

## **Perception of supplementary Tutorial studies by teachers in Public Secondary Schools in Kenya: case of Kiambu County**

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### **Abstract**

There has been broad arguments for and against supplementary classes in Kenya and in other economies where this practice has taken root. While demand for education has risen and has been considered a key driver of supplementary classes, teachers have also been blamed of offering less during working hours to create demand for their tutorials. This research aimed at reviewing the perception of teachers in secondary schools in Kenya regarding supplementary tutorials basing it on Kiambu County. A five scale Likert questionnaire was employed in gathering the data. Descriptive and inferential statistics using SPSS 17.0 was used to analyze the data and to draw conclusions. The results suggest that teachers view supplementary tutorials as key to better quality education. The paper concludes that unless measures are put in place to address issues that have given rise to supplementary tutorials, then this third sector of education is bound to continue thriving.

**Keywords: Supplementary tutorials; schools, teachers, perception, education sectors.**

### **Introduction**

Education has been recognized as a central element in national development. As cited by Mwebi & Maithya, 2016, UNESCO (1960) recognizes access to education and possession of basic education as a basic human right. Education has become very vibrant and has grown rapidly to become more exciting, comprehensive, and, ultimately more challenging. These significant developments and challenges are not something that is only felt by Government only but continue to fascinate parents,

pupils and students, as well as educationalists (Wango, 2011). These developments and the desire for better quality education have brought pressure to all the players in the education sector.

Increasing demand of quality education creates huge pressure on the formal education system in most of the countries (Das & Das, 2013). In this competitive environment parents are eager to go to any extent to provide the right facilities to ensure that their children get the right education. They continue to argue that based on the desire for parents to provide the right opportunities to their children, private supplementary tutoring emerged.

Many children throughout the world regularly proceed for some form of private tutoring after their regular school lessons. Much of this tutoring is done within the same school by the same regular teachers, while others are tutored by people who are not their regular teachers in different premises; this includes the tutor's home, child's home or hired premises (Mwebi & Maithya, 2016). Weaknesses of the students and teacher negligence could be considered some key drivers of private supplementary tutoring. Private tutoring can contribute to academic growth of the children who receive the tutoring and probably to the growth of the children who provide the tutoring as well. In some other cases, private tutoring has emerged to bridge the gap between poor educational structures and citizen needs that have been more enhanced day by day.

## **Review of Related Literature**

### **Supplementary tutorials**

As cited by (Mburugu, 2011), prior literature seems to conclude that supplementary tutoring in academic subjects beyond the hours of mainstream formal schooling for financial gain or otherwise is greatly entrenched in Africa and other developing economies. This kind of education often takes place outside school hours and or even in separate premises. The authors distinguishes between remedial lessons that seek to assist weak students or to assist under-achievers to improve in their weak subjects from additional tutoring that offer opportunities for teachers to earn supplementary income.

Questions have continuously been raised on its importance and the motivation behind its adoption in a majority of countries. In fact, Jayachandran (2014) goes to the extent of referring to supplementary tutorials as “incentives to teach badly” with the argument that the “for profit” tutoring gives teachers an excuse to “teach badly” during school time to increase demand for their tutorials.

In Bangladesh for example, 40% of primary school students attend tutoring sessions; in Kenya, the figure rises to 65% (Bray, 2005). In Egypt, 54% of fifth graders and 74% of eighth graders receive tutorials while in Sri Lanka, 80% of sixth graders and 75% of eleventh graders do so (Bray, 2007). 50% of Nepali students attend tutorials (Jayachandran, 2014).

### **Private Supplementary Tutoring in Kenya**

Lee (2013) argues that private supplementary tuition and remedial classes in Kenya is one and the same thing. The study further established that tuition providers normally levy fees for the service they provide irrespective of whether it is labeled private tuition or remedial classes. However, Kibere (2005) considered remedial lessons and holiday tuition as the two main categories of Private supplementary tutorials. For him, remedial teaching is often conducted in the evenings and weekends while private tutoring is offered during school holidays. Kibere's study focused on the implications of supplementary tuition in Meru South District. In the year 2013, the ministry of Education of the republic of Kenya banned all private supplementary tutorials in both private and public schools: however, the ban did not mention issues to do with remedial classes ([news.bbc.co.uk/2/hi/7558078.stm](http://news.bbc.co.uk/2/hi/7558078.stm)). This ban was necessitated by a growing notoriety by teachers in public institution in offering private tutorials for cash yet they were being paid to teach the same students. It was therefore considered conflict of interest, a fact that justifies the arguments by (Jayachandran, 2014); as an incentive to teach badly.

### **Drivers of Supplementary tutorials**

According to Jayachandran (2014), One likely reason for the prevalence of supplementary tutoring in developing countries as well as developed countries in East Asia is that there are high-stakes end-of-year exams that determine whether a student can continue her studies and how high-caliber a school she can attend. These exams, for example in Kenya determine the admissibility of one to Universities and the course one can take. In addition, because parents in developing countries are less educated on average, they may be less able to help their children with homework and need to rely on outside tutoring instead.

