

RESEARCH ARTICLE

The Extent the Ban Policy Has Been A Success in Eliminating Private Supplementary Tuition In Secondary Schools: A Case Study of Selected Schools in Borabu District of Nyamira County, Kenya

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Abstract

Private supplementary tuition has been described globally as a “shadow education system” because it is substantially influenced by the mainstream formal education system and its features are less distinct. The government of Kenya through the ministry of education and teachers service commission has tried severally to discourage the use of private supplementary tuition in schools without much success. The inability of the Kenyan government and other governments globally to completely stop the use of PST by students and their parents raises pertinent questions that deserve attention from policy makers, researchers and stakeholders in education. Some of these questions include; what are the factors behind the unquenched need for PST? What are the implications of using PST? Which subjects are popular in PST and why? Why has the government ban policy not been effective? Is it possible to formulate a national policy framework that would let PST be, but be regulated to eliminate abuse? To answer some of these questions and to understand the state of PST in Kenya some studies have been carried out, however such studies have majorly relied on data that has been collected from the primary school level and not much has been done using data from the secondary school level. The purpose of this study therefore was to investigate the level of success of the ban policy in stopping the use of PST in schools and based on the outcome of the study propose a policy framework to replace the ban policy if found to be ineffective using mathematics as the focus subject in Borabu District of Nyamira County, Kenya. The study employed a descriptive survey research design. The target population was the secondary school students and mathematics teachers in the 23 secondary schools in the district. Proportional stratified sampling followed by simple random sampling was employed in selecting the final sample for the study. Questionnaires were used as instruments for data collection from the respondents. Validity of the instruments was done through experts in research and piloting. Reliability was tested by subjecting the instruments to a pilot study. Data analysis was done using descriptive statistics after data cleaning and coding. Quantitative data was then analysed using frequency counts, averages and percentages. The findings of this study should stimulate continuous debate on the various facets of PST and also provide valuable insights that the government, stakeholders, scholars and researchers can rely on in their collective endeavour in addressing the “shadow” education system rationally with the sole purpose of coming up with a more sensitive and acceptable policy framework that would let the PST be but regulate it to eliminate abuse.

Keywords: *Private Supplementary Tuition, Ban, Borabu District, Secondary School.*

Introduction

Private supplementary tuition is a global phenomenon, its presence is non-discriminative; indeed it is felt in both developed and developing countries [1]. Although reliable data on private supplementary tuition are difficult to obtain partly due to its informal and blurring nature and the lack of or limited attention from both governments, policy makers and researchers, a comparative study on a range of studies on private supplementary tuition reveal that it is indeed a global phenomenon. Some indicators on the nature and scale of private supplementary tuition globally are evident from the following statistics from some selected countries:

In Taiwan, the 2001 Taiwan Education Panel Survey indicates that 72.9% of Grade 7 students were receiving private supplementary tuition for an average of 6.5 hours per week [2]. In Vietnam, Dang [3] reviewed the 2006 household survey data and found that 32.0% of primary students were receiving private supplementary tuition. At lower and upper secondary levels, respective proportions were 46.0% and 63.0%. In China, a 2010 survey of junior middle school students in Jinan city, Shandong Province, found that 28.8% were receiving private supplementary tuition in mathematics, 29.3% in English, and 11.6% in Chinese. In South Korea, a 2008 survey reveal

that 87.9% of elementary school pupils were estimated to be receiving private supplementary tuition. In middle school the proportion was 72.5%; and in general high school, it was 60.5% [4]. In Turkey, a 2005-2006 survey indicate that of the 1 071 827 students receiving private supplementary tuition, 52.5 % were male and 47.5 were female. In Japan, a 2007 national survey found that Juku (PST centres in Japan) served 15.9% of Primary 1 children, that this proportion rose steadily in later grades, and that it reached 65.2% in Junior Secondary 3 [5].

Ireson & Rushforth [6] conducted a study on PST in the United Kingdom and found that in aggregate 27 % of year 6, year 11 and year 13 students were receiving PST in 2003. In Mauritius, a 2001 survey of Grade 6 pupils reveal that 87% were receiving private supplementary tuition and 91% of these students paid for private tuition [7]. In Tanzania, a 2000 survey in Zanzibar on grade 6 pupils found that 56 % were receiving PST and 38% of these students paid for private tutoring [8]. A study by Gordon & Gordon [9], found that almost 7 million elementary school students were likely to take private tuition in USA. A 1995 survey in Zimbabwe found that 61 % of Grade 6 pupils were receiving PST and the percentage varies from 36% to 74% across the regions [10].

