

**STAKEHOLDER PERCEPTIONS ON THE EFFECTS OF EXTRA TUITION ON
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS
COUNTY, KENYA**

BY

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ABSTRACT

The study sought to establish stakeholder perceptions on effects of extra tuition on academic performance in secondary schools, Machakos County. The sample included 10 principals, 40 teachers and 40 parents. Study findings are that extra tuition is widely practiced with 85% of the teachers and 80% of the principals supporting extra tuition. Reasons advanced for extra tuition were that it helps in early coverage of syllabus, boosts performance of individual students and helps identify needs of individual learners among others. Observed t value indicated that perception scores of teachers and principals were $t(48) = -0.593$, $p=0.556$ while perception scores of teachers and parents were $t(78) = -0.848$, $p=0.556$ meaning that statistically, there was no significant difference between the perception scores of teachers, principals and parents concerning extra tuition on academic performance. This means that their perceptions on the importance of extra tuition were more or less the same. Among the key conclusions were that there is need for the government to employ more teachers and to harmonize extra tuition in schools.

Key words: stakeholder perceptions, extra tuition, secondary schools, academic performance.

1.1 Introduction

Investment in education plays a significant role in human development through empowerment of people to improve their wellbeing and participate actively in nation building. Education has been recognized as a central element in national development. UNESCO (1960) recognizes access to education and possession of basic education as a human right (Article 26).

The 2000 World Education for All (EFA) frameworks in Dakar, Senegal declared improvement in all aspects of education including recognized and measurable learning outcomes, especially in literacy, numeracy and essential life skills. Education is therefore a recipe for civilization and a source of wealth and power which are vital for growth and development of any country's economic and political institutions.

The concept of extra tuition is a practice which is said to enrich the academic ability of learners in the hope of sharpening their preparedness for the national examination (Wanyama & Njeru, 2003). Extra tuition is said to have been a common phenomenon since the 1960s in some parts of East Asia particularly in Japan, the Republic of Korea and Taiwan (Hallack & Poisson, 2007). They further observe that, extra tutoring centers in Australia have been catering for children as young as three years of age.

The Australian national government introduced vouchers to fund private tutoring for students who fell behind national achievement benchmarks in literacy and numeracy, thus subsidizing the role of extra tutors in providing remedial education. According to Bray (2003), one-third of the pupils in Egypt were said to receive regular private extra tuition. This figure, however, varied from one society to another in the country. As such, it was argued that tutoring in the country had reached the extent of being regarded as a universally accepted phenomenon.

Elsewhere, Paviot (2008) estimates that about 79.7% of grade six students in Malawi receive extra tuition. This is out of the need to improve learners' performance in national examinations. Extra tuition may have positive outcome in improving students learning, providing students with constructive activities and enabling them to complete the syllabus in time. It is perceived as a forum of employment to those offering extra tuition services and helps students understand mainstream lessons (Ireson & Rushforth, 2005). Research shows that extra tuition enables learners to access extra attention, ensures improved learning styles, improved performance, personalized relationship and involvement of parents as they keep track of the performance of their children (Makworo, 2012).

In Kenya the phenomenon of extra tuition started after 1985 when the 8-4-4 system of education was introduced to replace the then 7-4-2-3 system. The two year advanced level syllabus was phased out and compressed within the current four years at secondary level. With the introduction of the 8-4-4 system of education, the subject matter that used to be completed in six years secondary schooling was now to be covered in 4 years. As a result, according to Wamaihu (1989), teachers in government schools were overwhelmed by the huge content of work to be completed in a shorter time. The study further observed that private schools came up with advertisements in towns, churches; social and other public places committing themselves to cover the syllabus within four years and have students pass highly.

The situation compelled parents to let their children to be taught privately during the holidays and weekends in addition to the government school term schedules. The Kenya Certificate of Secondary Education (KCSE) results of 1989 released by the Kenya National Examination Council (KNEC) in February 1990 showed that 58% of the candidates who sat for the examinations scored below average. This was an indication that the candidates were

inadequately prepared for the national examinations because of syllabus content being too wide and students being unable to read, understand and internalize the content for 10 compulsory subjects. Similarly, the KCSE results of 2010 released by the KNEC in February 2011 showed that only 27% of the candidates scored mean grades of C+ and above which is the minimum requirement for admission for both private and public universities. The demand for higher grades in the National Examinations influenced secondary schools to start holiday tuition. Some head teachers sought the consent and support of parents during the annual general meetings (AGM) to offer extra tuition during school holidays.

