

RESEARCH ARTICLE

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

Ayieko George Mogaka*¹, Samson O Gunga², Salome Nekesa Juma³, Stephen Makoyo Monanda⁴, Kennedy Odhiambo Owino⁵

¹Comparative and International Education, Rongo University College, Nyamira, Kenya.

²Philosophy of Education, University of Nairobi, Nairobi, Kenya.

³MA Project Planning and Management, University of Nairobi, Nyamira, Kenya.

⁴Philosophy of Education, Rongo University College, Rongo, Kenya.

⁵Planning and Economics of Education, Rongo, Kenya.

*Corresponding Author: Email: ayiekomog@gmail.com or gayieko03@yahoo.com

Abstract

Since the introduction of the 8.4.4 system of education in Kenya in 1981, the use of private supplementary tuition in schools (remedial classes or extra classes) and outside the schools premises (in holiday tuition centres) has kept on increasing in form, magnitude and intensity. 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 factors influencing the need for PST among secondary school students, 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, Factors influencing, Borabu district, Secondary school.*

Introduction

With the introduction of free primary education in 2003 and free day secondary education in 2007, enrolment and retention rates at secondary level in Kenya has progressively increased from 28.8% in 2005 to 47.8 % in 2010 [1]. Alongside the ever expanding mainstream education system, there is its “shadow” (private supplementary tuition (PST)). Despite the ban on holiday tuition and extra classes (“Remedial classes”) in all schools first in 1999 through circular No. MoE& HR G/9/1/Vol.111/127 [2], second in 2008 by the then permanent secretary ministry of education [3] and finally the ban was re-emphasised in 2012 by the then Minister for education [4], private supplementary tuition has been expanding in

magnitude and intensity in Kenya with parents incurring the extra costs [5,6].

Comparative studies on private supplementary tuition show that it is a global phenomenon and not unique to Kenya and other developing countries [7-10]. Being a global trend PST is widespread in both developed and developing countries; it exists as a shadow of the formal education system [11-12]. The use of PST in Kenyan schools has been a major concern for the Kenyan government and policy makers for a long time. Through circular No. G/9/1/115 of May 1988, the ministry of education issued guidelines on how remedial teaching and private supplementary tuition would be carried out in

schools, thus acknowledging that PST is being practiced by mainstream teachers in Kenya [13]. The directive that teachers should offer PST services as part and parcel of their normal teaching programme without imposing financial burden on parents was not practical as PST is normally offered outside the normal teaching hours and thus teachers disregarded the guidelines and continued charging parents for PST services. To flex its muscle the government finally banned PST in 1999. A 1997 national sample of 3,233 Standard six pupils found that 68.6% of these students were receiving private supplementary tuition, ranging from 39.0% in the former North Eastern province to 74.4% in the former Nyanza Province [14]. This was an indication that private supplementary tuition in Kenya was widespread in all counties and that neither the 1988 guidelines on PST nor the 1999 ban policy had been effective in regulating or eliminating the use of PST in schools; hence the need for a national policy framework for PST. To aid in policy formulation, more studies touching on the various aspects of PST ought to be carried out in Kenya so as to provide a solid foundation upon which meaningful policies would be anchored. The current study sought to analyse factors influencing the need for PST in secondary schools and propose a policy framework that would let PST be but mitigate abuse.

There are several factors that account for the existence, thriving and widespread of private supplementary tuition. According to Bray [15], PST is popular in countries where passing examinations is a requirement for one to transit to the next level in the education ladder. In these countries, the intensity of PST is at the peak when students are preparing for major national examinations such as KCPE and KCSE in Kenya. Bray [15] argues that students receive PST more intensely at secondary school level than at primary school level. To a large extent, PST is a by-product of examination-oriented learning or examination-driven curricula [16]. PST is widespread in countries where parents and students feel that the formal education system has failed to meet all the needs of the students. Such countries include Canada [17] and Republic of South Korea [18]. In some settings, the thriving of PST is catalysed by mainstream teachers who are in most cases poorly remunerated; and as a strategy to earn a tax free extra income, they offer PST at the close of official school hours in their respective schools targeting their own students [19,20]. In the broad sense, PST is driven by competitive pressures in an increasingly globalised world.

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. As discussed above, 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 [6, 21] the nature, scale, demand, intensity and form of private supplementary tuition has kept growing day after day.

The following questions need to be addressed: why has the government's ban on holiday tuition and extra classes in schools been facing challenges? What are the driving forces behind the unquenched need for PST in Kenya? Of what value is a policy that is hard to enforce? Is it possible to formulate a policy framework that would let PST be, but regulate it to eliminate abuse?

These are questions that need specific attention from both policy makers, researchers and other major players in the education sector in Kenya and it is in this light that this study was undertaken.

