

IMPACT OF TUITION ON STUDENTS' PERFORMANCE IN NATIONAL EXAMINATIONS: VIEWS OF SECONDARY SCHOOL TEACHERS AND PRINCIPALS IN ELDORET NORTH, KENYA

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ABSTRACT: *In Kenya, the demand for good results and the ever-pressing need to complete the syllabus continues to drive schools to introduce holiday and private tuition. This is despite the government ban on tuition programmes. The aim of the study was to document the views of teachers and head teachers on the impact of holiday and private tuition on the performance of students in Eldoret Sub-County, Kenya. The study targeted 300 students, 60 teachers and 30 head teachers from a total of 30 secondary schools. Teachers and head teachers' perceptions on holiday and private tuition were described, interpreted and analysed by use of descriptive statistics. The study used the Kenya Certificate of Secondary Education (KCSE) examination results for 2011 as a basis for analysis of students' performance. The results were obtained from District Education Office and candidates mean grades from KNEC website. Purposive sampling was used to select schools that offered holiday tuition and Form Four students who had undergone holiday or private tuitions. Data was collected using document analysis and a questionnaire. The data was then analysed using descriptive statistics. Based on the results, the head teachers and teachers expressed support for holiday and private tuition in and out of schools. It was recommended that the Teachers' Service Commission should introduce stringent work performance contracts for teachers every term to complete the termly syllabus within the time frame scheduled. All head teachers in both public and private schools should be compelled to sign a memorandum of understanding with the TSC/Ministry of Education guaranteeing that school facilities under their jurisdiction will never be used for the purposes of holiday and private tuition during holidays*

KEYWORDS: Effect, Tuition Secondary School Students, Performance, National Examinations, Eldoret North Constituency, Kenya, Teachers, Head Teachers

INTRODUCTION

Holiday and private tuitions are no recent trends in the history of Kenya's educational system. In Kenya, holiday and private tuition started after the introduction of the 8-4-4 system of education in 1985. Elsewhere, it has been a major phenomenon since the 1960s in some parts of East Asia, particularly Japan, Republic of Korea and Taiwan (Hallack & Poisson, 2007). Since then, it has reached a significant scale in many places (particularly in urban areas) and has developed rapidly, including in Latin America. In most countries, holiday and private tuition is proposed by individual teachers or small teaching centres. In some countries, particularly Japan and the Republic of Korea, it has developed into a major business. In the two countries, the major private teaching schools are

large and huge modern companies where advertisements are placed on buses and trains. Their shares were being traded at the stock market (Hallack & Poisson, 2007).

In Africa

In Kenya, holiday and private tuition started after 1985, when the 8-4-4 system of education was introduced to replace the then 7-4-2-3 system. The syllabus was wide for teachers to complete on time. The two-year advanced level syllabus was phased out and compressed with the four year ordinary one. The subject matter that used to be completed in six years was now to be done in four years. In addition, students enrolled in secondary schools were compelled to take a minimum of ten compulsory subjects that included English Language and Literature, Kiswahili, Mathematics, Biology, Physics, Chemistry, History, Geography, CRE and Agriculture.

According to Wamahiu (1989), teachers in public schools were overwhelmed by the huge content of work in the syllabus which was supposed to be completed in a short time. In an effort to streamline the curriculum, the government of Kenya established private schools and posted advertisements in towns, churches, social halls and other public places committing itself to complete the syllabus within the stipulated four years. This situation compelled parents to send their children to such schools for private tuition during the holidays and weekends (Wamahiu, 1989).

The demand for good results and the urgency to complete the syllabus drove government schools to introduce holiday tuition as well. Head teachers sought approval from parents during Annual General Meetings (AGM) to offer holiday tuition. Most of the parents overwhelmingly granted the requests. This trend soon spread out countrywide with minimal government control. The practice continued despite the syllabus content having been revised and scaled down as of 1992, which saw the introduction of eight compulsory subjects to give students time to relax during holidays and weekends (Wangai, 2001).

