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**STAKEHOLDERS PERCEPTIONS ON INFLUENCE OF REMEDIAL TUITION
AND PROVISION OF QUALITY EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN KISUMU CITY, KENYA**

BY

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ABSTRACT

Studies worldwide have revealed that remedial tuition is perceived by stakeholders to influence quality education in primary schools. Remedial tuition is teaching and learning processes organized outside normal class time for enhancing quality education. Quality education in Kenyan schools is measured in terms of performance in national examinations. The desire for excellent performance in Kenya Certificate of Primary Education (KCPE) is the driving force behind remedial tuition. However, in Kisumu City the 2005 to 2011 mean scores were just slightly above average, that is; 258.44, 263.31, 273.27, 279.70, 265.00, 267.46, and 272.65 respectively despite the provision of remedial tuition. The purpose of this study was to establish stakeholder's perceptions on influence of remedial tuition and provision of quality education in public primary schools in Kisumu city. Objectives of the study were to; establish stakeholders' perceptions on influence of remedial tuition on syllabus coverage, pupils' study skills, utilization of educational resources and pupils' academic performance in primary schools in Kisumu city. The Conceptual Framework showing the influence of remedial tuition on provision of quality education as perceived by stakeholders was used. The study adopted descriptive survey research design. The target population was 71 head teachers, 1377 teachers, 5453 standard VIII pupils and 1 Quality Assurance and Standards Officer (QASO). The sample sizes were 60 head teachers, 300 teachers, 359 pupils and 1 QASO determined by Fishers' formula. Saturated sampling method was used to select QASO and simple random sampling method was used to select Head teachers, teachers and pupils. Questionnaire, interview schedules, and focus group discussion guide were used to collect data. Face and content validity of questionnaires were determined by experts in educational administration. Reliability of questionnaires were determined through pilot study in 7(10%) of the schools using test-retest technique. Pearson's 'r' coefficients for head teachers and teachers questionnaire were 0.81 and 0.88 respectively at a set P-value of 0.05, meaning they were reliable. Quantitative data were analyzed using frequency counts, percentages, means and T-test. Qualitative data were transcribed, analyzed and reported in emergent themes and sub-themes. The study established that stakeholders were of the view that remedial tuition highly influences syllabus coverage, study skills, utilization of educational resources and academic performance as their overall means ratings were: 3.47; 3.35; 3.04 and 3.56 respectively. These findings mean that the stakeholders perceived remedial tuition as having high influence on enhancement of provision of quality education in Kisumu city. The study concluded that stakeholders were of the view that remedial tuition enhances provision of quality education. This study recommended that remedial tuition should continue to be embraced by all schools to enhance provision of quality education. The findings of this study are significant to stakeholders in primary school education as they inform them the status of remedial tuition as perceived by stakeholders for charting the way forward.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Remedial is organized extra teaching and learning processes outside the recommended time as a remedy to: cover the syllabus before pupils sit for KCPE, develop effective study skills, help weak pupils improve on academic performance by ensuring constant teacher-pupil contact to deal with difficult subject matter in various subjects and to utilize educational resources optimally. Remedial tuition is offered as a remedy to a poor performance that needs to be corrected in certain subject areas.

Remedial tuition is widespread in countries where parents and pupils feel that the formal education system has failed to meet all the needs of the pupils, these needs include: syllabus coverage, study skills, utilization of educational resources and academic performance, such countries include Canada (Davies, 2004), and Republic of South Korea (Kim & Lee, 2010). In this respect Education Support Program (2006) reported that, in Azerbaijan, Mongolia, Georgia and Ukraine respondents reported that some teachers put pressure on pupils to take supplementary remedial-tuition with them after school hours.

In Taiwan, the 2001 Taiwan Education Panel Survey indicates that 72.9% pupils were taking remedial tuition (Liu, 2011). In Vietnam 32% were receiving remedial tuition (Dang, 2011). In South Korea 87.9% were receiving remedial tuition (Kim, 2010). In Mauritius 91% were taking remedial tuition (Kulpoo & Soonarane, 2005). In Tanzania

44.5% were receiving remedial tuition (Nassor & Mohammed, 1998). In Zimbabwe 61% were receiving remedial tuition (Bray, 2007) while in Kenya 68.8% were receiving remedial tuition. In North Eastern Kenya those receiving remedial tuition were 39.0% while in Nyanza province it was 74.4% (Nzomo et al, 2001).

According to Ireson and Rushforth (2005) the increasing importance of educational achievement for future careers, with the increased pressure on schools to raise standards may lead parents to perceive remedial tuition as a worthwhile investment, especially as their children approach important transition points in the education system. Bray (2007) states that, remedial tuition is booming in Europe, with parents in France and Germany spending more on additional schooling for their children. He calls it "shadow education"; it has reached such a scale and has such strong implications for social equity, the knowledge economy, the work of schools and the lives of pupil's and families, that it must be addressed, he also emphasizes that many pupils in developing countries are attending remedial tuition classes.

Dang (2007) has investigated the determinant and impacts of remedial tuition on student's academic performance in Vietnam. The study indicated that remedial tuition was perceived to enhance academic performance. In this respect, Jan (2011) states, "Remedial tutoring is much less about pupils who are in real need of help they cannot find during school hours and much more about maintaining the competitive advantages of the already successful and privileged." This researchers' focus was on remedial tuition for those who are already privileged and successful.

Bray (2006) suggests that in Asia, supplementary tutoring is especially likely to be widespread in cultures which stress effort, for example East Asia particularly Japan and Korea since they are influenced by cultural traditions which value learning and effort.

Bray (2003) states that remedial tuition is a huge industry in much of Asia and North America as it is perceived to enhance quality education.

A study conducted by Silova and Bray (2006) shows that very few pupils mentioned peer or parent pressure as one of the reasons for taking remedial tuition, some pupils perceive that as they have extra hours with their teachers when they are about to do examinations it helps them to do well by attaining very high marks and being able to join the most prestigious schools in the country. These researchers focus was on pupils' reasons for taking remedial tuition in which they established that remedial tuition was being practiced. There is a contradiction between the authorities whereby in Kisumu remedial tuition is for all pupils but not a few.

According to Education Support Program, (2006) in Azerbaijan, Mongolia, Georgia and Ukraine, respondents reported that some teachers put pressure on pupils to take supplementary remedial tuition with them after school hours, in some instances; the pressure included threatening pupils with lower grades if they refused to take remedial tuition. The findings by Southern and Eastern Africa Consortium for Monitoring Educational Quality and Mc Grath (2008) indicated that remedial tuition tends to have spread in some African countries such as: Kenya, Malawi, Mauritius, Namibia, Zambia and Zanzibar. Carron and Chau (1996) carried out a study in Latin America which included 50,000 pupils in grades three and four, their findings were, in those schools with

no classroom materials and inadequate library, they showed lower test scores and higher repetition than those whose schools were well equipped.

Paviot, Heinsohn and Korkmann (2005) show the percentages of remedial tuition uptake as from a low percentage of 22.1 percent in Malawi to highs of 68.6 percent and 77.5 percent in Kenya and Mauritius. Remedial tuition is a negative development which interferes with the quality education and the all round development of pupil's (Paviot et al, 2005). In Mauritius, a study by Paviot et al, (2005) noted that extra lessons are so common that it was accepted as an integral feature of the primary education system.

There is a contradiction in Paviot et al, (2005) studies but he established that remedial tuition is being practiced. Hawes (1979) points out that there is no country in Africa without substantial number of schools where physical conditions inhibit any but the most basic instruction. He states that, the material context of education also includes the buildings and furniture provided for pupils and teachers. McGrath (2008) in the international journal of educational development indicates that Malawi saw remedial tuition rise from 22% to 80% by the year 2000; the report also noted that the expansion may relate to teachers' desire to push up their pass rates; or their dedication.

Provision of education to all Kenyans is fundamental to the success of the government overall development strategy. The long-term objectives of the government is to provide every Kenyan with basic quality education including 2 years of pre-primary, 8 years of primary, 4 years of secondary and 4 years of college. Education aims at enhancing the

ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods (Republic of Kenya, 2005). Development of quality human resource is central to the attainment of national goals for industrial development. Such and Walker (2005) show that pupil's would like their moral rights listened to by adults and also to be heard especially when it comes to looking at their concerns or their being responsible. This is because when it comes to matters of remedial tuition their views are not considered.

The Republic of Kenya (2007) shows that, realization of universal access to basic education and training ensures equitable access for all including disadvantaged and vulnerable groups. Since independence, challenges facing education have been addressed through commissions, committees and task forces such as The Ominde Commission, Gachathi Committee, Kamunge Report, Master Plan, Koech Report; Task force Reforms (Republic of Kenya, 1964, 1976, 1988, 1997, 1999 & 2012).Gachathi (1976) asserted establishing a national system of education to lead Kenya on the path of self determination and Kamunge (1988) improving financing quality education and relevance.

According to the Kenya Constitution (Republic of Kenya, 2010) and the international conventions, provision of quality education is a human right. This guarantees every learner to access education which is in line with the Kenya constitution (2010) since quality education is an important factor in poverty reduction and eradication. Psacharopoulos and Woodhall (1985) states that, human capital returns in Kenya indicates, capital returns increases as the level of education goes higher .According to Daily Nation (2012) remedial tuition enables teachers to complete an otherwise

expansive 8-4-4 syllabus, where the curriculum is wide. Learning has been reduced to a zero sum game where pupils have to pass national examinations to join the best secondary schools, then enroll for prestigious degree at university, secure lucrative jobs and climb the social ladder. UNESCO (2002) in Kenya showed that pupils' doing homework learn more than those doing no homework, this means teachers need to organize and ensure that pupils have more work to do outside class.

Remedial tuition takes place at all levels of education because the education sector has become examination oriented. Parents invest their income on educating their children so that they can secure a livelihood for their future (Bray, 2005). Parents are very much concerned with what the school is doing to improve pupil's performance in national examinations. According to Abagi and Odipo (1997) in their discussion paper No. DP4/67 put emphasis on high performance reflecting the reality of a situation where parents' measure of a good school is how pupil's perform well academically in disregard of the quality education being offered. Education standards in Kenya are measured on the basis of performance in national examinations forgetting the need for quality education. This study sought to fill the knowledge gap of remedial tuition influencing pupils' academic performance.

The government of Kenya has reviewed what is taught in primary and secondary schools (Republic of Kenya, 2002). Wanyama and Njeru (2004) in the analysis and research policy brief show a new syllabus was implemented between the year 2003 and 2006,

there was an outcry from stakeholders that the curriculum was overloaded to match with the pupil's capacity levels without affecting negatively on their overall development.

World Bank (2012) notes that, schools with limited resources appear to have a stronger impact on academic performance. Pupils need to have enough classrooms, well equipped libraries with the relevant books and workshops. Maundu (1986) studied factors affecting performance and recommended the need to set up a policy with a minimum level of experience a teacher should acquire before being promoted to school leadership, he also puts emphasis on teacher quality. Maundu (1986) found out that the teachers' qualification had a big role to play on the pupils' performance in Science and Mathematics.

A study carried out by Mwamwenda and Mwamwenda (1987) linked pupil academic achievement to pupil textbook ratio which significantly better performance. Wangari (2008) asserted that rapid increase in school enrollment has resulted into large classes especially at primary school level resulting to poor performance and less desirable content delivery. Hawes (1979) points out that there is no country in Africa without substantial number of schools where physical conditions inhibit any but the most basic instruction. He states that, the material context of education also includes the buildings and furniture provided for pupils and teachers. World Bank (2001) found out that many African countries do not have enough classrooms to meet the demand of education. Republic of Kenya (2002) states education should be viewed as a fundamental strategy for human resource development which will lead to effective management for increased productivity.

Eshiwani (1993) states that schools that appear in the ten category in national performance ranking had adequate text books. This indicates that availability and use of text books affect pupils' performance. Calloids and Postlethwaite (1989) observed that the more time-on-task, the more pupils learn and the higher their achievements. Pupils doing work learn more than those doing no work, even if it is not marked and if the work is marked and revision done by all, they learn more. Uwezo (2011) asserted that, lack of resources in schools hinders quality education.

An education system where extra tuition is embraced produces robots that possess an amazing capacity for storing facts and churning them out at the press of the right button instead of producing creative and intelligent youths who will take our country forward into the golden age. This has led to the Ministry of Education, Science and Technology (2012) embrace remedial tuition in all schools where it will serve as a remedy to a situation that needs to be corrected where it deals with pupils who are weak academically.

Mboi (2010) in her study on implications of extra tuition on social interactions of pupils in Kisumu municipality, Kenya, revealed that, remedial tuition has been on in Kisumu City from the time ranking of schools began in 1980s. She used cross-sectional research design and a total population of 24,173 of which 401 pupils were used as a sample size. Structured questionnaires were used in collection of data besides Focus Group Discussion. In- depth interviews were also used to collect data from 10 parents and 15 teachers who were purposively sampled. Qualitative data was analyzed in emergent

themes while Quantitative data was analyzed using descriptive statistics in form of frequency counts and percentages. The study focused on assessment of pupils' views on taking extra tuition in relation to parents and teachers perspectives of extra tuition in relation to social life and how extra hours taken for extra tuition influences pupils' social life.

Mboi (2010) did not address stakeholders' perceptions on the influence of remedial tuition on pupils' syllabus coverage, pupils' academic performance, pupils study skills and utilization of educational resources. The weakness in study population, she used a small sample size of parents, teachers which may not have been a representative of the population. She used Focus Group Discussion, Interviews and Questionnaires which were suitable for the study. Qualitative data as analyzed in emergent themes and reported in verbatim form was appropriate. Quantitative data was analyzed in form of frequency and percentages, this could not provide data on mean differences in responses among the respondents. Though the data collected would not lend itself to inferential statistical analysis, this means that, the findings could not be generalized as it can only apply to the population under study.

Mbois' (2010) study points out that remedial tuition has been going on in Kisumu city in the same period. The study did not focus on: stakeholders' perceptions on influence of remedial tuition and quality education in public primary schools in Kisumu municipality, Kenya. This study used a large study population of 71 head teachers, 5453 standard eight pupils, one Quality Assurance officer, and 1,377 teachers of which the sample size

consisted of 60 head teachers, 300 teachers and 359 pupils based on Fishers Model of determining the sample size. The sample sizes were more representative than Mboi's (2010). Mboi's (2010) focus was on socialization without addressing academic benefits.

Aminga (2013), in his study on determinants of remedial tuition in Manga District, Kenya used a descriptive survey design and a total population of 35 teachers and 237 pupils. He used questionnaires to collect data from the population which he sampled using systematic sampling method. He analyzed data using qualitative and quantitative techniques. The study focused on various ways in which remedial tuition was carried out, the extent to which key subjects lead to provision of remedial tuition, determination on how increased chances to higher learning institutions result into provision of remedial tuition, find out how overload in the educational curriculum had led to provision of remedial tuition and determination of the degree to which prestige among teachers and pupils influence provision of remedial tuition, in which they established that remedial tuition was being practiced. The weakness in the study, he used a small sample size which may not be a representative of the population. Qualitative and quantitative data was analyzed using the appropriate techniques. Aminga's study did not address perceptions on the influence of remedial tuition on pupils' coverage of the syllabus, pupils study skills, pupils' utilization of educational resources and academic performance which are the objectives of remedial tuition.