The Purpose and Significance of the Study

The study sought to identify the factors that influence the need for private supplementary tuition in secondary schools in Borabu District in 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 Abagi and Odipo [22-25] 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 higher institutions of 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

factors behind the popularity of private supplementary tuition among secondary school students in Borabu District in Nyamira County, Kenya. In so doing this study undertakes to

contribute to the body of knowledge on private supplementary tuition.

The findings of this study would benefit education stakeholders, especially the ministry of education science and technology officials, policy makers, teachers and parents to engage actively in creating a policy framework that rationally addresses PST to replace the ban policy which is currently violated by some stakeholders and poses danger of exacerbating inequality in education: a policy that would enable the different carders of students benefit fully from the formal education system and PST while guarding against the negative effects of PST. It is hoped that the findings of this study would catalyse researchers to pay more attention to this global phenomenon called PST than they have done in the past.

Limitations of the Study

The study was limited by the fact that it was 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 [26]. It constitutes the blue print for the collection, measurement, and analysis of data [28]. 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 [26]. Isaac and Michael [29] 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 [30] 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 [31]. According to Borg and Gall [30], 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 [27].

Any statements about that particular sample should also be true of the population [26].

According to Gay [31], 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 [27] 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 [32,33]. 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 [33]. 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 entirelyly 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 [32]. 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.

Category of the school	No. of Schools	No. of Schools sampled	No. of teachers Sampled	HODs/HOSs/Maths	No. of students sampled	Total respondents
Boarding	12	6	12	12	120	132
Day	11	6	12	12	120	132
Total	23	12	24	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 (2009) 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 [34] 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 [34] 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 [30]. 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

Exploring on the Educational factors influencing the need for private supplementary tuition (PST) in secondary schools despite the government ban policy on PST

To determine the factors influencing the need for private supplementary tuition by secondary school students, the teacher and student respondents were asked to indicate their level of agreement with different perceived factors behind the need for PST. This was tested on a five point likert scale of 1-5; where 1 represented “Strongly Agree”, 2 represented “Agree”, 3 represented “Undecided”, 4 represented “Disagree” and 5 represented “Strongly Disagree”. The results were as presented in figure 1.10a-1.10g and Table 1.10a-1.10g.

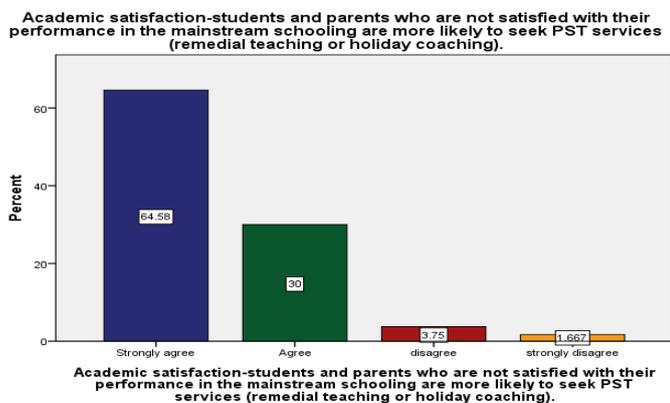


Figure 1.10a Students’ response on influence of consumers’ academic satisfaction on PST

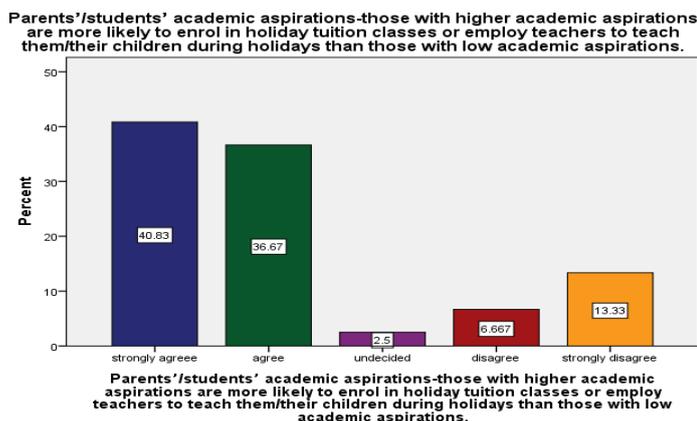


Figure 1.10b Students’ response on influence of consumers’ academic aspirations on PST

