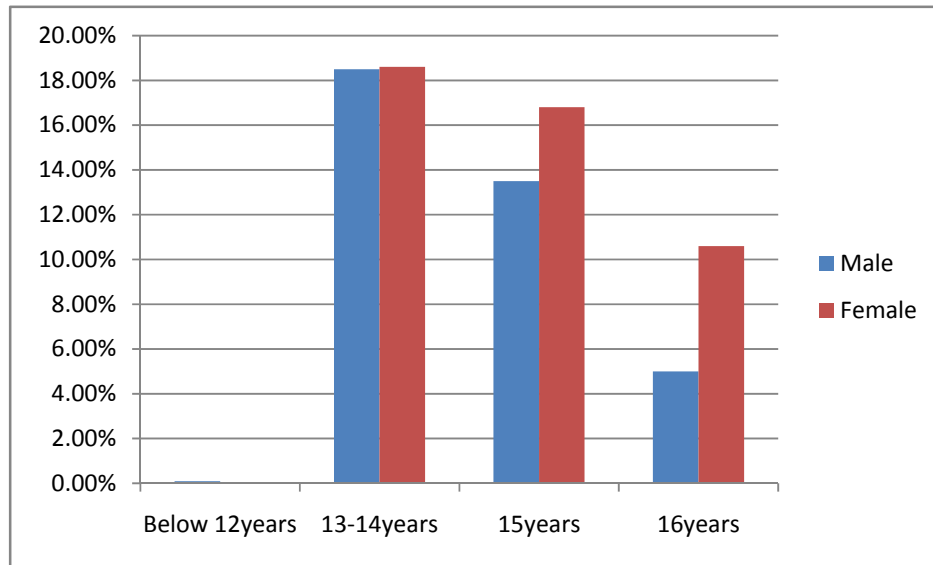
The study sought to establish the demographic information of the respondents which included sex, age bracket, highest level of education and teaching experience. Data on sex was to take care of gender considerations. Data on age was to establish whether the respondents were mature enough to understand 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 pupils' 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 Age distribution of the respondents**

The respondents were required to indicate their age bracket .The findings were shown in figure 4.1

**Figure 4.1**

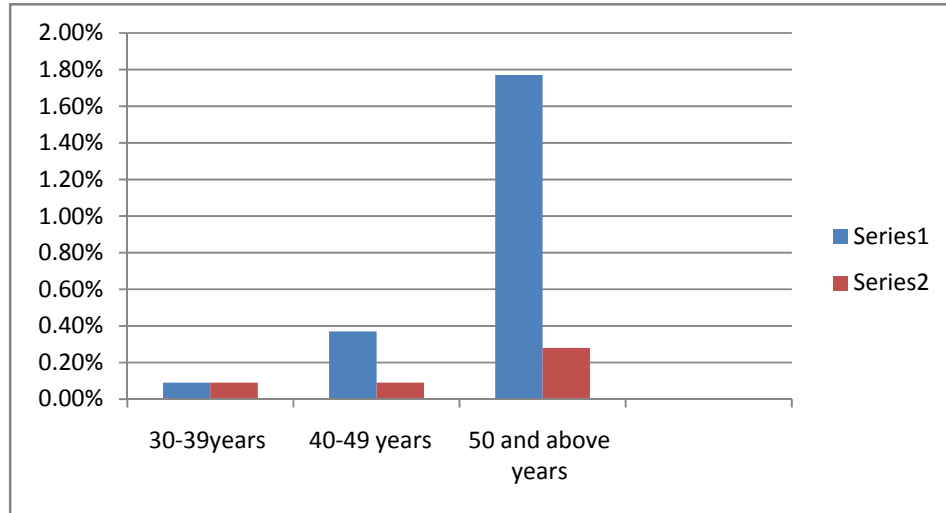
**Age distribution of the respondents**



***Pupils***

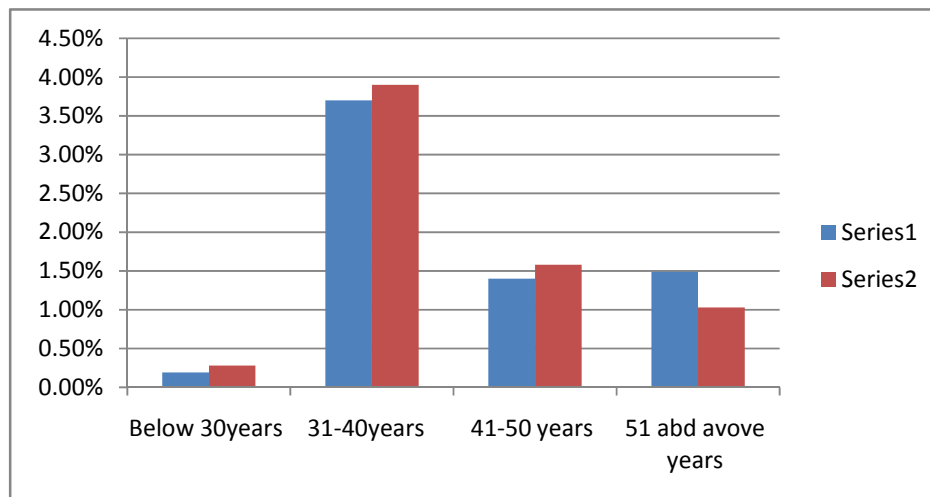
The bar chart reveals that most of the pupils aged between 13 and 14 years. This implies that the pupils were academically mature enough to understand the issues under discussion in this paper.

