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RESEARCH ARTICLE

STAKEHOLDERS PERCEPTIONS ON INFLUENCE OF REMEDIAL TUITION ON UTILIZATION OF EDUCATIONAL RESOURCES IN PUBLIC PRIMARY SCHOOLS KENYA: A CASE STUDY OF KISUMU CITY

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ABSTRACT

Studies in some parts of the world had established that remedial tuition was perceived by stakeholders in education to influence utilization of educational resources which in turn influence quality education in primary schools. Remedial tuition is teaching and learning processes organized outside normal class time for enhancing utilization of educational resources and quality education. Quality education in Kenyan schools is measured in terms of performance in national examinations. The desire for excellent performance in Kenya Certificate of Primary Education examination is the driving force behind remedial tuition. However, in Kisumu City the 2005 to 2011 mean scores were just slightly above average, that is; 258.44, 263.31, 273.27, 279.70, 265.00, 267.46, and 272.65 respectively despite the provision of remedial tuition. The objective of this study was to establish stakeholder's perceptions on influence of remedial tuition on utilization of educational resources in public primary schools in Kisumu city. The Conceptual Framework showing the influence of remedial tuition on provision of quality education as perceived by stakeholders was used. The study established that stakeholders were of the view that remedial tuition highly influences utilization of educational resources as the overall mean rating was 3.04 respectively. These findings mean that the stakeholders perceived remedial tuition as having high influence on utilization of educational resources and quality education in Kisumu city. The study recommended that remedial tuition should continue to be embraced by all schools to enhance utilization of educational resources and provision of quality education.

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INTRODUCTION

Remedial is organized extra teaching and learning processes outside the recommended time as a remedy to: cover the syllabus before pupils sit for Kenya Certificate of Primary Education, develop effective study skills, help weak pupils improve on academic performance by ensuring constant teacher-pupil contact to deal with difficult subject matter in various subjects and to utilize educational resources optimally. Remedial tuition is offered as a remedy to a poor performance that needs to be corrected in certain subject areas. Mbois' (2010) study points out that remedial tuition has been going on in Kisumu city in the same period. The study did not focus on: stakeholders' perceptions on influence of remedial tuition and quality education in public primary schools in Kisumu municipality, Kenya. This study used a large study population of 71 head teachers, 5453 standard eight pupils, one Quality Assurance officer, and 1,377 teachers of which the sample size

consisted of 60 head teachers, 300 teachers and 359 pupils based on Fishers Model of determining the sample size. The sample sizes were more representative than Mbois' (2010). Mbois' (2010) focus was on socialization without addressing academic benefits. Aminga (2013), in his study on determinants of remedial tuition in Manga District, Kenya used a descriptive survey design and a total population of 35 teachers and 237 pupils. He used questionnaires to collect data from the population which he sampled using systematic sampling method. He analyzed data using qualitative and quantitative techniques. The study focused on various ways in which remedial tuition was carried out, the extent to which key subjects lead to provision of remedial tuition, determination on how increased chances to higher learning institutions result into provision of remedial tuition, find out how overload in the educational curriculum had led to provision of remedial tuition and determination of the degree to which prestige among teachers and pupils influence provision of remedial tuition, in which they established that remedial tuition was being practiced. The weakness in the study, he used a small sample size which may not be a representative of the population.

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Qualitative and quantitative data was analyzed using the appropriate techniques. Aminga's study did not address perceptions on the influence of remedial tuition on pupils' coverage of the syllabus, pupils study skills, pupils' utilization of educational resources and academic performance which are the objectives of remedial tuition.

