




CrossMark
← click for updates

Prevalence for Private Tuition among Parents, Teachers and Pupils in Public Primary Schools in Machakos County

Lucy Wambui Kirigwi¹ 
Redempta Maithya² 

¹Machakos Teachers' College MACHAKOS, Kenya
²South Eastern Kenya University Department of Educational Administration and Planning MACHAKOS, Kenya

( Corresponding Author)

Abstract


Private tuition refers to tutoring offered outside mainstream teaching. The study sought to establish the difference in prevalence for private tuition among parents, teachers and pupils in public primary schools in Machakos County. The study employed descriptive survey design. The target populations were all teachers, parents and pupils of public primary schools in Machakos County. A total of 405 respondents were sampled for the study and comprised of 27 parents, 27 teachers and 351 pupils. Data was collected by use of questionnaires and interview guide. Descriptive as well as inferential statistics were used to analyze data and results presented in tables showing frequency, standard deviations and means. The hypothesis was tested using ANOVA which showed the tuition mean prevalence between groups as 1.457 and within groups as 0.056. The post hoc analysis was done using the Scheffe test and the mean difference between teachers and pupils gave a mean of 0.228 and between pupils and parents gave a mean of 0.260. The findings indicate that private tuition is still being offered despite the government ban and that the main reasons given for engagement in holiday tuition include desire to get high marks, stiff competition for placement into particular secondary schools, inadequate teacher pupil ratio and as a way of earning extra income by teachers. The study recommends that the government remunerates teachers adequately and to have other measures of rewarding performance other than academics. The study also recommends that the government needs to improve infrastructure in all secondary schools to minimize the stiff competition for those schools perceived to be prestigious. In addition, there should be stakeholders' awareness of other ways of engaging pupils constructively during their free time other than in private tuition.

Keywords: Private tuition, Parents, Teachers, Pupils.

Contents


| | |
|---------------------------------|-----|
| 1. Introduction | 116 |
| 2. Literature Review | 117 |
| 3. Methodology | 118 |
| 4. Results and Discussion | 118 |
| 5. Conclusion | 122 |
| References | 122 |

Citation | Lucy Wambui Kirigwi; Redempta Maithya (2016). Prevalence for Private Tuition among Parents, Teachers and Pupils in Public Primary Schools in Machakos County. Journal of Education and e-Learning Research, 3(3): 115-123.

DOI: 10.20448/journal.509/2016.3.3/509.3.115.123 

ISSN(E) : 2410-9991

ISSN(P) : 2518-0169

Licensed: This work is licensed under a [Creative Commons Attribution 3.0 License](https://creativecommons.org/licenses/by/3.0/) 

Contribution/Acknowledgement: All authors contributed to the conception and design of the study.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no conflict of interests.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

History: **Received:** 13 October 2016/ **Revised:** 4 November 2016/ **Accepted:** 7 November 2016/ **Published:** 9 November 2016

Ethical: This study follows all ethical practices during writing.

Publisher: Asian Online Journal Publishing Group

1. Introduction

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

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

In Latin America private tuition is modest and more noticeable in urban areas and at the upper secondary level. In developed countries poor performance of the students is given as the main reason for the growing demand for private tuition. Education authorities in USA, South Africa, England and Australia have introduced schemes to support the provision of private tuition as a supplement to publicly funded school education. In the USA, a No Child is Left Behind (NCLB) Legislation of 2002, was introduced as a form of tutoring where the government provides resources for private providers of private tuition. In Australia, the national government introduced vouchers to fund private tuition for students who fall behind national achievement benchmarks, thus subsidizing the role of private tutors in providing remedial education, while in Israel there are special tutoring programmes for underperforming high school students to enable them get matriculation certificates ([Dang and Rogers, 2008](#); [Watson, 2008](#); [Bray, 2010](#)).

In developing countries, low pay weaknesses of school systems and weak monitoring of teachers in the public system creates market for teachers who wish to gain capital from teaching outside school hours and make it mandatory by providing part of the curriculum during private tuition ([Buchmann, 2002](#); [Lee, 2013](#)). One of the reasons for the demand for private tuition is supplementation in which it considers only the subjects that have already been covered in formal schooling and teachers offer private tuition for the regular students after classroom hours and make it mandatory by providing a part of the curriculum during tutoring hours ([Bray, 1999](#); [Dang and Rogers, 2008](#)). In these countries private tuition is an examination preparation activity because the score acquired in a standardized examination is the criteria by which a student is promoted into higher level of education. Private tuition therefore becomes necessary in such systems which are also teacher centered and intolerant to slow learners ([Elbadawy et al., 2006](#); [Lee, 2013](#)).