In 1997, a national sample of 3,233 Standard 6 pupils in Kenya found that 68.6% were receiving tuition, ranging from 39% in North Eastern Province to 74% in Nyanza Province (Bray, 2003). In his article on *The Truth about Holiday Tuition*, Waweru (2009) reported that there was something perversely captivating about education practices that were clearly at odds with the available studies. Parents and teachers endorsed the classes even as evidence suggested they had no academic benefits. A case in point was in a Limuru national school where parents demanded that the holiday classes be reinstated and they even went further to write to the Education ministry for permission when the school head teacher declined to offer the tuition (Waweru, 2009).

In some schools such as Musa Gitau primary school, lower class pupils of standard three were taking tuition and parents saw nothing wrong with it (Waweru, 2009). They even requested the school management to incorporate tuition fees in the school fees. In another scenario, parents complained to the press that they were being compelled by school head teachers to pay mandatory holiday tuition fees even though the Ministry had banned the practice. As one parent of the Kasarani Junior Academy explained, "My daughter had to pay Kshs 3000 for tuition which was mandatory for standard seven and eight students. When I complained, the school threatened to

expel her. I stood my ground but they told me to keep her at home” (Waweru, 2009). The principal later reported that tuition was voluntary and was being offered because parents were asking for it during school holidays (Waweru, 2009).

Holiday and private tuition is pervasive in Kenya. The Ministry of Education has failed to enforce the ban which has been in place since 1988. However, even if the ban is implemented in schools, the practice would not die any time soon because many parents pay for private tuition at home during the holidays and weekends. Parents and teachers endorse the classes. Students attend holiday and private tuition at any available opportunity (Ndunda, 2009). Teachers and most parents favour holiday and private tuition in the belief that it will yield academic benefits (Owondo, 2010). Schools and parents continue to defy the Ministry of Education directive, claiming the education system is to blame for offering too many subjects (Gichinga, 2010). The church leaders have complained that most students are preferring to attend tuition than visiting places of worship over the weekends (Kimani, 2010).

There were a number of factors that made holiday and private tuition a mainstay in the education system. Firstly, parents no longer know what to do with their children during holidays. Most parents leave early for work and return late in the evening. This gives students room to roam the estates and villages, which exposes them to mischief. The days were long gone when parents would monitor their children’s physical presence at home using the fixed landline telephones which have become absolute. Most parents even prefer schools to organize longer holiday trips for students because they know the children are taken care of. Indeed, many parents have found schools a safe haven for the children because someone else is watching over them (Waweru, 2009).

Secondly, tuition is a full-blown commercial venture. Otherwise there is no wide syllabus in kindergarten and lower primary that require extra time. Similarly, a form one student in boarding school needs his/her parent in April to share experiences of boarding school life. Such a student cannot benefit from holiday tuition at all. Thirdly, there are teachers who graduated from colleges years back, but have never taught in a formal school because they depend on holiday and private tuition. Lastly, some parents feel that without tuition at whatever level of learning, their children cannot do well in school. They arrange tuition for their children at home every evening and during holidays. It does not matter to them how well the children are taught at school.

It is true that some tuition arrangements are necessary, especially when a teacher has been absent for various reasons or the class is weak and needs more attention in specific subjects identified (Owondo, 2010). In Egypt, a 1994 survey of 4,729 households found that 64% of urban primary children and 52% of rural ones had received holiday and private tuition. A 1997 study estimated that household expenditure on holiday and private tuition at the preparatory, primary and secondary levels accounted for 1.6 % of gross domestic product in the same country (Bray, 2003).

Adverse Effects of Holiday and Private Tuition on Teachers and Programmes

Private tuition can lead to teacher fatigue and inefficiency. Teachers work for several extra hours each evening and during the holidays without sufficient rest. Moreover, teachers make less effort in class to ensure that every student is adequately prepared for examinations. Teachers also tend to prefer to concentrate not only on conducting remedial classes under their charge, but rather on

earning extra income through the practice (Bray, 2003). Holiday and private tuition programmes are also often marred with many unethical or corrupt practices. For instance, there are cases in which teachers (who may or may not also teach in mainstream schools) provide tuition to students for whom they are not otherwise responsible. In other cases, mainstream teachers tutor students who already fall under their responsibility in their mainstream classes (Khandelwal, 2004).