For some time the trend was left to spread country wide without government control. A study conducted by (Kariuki, 2011) found that with the completion of the syllabus in the month of March of the examination year, followed by programmed, guided and supervised holiday revision, candidates were capable of scoring higher mean grades. The report of the Task Force on students discipline and unrests in secondary schools in Kenya (Nzomo, Kariuki & Guanti, 2001), found out that most households were unable to afford to pay school fees and high costs of learning and teaching materials for their children because of poverty. Therefore extra expenses for extra tuition made it difficult for households to educate their children. The report recommended that the Ministry of Education (MOE) withdraw extra tuition for all primary and secondary school students. This was attributed to the high cost of education worsened by the burden of cost sharing which had a negative impact on access, equity and quality of education in Kenya.

The Ministry of Education in Kenya banned extra tuition in 1988 and repeated the same in 2008 in a circular MOE/GEN/G1/11/4 signed by Karega Mutahi who was then permanent secretary in that ministry. The Basic Education Act (2013), section 37(1) states that no pupil shall be subjected to holiday tuition. Any person who contravenes the law is liable to a fine not exceeding KSh100, 000 or one-year imprisonment or both. Conducting private tuition in private premises is also termed a crime, according to the Teachers Service Commission (TSC) code of conduct and ethics.

1.2 Problem Statement

The practice of extra tuition in Kenya has been the cause of disharmony between the Ministry of Education, Science and Technology (MOEST) and the Kenyan teachers. When issuing a ban on holiday tuition in 2012, the then Education Minister, Mutula Kilonzo felt that teachers should be able to complete the syllabus and prepare students for national examinations within the given school term periods (KSSHA, 2012).

The decision to ban extra tuition caused mixed reactions among various stakeholders. For example, teachers and parents felt that remedial teaching was necessary to complete syllabus due to the overloaded curriculum and also bring on board slow learners in order to help them compete with fast learners for the limited university places. These reactions indicate a conflict of interest which needs to be addressed. This study sought to establish perceived effects of extra tuition on academic performance in public secondary schools in Machakos County by teachers, parents and school principals.

1.3 Objectives of the Study

The general objective of this study was to establish stakeholder perceptions on the effects of extra tuition on academic performance in public secondary schools in Machakos County.

The specific objectives of the study were to:

- i. Establish whether the perceived effect of extra tuition on academic performance by teachers differ from that of school principals.
- ii. Establish whether the perceived effect of extra tuition on academic performance by parents differ from that of teachers.

1.4 Hypotheses

This study was guided by the following hypotheses:

- i. There is no statistically, significant difference between the teachers' perception of extra tuition on academic performance and that of school principals.
- ii. There is no statistically, significance difference between parents' perception of extra tuition on academic performance and that of teachers.

1.5 Methodology

This study adopted a descriptive research design. The researchers employed this design to investigate on the stakeholder perceptions on the effect of extra tuition on academic performance in public secondary schools in Machakos County. Data was obtained through a questionnaire which was administered to respondents in the location under study. The target population included school principals, teachers and parents in 33 public secondary schools. The school principals and teachers were targeted for information in this study because they are providers and direct beneficiaries of extra tuition.

Simple random sampling was used in this study in selecting 10 schools out of the targeted population of 33 public secondary schools. The ten (10) principals of the participating sampled schools participated in the study. The researcher used simple random sampling technique to select teachers in each school. A total of forty (40) teachers were obtained.

To select parents as respondents in each sampled school, the researchers obtained a list of all Parent Teacher Association (PTA) members from each school. Four (4) parents in every sampled public secondary school were randomly selected. A total of forty (40) parents were obtained for this study.

The sample size comprised 90 respondents (40 teachers, 40 parents and 10 principals) as shown in Table 1.

Table 1: Sample Size

Category of Subjects	Number per school	Number of schools	Total
Head teachers	1	10	10
Teachers	4	10	40
Parents	4	10	40
Total	9	40	90

The researchers personally administered the questionnaires to principals, teachers and parents. The questionnaires measured perceptions of the respondents on a five point likert type of scale as follows: using this scale, 1 represented 'Strongly agree', 2 represented 'Agree', 3 represented 'Undecided', 4 represented 'Disagree' and 5 represented 'Strongly disagree'. The instruments were developed such that they contained items that were in line with study objectives.

Data was analyzed using both descriptive and inferential statistics. Descriptive statistics were used to summarize and organize data and to describe the characteristics of the sample using the mean and standard deviation. The SPSS programme version 20, was used to run the analysis. All the null hypotheses that were formulated to answer the objectives were tested using the t-test for independence of means at a 0.05 level of significance. The analysed data were then presented in form of frequency tables, bar graphs, and pie charts.

1.6 RESULTS AND DISCUSSION

1.6.1 Teachers Support for Extra Tuition.

Teachers' were asked to indicate their support for the practice of extra tuition by stating either 'yes' or 'no'. Their responses concerning support for the practice of extra tuition are shown in Table 2.