***Head teachers***



As for the head teachers, most of them were over 50 years old. This means that the majorities of the teachers of the sample size were quite mature and understood the concepts under discussion very well.

***Teachers***



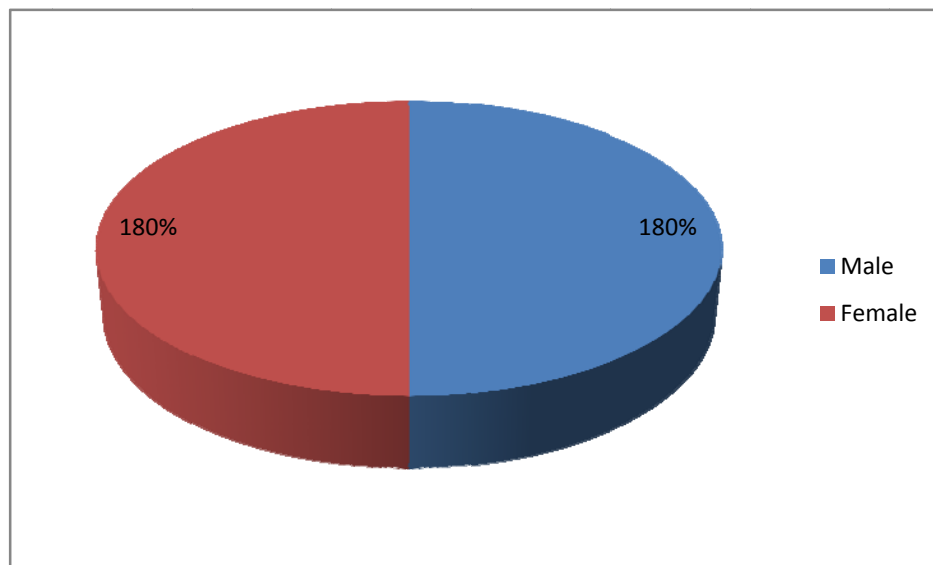
The bar chart also reveals that most of the teachers were over 31 years old.

### 4.3.2 Gender of the teachers

The researcher wanted to find out the gender of the teachers as part of the participants. The respondents were required to indicate their gender bracket. The findings were tabulated in figure 4.2.

**Figure 4.2**

**Gender of the teachers**



The research findings revealed that (50%) of teachers were males and (50%) teachers were females. The findings imply that there was no gender bias and that standard 8 boys and girls were equally motivated.



### 4.3.3 Qualification and gender of the teachers

The respondents were required to indicate their gender and qualification brackets.

The results were tabulated in table 4.2.

**Table 4.2**

#### **Gender and qualification of the teachers**

##### **Head teachers**

<b>Highest academic qualification</b>	<b>Male</b>	<b>Percentage</b>	<b>Female</b>	<b>Percent</b>	<b>Total</b>	<b>Percentage</b>
P1	12	6.86	3	1.71	15	8.57
Diploma	8	4.57	1	0.57	9	5.14
Bed	4	2.29	1	0.57	5	2.86

##### **Teachers**

<b>P1</b>	<b>50</b>	<b>28.57</b>	<b>47</b>	<b>26.86</b>	<b>97</b>	<b>55.43</b>
Diploma	20	11.43	22	12.57	42	24.0
Bed	3	1.71	4	2.29	7	4.0
<b>Total</b>	<b>97</b>	<b>55.43</b>	<b>78</b>	<b>44.57</b>	<b>175</b>	<b>100</b>

The study established that 55.4% were P1 teachers. Diploma holders were 24.0 % while teachers with B.ed were only 4.0%.The study also established that P1 head teachers were 8.57% while Diploma head teachers and head teachers with B.ed were 5.14% and 2.86% respectively. The findings revealed that there were few teachers and head teachers with diploma and B.ed training but that most teachers and head teachers were adequately trained with P1 training. This means that the teachers had adequate professional training to understand variables that influence pupils' academic achievement.