In cases where teachers teach students for whom they are not responsible, there are many other issues that emerge. These include demand for high fees, over-enrolment in classes and poor performance of teaching centres (due to lack of regulation on teachers' qualifications). Some teachers exert monopoly in the centres, leading to 'undue influence'. Teachers also tend to neglect their mainstream duties in favour of tuition work. Another issue is the elaboration of referral schemes, under which teachers from different schools agree on referring their students to each other for private tuition (especially in countries where teachers are prohibited from offering private tuition). There are also reported cases of collusion between schools and private tuition centres.

In addition, due to such programmes, higher educational institutions (HEI) tend to raise the requirements for entrance examinations to justify tuition among their employers and thus create the possibility of additional income (Khandelwal, 2003). Teachers from the most prestigious universities also tend to command high prices for tuition because they know or are presumed to know, the rough contents of the entrance examination set by their own institutions. A similar situation is in Kenya, where most teachers from national schools do not take part in the marking of the national examinations. Instead, they concentrate on conducting holiday and private tuition in December because parents pay them more than what the Kenya National Examinations Council (KNEC) offers to examiners due to the same presumption (Mbugua, 2005).

In cases where mainstream teachers teach the students for whom they are responsible, there are reported cases of use of public facilities (schools) for private interests. There is also pressure exerted by teachers on parents to pay for private tuition. Moreover, teachers are able to exert pressure not only because the students face external competition but also because the teachers control which students are and are not promoted to higher grades at the end of the academic year. Parents know that if they do not pay for the tuition, they end up paying more in other ways because their children would probably have to repeat an academic year (Bray, 2003). There is also distortion in the way the curriculum is taught- only part of the syllabus is taught during official hours in some cases (Mauritius). In some cases, there is penalization of the students who do not attend private tuition, including them being failed deliberately (Khandelwal, 2004).

Statement of the Problem

In Kenya, the practice of holiday and private tuition has been a cause of disagreement between the Ministry of Education, on the one side, and schools, on the other. The Ministry of Education banned holiday tuition in 1988 and repeated the same in 2008 in circular MOE/GEN/G1/11/4 (Karega, 2008). Despite the ban and annual issue of term dates for learners to rest after an academic term and holiday, private tuition continues to thrive in schools in Kenya on a large-scale (Wanyama & Njeru, 2004). Teachers have ignored the positive aims and are out to make profit, parents do not know what to do with children during holidays and students await decision of teachers or parents on which way to go (Owondo, 2010). It is this paradox in policy and practice that motivated the

researcher to seek the views of teachers and head teachers on the effect of tuition programmes on students' performance in KCSE in Eldoret North Sub-County, Kenya.

MATERIALS AND METHODS

The study aimed at finding out the difference in KCSE Performance between tuitioned and non-tuitioned students in secondary schools of Eldoret North Constituency. In relation to the research designs, this study was (a) descriptive in nature as the KCSE academic performance was described, analyzed and interpreted and (b) causal-comparative as it sought to test differences in performance between tuitioned and non-tuitioned groups. The study was conducted in Eldoret North Sub-County, in the Uasin Gishu County in the Republic of Kenya. At the time of the study, the Sub-County had a total of 3227 candidates in 2011 who had registered for KCSE spread across 54 secondary schools. The number of head teachers was 54 while the teacher population was 488 within the area of 1088 square km (Education Office, 2011).

The target population for the study included the 54 secondary schools in Eldoret North Constituency. Among the 54 schools, 36 had been involved in tuition while 18 had not. The research units included students, teachers, and head teachers during the 2011 academic year. The main method used in the sampling was the purposive sampling technique where the schools involved in the study were picked on the basis of having offered holiday and private tuition and those that had not. Purposive sampling was used to select schools. The schools included composed of those that had consistently been offering holiday tuition for the last six (6) years. These schools were 15 out of the sampled 36. The second group comprised schools that had not been offering holiday tuition for the last six years. These were also 15 out of the 18 that were sampled. Therefore, a total of thirty (30) schools were involved in the study.