A study done in six African countries: Kenya, Malawi, Mauritius, Namibia, Zambia and Zanzibar indicate that private tuition is widespread ([Laura et al., 2008](#)). According to the study the leading global market providers of private tuition have opened tutoring centers in Botswana, Kenya, Namibia, South Africa and Zambia. In Uganda private tuition is visible in all sectors of the education system but more concentrated in the urban areas while in Tanzania private tuition is seen as a possible solution to inequality of education. The government of Zanzibar in 1998 allowed its schools to charge a small fee for private tuition ([Bray and Suso, 2010](#)).

A survey done in Kenya in 1997 in three geographically distinct districts now counties indicated that private tuition is more common in urban than rural areas ([Bray, 2009](#)). Out of a national sample of 3233 Standard 6 pupils in Kenya, it was found that 68.6% received tutoring ([Nzomo and Kariuki, 2001](#)). The emergence of private tuition in Kenya became more pronounced in the mid 1980's when the 8-4-4 system of education was introduced while the declaration of Free Primary Education (FPE) in Kenya in January 2003 saw a huge increase in enrolment figures which posed challenges for appropriate pedagogy especially where pupils to teacher ratio was high ([Ndegwa et al., 2007](#)). Ministry of Education (MOE) in a 1988 directive allowed remedial teaching in schools but did not specify how it should be carried out. The directive was that teachers should offer private tuition as part of their daily work and should not charge any fee. In 2012, the Ministry of Education, Science and Technology (MOEST) stepped up the push on the ban private tuition and stated that holiday tuition is illegal, a violation of the rights of the child, that learners should be allowed to nurture other talents and that a school holiday is 'parenting' time ([Oduor, 2012](#)).

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

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

a camouflage and notes most pupils in class eight attend private tuition because it is perceived that it improves the individual and school mean score.

1.1. Statement of the Problem

The MOEST (2013) in Kenya outlaws the provision of holiday tuition and terms it an offence. One who contravenes it is liable to conviction for a fine not exceeding 100,000 Kenya shillings or imprisonment for a period not exceeding one year or both. The ban has been opposed by key stakeholders including Kenya National Union of Teachers (KNUT) and the Kenya Private Schools Association (KPSA) arguing it was implemented without consultation with key stakeholders who include parents, teachers and pupils. A national study reported that parents are of the opinion that the ban should be lifted and that in many schools, teachers were still conducting extra classes either openly or under cover. There exists a gap in knowledge on the views and opinions that stakeholders in primary schools have in regard to private tuition. It is on the basis of this observation that the study therefore sought to investigate why the stakeholders continue to defy the government policy on private tuition thereby creating a tug of war with the government.

1.2. Objectives of the Study

The main objective of the study was to investigate the difference in prevalence for private tuition among parents, teachers and pupils in public primary schools in Machakos Sub-County.

1.3. Hypothesis of the Study

H₀ There is no significant difference in the prevalence for private tuition between parents, teachers and pupils in public primary schools in Machakos County.

2. Literature Review

2.1. Perception of Private Tuition among Parents, Teachers and Pupils

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

Parent's household income or the combination of their education and their household income play a significant role in determining whether or not they have high educational aspirations for their children. Ireson and Rushforth (2014) indicated that students from higher social-economic status families are more likely to have tutors than children from poor families. The educational aspirations are the product of completely conscious and completely rational economic considerations and these aspirations represent calculated investment goals (Reed, 2012). According to Stevenson and Baker (1992) children in higher social economic groups generally receive more supplementary tutoring than the children in low social economic groups. Parent's income and education levels have effects on students and parent's educational aspirations with parents with high aspirations being more likely to be involved in the education of their children. Parents resort to seeking private tuition because the extra lessons are considered as one of the many forms in which they reflect on their involvement and concern (Laura *et al.*, 2008). Social economic status has been a significant predictor of parent's educational aspiration for their children.