#### **4.3.4. Teaching experience of the teachers and head teachers**

The respondents indicated the number of years they have worked as teachers or head teachers. This is because the researcher wanted to establish teaching experience of teachers .The findings are tabulated in table 4.3

**Table 4.3**

**Teaching experience of teachers and head teachers**

<b>Teachers</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>11-15 years</b>	<b>Over 16 years</b>	<b>Total</b>
Female	3	13	38	24	78
Male	7	15	42	33	97
<b>Total</b>	<b>10</b>	<b>28</b>	<b>80</b>	<b>57</b>	<b>175</b>

The findings as indicated in the table revealed that both male and female teachers had enough teaching experience. Those teachers who had worked for 10 years and above were (78.29%). This information implies that the teachers had adequate knowledge over the influence of private tuition on standard eight pupils' academic achievement. The findings also revealed that majority of the teachers had a relatively long teaching experience.

#### 4.4 Schools which took or did not take private tuition

The researcher wanted to find out the number of primary schools which took or did not take private tuition. So the respondents were required to indicate whether private tuition was carried out or not for standard eight pupils in their schools. The research findings were shown in table 4.4

**Table 4.4**

#### **Schools which took or did not take private tuition**

Zone	Taking private tuition	(%)	Not taking private tuition	(%)	Total no of schools	Total %
Kitundu	5	17.24	1	3.45	6	20.69
Kithungo	3	10.34	2	6.9	5	17.24
Mbooni	4	13.79	2	6.9	6	20.69
Kalawani	5	17.24	1	3.45	6	20.69
Tulimani	4	13.79	2	6.9	6	20.69
<b>Total</b>	<b>21</b>	<b>72.41</b>	<b>8</b>	<b>27.59</b>	<b>29</b>	<b>100.00</b>

The research findings revealed that (72.41%) of the schools took private tuition against (27.59%) schools which did not take private tuition. This implies that most schools took private tuition and the researcher would collect enough data to establish the influence of private tuition on standard 8 pupils' academic achievement. Schools which did not take private tuition provided data for comparison.

#### **4.5 Influence of private tuition on pupils' academic achievement**

The researcher sought to find out the influence of private tuition on standard eight pupils' academic achievement. For comparison purposes, the researcher targeted schools which took private tuition and those which did not take private tuition so as to analyze their performances. The head teachers were required to indicate whether they took private tuition or not and indicate their standard 8 mean scores for end of term one District test, 2014. The result findings were tabulated in tables 4.5 & 4.6

**Table 4.5****Achievement levels for schools which took private tuition**

End of term one test, 2014.

zone	No of schools	249 points and below	%	250-299 points	%	300-350 points	%	Total	%
Kitundu	5	0	0	1	4.76	4	19.05	5	23.81
Kithungo	3	0	0	2	9.52	1	4.76	3	14.29
Mbooni	4	0	0	2	9.52	2	9.52	4	19.05
Kalawani	5	0	0	3	14.29	2	9.52	5	23.81
Tulimani	4	1	4.76	1	4.76	2	9.52	4	19.05
<b>Total</b>	<b>21</b>	<b>1</b>	<b>4.76</b>	<b>9</b>	<b>42.86</b>	<b>11</b>	<b>52.38</b>	<b>21</b>	<b>100.00</b>

Research findings revealed that (95.24%) schools which took private tuition achieved mean scores of 250 points and above out of the possible 500 points at end of term one District test, 2014. Only (4.74 %) of the schools which took private tuition achieved a mean score of 249 points and below out of the possible 500 points. The research findings imply that private tuition boosts pupils' academic achievement and this translates to high mean scores for the concerned schools.

**Table 4.6****Achievement levels for schools which did not take private tuition**

Zone	End of term one test ,2014							
	No. of schools achieving marks below	%	No. of schools achieving 250-299 marks	%	No. of schools achieving 300-350 marks	%	Total	% of schools
Kitundu	1	12.5	0	0	0	0	1	12.5
Kithungo	2	25.0	0	0	0	0	2	25.0
Mbooni	1	12.5	1	12.5	0	0	2	25.0
Kalawani	1	12.5	0	0	0	0	1	12.5
Tulimani	2	25.0	0	0	0	0	2	25.0
Total	7	4.76	1	12.5	0	0	8	100.0

The research findings revealed that (87.5%) of the schools which did not take private tuition achieved mean scores of 249 points and below out of the possible 500 points in the same evaluation test. This is poor academic achievement. Only (12.5%) of the schools which did not take private tuition performed well with a mean score of 250 points and above out of the possible 500 points in the same test. The research findings imply that poor academic achievement at those schools was as a result of lack of private tuition for standard eight pupils.

#### 4.6 Private tuition programmes

The researcher sought to find out which private tuition programmes were taken by individual standard eight pupils. The respondents were required to indicate the type of private tuition programmes they took. The findings were shown in table 4.5.

**Table 4.7**

**Private tuition programmes**

<b>Private tuition programmes</b>	<b>Frequency</b>	<b>Percent</b>
School based	533	42.78
Home based	148	11.88
One to one	32	2.57
Large classes	533	42.78
<b>Total</b>	<b>1246</b>	<b>100</b>

The study findings indicated that school based private tuition was most popular and all standard eight pupils took it. The study findings also revealed that large class private tuition was also prominent. All the pupils who had taken school based private tuition had also taken large class private tuition.