Mburugu (2008), study on the status of private tuition in Mirigamieru West Division, Imenti district used a descriptive survey design and a total population of 128 pupils, 40 teachers, 16 principals and 24 parents with a sample size of 121 pupils, 30 teachers, 12

parents and 8 principals who were sampled using simple random sampling technique. Structured questionnaires were used to collect data. Descriptive statistics such as frequencies, percentages, means and standard deviation were used to describe the data. The study focused on; extent of the practice of private tuition, the forms of private tuition takes and why the ban on private tuition has not been successful. The study population used a small sample size of teachers, pupils, principals which may not have been representative of the population.

Mburugu (2008) used Focus Group Discussion, interviews and questionnaires which were suitable for the study. Though the data collected would not lend itself to inferential statistical analysis, this means that, the findings could not be generalized as it can only apply to the population under study. This study used a large study population of 71 head teachers, 5453 standard eight pupils, one quality assurance and standards officer, 1377 teachers of which the sample size consisted of 60 head teachers, 300 teachers, one quality assurance and standards officer and 359 pupils based on Fishers Model of determining the sample size. The sample sizes were more representative than Mburugu's (2008). Mburugu (2008) focus was on status of private tuition in which he established that remedial tuition was being practiced.

Paviot et al (2008) a study on remedial tuition in Southern and Eastern Africa, Bray (2003) a study on effects of remedial tuition, Ireson and Rushfold (2005) study on mapping and evaluating shadow education in Britain established that, remedial tuition is widespread worldwide. While Wangari (2008) in her study in Kenyan schools established

that, extra hours should be created to enhance content delivery while UNESCO (2005) study in Kenya asserted that, more time is required to enable completion of the broad syllabus. These studies did not focus on the head teachers', teachers', pupils' and QASOs' perceptions on the influence of remedial tuition on syllabus coverage in primary schools in Kisumu city. This is the knowledge gap this study sought to fill.

Nzomo et al (2001) a study on quality of primary education in Kenya, Wanyama and Njeru (2004) a study on Sociology of remedial tuition in Nairobi and Bray (2005) a study on comparative perceptions on private tutoring in New York established that, schools that emphasized on study skills through remedial tuition enhances performance. UNESCO (2002) a study on challenges of implementing Free Primary Education in Kenya, emphasized on study skills on assignments given during remedial tuition to enhance performance. The studies did not deal with head teachers', teachers', pupils' and QASOs' perceptions on influence of remedial tuition on study skills in Kisumu City. This is the knowledge gap this study sought to fill.

Carron and Chau (1996) a study in Latin America on effects of educational resources, Hawes (1979) a study in Singapore on curriculum and reality in African primary schools, World Bank (2001) a study on a chance to learn knowledge and finance in sub-Saharan Africa, Uwezo (2011) and Fuller (2011) a study on cross-national differences in educational achievement inequality in Washington D.C. These studies focused on resources and performance, that when well utilized they enhance performance. However, they did not link utilization of resources to remedial tuition. Abagi and Odipo (1997)

study emphasizes that remedial tuition puts strain on educational resources but does not quantify the strain on the resources and does not identify the resources that are strained by remedial tuition. The studies reviewed did not address the head teachers, teachers, pupils and QASO's perceptions on influence of remedial tuition on utilization of education resources. This is the knowledge gap this study sought to fill.

Dang (2007) a study on determinants and impacts of private tutoring classes in Vietnam, Fuller (1986) a study on raising school quality in developing countries, Silova and Bray (2006) a study on comparative perceptions on extra tuition, these studies emphasized that remedial tuition enhances performance in Vietnam, Washington and Britain, none of them addresses the head teachers', teachers', pupils' and QASO's perceptions on the influence of remedial tuition on pupils academic performance in Kisumu city. This is the knowledge gap this study sought to fill.

Kisumu city was chosen as a site for the study on stakeholder's perceptions on influence of remedial tuition on provision of quality education in public primary schools on the basis of contradicting views on the role of remedial tuition in pupil's performance in KCPE whereby some people were for it while others were against it (Kisumu City Education Office, 2012). The trend of pupil's performance in KCPE for the years 2009-2011 was as shown in Table 1.

Table 1: Summary of KCPE Performance Trend in Selected Municipalities in Kenya (2009-2011).

MUNICIPALITY/CITY	YEAR/ MEAN SCORES			OVERALL
	2009	2010	2011	MEAN
Kisumu	274	276	278	276
Kitale	277	267	272	272
Eldoret	258	264	268	263
Kakamega	258	270	264	264
Nyeri	269	266	269	268

Source: KNEC-KCPE Results from 2009-2011 as cited in Ajwang (2014)

From Table 1, it can be observed that, Kisumu municipality is the best performer in KCPE with an overall mean score of 276 followed by Kitale with 272, Eldoret with 263, Kakamega with 264 and Nyeri with 268 (Ajwang, 2014).

Although Kisumu Municipality was leading given the rigour with which remedial tuition is practiced in Kisumu (Mboi, 2010), this level of performance is low. In other municipalities the rigour is not high because they are small and the catchment area is basically semi-urban and therefore, the performance recorded in those municipalities is not surprising. Furthermore there was an on-going debate in Kisumu and nationally on the value addition of remedial tuition to pupils performance, there were divided views, some suggesting that it should be done away with while others advocating for it. It was therefore important to carry out a study to establish the Stakeholders Perceptions on the Influence of Remedial tuition on provision of quality Education in Public Primary Schools in Kisumu City.

1.2 Statement of the Problem

Remedial tuition has been perceived worldwide to influence performance of pupils. The studies conducted in Britain and Sub-Saharan Africa attributes effective coverage of the syllabus; pupils study skills and utilization of resources to remedial tuition in schools. In Kenya there are contradictions according to studies carried out where some authorities assert that, remedial tuition is a negative development which interferes with the all round development of pupils, while at the same time some suggested that remedial tuition has an influence on pupils' performance in national examinations which signify provision of quality education. In Kisumu city remedial tuition is highly practiced in primary schools with an aim of high performance in national examinations. However, the corresponding performance was just above average, which was below the stakeholders expectations. It is against this background that it was necessary to conduct a study to establish stakeholder's perceptions on the influence of remedial tuition on provision of quality education in public primary schools in Kisumu city.

1.3 Purpose of the Study

The purpose of the study was to establish stakeholders' perceptions on influence of remedial tuition and quality education in primary schools in Kisumu city, Kenya.

1.4 Specific Objectives of the Study

The specific objectives of the study were

- i) Establish stakeholders' perceptions on the influence of remedial tuition on pupils' syllabus coverage.

- ii) Determine stakeholders' perceptions on the influence of remedial tuition on pupils' study skills.
- iii) Establish stakeholders' perceptions on the influence of remedial tuition on pupils' utilization of educational resources in primary schools.
- iv) Establish stakeholders' perceptions on the influence of remedial tuition on pupils' academic performance in primary schools.

1.5 Research Questions

The research questions for the study were:

- i. What are the stakeholders' perceptions on the influence of remedial tuition on pupils' syllabus coverage?
- ii. What are the stakeholders' perceptions on the influence of remedial tuition on pupils' study skills?
- iii. What are the stakeholders' perceptions on the influence of remedial tuition on utilization of educational resources in school?
- iv. What are the stakeholders' perceptions on the influence of remedial tuition on pupils' academic performance in primary schools?

1.6 Assumptions of the Study

The study was guided by the following assumptions:

- i. Remedial tuition influences pupil's syllabus coverage.
- ii. Remedial tuition influences study skills in pupils.
- iii. Remedial tuition influences pupil's utilization of educational resources
- iv. Remedial tuition influences pupil's academic performance.

1.7 Significance of the Study

The study is significant because:

- i) The findings may enlighten the educational planners to lay strategies of improving education offered to pupils in schools.
- ii) It may enable the education policy makers in formulation of policies and enhancement of existing processes in provision of quality education.
- iii) It may bring to light causes of poor performance in education in primary schools in Kisumu City.

1.8 Scope of the Study

The study was confined to public primary schools in Kisumu city. The focus of the study was to establish the stakeholders' perceptions on the influence of remedial tuition on pupils' syllabus coverage, study skills, utilization of resources and academic performance and quality education in Kisumu city, Kenya. The study was carried out from 2012-2015.

1.9 Limitations of the Study

One (0.27%) of the respondents did not fill the section on any other information on the second objective, however, the missing data did not affect the results.

1.9 Conceptual Framework

Miles and Huberman (1994) explains that a conceptual framework is a visual or written product that explains graphically the things to be studied, the factors, concepts or variables and presumed relationships among them. The conceptual framework in Figure

1, postulates that quality education in public primary schools in Kisumu city depends on remedial tuition

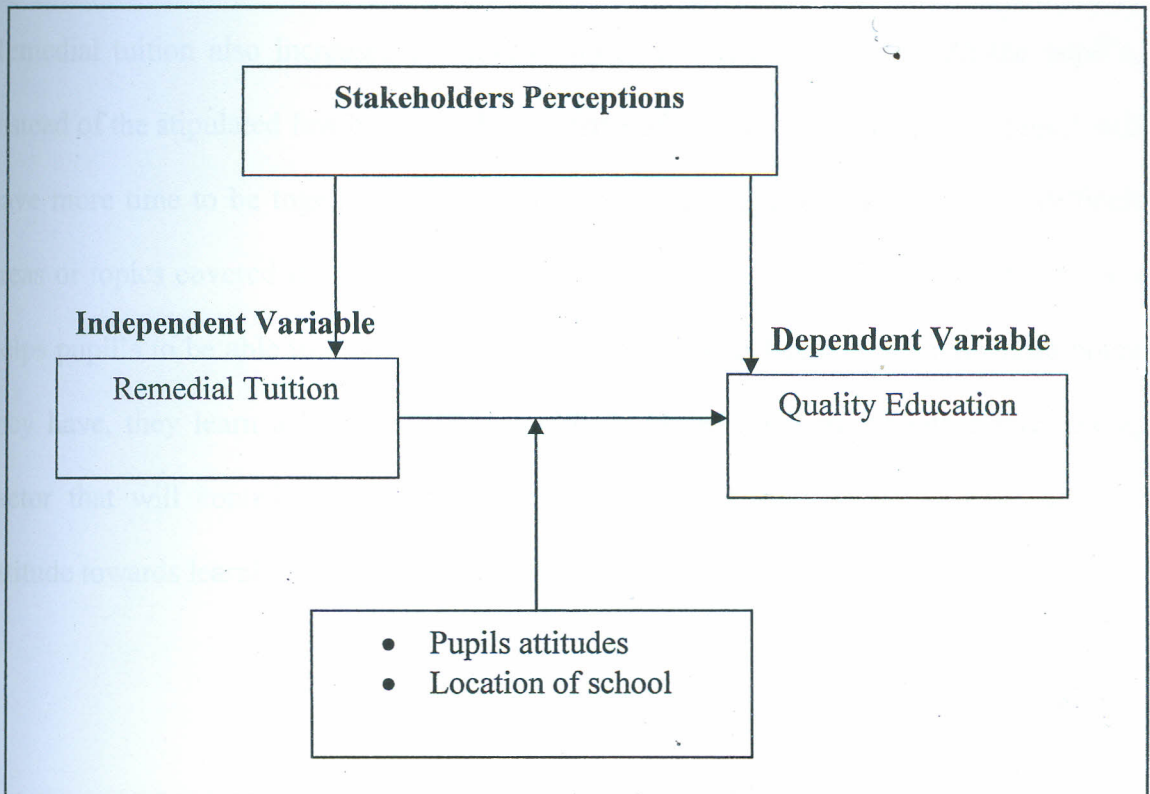


Figure 1: A conceptual framework showing perceived influence of Remedial tuition and quality education in public primary schools in Kisumu city.

Source: Researcher

The conceptual framework shows relationship between independent variable, remedial tuition, intervening variables such as; pupils' attitudes and location of school and dependent variables quality education. Intervening variables play a mediating role on the influence of independent variable on the dependent variable (Mugenda & Mugenda, 2003) and they moderate their influences and are controlled through assumptions. There

is a belief that with remedial tuition, it can enable teachers to cover the broad syllabus in time because of the extra hours they will allocate for their subjects.

Remedial tuition also increases the contact hours teachers will have with the pupil's, instead of the stipulated few hours by the Ministry of Education. Teachers and pupils will have more time to be together and teachers will get enough time to tackle the difficult areas or topics covered in class and not understood by the pupils well. Remedial tuition helps pupil's to be able to concentrate in class work, this is because with the extra hours they have, they learn a lot and learning is made easier for them. Another intervening factor that will contribute towards quality education is, pupils should have positive attitude towards learning, a factor that contributes towards quality.

1.10 Definition of Operational Terms

Curriculum: The subjects taught in primary education programme like English.

Head teacher: A person heading a primary school.

Perceptions: Head teachers', teachers', Pupils' and QASO's thinking, feelings and action taken with regard to remedial tuition.

Performance: Academic achievement measured by KCPE mark.

Provision of Quality Education: Ensuring total pupil syllabus coverage, development of study skills, utilization of educational resources in schools signified by pupils' academic performance of 250 marks and above in KCPE.

Quality Assurance and Standards Officer: A person who ensures that relevant education is provided in primary schools, also known as District Quality Assurance and Standards Officer (DQASO)

Quality Education: Relevant and high standard knowledge and skills offered to pupils as signified by pupils performance of 250 marks and above in KCPE.

Remedial tuition: It is organized extra teaching and learning processes outside the recommended time as a remedy to: cover the syllabus before pupils sit for KCPE, to develop effective study skills, to help weak pupils improve on academic performance by ensuring constant teacher-pupil contact to deal with difficult

subject matter in various subjects and to utilize educational resources optimally.

Stakeholders:

The head teachers, teachers, Pupils and the Quality Assurance and Standards Officer who are directly involved.

Syllabus:

A list of the topics that pupils' should study in a particular subject at school recommended by KICD and examined by KNEC.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the stakeholders' perceptions on the consequences of remedial tuition in provision of quality education in public primary schools in Kisumu city. It particularly highlights the extent to which remedial tuition influences provision of quality education in view of pupil's syllabus coverage, pupil's study skills, pupil's academic performance, content delivery and utilization of resources in public primary schools in Kisumu city.

2.2 Stakeholders Perceptions on the Influence of Remedial Tuition on Pupils Syllabus Coverage in Public Primary Schools

Remedial tuition has a long history in many societies in the world. According to Bray (1999 & 2006) and Paviot, Heinsohn and Korkmann (2008), Remedial tuition has greatly increased and has become a major phenomenon in all regions of the world. Bray (2003) states, remedial tuition is a huge industry in much of Asia and North America. Ireson and Rushforth (2005), the increasing pressure on schools to raise standards makes parents see remedial tuition as worthwhile, especially as their children approach important transition points in education system.

Remedial tuition is booming in Europe, with parents in France and Germany spending more on additional schooling for their pupil's. Bray and Lykins (2012), calls it "shadow education", Asia has supplementary tutoring which is especially likely to be widespread in cultures which stress effort, for example East Asia particularly Japan and Korea, since

they are influenced by cultural traditions which value learning and effort. Education Support Program (2006) in Azerbaijan, Mongolia, Georgia and Ukraine respondents reported that some teachers put pressure on pupils to take supplementary remedial-tuition with them after school hours. Davies (2004) asserted that, remedial tuition is widespread in countries where parents and pupils feel that the formal education system has failed to meet all the needs of the pupils in countries such as Canada.

