

**EFFECT OF REMEDIAL TEACHING OF PUPILS PERFORMANCE IN
MOCHENGO ZONE, GUCHA SOUTH DISTRICT, KENYA**

BY

ONCHIRI JOEL

BED/18737/71/DF

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF EARLY CHILDHOOD AND PRIMARY EDUCATION
OF KAMPALA INTERNATIONAL UNIVERSITY**

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DECLARATION:

I, **Onchiri Joel**, declare that this research project is my original work and has never been submitted to any University for any award.

Signature... .....

Onchiri Joel

BED/18737/71/DF

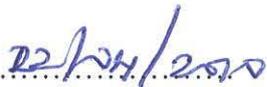
Date... 22/07/2010.....

APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education in Early Childhood and Primary Education

Supervisor.....

Ssekajugo Derrick

Date.....

DEDICATION

This entire work is dedicated to my wife Mokobi Conceptor and to my children Biphon and Deborah for the courage and support accorded to me in the course of my studies.

ACKNOWLEDGEMENT

My heartfelt thanks go to Mr. Ssekajugo Derrick my supervisor for the constant encouragement, his patience and the support he provided towards this piece of work. On the same note, I would like to thank my wife Mokobi Conceptor and my son Biphon Onchiri and my daughter Deborah Barongo for all sorts of support and advice accorded to me in the course of my studies

TABLE OF CONTENTS

DECLARATION:	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Background to the study.....	1
1.2 Statement of the problem	2
1.3 Objective of the study.....	2
1.3.1 General objective.....	2
1.3.2 Specific objectives.....	2
1.4. Research questions	3
1.5 Scope of the study	3
1.6 Limitations to the study.....	3
CHAPTER TWO.....	4
LITERATURE REVIEW.....	4
2.0 Introduction	4
2.1 Relationship between tuition and academic performance.....	5
2.2 Rationale for tuition.....	6
2.3 Tuition repercussions	7
2.4 Summary	7

CHAPTER THREE	9
METHODOLOGY	9
3.0 Introduction	9
3.1 Research design.....	9
3.2 Population of the study.....	9
3.3 Study sample	9
3.5 Research instruments.....	10
3.6 Data analysis and interpretation	10
3.7 Research procedure	10
CHAPTER FOUR	11
DATA PRESENTATION ANALYSIS AND INTERPRETATION.....	11
4.1 Introduction	11
4.2.0 TEACHERS BIO-DATA	12
4.2.1 Age of Respondents.....	12
4.3.0 ADMINISTRATORS BIO-DATA	13
4.3.1 Age of Respondents.....	13
4.4.0 STUDENTS BIO-DATA	15
4.4.3 Age of Respondents.....	16
4.5 RESPONDENTS ANALYSIS	17
4.4.1 TEACHERS ANALYSIS.....	17
4.4.2 ADMINISTRATION ANALYSIS.....	17
4.4.3 STUDENTS ANALYSIS.....	18

CHAPTER FIVE.....	22
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	22
5.0 Introduction	22
5.1 Discussion of the findings	22
5.2 Recommendations	25
5.3 Suggestions for further research.....	26
REFERENCES	27
APPENDIX I	29
TIME FRAME	29
APPENDIX I.....	30
QUESTIONNAIRE FOR STUDENTS.....	30
QUESTIONNAIRE FOR TEACHERS	35

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Gone are the days when life used to be full of endless fun and frolic for most school and college going boys and girls. Out door life offered a wide spectrum of long walks, kite-flying, traditional games, modern sports, hikes in the mountains and what not. All these are no more than tales of a bygone age for the young ones of today. Their lives, especially of those who are even remotely anxious about their careers, revolve around only one thing -- tuitions, and more tuition! Instead of the leisurely early morning and late evening walks during the holidays, these youngsters are now seen anxious walking to their favorite tuition haunts at these unearthly times. Even during the holidays they are studying as much, if not more, as during the normal schooling times.