#### **4.7 Influence of school based private tuition on pupils' academic achievement**

The study sought to determine the influence of school based private tuition on standard eight pupils' academic achievement. For comparison purposes, the respondents were required to indicate whether they took or did not take private tuition at their schools. The respondents were also required to indicate their test scores for end of term one District test, 2014. This data was to assist the researcher compare performance of pupils who took private tuition with those who did not take it. The research findings were tabulated in table 4.8 & 4.9.



**Table 4.8**

**Achievement levels for pupils who took school based private tuition**

Zone	End of term one test, 2014																						
	No of schools	Below 249 marks				250-299 marks				300-350 marks				351-399Marks				400+				Total	%
		M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M& F	
Kitundu	5	1	0.19	3	0.56	21	3.94	24	4.5	16	3.0	13	2.44	7	1.31	8	1.5	3	0.56	2	0.38	98	18.39
Kithungo	3	2	0.38	5	0.94	49	9.19	50	9.38	4	0.75	3	0.56	2	0.38	2	0.38	0	0	0	0	117	21.95
Mbooni	4	3	0.56	6	1.13	60	11.26	58	10.88	3	0.56	4	0.75	4	0.75	3	0.56	0	0	0	0	141	26.45
Kalawani	5	2	0.38	6	1.13	32	6.0	30	5.63	4	0.75	4	0.75	2	0.38	3	0.56	0	0	0	0	83	15.57
Tulimani	4	3	0.56	5	0.94	38	7.13	38	7.13	3	0.56	4	0.75	1	0.19	2	0.38	0	0	0	0	94	17.64
<b>Total</b>	<b>21</b>	<b>11</b>	<b>2.06</b>	<b>25</b>	<b>4.7</b>	<b>200</b>	<b>37.52</b>	<b>200</b>	<b>37.52</b>	<b>30</b>	<b>5.63</b>	<b>28</b>	<b>5.25</b>	<b>16</b>	<b>3.0</b>	<b>18</b>	<b>3.38</b>	<b>3</b>	<b>0.56</b>	<b>2</b>	<b>0.38</b>	<b>533</b>	<b>100</b>

The research findings revealed that (75.04%) of the pupils who took school based private tuition achieved between 250-299 marks out of the possible 500 marks. This is a high percentage pass. The research findings also revealed that pupils who scored 250 marks and above were (93.25%). This is a good performance and it gives credence to school based private tuition.

**Table 4.9**

**Achievement levels for pupils who did not take school based private tuition**

Zone	No. of schools	Below 249 marks				250-299 marks				300-349 marks				351-399				400 marks and above				Total	%		
		M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%			M	%
Kitundu	1	9	2.47	9	2.47	3	0.82	3	0.82	6	1.64	2	0.55	0	0	0	0	0	0	0	0	0	0	32	8.77
Kithungo	2	20	5.48	23	6.30	10	2.74	7	1.92	2	0.55	2	0.55	0	0	0	0	0	0	0	0	0	0	64	17.53
Mbooni	2	25	6.85	23	6.30	7	1.92	6	1.64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	61	16.71
Kalawani	1	35	9.59	37	10.14	8	2.19	10	2.74	0	0	0	0	0	0	0	0	0	0	0	0	0	0	90	24.66
Tulimani	2	50	13.7	55	15.7	8	2.19	5	1.37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	118	32.33
<b>Total</b>	<b>8</b>	<b>39</b>	<b>38.09</b>	<b>147</b>	<b>40.27</b>	<b>36</b>	<b>9.86</b>	<b>31</b>	<b>8.49</b>	<b>8</b>	<b>2.19</b>	<b>4</b>	<b>1.09</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>365</b>	<b>100</b>

**End of term 1 evaluation test, 2014**

The research findings revealed that only (21.64%) of the pupils who did not take school based private tuition passed with 250 marks and above in the same test. The research findings also revealed that pupils who did not take school based private tuition did not take any other type of private tuition.

#### **4.8 Influence of home based private tuition on pupils' academic achievement**

The study sought to determine the influence of home based private tuition on standard eight pupils' academic achievement. Pupils were required to indicate whether they took home based private tuition or not and indicate their test scores for end of term one District test 2014. The researcher analyzed the performance of those who took home based private tuition. The result findings were tabulated in table 4.10

