

**ASSESSMENT OF EFFECTS OF EXTRA TUITION ON ACADEMIC
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN
PRIMARY SCHOOLS IN KIPIPIRI SUB-COUNTY**

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ABSTRACT

Extra tuition is a worldwide phenomenon. It refers to a hidden education market, shadow education and supplementary education. Providers argue that extra tuition leads to enhanced performance in national examination while those against argue that it is detrimental to the wellbeing of the pupil. The researcher had set out to assess the phenomenon. Extra tuition has persisted despite the government ban. In the year 2013, the government was able to bring it almost to a halt in both private and public primary schools. The purpose of this study was to assess and describe the outcome of school extra tuition programme on Kenya Certificate of Primary Education (K.C.P.E) in Kipipiri Sub-County, Kenya. Specifically, the study aimed at determining the nature of extra tuition programme practiced in Kipipiri Sub County and assessing the change in subject mean score as well as the school mean score after conducting extra tuition in Kipipiri sub-county. This study was guided by general system theory as proposed by Ludwing von Berlanffy. Cross-sectional survey research design was adopted in the study. The target population of the study was all extra tuition service providers in public and private primary schools in Kipipiri sub-county with 192 head teachers and tuition service providers accessible from which a sample size of 183 was selected using stratified random sampling technique. A questionnaire administered to the respondents was used to collect data. Validity of the instrument was enhanced by subjecting the instrument to examination by two experts in Education Planning Management and Administration profession and affiliated to Mount Kenya University. Analysis of piloting results using Cronbach's coefficient alpha method yielded a reliability index of 0.86 indicating that the research instruments were reliable. The collected data were analyzed using both descriptive and inferential statistics. The descriptive statistics used were the frequency and percentages. The t-test analysis was used to determine the change in quality of subject means scores as well as school mean scores after conducting extra tuition in Kipipiri sub-county. Statistical Package for Social Sciences was used in data analysis. All the statistical tests were done at a significance level of 0.05. The study revealed statistically significant increase in both subject and school mean scores after conducting extra tuition. This study recommends that policy implications encouraging the reintroduction and support of extra tuition programmes in primary schools. However, these tuition programmes should be restructured to benefit pupils across all economic divides so that it may not significantly benefit pupils from rich family backgrounds as opposed to their poor counterparts.