Table 2: Teachers Support for Extra Tuition

Response	Frequency	Percent (%)
Yes	34	85
No	6	15
Total	40	100

Table 2 shows that 34 (85.0%) of the teachers support the practice of extra tuition. Reasons advanced by teachers for support of extra tuition included the need to cover the syllabus 23(57.5%) and the need to identify needs of individual learners 14 (35.0%) among others. These findings were consistent with a study conducted in Hong Kong by Yiu (1996) which indicates that teachers were positive about extra tuition for it helped them to identify needs of individual learners where the average child in the tutored group scored at the 66th percentile of the students in the untutored or control group.

1.6.2 Perceived Effect of Extra Tuition on Academic Performance by Teachers and School Principals

Based on the first objective of the study the researchers sought to establish whether extra tuition is conducted in the schools studied, sources of extra tuition decisions in schools, role of principals on extra tuition and principals' support of extra tuition.

Practice of Extra Tuition

Concerning the practice of extra tuition in schools, principals' were asked to indicate if extra tuition is conducted in their schools by stating 'yes' or 'no'. Their responses are reflected in Table 3.

Table 3: Principals Response on Practice of Extra Tuition

Response	Frequency	Percent (%)
Yes	10	100
No	0	0
Total	10	100

According to the 10 principals, all schools 10 (100%) in Machakos County extra tuition is conducted as shown in Table 3. Decisions to conduct extra tuition in schools are made by parents, teachers and students as shown in the principals' responses 6 (60.0%) to one of the questionnaire items. These findings were consistent with those of Mboi & Nyambedha (2013) who contend that, decisions to conduct extra tuition are made during Parents Teachers Association (PTA) meetings to help students in their weak subjects, to improve academic standards and school performance and to help students to revise. The findings also indicate that 5 (50%) of the principals teach and carry out supervision exercise during extra tuition.

Principals Support for Extra Tuition

Principals' were asked to indicate their support for extra tuition by stating 'yes' or 'no'. Their responses are shown in figure 1.

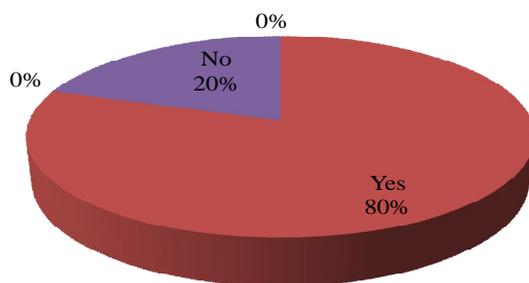


Fig 1: Principals Support for Extra Tuition

Fig 1 shows that 8 (80.0%) of the principals in Machakos County support extra tuition, while 2 (20%) do not support extra tuition. Regarding reasons for the support of extra tuition, 7 (70%) of them indicated that extra tuition helps to cover the syllabus, helps in revision, improves students and school performance and motivates teachers as a token of appreciation is given to them. One of the principals, (10%) felt that extra tuition over-stretched students and teachers leading to stress. This finding supports the need for tuition in agreement with teachers' a responses in other sections.

Regarding ways on how extra tuition can be reduced in schools, principals' gave the following strategies among others:

- i. BOM and PTA need to discourage extra tuition in schools
- ii. Need to reduce syllabus content to manageable levels
- iii. Need for the government to recruit more teachers.
- iv. MOE to reduce examinable subjects
- v. MOE to make term dates longer
- vi. Effective supervision of curriculum implementation

Data analysis was conducted to address the first objective comprehensively. This objective sought to establish whether the perceived effects of extra tuition on academic performance by teachers differ from that of school principals'. A descriptive analysis of the perception index between teachers' and principals' perception is shown in Table 4.

Table 4: Mean Perception Index between Teachers and Principals

Respondent Category	N	Mean	Std. Deviation
Teachers	40	2.130682	.5714649
Principals	10	2.250000	.5568053

Table 4 clearly shows that the mean perception of teachers was 2.13 with a standard deviation of .57 while that of principals was 2.25 with a standard deviation of .55, implying that both the teachers and the principals had a favorable perception towards extra tuition as the mean ranges were between the agree and strongly agree continuum as per the interpretation scale.

In order to determine whether the mean differences in perception index as observed in Table 4 were statistically different, a t- test for independence of means was run to test the hypothesis which had been formulated in view of the objective thus: "Teachers' perception of extra tuition on academic performance does not significantly differ from that of Principals". This hypothesis was tested at a .05 level of significance as shown in Table 5.