In Kenya, a 1997 National sample of 3,233 standard 6 pupils found that 68.8 % were receiving private supplementary tuition, ranging from 39.0 % in former north eastern to 74.4 % in former Nyanza Province [11]. A parallel study in three geographically-distinct districts indicated that private supplementary tuition was much more common in urban than rural areas, and among boys than girls [12]. A 2000 study on standard 6 pupils found that 88% of the students were receiving private supplementary tuition and 58% of the students attending private supplementary tuition paid for it. The study by Onsomu et al, reveal that the proportion of pupils who received private supplementary tuition had gone up from 69% in 1998 to 88% in 2000 [13]. Other studies in Kenya report that private supplementary tuition in Kenya is on an increasing trend among upper primary pupils [14].

The cross-national studies show that private supplementary tuition is not only a global phenomenon, but is expanding at a very fast rate globally. However, it is important to note that only studies from outside Kenya have based their studies on both primary (elementary) and secondary levels of education. Almost all studies

in Kenya have anchored their studies on data collected from primary level thus not much literature is available on the factors driving the need for private supplementary tuition among secondary school students and the level of success of the ban policy in Kenya. This is the gap the present study intended to fill.

Statement of the Problem

PST has a long history in Kenya and other countries and that the ban policy in Kenya seems to face challenges. Despite the government of Kenya's insistence on the ban on holiday tuition and extra classes and even the use of strong terms such as "...I have criminalised holiday tuition..." by the then Minister for education in 2012 and the threat with jail terms and heavy fines to those teachers who are offering PST by the Cabinet secretary for education in 2013 [15], the nature, scale, demand, intensity and form of private supplementary tuition has kept growing day after day.

The Purpose and Significance of the Study

The study sought to identify to what extent the ban policy has been a success in eliminating private supplementary tuition in secondary schools in Borabu District, Nyamira County, Kenya. The study intends to propose a policy framework for PST.

Previous studies in Kenya on private supplementary tuition e.g. Paviot, et al, Buchmann C, Bray Mark et. al. [11, 12, 14-16] have all based much of their research findings on data collected from primary school level. Hardly have researchers empirically studied PST at secondary school level yet it is at this level that students and parents are under intense pressure to ensure that they/their children pass KCSE examinations so that they can be able to secure places in institutions of higher learning and pursue the perceived prestigious careers such as Medicine, Law and Engineering. Thus the probability that students are using PST at secondary school level is high. This study endeavoured to quantitatively investigate the extent the ban policy has been a success in eliminating private supplementary tuition in secondary schools in Borabu District in Nyamira County, Kenya. In so doing this study undertakes to contribute to the body of knowledge on private supplementary tuition in Kenya.

Limitations of the Study

The study was limited by the fact that it was not possible for the researchers to study all facets of PST and the entire targeted population due to financial and time constrains. To overcome this,

the researchers employed stratified sampling and then random sampling from each stratum and collected data from a relatively large proportion of the respondents to give a more precise estimate of the entire population in the sub-county.

Research Methodology

Research design is a scheme, outline, or plan that is used to generate answers to research problems [17]. It constitutes the blue print for the collection, measurement, and analysis of data [18]. This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification [17]. Isaac and Michael [19] on the other hand point out that a descriptive survey design enables the researcher to describe systematically, factually and accurately the characteristics of an existing phenomenon. Borg and Gall [20] Contend that a descriptive survey research is normally intended to produce information about aspects of education that is of interest to policy makers and educators in general. The current study fitted within the provisions of Descriptive survey design because the researcher intends to establish the level of success of the ban policy and based on the findings; propose a national policy frame work.

This study was conducted in Borabu District, Nyamira County, Kenya. The district is one of the five districts that form Nyamira County; it borders Nyamira North to the North, Sotik to the East, Masaba North to the West and Trans Mara to the South: The district covers a total area of 247.4 KM². There are 23 secondary schools of which 5 are county schools, 16 are District Schools and 2 are private schools; of these 12 are boarding schools and 11 are day schools. The Sub-county has a total of 4,563 students registered in the 23 secondary schools (Borabu District Education Office, 2013).

It is divided into 2 administrative divisions namely Mekenene, and Nyansiongo. The transport and communication system is relatively poor with no tarmac roads linking the divisions. Social-economic activities of the people are livestock rearing and crop farming.

Borabu district was considered suitable for the study because of its relatively better performance at KCSE level when compared with the other four districts that form Nyamira County. The distribution of secondary schools was 52.17% boarding and 47.83% day thus making it possible to study the variation in the intensity of using

PST by students in both boarding and day schools possible and reliable as the schools are almost evenly distributed in terms of day and boarding. The district was also chosen because it is easily accessible by the researcher and thus the researcher will be able to make quick rapport with majority of the respondents.