**Table 4.10 Achievement levels for pupils who took home based private tuition**

Zone	No of pupils	Below 249marks				250-299 marks				300-349 marks				350-399				400 marks and above				Total	%
		M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%		
Kitundu	42	0	0	0	0	15	10.14	14	9.46	2	1.35	2	1.35	3	2.03	1	0.68	2	1.35	3	2.03	42	28.38
Kithungo	28	0	0	1	0.68	10	6.76	9	6.08	2	1.35	2	1.35	2	1.35	2	1.35	0	0	0	0	28	18.92
Mbooni	27	0	0	0	0	9	6.08	7	4.73	4	2.7	3	2.03	2	1.35	2	1.35	0	0	0	0	27	18.24
Kalawani	26	0	0	0	0	10	6.76	7	4.73	2	1.35	2	1.35	2	1.35	3	2.3	0	0	0	0	26	17.57
Tulimani	25	0	0	0	0	10	6.76	8	5.41	2	1.35	3	2.03	1	0.68	1	0.68	0	0	0	0	25	16.89
<b>Total</b>	<b>148</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0.68</b>	<b>54</b>	<b>36.5</b>	<b>45</b>	<b>30.41</b>	<b>12</b>	<b>8.1</b>	<b>12</b>	<b>8.1</b>	<b>10</b>	<b>6.8</b>	<b>9</b>	<b>6.1</b>	<b>2</b>	<b>1.4</b>	<b>3</b>	<b>2.0</b>	<b>148</b>	<b>100</b>

The research findings revealed that out of the pupils who took home based private tuition, (99.32%) passed with over 250 marks and above at the end of term one District test, 2014. Only (0.68%) of the pupils who took home based private tuition failed. The result findings also revealed that (32.43%) of the pupils who took home based private tuition scored 300 marks and above out of the possible 500 marks. This is high academic achievement. The result findings imply that pupils who take home based private tuition in addition to school based private tuition are higher achievers than those who only take school based private tuition.

The result findings also revealed that home based private tuition took place at the pupils' homes or at the homes of their tutors and that most instructors were the pupils' mainstream teachers (68.92%). Only 31.08% of the teachers were unknown to the pupils before. This implies that home based private tuition is mostly carried out by teachers who teach the pupils in school.

#### **4.9 Influence of one-to-one private tuition on pupils' academic achievement**

The researcher further sought to determine the influence of one-to-one private tuition on standard eight pupils' academic achievement. The respondents were required to indicate whether they took one-to-one private tuition and indicate their test scores at the end of term one District test, 2014. The results were tabulated in table 4.8.

**Table 4.11****Achievement levels for pupils who took one-to-one private tuition**

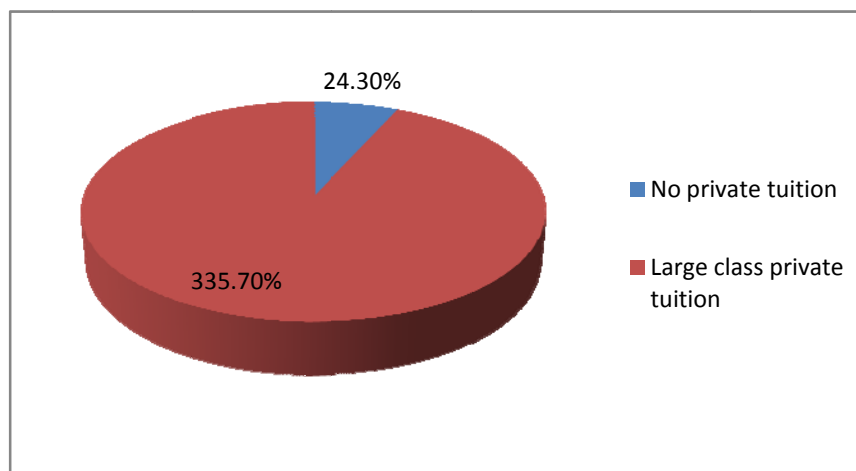
Zone	300-350marks		351-399marks				400 marks and above				Total M&F	%	
	M	%	F	M	%	F	%	M	%	F			%
Kitundu	0	0	0	5	15.62	6	18.75	1	3.13	2	6.25	14	43.75
Kithungo	0	0	0	2	6.25	3	9.38	0	0	0	0	5	15.63
Mbooni	0	0	0	3	9.38	3	9.38	0	0	0	0	6	18.75
Kalawani	0	0	0	2	6.25	2	6.25	0	0	0	0	4	12.5
Tulimani	0	0	0	1	3.13	2	6.25	0	0	0	0	3	9.38
Totals	0	0	0	13	40.63	16	50.0	1	3.13	2	6.25	32	100

The research findings revealed that out of the 32 pupils who took one-to-one private tuition, none failed their end of term one District test, 2014. It was 100% pass. The research findings also revealed that this category of private tuition produced the best scorers with 9.36% of the pupils scoring 400 marks and above. The research findings imply that standard eight pupils who take one-to-one private tuition are high achievers and that one-to-one private tuition yields high gains in academic achievement. The research findings also revealed that very few pupils (6.00%) out of the pupils' sample size took one-to-one private tuition.

#### 4.10 Influence of large class private tuition on pupils' academic achievement

The researcher wanted to determine the influence of large class private tuition. In order to do this, the researcher compared academic achievement of pupils who took large class private tuition with those who did not. The respondents were required to indicate whether they took large class private tuition or not and indicate their test scores at the end of term one District test, 2014. The research findings were as indicated in figure 4.3.