Some ambitious and elite families favor private tuition because they perceive that children who receive such are likely to perform better in school and also stay in the education system for longer duration. The parental educational aspirations represent a critical role that parents have in getting their children ready for college and helping them to be successful once they complete. This means that the higher parental aspirations of student's achievement increase the probability of a student receiving private tuition (Kim, 2007; Jacob, 2010). Reed (2012) observed that most parents have high aspirations for their children and the aspirations may change due to economic constraints, children's abilities and availability of opportunities. Parents therefore invest in private tuition because they have an impression that poor performance in school and examinations is related to weaker employment opportunities and lower standard of living (Bray and Lykins, 2012).

Bray (2007) indicates that some parents want their children's tutors to take responsibility for enforcing the discipline of study. Private tuition is seen as a sort of child minding function which liberates parents and ensures that they have structured frameworks for supervision of children. Kenya Forum (2014) reported that most parents do not support the government's ban of private tuition and would rather children are away in school than at home. Some parents believe that private tuition helps their children utilize time outside school well, that the extra lessons keep children busy and keep them away from mischief and can also help them engage in constructive activities during off school hours. Parents in Rio de Janeiro, the largest city in Brazil, are generally of the opinion that sending their children for extra lessons after school will prevent them from hanging about on the streets which are potentially dangerous (Bray, 2010; Kurebwa and Mushoriwa, 2014).

In most countries, poorly paid teachers provide private tuition to supplement their earnings. The level of salaries forces the teachers to seek supplementary income (Dawson, 2009; Bray, 2010; Brehm and Silova, 2014). Supporters argue that private tuition generates a source of income for tutors at present and learners in the future. Some studies show that private tuition can become a status symbol for the teachers who produce good examination results. Such teachers gain popularity from parents leading to self-actualization (Kurebwa and Mushoriwa, 2014). The studies show that some teachers perceive private tuition as money making venture with some confirming that their standard

of living improved by participating in the private tuition. The current sought to investigate the difference in prevalence for private tuition between stakeholders in primary schools in Machakos Sub-County with a view of seeking to find out whether what research findings in other regions apply to the region.

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

3. Methodology

The study adopted a descriptive survey design. Boudah (2011) notes that descriptive survey allows information gathering from a large group of participants by relying on responses of participants to specific written or interview questions. In view of this; the study adopted the field survey method to collect both quantitative and qualitative data. Machakos County is a vast region with a large group of stakeholders and therefore the appropriateness of this method in collecting data.

The target population for this study was 133 public primary schools, 4,076 standard 8 pupils and their parents, and 497 primary school teachers in Machakos County. Teachers were chosen because they are the providers and beneficiaries of private tuition.

The study sample was as shown in Table 1.

Table-1. Sampling Frame

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

Source: Machakos County Education Office, Kenya, pg 30

The data for this study was collected using questionnaires and interview schedule. The data was organized, coded and classified into meaningful categories and then analyzed using descriptive as well as inferential statistics. This was done by use of the Statistical Package for Social Sciences (SSPS) version 20. The hypothesis was tested using analysis of variance (ANOVA) at a 0.05 level of significance. This statistic is used to establish the difference in means of three or more groups and therefore was appropriate to establish between the three categories of respondents in this study.

Further a post hoc analysis was also conducted using the Scheffe test to establish who among the stakeholders had more effect on the relationship. A five point likert scale ranging from ‘strongly agree’ to ‘strongly disagree’ was used to interpret the results. A mean of 1.0 to 2.5 was taken to mean agreement, mean of 3 as undecided and a mean of over 3.5 as disagreement. A weight mean score was used to interpret the results. Analyzed data was presented in form of frequency distribution tables, percentages, means and standard deviations.

4. Results and Discussion

4.1. Difference in Prevalence for Private Tuition among Parents, Teachers and Pupils

The study objective sought to investigate the difference in prevalence of private tuition as perceived by the various stakeholders i.e. parents, teachers and pupils. In order to address this objective, the study sought to find out preliminary information on whether private tuition was being offered in schools outside the official timetable. Analysis of this parameter is presented in Table 2.

Table-2. Private tuition outside official timetable

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

Source: Field Data from Kirigwi MED Project Report 2016, pg38

It is evident from Table 2 that private tuition is still being offered in the majority of the schools in the study area as viewed by the teachers 20 (74.1%), parents 22 (81.5%) and pupils 266 (76.7%). This could mean that despite the government ban, private tuition is widely being offered in Machakos County. This may imply that the government policy on private tuition is facing implementation challenges. One could therefore argue that so long as our education

system remains examination oriented, the implementation of the policy will remain ineffective. These findings confirm previous studies by Ayieko (2014); Karong’o (2014) and Mutua (2015) who established that indeed private tuition was still a common practice in Kenyan schools despite the government ban.