Private supplementary tutorials have grown rapidly because the demand for quality education in most of these countries cannot be adequately met by the government schools (Jayachandran, 2014); and extra services like tutoring allow for greater choice and efficiency in the market for education

(Mburugu, 2011). This is analogous to the case of private schools, this efficiency might come at the cost of equity if poorer families are less likely to take up tutoring, but it is also possible that tutoring is most helpful for the weakest students, enabling them to catch up to their peers. It is therefore clear that there are some key drivers to the rise of private tutorial classes; most of which can only be addressed by Governments in these economies by streamlining education policies with regard to quality education with the welfare of students in mind.

### **Objectives of the study**

The major reason for this research was to understand the perception of Private Supplementary Tutorials by teachers in public Secondary Schools in Kenya.

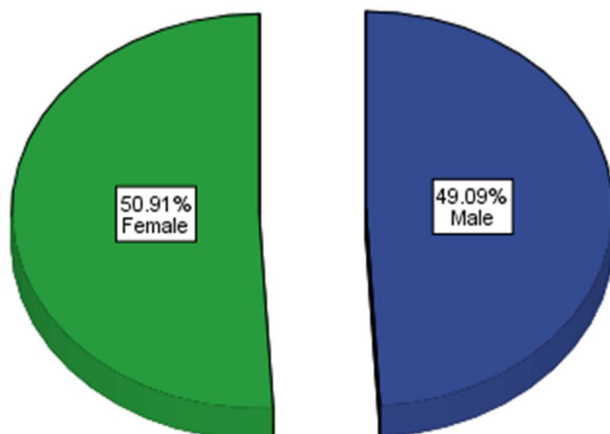
### **METHODOLOGY**

A structured questionnaire was used in collecting the data. Purposive sampling of the institution and respondents was purposively chosen. A physical questionnaire based on a five point likert scale questionnaire was employed to collect the data. Data was then analyzed using Statistical Package for Social Sciences (SPSS 17.0) descriptive and inferential statistics was used to analyze the data and to draw conclusions.

### **Findings and discussion of the results**

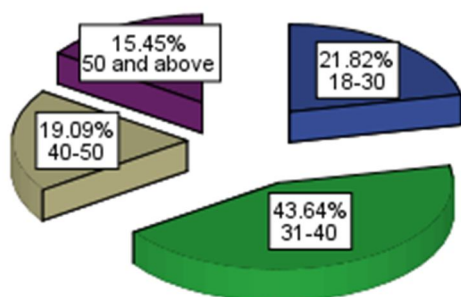
#### **Respondents Gender**

A majority of the respondents were Female, representing 50.91% of the respondents while 49.09% of the respondents were male. This is shown in Figure 1.



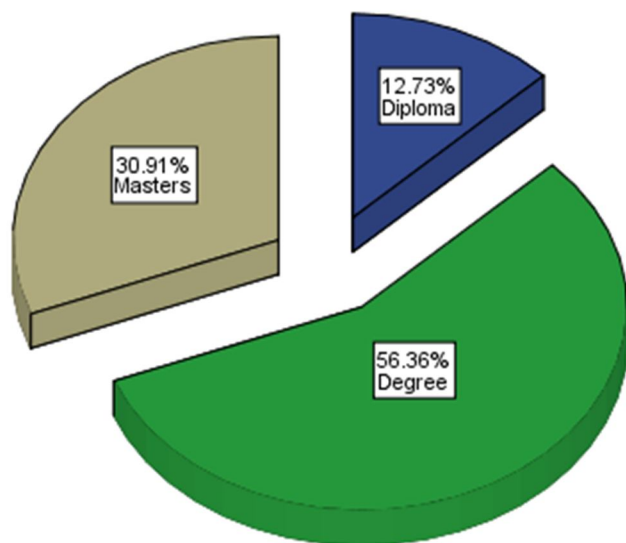
### Respondent's Age

A majority of the respondents fell between the age of 31-40 years at 43.64%; 21.82% of the respondents were between the age of 18 and 30 while 19.09% and 15.45% of the respondents were between the age of 40-50 and 51 and above respectively. This is shown in Figure 2.



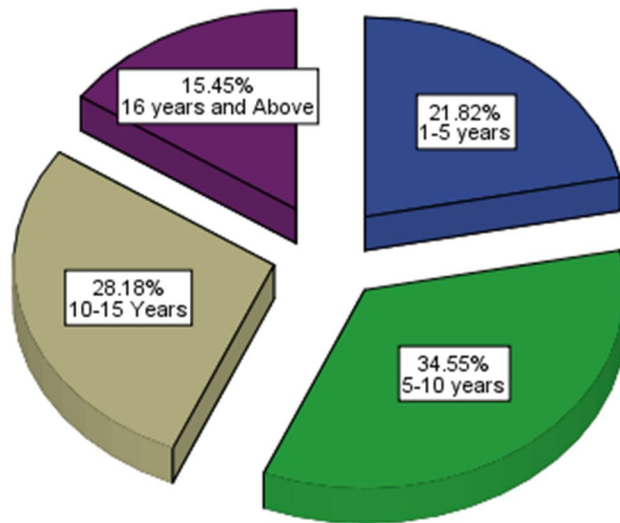
### Respondent's Level of Education

56.36% of the respondents were holders of a Bachelor's degree while 30.91% and 12.73% had a Master's degree and a Diploma respectively. None of the respondents held a doctorate degree (PhD). This is shown in Figure 3.