Mburugu (2008), study on the status of private tuition in Mirigamieru West Division, Imenti district used a descriptive survey design and a total population of 128 pupils, 40 teachers, 16 principals and 24 parents with a sample size of 121 pupils, 30 teachers, 12 parents and 8 principals who were sampled using simple random sampling technique. Structured questionnaires were used to collect data. Descriptive statistics such as frequencies, percentages, means and standard deviation were used to describe the data. The study focused on; extent of the practice of private tuition, the forms of private tuition takes and why the ban on private tuition has not been successful. The study population used a small sample size of teachers, pupils, principals which may not have been representative of the population. Mburugu (2008) used Focus Group Discussion, interviews and questionnaires which were suitable for the study. Though the data collected would not lend itself to inferential statistical analysis, this means that, the findings could not be generalized as it can only apply to the population under study. This study used a large study population of 71 head teachers, 5453 standard eight pupils, one quality assurance and standards officer, 1377 teachers of which the sample size consisted of 60 head teachers, 300 teachers, one quality assurance and standards officer and 359 pupils based on Fishers Model of determining the sample size. The sample sizes were more representative than Mburugu's (2008). Mburugu (2008) focus was on status of private tuition in which he established that remedial tuition was being practiced. Paviot et al. (2008) a study on remedial tuition in Southern and Eastern Africa, Bray (2003) a study on effects of remedial tuition, Ireson and Rushfold (2005) study on mapping and evaluating shadow education in Britain established that, remedial tuition is widespread worldwide. While Wangari (2008) in her study in Kenyan schools established that, extra hours should be created to enhance content delivery while UNESCO (2005) study in Kenya asserted that, more time is required to enable completion of the broad syllabus. These studies did not focus on the head teachers', teachers', pupils' and Quality Assurance and Standards' perceptions on the influence of remedial tuition on syllabus coverage in primary schools in Kisumu city.

Research objective

The research objective was to: Establish stakeholders' perceptions on the influence of remedial tuition on utilization of educational resources in public primary schools.

Synthesis of literature on the influence of remedial tuition on utilization of educational resources in primary schools

Carron and Chau (1996) carried out a study in Latin America which included 50,000 pupils in grades three and four, their findings were, in those schools with no classroom materials and inadequate library, they showed lower test scores and higher repetition than those whose schools were well equipped. Hawes (1979) points out that there is no country in Africa without substantial number of schools where physical conditions inhibit any but the most basic instruction. He states

that, the material context of education also includes the buildings and furniture provided for pupils and teachers. World Bank (2001) found out that many African countries do not have enough classrooms to meet the demand of education. Republic of Kenya (2002) states education should be viewed as a fundamental strategy for human resource development which will lead to effective management for increased productivity. Eshiwani (1993) states that schools that appear in the ten categories in national performance ranking had adequate text books. This indicates that availability and use of text books affect pupils' performance. Calloids and Postlethwaite (1989) observed that the more time-on-task, the more pupils learn and the higher their achievements. Pupils doing work learn more than those doing no work, even if it is not marked and if the work is marked and revision done by all, they learn more. Uwezo (2011) asserted that, lack of resources in schools hinders quality education.

According to Nzomo et al, (2001), the official school year is divided into three terms, starting January and ending at the end of November with holidays in April, August and December. However pupils attend school for more days than officially required, especially those in class eight who go to school very early in the morning and leave very late in the evening. This shows how more time is utilized in school. This means since they are in school almost throughout, there is pressure on all the resources in school. This is despite the Ministry of Education having in place a curriculum that requires contact hours between teachers and pupils per week be 28 hours for standard 4 to 8 pupils. If the time is not used well then it means extra time will be required to enable completion of the syllabus. Pupils were initially taught 13 subjects, they were reduced to 5 subjects which are examined at the end of standard eight, but still they are made to stay in school from six in the morning to six in the evening (Abagi & Odipo, 1997; Republic of Kenya, 2002).

The Ministry of Education had to reduce the subjects as a result of public outcry of the overload in subjects. Abagi and Odipo (1997) indicate that if pupils learning time is used optimally there would be no need for remedial, hence no strain on the resources. Republic of Kenya (2002) observes that, overcrowded classrooms with insufficient number of desks have the effects on teaching and learning environment. World Bank (2011) notes that schools with limited resources appear to have a stronger impact on academic performance pupils need to have enough classrooms, well equipped libraries with the relevant books and workshops Maundu (1986) studied factors affecting performance and recommended the need to set up a policy with a minimum level of experience a teacher should acquire before being promoted to school leadership, he also puts emphasis on teacher quality.