**Figure 4.3 Achievements levels for pupils who took large class private tuition against those who did not**



The research findings revealed that (93.25%) of the pupils who took large class private tuition had academic achievement of 250 points and above out of the possible 500 points at the end of term one District test, 2014. On the other hand, the research findings revealed that (21.64%) of the pupils who did not take large



class private tuition had academic achievement of 250 points and above out of the possible 500 points at the end of term one District test, 2014.

The research findings also revealed that large class private tuition was a method of delivering school based private tuition. This implies that the influence of large class private tuition on standard eight pupils' academic achievement is the same as the influence of school based private tuition on the same pupils.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary of the study**

The researcher applied constructivist theory (Kolb & Fry, 1969). The theory postulates that learning involves individual's constructions of knowledge and occurs through the natural interaction with one's own environment. The study employed descriptive survey. The target population for the study comprised head teachers, teachers and 2014 standard 8 pupils. The researcher had developed an interview schedule for the head teachers. Qualitative data was analyzed and results presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions.

#### **5.2 The findings of the study**

The study sought to find out the number of schools, which took private tuition. From the study the researcher established that most schools took private tuition. Only a few of the schools did not take private tuition lessons. This means that most schools in Mbooni West District took private tuition despite the government ban.

The researcher also established that schools, which provided private tuition, camouflaged their private tuition activities by conducting the lessons in

churches and or rented premises. From the study, the researcher also found that pupils wore non-school uniform as they attended private tuition classes.

The study also sought to determine the influence of private tuition on standard eight pupils' academic achievement. The researcher compared the mean scores of standard 8 District test term one 2014 in schools which took private tuition and schools which did not take private tuition. From the study, the researcher established that schools which took private tuition achieved better mean scores.

The study also sought to find out the influence of school based private tuition on standard 8 pupils' academic achievement. The researcher compared test scores at the end of term one District test,2014 for standard 8 pupils who took school based private tuition with those who did not take school based private tuition. The researcher established a significant positive influence of school based private on standard 8 pupils' academic achievement.

From the research findings, the researcher established that standard 8 pupils who took school based private tuition were among the top performers at the exam.

The researcher also established that all standard 8 pupils took school based private tuition at schools which provided private tuition. The researcher also revealed that school based private tuition took place at the schools very early in the morning before official class hours, in the evening, over the weekends on Saturdays and Sundays and during holidays. The researcher also established that school based private tuition took place in schools, churches and rented premises and involved pupils and their mainstream teachers.

The study also sought to determine the influence of home based private tuition on standard 8 pupils' academic achievement. The researcher evaluated performance of standard eight pupils who took home based private tuition. The researcher compared the test scores of end of term one District test, 2014 of the pupils who had taken home based private tuition with those who had not taken home based private tuition. From the findings, the researcher established that home based private tuition resulted in high test scores for pupils who took it. The researcher also established that home based private tuition took place at the pupils' homes or at the homes of their tutors and that most of the tutors were their mainstream teachers.

The study further sought to determine the influence of one-to-one private tuition on standard 8 pupils' academic achievement. The researcher compared test scores for pupils who took one-to-one private tuition with the test scores for pupils who did not take one-to-one private tuition at the end of term one District test, 2014. From the research findings, the researcher established that standard 8 pupils who had received one-to-one private tuition were on the average more studious and higher achieving. The researcher also established that few standard 8 pupils took one-to-one private tuition.

The study also determined the influence of large class private tuition on standard 8 pupils' academic achievement. The researcher compared test scores of standard 8 pupils who took large class private tuition with those who did not take large class private tuition at the end of term one District test, 2014. From the

research findings, the researcher established a positive influence on the academic achievement of standard 8 pupils who had taken large class private tuition. The researcher also found out that large class private tuition was a method of delivering school based private tuition.

### **5.3 Conclusions**

The researcher also found out that school based private tuition was most common and that all schools that took private tuition practiced school based private tuition and that pupils who took school based private tuition were high achievers. The researcher established that home based private tuition was limited to very few standard 8 pupils. However, according to the research findings, home based private tuition yielded the best results in influencing pupil's academic achievement.

The researcher also found out that one-to-one private tuition was also limited to a few pupils. However, according to the researcher, one-to-one private tuition also yielded great academic achievement in the pupils who took it. The researcher also established that all schools that took school based private tuition also took large class private tuition. Although large class private tuition improved pupils' academic achievement, the influence was not as pronounced as with home based and one-to-one private tuitions.