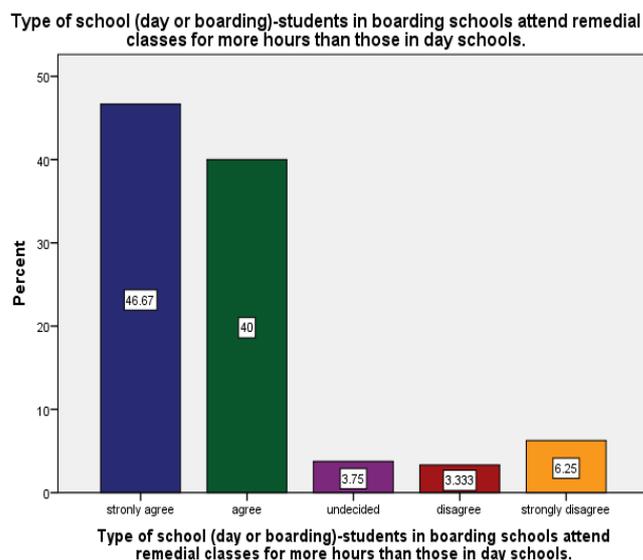


Figure 1.10c Students’ response on influence of type of school on PST

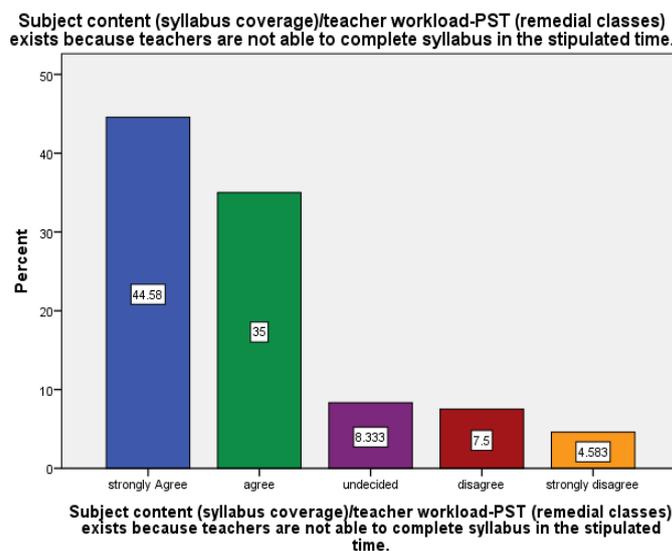


Figure 1.10d Students’ response on influence of syllabus coverage on PST

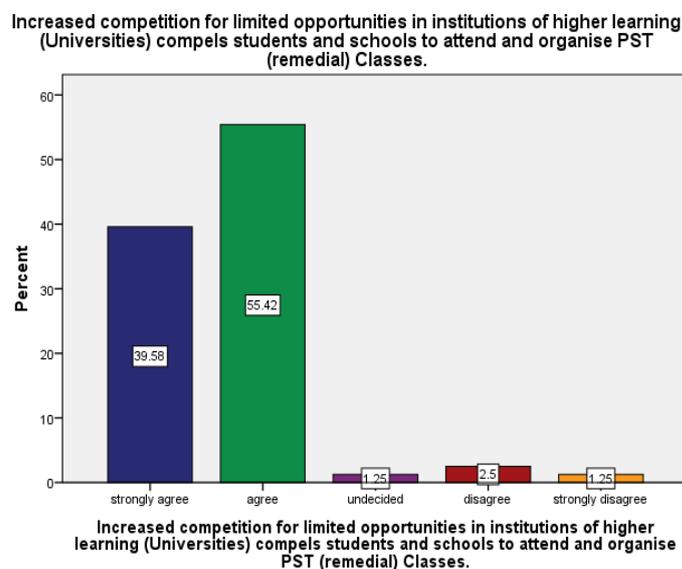


Figure 1.10e Students’ response on influence of increased competition for limited opportunities in institutions of higher learning on PST

popularity/type of subject-students are more likely to seek PST (remedial or/and holiday coaching) services in Maths, Sciences (-Chem. Phy. & Bio) and English than in humanities and technical subjects.

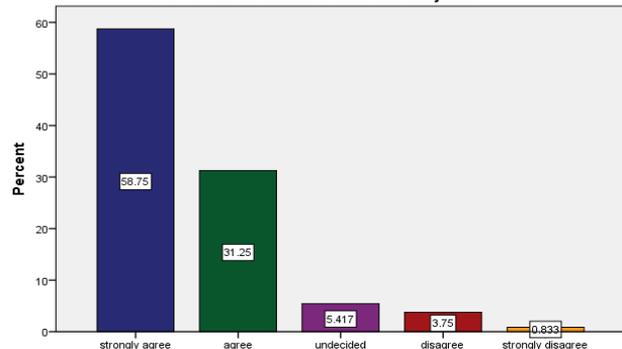


Figure 1.10f Students' response on influence of popularity of certain subjects on PST

Ranking of schools by KNEC puts schools and students under pressure to perform better- such pressure compels schools & students organise & attend remedial teaching(PST) so as boost the school mean & individual student mean (Grade).