A study carried out by Mwamwenda and Mwamwenda (1987) linked pupil academic achievement to pupil text book ratio which significantly better performance. Wangari (2008) asserted that rapid increase in school enrollment has resulted into large classes especially at primary school level resulting to poor performance and less desirable content delivery. Maundu (1987) found out that the teachers' qualification had a big role to play on the pupils' performance in Science and Mathematics. Mobegi (2007) asserted the role of teachers as central to the quality of instruction that determines quality education. Similar to Gogo (2002) who looks at text books ratio which affects teaching and learning since learners are not

able to do assignment or make references, leads to poor performance. Luvega (2007) observes the same that instructional materials, school infrastructure contribute majorly to quality education. Fisher (2000) established that, academic achievement improves with improved building conditions that is, lighting level, air and quality temperature. Fuller (2011) asserted school efficiency is determined by the quality and optimal use of instructional resources available in a school such as; library, frequency of homework and school management. Inadequate text books, laboratories, teaching materials greatly affect performance in national examinations (Cowell & Holsinger, 2000). Heinemann (1981) suggested that pupils' have a more positive attitude towards text books although many lacked them due to financial constraints. Republic of Kenya (2005) attributes poor performance in national examinations to indiscipline and lack of facilities in some schools. World Bank (2011) notes that schools with limited classrooms, libraries, workshops and teachers appear to have stronger impact on academic achievement.

Carron and Chau (1996), Hawes (1979), World Bank (2001) Uwezo (2011) and Fuller (2011) studies focused on resources and performance that when well utilized they enhance performance. However, they did not link utilization of resources to remedial tuition. Abagi and Odipo (1997) study emphasizes that remedial tuition puts strain on educational resources but does not quantify the strain on the resources and does not identify the resources that are strained by remedial tuition. These studies reviewed did not address the head teachers, teachers, pupils and QASO's perceptions on influence of remedial tuition on pupils' utilization of education resources.

Conceptual framework

Miles and Huberman (1994) explains that a conceptual framework is a visual or written product that explains graphically the things to be studied, the factors, concepts or variables and presumed relationships among them. The conceptual framework in Figure 1, postulates that utilization of educational resources in public primary schools in Kisumu city is influenced by remedial tuition.

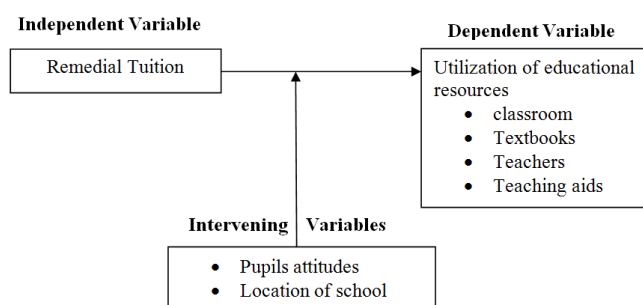


Figure 1. Influence of Remedial Tuition on Utilization of Educational Resources and provision of Quality Education in Schools

The conceptual framework shows relationship between independent variable, remedial tuition, intervening variables such as; pupils' attitudes and location of school and dependent variables quality education. Intervening variables play a mediating role on the influence of independent variable on the dependent variable (Mugenda and Mugenda, 2003) and they moderate their influences and are controlled through assumptions. There is a belief that with remedial tuition, it can

enable teachers to cover the broad syllabus in time because of the extra hours they will allocate for their subjects. Remedial tuition also increases the contact hours teachers will have with the pupil's, instead of the stipulated few hours by the Ministry of Education. Teachers and pupils will have more time to be together and teachers will get enough time to tackle the difficult areas or topics covered in class and not understood by the pupils well. Remedial tuition helps pupil's to be able to concentrate in class work, this is because with the extra hours they have, they learn a lot and learning is made easier for them. Another intervening factor that will contribute towards quality education is, pupils should have positive attitude towards learning, a factor that contributes towards quality.