Table 5: t-test for Equality of Perception Means between Teachers and Principals

	t	df	Sig.(2-tailed)	Mean Difference
Equal variance assumed	-0.593	48	0.556	-0.1193182
Equal variance not assumed	-0.603	14.138	0.556	-0.1193182

From Table 5, it can be observed that there was no statistically significant difference between the perception scores of teachers and principals on extra tuition on academic performance ($t(48) = -$

0.593, $p= 0.556$). This implies that the perceptions of teachers and those of the principals were statistically independent and hence the first null hypothesis which stated that: Teachers' perception of extra tuition on academic performance does not significantly differ from that of principals was accepted ($p>.05$). This finding implies that both teachers and principals had a positive view in regard to extra tuition.

1.6.3. Perceived Effect of Extra Tuition on Academic Performance by Parents and Teachers

Based on objective two of the study the researchers sought to find out if parents were aware that their children participated in extra tuition, parents' opinions regarding extra tuition and academic performance of their children.

Participation in Extra Tuition

Parents were asked to indicate if their children participated in extra tuition by stating 'yes' or 'no'. The parents' responses are reflected in figure 2.



Fig 2: Participation in Extra Tuition

Fig 2 shows that 35(87.5%) of the parents said that their children participate in extra tuition while 5 (12.5%) said that their children do not participate in extra tuition. Regarding extra tuition decisions, 24 (60.0%) of the parents said that they make extra tuition decisions for their children, 4 (10.0%) parents said that principals and teachers decide for their children; while 3(7.5%) of the parents said students decide for themselves. From the findings, it can be argued that students in Machakos County participate in extra tuition and decisions to attend tuition are made by their parents, principals and teachers.

Parents' Opinions on Extra Tuition and Academic Performance

Concerning parents' opinion on extra tuition and academic performance, parents were asked to indicate whether extra tuition improves academic performance of their children by stating 'yes' or 'no'.

According to the findings, 39(97.5%) of the parents felt that extra tuition improves academic performance of their children while 1 (2.5%) of the parents said that extra tuition does not improve academic performance of their children. Reasons as to why parents felt that extra tuition improves performance included the following: extra tuition helps in syllabus coverage, helps weak students to improve, allows enough time for revision and helps to improve individual and school performance. The findings of this study are supported by Davies (2006) who noted that hiring of private tutors in Canada was part of a wider strategy in which parents place a great premium on education.

Data analysis was conducted to address the second objective comprehensively. This objective sought to establish whether the perceived effects of extra tuition on academic performance by parents differ from that of teachers. A descriptive analysis of the perception index between teachers' and parents' perception is shown on Table 6.

Table 6: Mean Perception Index between Teachers and Parents

Respondent Category	N	Mean	Std. Deviation
Teachers	40	2.130682	.5714649
Parents	40	2.237500	.5554148

Table 6 clearly shows that the mean perception of teachers was 2.13 with a standard deviation of .57 while that of parents was 2.23 with a standard deviation of .55, implying that both the teachers and parents had a favorable perception towards extra tuition.

In order to determine whether the mean differences in perception index as observed in Table 6 were statistically different, a t - test for independence of means was run to test the hypothesis which had been formulated in view of objective two which stated that; "Teachers' perception of extra tuition on academic performance does not significantly differ from that of Parents". This hypothesis was tested at a .05 level of significance as shown in Table 7.

Table 7: t-test for Equality of Perception Means between Teachers and Parents

	t	df	sig.(2-tailed)	Mean Difference
Equal variance assumed	-0.848	78	0.399	-0.1068182
Equal variance not assumed	-0.848	77.937	0.399	-0.1068182

From Table 7, it can be observed that there was no statistically significant difference between the perception scores of teachers and parents about extra tuition on academic performance ($t(78) = -0.848, p = 0.399$). This implies that the perceptions of teachers and those of the parents were statistically not different, and hence the null hypothesis which stated that: Teachers' perception of extra tuition on academic performance does not significantly differ from that of parents was accepted ($p = 0.556$).

1.7 CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that extra tuition is widely offered in schools in Machakos County. It can also be concluded that teachers are key decision makers as regards extra tuition. From the findings, the researchers concluded that all classes are involved

and work covered during tuition time is mainly syllabus coverage and revision of work already done. It can be concluded that extra tuition is supported by educational stakeholders' namely, principals, parents and teachers.

It was also concluded that extra tuition can be reduced by reducing syllabus content to manageable levels, recruitment of more teachers and effective supervision of the curriculum by school administrators and Quality Assurance Standard Officers (QASO).

Finally it was generally concluded that the current government policy on extra tuition ban does not seem to be in force in Machakos County. The study therefore recommends that there is need to streamline the practice of extra tuition in schools to make it more effective; employ more teachers and to review the syllabus in order to reduce overload of the curriculum which makes stakeholders advocate for extra tuition in secondary schools.

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