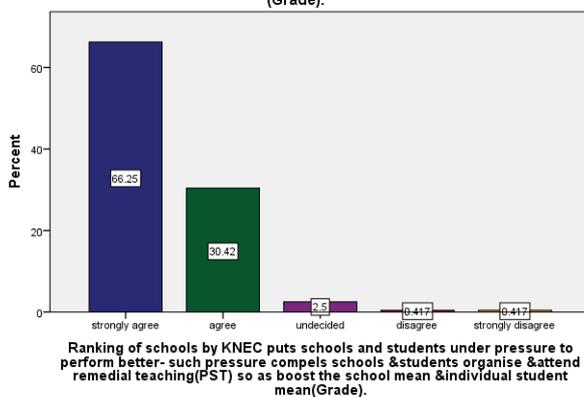


Figure 1.10 g Students' response on influence of ranking of schools and students by KNEC on PST

Table 1.10a Teachers' response on influence of consumers' academic satisfaction on PST

Academic satisfaction-students and parents who are not satisfied with their performance in the mainstream schooling are more likely to seek PST services (remedial teaching or holiday coaching).

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	20	83.3	83.3	83.3
Agree	3	12.5	12.5	95.8
strongly disagree	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Table 1.10b Teachers' response on influence of consumers' academic aspirations on PST

Parents'/students' academic aspirations-those with higher academic aspirations are more likely to enrol in holiday tuition classes or employ teachers to teach them/their children during holidays than those with low academic aspirations.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	45.8	45.8	45.8
Agree	11	45.8	45.8	91.7
Disagree	1	4.2	4.2	95.8
strongly disagree	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Table 1.10c Teachers' response on influence of type of school on PST

Type of school (day or boarding)-students in boarding schools attend remedial classes for more hours than those in day schools.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	41.7	41.7	41.7
Agree	12	50.0	50.0	91.7
Disagree	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Table 1.10d Teachers' response on influence of syllabus coverage on PST

Subject content (syllabus coverage)/teacher workload-PST (remedial classes) exists because teachers are not able to complete syllabus in the stipulated time.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	14	58.3	58.3	58.3
Agree	9	37.5	37.5	95.8
Disagree	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Table 1.10e Teachers' response on influence of increased competition for limited opportunities in institutions of higher learning on PST

Increased competition for limited opportunities in institutions of higher learning (Universities) compels students and schools to attend and organise PST (remedial) Classes.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	66.7	66.7	66.7
Agree	8	33.3	33.3	100.0
Total	24	100.0	100.0	

Table 1.10f Teachers' response on influence of popularity of certain subjects on PST

Popularity/type of subject-students are more likely to seek PST (remedial or/and holiday coaching) services in Maths, Sciences (-Chem. Phy. & Bio) and English than in humanities and technical subjects.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	45.8	45.8	45.8
Agree	10	41.7	41.7	87.5
Disagree	3	12.5	12.5	100.0
Total	24	100.0	100.0	

Table 1.10g Teachers' response on influence of ranking of schools and students by KNEC on PST

Ranking of schools by KNEC puts schools and students under pressure to perform better- such pressure compels schools & students organise & attend remedial teaching (PST) so as boost the school mean & individual student mean (Grade).

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	25.0	25.0	25.0
Agree	18	75.0	75.0	100.0
Total	24	100.0	100.0	

The descriptive data in figures 1.10a-1.10g and table 1.10a-1.10g above show 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 [10]. 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 the haves will continue occupying prestigious positions in the labour market and the have-nots 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 [35].

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 [9] 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 [9, 36, 37]; Bray and Kwok [38]; Dang [10]; Dindyal and Besoondyal [35] 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.

The perception of stakeholders (students and teachers) on private Supplementary tuition (PST) in secondary schools

Teachers’ Response on whether private supplementary tuition (PST) should continue to be offered to students

In establishing teachers’ opinion on whether private supplementary tuition should continue to be offered to secondary school students, teachers were asked to indicate whether they would like PST to continue being offered to students. The findings of the study were as presented in figure 1.20 below

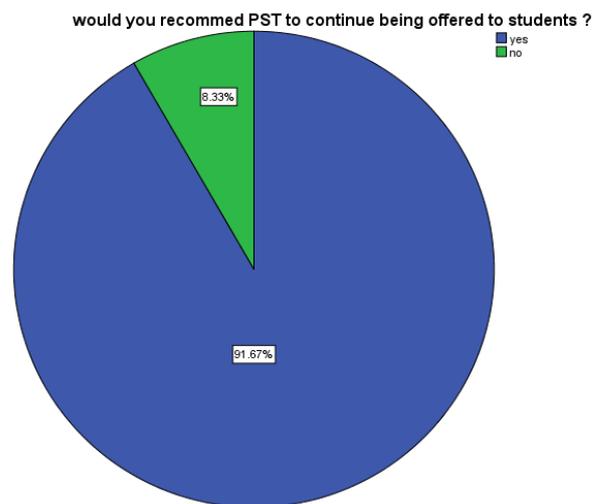


Figure 1.20 Teachers’ opinion on whether PST should continue being offered to secondary school students

Figure 1.20 shows that 91.67 % of the teachers indicated that they were of the opinion that private supplementary tuition should continue being offered to secondary school students while only 8.33 % of the teachers indicated that they were not for the opinion that PST should continue being offered to secondary school students. Those teachers who were in support of PST argued that private supplementary tuition helped them to cover the syllabus in good time thus giving them enough time to revise with students before they

sat for KCSE, some argued that PST helped slow learners to master subject contents thus boosting their academic performance, PST kept students busy during free time thus minimising the chances of students engaging in bad habits such as drug abuse, they also observed that PST assisted schools and students to post good grades at KCSE level. The findings of this study were in line with the findings by Bray [9]; Dang, [10]; Dindyal and Besoondyal, [35].