Further, the study sought to find out if the type of private tuition offered was either optional or compulsory as shown in Table 3.

Table-3. Optional or compulsory Private Tuition

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

Source: Field Data from Kirigwi MED Project Report 2016,pg 39

It is clear from Table 3 that 13 (48.1%) of teachers, 11(40.7%) of parents, and 188 (54.2%) of pupils said private tuition was compulsory, while 14 (51.9%) of teachers, 16 (59.3) of parents and 157(45.2%) of pupils said that it was optional. This indicates that while majority of teachers said it was optional, the majority of the pupils were of a different opinion. This may be an indication that the teachers do not want to be seen as the ones influencing the decision to engage pupils in private tuition. It can be deduced that majority; 188 (54.2%) of the pupils are of the opinion that private tuition is compulsory. This is in support of a study by Bray (2010) who established that though teachers may say private tuition is optional, parents and their children know that if they do not attend they will fail to secure curricular knowledge and also incur the disapproval of their teachers.

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

Table-4. When private tuition is conducted

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

Source: Field Data from Kirigwi MED Project Report 2016,pg 40

As shown in Table 4, most private tuition is conducted during school holidays as observed by 12 (44.4%) of teachers, 17 (63%) of parents and 99 (28.5%) pupils. Private tuition during the weekends is also widely offered as indicated by 10(37%) of teachers, parents 7(25.9%) and 111 (32%) of the pupils. Further, 3 (11.1%) of teachers and 57 (16.4%) of pupils said that private tuition is conducted during early morning hours before the official timetable begins. Private tuition offered during evening time however was minimal in most schools as observed by the teachers, 2 (7.4%) parents, 3(11.1%) and 71 (20.5%) pupils which could be due to insecurity in some areas of the county. It can be deduced that private tuition during the school holidays is the most widespread followed by that offered during weekends. This is in agreement with previous studies by Karong’o (2014) and Kilonzo (2014) who indicated that the long breaks of school holidays and weekends provide ideal time for teachers to engage in private tuition. It is also significant to point out the preferred type of tuition among the stakeholders in education. This variable was analyzed and presented as shown in Table 4.6.

Table-5. Preferred type of private tuition

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

Source: Field Data from Kirigwi MED Project Report 2016,pg 41

Table 5 shows that 20(74.1%) of teachers prefer holiday tuition done in schools for their pupils, 15(55.6%) of parents preferred holiday tuition while 196 (56.5%) of pupils also preferred holiday tuition (57%). The study therefore notes that holiday tuition is the most preferred within the three groups. This may depict that the preference for holiday tuition from parents may arise from the fact that they want to keep their children engaged in constructive activities and therefore keep them away from mischief while for teachers, the holiday break is a time to make extra income which is in agreement with an earlier study by Bray (2010) and Kurebwa and Mushoriwa (2014) who indicated that parents are busy and would want their children engaged in activities under teachers supervision. On the other hand, pupil's preference for holiday tuition contradicts that of parents. Pupils argued that holiday tuition will help them understand difficult concepts, give them a break from household chores and also keep up with their peer relations as depicted in earlier studies by Chuadhy and Javed (2012); Das and Das (2013) and Bray (2013).

4.2. Reasons for Prevalence of Private Tuition among Stakeholders

The study further sought to find out the basic reasons for the prevalence of private tuition by the stakeholders. Using a 5 likert scale where strongly agree was given a score of (1), agree (2), undecided(3), disagree(4), strongly disagree(5), responses for each category of stakeholders were descriptively analyzed using mean and standard deviation as shown in Tables 5 and 6.

Table-6. Reasons for private tuition as perceived by parents and teachers

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

Source: Field Data from Kirigwi MED Project Report 2016, pg 43

It can be observed from Table 6 that the top most reason why teachers prefer private tuition is the need to have their pupils admitted to good secondary schools (mean=1.04). It is also worthwhile to note that competition for prestigious secondary schools was also making teachers to prefer private tuition (mean=1.11). Other reasons which lead to high prevalence for private tuition include the earning of extra income by the teachers (1.19) and lack of enough time by parents to help their children with school work (1.26). It is also worthy to note that private tuition is encouraged by parents who request for it (1.30) in that they perceive it as helping pupils engage in constructive activities (1.37) and helps children refrain from bad behavior (1.52).