In Africa, remedial tuition tends to have spread in countries such as: Malawi, Mauritius, Namibia, Zambia, Zanzibar and Kenya (Paviot, et al, 2005). According to them the percentage uptake of remedial tuition ranged from a low of 22.1 percent in Malawi to a high of 68.6 percent and 77.5 percent in Kenya and Mauritius respectively. Paviot et al, (2005) notes that, study in Mauritius shows that extra lessons are so common that it was accepted as an integral feature of the primary education system. Wangari (2008) in Kenya at primary level found out that extra hours created enhances content delivery and UNESCO (2005) in their research in districts in Kenya which asserted that more time is required to enable completion of the broad syllabus.

In Kenya, parents are very much concerned with what the school is doing to improve pupil's performance in national examinations, according to Abagi and Odipo (1997) in 120 purposively selected primary schools in Kenya showed that remedial tuition took five hours and emphasis on high performance reflects the reality of a situation where parents' measure of a good school is how pupil's perform well academically in disregard of quality education being offered. His findings indicate that all categories of primary schools that were surveyed had introduced remedial tuition for pupils in upper classes.

Remedial tuition is a negative development which interferes with quality education and the all round development of pupil's (Paviot et al, 2005). Education standards in Kenya are looked at from mean scores in national examinations forgetting the need for quality education. For teachers to be able to accomplish parents' desire of good performance, they need to create time so as to cover the syllabus in time. This can only be possible through creating extra hours with the pupils for that objective to be achieved in schools.

Republic of Kenya (2007) recognizes the need for regular review of the curriculum. This has resulted in the TIVET sub-sector undertaking modularizations of the syllabus to make it flexible and reduce curriculum overload. Republic of Kenya (2005) attributes that the education system has a wide curriculum and the time allocated for the coverage is considered inadequate. This means creating time for it to be covered. World Bank (2012), note that the curriculum should be adopted to reflect the real needs, conditions and aspirations of the society.

In Kisumu city there is a high practice of remedial tuition in all schools in the municipality. A study carried out across the country, revealed that the national average for remedial tuition was 68.6 per cent. Nyanza province had the highest rates of 74.4 per cent far beyond the national average, Coast province had 61.7 percent, Nairobi 56.5 percent, Rift Valley 61.5 percent, Central 72.3 per cent, Eastern 71.5 percent, Western 70.5 percent and North Eastern 39 percent (Nzomo, Kariuki & Guantai, 2001; Bray, 2005).

Mboi (2010) in her study on implications of extra tuition on social interactions of pupils in Kisumu municipality, Kenya used cross-sectional research design and a total population of 24,173 of which 401 pupils were used as a sample size. Structured questionnaires were used in collection of data besides Focus Group Discussion. In depth interviews were also used to collect data from 10 parents and 15 teachers who were purposively sampled. Qualitative data was analyzed in emergent themes while Quantitative data was analyzed using descriptive statistics in form of frequency counts and percentages. Mboi's (2010) study concluded that remedial tuition has taken root in all schools to improve performance.

The study focused on assessment of pupils' views on taking extra tuition in relation to parents and teachers perspectives of extra tuition in relation to social life and how extra hours taken for extra tuition influences pupils' social life. Mboi (2010) did not address stakeholders' perceptions on the influence of remedial tuition on pupils' syllabus coverage, academic performance, pupils study skills and utilization of educational resources. The weakness in study population, she used a small sample size of parents, teachers which may not have been a representative of the population. She used Focus Group Discussion, Interviews and Questionnaires which were suitable for the study. Qualitative data was analyzed in emergent themes and reported in verbatim form which was appropriate. Quantitative data was analyzed in form of frequency and percentages, this could not provide data on mean differences in responses among the respondents.

Mbois' (2010) study findings were that remedial tuition is carried out in schools to improve performance. Her study did not focus on stakeholders' perceptions on influence of remedial tuition and quality education in public primary schools in Kisumu municipality, Kenya. The knowledge gap this study attempted to fill. This study used a large population of 71 head teachers, 5453 standard 8 pupils, one Quality Assurance and Standards Officer, and 1,377 teachers of which the sample size consisted of 60 head teachers, 300 teachers and 359 pupils based on Fishers Model of determining the sample size. The sample sizes were more representative than Mboi's (2010). Mboi's study did not address perceptions on the influence of remedial tuition on pupil's coverage of the syllabus, pupils study skills, pupil's academic performance and utilization of educational resources which are the objectives of remedial tuition.

Perceptions in this respect are important because they lead to action, whether to continue offering remedial tuition or not as measured by achievement of the objective of remedial tuition. For instance, if the stakeholders' feel that remedial tuition is not serving the purposes it was meant, they will stop allowing pupils to take it that is education policy makers, parents, teachers and pupils themselves. Mboi's (2010) focus was on socialization without addressing academic benefits. Wangari (2008) in her study in Kenyan schools established that, extra hours should be created to enhance content delivery while UNESCO (2005) study in Kenya asserted that, more time is required to enable completion of the broad syllabus. These studies did not focus on the head teachers, teachers, pupils and QASO perceptions on the influence of remedial tuition on pupil's syllabus coverage in primary schools in Kisumu city. This is the knowledge gap this study sought to fill.

2.3 Stakeholders Perceptions on the Influence of Remedial Tuition on Pupils Study Skills in Public Primary Schools

According to Ireson and Rushfold (2005) the increasing importance of educational achievement for future careers, together with the increased pressure on schools to raise standards makes parents see remedial tuition as a worthwhile investment, especially as their children approach important transition points in the education system. McGrath (2005) in his study shows that there is an increase in pupil's receiving remedial tuition. Bray, (2006) asserted, the well to do parents with the necessary resources invest in greater quantities and better quality tuition than can less endowed parents. As parents do this they forget that, they are driving their children in becoming dependent on teachers for their success and when there are no teachers with them throughout, then that means failure in examinations. Pupils in schools should be brought up in a way that they embrace working independently, it should be a culture that is cultivated in them as they continue with their education.

Silova and Bray (2005) explains that remedial tuition consumes a substantial household budget and may be a heavy burden on low-income families, however, they indicated that when learners are taught to embrace the study skills (solving mathematics problems, reading more story books, answering questions without referring to any material and being able to reason out on their own) families can not spent any extra amount or time on their education because of learners mastery of study skills. In Kenya one has to attend particular schools that emphasize on study skills to obtain good grades and access university education (Nzomo, Kariuki & Guantai, 2001; Wanyama & Njeru, 2004).

Bray (2005), many parents are investing their income on the education of their children so that they can secure a livelihood for their future, as they do this they forget that, a school is just a name but all depends on the student, one who can embrace study skills will always excel in any school he finds himself in. UNESCO (2002), revealed that pupils' doing home work learn more than those doing no homework a this enhances study skills., This means teachers need to organize and ensure that the pupils have more work to do outside class.

Mburugu (2008), in a study on the status of private tuition in Mirigamieru West Division, Imenti district used a descriptive survey design and a total population of 128 pupils, 40 teachers, 16 principals and 24 parents with a sample size of 121 pupils, 30 teachers, 12 parents and 8 principals who were sampled using simple random sampling technique. Structured questionnaires were used to collect data. Descriptive statistics such as frequencies, percentages, means and standard deviation were used to describe the data. The study focused on; extent of the practice of private tuition, the forms of private tuition takes and why the ban on private tuition has not been successful. She used a small sample size of teachers, pupils, principals which may not have been representative of the population.

Mburugu's (2008) study used Focus Group Discussion, interviews and questionnaires which were suitable for the study. The study did not focus on the stakeholders perceptions on the influence of remedial tuition and quality education in public primary schools. This study used a large study population of 71 head teachers, 5453 pupils, one quality assurance and standards officer, 1377 teachers of which the sample size consists

of 60 head teachers, 300 teachers, one quality assurance and standards officer and 359 pupils based on Fishers Model of determining the sample size. The sample sizes were more representative than Mburugu's (2008). Mburugu (2008) findings were that, private tuition is highly practiced in schools and the ban on it has not been effected. He did not address stakeholders' perceptions on the pupils' syllabus coverage, pupil's study skills, pupil's academic performance and utilization of educational resources.

Nzomo et al (2001), Wanyama and Njeru (2004) and Bray (2005) established that, schools that emphasized on study skills through remedial tuition enhanced performance. UNESCO (2002) emphasized on study skills on assignments given during remedial tuition enhances performance. These studies did not deal with head teachers, teachers, pupils and QASO perceptions on influence of remedial tuition on pupils study skills in Kisumu City. This is the knowledge gap this study sought to fill.

2.4 Stakeholders Perceptions on the Influence of Remedial Tuition on Pupils Utilization of Educational Resources in Public Primary Schools

Carron and Chau (1996) carried out a study in Latin America which included 50,000 pupils in grades three and four, their findings were, in those schools with no classroom materials and inadequate library, they showed lower test scores and higher repetition than those whose schools were well equipped. Hawes (1979) points out that there is no country in Africa without substantial number of schools where physical conditions inhibit any but the most basic instruction. He states that, the material context of education also includes the buildings and furniture provided for pupils and teachers.

World Bank (2001) found out that many African countries do not have enough classrooms to meet the demand of education. Republic of Kenya (2002) states education should be viewed as a fundamental strategy for human resource development which will lead to effective management for increased productivity. Eshiwani (1993) states that schools that appear in the ten category in national performance ranking had adequate text books. This indicates that availability and use of text books affect pupils' performance. Calloids and Postlethwaite (1989) observed that the more time-on-task, the more pupils learn and the higher their achievements. Pupils doing work learn more than those doing no work, even if it is not marked and if the work is marked and revision done by all, they learn more. Uwezo (2011) asserted that, lack of resources in schools hinders quality education.

According to Nzomo et al, (2001), the official school year is divided into three terms, starting January and ending at the end of November with holidays in April, August and December. However pupils attend school for more days than officially required, especially those in class eight who go to school very early in the morning and leave very late in the evening. This shows how more time is utilized in school. This means since they are in school almost throughout, there is pressure on all the resources in school. This is despite the Ministry of Education having in place a curriculum that requires contact hours between teachers and pupils per week be 28 hours for standard 4 to 8 pupils. If the time is not used well then it means extra time will be required to enable completion of the syllabus. Pupils were initially taught 13 subjects, they were reduced to 5 subjects which are examined at the end of standard eight, but still they are made to stay in school from

six in the morning to six in the evening (Abagi & Odipo,1997; Republic of Kenya, 2002).

The Ministry of Education had to reduce the subjects as a result of public outcry of the overload in subjects. Abagi and Odipo (1997) indicate that if pupils learning time is used optimally there would be no need for remedial, hence no strain on the resources. Republic of Kenya (2002) observes that, overcrowded classrooms with insufficient number of desks have the effects on teaching and learning environment. World Bank (2011) notes that schools with limited resources appear to have a stronger impact on academic performance pupils need to have enough classrooms, well equipped libraries with the relevant books and workshops Maundu (1986) studied factors affecting performance and recommended the need to set up a policy with a minimum level of experience a teacher should acquire before being promoted to school leadership, he also puts emphasis on teacher quality.

A study carried out by Mwamwenda and Mwamwenda (1987) linked pupil academic achievement to pupil text book ratio which significantly better performance. Wangari (2008) asserted that rapid increase in school enrollment has resulted into large classes especially at primary school level resulting to poor performance and less desirable content delivery. Maundu (1987) found out that the teachers' qualification had a big role to play on the pupils' performance in Science and Mathematics.

Mobegi (2007) asserted the role of teachers as central to the quality of instruction that determines quality education. Similar to Gogo (2002) who looks at text books ratio which affects teaching and learning since learners are not able to do assignment or make references, leads to poor performance. Luvega (2007) observes the same that instructional materials, school infrastructure contribute majorly to quality education. Fisher (2000) established that, academic achievement improves with improved building conditions that is, lighting level, air and quality temperature.

Fuller (2011) asserted school efficiency is determined by the quality and optimal use of instructional resources available in a school such as; library, frequency of homework and school management. Inadequate text books, laboratories, teaching materials greatly affect performance in national examinations (Cowell & Holsinger, 2000). Heyneman (1981) suggested that pupils' have a more positive attitude towards text books although many lacked them due to financial constraints. Republic of Kenya (2005) attributes poor performance in national examinations to indiscipline and lack of facilities in some schools. World Bank (2011) notes that, schools with limited classrooms, libraries, workshops and teachers appear to have stronger impact on academic achievement.

Carron and Chau (1996), Hawes (1979), World Bank (2001) Uwezo (2011) and Fuller (2011) studies focused on resources and performance that when well utilized they enhance performance. However, they did not link utilization of resources to remedial tuition. Abagi and Odipo (1997) study emphasizes that remedial tuition puts strain on educational resources but does not quantify the strain on the resources and does not

identify the resources that are strained by remedial tuition. These studies reviewed did not address the head teachers, teachers, pupils and QASO's perceptions on influence of remedial tuition on pupils' utilization of education resources. This is the knowledge gap this study sought to fill.

2.5 Stakeholders Perceptions on Influence of Remedial Tuition on Pupils' Academic Performance in Public Primary Schools

Dang (2007) investigated the determinants of expenditure on remedial tutoring and its impacts on student's academic performance in Vietnam. He suggests that remedial tuition seems to increase student's academic performance. A study conducted in England on pupils evaluation of remedial tuition showed that 60 percent of them indicated that having work explained in more details and on one to one help were the greatest benefits derived from remedial tuition (Ireson & Rushfold, 2005), 50 percent of the pupils reported remedial tuition helped a lot with explaining things not understood in school while 53 per cent said it meant doing more work.

A study conducted by Silova and Bray (2006) shows that very few pupils mentioned peer or parent pressure as one of the reasons for taking remedial tuition, some pupils believe that as they have extra hours with their teachers when they are about to do examinations helps them to do well by attaining very high marks and being able to join the most prestigious schools in the country. This is true but when they join those schools it becomes very hard for them to be independent when they are nearing examinations. Such and Walker (2005) show that pupil's would like their moral rights to be listened to by

adults and also to be heard especially when it comes to looking at their concerns or their being responsible.

Pupils should be seen as having a right to be involved in some of the decisions that affect them (Holland et al, 2005). The 1989 UN convention on the rights of the child, there is a move away from looking at pupil's as passive beings or simply underdeveloped adults, towards an emphasis on pupils as active agents. It might make them make wrong choices or decisions if not given the necessary guidance. According to Fuller (1986) pupil's academic performance among world pupil's is affected by school quality which is indicated by the schools characteristics. Kathuri (1986) in a study on factors that affect pupil's academic performance in Kenya recommended the need to involve teachers in decision making in schools administration. This will improve teacher motivation and it will translate into good performance.

Aminga (2013), in his study on determinants of remedial tuition in Manga District, Kenya used a descriptive survey design and a total population of 35 teachers and 237 pupils. He used questionnaires to collect data from the population which he sampled using systematic sampling method. He analyzed data using qualitative and quantitative techniques. The study focused on: various ways in which remedial tuition was carried out, the extent to which key subjects lead to provision of remedial tuition, determination on how increased chances to higher learning institutions result into provision of remedial tuition, find out how overload in the educational curriculum had led to provision of remedial tuition and determination of the degree to which prestige among teachers and

pupils influence provision of remedial tuition. The study did not focus on; stakeholders' perceptions on the influence of remedial tuition and quality education in public primary schools. The weakness in the study, he used a small sample size which may not be a representative of the population. Qualitative and quantitative data was analyzed using the appropriate techniques.

Aminga's findings were: the curriculum was broad, accessing higher learning institutions and performance in the key subjects has led to remedial tuition. The study did not address perceptions on the influence of remedial tuition on pupils' coverage of the syllabus, pupils study skills, pupils' academic performance and utilization of educational resources which are the objectives of remedial tuition.