Those teachers who were opposed to private supplementary tuition argued that PST turned students into robots as they are not trained to read on their own and understand concepts, students did not concentrate during normal classes because they were sure that the same content will be repeated during remedial classes and that it robbed students their free time and burdened parents financially.

Students' Response on whether private supplementary tuition (PST) should continue to be offered to them

To establish the students' opinion on private supplementary tuition, they were asked to indicate whether they would like private supplementary tuition to continue being offered to students. The findings were as presented in Table 1.20 below.

Table 1.20 Students' opinion on whether PST should continue being offered to secondary school students

Would you recommend PST to continue being offered?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	216	90.0	90.0	90.0
No	24	10.0	10.0	100.0
Total	240	100.0	100.0	

Table 1.20 shows that 90% of the students indicated that they would like private supplementary tuition to continue being offered to secondary school students and only 10 % of the students were not in support of PST. The students who were in support of PST argued that it provided an opportunity to high achievers to revise their work so as to boost their good performance, they also observed that PST gave weak students an opportunity to re-do and understand what they had not understood during normal classes. The students claimed that, they gained more from their teachers during PST lessons than during normal classes. They indicated that teachers attended all remedial lessons because they were paid per hours attended and that PST helped in syllabus coverage. Those opposed to PST argued that PST made teachers miss their normal classes because they were sure of covering syllabuses using remedial classes, PST was not free and thus

burdened their parents and robbed them time to rest.

Discussion

Having analysed the data and seen what has emerged from the results, the focus now turns to discussing the implications of these results. The study revealed that secondary school teachers were having difficulties in covering syllabuses in good time. Even though the teachers were aware of the government's ban policy on PST, they still saw a need to offer private supplementary tuition to secondary school students. This might imply that the tuition given by the teachers during the mainstream school hours is regarded as inadequate to cover the stipulated syllabuses within the set timeline and allow them humble time to revise with form four candidates before they sit for KCSE examinations. Some teachers may be teaching the stipulated syllabuses at a relatively slower pace or miss some of their lessons during the normal mainstream class hours so as create need for PST so as to earn an extra tax-free income to supplement their meagre salaries. In this regard the study has attempted to provide an idea on why it would be very difficult to implement the ban policy on PST before first addressing the underlying causes.

The need for private supplementary tuition by students and teachers in secondary schools, as evident in the study where 100 % of the schools sampled were found to be offering PST despite the government's ban policy on PST being in place, vindicates an argument presented earlier, where it was argued that the ban policy on PST in Kenya was facing challenges in its implementation and that no government globally had attempted to ban PST and succeeded. The study has made an attempt to provide information on the proportion of students that were having difficulties in paying private supplementary tuition fee, the study has empirically demonstrated that a reasonable percentage of students in both boarding and day schools were missing out on the subject content that was being thought during PST lessons, consequently such students a bulk of whom are from poor family backgrounds are likely not to perform optimally in examinations. We contend that if the trend is allowed to continue without formulating policies that would ensure that students from poor family backgrounds are assisted to participate fully in all forms of education, participation in the labour market would be skewed toward the rich who are able to pay for PST services. The implication here is that the country would not be able to realise equity in education and that the gap between the rich and the poor will continue widening. The

researchers proposes that proper educational policies anchored on solid ideologies and the desire to assist the poor to participate fully in all forms of education indiscriminately is the most probable way towards addressing inequalities in education & the labour market ,thus helping to build a more just, peaceful, cohesive and progressive country. The researchers argue that even if the government had succeeded in implementing the ban policy in schools, still the other two forms of PST would have continued flourishing as there is no policy regulating them. The two forms which are comparatively expensive as shown in this study would mean that even a greater percentage of the poor students would miss out from the benefits of PST.

Kenya as a nation embraces the ideals of capitalism and remains one of the most competitive societies in East and Central Africa. The demand for University education in Kenya surpasses supply, the Kenyan people have become so obsessed with university education such that parents, students and teachers are willing to do anything within their means to keep a competitive edge over their colleagues so as to attain minimum grades that will guarantee their children a place in the limited government sponsored institutions of higher learning and most probably train in the so called prestigious careers such as medicine. It has been demonstrated in this study that one of the most popular interventions employed by schools, parents and students so as to keep a competitive edge and avoid obtaining grade E at KCSE is private supplementary tuition.