The competitive examinations and the marks obtained in the tests are of singular importance for all concerned. There can be no weightier comment on the farcical formal education, but who cares!

The young ones adapt to new situations very quickly and they have no other way but to accept the new realities of the tuition yug. They have molded their lives accordingly. Tuitions have now become an essential part of education. Students become dependent upon tuitions from lower classes. The need for tuitions is especially felt at the primary level these days, parents before admitting their child, to primary admit him or her in the tuition class of the best teacher so that the seats there may not be over. The rush for

tuitions is so great that many teachers are now conducting tests for admission to their tuition classes."

1.2 Statement of the problem

Today in this world, when the entire human race breathes in an air of competition; where every individual is trying to get the better of the other, tuitions have not unexpectedly acquired a great importance in the field of education. Earlier tuitions were meant for weak students; now they are compulsory for the brilliant and the intelligent one. The weak students are, in fact, not admitted to tuition classes.

The main reason why most student enroll in holiday tuition programmes and pay exorbitant price for the same is to improve performance, but is this a reality. This dilemma calls for conducting an investigation to establish relationship between holiday tuition and academic performance.

1.3 Objective of the study

1.3.1 General objective

The main objective of the study was to establish whether their exist a relationship between attending holiday tuitions and change in academic performance of secondary school students

1.3.2 Specific objectives

1. To investigate whether the extra academic effort guarantees academic success

2. To establish whether weak students when given special attention they can improve on there performance.
3. To determine and pin point the benefits of holiday tuition

1.4. Research questions

- 1) Is their a relationship between holiday tuition and improvement in academic performance?
- 2) Does extra effort in education guarantee success?
- 3) Who are really the beneficiaries of holiday tuition?

1.5 Scope of the study

The research was carried out between December and April 2009. The study focused on establishing relationship between holiday tuition and academic performance. The research was conducted in Mochengo zone, Gucha South district Kenya.

1.6 Limitations to the study

In conducting this study, a number of challenges may be encountered, including:

Some respondents were unwilling to freely share the information. This was mainly true at the local level because of fear of not knowing whether the information could go to their superiors with repercussions. Nevertheless, the researcher tried and overcame these limitations to collect sufficient and representative data to reach the conclusions herein.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Tuitions have become a craze these days, especially in the large cosmopolitan cities. So much so that the students even miss their regular classes to attend their tuition classes. In many cases, those not taking tuitions consider themselves inferior. They are even considered foolish by their fellow students. The motivating factors are many - from getting an opportunity to make friends with the opposite sex to securing a seat in the professional colleges.

According to King (1990) tuitions are considered a necessity by the students as competition is very hard and they have to get some extra knowledge to compete. Going to a tuition class means you are going to be taught above your level - more than what the students of your class are being taught

There are many other contributing factors for the phenomenal growth of tuitions in the country. Many parents feel that tuitions make students regular and punctual and make them busy in their studies. Sharma (2005) observed that tuitions have become a stepping stone for success in the competitive examinations. Instead of spending time watching serials on the television, while attending tuition classes, students are at least spending their time well in studies."

2.2 Rationale for tuition

The competitive examinations and the marks obtained in the tests are of singular importance for all concerned. There can be no weightier comment on the farcical formal education, but who cares!

The young ones adapt to new situations very quickly and they have no other way but to accept the new realities of the tuition *yug*. They have moulded their lives accordingly, Tuitions have now become an essential part of education. Students become dependent upon tuitions from lower classes. The need for tuitions is especially felt at the primary level these days, parents before admitting their child, to primary admit him or her in the tuition class of the best teacher so that the seats there may not be over. The rush for tuitions is so great that many teachers are now conducting tests for admission to their tuition classes."

