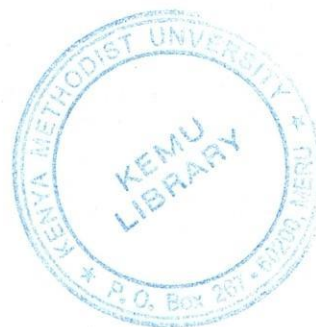


**THE IMPACT OF EXTRA TUITION ON THE PERFORMANCE
OF STUDENTS IN SCIENCE SUBJECTS IN SECONDARY
SCHOOLS IN EMBU EAST DISTRICT, KENYA**

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ABSTRACT

The development and access to education for all has been given great emphasis all over the world. To ensure that learners achieve high grades in Mathematics and Science subjects, extra tuition has been offered to the learners outside the normal school hours. Studies done by different scholars and researchers in different parts of the world show that offering extra tuition to students is a widespread phenomenon. Many researchers claim that research concerning the impact and effectiveness of extra tuition programme has been sporadic, underfunded, inconclusive and with serious methodological flaws. The study investigated the impact of extra tuition on the performance of students in Mathematics and Science subjects in Embu East District, Kenya. The study adopted the descriptive survey design. The target population for the study constituted the head teachers, teachers, students and the D.E.O. in Embu East District. The researcher selected 12% of the target population and obtained a sample size of 458 respondents constituting 433 students in Form 3 and Form 4, 20 Science subject teachers, 4 head teachers, who were selected using the random sampling technique. The D.E.O. was purposively sampled. Data was collected using two sets of questionnaires for the students and for the Science subject teachers. Interviews were conducted for the school principals and the D.E.O. Document analysis was done by tabulating the K.C.S.E. performance in science subjects for the last five years. Piloting of the research instruments was done to a group of respondents with similar characteristics as the sample group, who did not take part in the study to enhance validity. Reliability was done by employing the Cronbach's Coefficient Alpha of correlation. A coefficient correlation of 0.82 showed that the instrument was reliable for the study. Data was analyzed by computing the means, percentages and a t-test. Research question four was analyzed

by computing a t-test to compare the difference in mean scores of learner's performance in science subjects for the last five years (2008-2012) and 2013 when no extra tuition was done after it was banned by the government. Data analysis was aided by the Statistical Package for Social Sciences (SPSS, 16) under the guidance of a biometrician to ensure accurate data interpretation. Presentation of data was done by use of frequency charts, tables, percentages and pie charts. From the study, it was evident that extra tuition had been done in most secondary schools. Both learners and the teachers had a strong belief that extra tuition improved the performance of learners in the national examinations as well as the overall school mean score. After computing a t-test, it indicated that there was no relationship between the extra tuition and the performance of learners in Science subjects. The findings may be of benefit to the teachers and other education stakeholders to determine whether the extra tuition offered to the learners contributes to improved performance in national examinations.