The findings of this study have demonstrated that there are very strong educational factors that influence the need for private supplementary tuition in secondary schools. Some of the factors driving the need for PST in secondary schools include, very high competition for limited opportunities in government sponsored institutions of higher learning, ranking of schools and students by KNEC, very high academic aspirations of parents and students, overloaded curriculum, desire by low achievers to struggle and avoid being assigned grade E by KNEC, the pivotal role played by certain subjects such as mathematics and sciences in determining one's career and future job prospects when looked at from the human capital point of view, type of school one is schooling and the perceived poor quality of education in the mainstream schooling [39-59].

Conclusion

The findings of this study have shown that the government of Kenya's ban policy on PST has not been successful in eliminating use of PST in secondary schools in Borabu district of Nyamira County, Kenya. It is our view that the government's insistence on the ban policy is an exercise in futility, for there is no single country that has taken this route and succeeded. The researchers argues that as long as the education system in Kenya remains examination oriented, teachers remain poorly remunerated, the Kenyan people continue placing very high premiums on university education with very little attention on vocational education, ones employability and remuneration remains dependent on one's academic papers and not practical knowledge and parents remain obsessed with their own children's wellbeing ;PST would remain part and parcel of the education system in Kenya. The researchers contend that even if the government of Kenya were to succeed in eliminating the use of PST in schools, the need for PST by secondary schools students would have not been quenched. As the other two forms of PST i.e. one to one individualised PST which normally take place at the consumer's or provider's home and holiday tuition coaching which usually take place at holiday tuition centres are not addressed by the government's ban policy. We argue that these two forms will thrive in the absence of mainstream school PST, the resultant effect of such a move would be exploitation of the consumers as there are no laws regulating their operations, the poor and those in rural areas will not benefit from these PST forms as they are comparatively expensive to mainstream school PST and are mostly localised in urban areas, consequently children from poor backgrounds would most likely be left behind in the education "race" and their participation in the labour market as equal partners with their rich counterparts will forever remain a sweet dream that would never come true.

Having demonstrated that there are strong factors driving the need for PST in secondary schools and that the ban policy has not been effective in eliminating PST from secondary schools. The researchers argue that in order to mitigate abuse, eliminate the negative implications and create a conducive environment where all students can benefit fully from PST irrespective of their academic, social and financial stature, the government ought to engage major stakeholders in education to come up with a national policy framework that would allow PST be, but eliminate abuse. Finally the researchers proposes that the government of Kenya should consider lifting the ban policy and work towards

recognizing, actively encouraging and regulating private supplementary tuition especially in secondary schools if we have to build a more just, inclusive, cohesive and competitive society anchored on hard work, personal effort & struggle in improving ones status in social, economic and political arena through a non-discriminative education system.

While private supplementary tuition has some disadvantages (e.g., exacerbation of educational inequalities if not monitored and regulated, burdening parents financially and overworking students), 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 frame work that would work to optimally utilise PST to the benefit of all secondary school students while eliminating it's abuse. Based on the analysis of the study, the researchers wishes to make the following recommendations;

The government need to lift the ban policy and instead the government should recognize, actively encourage and regulate private supplementary tuition in secondary schools. The researcher proposes that mainstream PST should be allowed to continue under the following guidelines;

- Parents must not shoulder the financial burden; instead the government through the ministry of education should provide funds to cater for PST.

References

1. Motano Malachi (2011) Education: Kenya Faces Big Challenges. Nairobi: The Link News Paper p. 1-2.
2. MoEST HR (1999) Guidelines on school fees (CircularNo.MoE&HR G9/1/Vol.111/127). Nairobi:Government Printer.
3. MoE (2008) Interim Guidelines on Tuition and Mock Exams. (MoE circular No. MOD\GEN\G1\11\4). Nairobi: Government Printer.
4. Mutula vows to stamp out extra lessons. (2012) The Daily Nation News Paper, p.8.
5. Ngugi K (2013) Ban on holiday tuition should be gazetted. Nairobi: The star News Paper p. 15.
6. Ngei M, Onyango L, Gicobi M (2013) Kaimenyi vows to crack down on extra classes as schools defy order. Nairobi: The Daily Nation News Paper p. 16.
7. Bray M (2003) Adverse Effects of Private Supplementary Tutoring: Dimensions, Implications and Government Responses. Paris: UNESCO: International Institute for Educational Planning (IIEP).
8. Bray M (2009) Confronting the Shadow Education System: What Government Policies for What Private Tutoring? Paris: UNESCO. International Institute for Educational Planning (IIEP).
9. Bray M (2013).Benefits and tensions of shadow education: comparative perspectives on the roles and impact of private supplementary tutoring in the lives of Hong Kong students. Journal of

This will ensure that both the rich and the poor will benefit from PST thus minimise stratification in education.