However, according to Bardhan (1997), there is much more to tuitions than what meets the eye. Whatever might have been the compelling factors for the widespread need for the tuitions, the scenario today has undergone a sea change. The first victim of mass scale tuitions has been the classroom teaching both with respect to its quality and quantity. Many students complain that most teachers no longer teach sincerely in the regular classes partly because they are tired after having devoted many hours to tuitions at home and partly because they have become highly business-minded.. Many teachers remain absent at will leaving students unattended. Some set up very difficult question papers in the home examinations to frighten the students. There are others, who, prompted by profit

motif, encourage their students to take tuitions from them by promises of help in the practical examinations and/or making up their lectures at the end of the academic session.

2.3 Tuition repercussions

Apart from these alarming maladies which have further vitiated the already depilated education system in the country, there are many other serious repercussions. The first sufferers are the poor students who remain behind in studies mainly because their parents cannot afford the sky-high prices for the extra coaching classes. There are reports of teachers charging thousands of shillings per subject for teaching only one subject for a period of two to three months. True indeed, these teachers earn in two to three months more than what they earn in their jobs in a year. In other words, the tuition classes have now become more of a hard sell business rather than a coaching class

Adams and Kruppenbach (1986) argue that, when a large number of students in the class are taking tuitions, the class room teaching becomes tuition-oriented and those who are bereft of this facility suffer a further set back. Even in the regular classes, teachers care for those students who get extra coaching from them. So the students are attracted towards tuitions for the simple reason that they will get every kind of help from their teachers. The teachers instill the idea in the students' brain that they will succeed only if they take tuitions during their free time and over the holidays.

2.4 Summary

Tuitions may or may not improve academic performance, but certainly they are a simmering wound reminding us of a deadly disease pervading our educational system.

Effective steps such as examination reform, teacher education, alternate means of coaching for the extraordinarily weak and brilliant students, equal respect for all useful trades, arts, crafts and vocations, new educational alternatives and new curriculum are called for if we have to prevent our temples of learning degrading into mere temples of earning.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section entails the methods used to collect the data necessary to answer the research.

3.1 Research design

The study used descriptive research design. This enhanced the researcher to obtain a better understanding of the effects of holiday tuition on academic performance of pupils. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on the topic under investigation

3.2 Population of the study

The populations of study were teachers and students in of selected schools in Mochengo zone, Gucha South District.

3.3 Study sample

With regard to above the study employed stratified sampling,

Sampling as follows: -

- For pupils –30 of the sample suffice.
- teachers- 10 teachers from the school
- Administration – The head teacher or his deputy from each school.

3.5 Research instruments

➤ Questionnaire

Primary data will be collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on the impact of holiday tuition on students' academic performance.

These are designed in both open and closed ended form.

The method will ensure high proportion of responses and higher returns rate.

➤ Interview method

This will take face-to-face interactions with the representative of the management of the school, the student and teachers.

Secondary data was obtained from the Ministry of Education, magazines, annual report records and other researches done. This gave other information required in the research.

3.6 Data analysis and interpretation

The information collected was analyzed and edited to create consistency and completeness.

After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using tables.

3.7 Research procedure

The researcher had an introductory letter from the University and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with the analysis of the data as given in the questionnaire and the interviews. The research findings were based on sample size comprising of secondary schools in district. The respondents were the administration, teachers and students from the schools. The summary of the collected data for each factor is presented by the use of tables to give a clear picture of the scores of responses that were gathered.

The following is the response rate in percentage of the sample planned and the actual responses.

Table 4.1: Response Rate

Type of response rate	Sample planned	Actual response	Response
Administration	2	1	50%
Teachers	8	6	75%
Students	50	42	84%
Total	60	49	82%

Source; primary data (2010)

Therefore the response rate:-

$$\frac{\text{Actual number responded} \times 100}{\text{Planned number responded}} = \frac{49 \times 100}{60} = 82\%$$

$$\frac{49 \times 100}{60} = 82\%$$

After compiling the interview data and the questionnaire the interpretations of the effects of the relationship of administration and teaching staff on students performance is seen

below and since the main theme of the research was to find out the effect of administration and teaching staff relationship on students performance, most of the questionnaires and quantitative analysis will be based on the questionnaire answers.

