

**AN ANALYSIS OF SHADOW EDUCATION ON MAINSTREAM EDUCATION IN  
PUBLIC SECONDARY SCHOOLS IN ATHI RIVER DISTRICT**

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## ABSTRACT

Education systems in most developing countries are meritocratic and this encourages tough competition among students and schools. This has led to increased demand for shadow education. The main objective of the study was to analyse the impacts of shadow education on mainstream education. This study aimed at specifically investigating the effects of shadow education on performance, syllabus coverage and its impact on teachers' motivation as well as the social effects of shadow education. The target population of the study were teachers, students and parents in public secondary schools in the 29 secondary schools in Athi River District. Purposive sampling was used to select respondents from the sampling frame; 29 principals, 29 teachers, 29 parents and another 29 students were selected from the twenty nine schools. This study used primary data which was collected through use of structured questionnaires. Data from the questionnaires were analysed using Statistical Packages for Social Sciences (SPSS). Pilot study was conducted to measure the reliability and validity of the questionnaires. The reliability of the instrument was tested using the Cronbach Alpha method. The study used descriptive survey research design. The findings implied that performance is an important element that is considered in shadow education. The results present the correlation coefficients of the study. These results shows that there is positive relationship between shadow education and performance, ( $R=0.423$ ). This implies that those who rated shadow education highly were also likely to rate performance highly. The relationship was significant as shown by a coefficient of 0.000. These results show that there is a positive relationship between shadow education and syllabus coverage ( $R=0.501$ ). This implies that those who rated shadow education highly were also likely to rate syllabus coverage highly. The relationship was significant as shown by a coefficient of 0.000. The results show that there is a positive relationship between shadow education and teacher motivation ( $R=0.415$ ). This implies that those who rated shadow education highly were also likely to rate teacher motivation highly. The relationship was significant as shown by a coefficient of 0.000. These results show that there is a negative relationship between shadow education and social effects of shadow education ( $R=0.52$ ). This implies that those who rated shadow education highly were also likely to rate the social effect lowly. The relationship was significant as shown by a coefficient of 0.000. The study findings indicated that shadow education does not assist in coverage of syllabus, but improves teachers' motivation and students' performance. Further, descriptive studies also show that shadow education affects the time parents spend with their children. The study provides recommendation to the government to reduce the regulatory burden on shadow education and to parents to encourage their children to value shadow education. The study recommends further studies to touch on the implication of shadow education costs to the income of households in Kenya-either in the rural or urban setting.