Research methodology

The study adopted descriptive survey research design. The target population was 71 head teachers, 1377 teachers, 5453 standard VIII pupils and 1 Quality Assurance and Standards Officer. The sample sizes were 60 head teachers, 300 teachers, 359 pupils and 1 Quality Assurance and Standards Officer determined by Fishers' formula. Saturated sampling method was used to select Quality Assurance and Standards Officer and simple random sampling method was used to select Head teachers, teachers and pupils. Questionnaire, interview schedules, and Focus Group Discussion guide were used to collect data. Face and content validity of questionnaires were determined by experts in educational administration. Reliability of questionnaires were determined through pilot study in 7(10%) of the schools using test- retest technique. Pearson's 'r' correlation coefficients for head teachers and teachers questionnaire were 0.81 and 0.88 respectively at a set P- value of 0.05, meaning they were reliable. Quantitative data were analyzed using frequency counts, percentages, means and T- test. Qualitative data were transcribed, analyzed and reported in emergent themes and sub- themes.

RESULTS

Research Question

The research question responded to was; what are stakeholders' perceptions on the influence of remedial tuition on utilization of educational resources in public primary school? The response to this research question by head teachers and teachers was as shown in Table 1. Table 1 also provides output from the independent samples t-Test. The set level of significance (alpha level) as a criterion was .05. Mean ratings were used to help in interpretation of perceptions of stakeholders influence of remedial tuition on pupils utilization of educational resources. The t-Test was used to compare the differences in means so as to make conclusive findings without any biases. Table 1 show that remedial tuition highly influences good use of classrooms, the means were; M=2.95 for head teachers and M=2.78 for teachers. The head teachers and teachers means had no significant difference ($t(358) = 1.066, P > 0.05$). They were in agreement that remedial tuition had high influence on good use of classrooms. The head teachers and teachers' perceptions are that Remedial Tuition highly influences good use of classrooms as signified by the overall mean of 2.81. The fact that remedial tuition has high influence on the use of recommended text books in primary schools was rated high as their means were; M=2.60 for head teachers and M=2.94 for teachers.

Table 1. Influence of Remedial Tuition on Utilization of Educational Resources in Public Primary Schools

Aspect of remedial tuition	R		EL (0)	VL (1)	L (2)	H (3)	VH (4)	EH (5)	TOTAL	M	OM	t-Test
Remedial tuition enables the school to make good use of classrooms	H/T	F	3	3	12	24	12	6	60			
		%	5	5	20	20	20	10	100			
		S	0	3	24	72	48	30	177	2.95		
Remedial tuition enables the school to make use of recommended text books	T	F	18	0	100	100	75	7	300		2.81	(t
		%	6	0	35	35	25	8	100			(358)=1.06
		S	0	0	200	300	300	35	835	2.78		6, P=.287)
Remedial tuition ensures management of time	H/T	F	3	6	18	21	9	3	60			
		%	5	10	30	35	15	5	100			
		S	0	6	36	63	36	15	156	2.60		
Remedial tuition ensures utilization of teachers by the pupils	T	F	6	30	72	81	90	21	300		2.88	(t (358)=
		%	2	10	24	27	30	7	100	2.94		2.036,
		S	0	30	144	243	360	105	882			P=.043)
Remedial tuition ensures usage of test items from other schools	H/T	F	3	0	12	30	12	3	60			
		%	5	0	20	50	20	5	100	2.95		
		S	0	0	24	90	48	15	177			
Remedial tuition ensures utilization of teachers by the pupils	T	F	9	21	69	99	84	18	300		2.94	(t
		%	3	7	23	33	28	6	100	2.94		(358)=.063,
		S	0	21	138	297	336	90	882			P=.950)
Remedial tuition ensures usage of test items from other schools	H/T	F	0	0	3	30	21	6	60			
		%	0	0	5	50	35	10	100			
		S	0	0	6	90	84	30	210	3.50		
Remedial tuition ensures usage of test items from other schools	T	F	3	12	48	114	90	33	300		3.29	(t
		%	1	4	16	38	30	11	100			(358)=1.76
		S	0	12	96	342	360	165	975	3.25		5,P=.078)
Remedial tuition ensures usage of test items from other schools	H/T	F	0	0	6	27	18	9	60			
		%	0	0	10	45	30	15	100			
		S	0	0	12	81	72	45	210	3.50		
Overall total	T	F	6	15	48	102	87	42	300		3.29	(t
		%	2	5	16	34	29	14	100			(358)=1.58
		S	0	15	96	306	348	210	975	3.25		9, P=.113)
Overall mean	H/T	F	51	87	388	628	498	148	1800			
		%	2.83	4.83	21.83	33.67	27.67	9.17	100			
Overall mean	T	F								3.10	3.04	(t
		%								3.03		(1798)=.94