4.2.0 TEACHERS BIO-DATA

4.2.1 Age of Respondents

The results of the field study on age respondent from the selected schools where 8 teachers responded revealed that 61% (ii) of the respondents were below 39 years, while 39% of respondents were above 39 years. This is an indication that the sample comprised young professionals are spearheading education growth in Kenya as shown below.

4.2:Percentage age distribution in years

Age bracket	Frequency	% Age	Cumulative % age
23-30	2	22	22
31-38	3	39	39
39-above	3	39	39
TOTAL	8	100	100

Source; primary data (2010)

4.2.2 Respondents work Experience

The results of the field study on years of work-experience showed that 20% of the respondents ranged between 1-5 years and 40% of the respondents having 5-10 while 40% had 5 and above years of work experience. This signifies that information was collected from teachers with long term experience are represented by 78% of the sample.

TABLE 4.3: Respondents' work Experience

YEARS	NO.OF RESPONDENTS	NO.OF RESPONDENTS (%)
1-5	2	22%
5-10	3	39%
10-above	3	39%
Total	8	100

Source; primary data (2010)

4.3.0 ADMINISTRATORS BIO-DATA

4.3.1 Age of Respondents

The results of the field study on age respondent from the selected schools where 8 administration responded revealed that 61% (ii) of the respondents were below 39 years, while 39% of respondents were above 39 years. This is an indication that the sample comprised young professionals are spearheading education growth in Kenya as shown below.

Table 4.4 Age distribution in years

Age bracket	Frequency	% Age	Cumulative % age
23-30	2	22	22
31-38	3	39	39
39-above	3	39	39
TOTAL	8	100	100

Source; primary data (2010)

4.3.2 Respondents work Experience

The results of the field study on years of work-experience showed that 20% of the respondents ranged between 1-5 years and 40% of the respondents having 5-10 while 40% had 5 and above years of work experience. This signifies that information was collected from administrators with long term experience are represented by 78% of the sample.

Table 4.5: Respondents Work Experience

YEARS	NO.OF RESPONDENTS	NO.OF RESPONDENTS (%)
1-5	2	22%
5-10	3	39%
10-above	3	39%
Total	8	100

Source; primary data (2010)

4.4.0 STUDENTS BIO-DATA

Out of the 50 target students, only 41 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 84%.

4.6: DISTRIBUTION BY CLASS

FORM	Frequency	Frequency (%)
Form 1	5	12
Form 2	8	20
Form 3	11	27
Form 4	17	41
Total	41	100

Source; primary data (2010)

From the table above it can be seen that the research focused on all students in the school.

This is an indication students are aware of the importance of holiday tuition on their academic performance.

4.7: Distribution by gender

GENDER	FREQUENCY	PERCENTAGE (%)
Male	23	55
Female	18	45

Source; primary data (2010)

The study covered male as well as female students as reported from the study. As shown in the table one can notice clearly that both male and female students were covered.

4.4.3 Age of Respondents

The results of the field study on age respondent from the selected school where 41 students responded revealed that 39% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%. This is an indication that the sample comprised young students who might have been affected by the relationship between the administration and teaching staff in their schools as shown below.

Table 4.8: Age distribution in years

Age bracket	Frequency	% Age	Cumulative % age
14-15	9	22	22
16-17	16	39	39
18-above	16	39	39
TOTAL	41	100	100

Source; primary data (2010)

4.5 RESPONDENTS ANALYSIS

Research question one on impact of tuition on performance

4.4.1 TEACHERS ANALYSIS

Table 4.9: Teachers' Analysis *on impact of tuition on performance*

RESPONDENT	FREQUENCY	PERCENTAGE
YES	8	100
NO	0	0
TOTAL	8	100

Source; primary data (2010)

All the respondents who responded pinpointed to various results of tuition on the academic performance. According to one teacher respondent tuition was making students to relax in their academic work since they had established ways on covering extra work during tuition.