The population is the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalisable [21]. According to Borg and Gall [20], target population represents members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalise the results of the study. The target population for this study was secondary school students, 69 Mathematics teachers/ HODs/HOSs in the 23 secondary schools in Borabu district. Since it is impossible and uneconomical to study the whole population, a sample was carefully chosen from the target population as shown in the following section.

A sample is a small portion of the target population. Sampling is the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made-it is the process of obtaining information about an entire population by examining only a part of it.

Any statements about that particular sample should also be true of the population [17]. According to Gay [22], when the target population is small i.e. less than 1000 members, a minimum sample of 20% of the target population is enough for educational research. It is however good practice to have an optimum sample size- it should neither be excessively large nor too small as this works to minimise sampling errors.

The researchers used stratified random sampling to select 12 Secondary schools for the study. The researchers being aware that the target population does not constitute a homogeneous group of schools, the researchers opted for stratified sampling. The researchers stratified the schools into two strata i.e. the 12 boarding schools formed the 1st strata and the 11 day schools formed the second strata, then proportional stratified sampling was done to obtain the 12 schools used in the study i.e. 52.17% of 12 schools to get the number of boarding schools and 48.83% of 12 schools to get the number of day schools that participated in the study. Stratified random sampling have the advantage of providing greater precision, requires a smaller sample, which saves money and guard against an “unrepresentative”

sample (Patton [23]; Bill, Gautam & Taposh [24]). Using simple random sampling, 6 boarding and 6 day secondary schools were selected for the study, 20 students were selected from each school comprising 5 students from each form (form1-4) from each sampled school and 24 HODs/HOSs/Mathematics teachers were selected two from each sampled school.

Simple random sampling is the most basic form of probability sampling in which each item/member in the research has equal chance of being selected to participate in the research [24]. With random sampling therefore, there is no opportunity for human bias that can manifest itself. The selection of who to be in the sample is entirely mechanical. The power of random sampling is derived from statistical probability theory and thus it permits confidence generalization from the sample to the larger population it represents [23]. From the 23 schools in Borabu Sub-county (target population) 12 schools were selected for the study, this was 52.17 % of the population, which was large enough to give a more precise and representative data that can be used to draw valid conclusions from the findings of the study.

Categ ory of the school	No. of scho ols	No. of Schoo ls sampl ed	No. of HODs/HOSs/ Maths teachers Sampled	No. of stude nts sampl ed	Total no. of responde nts
Boardi ng	12	6	12	120	132
Day	11	6	12	120	132
Total	23	12	24	240	264

The researchers used questionnaires as the main data collection tool.

The questionnaire was used for data collection because it is possible to gather data from a large sample and diverse regions within a shortest time possible thus the researcher were able to save time. Kombo and Tromp [25] maintains that questionnaires assures respondents of confidentiality, hence allowing them to express their opinions freely and give more candid answers than it will be if interviews were to be used. Two questionnaires were prepared on the level of success of the ban policy on PST, one for the students and the other for Mathematics teachers/HODs/HOSs. The questionnaires comprised both open-ended and closed-ended items.

Prior to the main research, the researchers pre-tested the questionnaire using two schools (i.e. one boarding school and one day school), these schools were selected randomly from those that were not included in the final research sample.

The purpose of the pilot study was to enable the researchers to ascertain the validity and reliability of the instrument and familiarize themselves with its administration.

Kombo and Tromp [25] define reliability as a measure of how consistent the results from a test are after repeated trial. The pilot study therefore enabled the researchers to assess the clarity of the questionnaire items so that those items that were found to be inadequate or vague were modified so as to improve the quality of the research instruments thus increasing their reliability.

Kombo and Tromp [25] define validity as a measure of how well a test measures what it is supposed to measure. Therefore it can be argued that validity is the degree to which the results obtained from the analysis of the data collected actually represents the phenomenon under study. For purposes of this study, the researchers in addition to piloting the questionnaires used face validity and expert judgement to determine the appropriateness and improved the instruments [20]. For face validity the researchers gave the questionnaires to selected mathematics teachers in the District to comment on them on their appropriateness for the study. Professor Gunga, S. helped greatly in improving content validity of the questionnaires.

The researchers administered the questionnaires in person to the sample students and HODs/Mathematics teachers. To assure the respondents of their confidentiality due to the sensitivity of the topic under study; the respondents were not required to write their names and that of their school in the questionnaire and the schools forming the sample were coded using numbers from B1 to B6 for Boarding schools and D1 to D6 for day schools.