- All teachers offering PST should be paid an equal amount per hour irrespective of the type of school and only those who attend PST classes should be paid.
- During PST classes a minimum of 20 and a maximum of 30 students per class should be maintained so as to maximise effective learning process.
- Students must be grouped according to their abilities and the same subject content taught but at different pace so as both the slow learners and faster learners can benefit fully from PST without disadvantaging any group.
- Teachers should be paid at the end of each week and this money should be tax free so as to encourage more mainstream teachers to take part during PST lessons at a relatively cheaper rate than what they would be paid in holiday tuition centres.
- The government would raise the amount for running PST programmes by minimising expenditure on non-priority and unsustainable programmes such as the proposed free laptops for class one pupils. The amount set aside for such a project can be prudently utilised by setting up computer laboratories in each school and the remaining amount set aside for PST. Members of both the senate and national assembly should be sensitised on the importance of coming up with bills on education that aims at improving the quality of education rather than contemplating to come up with bills such as issuing of condoms in schools that are likely to negatively impact academic performance in our schools.

- International and Comparative Education, 2013, Volume 2, Issue 1.
10. Dang Hai-Anh (2007) "The determinants and impact of private tutoring classes in Vietnam." *Economics of Education Review*, 26(6):684-699.
 11. Bray M, Bunly S (2005) *Balancing the Books: Household Financing of Basic Education in Cambodia*. Hong Kong: Comparative Education Research Centre, the University of Hong Kong and Washington DC: Human Development Unit, East Asia & Pacific Region; the World Bank.
 12. Bray M (2005) *Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications*. Hong Kong: Oxford International Conference on Education and Development.
 13. MoE (1988) *Guidelines on Repeating Classes, Mock Examinations and Extra Teaching/coaching* (MoE Circular No. G/9/1/115). Nairobi: Government printer.
 14. Nzomo J, Kariuki M, Guantai L (2001) *The quality of primary education in Kenya: Some policy suggestions based on a survey of schools*. Working document in the series SACMEQ reports. Paris: UNESCO/IIEP.
 15. Bray M (2007) *The Shadow Education System: Private Tutoring and Its Implications for Planners*. Paris: UNESCO: International Institute for Educational Planning (IIEP).
 16. Kwok Percy (2004) *Examination-Oriented Knowledge and Value Transformation in East Asian Cram Schools*. *Asia Pacific Education Review*, 5 (1):64-75.
 17. Davies S (2004) *School Choice by Default? Understanding the Demand for Private Tutoring in Canada*. *American Journal of Education*, 110(3), 233-255.
 18. Kim S, Lee JH (2010) *Private tutoring and demand for education in South Korea*. *Economic Development and Cultural Change*, 58(2):259-296.
 19. Dawson W (2009) *The Tricks of the Teacher: Shadow Education and Corruption in Cambodia*. In Heyneman, S. P. (ed.), *Buying your Way into Heaven: Education and Corruption in International Perspective*. Rotterdam: Sense Publishers, pp.51-74.
 20. Buchmann Claudia (1999) *The state and schooling in Kenya: Historical development and current challenges*. *Africa Today*, 46(1):95-116.
 21. Abdi O (2012) *Mutula maintains extra tuition is illegal*. [Television broadcast]. Nairobi: Citizen Television.
 22. Paviot et al (2005) *Extra tuition in Southern and Eastern Africa: Coverage, Growth, and Linkages with Pupil Achievement*. Paper prepared for international SACMEQ Educational policy research conference, 28th September to 2nd October, UNESCO International Institute for Educational Planning, Paris.
 23. Paviot L, Heinsohn N, Korkman J (2008) *Extra tuition in southern and eastern Africa: Coverage, growth, and linkages with pupil achievement*. *International Journal of Educational Development*, Vol. 28, issue 2, March 2008, pp 149-160.
 24. Buchmann C (2002) *Getting ahead in Kenya: Social Capital, Shadow Education, and Achievement*. In B. Fuller & E. Hannum (eds.), *Schooling and Social Capital in Diverse Cultures*. Amsterdam: JAI Press, p.133-159.
 25. Abagi O, Odipo G (1997) *Efficiency of Primary Education in Kenya: Situation Analysis and Implications for Educational reform*, Discussion Papers No DP4/67 September, 1997, Nairobi: Institute of Policy Analysis and Research.
 26. Orodho JA (2004) *Techniques of writing research proposal and reports in education and social sciences*. Nairobi: Reata printers.
 27. Kothari CR, Garg G (2014) *Research methodology: Methods and techniques*. New Delhi: New Age International Publication Limited.
 28. Kothari CR, Garg G (2014) *Research methodology: Methods and techniques*. New Delhi: New Age International Publication Limited.
 29. Isaac S, Michael WB (1981) *Handbook in research and evaluation* (2nd ed.) San Diego, CA: EDITS.
 30. Borg WR, Gall MD (1989) *Education Research: An Introduction*. (4th ed.) New York: Longman.
 31. Gay LR (1992) *Educational Research, Competences for Analysis and Application*. Ohio: Charles E. Merrill Publishing, Co.
 32. Patton MQ (2002) *Qualitative research and evaluation methods*, (3rd ed.) California: Sage Publications, Thousands Oaks.
 33. Bill T, Gautam S, Taposh G (2008) *Research Methodology: A Guide for Researchers in Management and Social Sciences*. New Delhi: Prentice Hall of India Private Limited.
 34. Kombo KD, Tromp LA (2009) *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline Publications Africa.
 35. Dindyal F, Besoondyal H (2007) *Private tutoring in mathematics: the Mauritian experience*. Paper presented at the 1997 conference on redesigning pedagogy: culture, knowledge and understanding conference, Singapore; retrieved on March 13, 2014 from conference.nie.edu.sg/2007/paper/papers/CUL394.pdf
 36. Bray M (2010) *Blurring Boundaries: The Growing Visibility, Evolving Forms and Complex Implications of Private Supplementary Tutoring*.