Paviot et al (2008) a study on remedial tuition in Southern and Eastern Africa, Bray (2003) a study on effects of remedial tuition in Paris, Ireson and Rushfold (2005) a study on evaluating shadow education in Britain and Mboi (2010) study in Kisumu municipality established that, remedial tuition has greatly increased pupils academic performance. Dang (2007), Fuller (1986), Silova and Bray (2006) in their studies emphasized that remedial tuition enhances performance in Vietnam, Washington and Paris none of them addresses the head teachers, teachers, pupils and QASO perceptions on the influence of remedial tuition on pupils academic performance in Kisumu city. This is the knowledge gap this study sought to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, area of study, study population, sample size and the sampling techniques. The instruments of data collection, procedures of data collection and methods of data analysis are also explained. It also describes validity and reliability of instrument.

3.2 Research Design

The research design for this study was a descriptive survey. Descriptive survey research involves collecting data to answer questions concerning the current status of the subject study (Tuckman, 1994) and also for determination of relationships between variables at the time of study (Babbie, 1973). In view of this, the study adopted the descriptive survey method to collect quantitative and qualitative data. The descriptive survey implies the process of gaining insight into the general picture of a situation, without utilizing the entire population (Gall, Borg & Gall, 1996).

This research design also allows collection of interval and ratio data which can be subjected to descriptive and inferential analysis. The descriptive research design was suitable for this study because the study involved getting views from the stakeholders on the influence of remedial tuition and quality education. Getting views is purely descriptive it does not involve quantities or numbers. However the study combined both qualitative and quantitative approaches since many educational issues have both qualitative and quantitative aspects (Mwiria & Wamahiu, 1995).

3.3 Area of Study

The study was carried out in Primary schools in Kisumu city which lies within Kisumu North, Kisumu East and Kisumu West Sub- County of Kisumu County (Appendix E). Kisumu city borders Nyando Sub-County to the east-south, Nandi County to the north-east, Vihiga County to the west and Rachuonyo Sub-County to the south. It lies within longitudes $33^{\circ} 20'E$ and $35^{\circ} 20'E$ and latitudes $0^{\circ} 20'S$ and $0^{\circ} 50'S$ (Republic of Kenya, 2002). Kisumu city forms part of the constituencies that is Kisumu East and Kisumu West constituencies.

People who live in Kisumu engage mostly in fishing and trade, others work in agricultural sectors and there is wholesale and retail business. Kisumu city has 120 public primary schools, which are found in the following zones: Southern, Central, Rweya, Ragumo, Ojolla, Nyahera, Manyatta, Otonglo and Kajulu zones. The zones are divided into five divisions namely: Eastern, Western, Central, Southern and Northern (Kisumu city, 2011). Enrollment in Kisumu city stands at 89,359 pupils. There are 12,457 pupils in private schools and 76,902 pupils in public schools (Kisumu city Education Office, 2012). From the year 2005 to 2011 KCPE performances in Kisumu city primary schools has just been slightly above average, it has fluctuated between 258.44 and 279.70 despite provision of remedial tuition (Kisumu City Education Office, 2012).

3.4 Study Population

The study population consisted of 5453 pupils in class eight, 71 Head teachers, 1377 teachers and one District Quality Assurance and Standards Officer. The 71 head teachers were in schools spread all over the zones of Kisumu city that had been practicing

remedial tuition consistently (Kisumu Education Office, 2012). The head teachers and teachers were involved because they were the ones who propose the idea of remedial tuition and also they are the ones who cover the curriculum. The pupils had to be involved since their views are important in ensuring that where changes should be made are embraced so that there is success especially when they perform well in national examinations, they also form a link between the home and the school and to some extent embraces the parents views. Most parents do not understand about content coverage.

Practitioners of remedial tuition are the teachers and pupils', they are the ones who actualize. The District Quality Assurance and Standards Officer understand the need of coverage and implementation of the curriculum, he gives a true reflection of the importance of remedial tuition and he is responsible for quality assurance in schools. The study used Fisher's formula to get the sample sizes for head teachers, teachers and pupils.

$$nf = \frac{n}{1+n} \frac{N}{N}$$

The formula is used to calculate sample sizes when population is less than 10,000

(Mugenda & Mugenda, 2003) where,

nf is the desired sample size

n is the sample size less than 10,000

N is the target population.

$$\text{Head teachers } nf = 1 + \frac{384}{71} = \frac{384}{6.4} = 60$$

$$\text{Teachers } nf = 1 + \frac{384}{1577} = 1.2788671 = 300$$

$$\text{Pupils } nf = \frac{384}{5453} = 1.07042 = 359$$

3.5 Sample Size and Sampling Technique

Table 3.1: Target Population and Sample size

Category of respondents	Target Population (N)	Sample size (n)	Percentage (%)
Head teachers	71	60	84.50
Teachers	1377	300	21.79
Pupils of 2014	5453	359	6.58
Municipal QASO	1	1	100

The study used multi stage sampling according to Krathwohl (2003) since the population involved had divergent characteristics, where the schools were purposively sampled first. The sampled schools were the schools that had been practicing remedial tuition consistently from 1995. Kisumu city had 71 primary schools that had practiced remedial tuition consistently (Mboi, 2010). The sample sizes were drawn from the 71 primary schools. Simple random sampling was used to select 60 schools (60 head teachers), 300 teachers and 359 class viii pupils, calculated using the formula by Mugenda & Mugenda, (2003). One head teacher, five teachers and six pupils per school. In one primary school five instead of six pupils were selected at random to actualize the sample size of 359. Saturated sampling technique was used to select the DQASO. The stakeholders were respondents because they are directly involved in remedial tuition.

3.6 Instruments for Data Collection

The research instruments used to collect data was questionnaires for the head teachers and teachers, Focus Group Discussion for the pupils and an interview schedule for the District Quality Assurance and Standards Officer.

3.6.1 Head Teachers and Teachers Questionnaire

A questionnaire was administered to the head teachers, to collect data relating to the nature of remedial tuition in relation to quality education (Appendix A). A questionnaire was used as it covered a wider scope than the interview guide, which best serves to supplement information, clarify gaps and add insight (Mugenda & Mugenda, 2007). The questionnaire contained both structured (closed-ended) and unstructured (open-ended) items. The questionnaires were administered directly to the respondents.

The questionnaire had the following objectives which were the research questions responded to: stakeholders perceptions on the influence of remedial tuition on pupils coverage of the syllabus, stakeholders perceptions on the influence of remedial tuition on pupils study skills, stakeholders perceptions on the influence of remedial tuition on pupils academic performance and stakeholders perceptions on the influence of remedial tuition on utilization of resources in schools. Open and closed- ended questions under different themes were used to elicit qualitative and quantitative information respectively from the stakeholders.

3.6.2 Quality Assurance and Standards Officer Interview Schedule

There was an in-depth interview conducted on District Quality Assurance and Standards Officer to collect data on the extent of remedial tuition in relation to quality education,

with the following objectives which were the research questions: stakeholders perceptions on the influence of remedial tuition on pupils coverage of the syllabus, stakeholders perceptions on the influence of remedial tuition on pupils study skills, stakeholders perceptions on the influence of remedial tuition on pupils academic performance and stakeholders perceptions on the influence of remedial tuition on utilization of resources in schools (Appendix B).

3.6.3 Pupils Focus Group Discussion Guide

The focus group discussions were done for all the pupils selected to be involved in the study (Appendix C). There were 60 focus groups each having 6 pupils per group in every school, this is according to Mugenda & Mugenda (2003) who states that, a group should have 6 to 10 members only, the discussion was to enable the study to establish pupils' views on remedial tuition and also it was to help in analyzing why pupils thought remedial tuition was done in their school.

The discussion was guided by the following objectives of the study as the research questions: stakeholders perceptions on the influence of remedial tuition on pupils coverage of the syllabus, stakeholders perceptions on the influence of pupils academic performance and stakeholders perceptions on the influence of remedial tuition remedial tuition on pupils study skills, stakeholders perceptions on the influence of remedial tuition on utilization of resources in schools.

3.6.4 Validity of the Instruments

The data instruments were given to experts in the area of educational administration from the Department of Educational Management and Foundations, Maseno University to make corrections and modifications based on expert judgement to address face validity. Their comments and recommendations were incorporated in the questionnaire to make them valid. Content validity of the instruments was determined by scrutinizing them and making corrections as recommended by Fraenkel and Wallen (2000) and Huck (2000).

3.6.5 Reliability of the Instruments

The questionnaires were piloted in 7(10%) schools (Mugenda & Mugenda, 2003) involving 7 head teachers and 35 teachers. That is, Test-retest was done at an interval of two weeks, the responses were correlated using Pearson's 'r' at a set P value of 0.05 and the results were that head teachers questionnaire had a coefficient of 0.81 and the teachers 0.88 since the coefficient were above 0.7 the instruments were considered reliable, according to Fraenkel and Wallen (2000).

3.7 Data Collection Procedures

The researcher obtained a letter from SGS Maseno University to proceed to the field. Permission to collect data from respondents was obtained from Kisumu Sub County Director of Education. Head teachers of schools were informed of the purpose of study, to establish stakeholders' perceptions on influence of remedial tuition and quality education in primary schools in Kisumu city. Arrangement was done on how to visit the schools by the researcher.

A pilot study was done in schools which were not involved in the study. After which the respondents were visited on the agreed days to administer questionnaires. 360 questionnaires for head teachers and teachers were given to the respondents who were required to fill them. They were collected after one week during Focus Group Discussions. FGD had 6 pupils per group and in one school a group had 5 pupils, in total there were 60 groups for FGD, each group took 45 minutes, two schools were covered in a day and the researcher took 30 days to conduct FGD. Interview schedule with the DQASO was conducted at the respondents' convenience.

3.8 Data Analysis

Data was analyzed quantitatively and qualitatively. Quantitative data from closed-ended items in questionnaires was analyzed using descriptive statistics inferential inform of frequency counts, percentages and means (Table 3.2), after being scrutinized and coded for computer analysis using SPSS. The number of respondents on the influence of remedial tuition and quality education was 60 head teachers and 300 teachers. A rating scale was prepared to establish perceptions of the head teachers and teachers. The frequency on how they responded to the aspects of remedial tuition were counted and added together. The percentages were calculated by taking the frequency for the respondents, divide by the number of respondents multiply by 100. The means were calculated by dividing the total scores by the number of respondent, then rated using the interpretations of means, that is extremely low, very low, low, high, very high or extremely high according to Mugenda and Mugenda (2003).

The frequency, percentages and means meant that the head teachers, teachers, pupils and DQASO viewed remedial tuition as having high influence on enhancement of provision of quality education in Kisumu city. The means were rated as follows: 3.46, 3.35, 3.04 and 3.56 (very high, high, high and very high). An independent t -Test was done to compare differences in means so as to establish if there were significance differences between the means of head teachers and teachers at a set P value of 0.05. Qualitative data collected by two trained research assistants from open ended items of the interviews were transcribed and organized into emerging themes and sub .3) themes for content analysis (Table 3.2).

Table 3.2

Summary of Analysis Matrix

Objective	Independent variable	Dependent variable	Statistical Tools
Establish stakeholders perceptions on the influence of Remedial Tuition on pupils coverage of the syllabus	Remedial tuition	Pupils coverage of the syllabus	Descriptive statistics inform of frequency counts, percentages, means and inferential statistics in form of t-Test.
Determine stakeholders perceptions on the influence of Remedial Tuition on pupils study skills	Remedial tuition	Pupils study skills	Descriptive statistics inform of frequency counts, percentages, means and inferential statistics in form of t-Test.
Establish stakeholders perceptions on the influence of Remedial Tuition on pupils academic performance	Remedial tuition	Pupils academic performance	Descriptive statistics inform of frequency counts, percentages, means and inferential statistics in form of t-Test.
Establish stakeholders perceptions on the influence of Remedial Tuition on utilization of resources in primary schools.	Remedial tuition	Utilization of resources in schools	Descriptive statistics inform of frequency counts, percentages, means and inferential statistics in form of t-Test.

Table 3.3: Qualitative Data Analysis Matrix

Transcript	Themes/Sub-Themes	Codes
Remedial tuition highly influences syllabus coverage in Maths and Social/Studies/RE HT ₁	Syllabus coverage -Maths -Social/Studies/RE	MSSRE
Kiswahili has very high influence HT ₅₂	Syllabus coverage -Kiswahili	K
Reading skills enhance Kiswahili and English QASO	Study skills -Kiswahili -English	KE
Reading and remembering what they have read enhances performance in Science and Social/Studies/RE HT ₁₂	Academic performance -Science -Social/Studies/RE	SCI/SST
Remedial tuition highly influences utilization of teachers by pupils T ₁₂	Utilization of educational resources -Teachers	UR

KEY: HT –Head teacher, T – Teacher, K – Kiswahili, KE –Kiswahili, English. UR- Utilization of Resources.

3.9 Ethical Considerations

Ethical considerations were observed as follows: First the head teachers were informed of the research that was being undertaken. This was because they are the ones in charge of schools and they were the ones to give permission for the teachers and the pupils to participate in the study. A day was set for the questionnaires and the interviews, the respondents were assured of confidentiality in giving their response, where they were informed not to write their names or names of their schools on the questionnaires. The respondents who were not ready to participate were not to be forced. In this case all the respondents were ready to participate after an assurance that the information was only for the purpose of the study.

The study involved participation of pupils, teachers and head teachers in public primary schools and also a representative of the ministry of education. Justice was in sampling, the study involved participation of pupils, teachers and head teachers in public primary schools. To ensure fairness, proportionate random sampling was used to ensure equal opportunities for both girls and boys in focus group discussion.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of this study on stakeholders' perceptions on influence of remedial tuition and quality education in primary schools in Kisumu city, Kenya. The findings and discussion are based on the following objectives: To establish the influence of remedial tuition on pupils' coverage of the syllabus; to determine the influence of remedial tuition on pupils study skills; to establish the influence of remedial tuition on pupils academic performance and to establish the influence of remedial tuition on pupils utilization of resources in primary schools, Kisumu city.

The questionnaire return rate for head teachers was 60 (100%) and teachers 300(100%).

4.2 Stakeholders Perceptions on the Influence of Remedial Tuition on Pupil's Syllabus coverage

The research question responded to was: What are stakeholders' perceptions on the influence of remedial tuition on syllabus coverage by pupils? The responses to this research question by head teachers and teachers were as shown in Table 4.1. Table 4.1 also provides output from the independent samples t-Test. The set level of significance (alpha level) as a criterion was .05.

Mean ratings were used to help in interpretation of perceptions of stakeholders influence of remedial tuition on pupils syllabus coverage. The t-Test was used to compare the differences in means so as to make conclusive finding without any biases.