4.4.2 ADMINISTRATION ANALYSIS

Table 4.10: Administration Analysis *on impact of tuition on performance*

RESPONDENT	FREQUENCY	PERCENTAGE
YES	8	100
NO	0	0
TOTAL	8	100

Source; primary data (2010)

All the administration respondents who responded were in agreement of impact of tuition on student's academic performance.

Lack of laid down policies on how to confront such issues was chief among them. The administrators also blamed the Ministry of Education for lack of proper policies on how to handle such instances. For instance, the administrators were in a dilemma on how to handle cases where schools deliberately refused to cover the whole syllabus during the term so as to cover the remaining during the holidays.

4.4.3 STUDENTS ANALYSIS

Table 4.11: Students' analysis *on impact of tuition on performance*

RESPONDENT	FREQUENCY	PERCENTAGE
YES	41	100
NO	0	0
TOTAL	8	100

Source; primary data (2010)

All the students interviewed were unanimous that holiday tuition impacted negatively on their academic work. One student respondent said that since they could cover the syllabus during holiday tuition they did not concentrate on their revision.

Research question two on whether holiday tuition adds any extra value to weak students.

Teacher's analysis

RESPONDENT	FREQUENCY	PERCENTAGE
Very Great extent	1	12
Great extent	2	25
Low extent	3	38
Very low extent	2	25
TOTAL	8	100

Table 4.12: Teacher's analysis *on whether holiday tuition adds any extra value to weak students.*

Source; primary data (2010)

According to the table above, it clearly shows that holiday tuition plays a low extent in aiding of weak students this is represented by 38% of the respondents said. 25% said the efforts important and aided weak students to a great extent, (12%) said that holiday tuition aided the weak students to a very great extent, while (25%) said that it helped weak students to a very low extent.

ADMINISTRATORS' ANALYSIS

Table 4.13: Administrators' analysis *on whether holiday tuition adds any extra value to weak students.*

<i>RESPONDENT</i>	FREQUENCY	PERCENTAGE
Very Great extent	2	25
Great extent	3	38
Low extent	3	38
Very low extent	0	0
TOTAL	8	100

Source; primary data (2010)

From the above table, 38% of the administrators in the schools from the sample size were of the view that holiday tuition helped weak students to a very great extent while low extent was cited by the same percentage of respondents. 25% of the respondents said that holiday tuition played a played a very great extent of aiding weak students. Very low extent was not cited by any of the respondents.

STUDENTS ANALYSIS

Table 4.14 Table 4.13: Students' analysis *on whether holiday tuition adds any extra value to weak students.*

<i>RESPONDENT</i>	FREQUENCY	PERCENTAGE
Very Great extent	4	10
Great extent	6	14
Low extent	22	54
Very low extent	9	22
TOTAL	41	100

Source; primary data (2010)

According to the table above, it clearly shows that 54% of the students said that the holiday tuition helped the weak students only to low extent. 22% said that holiday tuition 10% percent said that it helped weak to a very great extent. 14% percent of the respondents said that it helped weak students to a great extent.

Most students were of the view that the school administrators exhibited laxity in ensuring that teachers finished the syllabus during the term to avoid holiday tuition.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 Discussion of the findings

One of the main outcomes of the study is the confirmation it has provided that holiday tuition has an impact on the academic performance of students in schools at the secondary level. The findings of impacts of holiday tuition at the secondary level agree with those of Githua and Mwangi (2003) in Kenya, Afrassa(2002) in Ethiopia and other parts of Africa(Kogolla,Kisaka,& Waititu,2004) similar findings were also reported in other studies(Koller,Baumert,& Schnabel,2001).These findings however, contradict those of Hanna(2003),Boaler(1997) and Vale,Forgasz,& Horne(2004).It seems that the western world has successfully tackled the problem of completing syllabus in time thus no need to recall students over the holidays.