#### **5.4 Recommendations of the study**

The researcher recommends that:

1. The government should lift the ban on private tuition in primary schools in the country. Lifting of the ban should be done by Ministry of Education officials. Education officers should do this in liaison with the National Assembly which should enact legislation to regulate private tuition industry as it plays a significant role in boosting academic achievement.
2. To the providers of private tuition, the researcher recommends the use of one- to - one and home based private tuitions. Their influence on pupils' academic achievement is tremendous. Various stakeholders in the industry who should establish an independent body to look into the quality of private tuition should implement this recommendation.
3. To the consumers of private tuition, the researcher recommends that investment of resources in private tuition is not an exercise in futility. This recommendation should be implemented by the consumers of private tuition by ensuring that their children get the best from private tuition. The consumers should form lobby groups and agitate for assessment of private tuition programmes by education officers.
4. To the educationists and policy makers, the researcher recommends that they recognize private tuition as an effective tool of providing education. This recommendation should be implemented by all the players in private

tuition who should lobby and convince educationists and policy makers that private tuition is here to stay and supplement mainstream education.

5. The researcher recommends that research on the influence of private tuition on pupils' academic achievement should be done in other districts. This recommendation should be implemented by the government. The government should form a task force and provide resources to carry out research on private tuition for generalizations with a view to establishing its influence on pupils' academic achievement.

### **5.5 Suggestions for further research**

The researcher suggests that further study on the topic be carried out by other researchers and control for other variables that influence pupils' academic achievement. Studies that control other factors that influence student's academic achievement such as family interest, regularity of homework, human resources, in school and frequency of teacher/parent interaction yield the best results on the influence of private tuition on pupils' academic achievement.

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## **APPENDICES**

### **Appendix I: Introduction Letter**

Box 103-90125

Kikima

1/4/2014

#### **TO WHOM IT MAY CONCERN**

Through the Head teacher,  
Utangwa A.I.C. Primary School,

Dear Sir/Madam,

#### **RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I refer to the above under reference. I am a student from the University of Nairobi and am currently out in the field to research on the Influence of Private Tuition on standard eight pupils' academic achievement.

I kindly request you to allow me to conduct the study in your school. Any information collected from your school will be used for the research purposes.

Yours faithfully,

**Metho Kilonzo**

## Appendix II: Questionnaire for Teachers

### Instructions

Kindly participate in the research by filling in this questionnaire, which is designed to gather information about you. Be assured that the information given is only for research purposes on the influence of private tuition on standard eight pupils' academic achievement in primary schools in Mbooni West district.

Please tick [ ] or provide brief explanations in the spaces provided.

### SECTION A

1. Please indicate your gender. Male [ ] Female [ ]
2. What is your professional qualification?  
B. ed [ ] Diploma [ ] P1 [ ]  
P2 [ ] ATSIV [ ]  
Others Specify \_\_\_\_\_
3. Please indicate your age. Below 30 years [ ] 31-40 years [ ] 41-50 years.  
[ ] 51 years and above [ ]
4. What is your position in the school?  
Deputy Head teacher [ ] Head of subject panel senior teacher [ ]  
Class master [ ] others (specify) \_\_\_\_\_

**SECTION B**

5. Is private tuition conducted in your school? Yes [ ] No [ ]

6. How do you rate student class attendance during private tuition classes?

All students attend [ ] Most students attend [ ]

About half attend [ ] less than half attend [ ]

7. What is the average number of pupils who attend every private tuition lesson?

1-10years [ ] 10-20years [ ]

20-30years [ ] 40years & above [ ]

8. Which h private tuition do you offer to your pupils? You can tick more than one.

School based private tuition [ ] Home based private tuition [ ]

One-to-one private tuition [ ] Large class private tuition [ ]

9. 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 [ ]

10. Which of those private tuition programmes mentioned in No.8 above is most popular with teachers? You can tick more than one.

School based private tuition [ ] Home based private tuition [ ]

One-to-one private tuition [ ] Large class private tuition [ ]



11. In your own opinion which of the private tuition programmes mentioned in No. 8 above yields much academic achievement in pupils?
- School based private tuition       Home based private tuition
- Large class private tuition       One –to-one private tuition
- Not effective
12. Do pupils who don't take private tuition perform well in your school?
- Yes  No
13. In your own opinion, does private tuition lead to improved grades and boost pupils' academic achievement in primary schools?
- Yes  No
14. Please indicate your subject mean score at the end of term one evaluation test, 2014.

***Thank you for your participation***

### Appendix III: Questionnaire for Pupils

Kindly participate in the research by filling in this questionnaire, which is designed to gather information about you. Be assured that the information given is only for research purposes on the influence of private tuition on standard eight pupils' academic achievement in primary schools in Mbooni West District.

Please tick  or provide brief explanation in the spaces provided.