As for the respondents, all the head teachers of the 30 schools were involved in the study. The sample of teachers participating in the study were purposively selected on the basis of having been class teachers of Form Four (4) in the year 2011. Lastly, only Form Four (4) students of the year 2011 participated in the study. The student respondents in each school were picked by following index numbers arranged in order depending on the schools' total candidature in 2011.

The research data was collected using document analysis and questionnaires. The documents consisted of the final KCSE examination results for the year 2011. Two questionnaires for both students and teachers/head teachers were used to collect data. The final KCSE (2011) examination results of the students from the secondary schools was organized and analysed. A t- test for testing the difference between two independent means of tuitioned and non-tuitioned students was applied to test the stated hypotheses. The analysis was carried out with the aid of Statistical Package for Social Sciences (SPSS) software. The significance of the findings was set at alpha level of 0.05. This implied that the findings reported in the study were 95% correct. The analysis of data began with coding and scoring of the data by assigning numerical values to each response category for each question on the instrument that was used.

RESULTS AND DISCUSSION

Perceptions of Teachers on Holiday and Private Tuition

The teachers were asked to give the various responses on every item in the questionnaire. The mean scores were computed and presented in Table 2 below based on a four point Likert scale.

Table 1: Perceptions of Teachers on Holiday Tuition

Statement of perception	N	Mean	Std. Dev.
My school offered holiday tuition for the last four years	60	2.4167	1.45313
I support holiday and private tuition	60	2.6000	1.34290
Holiday tuition helps teachers to complete the syllabus	60	2.6833	1.04948
Holiday tuition earns the school and teachers extra income	60	3.4667	.70028
Holiday tuition improves the school mean grade in KCSE	60	2.6167	1.31602
Holiday and private tuition should be encouraged	60	2.5000	.98290
Holiday and private tuition is beneficial to the teachers	60	3.2167	1.04300
Holiday tuition should be compulsory in schools	60	2.3333	1.08404
Holiday tuition keeps teachers and students busy in school	60	2.9000	.93337
Holiday tuition improved the school popularity	60	2.1833	1.01667
Holiday tuition improves student discipline	60	2.3333	.87656
Holiday tuition improves head teacher/teacher's income	60	2.3667	.90135
Holiday tuition is a burden to parents and teachers	60	2.8167	1.08130
Holiday tuition secures students' safety	60	3.1167	.90370
Holiday tuition helps teachers to get promotion	60	1.7500	.81563
Holiday tuition should be scrapped altogether in schools	60	2.4667	1.25505

The table above shows the mean scores of the teacher's responses on each of the 16 items on the questionnaire with their corresponding standard deviation. From the table, various observations were made. The respondents scored a high mean score of 3.4667 and a low standard deviation of 0.70028 on the question-holiday tuition earned teachers' extra income. This indicated that most teachers preferred holiday tuition because it was a source of extra income (Owondo, 2010). As earlier stated, most teachers in Kenya's prestigious schools prefer offering holiday tuition during holidays especially in December than marking National examinations because holiday and private tuition earns them more income (Mbugua, 2005).

On whether or not holiday and private tuition benefited them, the respondents tended to agree with the question by registering a mean score of 3.2167 and a standard deviation of 1.043. This similarly indicated that teachers make huge profits from holiday and private tuition and therefore do not wish it to be scrapped. At a mean score of 3.1167 and standard deviation of 0.9037 on the question of holiday tuition providing security to students, the respondents confirmed the parent's earlier belief that students are safe when in school than in estates during holidays as they were being watched over by teachers. Parents were comfortable when their children were in the hands of the teachers because cases of mischief were reduced (Waweru, 2009).

The teachers also accepted to be very busy in school during holiday tuition as their mean score was 2.900. This indicated that teachers kept students busy in schools to fulfil parents' wishes of

being better alternative care takers irrespective of whether teaching was going on or not. Despite the fact that respondents tended to agree that tuition was a burden to the parents by registering a mean score of 2.817, teachers continued to support the holiday tuition. This was because most teachers were also parents in other schools and therefore paid for the holiday tuition elsewhere using the same income.