- Hong Kong: Comparative Education Research Centre.
37. Bray M (1999) *The Shadow Education System: Private Tutoring and its Implications for Planners*. Paris: UNESCO International Institute for Educational Planning.
 38. Bray Mark, Kwok P (2003) Demand for private supplementary tutoring: Conceptual considerations and socio-economic patterns in Hong Kong. *Economics of Education Review* 22:611-620.
 39. Amukowa W, Gunga OS, Ayuya VC (2013) Can education system be repaired? Ideological dearth in Kenya's educational practice and its implications for reforms in the education sector. *Journal of Educational and Social Research* Vol.3 (2) May 2013.
 40. Ashankha P (2011) *Demand for Private Tuition Classes under the Free Education Policy: Evidence Based on Sri Lanka*. Tokyo: National Graduate Institute for Policy Studies.
 41. Atieno KO, Gunga SO, Akaranga SI (2013) Analysis of socrates' credo, "The unexamined life is not worth living" in relation to learners who fail the Kenya Certificate of Secondary Education (KCSE) Examination. *International Journal of Humanities and Social Science* vol.3 No.21 (special issue-Dec 2013).
 42. Becker GS (1993) *Human capital: a theoretical and empirical analysis, with special reference to education*. Chicago: University of Chicago Press.
 43. Dang HA (2011) *Private Tutoring in Vietnam: A Review of Current Issues and its Major Correlates*. Unpublished manuscript, Washington DC: The World Bank.
 44. Dang H, Rogers, FH (2008) How to interpret the growing phenomenon of private tutoring: human capital deepening, inequality increasing, or waste of resources?, Policy Research Working Paper Series of the World Bank, No. 4530
 45. Foondun AR (2002) The issues of private tuition: An analysis of the practice in Mauritius and selected south-east asian countries. *International Review of Education*, 48(6):485-515.
 46. Gordon EE, Gordon EH (2003) *Literacy in America: Historic Journey and Contemporary Solutions*. CT: Praeger Publishers.
 47. Gay LR, Airasian P (1996) *Educational research: competencies for analysis and application* (6th Ed.) Upper Saddle Creek, NJ: Merrill.
 48. Gikobi M (2014) Scrap teachers' extra perks, schools told. Nairobi: The Daily Nation News paper. P.16
 49. Ireson Judith, Rushforth Katie (2005) *Mapping and Evaluating Shadow Education*. ESRC research project RES-000-23-0117. London: Institute of Education, University of London.
 50. Kigotho W (2012) Mutula fighting a losing battle on holiday tuition? Nairobi: Standard digital News.
 51. Kim KK (2010) *Educational Equality in C.J. Lee, S.Y. Kim & D. Adams (Eds.). Sixty Years of Korean Education*. Seoul: Seoul National University Press, pp.285-325.
 52. Kim H (2006) Korea's obsession with private tutoring. *Institute of Educational Planning and Administration (NIEPA)*.11(1):11-17.
 53. Kulpoo Dhurumbeer, Maya Soonarane (2005) *The SACMEQ II Project in Mauritius: A Study of the Conditions of Schooling and the Quality of Education* Harare: SACMEQ
 54. Langellet G (2002) *Human Capital: A Summary of 20th Century research*. *Journal of Education Finance*.28:1-24.
 55. Liu J (2012) Does cram schooling matter? Who goes to cram schools? Evidence from Taiwan. *International Journal of Educational Development*, 32(1):46-52.
 56. Makali D (2012) *Save our children from illegal tuition*. Nairobi: The Star News Paper
 57. MoE (2007) *Careers Guide Book for Schools*. Nairobi: Government Printers.
 58. Nassor S et al (2005) *The quality of: Some policy suggestions based on a survey of schools-Zanzibar*. SACMEQ Policy Research Report No. 4. Paris: UNESCO/IIEP.
 59. Odawo Nyakwar (2011) *Illegal tuition hampering free primary education*. The Link News Paper P 3.