Table 4.1: Stakeholders' Perceptions on the Influence of Remedial Tuition on Pupil's Syllabus coverage
(n=HT, 60; T=300)

Aspect of Remedial Tuition	R		EL (0)	VL (1)	L (2)	H (3)	VH (4)	EH (5)	TOTAL	M	OM	t-Test
Remedial tuition enables Mathematics teachers to complete the topics to be covered in a term on schedule	H/T	F	0	0	3	36	12	9	60			
		%	0	0	5	60	20	15	100			
		S	0	0	6	108	48	45	207	3.45		
	T	F	3	0	24	150	72	51	300		3.47	(t (358)=-.155,P= .877)
		%	1	0	8	50	24	17	100			
		S	0	0	48	450	288	255	1041	3.47		
Remedial Tuition does help Social/Studies/RE content coverage on time	H/T	F	0	0	0	33	21	6	60			
		%	0	0	0	55	35	10	100			
		S	0	0	0	99	84	30	213	3.55		
	T	F	0	9	21	132	93	45	300		3.49	(t (358)=.552, P =.581)
		%	0	3	7	44	31	15	100			
		S	0	9	42	396	372	225	1044	3.48		
Remedial tuition gives pupils time to complete their work assigned during normal class time	H/T	F	0	3	3	39	9	6	60			
		%	0	5	5	65	15	10	100			
		S	0	3	6	117	36	30	192	3.20		
	T	F	0	9	27	120	84	60	300		3.48	(t (358)=-2.366, P=.019)
		%	0	3	9	40	28	20	100			
		S	0	9	54	36	336	300	1059	3.53		

Remedial tuition enhances English content coverage on time	H/T	F	0	0	0	33	24	3	60	3.50	
		%	0	0	0	55	40	5	100		
		S	0	0	0	99	96	15	210		
	T	F	3	3	27	138	78	51	300	3.46	3.47 (t (358)=.306,P=.760)
		%	1	1	9	46	26	17	100		
		S	0	3	54	414	312	255	1038		
Remedial tuition helps Kiswahili content coverage on time	H/T	F	0	0	0	36	18	6	60	3.50	
		%	0	0	0	60	30	10	100		
		S	0	0	0	108	72	30	210		
	T	F	9	3	30	135	84	39	300	3.33	3.36 (t (358)=1.203, P=.230)
		%	3	1	10	45	28	13	100		
		S	0	3	60	405	336	195	999		
Remedial tuition helps Science content coverage on time	H/T	F	0	0	0	36	18	6	60	3.50	
		%	0	0	0	60	30	10	100		
		S	0	0	0	108	72	30	210		
	T	F	9	6	18	123	93	51	300	3.46	3.47 (t (358)=.273,P=.785)
		%	3	2	6	41	31	17	100		
		S	0	6	36	369	372	255	1038		
Overall Frequency		F	24	33	138	1011	606	333	2145		
Overall Percentage		%	1.12	1.55	6.43	47.13	28.25	15.52	100		
Overall mean and t-Test	H/T									3.45	
	T									3.46	3.46 (t (2148)=-.136, P=.892)

KEY: EL= Extremely Low, VL=Very Low, L=Low, H=High, VH=Very High, EH=Extremely High, H/T=Head teacher, T= Teacher, R=Respondents, M=Mean, OM= Overall Mean
 Interpretation of means: 0.00-0.44=EL; 0.45-1.44=VL; 1.45-2.44=L; 2.45-3.44=H; 3.45-4.44=VH and 4.45-5.0=EH

From Table 4.1 it can be observed that, head teachers and teachers were of the view that, remedial tuition had very high influence on completion of mathematics topics to be covered in a term schedule as their means were; $M = 3.45$ for head teachers and $M = 3.47$ for teachers. The means for the head teachers and the teachers were not significantly different ($t(358) = -.155, P > 0.05$). This means that both head teachers and teachers were in agreement that remedial tuition had very high influence on completion of mathematics topics.

Interview findings from the pupils in all focus group discussion also revealed that, remedial tuition highly influenced coverage of topics in mathematics. For instance, pupils stated, “we get more time to enable us complete work given in mathematics which helps us to cover the topics well in order to score highly in examinations”, this meant that, there is enough time to complete all the work in Mathematics. The pupils who were interviewed indicated that remedial tuition influences their performance in mathematics.

The Quality Assurance and Standards officer stated “remedial tuition has an influence on completion of topics in mathematics since it helps in pupils understanding better and being able to do more exercises on different topics”. This is true since the time allocated for remedial tuition enables one to do more work than in normal class time. This means that indeed remedial tuition helps teachers of mathematics to complete the topics to be covered in a term on schedule for pupils’ preparedness to sit for KCPE.

The fact that remedial tuition has an influence on completion of mathematics topics to be covered in a term on schedule reflects a true situation because during remedial tuition unlike normal class time the teacher is more relaxed as he operates within standards set by himself and has enough time to attend to all the pupils. Definitely working under such circumstances, the syllabus is bound to be completed faster as there are no distractions which are normal during normal teaching time. Moreover, the teacher prepares himself or herself adequately for remedial teaching and pupils already have a hint on what is to be covered during remedial tuition.

Mathematics has many topics divided into sub -topics that need to be covered and understood by pupils at each level of learning, this topics build up successively from the simplest to more challenging from lower to upper classes. This makes it necessary for the teacher to make sure that the pupils internalize all the concepts at each level. Once a concept is missed it becomes very hard for one to catch up. The total number of topics is more than thirty and the weighty ones are: addition and subtraction, multiplication and division, geometry, algebraic expressions and equations which need to be given more time and attention. This involves giving more exercises, marking and also revising. If the teacher and pupils are to depend on normal class time all this will not be achieved they need to create more time in remedial tuition to be able to achieve their objective.

These findings concur with Paviot et al, (2005), Wangari (2008) and UNESCO (2005) in their studies. Paviot et al (2005) in Mauritius in primary schools found out that for teachers to accomplish parents' desire of good performance; they need to create time so

as to cover the syllabus in time and also that remedial tuition was accepted as an integral feature of the primary education system. Wangari (2008) in her study in Kenya at primary level asserted that rapid increase in school enrollment has resulted into large classes especially at primary school level resulting to poor performance and less desirable content delivery. This can only be possible through creating extra hours with the pupils for such an objective to be achieved in schools. UNESCO (2005) in its study in Kenya asserted that, more time is required to enable completion of the broad syllabus because it cannot be completed within stipulated time frames. On the whole, the head teachers and teachers' perceptions are that remedial tuition highly influences completion of mathematics topics to be covered in a term on schedule as signified by the overall mean of 3.47.

The fact that remedial tuition influences content coverage on time in Social Studies/Religious Education as shown in Table 4.1 was rated very high and high as their means were; $M = 3.55$ for head teachers and $M = 3.48$ for teachers. The means for the head teachers and the teachers were not significantly different, as signified by the t-Test ($t(358) = .552, P > 0.05$) this means that both head teachers and teachers were in agreement that remedial tuition influences Social/ Studies/RE content coverage. Social studies is a wide subject with many topics to be covered since it comprises geography, history and civics. Therefore pupils need adequate time to cover all these subjects. In Religious Education, there are nine topics to be covered which have 55 sub topics to be covered and at the same time test the pupils on the same. Some of the topics like "God's help and self-help", "Christianity and Traditional African Heritage" are very wide and they need more

time than the recommended one to enable a teacher to cover and also give pupils enough time to understand and internalize. This involves giving more exercises, marking and revising.

Social studies in upper classes has 9 topics divided into 98 subtopics, the content has very broad themes. These topics are the Physical Environment, Resources and Economic Activities; and Political Development and Systems in Africa. They need more time to be covered and understood by the pupils, this calls for more time being created after the normal class time to enable the teachers to give more work for pupils to do during remedial tuition also be able to mark and revise the exercises given. Pupils need to master Social Studies well because it gives them skills for productive problem solving, assessing issues and making balanced value judgment. The coverage of the topics will be achieved basing on pupils understanding.

Interview findings from pupils in all focus group discussion indicated that remedial tuition enables them to revise previous examination papers and gives them time for asking questions. The pupils stated, "We get enough time to do research in several books for better internalization of what is taught during normal class time, which yields to high marks in the examination". Pupils need enough time to do their own research in different topics which they can get during remedial tuition. The pupils who were interviewed indicated that remedial tuition influences their performance in Social Studies/ Religious Education. The Quality Assurance and Standards Officer said that, remedial tuition has an influence in covering the topics in Social studies and Religious Education, she stated,

“The subject is very wide and it requires more time to enable both the teacher and pupils cover all the topics meaningfully as scheduled because the content is over demanding”.

However these findings do not concur with those of Paviot et, al, (2005) in their study in Mauritius in primary schools which indicate that, remedial tuition is a negative development which interferes with quality education and the all round development of children because it does not give pupils time to discover their talents . He does not concur with other studies on the value addition of remedial tuition to syllabus coverage in Social Studies/ religious Education, the opposite is true because whereas the current study involved these stakeholders; that is head teachers, teachers, pupils and Quality Assurance and Standards Officer, Paviot et al (2005) study was not conducted in Kenya and therefore their findings may not be a true reflection in the set up in Kenya. This is because the objectives of using extra time may not be the same. The head teachers and teachers’ perceptions are that remedial tuition influences content coverage in Social Studies/ Religious Education very highly in a term on time as signified by the overall mean of 3.49.

It can be observed from Table 4.1 that remedial tuition influenced completion of pupils work in terms of assignments given during normal time. The means were; $M= 3.20$ for head teachers and $M = 3.53$ for teachers. The head teachers and teachers’ means were significantly different ($t(358) = -2.366, P < 0.05$). The head teachers’ mean 3.20 was less than that of teachers 3.53. The head teachers were of the view that remedial tuition had high influence on completion of pupils work. Teachers on the other hand were of the

view that remedial tuition had very high influence on completion of work. Pupils need to write compositions and ' *insha* ', do other exercises given in other subjects, and they need more time to complete the work. Class time is allocated only 35 minutes and remedial tuition is allocated one hour, *insha* and composition writing should be done in 40 minutes.

The pupils stated, "it is only during remedial tuition time that the writing of *insha* can be done and that we can be able to complete the extra exercises given which will give us enough exercises to enable us pass highly in examinations". The pupils who were interviewed indicated that remedial tuition had influenced their performance positively in all the subjects. This is true because with the extra time given during remedial tuition they were able to do a lot of exercises and revision. The subject content is broad and for it to be covered at different levels and be understood, pupils need to be given time to do many exercises and a lot of revision. The work given to pupils can not be completed during class time, they manage to do the work and complete it during remedial tuition since the time allocated is enough. This can be achieved through the extra hours created after the normal classes. Also the skills they achieve in different subjects will enable them be able to solve problems and be able to make balanced value judgment.

The Quality Assurance and Standards Officer asserted, "Remedial tuition has an influence in giving pupils enough time to complete their work since it is scheduled to take an hour and when they are given extra work they use this remedial tuition time to complete the exercises given and also do more research on the concepts learnt". These

findings do not concur with Abagi and Odipo (1997) and Mboi (2010) in their studies. Abagi and Odipo (1997) on efficiency of primary education in Kenya indicated that if pupils learning time is used optimally there would be no need for remedial tuition since examinable subjects were reduced to five as a result of public outcry of the overload of the subjects. Also Mboi (2010) in her study in Kisumu municipality, Kenya asserted remedial tuition is leaving less and less time for pupils to socialize, they do not find time to stay at home to familiarize with parents, siblings and relatives. According to this findings remedial tuition gives pupils time to complete their home work given during class time. On the whole, the head teachers and teachers' perceptions are that remedial tuition highly influences completion of work in terms of assignments given during normal time as signified by the overall mean of 3.48.

Head teachers and teachers had the view that remedial tuition had very high influence on English content coverage as shown in Table 4.1, as their means were; $M=3.50$ for head teachers and $M = 3.46$ for teachers. These means were not significantly different, ($t(358) = .306, P > 0.05$). This means that both head teachers and teachers were in agreement that remedial tuition highly influenced English content coverage. English content is wide with five important areas to be covered as planned by the Kenya Institute of Curriculum Development. The areas are, Oral work which needs to be done twice a week, Comprehension where they have to read for enjoyment and be able to answer the comprehension questions, writing which involves language patterns and composition writing plus handwriting. It is during remedial tuition time that pupils can be made to work in groups when reading passages, reading story books and when writing

compositions. There are several types of compositions they need to learn to write, this cannot be done once but it has to be done regularly for mastery and this means more time which can only come by during remedial tuition. In English subject pupils are supposed to listen and respond, talk about certain activities, participate and answer oral or written questions.

From the interview findings the pupils in the focus group discussion stated, “remedial tuition enables us to use different books at the same time of the term, the course work book we use it during normal class time and other supplementary books during remedial tuition, this enables us master all the English aspects adequately and be able to perform very well in our examinations.” These findings do not concur with Republic of Kenya (2002) which states, there is a curriculum in place that requires contact hours between teachers and pupils per week as 28 hours for standard 4 to 8 pupils. That means if the time is well utilized then no more time will be required to enable completion of the syllabus.

The Quality Assurance and Standards Officer said remedial tuition has an influence on English content coverage, she stated, “pupils have a one and one session with their teachers making it easier for them to understand and internalize faster what they are being taught and did not understand earlier, and also being able to work in groups.” These findings mean that, remedial tuition helps teachers of English to complete the topics to be covered in a term on schedule for pupils’ preparedness to sit for KCPE. The head

teachers and teachers' perceptions are that remedial tuition had a very high influence on English content coverage on time as signified by the overall mean of 3.47.

Head teachers and teachers had the view that remedial tuition highly influences Kiswahili content coverage on time as shown in Table 4.1, as their means were; $M = 3.50$ for head teachers and $M = 3.33$ for teachers. The head teachers and teachers means were not significantly different ($t(358) = 1.203, P > 0.05$). The head teachers mean 3.50 was greater than that of teachers 3.33. The head teachers were of the view that remedial tuition had very high influence on Kiswahili content coverage. Teachers on the other hand were of the view that remedial tuition had high influence on Kiswahili content coverage.

The pupils in class eight said, "It provides an opportunity to ask questions and also a second chance to understand what one missed during the lesson which in turn enables one to master the difficult topics and be able to score highly in examinations." The pupils who were interviewed indicated that remedial tuition influences their performance in Kiswahili. The Quality Assurance and Standards Officer asserted that remedial tuition has an influence on Kiswahili content coverage on time she stated, "The pupils get enough time to understand, ask questions and internalize what they are taught in the one to one session."

According to the republic of Kenya (2002), there is a curriculum in place that requires contact hours between teachers and pupils per week be 28 hours for standard 4 to 8 pupils. That means if the time is well utilized then no more time will be required to enable completion of the Kiswahili content on time. Kiswahili is a unique subject which

can not be taught in any other language apart from Kiswahili itself. It is a wide subject which has five areas to be covered every week of the term. The areas are, “*Kusikiliza na kuongea, Kusoma, Sarufi, Msamiati na Kuandika*”. All these areas need enough time for pupils to comprehend. An area of ‘*Sarufi, Msamiati*’ are topics that need to be given two to three lessons each for all that is required to be covered otherwise the remaining part has to be done during remedial tuition. ‘*Insha*’ writing is also an area that needs time to give room for more practice in writing different types of ‘*insha*’.

Since pupils are given work to be done after a topic and they can not do it during normal class time, it forces them to work during remedial tuition and this is the only time they have to ask their teachers more questions on areas they did not understand during normal class time. These means that indeed remedial tuition helps teachers of Kiswahili to complete the content coverage in a term on time to enable the pupils prepare themselves to sit for KCPE. The head teachers and teachers’ perceptions are that remedial tuition highly influences Kiswahili content coverage on time as signified by the overall mean of 3.36.

It can be observed that, head teachers and teachers were of the view that, remedial tuition had very high influence on completion of Science content on time as shown in Table 4.1, as their means were: $M = 3.50$ for head teachers and $M = 3.46$ for teachers. The means were not significantly different ($t(358) = .273, = P > 0.05$). The head teachers and teachers were of the view that remedial tuition had very high influence on completion of Science content on time. The Ministry of Education reduced subjects to be examined as a result of

public outcry of the overload in subjects (Republic of Kenya, 2002), if the time allocated by the ministry is used well then there will be no need for more time to enable completion of the Science content. Interview findings did not concur with what the ministry of education asserted. The pupils stated during the focus group discussion, "Time is made available for discussions in groups and also revision of past papers and doing experiments, investigations during remedial tuition, this enables us to master the required concepts and gives us tips on which topics to concentrate on most after going through many past papers, which in turn enables us to get high marks in examinations."