Results

The study sought to find out whether private supplementary tuition was being offered in secondary schools despite the government ban policy in Kenya being in place. From the data collected from the 240 students, 100 % percent of the respondents agreed that private supplementary tuition was being offered in secondary schools. And 91.7 % of the respondents indicated that PST was compulsory in their respective schools and only 8.3 % of the respondents indicated that PST was optional in their schools. The results of the survey from student respondents were as shown in figure 3 and figure 4 below.

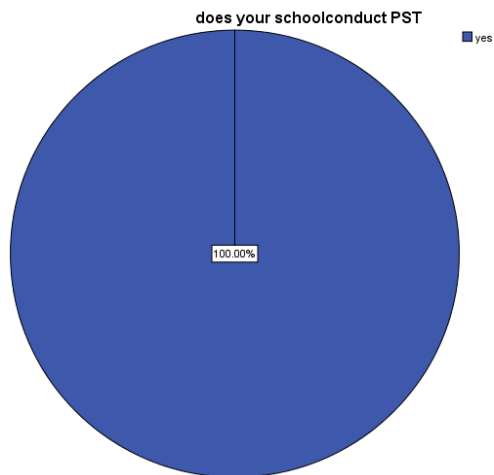


Fig.1: percentage of secondary schools conducting PST

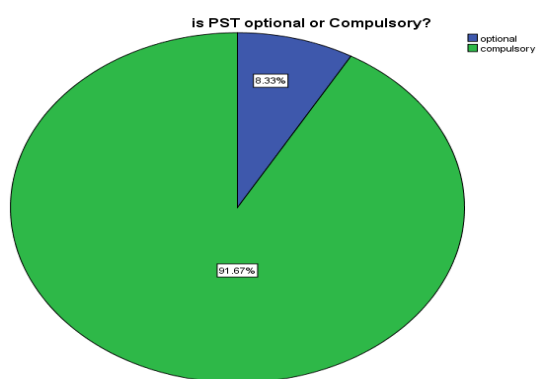


Fig. 2: State of private supplementary tuition in secondary schools.

Level of success of the Government ban policy on private supplementary tuition

Both the student and teacher respondents were asked to state whether the government ban policy on PST has been successful in eliminating PST from mainstream schools.

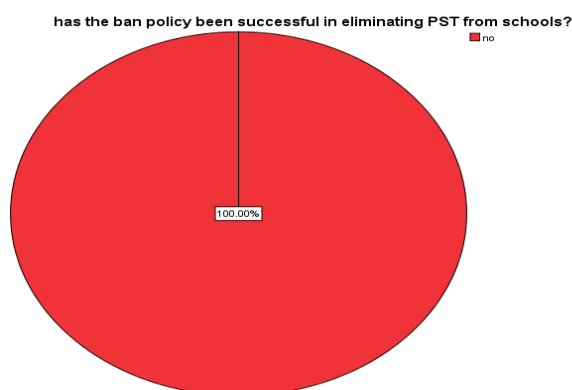


Fig. 3: Teachers' response on the level of success of the ban policy.

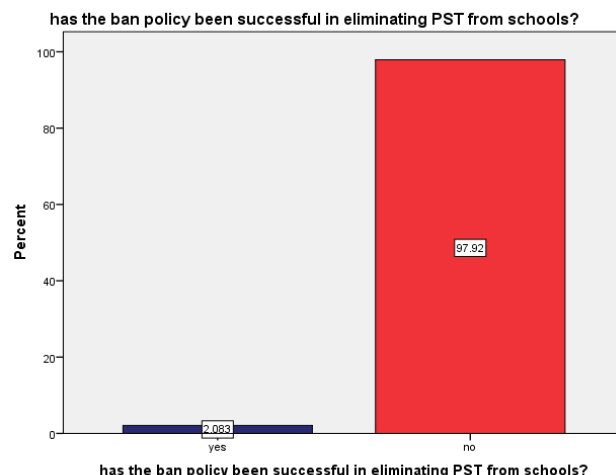


Fig. 4 : Students' response on the level of success of the ban policy.

100 % of the teacher respondents asserted that the ban policy has not been successful in eliminating PST from schools because schools were still offering PST and at a fee despite the policy being in place. 235 students out of the 240 students sampled indicated that the ban policy has not been effective in eliminating PST from schools. The 5 students who indicated that the ban policy has been successful looked at PST as holiday tuition but they had indicate that their schools were offering 'remedial teaching' and at a fee.