This study also aimed to determine the impact of holiday tuition on students' academic performance.

One of the findings of the present study relates to the method of teaching normally employed in classrooms at secondary level in Kenya. The method was teacher-centered, and student's were passive and on the receiving end. This phenomenon reflected the lessons described by nunes and Bryant (Nunes&Bryant,1997),and the descriptions of primary classes in Mauritius(Griffiths,1998,2000,2002).

It seems that insufficient opportunities are provided to be involved in their own learning, and emphasizes the procedures used for solving subject problems. It seems that the examination-driven curriculum in Kenya leads to a more teacher-centered curriculum.

Teachers were to be playing a fundamental role in influencing students learning, as noted by Hanna & Nyhof-young (1995). They also helped students to develop a positive attitude towards studies and motivate them towards their work. The respect students have for their teachers could be noted during the classroom observations and interviews. This supports the finding of Aldridge, Fraser and Huang (Aldridge, Fraser, & Huang, 1999) concerning the respect students had for their teacher in Taiwan.

It was also found that teachers were seen to be strict, and that students appreciated the strictness, claiming that this helped them to have a disciplined class in which to learn mathematics. Evidence of this can be found in the transcripts of students' interviews.

Teachers were found to be acting as role models, were possessing sound leadership skills and were of helpful nature. However, there were teachers who had a gender bias in their own perception. As described by Elwood (Elwood, 1999), they tended to describe male students as able in sciences and female students as being uncertain and not possessing enough faith in their own ability.

These findings were common for average and low performing girls—findings which are in agreement with those of Tiedemann (2000). Cases where negative messages were sent to girls about their performance in sciences by teachers were noted in the present study also.

Interestingly, parental interest and involvement in their children's education is high in Kenya. The contributions of parents towards the children's learning in sciences as discussed.

It was found that students are conscious of their parental aspirations and this plays an important role in their motivation towards education. It should also be noted that parents support towards education in Kenya is no longer gender-biased now-as it used to be. Parents believe in the power of education and the success of their children depends to a great extent on their educational; success. However, the way of attributing success and failure in sciences to boys and girls still followed the pattern as described by Raty et al. (2002) where the success of boys was attributed to talent, while the success of girls was due to more effort.

Peers were found to be influential in a child's learning of sciences and, in some cases, in decisions to proceed further with other courses and the learning of sciences in general. This agrees to the findings of Opdenakker&Van Damme (2001), Sam&Ernest (1999) and Hoxby (2002).

Peer influence is not restricted to the classroom only or to school mates, but from a much larger group through private tuition. The practice of private tuition allows student's of different regions, colleges, cultures and social classes to be together and consequently to form a larger peer group. This study was restricted to the peer influence within the classroom towards the teaching and learning of mathematics.

Achievements, concerning success or failure in school, it was found that students attributed success primarily to efforts-evidence coming from the transcripts of students interviews as discussed. These findings agreed with the findings of Mooney and Thornton (1999) but no apparent gender differences were noted – contracting the outcomes reports by Ernest

(1994) and Leder, Forgasz and Swolar (1996). It can be deduced that Kenya students are different to Australian and English students in this respect.

Another factor, language, was found to also play a major role in the teaching and learning at secondary level. It was revealed in this study that students were having problems tackling word problems or problems related to application to real life situations. Similar outcomes were highlighted in a study conducted by Zevenbergen (2001). Indeed, there is considerable debate related to the issue of language and education in Kenya

5.2 Recommendations

The most direct impact of this study will hopefully be in the classroom and will help teachers to use the findings, in particular;

- using student-centered teaching approaches, using meaningful activities in their classrooms
- ,promoting conceptual understanding in all subjects. emphasizing process rather than product during problem-solving sessions, Promoting collaborative learning in science classes. Helping students to develop a positive attitude towards sciences. Motivating students in their learning of sciences. Enhancing the science achievement of all students. Promoting equity in education.