The pupils who were interviewed indicated that remedial tuition influences their performance in Science. The Quality Assurance and Standards Officer concluded, "Remedial tuition has an influence on completion of Science content on time, the pupils get enough time to ask questions and also be with their subject teacher long enough to understand and internalize what they are taught, also be able to ask questions where they did not understand and it enables them to discover more on their own and since it is a practical subject they get involved fully."

Mc Grath (2008) in his study in Namibia in primary schools found out that average achievement scores were significantly higher for those pupils who did not take remedial tuition rather than those who took it. Bray (2005) in his study in London found out, many parents are investing their income on the education of their children so that they can secure a livelihood for their future, as they do this they forget that, a school is just a name but all depends on the student, one who can embrace study skills will always excel in any school he finds himself in. This means that, remedial tuition helps teachers of Science to

complete the topics to be covered in a term on time for pupils' preparedness to sit for KCPE. Head teachers and teachers' perceptions are that remedial tuition influences Science content coverage on time as signified by the overall mean of 3.47.

The overall perceptions of head teachers' and teachers' on the influence of remedial tuition on pupils' syllabus coverage were very high with the means of 3.45 and 3.46 respectively. No significant difference was found ($t(2148) = -.136, P > .05$). The pupils who were interviewed indicated that remedial tuition influences their syllabus coverage and concurred with questionnaire findings where the overall mean was 3.46 indicating a very high influence. Bray (2003) study established that, many pupils in developing countries are attending remedial tuition classes for higher academic performance.

Bray and Lykins (2012) study revealed that remedial tuition in Japan and Korea is accepted as supplementary tutoring which enhances performance, Dang (2007) indicated that remedial tuition in Vietnam increases pupils academic performance, Davies (2004) in Canada showed that remedial tuition meets pupils needs which formal education system has failed to meet, Paviot, et al(2005) found out that remedial tuition is a negative development which interferes with the quality education and the all round development of pupil's, Wangari (2008) established that extra hours need to be created to enhance content delivery, Mboi (2010) established that remedial tuition was interfering with pupils socialization. This study has revealed that remedial tuition highly influences pupils syllabus coverage in public primary schools.

4.3 Stakeholders Perceptions on the Influence of Remedial Tuition on Pupils' Study Skills in Public Primary Schools

The research question responded to was: What are stakeholders' perceptions on the influence of remedial tuition on pupil's study skills? The responses to this research question by head teachers and teachers were as shown in Table 4.2. Table 4.2 also provides output from the independent samples t-Test. The set level of significance (alpha level) as a criterion was .05. Mean ratings were used to help in interpretation of perceptions of stakeholders influence of remedial tuition on pupils study skills. The t-Test was used to compare the differences in means so as to make conclusive finding without any biases.

Table 4.2

Stakeholder's perceptions on the Influence of remedial tuition on pupil's study skills in public primary schools

(n=HT, 60; T=300)

Aspect of remedial tuition	R		EL (0)	VL (1)	L (2)	H (3)	VH (4)	EH (5)	Total	M	OM	t-Test
Remedial tuition enables pupils develop study skills in Mathematics	H/T	F	0	3	3	27	21	6	60			
		%	0	5	5	45	35	10	100			
		S	0	3	6	81	84	30	204	3.40		
	T	F	3	0	27	126	102	42	300		3.48	(t (358)= -.773, P=.440)
		%	1	0	9	42	34	14	100			
		S	0	0	54	378	408	210	1050	3.50		
Remedial tuition enables pupils develop study skills in languages	H/T	F	0	6	6	21	24	3	60			
		%	0	10	10	35	40	5	100			
		S	0	6	12	63	96	15	192	3.20		
	T	F	3	3	24	126	90	54	300		3.48	(t (358)= -2.366, P=.019)
		%	1	1	8	42	30	18	100			
		S	0	3	48	378	360	270	1059	3.53		
Remedial tuition enables pupils develop study skills in Social studies/Religious Education	H/T	F	0	0	6	36	15	3	60			
		%	0	0	10	60	25	5	100			
		S	0	0	12	108	60	15	195	3.25		
	T	F	3	3	27	117	96	54	300		3.49	(t(358)= -2.170, P= .031)
		%	1	1	9	39	32	18	100			
		S	0	3	54	351	384	270	1062	3.54		

Remedial tuition enables pupils develop study skills in Science	H/T	F	0	6	9	30	9	6	60			
		%	0	10	15	50	15	10	100			
		S	0	6	18	90	36	30	180	3.00		
	T	F	3	3	27	117	99	51	300			
		%	1	1	9	39	33	17	100		3.44	(t(358) = -3.786, P=.000)
		S	0	3	54	351	396	255	1059	3.53		
Overall Frequency		F	12	24	129	600	456	219	1440			
Overall Percentage		%	0.83	1.66	8.96	41.67	31.67	15.21				
Overall mean and t-Test										3.21	3.35	(t (1438) = -4.316, P =.000)
										3.54		

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KEY: EL= Extremely Low, VL=Very Low, L=Low, H=High, VH=Very High, EH=Extremely High,

H/T=Head teachers, T= Teachers, R=Respondents, M=Mean, OM= Overall Mean

Interpretation of means: 0.00-0.44=EL; 0.45-1.44=VL; 1.45-2.44=L; 2.45-3.44=H; 3.45-4.44=VH and 4.45-5.0=EH

From Table 4.2 it can be observed that, Head teachers and teachers were of the view that remedial tuition had high influence on pupil's development of study skills in Mathematics, as their means were; $M= 3.40$ for head teachers and $M=3.50$ for teachers. The head teachers and teachers means had no significance difference, ($t(358) = -.773$, $P>0.05$). The head teachers were of the view that remedial tuition had high influence on pupils' development of study skills. Teachers on the other hand were of the view that remedial tuition had very high influence on pupils' development of study skills. Examples of study skills in Mathematic are: timetable making for revision, calculation of problems by performing the four basic operations and time management. The teachers ensure that, after teaching a topic they give an assignment, either fill in questions, explain or discuss in groups. The pupils arrange themselves on how to tackle the exercises after which they collect their books for marking; this gives them the morale of ensuring they plan on how to work. Mathematics is a subject that requires a pupil to be able to solve a problem using the correct formula so as to arrive at a correct answer and that is why it is important for concepts to be internalized.

Interview findings from pupils show that, remedial tuition helps in early coverage of the syllabus content. The pupils in the group focus discussion stated, "we have been able to make personal time tables to ensure balancing of the subjects while studying or revising for better results in examinations and through managing time well we are able to revise many concepts which in turn enables us score high marks in examinations." The pupils who were interviewed indicated that remedial tuition influences their performance in Mathematics. The Quality Assurance and Standards Officer in an interview had the view,

“remedial tuition has an influence on development of study skills since, after the lesson the pupils are given work that they need to do on their own and this helps them in balancing the subjects by ensuring they have a time table to guide them.” She also added, “it has an influence because the pupils are able to ask questions for more clarification, work in groups and be able to answer different questions using the different approaches they are taught by their teachers.”

According to Bray (2006) in his study in Asia, some parents want their children to be with their teachers for extra hours so that they can perform better, they forget that they are driving their children in becoming dependent on teachers for their success and when there are no teachers with them throughout, then that means failure in examinations. Bray (2005) in his study in Asia found out, many parents are investing their income on the education of their children so that they can secure a livelihood for their future, as they do this they forget that, a school is just a name but all depends on the pupil, one who can embrace study skills will always excel in any school he finds himself in. This means remedial tuition had an influence on pupils’ development of study skills in Mathematics in preparedness for KCPE examination. On the whole head teachers and teachers’ perceptions are that remedial tuition highly influences development of study skills in Mathematics as signified by the overall mean of 3.48.

The fact that remedial tuition influences pupils to develop study skills in languages was rated high as shown in Table 4.2, as the means were; $M=3.20$ for head teachers and $M=3.53$ for teachers. The head teachers and teachers means were significantly different

($t(358) = -2.366, P < 0.05$). The head teachers mean 3.20 was less than that of teachers 3.53. The head teachers were of the view that remedial tuition had high influence on pupils' development of study skills in languages. Teachers on the other hand were of the view that remedial tuition had very high influence on pupils' development of study skills in languages. Examples of study skills in languages are: Listening, speaking, reading, writing, answering comprehension questions and time management.

Pupils need to listen to instructions and do as instructed in languages. They need to be able to make their own study tables to enable them balance revising all the subjects and here the two languages. Once they develop the habit of working on their own, they will be able to read a lot and write many compositions and '*insha*'. The time allocated for remedial tuition will allow them to do their work. Pupils stated, "it is important because it helps in ensuring there is enough time to revise previous work and also do more research to improve on the score in examinations." The pupils who were interviewed indicated that remedial tuition influences their performance in Kiswahili and English.

According to Bray (2006) in his study in Asia, some parents want their children to be with their teachers for extra hours so that they can perform better, they forget that they are driving their children in becoming dependent on teachers for their success and when there are no teachers with them throughout, then that means failure in examinations. Ireson and Rushforth (2005) in London focus on remedial tuition as important especially as children approach transition points in the education system. The above study was done in London but when compared to this finding, remedial tuition helps pupils to develop study skills in preparedness for the KCPE examination. On the whole head teachers and

teachers' perceptions are that remedial tuition highly influences development of study skills in languages as signified by the overall mean of 3.48.

It can be observed from Table 4.2 that, head teachers and teachers were of the view that remedial tuition had high influence on pupils' development of study skills in Social Studies/ Religious Education as their means were: $M=3.25$ for head teachers and $M=3.54$ for teachers. The head teachers and teachers means were significantly different ($t(358) = -2.170, P < 0.05$). The head teachers mean 3.25 was less than that for teachers 3.54. The head teachers were of the view that remedial tuition had high influence on pupils' development of study skills in Social Studies/ Religious Education. Teachers on the other hand were of the view that remedial tuition had very high influence on pupils' development of study skills in Social Studies/ Religious Education. Examples of study skills in Social Studies/Religious Education are: answering questions, time management, time table making, revision and critical thinking. During normal class time the teacher does not have enough time to attend to the pupils thus during remedial tuition there is enough time to attend to each pupil since the time allocated is more and it becomes easier for the pupils to go through more topics and be able to read on their own instead of waiting for the teacher. A pupil gets more time to ask for clarification where he or she did not understand well during normal class time.

The study skills developed in Social Studies will provide skills for problem solving, decision making, assessing issues and making of balanced value judgment. Pupils in all focus group discussion stated that, "remedial tuition helps in balancing all the subjects

since there is a timetable which helps us to cover the topics well in order to post better results in examinations.” The pupils who were interviewed indicated that remedial tuition influences their performance in Social Studies/ Religious Education. The Quality Assurance and Standards Officer supports the theme that remedial tuition has an influence on development of study skills in Social Studies/ Religious Education, she said, “through being given more exercises to do on their own it helps them discover more and this makes them to have an urge of reading ahead and also more materials to be able to handle any question that might arise.” However, head teachers and teachers’ perceptions are that remedial tuition highly influences development of study skills in S/ST/RE as signified by the overall mean of 3.49.

The fact that remedial tuition influences pupils to develop study skills in Science as shown in Table 4.2 was rated high as the means were; $M=3.00$ for head teachers and $M=3.53$ for teachers. The head teachers and teachers means were significantly different ($t(358) = -3.786, P < 0.05$). The head teachers were of the view that remedial tuition had high influence on pupils development of study skills in Science. Teachers on the other hand were of the view that remedial tuition had very high influence on pupils’ development of study skills in Science.

Development of study skills like observing, exploring, decision making, critical thinking, time management and answering questions in Science is very important because the pupils will need to reason out on their own when it comes to carrying out experiments, solve the problems and also be able to answer the questions without depending on the

teachers. On normal class time the pupils in all focus group discussion asserted, "the time allocated does not allow us to carry out the experiments as required but during remedial tuition, we have enough time to carry out an experiment, observe and be able to conclude and give out the results with no distractions which are normally experienced during our normal lessons, this enables us answer questions well and our scores in examinations are high." The pupils who were interviewed indicated that remedial tuition influences their performance in Science. The Quality Assurance and Standards Officer said remedial tuition has an influence on development of study skills in Science, she said, "Since the subject is a practical one and most of the experiments the pupils' need to carry them out on their own and come out with conclusions".

These findings concur with Bray (2005) and (Nzomo et al, (2001) in their studies. Bray (2005) in his study in Korea and Japan, asserted that many parents are investing their income on the education of their children so that they can secure a livelihood for their future but as they do this they forget that, a school is just a name but all depends on the pupil, one who can embrace development of study skills will always excel in any school he finds himself in. These findings agree with those of Nzomo et al, (2001) in their research on schools in Nyanza Province indicated that, the official school year is divided into three terms starting in January and ending in November with holidays in April and August.

The Ministry of Education, Science and Technology has in place a curriculum that requires contact hours between teachers and pupils per week as 28 hours for standard four to eight. If the time is not used well then it means more time will be required to enable

completion of the syllabus. The findings by Nzomo et al (2001) in their study in Kenya, in primary schools and Bray (2005) though carried out in different countries but they all agree that, remedial tuition enables pupils to develop study skills in Science in preparedness for KCPE examination. Head teachers and teachers' perceptions were that remedial tuition highly influences development of study skills in Science as signified by the overall mean of 3.44.

The overall perceptions of head teachers' and teachers' on the influence of remedial tuition on pupils study skills were 3.21 (high) and 3.54 (very high) respectively. There was a significant difference found ($t(1438) = -4.316, P < .05$). This means the head teachers' means were different from those of teachers. The pupils who were interviewed indicated that remedial tuition positively influenced their development of study skills and concurred with questionnaire findings where the overall mean was 3.35 indicating a high influence.

Ireson and Rushforth (2005) established that remedial tuition is a worthwhile investment as pupil's approach transition points in the education system, Dang (2007) in Vietnam concluded that private tutoring was the only way to make pupils increase their academic performance, Mc Grath (2005) findings indicated that there is an increase in pupils receiving remedial tuition, Bray (2005) revealed that many parents are investing their income on education of their children through remedial tuition, UNESCO(2002) findings were that pupils doing homework independently learn more than those doing no homework and. Mburugu (2008) findings were that, private tuition is highly practiced in schools and the ban on it has not been effected.