It is clearly noticeable from Table 6 that the most important reason given by parents as to why private tuition continues to be offered is the need to have their children gain admission to prestigious secondary schools (mean=1.00) which is similar to sentiments expressed by the teachers.

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

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

Findings from the study indicate that parents request for private tuition. It could be argued that parental aspirations for their children's education also drive the demand for tuition. It can be interpreted that parents view private tuition as an investment in their children's future economic status because of the perception that private tuition improves performance. Alternatively it can be argued that the financial returns from private tuition for the teachers is immediate in that the findings found that private tuition is a service that is paid for. This argument was advanced by Dawson (2009); Bray (2010); Brehm and Silova (2014) and Kurebwa and Mushoriwa (2014) who indicated that private tuition is a means of teachers getting extra income. It can also be interpreted from the study findings that the decision to engage the children for private tuition arises from the fact that parents are busy; others are unable to help their children with school work and more importantly the need to keep their children engaged in constructive activities. This is in agreement with earlier findings by Bray (2007) and Kurebwa and Mushoriwa (2014) who indicated that parents use private tuition as a form of structured framework for supervision of their children and as mechanism to enforce discipline.

Table-7. Reasons for private tuition as perceived by pupils

| Reasons for offering Private Tuition | N(347) | Mean | Std. Deviation |
|---|--------|--------------|----------------|
| Parents tell us to attend private tuition. | | 1.35 | .476 |
| Teachers tell us to attend private tuition. | | 1.12 | .327 |
| Pupils want to be admitted to a good secondary school. | | 1.04 | .190 |
| Competition for good secondary schools is high. | | 1.22 | .418 |
| Family members inability to help me with pupils studies | | 1.64 | .482 |
| Tuition helps to be engaged in constructive activities | | 1.39 | .488 |
| We meet our friends during private tuition. | | 1.54 | .499 |
| Teachers get extra money from private tuition. | | 1.17 | .374 |
| We are punished for missing private tuition | | 1.43 | .495 |
| Pupil prevalence index | | 1.323 | .1836 |

Source: Field Data from Kirigwi MED Project Report 2016,pg45

From Table 7, the overall opinion of pupils was that private tuition is commonly practiced within the study area (1.32). The results show that majority of pupils indicated that the most important reason as to why they engage in private tuition is the desire to get admitted into what is regarded as prestigious secondary schools (mean=1.04). The pupils also pointed out that teachers required them to attend private tuition (mean=1.12) and that teachers wanted to get extra income (mean=1.17), and the fact that competition for slots in good secondary schools is very high (mean=1.22). Private tuition is also perceived as helping to engage pupils in constructive activities (mean=1.39) as well as getting a chance to interact with friends (1.54), as well as that their parents do not have time to help them with schoolwork (1.64).The pupils also noted that they are punished for not attending private tuition (1.43) an indication that private tuition is actually compulsory.

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

4.3. Hypothesis Testing

The study hypothesis that: there is no significant difference in the prevalence for private tuition between parents, teachers and pupils as stakeholders in primary schools in Machakos County. The study sought to test the hypothesis at the .05 level of significance using a one way analysis of variance. This hypothesis presumed that prevalence for private tuition was independent of the views of parents, teachers and pupils. Analysis of the mean differences in opinion of prevalence to private tuition among the stakeholder is presented in Table 8.

Table-8. Tuition Prevalence

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

Source: Kirigwi MED Project Report 2016,pg 47

As can be observed from Table 8, the mean prevalence for tuition was highest among pupils (mean=1.57) followed by that of the teachers (mean=1.34) and parents (mean=1.29) in that order. Therefore it can be concluded that the mean scores in terms of the prevalence of tuition differed across the groups with the pupils having the highest prevalence for private tuition followed by teachers and parents in that order.

In order to establish if these differences in terms of mean prevalence to tuition were statistically significant, a one way analysis of variance was run at the .05 level of significance and the results are as shown in Table 9.