They disagreed with the perception that holiday tuition helped them get promotion by registering a low mean score of 1.7500. This was because a promotion criterion by the Teachers' Service Commission does not recognize certificates offered by holiday tuition schools. Similarly, respondents denied that holiday tuition improved school popularity. This was shown by the mean score of the respondents being 2.1833. At the same time, teachers tended to disagree that holiday tuition improved the students' discipline.

The general perception was that teachers tended to agree with the questions raised over holiday and private tuition by scoring mean of 2.575 and standard deviation of 0.5239 as shown in the table above.

Table 2: Teachers' Responses on Perceptions of Holiday Tuitions

Statement	D F(%)	TD F(%)	TA F(%)	A F(%)	Total F(%)
I support holiday and private tuition	20(33.3)	10(16.7)	4(6.7)	26(43.3)	60(100)
Holiday tuition helps teachers to complete the syllabus early	9(15.0)	18(30.0)	16(26.7)	17(28.3)	60(100)
Holiday tuition earns the school and teachers extra income	1(1.7)	4(6.7)	21(35.0)	34(56.7)	60(100)
Holiday tuition improved the school mean grade in KCSE	20(33.3)	7(11.7)	9(15.0)	24(40.0)	60(100)
Holiday tuition should be made compulsory in schools	18(30.0)	14(23.3)	18(30.0)	10(16.7)	60(100)
Holiday tuition improved the school popularity	19(31.7)	18(30.0)	16(26.7)	7(11.7)	60(100)
Holiday tuition improves head teacher's income	9(15.0)	28(46.7)	15(25.0)	8(13.3)	60(100)
Holiday tuition helps teachers to get promotion	28(46.7)	20(33.3)	11(18.3)	1(1.7)	60(100)

Key: D=Disagree; TD=Tend to Disagree; TA=Tend to Agree; A=Agree

The finding above showed that 43.3% of the respondents supported holiday and private tuition possible because of its benefits compared to 33.3% who did not support it. For those who did not support the tuition gave various reasons including being away in higher learning institutions on school based programs during holidays therefore missed out on the extra income. For those who supported it claimed that holiday and private tuition had created jobs for many University Trained Graduate teachers who have not been absorbed by the Teachers Service Commission (TSC).

The percentage of teachers who disagreed with the Item was 15% compared to 28.3% who agreed. Those who disagreed observed that holiday tuition does not contribute much to early completion of the syllabus but proper planning and commitment by teachers is the key to syllabus completion. For those who supported the idea claimed that holiday tuition offered substantial amount of extra time which teachers used to complete the syllabus.

An overwhelming 56.7% of the Teachers agreed that holiday tuition earned them extra income. Those who supported the idea stated that they were paid highly on hourly basis for appearing in the classes as timetabled. Some even bribed academic/timetable masters to allocate them more hours. In large schools where teachers staff welfare run canteens, more profit was generated during holidays as consumption of bread was high in the evening hours when students were left free after classes.

The finding showed that the number of teachers who agreed was 40% compared to 33.3% of those who disagreed. Those who agreed observed that during holiday tuition, most students are grilled and made to memorize concepts which when they appear in the examination, candidates will score highly. In the eventual run, raise the school mean score. The teachers who were against holiday tuition were 30%. They clarified that since the Government had no proper national guidelines on holiday tuition in place, each school will fix holiday tuition charges independently and exorbitantly to exploit parents.

The respondents disagreed with the perception that holiday tuition improved the schools' popularity by 30%. Their sentiments were that it was impossible for schools to be popular when every holiday they were asking for extra fees from parents who were already burdened. The finding from the above showed that 46.7% of the respondents disagreed with the notion that holiday tuition helped teachers to get promotion. They asserted that tuition is not fully accepted by the government after being banned on paper theoretically but not on the ground and therefore has no contribution whatsoever on a teachers' promotion.

Head Teachers' Perceptions of Holiday and Private Tuition

The head teachers were also asked to indicate their views on holiday and private tuition. Their responses were as summarized in Table 3 below.