KEY: EL= Extremely Low, VL=Very Low, L=Low, H=High, VH=Very High, EH=Extremely High,

H/T=Head teacher, T= Teacher, R=Respondents, M=Mean, OM= Overall Mean

Interpretation of Mean Ratings:

0.00-0.44=Extremely Low Influence

0.45-1.44=Very Low Influence

1.45-2.44=Low Influence

2.45-3.44=High Influence

3.45-4.44=Very High Influence

4.45-5.0=Extremely High Influence

The head teachers and teachers means were significantly different ($t(358) = -2.036, P < 0.05$). The head teachers mean was less than that of teachers. Remedial tuition highly influences management of time; this can be shown by the above responses in Table 1 where the means were; $M = 2.95$ for head teachers and $M = 2.94$ for teachers. The means for the head teachers and teachers were not significantly different ($t(358) = .063, P > 0.05$). This meant that, they were in agreement that remedial tuition ensures time management with the overall mean of 2.94. Head teachers and teachers were of the view that remedial tuition had high influence on pupils' utilization of teachers, as their means were; $M = 3.50$ for head teachers and $M = 3.25$ for teachers. The head teachers and teachers means were significantly different, ($t(358) = 1.765, P < 0.05$). The head teachers were of the view that remedial tuition had high influence on pupils' utilization of teachers. The head teachers and teachers' perceptions are that remedial tuition highly

influences utilization of teachers by pupils as signified by the overall mean of 3.29. Remedial tuition has an influence on the usage of test items from other schools as the head teachers and teachers had means of; $M = 3.50$ for head teachers and $M = 3.25$ for teachers. The mean for the head teachers and teachers had a significant difference ($t(358) = 1.589, P > 0.05$). The head teachers were of the view that remedial tuition had very high influence on the usage of test items from other schools. Teachers on the other hand were of the view that remedial tuition had high influence on the usage of test items from other schools. The overall perceptions of head teachers and teachers' perceptions on the influence of remedial tuition on utilization of resources were high with the means of 3.10 and 3.03 respectively. No significant difference was found ($t(1798) = .945, P > .05$). This means that the head teachers' means were not different from those of teachers. The pupils who were interviewed indicated that remedial tuition influences their

utilization of resources and concurred with questionnaire findings where the overall mean was 3.04 indicating a high influence. The head teachers and teachers' perceptions are that remedial tuition highly influences usage of test items from other schools as signified by the overall mean of 3.29.