4.4 Stakeholders Perceptions on the Influence of Remedial Tuition on Pupils' Academic Performance in Public Primary Schools

The research questions responded to was: What are stakeholders' perceptions on the influence of remedial tuition on pupil's academic performance? The responses to this research question by head teachers and teachers were as shown in Table 4.3. Table 4.3 also provides output from the independent samples t-Test. The set level of significance (alpha level) as a criterion was .05. Mean ratings were used to help in interpretation of perceptions of stakeholders influence of remedial tuition on pupils academic performance. The t-Test was used to compare the differences in means so as to make conclusive finding without any biases

Table 4.3

Stakeholder's perceptions on the influence of remedial tuition on pupil's academic performance in public primary schools
(n=HT, 60; T=300)

Aspect of remedial tuition	R		EL (0)	VL (1)	L (2)	H (3)	VH (4)	EH (5)	Total	M	OM	t-Test
Remedial tuition has helped pupils perform better in Mathematics	H/T	F	0	0	0	33	15	12	60			
		%	0	0	0	55	25	20	100			
		S	0	0	0	99	60	60	219	3.65		
	T	F	3	0	24	123	93	57	300		3.59	(t (358) = .533, P = .594)
		%	1	0	8	41	31	19	100			
		S	0	0	48	369	372	285	1074	3.58		
Remedial tuition has helped pupils perform better in English	H/T	F	0	0	3	30	21	6	60			
		%	0	0	5	50	35	10	100			
		S	0	0	6	90	84	30	210	3.55		
	T	F	3	0	12	129	102	48	300		3.53	(t (358) = -1.132, P = .258)
		%	1	0	6	43	34	16	100			
		S	0	0	24	387	408	240	1059	3.68		
Remedial tuition has helped pupils perform better in Kiswahili	H/T	F	0	0	6	24	21	9	60			
		%	0	0	10	40	35	15	100			
		S	0	0	12	72	84	45	213		3.55	
	T	F	3	3	27	117	93	57	300			
		%	1	1	9	39	31	19	100		3.55	(t (358) = .000, P = 1.000)
		S	0	3	54	351	372	285	1065		3.55	

Remedial tuition has helped pupils perform better in Social	H/T	F	0	0	3	30	15	12	60	3.60	
		%	0	0	5	50	25	20	100		
		S	0	0	6	90	60	60	216		
studies/Religious Education	T	F	3	0	27	120	96	54	300	3.57	(t (358)=.301,P=.764)
		%	1	0	9	40	32	18	100		
		S	0	0	54	360	384	270	1068		
Remedial Tuition has helped pupils perform better in Science	H/T	F	0	0	3	27	18	12	60	3.65	
		%	0	0	5	45	30	20	100		
		S	0	0	6	81	72	60	219		
	T	F	3	3	27	117	102	48	300	3.54	(t (358)=.968,P=.333)
		%	1	1	9	39	34	16	100		
		S	0	3	54	351	408	240	1056		
Overall total		F	1	6	138	750	576	315	1800		
		%	0.8	0.33	7.67	41.67	32	17.5	100		
Overall mean and t-Test	H/T									3.59	(t (1798)=.088,P=.930)
	T									3.56	

KEY: EL= Extremely Low, VL=Very Low, L=Low, H=High, VH=Very High, EH=Extremely High, H/T=Head teacher,

T= Teacher, R=Respondents, M=Mean, OM= Overall Mean

Interpretation of means: 0.00-0.44=EL; 0.45-1.44=VL; 1.45-2.44=L; 2.45-3.44=H; 3.45-4.44=VH and 4.45-5.0=EH

From Table 4.3, it can be observed that, head teachers and teachers were of the view that, remedial tuition had a very high influence on pupils' performance in mathematics, as their means were: $M=3.65$ for head teachers and $M=3.58$ for teachers. The head teachers and the teachers means had no significant difference, ($t(358) = .533, P > 0.05$). The head teachers and teachers were of the view that remedial tuition had very high influence on pupils' performance in mathematics. It is a subject that one needs to work out and solve problems, Interview findings from the pupils in focus group discussions concluded that remedial tuition has an influence on performance in mathematics. For instance the pupils stated, " mathematics needs one to work on his own using the four basic operations, think critically to be able to continue performing well and scoring highly in examinations, during class time the time is not enough to work on your own and do more exercises for practice".

The pupils who were interviewed indicated that remedial tuition influences their performance in mathematics. This can be achieved if a pupil does a lot of practice to be able to master all the formulas for solving mathematics problems, working extra hard and doing many exercises will lead to better performance in the subject. The Quality Assurance and Standards Officer was in support that, 'remedial tuition has an influence on pupils' better performance in examinations because while teaching teachers use different approaches to ensure that the pupils understand better and once they have internalized and understood then answering questions in examinations become so easy that all end up doing very well.'

These findings concur with Dang (2007) and Ireson and Rushfold (2005) in their studies. According to Dang (2007) in his study in Vietnam, remedial tuition increases students' performance while Ireson and Rushfold (2005) in London asserted that, remedial tuition helped a lot with explaining things not understood well. Since remedial tuition is allocated an hour, then there is enough time to cover a topic unlike normal class time which is allocated only 35 minutes. Pupils' in all focus group discussion stated, "Remedial tuition provides time to do more work in mathematics, and also be able to revise the work given during normal class time which leads to high marks in examinations." The pupils who were interviewed indicated that remedial tuition influences their performance in mathematics.

Wanyama and Njeru (2004) in their study on sociology of remedial tuition in Nairobi show that parents enroll their children into schools based on the school's performance in the national examinations. Maundu (1987) in his study on students' achievement in Science and mathematics in secondary schools found out that the teachers qualification had a big role to play on the pupils' performance in Science and mathematics. This means that, remedial tuition has helped pupils perform better in mathematics because all the topics are covered and revised thoroughly before KCPE. Head teachers and teachers perceptions are that remedial tuition highly influences performance in mathematics as signified by the overall mean of 3.59.

The fact that remedial tuition influences pupils perform better in English as shown in Table 4.3 was rated very high by the head teachers and teachers as their means were; $M=3.55$ for head teachers and $M=3.68$ for teachers. The head teachers and teachers

means were not significantly different ($t(358) = -1.132, P > 0.05$), they were in agreement that, remedial tuition very highly influences pupils to perform better in English. Both the head teachers and teachers were of the view that remedial tuition had very high influence on pupils' better performance in English. Since all subjects are taught in English language except for Kiswahili it is important that pupils understand it better.

Interview findings in all focus group discussion indicate that pupils appreciate remedial tuition. The pupils stated, "Remedial tuition assists us a lot, it provides us time to do extra work and also there is time to consult one another and this increases the chance of scoring above average." The pupils who were interviewed indicated that remedial tuition influences their performance in English. This means that remedial tuition enabled them to perform better in KCPE. The Quality Assurance and Standards Officer was of the view that, "remedial tuition has an influence on pupils performance in English since the time scheduled for remedial tuition is enough to enable a pupil internalize all that has been taught by a teacher using different approaches and also it is a one to one session."

A study conducted in England on pupils evaluation of remedial tuition in relation to performance indicated that they greatly benefit since having work explained in more details and one to one conduct with the teacher, helps them understand the content which enable them perform better (Ireson & Rushforth, 2005). Gogo (2002) in his study on the impact of cost sharing on access, equity and quality of secondary education in Rachuonyo District, Kenya looks at text books ratio and says it affects students performance in examinations. Wanyama and Njeru (2004) in their study on sociology of remedial tuition

in Nairobi show that parents enroll their children into schools based on the school's performance in the national examinations. Studies done in another country other than Kenya, their findings may not be a true reflection of the situation in Kenya. On the whole, the head teachers and teachers' perceptions are that remedial tuition highly influences performance in English as signified by the overall mean of 3.53.

From Table 4.3, it can be observed that head teachers and teachers were of the view that remedial tuition had very high influence on pupils' better performance in Kiswahili, as their means were; $M=3.55$ for head teachers and $M=3.55$ for teachers. The head teachers and teachers means were significantly different ($t(358) = .000, P>0.05$). Both head teachers and teachers were in agreement that remedial tuition influences pupils' better performance in Kiswahili very highly. Interview findings indicate remedial tuition provides time to do tests during the week and even revise all the tests. The pupils from the focus group discussion stated, "we get time to consult one another on different questions and this increases our performance in Kiswahili." The pupils who were interviewed indicated that remedial tuition influences their performance in Kiswahili. This means that remedial tuition enabled them to perform better in KCPE. The Quality Assurance and Standards Officer had the view that remedial tuition has an influence on pupils better performance in Kiswahili, she said, "more time is allocated for it and it gives pupils ample time to do a lot of reading in Kiswahili books, which enables them to perform very well".

According to Dang (2007) in Korea and Japan, remedial tuition increases pupils academic performance. Ireson and Rushforth (2005) in their study in London asserted,

the increasing pressure on schools to raise standards makes stakeholders see remedial tuition as worthwhile especially as the pupils approach important transition points in education system. Wanyama and Njeru (2004)) in their study on sociology of remedial tuition in Nairobi show that parents enroll their children into schools based on the school's performance in the national examinations. On the whole, the head teachers and teachers' perceptions are that remedial tuition highly influences better performance in Kiswahili as signified by the overall mean of 3.55.

The fact that remedial tuition has influenced pupils to perform better in Social studies as shown in Table 4.3 was rated very high as their means were; M=3.60 for head teachers and M=3.56 for teachers. The means for the head teachers and teachers were not significantly different ($t(358) = .301, P > 0.05$). The head teachers and teachers were of the view that remedial tuition influences pupils' performance in Social Studies. The head teachers mean 3.60 was higher than the teachers' mean 3.56. The head teachers were of the view that remedial tuition had very high influence on pupils' performance in Social Studies. Teachers on the other hand were of the view that remedial tuition had very high influence of performance in Social Studies. Through Social Studies the pupils are able to understand the relationship between causes and effects of various social issues, once this is internalized they are able to score high marks in examinations. This is achieved here because they gain skills of being able to solve problems, decision making, assessing issues and making of balanced value judgment.

Interview findings from pupils' indicate there is enough time to do research in books. The pupils stated, "Our teacher gives us time to ask questions and also we are able to revise

past papers which enables us to score high marks in examinations.” The pupils who were interviewed indicated that remedial tuition influences their performance in Social Studies/ Religious Education. The Quality Assurance and Standards Officer had the view that, remedial tuition helps in pupils’ performance in Social Studies and Religious Education, she said, “it is a wide subject and once a teacher uses different approaches and gives pupils enough time to revise then performance in examinations is high”.

Wanyama and Njeru (2004)) in their study on sociology of remedial tuition in Nairobi show that parents enroll their children into schools based on the school’s performance in the national examinations. Some pupils believe that as they have extra hours with their teachers when they are about to do examinations helps them to do well by attaining very high marks and being able to join the most prestigious schools in the country. The head teachers and teachers’ perceptions are that remedial tuition highly influences pupils performance in S/ST/RE as signified by the overall mean of 3.57.

From Table 4.3, it can be observed that, head teachers and teachers’ views that, remedial tuition had very high influence on pupils’ better performance in Science, as their means were; $M=3.65$ for head teachers and $M=3.52$ for teachers. The head teachers and teachers means were not significantly different, ($t(358) = .968 > 0.05$). The head teachers mean 3.65 was higher than the mean for the teachers 3.52, but it showed they were in agreement that remedial tuition had very high influence on pupils’ better performance in Science. The pupils stated, “time is made available to revise past papers and do investigations on different topics, also there is enough time for us to revise work done in previous lessons and remedial tuition provides time to do tests and also revise them”. The

pupils who were interviewed indicated that remedial tuition influences their performance in English. The Quality Assurance and Standards Officer said that remedial tuition has an influence on pupils' performance in Science because teachers are encouraged to use different approaches in teaching Science to enable them be able to comprehend it well for better performance in examinations. Remedial tuition has more time for explanation and discussion.

According to Dang (2007), Remedial tuition increases pupils academic performance. Wanyama and Njeru (2004)) in their study on sociology of remedial tuition in Nairobi show that parents enroll their children into schools based on the school's performance in the national examinations. Maundu (1987) in his study on students' achievement in Science and Mathematics in secondary schools found that the teachers' qualification had a big role to play on the pupils' performance in Science and Mathematics. The head teachers and teachers' perceptions are that remedial tuition highly influences performance in Science as signified by the overall mean of 3.54.

The overall perceptions of head teachers and teachers' on the influence of remedial tuition on pupils' academic performance were very high with the means of 3.59 and 3.56 respectively. No significant difference was found ($t(1798) = .088, P > .05$). This means the head teachers' means were not different from those of teachers. The pupils who were interviewed indicated that remedial tuition positively influenced their performance, this concurred with questionnaire findings where the overall mean was 3.56 indicating very high influence. Dang (2007) findings were that remedial tuition increases pupils

academic performance in Vietnam, Ireson and Rushfold (2005) revealed that pupils attended remedial tuition when they were about to sit for examinations, Fuller (1986) show that pupils performance is affected by school quality which is indicated by the school characteristics, World Bank (2011) show that schools with limited resources the performance is lower, Mwamwenda and Mwamwenda (1987) linked pupils academic achievement to text books which make performance better and Aminga (2013) revealed that remedial tuition is highly practiced in schools for academic performance. Wanyama and Njeru (2004) in their study on sociology of remedial tuition in Nairobi show that parents enroll their children in schools based on its performance and these are schools where remedial tuition is crucial.

4.5 Stakeholders Perceptions on the Influence of Remedial Tuition on Pupils Utilization of Resources in Public Primary Schools

The research question responded to was; what are stakeholders' perceptions on the influence of remedial tuition on utilization of resources in school? The responses to this research question by head teachers and teachers were as shown in Table 4.4. Table 4.4 also provides output from the independent samples t-Test. The set level of significance (alpha level) as a criterion was .05. Mean ratings were used to help in interpretation of perceptions of stakeholders influence of remedial tuition on pupils utilization of educational resources. The t-Test was used to compare the differences in means so as to make conclusive finding without any biases.

Table 4.4

Stakeholder's perceptions on the influence of remedial tuition on utilization of educational resources in public primary schools (n=HT, 60; T=300)

Aspect of remedial tuition	R		EL (0)	VL (1)	L (2)	H (3)	VH (4)	EH (5)	TOTAL	M	OM	t-Test
Remedial tuition enables the school to make good use of classrooms	H/T	F	3	3	12	24	12	6	60			
		%	5	5	20	20	20	10	100			
		S	0	3	24	72	48	30	177	2.95		
	T	F	18	0	100	100	75	7	300		2.81	(t (358)=1.066,P=.287)
		%	6	0	35	35	25	8	100			
		S	0	0	200	300	300	35	835	2.78		
Remedial tuition enables the school to make use of recommended text books	H/T	F	3	6	18	21	9	3	60			
		%	5	10	30	35	15	5	100			
		S	0	6	36	63	36	15	156	2.60		
	T	F	6	30	72	81	90	21	300		2.88	(t (358)=-2.036,P=.043)
		%	2	10	24	27	30	7	100	2.94		
		S	0	30	144	243	360	105	882			
Remedial tuition ensures management of time	H/T	F	3	0	12	30	12	3	60			
		%	5	0	20	50	20	5	100	2.95		
		S	0	0	24	90	48	15	177			
	T	F	9	21	69	99	84	18	300		2.94	(t (358)=.063,P=.950)
		%	3	7	23	33	28	6	100	2.94		
		S	0	21	138	297	336	90	882			

Remedial tuition ensures utilization of teachers by the pupils	H/T	F	0	0	3	30	21	6	60	3.50	3.29	(t (358)=1.765,P=.078)
		%	0	0	5	50	35	10	100			
		S	0	0	6	90	84	30	210			
	T	F	3	12	48	114	90	33	300	3.25		
		%	1	4	16	38	30	11	100			
		S	0	12	96	342	360	165	975			
Remedial tuition ensures usage of test items from other schools	H/T	F	0	0	6	27	18	9	60	3.50		
		%	0	0	10	45	30	15	100			
		S	0	0	12	81	72	45	210			
	T	F	6	15	48	102	87	42	300	3.25	3.29	(t (358)=1.589,P=.113)
		%	2	5	16	34	29	14	100			
		S	0	15	96	306	348	210	975			
Overall total		F	51	87	388	628	498	148	1800			
		%	2.83	4.83	21.83	33.67	27.67	9.17	100			
Overall mean and t-Test	H/T									3.10	3.04	(t (1798)=.945,P=.345)
	T									3.03		

KEY: EL= Extremely Low, VL=Very Low, L=Low, H=High, VH=Very High, EH=Extremely High,

H/T=Head teacher, T= Teacher, R=Respondents, M=Mean, OM= Overall Mean

Interpretation of means: 0.00-0.44=EL; 0.45-1.44=VL; 1.45-2.44=L; 2.45-3.44=H; 3.45-4.44=VH and 4.45-5.0=EH

Table 4.4 show that remedial tuition highly influences good use of classrooms, the means were; M=2.95 for head teachers and M=2.78 for teachers. The head teachers and teachers means had no significant difference ($t(358) = 1.066, P > 0.05$). They were in agreement that remedial tuition had high influence on good use of classrooms. The head teachers and teachers' means revealed that remedial tuition had high influence on good use of classrooms. Interview findings from the pupils in focus group discussion revealed that, remedial tuition highly influenced the school to make good use of classrooms. For instance, the pupils stated, "during remedial tuition time sometimes, we are put to work in groups under the supervision of our teacher, we occupy most of the classrooms because we are many" this concurred with their perceptions that remedial tuition highly influences the school to make good use of classrooms, which in turn enabled them to perform better in KCPE. The Quality Assurance and Standards Officer had the view that remedial tuition has an influence on the good use of classrooms; this is what she said, "remedial tuition rooms are supposed to be set aside so that those not taking remedial tuition are not allowed in".