Teachers will have evidence on how different strategies can be incorporated with success into their regular classroom transactions and within their schedule of work. One teacher, who was a respondent of the study, stated that using cooperative learning and student-centered methods would be very time consuming and that teachers would face difficulties in completing syllabus

As argued in the previous chapters, one of the main worries of teachers and parents is that syllabus should be thoughtfully completed. All that is required is readjustment.

5.3 Suggestions for further research

Further studies on gender and examination malpractices at secondary level should be conducted in relation to single sex and co-educational schools. An investigation of the attitudes towards sciences and the performance of boys and girls in single sex schools, as compared to those in co-education schools, could prove to be important.

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APPENDIX I

TIME FRAME

ACTIVITY	PERIOD	OUTPUT
Proposal writing	22/4/08-24/4/08	Proposal submission for approval
Field customization	MAY 2008	initial information collection
Developing instruments	MAY 2008	Developing of instruments
Data collection	JUNE 2008	Coding and entering of data
Data analysis	JULY 2008	Analyzing and interpretation of data
Preparation of report	AUGUST 2008	Submission of dissertation

APPENDIX I
QUESTIONNAIRE FOR STUDENTS

General instructions

- a) This questionnaire is to be filled by teachers and students
- b) Please assist and answer the appended questions after reading carefully
- c) Please tick in the space of choice provided
- d) Write comments in the provided space where necessary
- e) Do not write your name on the questionnaire
- f) The information collected will be confidentially kept and will only be used for academic purpose

Personal details

A) Sex:

Male

Female

B) Age

Age bracket	Tick where appropriate
12-16 years	
18-25 years	
25 years and above	

C) Education class level

Please indicate your educational level

Educational class level	Tick where appropriate
Form one	
Form two	
Form three	
Form four	

1.0 Does your school run the holiday tuition programme?

Yes No.....

2.0 When are the tuition sessions run?

- a) Weekends.....
- b) Over the school holidays.....
- c) During public holidays.....
- d) After regular class session.....
- e) Others (please specify).....

3.0 If yes in your own opinion which factors contributes to your attendance of tuition?

- a) Peer influence Yes No.....
- b) Parental influence Yes No.....
- c) School regulation Yes No.....
- d) Family (home) location Yes No.....
- e) Own pleasure Yes..... No.....
- f) Accessibility to finances Yes No.....

4.0 Please grade the level of participation of the pupils who attend tuition sessions in the following activities.

activity	Very good	good	average	poor
a)class work				
b)games				
c)group work				
d)homework				
e)school errand				

5.0 How do this learner relate to;

	Very good	good	average	poor
Fellow learners				
teachers				
Administrational				
Community				
Parents/guardian				

6.0 When is the most probable time for tuition?

Over the school holidays weekends Evening

Other specify.....

9.0 Briefly state in your own opinion if tuition programmes improves academic performance

.....
.....
.....
.....

THANKS

31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Educational level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Primary education	
Secondary education	
Tertiary/college level	
University level	

1.0 Does your school run tuition programmes?

Yes.....

No.....

2.0 When are the tuition sessions run?

e) Weekends.....

f) Over the school holidays.....

g) During public holidays.....

h) After regular class session.....

e) Others (please specify).....

3.0 does holiday tuition sessions benefit weak students academically? Give reasons

.....

.....

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4.0 Please grade the level of participation of the pupils who attend tuition sessions in the following activities.

activity	Very good	good	average	poor
a)class work				
b)games				
c)group work				
d)homework				
e)school errand				

5.0 How do this learner relate to;

	Very good	good	average	poor
Fellow learners				
teachers				
Administrational				
Community				
Parents/guardian				

6.0 is there a relationship between holiday tuition and academic performance? give

reasons.....
.....
.....
.....

7.0 Briefly state in your own opinion if tuition programmes improve academic performance of students?

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THANKS