DISCUSSION

The head teachers and teachers' means revealed that remedial tuition had high influence on good use of classrooms. Interview findings from the pupils in focus group discussion revealed that, remedial tuition highly influenced the school to make good use of classrooms. For instance, the pupils stated, "during remedial tuition time sometimes, we are put to work in groups under the supervision of our teacher, we occupy most of the classrooms because we are many" this concurred with their perceptions that remedial tuition highly influences the school to make good use of classrooms, which in turn enabled them to perform better in Kenya Certificate of Primary Education. The Quality Assurance and Standards Officer had the view that remedial tuition has an influence on the good use of classrooms; this is what she said, "remedial tuition rooms are supposed to be set aside so that those not taking remedial tuition are not allowed in". The head teachers and teachers' means revealed that remedial tuition had high influence on time management. Interview findings from the pupils in all focus group discussion revealed that, remedial tuition highly influenced management of time. The pupils stated, "in remedial tuition there is a lot to be covered as per the subject, it makes us ensure that we are in class on time so as not to miss any lesson and also with our study time tables we are able to balance the subjects and make use of remedial tuition time to revise and prepare for examinations". The pupils who were interviewed indicated that remedial tuition influences their management of time. This means that remedial tuition enabled them to perform better in Kenya Certificate of primary education. The Quality Assurance and Standards Officer does not concur with this, she says time in schools is not managed well by the teachers and that is why they always want to have remedial tuition with the whole class instead of the few who need to be helped to understand what they failed to get during normal class hours. On the other hand, the Quality Assurance and Standards Officer has the view that, remedial tuition has an influence on time management, she said, "once the time is allocated, both the teacher and pupils have to observe it because it is not the only subject, other subjects are scheduled and the time allocated should be managed well for all that needs to be covered. If the time is utilized well then there will be high performance."

Nzomo et al. (2001), asserted that, the official school year is divided into three terms each term lasting for three months, if the time is used optimally there would be no need for remedial tuition. Calloids and Postlethwaite (1989) in their study on the prospects for educational planning observed that the more time-on-task, the more pupils learn and the higher their achievements. Pupils doing more work learn more than those doing no work even if it is not marked and if the work is marked and revision done by all the pupils', they learn more. Gachathi Report of 1976 points out that text books and other educational resources are the basic tools for educational development and must therefore be available. This means that remedial tuition ensures management of time in pupils' preparedness for Kenya Certificate of Primary Education examinations.

Teachers on the other hand were of the view that remedial tuition had high influence on pupils' utilization of teachers. The interview findings from pupils in focus group discussion revealed that, remedial tuition highly influenced utilization of teachers. The pupils stated, "remedial tuition gives us enough time with the teachers and this is where you can talk to the teacher at length on a topic you are not able to understand and also request him or her to elaborate on the tips to answer examination questions". The pupils who were interviewed indicated that remedial tuition influences their utilization of teachers. This means that remedial tuition enabled them to perform better in Kenya Certificate of Primary Education because it ensures constant contact with their teachers to be able to deal with difficult subject matter in various subjects. The interview schedule with the Quality Assurance and Standards Officer revealed that, pupils always look for a subject teacher for clarification of a topic they did not understand well or sometimes for consultation on other issues related to a particular subject. Pupils will always understand better when it is a one to one approach where there is room for internalizing what is being explained. The Quality Assurance and Standards Officer said that, remedial tuition has an influence on pupils utilization of teachers, this is so because, "they approach teachers whenever they are taught a topic in class and they have not understood it well, it makes them approach teachers who normally helps them understand where they seem not to be very sure." Psacharopoulos and Woodhall (1995) in their study on education for development through World Bank singles out the teacher as being the most important resource that is varied can influence schools academic performance positively.

Hopkins (1997) points out that a teacher's role is central in pupils' performance. Interview findings from the pupils in focus group discussion revealed that, remedial tuition had highly influenced the usage of test items from other schools. The pupils stated, "Many tests we are exposed to help us to prepare very well for the examination, the questions challenge us a lot and this forces us to take our revision serious so as to cover any area that we had missed. This gives us practice to answer questions set in different ways". The pupils who were interviewed indicated that remedial tuition influences their management of time. Test items are developed by different people in different ways, exposing pupils to many of them prepares them very well for the examinations and also it enables them do more reading to be able to answer whichever question they come across. It also helps them understand how to tackle different questions in different subjects. The Quality Assurance and Standards Officer had the views that, remedial tuition has an influence on the usage of test items, she said, "it gives them enough time and practice to answer questions in different tests". These findings concur with Carron and Chau (1996), Fisher (2006), Uwezo (2011) and Gachathi Report of 1976. Carron and Chau (1996) carried out a study in Latin America which states that pupils in schools with no classrooms showed lower test scores and higher repetitions than those in schools with enough classrooms. Fisher (2006) established that, academic achievement improves with improved building conditions that is, lighting level, air, and quality temperature. Uwezo (2011) in their annual learning assessment report focused on lack of resources in schools as a hindrance to quality education. Gachathi Report of 1976 points out that text books and other educational resources are the basic tools for educational development and must therefore be available.