Discussion

Findings reveals that 95.8% of the teacher respondents and 94.58 % of the student respondents were generally in agreement that the need for private supplementary tuition was influenced by academic satisfaction of the consumers and that students and parents who were not satisfied with their performance in the mainstream schooling and those who perceived the quality of education in the mainstream school to be of poor quality were more likely to seek PST services. These findings were similar to the findings of the study that was done by [26]. 91.6% of the teacher respondents and 77.5 % of the student respondents were generally in agreement that parents and students who had higher academic aspirations were more likely to enrol their children or enrol in holiday tuition centres or employ teachers to teach their children or them during holiday tuition than those with low academic aspirations, the findings of this study corroborates that of the study.

The study found out that 91.7 % of the teacher respondents and 86.67 % of the student respondents agreed that students in boarding schools benefitted more from PST than their colleagues in day schools as they had more time at

their disposal that was usually utilised for PST services. The researchers argue that if PST has a positive correlation with performance then it will imply that students in boarding schools were more likely to perform better than their day school colleagues. Thus students from boarding schools would be better placed in the labour market upon graduation, a trend if allowed to persist for long without being addressed then has will continue occupying prestigious positions in the labour market and have nots they would continue wallowing in poverty despite the perception that education should act to minimise such inequalities. 95.8 % of the teacher respondents and 79.58 % of the student respondents indicated that they were either strongly in agreement or in agreement with the proposition that remedial teaching in mainstream schools was fuelled by wide syllabi. The respondents argued that the syllabus in a number of subjects at secondary school level was too wide and thus teachers were not able to cover the required syllabi within the stipulated timelines. To assist them cover the syllabus before students sit for KCSE they resort to PST. These findings were similar to the findings by the study by Dindyal and Besoondyal [27].

Increased competition for limited opportunities in institutions of higher learning (Universities) and ranking of schools and students by KNEC were rated highly by both teacher respondents at 100 % and student respondents at 96.67 % as factors influencing the need for private supplementary tuition in secondary school. The study by Bray [28] in which they contended that private supplementary tuition was widespread in countries where the education system was examination oriented and ranking of schools was emphasised validates the findings of this study.

Bray [28-30]; Bray and Kwok [31]; Dang [26]; Dindyal and Besoondyal [27] argued that students sought PST services in Mathematics, sciences and Languages more than in humanities and art subjects were confirmed in this study where 87.5 % of the teacher respondents and 90 % percent of the student respondents indicated that students were more likely to seek PST services in mathematics, sciences and languages than in humanities and technical subjects.

Conclusion

The findings of this study point out that 100% of the schools sampled were offering private supplementary tuition despite the government's ban policy being in place in Kenya. It was found that 11 out of the 12 schools sampled charged students between sh. 500 to sh. 5000 per term for

PST services and that a good number of students had difficulties in paying PST fee. It was also observed that remedial teaching was the most popular form of PST in Borabu district and the respondents agreed that there were very strong educational factors behind the need for PST in secondary schools. The respondents further argued that PST was important and they would advocate PST to continue being offered to secondary school students. It is also evident from the study that the government of Kenya's ban policy on PST has not been effective in eliminating the need for PST in secondary schools. The study has demonstrated that there are very strong educational factors driving the need for PST in secondary schools. The study has not only empirically demonstrated that the government of Kenya's ban policy on PST has not been successful in eliminating the use and need for PST in secondary schools but it has also shown that 91.67% of the teachers and 90% of the students were of the opinion that PST should be allowed to continue being offered to secondary school students. Teachers and students were of the opinion that PST was an option that helped them to boost individual students' performance and the overall performance of their schools. This implies that the ban policy was doomed to fail as the foot soldiers for its effective implementation were of contrary opinion to that of the government. Kenya being among the many countries that uses examination as a screening tool in selecting who proceeds to the next level in the educational ladder, it would be disastrous to try and force students, teachers and parents to completely abandon using PST and yet at the end of the four year cause the future of the students would be determined by the grades they would have scored at KCSE.

Based on these findings the researchers contend that the government of Kenya's ban policy on PST has not been successful. And that it would not be possible to implement the ban policy in Kenya due to the perceived benefits associated with PST on students' academic performance. While private supplementary tuition has some disadvantages (e.g., exacerbation of educational inequalities if not monitored and regulated, burdening parents financially and overworking students), we contend that the advantages of private supplementary tuition such as increasing human capital, constructively occupying students during free time and during holidays while their parents are at work, assisting students and schools to post good grades, assisting teachers to cover syllabuses and helping slow learners to work towards avoiding to be assigned grade E by KNEC are some of reasons why the government ought to

rethink on its ban policy and come up with a national policy framework that would work to optimally utilise PST to the benefit of all

secondary school students while eliminating its abuse [32-55].

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