## Level of Experience

A majority of the respondents had worked as teachers for a period between 5-10 years. This group represented 34.55% of the respondents. 28.18% had experience of between 11-15 years while 21.82% and 15.45% of the respondents had experience of 1-5 years and 16 years and above respectively. This is shown in Figure 4.



## Prevalence of Supplementary tutorials in Public Secondary Schools

**Descriptive Statistics**

|   | N   | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|------|----------------|
| I do some private tutoring outside school   | 110 | 1       | 5       | 3.89 | 1.191          |
| I do some private tutoring within my school | 110 | 3       | 5       | 4.51 | .714           |
| Valid N (listwise)                          | 110 |         |         |      |                |

A majority of the teachers admitted to having been involved in some form of supplementary tutorials both within their schools and outside the school compound. A mean of 3.89 said that they had been involved in offering private tutorials within their schools while a mean of 4.51 of the

respondents said they were involved in some supplementary tutorials outside the school. This is shown in Table 1.

### Need for Supplementary tutorials

A majority of the respondents were of the view that supplementary tutorials were essential in bridging the educational needs of students and the larger society when asked if they considered supplementary tutorials as essential in bridging the educational demands and the society. A mean of 3.25 which represents a majority still felt that supplementary tutorials were essential for quality education. This is shown in Table 2.

**Descriptive Statistics**

|   | N   | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|------|----------------|
| Supplementary tutoring is essential to bridge educational needs and the society | 110 | 1       | 5       | 3.64 | 1.476          |
| supplementary tutoring is essential for quality education                       | 110 | 2       | 5       | 3.25 | .969           |
| Valid N (listwise)  | 110 |         |         |      |                |

### Supplementary tutorials and their effects

Majority of the respondents believed that supplementary tutorials led to improved performance by students at school and in the National examinations. When asked whether supplementary tutorials cause NO harm to students, A mean of 2.45 off the respondents responded to the affirmative; This implied that a majority of the teachers felt that there was some harm caused by Supplementary tutorials to students. A mean of 4.69 were in agreement that supplementary tutorials increase the financial burden on parents. This is shown in Table 3.

**Descriptive Statistics**

|   | N   | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|------|----------------|
| supplementary tutoring improves student's performance                                 | 110 | 1       | 5       | 3.50 | 1.426          |
| Supplementary tutoring causes no harm to students                                     | 110 | 1       | 5       | 2.45 | 1.162          |
| supplementary tutoring increases financial burden to parents                          | 110 | 4       | 5       | 4.69 | .464           |
| supplementary tutoring helps in improved national examination performance by students | 110 | 3       | 5       | 3.78 | .828           |
| Valid N (listwise)  | 110 |         |         |      |                |

**Alternatives to Supplementary Tutorials**

A majority of the teachers were not sure if there is an alternative to supplementary classes. When asked they thought that “there is an alternative to supplementary tutorials”, a mean of 3.22 remained neutral. A majority of the teachers considered the ban of supplementary tutorials in public schools as ill-advised at a mean of 4.50. This therefore implies that a majority of teachers support private supplementary tutorials. This is explained in Table 4.

**Descriptive Statistics**

|   | N   | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|------|----------------|
| there is an alternative to supplementary tutoring | 110 | 1       | 5       | 3.22 | 1.588          |
| ban on supplementary tutoring was ill advised     | 110 | 3       | 5       | 4.50 | .751           |
| Valid N (listwise)                                | 110 |         |         |      |                |

**Conclusion**

Based on this research, it is clear that supplementary tutorials are highly regarded by teachers in public schools in Kenya. It is clear that the practice itself is controversial even within the teaching fraternity itself based on the fact that as much as teachers view it as critical to students performance and coverage of the syllabus, they still consider it as being harmful to the students and being a financial burden to the parents. Support for Supplementary tutorials seems to be high amongst all



genders, age and even work experience. It is thus clear that there are strong arguments that necessitate Supplementary tutoring in public schools that cannot be ignored. Lastly, majority of the respondents considered supplementary tutorials as key to better performance in national examinations; this could be a result of increased emphasis on good national examination grades hence this can be considered the key driver of supplementary tutorials in public secondary schools.

### **Recommendations**

Based on this research, it is my recommendation that:

- i. There is need for increased dialogue among all stake holders as regards supplementary tutoring in schools to address issues that have contributed to its entrenchment within the education system
- ii. There is need to shift the focus of education from exam driven to a content driven system. This will reduce the pressure on both teachers and students as well as parents to better quality education within Kenyan Schools

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