1. Please indicate your gender.

Male  Female

2. Please indicate your age.

Below 12 years  13-14 years

15 years  16 years and above

3. What level of education did your parents attain?

Father: Primary level  Secondary level  Diploma

Bachelors' degree  Masters Degree

Non-formal

Mother: Primary level  Secondary level  Diploma

Bachelors' degree  Masters Degree

Non-formal

Guardian: Primary level  Secondary level  Diploma

Bachelors' degree  Masters Degree

Non-formal

4. Do you take private tuition at home?  
 Yes  No
5. Who are the tutors for your lessons during home based private tuition? Can tick more than one.  
 Mainstream teachers  School leavers   
 Your parents  Other teachers
6. How do you rate home based private tuition?  
 Very effective  Effective  Satisfactory  Ineffective
7. Where is home based private tuition taken? Can tick more than one.  
 At the pupils' homes  At rented premises  At the tutors' homes
8. How is home based private tuition done? Can tick more than one.  
 In large classes  in small groups  One-to-one tuition
9. Is there school based private tuition for standard eight pupils in your school?  
 Yes  No
10. How is school based private tuition in your school done? In large classes   
 in small groups  One-to-one private tuition
11. When is school based 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   
 Private tuition One-to-one private tuition  Home based private tuition

12. Do you take large class private tuition? Yes [  ] No [  ]
13. Do you take school based private tuition Yes [  ] No [  ]
14. Which of the private tuition programmes mentioned above is most effective?.....
15. Do you take one-to-one private tuition? How do you rate it?  
 Very effective [  ] Effective [  ] Satisfactory [  ] Ineffective [  ]
16. How do you rate large class private tuition?  
 Very effective [  ] Effective [  ] Satisfactory [  ] Ineffective [  ]
17. When do you take one-to-one private tuition? Can tick more than one. At home [  ] At school [  ] Not at all [  ]
18. Which private tuition programmes are conducted in your school? (Can pick more than one)  
 One-to-one [  ] Large classes [  ] Small groups [  ]
19. Which private tuition programmes above is most popular with teachers in your school \_\_\_\_\_?
20. Comparing home based private tuition programmes with school based ones, which ones do you think are most effective \_\_\_\_\_  
 Why \_\_\_\_\_?
21. If private tuition is not conducted in your school, do you think you will cover the syllabus?  
 Yes [  ] No [  ]

22. How many are you in your class during school based private tuition lessons?

10-20 students [ ] 30-40 students [ ]

50-60students [ ] 70students & above [ ]

23. If your school does not offer school based private tuition, what would you do when not in school?

Seek tuition in other schools [ ] Study at home [ ]

Hire a tutor for coaching [ ]

Form study groups around your home [ ] Not aware of what to do [ ]

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

Yes [ ] No [ ]

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

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

26. Please indicate your test score at the end of term one evaluation test, 2014

Below 249 marks [ ] between 251-299 marks [ ]

between 300-349 marks [ ] between 350-399 marks [ ]

Above 400 marks [ ]

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

Yes [ ] No [ ]

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

***Thank you for your participation***

## **Appendix IV: Head Teachers' Interview Schedule**

### **Interview Guide for Head teachers**

This study is based on influence of private tuition on standard eight pupils' academic achievement in primary schools in Mbooni West District. Please respond to the items as honestly as possible. Confidentiality will be highly regarded.

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

Indicate by use of a tick.

1. Gender of officer:

Male  Female

2. Age bracket:

30-39yrs  40-49yrs  60 and above

3. Professional qualifications:

PhD  M.Ed  Degree  Others Specify \_\_\_\_\_

4. Please indicate your teaching experience.

Less than 5 years  6-10 years  11-15 years  Over 16 years

### **SECTION B:**

5. What benefit does the pupil stand to gain with the practice of private tuition in which can otherwise not be gained in the mainstream learning in your school?

6. 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?
7. What are your standard eight performances in internal exams in the school?
8. What was the class mean score at the end of term one evaluation test, 2014?
9. What private tuition programmes are carried out in the school?
10. Which private tuition programme is most popular in your school?
11. Which of these programmes do you think yields the best results in influencing standard eight pupils' academic achievements?
12. Do your standard eight pupils take home based private tuition?
13. What is the performance of standard eight pupils who take home based private tuition compared to those who do not?

***Thank you for your participation***


## Appendix V: Permit

**THIS IS TO CERTIFY THAT:**  
**MR. JOËTON KILONZO METHO**  
**of UNIVERSITY OF NAIROBI, 103-90125**  
**KIKIMA, has been permitted to conduct**  
**research in Makueni County**

**on the topic: INFLUENCE OF PRIVATE**  
**TUITION ON STANDARD EIGHT PUPILS**  
**ACADEMIC ACHIEVEMENT**



**for the period ending:**  
**31st July, 2014**

**Permit No : NACOSTI/P/14/8478/1740**  
**Date Of Issue : 26th May, 2014**  
**Fee Received :Ksh 1,000**

  
**Secretary**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

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

  
**REPUBLIC OF KENYA**  
  
**National Commission for Science,**  
**Technology and Innovation**  
**RESEARCH CLEARANCE**  
**PERMIT**  
**Serial No. A 1763**  
**CONDITIONS: see back page**



## Appendix VI: Research Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uthuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

26<sup>th</sup> May, 2014

NACOSTI/P/14/8478/1740


Joeton Kilonzo Metho  
University of Nairobi  
P.O Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of private tuition on standard eight pupils academic achievement,"* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **31<sup>st</sup> July, 2014**.

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

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

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Makueni County.

*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*