Table-9. ANOVA analysis for Tuition prevalence's

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

Source: Field Data Analysis Kirigwi 2016,pg 47

From Table 9, it is clear that the differences between the means among the various stakeholders were statistically significant (2,398) =25.908, P<.05. This implies that the views held by pupils, teachers and parents insofar as private tuition is concerned were independent on one another. In order to isolate and establish which among the stakeholders had more effect on the relationship for dependency, a post hoc analysis test was conducted using the Scheffe test and the results are as shown in Table 9.

Table-10. Post hoc analysis using Scheffe test

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

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

It can clearly be seen in [Table 9](#) that the mean differences between parents and pupils was significant ($p < .05$). Similarly the differences in the prevalence's between pupils and teachers was also significant ($p < .05$). However, the mean differences in prevalence among teachers and parents were statistically different. This implies that the prevalence for tuition between teachers and parents are statistically independent. In other words parents and teachers do not influence each other in terms of decisions on private tuition. However it can be seen that parents do influence the opinion of pupils just like the teachers. This is an indication that the decisions made by pupils with regard to private tuition are greatly influenced by the significant others that is the teachers and parents.

5. Conclusion

From the study findings, it can be concluded that private tuition is prevalent in public schools in Machakos County. There are many types of private tuition offered but the most widespread is the holiday tuition and weekend tuition. Holiday tuition is the most preferred by the stakeholders. It can also be concluded that the need for private tuition is out of the perception of stakeholders giving varied reasons to justify that it is beneficial. These include; the desire to have their children admitted in prestigious schools, stiff competition for those schools, parents having busy schedules and engagement of pupils in constructive activities. Private tuition is also perceived as an investment by the teachers to augment their salaries. The hypothesis testing revealed that parents and teachers do not influence each other in terms of decisions on private tuition. However the parents and teachers influence the opinion of the pupils in regard to private tuition.

The study recommends that the government remunerates teachers adequately and to have other measures of rewarding performance other than academics. The study also recommends that the government needs to improve infrastructure in all secondary schools to minimize the stiff competition from those schools perceived to be prestigious. In addition, there should be stakeholders' awareness of other ways of engaging pupils constructively during their free time other than in private tuition.

References

- Ayieko, G.M., 2014. Factors that influence the need for private supplementary tuition in secondary schools: A case study of selected schools in Borabu District of Nyamira County. Kenya. A University of Nairobi Project University Report.
- Boudah, D.J., 2011. Conducting educational research. Los Angeles: Sage Publications.
- Bray, M., 1999. The shadow education system: Private tutoring and its implications for planners. Paris: UNESCO /IIEP.
- Bray, M., 2007. The shadow education system: Private tutoring and its implication for planners. Paris: UNESCO/ IIEP.
- Bray, M., 2009. Confronting the shadow education system: What government policies for what tutoring? , Paris: UNESCO/IIEP.
- Bray, M., 2010. Blurring boundaries: The growing visibility, evolving forms and complex implication of private supplementary tutoring. *Orbis Scholae*, 4(2): 61-73.
- Bray, M., 2013. Benefits and tensions of shadow education: Comparative perspective on the roles and impact of private supplementary tutoring in the lives of Hong Kong students. *Journal of International and Comparative Education*, 2(1): 18-30.
- Bray, M. and C. Lykins, 2012. Shadow Education: Private supplementary tutoring and its implications for policy makers in Asia. Metro Manila: Asian Development Bank.
- Bray, M. and E. Suso, 2010. The challenges of private supplementary tutoring. Global patterns and their implications for Africa. Paper Commissioned for the Biennial Ministerial Meeting of the Association for the Development of Education in Africa, Maputo. Mozambique.
- Brehm, W.C. and I. Silova, 2014. Hidden privatization of public education in Cambodia: Equity implication of private tutoring. *Journal for Educational Research Online*, 6(1): 94-116.
- Buchmann, C., 2002. Getting ahead in Kenya: Social capital, shadow education, and achievement, in Fuller, Bruce & Hannum, Emily (eds), *Schooling and social capital in diverse cultures*. Amsterdam. JAI Press. pp: 133-159.
- Chuadhry, W. and F. Javed, 2012. History and culture of tuition academies: Voicing natives perspective. *Asian Journal of Management of Sciences and Education*, 1(3): 101-110.
- Dang, H., 2007. The determinants and impact of private tutoring in Vietnam. *Economic of Education Review*, 26(6): 684-699.
- Dang, H. and H. Rogers, 2008. How to interpret the growing phenomenon of private tutoring: Human capital deepening, inequality increasing, or waste of resources? *World Bank Policy Research Working Paper No. 4530*.
- Das, G. and R. Das, 2013. An empirical view on private tutoring in school mathematics of Kamrup District. *International Journal of Scientific and Research Publications*, 3(5): 1-8.
- Dawson, W., 2009. The tricks of a teacher: Shadow education and corruption in Cambodia. In Heyneman, S.P (Ed), *Buying your way to heaven: Education and corruption in international perspective*. Rotterdam: Sense Publishers.
- Elbadawy, A., D. Ahlburg, R. Assand and Levison, 2006. Private and group tutoring in Egypt: Where is the gender inequality. Minneapolis: Department of Economics, University of Minnesota.
- Ireson, J. and K. Rushforth, 2014. Why do parents employ private tutors for their children? *Journal for Educational Research Online*, 6(1): 12-33.
- Jacob, M., 2010. Parental expectations and aspirations for their children's educational attainment: An examination of the college-going mindset among parents. A Dissertation, University of Minnesota.
- Karong'o, I.W., 2014. Factors influencing pupil involvement in private tuition: A case study of Oshwal international school. Mombasa, Kenya. A University of Nairobi Project Report.
- Kenya Forum, 2014. Parenting in Kenya. Absentee parents and holiday tuition. Nairobi: World Press.
- Kilonzo, J., 2014. Influence of private tuition on standard eight pupils academic achievement in mbooni West District, Kenya. A University of Nairobi MED Project Report.
- Kim, J., 2007. The determinants of demand for private tutoring in South Korea. (Occasional Paper No. 143). National center for the study of privatization in education. NewYork: Teachers College.