Table 3: Head Teachers' Perception of Holiday and Private Tuition

Head teachers' perception of tuition	N	Mean	Std. Dev.
My school offered holiday tuition for the last four years	30	2.4000	1.47625
I support holiday and private tuition	30	2.8000	1.18613
Holiday tuition helps teachers to complete the syllabus	30	2.9667	1.18855
Holiday tuition earns the school and teachers extra income	30	3.2333	1.19434
Holiday tuition improves the school mean grade in KCSE	30	2.5667	1.38174
Holiday and private tuition should be encouraged	30	1.4667	.86037
Holiday and private tuition is beneficial to the teachers	30	3.8000	.61026
Holiday tuition should be compulsory in schools	30	1.6000	1.22051
Holiday tuition keeps teachers and students busy in school	30	3.4000	.85501
Holiday tuition improved the school popularity	30	1.8000	1.21485

Holiday tuition improves student discipline	30	2.5000	1.19626
Holiday tuition improves head teacher/teacher's income	30	2.5000	1.10641
Holiday tuition is a burden to parents and teachers	30	3.4333	.97143
Holiday tuition secures students' safety	30	3.5333	.77608
Holiday tuition helps teachers to get promotion	30	1.4667	.89955
Holiday tuition should be scrapped altogether in schools	30	2.9000	1.32222

The head teachers who were chosen to be respondents in the study had divergent perceptions on holiday tuition. Among the 30 who responded to the question on Holiday and private tuition being beneficial to the teachers scored the highest mean of 3.800. They observed that in many of their schools, tuition organization was done by teachers and academic offices therefore the beneficiaries were the teachers.

The respondents further agreed that holiday tuition in the schools provided safety and security to the learners as earlier stated. To this, their mean score was 3.5333. Similarly, the head teachers agreed that holiday tuition was a burden to parents and teachers by registering a mean score of 3.4333 in response to the question. They reported that most parents complained to them over high holiday tuition fee. But because other parents willingly pay, others had to struggle to pay to avoid disadvantaging their children.

The head teachers rejected totally the perception that holiday tuition helped teachers get promotion by registering a mean score of 1.4667. They asserted that no school has ever issued a certificate to a teacher who conducts holiday and tuition well to warrant a promotion by Teachers Service Commission. They also responded negatively to the perception that holiday tuition be encouraged by disagreeing to mean score of 1.4667.

A similar response of mean score 1.600 and standard deviation of 1.2205 were recorded when head teachers were asked to make holiday tuition compulsory in their schools. On holiday tuition improving school popularity, respondents disagreed by registering a mean score of 1.800. Head teachers gave their views that holiday tuition does not market schools.

The finding had a mean score of 2.4813 and standard deviation of 0.51017. This indicated that head teachers tended to disagree with the perceptions on the items in the questionnaire. The table below showed how head teachers responded to the various items on the questionnaire.

Table 4: Head teachers Responses to Holiday tuition Perception

Statement	D F(%)	TD F(%)	TA F(%)	A F(%)	Total F(%)
My school offered holiday tuition for the last four years	15(50.0)	1(3.3)	1(3.3)	13(43.3)	30(100.0)
I support holiday and private tuition	6(20.0)	6(20.0)	6(20.0)	12(40.0)	
Holiday tuition helps teachers to complete the syllabus early	5(16.7)	6(20.0)	4(13.3)	15(50.0)	
Holiday tuition earns the school and teachers extra income	6(20.0)		5(16.7)	19(63.3)	
Holiday tuition improves the school mean grade in KCSE	11(36.7)	4(13.3)	2(6.7)	13(43.3)	
Holiday tuition should be compulsory in schools	24(80.0)			6(20.0)	
Holiday tuition improved the school popularity	20(66.7)	1(3.3)	4(13.3)	5(16.7)	
Holiday tuition improves student discipline	8(26.7)	8(26.7)	5(16.7)	9(30.0)	
Holiday tuition is a burden to parents and teachers	2(6.7)	4(13.3)	3(10.0)	21(70.0)	
Holiday tuition helps teachers to get promotion	22(73.3)	4(13.3)	2(6.7)	2(6.7)	
Holiday tuition should be scrapped altogether in schools	8(26.7)	3(10.0)	3(10.0)	16(53.3)	