These findings concur with Carron and Chau (1996), Fisher (2006), Uwezo (2011) and Gachathi Report of 1976. Carron and Chau (1996) carried out a study in Latin America which states that pupils in schools with no classrooms showed lower test scores and higher repetitions than those in schools with enough classrooms. Fisher (2006) established that, academic achievement improves with improved building conditions that is, lighting level, air, and quality temperature. Uwezo (2011) in their annual learning assessment report focused on lack of resources in schools as a hindrance to quality education. Gachathi Report of 1976 points out that text books and other educational resources are the basic tools for educational development and must therefore be available. These findings mean that remedial tuition has an influence on good use of classrooms in a learning situation. The head teachers and teachers' perceptions are that Remedial Tuition highly influences good use of classrooms as signified by the overall mean of 2.81.

The fact that remedial tuition has high influence on the use of recommended text books in primary schools as shown in Table 4.4 was rated high as their means were; $M=2.60$ for head teachers and $M=2.94$ for teachers. The head teachers and teachers means were significantly different ($t(358) = -2.036, P < 0.05$). The head teachers mean was less than that of teachers. The head teachers were of the view that remedial tuition had high influence on the use of recommended text books. Teachers on the other hand were of the same view. The interview findings from pupils in focus group discussion revealed that, remedial tuition highly influenced use of recommended text books. The pupils stated, "each of us having his own recommended text books makes it very easy to revise, do

assignments and do more practice on different topics which leads to scoring highly in examinations". The pupils who were interviewed indicated that remedial tuition influences the use of text books. It concurred with their perceptions that remedial tuition highly influences the use of recommended text books which enables them perform better in KCPE.

The Quality Assurance and Standards Officer shows that it is important for pupils to have enough text books so that by going through them, they can easily pinpoint a topic where they did not understand well and this will help the teacher to plan his or her work well in advance and also be in a position to use different approaches to ensure they get the concept. The Quality Assurance and Standards Officer asserted that, 'availing recommended text books to pupils is very important since it will be very easy for them to point at a topic where they did not understand and also it will allow them to do more extra work and even sometime move ahead of the teacher.'

According to Carron and Chau (1996) in Latin America states that, schools with inadequate libraries showed lower test scores and higher repetition than those whose schools were well equipped. Heinemann (1981) in his journal of Curriculum studies on text books and achievements in developing countries suggested that pupils have a more positive attitude towards text books although many lacked them due to financial constraints.

Eshiwani (1993) in his book on education in Kenya since independence states that schools that appear in the top ten category in national performance ranking had adequate text books. This indicates that availability and use of text books affect pupils' performance positively. UNESCO (1990) report on world declaration on education for all states, "the provision of text books is an effective way of improving results and whether or not pupils have text books is one of the criteria by which the quality education can be judged. Fuller (1986) in a survey carried out in Thailand indicated that text books were positively related to pupils' achievement. Gachathi Report of 1976 points out that text books and other educational resources are the basic tools for educational development and must therefore be available. This means that remedial tuition has an influence on the good use of the recommended books in pupils' preparedness for KCPE examinations. The head teachers and teachers' perceptions are that remedial tuition highly influences use of recommended text books as signified by the overall mean of 2.88.

Remedial tuition highly influences management of time; this can be shown by the above responses in Table 4.4 where the means were; $M= 2.95$ for head teachers and $M=2.94$ for teachers. The means for the head teachers and teachers were not significantly different ($t(358) = .063, P>0.05$). This meant that, they were in agreement that remedial tuition ensures time management. The head teachers and teachers' means revealed that remedial tuition had high influence on time management. Interview findings from the pupils in all focus group discussion revealed that, remedial tuition highly influenced management of time. The pupils stated, "in remedial tuition there is a lot to be covered as per the subject, it makes us ensure that we are in class on time so as not to miss any lesson and also with

our study time tables we are able to balance the subjects and make use of remedial tuition time to revise and prepare for examinations". The pupils who were interviewed indicated that remedial tuition influences their management of time. This means that remedial tuition enabled them to perform better in KCPE.

The Quality Assurance and Standards Officer does not concur with this, she says time in schools is not managed well by the teachers and that is why they always want to have remedial tuition with the whole class instead of the few who need to be helped to understand what they failed to get during normal class hours. On the other hand, the Quality Assurance and Standards Officer has the view that, remedial tuition has an influence on time management, she said, 'once the time is allocated, both the teacher and pupils have to observe it because it is not the only subject, other subjects are scheduled and the time allocated should be managed well for all that needs to be covered. If the time is utilized well then there will be high performance.'

Nzomo et al, (2001), asserted that, the official school year is divided into three terms each term lasting for three months, if the time is used optimally there would be no need for remedial tuition. Calloids and Postlethwaite (1989) in their study on the prospects for educational planning observed that the more time-on-task, the more pupils learn and the higher their achievements. Pupils doing more work learn more than those doing no work even if it is not marked and if the work is marked and revision done by all the pupils', they learn more. Gachathi Report of 1976 points out that text books and other educational resources are the basic tools for educational development and must therefore be available. This means that remedial tuition ensures management of time in pupils' preparedness for

KCPE examinations. The head teachers and teachers' perceptions are that remedial tuition highly influences time management as signified by the overall mean of 2.94.

From Table 4.4, it can be observed that, head teachers and teachers were of the view that remedial tuition had high influence on pupils' utilization of teachers, as their means were; M=3.50 for head teachers and M=3.25 for teachers. The head teachers and teachers means were significantly different, ($t(358) = 1.765, P < 0.05$). The head teachers were of the view that remedial tuition had high influence on pupils' utilization of teachers. Teachers on the other hand were of the view that remedial tuition had high influence on pupils' utilization of teachers. The interview findings from pupils in focus group discussion revealed that, remedial tuition highly influenced utilization of teachers. The pupils stated, "remedial tuition gives us enough time with the teachers and this is where you can talk to the teacher at length on a topic you are not able to understand and also request him or her to elaborate on the tips to answer examination questions". The pupils who were interviewed indicated that remedial tuition influences their utilization of teachers. This means that remedial tuition enabled them to perform better in KCPE because it ensures constant contact with their teachers to be able to deal with difficult subject matter in various subjects.

The interview schedule with the Quality Assurance and Standards Officer revealed that, pupils always look for a subject teacher for clarification of a topic they did not understand well or sometimes for consultation on other issues related to a particular subject. Pupils will always understand better when it is a one to one approach where there is room for internalizing what is being explained. The Quality Assurance and Standards

Officer said that, remedial tuition has an influence on pupils utilization of teachers, this is so because, "they approach teachers whenever they are taught a topic in class and they have not understood it well, it makes them approach teachers who normally helps them understand where they seem not to be very sure."

Psacharopoulos and Woodhall (1995) in their study on education for development through World Bank singles out the teacher as being the most important resource that is varied can influence schools academic performance positively. Hopkins (1997) points out that a teacher's role is central in pupils' performance. The head teachers and teachers' perceptions are that remedial tuition highly influences utilization of teachers by pupils as signified by the overall mean of 3.29.

From Table 4.4, remedial tuition has an influence on the usage of test items from other schools as the head teachers and teachers had means of; $M=3.50$ for head teachers and $M=3.25$ for teachers. The mean for the head teachers and teachers had a significant difference ($t(358) = 1.589, P > 0.05$). The head teachers were of the view that remedial tuition had very high influence on the usage of test items from other schools. Teachers on the other hand were of the view that remedial tuition had high influence on the usage of test items from other schools.

Interview findings from the pupils in focus group discussion revealed that, remedial tuition had highly influenced the usage of test items from other schools. The pupils stated, "Many tests we are exposed to help us to prepare very well for the examination, the questions challenge us a lot and this forces us to take our revision serious so as to

cover any area that we had missed. This gives us practice to answer questions set in different ways". The pupils who were interviewed indicated that remedial tuition influences their management of time. Test items are developed by different people in different ways, exposing pupils to many of them prepares them very well for the examinations and also it enables them do more reading to be able to answer whichever question they come across. It also helps them understand how to tackle different questions in different subjects. The Quality Assurance and Standards Officer had the views that, remedial tuition has an influence on the usage of test items, she said, 'it gives them enough time and practice to answer questions in different tests'. The head teachers and teachers' perceptions are that remedial tuition highly influences usage of test items from other schools as signified by the overall mean of 3.29.

The overall perceptions of head teachers and teachers' perceptions on the influence of remedial tuition on utilization of resources were high with the means of 3.10 and 3.03 respectively. No significant difference was found ($t(1798) = .945, P > .05$). This means that the head teachers' means were not different from those of teachers. The pupils who were interviewed indicated that remedial tuition influences their utilization of resources and concurred with questionnaire findings where the overall mean was 3.04 indicating a high influence. The Quality Assurance and Standards Officer who was interviewed indicated that remedial tuition influences utilization of resources in the school.

Fuller (2011) asserted school efficiency is determined by the quality of the instructional processes available in a school such as; library, frequency of homework and school management. Inadequate text books, laboratories, teaching materials greatly affect

performance in national examinations (Cowell & Holsinger, 2000). Heyneman (1981) suggested that pupils' have a more positive attitude towards text books although many lacked them due to financial constraints. Ministry of Education (2005) attributes poor performance in national examinations to indiscipline and lack of facilities in some schools. World Bank (2011) notes that schools with limited classrooms, libraries, workshops and teachers appear to have stronger impact on academic achievement.

Carron and Chau (1996) their findings were that, schools with enough educational resources their performance is always high, World Bank (2011) showed lack of enough classrooms impacts strongly on academic performance, Eshiwani (1993) concludes that performance is equated to adequate text books in school and Uwezo (2011) concluded that lack of educational resources in schools hinders quality education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study.

5.2 Summary of the Study Findings

The findings of the study were summarized as follows:

5.2.1 Stakeholders' Perceptions on Influence of Remedial Tuition on Pupils'

Syllabus coverage

Remedial tuition highly influences pupils' syllabus coverage as signified by the overall mean of 3.46. According to head teachers and teachers' perceptions the influence of remedial tuition on pupils' syllabus coverage was very high as their means were 3.45 and 3.46 respectively. Head teachers and teachers were of the view that remedial tuition highly influences syllabus coverage as signified by the t-Test output ($t(2148) = -.136, P > .05$). The pupils' perceptions revealed that, remedial tuition influences syllabus coverage. The Quality Assurance and Standards Officer was of the same opinion that coverage of the syllabus needs adequate time which is created during remedial tuition.

5.2.2 Stakeholders' perceptions on influence of remedial tuition on pupils study

skills

Remedial Tuition highly influences development of pupils study skills as signified by the overall mean of 3.35. According to head teachers and teachers perceptions remedial tuition highly influences development of study skills as their means were 3.21 for head teachers which was high and 3.54 for teachers which was very high. Head teachers and

teachers were not of the same view that remedial tuition highly influences development of pupils study skills as signified by the t-Test output, ($t(1438) = -4.316, P < .05$), there was a significant difference. The pupils indicated that remedial tuition influences the development of study skills as this enables them perform better in KCPE. The QASO concurred with what the pupils had said since study skills enables pupils to be independent and do a lot of work on their own.

5.2.3 Stakeholders' Perceptions on Influence of Remedial Tuition on Utilization of Educational Resources

Remedial tuition highly influences utilization of educational resources as signified by the overall mean of 3.04. According to head teachers and teachers perceptions remedial tuition highly influences utilization of educational resources as their means were 3.10 for head teachers which was high and 3.03 for teachers which was very high. Head teachers and teachers t-Test independent output signified no significant difference in the views, ($t(1798) = .945, P > .05$). The pupils indicated that remedial tuition influences utilization of educational resources as this enables them access all the resources which enables them perform better in KCPE. The QASO concurred with what the pupils had said since educational resources are to be embraced by the pupils to enhance their performance in KCPE.

5.2.4 Stakeholders' Perceptions on Influence of Remedial Tuition on Pupils' Academic Performance

Remedial tuition very highly influences pupils' academic performance as signified by the overall mean of 3.56. According to head teachers and teachers perceptions remedial

tuition influences academic performance very highly as their means were 3.59 for head teachers and 3.56 for teachers. Head teachers and teachers were of the view that remedial tuition influences pupils academic performance as signified by the t-Test output, ($t(1798) = .088, P > .05$). The pupils indicated that remedial tuition influences academic performance as this enables them perform better in KCPE and transit to secondary school. The QASO concurred with what the pupils had said since exposure to doing extra work makes them do practice in all the subjects which in turn increases their performance in examinations.

5.3 Conclusions

The perceptions of head teachers', teachers', pupils' and DQASO are that, remedial tuition highly influences syllabus coverage which is believed to promote provision of quality education.

The perceptions of head teachers', teachers', pupils' and DQASO are that, remedial tuition highly influences development of pupils study skills which is believed to promote provision of quality education.

The perceptions of head teachers', teachers', pupils' and DQASO are that, remedial tuition highly influences academic performance which in turn promotes provision of quality education.

The perceptions of head teachers', teachers', pupils' and DQASO are that, remedial tuition highly influences utilization of educational resources which promotes provision of quality education.

5.4 Recommendations

In light of the findings and conclusions of this study, the following recommendations were made:

5.4.1 Stakeholders' Perceptions on Influence of Remedial Tuition on Pupils'

Syllabus coverage

The perceptions of stakeholders should be transformed into action so that we can improve performance through syllabus coverage.

5.4.2 Stakeholders' Perceptions on Influence of Remedial Tuition on Pupils Study

Skills

Head teachers should motivate teachers' and pupils' to take perceptions on study skills seriously so as to translate them into action so as to enhance provision of quality education through study skills.

5.4.3 Stakeholders' Perceptions on Influence of Remedial Tuition on Utilization of

Educational Resources

Teachers to transform their perceptions into action by ensuring practical use of available educational resources for enhancement of provision of quality education.

5.4.4 Stakeholders' Perceptions on Influence of Remedial Tuition on Pupils'

Academic Performance

Stakeholders' perceptions on remedial tuition should be translated into action by ensuring that the pupils are given remedial tuition that will enhance academic performance.

5.5 Suggestions for Further Research

This study exposed the following knowledge gaps that require study:

- i) Influence of teacher characteristics on pupils performance in examinations.
- ii) Validity of frequent testing as predictor of pupils performance in KCPE.
- iii) Influence of pupil and school environment and quality education.

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