These findings mean that remedial tuition has an influence on good use of classrooms in a learning situation.

The head teachers were of the view that remedial tuition had high influence on the use of recommended text books. Teachers on the other hand were of the same view. The interview findings from pupils in focus group discussion revealed that, remedial tuition highly influenced use of recommended text books. The pupils stated, "each of us having his own recommended text books makes it very easy to revise, do assignments and do more practice on different topics which leads to scoring highly in examinations". The pupils who were interviewed indicated that remedial tuition influences the use of text books. It concurred with their perceptions that remedial tuition highly influences the use of recommended text books which enables them perform better in KCPE. The Quality Assurance and Standards Officer shows that it is important for pupils to have enough text books so that by going through them, they can easily pinpoint a topic where they did not understand well and this will help the teacher to plan his or her work well in advance and also be in a position to use different approaches to ensure they get the concept. The Quality Assurance and Standards Officer asserted that, 'availing recommended text books to pupils is very important since it will be very easy for them to point at a topic where they did not understand and also it will allow them to do more extra work and even sometime move ahead of the teacher.'

According to Carron and Chau (1996) in Latin America states that, schools with inadequate libraries showed lower test scores and higher repetition than those whose schools were well equipped. Heinemann (1981) in his journal of Curriculum studies on text books and achievements in developing countries suggested that pupils have a more positive attitude towards text books although many lacked them due to financial constraints. Eshiwani (1993) in his book on education in Kenya since independence states that schools that appear in the top ten category in national performance ranking had adequate text books. This indicates that availability and use of text books affect pupils' performance positively. UNESCO (1990) report on world declaration on education for all states, "the provision of text books is an effective way of improving results and whether or not pupils have text books is one of the criteria by which the quality education can be judged. Fuller (1986) in a survey carried out in Thailand indicated that text books were positively related to pupils' achievement. Gachathi Report of 1976 points out that text books and other educational resources are the basic tools for educational development and must therefore be available. This means that remedial tuition has an influence on the good use of the recommended books in pupils' preparedness for KCPE examinations. The head teachers and teachers' perceptions are that remedial tuition highly influences use of recommended text books as signified by the overall mean of 2.88. Fuller (2011) asserted school efficiency is determined by the quality of the instructional processes available in a school such as; library, frequency of homework and school management. Inadequate text books, laboratories, teaching materials greatly affect performance in national examinations (Cowell and Holsinger, 2000). Heyneman (1981) suggested that pupils' have a more positive attitude towards text books although many lacked them due to financial constraints. Ministry of Education (2005) attributes poor performance in national examinations to indiscipline and lack of facilities in some schools. World Bank (2011) notes that schools with limited classrooms, libraries, workshops and

teachers appear to have stronger impact on academic achievement. Carron and Chau (1996) their findings were that, schools with enough educational resources their performance is always high, World Bank (2011) showed lack of enough classrooms impacts strongly on academic performance, Eshiwani (1993) concludes that performance is equated to adequate text books in school and Uwezo (2011) concluded that lack of educational resources in schools hinders quality education.

Conclusion

Remedial tuition highly influenced utilization of educational resources that in turn influenced provision of quality education. These educational resources included classrooms, textbooks, teachers, time, teaching aids and exercise books. This means that without remedial tuition most of the educational resources cannot be properly and optimally used. If remedial tuition is not encouraged quality education will decline.

Recommendations

- i) Head teachers of schools should ensure that all pupils benefit from remedial tuition by encouraging individualized learning.
- ii) Compensation for teachers who provide remedial tuition should be enhanced to motivate them.
- iii) Pupil teacher ratio should be reduced for efficient and effective remedial tuition.
- iv) Remedial tuition be redesigned to cater for both faster learners and slow learners.
- v) The government should legalize remedial tuition and develop clear policies to guard against exploitation of parents and enhance quality education.

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