The finding showed that of the schools chosen to respond to the question above, 50% of the respondents disagreed. Another 43.3% agreed to have offered tuition. As indicated in table 6, most head teachers had served in their stations for less than 5 years therefore could not be sure of how long holiday tuition had existed. The finding showed that 40% of the head teachers supported holiday tuition. The reason they gave was that teachers exerted pressure on them to allow holiday tuition because teachers benefited from it.

The finding showed that 50% of respondents agreed that holiday tuition helped in completing the syllabus early. Some of the head teachers who disagreed observed that most teachers in schools deliberately delay completing the syllabus coverage to warranty the schools to organize holiday tuition for them to benefit financially. Of the 30 head teachers who participated in the study, the finding showed that 19 of them (63.3%) agreed that holiday tuition earned teachers some extra income. This confirmed the earlier statement that, holiday tuition is a source of income to main stream teachers and an employment opportunity to many trained University graduates who are jobless in the country.

Of the 30 head teachers who participated in the study, the finding showed that 19 of them (63.3%) agreed that holiday tuition earned teachers some extra income. This confirmed the earlier statement that, holiday tuition is a source of income to main stream teachers and an employment opportunity to many trained University graduates who are jobless in the country. The head teacher's agreement

to the perception that holiday tuition improved schools' mean grade stood at 43.3%. They observed that during holiday tuition, students are drilled to gram and memorize concepts in the various subjects for easy reproduction during examinations in case they are tested in such areas. This will raise the student's scores that eventually improve the schools' mean grade.

The finding showed that 80% of the respondents did not agree with the perception that holiday tuition be made compulsory. They stated that if the practice is made compulsory, it will overburden parents, strain students rest time and many teachers will give minimum input during normal school terms hoping to cash in on the holiday tuition programme. The respondents observed that holiday tuition does not improve the schools' popularity. The 66% of the head teachers who disagreed observed that schools have never been ranked anywhere because of offering holiday tuition. The popularity perception therefore had no place.

The findings showed that 30% of the respondents agreed while 26.7% disagreed with the perception that holiday tuition improved students' discipline. Those who supported the perception were in line with parents who agree that when students are school, chances of them being mischievous are minimized. Those who disagreed observed that students in a number of schools went on strike and destroyed school property on issues related to holiday tuition.

The finding showed that 70% of the heads agreed that holiday tuition was indeed a burden to parents. Most head teachers observed that despite efforts being made by parents to pay up for the tuition, majority complain of it being a heavy burden. The parents pay up because they do not wish to disadvantage their children. The percentage of head teachers who disagreed with the perception that holiday tuition helped them get promotion was overwhelming at 73.3%. As earlier stated, tuition is not recognized in the Kenyan main stream education system; therefore, no teacher can get promotion through the practice.

Most head teachers agreed that holiday tuition should be scrapped altogether by endorsing a 53.3% approval. The reasons they gave were; the practice was a burden to parents, denied head teachers time to rest during holidays, allowed parents to transfer their parental responsibilities to the school management, created unhealthy competition among schools and has denied students opportunities to think and make independent decisions as they only learn to memorize concepts.

CONCLUSION AND RECOMMENDATIONS

Based on the study findings, teachers continue to earn extra income from the holiday and private tuition. Head teachers remain partial as far as holiday tuition is concerned. Parents no longer have time for their children therefore transfer the parental responsibility to the teachers in the name of tuition. The Teachers' Service Commission should introduce stringent work performance contracts for teachers every term to complete the termly syllabus within the time frame scheduled. All head teachers in both public and private schools should be compelled to sign a memorandum of understanding with the TSC/Ministry of Education guaranteeing that school facilities under their jurisdiction will never be used for the purposes of holiday and private tuition during holidays. The Ministry of Finance through (KRA) should enact laws that compel all teachers to pay higher tax on any income earned from tuition related activities.

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