- Kurebwa, M. and T. Mushoriwa, 2014. Extra lessons: Is there a conflict of interest? The case of Gweru urban schools. *International Journal of Advanced Research*, 2(4): 649-655.
- Laura, P., H. Nina and K. Julia, 2008. Extra tuition in Southern and Eastern Africa: Coverage, growth, and linkages with pupil achievement. Paper Prepared for International SACMEQ Educational Policy Research Conference, 28 September-2 October, UNESCO International Journal of Educational Development, 28: 149-160.
- Lee, J., 2013. Private tutoring and its impact on students' academic achievement, formal schooling and educational inequality in Korea. A Phd Dissertation, Colombia University.
- Mburugu, H., 2011. The status of private tuition in public secondary school in Miiirigamieru, West division. A Project Report. Kenyatta University.
- Metho, J.K., 2014. Influence of private tuition on standard eight pupils academic achievement in Mbooni West District. Kenya. A University of Nairobi Project University Report.
- MOEST, 2013. Basic education act No. 14 of 2013. Nairobi: Government Printer.
- Mutua, E.K., 2015. Perceived effects of extra tuition on academic performance in public secondary schools in Matungulu Sub County. A South Eastern Kenya University Project Report.
- Ndegwa, C., S. Mengich and O. Abidha, 2007. Parental participation in pupils homework in Kenya: In search of an inclusive policy. *International Journal*, 8(1): 118-126.
- Ngugi, M., 2014. Effects of private supplementary tutoring on students' academic performance. A case of secondary schools in Gatundu South district, Kenya. Unpublished Thesis. Kenyatta University.
- Nzomo, J. and M. Kariuki, 2001. The quality of primary education: Some policy suggestions based on a survey of schools-Kenya. A SACMEQ Policy Research Report No.6 Paris: UNESCO/IIEP.
- Oduor, A., 2012. Daily nation, 24th July 2012. Nairobi: Nation Media Group Limited.
- Reed, E.J., 2012. An examination of the educational aspirations parents have for their children. PhD Thesis. University of Iowa.
- Stevenson, D. and D. Baker, 1992. Shadow education and allocation in formal schooling: Transition to university in Japan. *American Journal of Sociology*, 97(6): 1639-1657.
- Tansel, A. and F. Bircan, 2006. Demand for education in Turkey: A tobit analysis of private tutoring expenditures. *Economics of Education Review*, 25(3): 303-313.
- Tikoko, B. and B. Chemwei, 2014. Effects of ban on private tuition in primary schools on academic performance in private primary schools in Rongai District.
- Watson, L., 2008. Private expectations and public schooling: The growth of private tutoring in Australia. Paper Presented at the National Conference of the Australian Association for Research in Education, 30 November- 4 December.