

**IMPACT OF PRIVATE TUTORING ON EQUALITY IN LEARNERS'
EDUCATIONAL ACHIEVEMENT IN LILONGWE URBAN**

MEd (PRIMARY-EDUCATION FOUNDATIONS)

By

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**UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE**

NOVEMBER, 2016

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MEd (PRIMARY-EDUCATION FOUNDATIONS) THESIS

By

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NOVEMBER, 2016

DECLARATION

I declare that the thesis presented here is my own work. To the best of my knowledge, the thesis titled: *“Impact of private tutoring towards equality in learners’ educational achievement in Lilongwe Urban,”* contains no material previously published or written by another person except where due reference is made in the thesis itself.

I declare that this work has not been previously submitted for a degree or diploma in any university.

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CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

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DEDICATION

Dedicated to God Almighty who has brought me this far.

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ABSTRACT

The purpose of this study was to find out if learners who attend private tutoring significantly perform better than those who do not attend. The study was conducted in 3 schools in one of the zones in Lilongwe Urban. It involved 600 learners and 30 teachers from senior classes. Social reproduction theory anchored the study. The study used mixed methods and concurrent mixed methods design. Teachers' and learners' questionnaires, interviews and document analysis were used to collect data. Qualitative data was analyzed thematically in line with research questions while descriptive and inferential statistics were used to analyze quantitative data. Although private tutoring is provided by different groups of people, it was found that many regular teachers provide private tutoring to their own learners. The need to improve learners' performance and the need to supplement teachers' salaries were found to be influencing the practice of private tutoring at schools under study. The findings indicated that means for learners who were attending private tutoring were higher than means for learners who were not. In addition, it was found that p-values were smaller than the level of significance (α) in all senior classes under study. This shows that learners who attend private tutoring significantly perform better than those who do not attend which leads to inequalities in learners' educational achievements. The study recommends that education policy makers should minimize the inequalities in education in Malawi which are caused by private tutoring by promoting remedial lessons.

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ABBREVIATIONS AND ACRONYMS

DEM	District Education Manager
DF	Degree of Freedom
EFA	Education for All
FPE	Free Primary Education
GDP	Gross Domestic Product
IPTE	Initial Primary Teacher Education
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
NGO	Non-Governmental Organisation
PEA	Primary Education Advisor
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SD	Standard Deviation
SPSS	Statistical Package for Social Science
UNESCO	United Nations Education Scientific Culture Organization

CHAPTER 1

INTRODUCTION TO THE PROBLEM

1.0 Chapter Overview

This chapter presents the background of the study which explains more about private tutoring. It outlines statement of the problem, purpose of the study, research questions, definition of terms as well as its hypothesis. Finally, the chapter discusses the significance of the study and related theoretical framework to the topic under study.

1.1 Background of the Study

Education is one of the most fundamental instruments that can be used in bringing change to an individual and society at large. Education is a cornerstone for economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. Due to the many benefits of education, governments in both the developed and developing countries allocate much of their resources to education. For example, according to the World Bank Data collected in 2016; with about 40% of public expenditure funded by donors, government total spending on education in Malawi is 7% of GDP. The heavy investment in education by governments can be seen through Education for All (EFA) initiatives that have resulted in Free Primary

Education (FPE) in many countries, Malawi included. Regardless of free primary education, some teachers provide private tutoring lessons which need some fees as defined below by different scholars and researchers.

Thorndike junior dictionary (1997) defines private tutoring as a private coaching given to students for which the students must pay special fees for instruction. Collins English Dictionary (2000) defines it as an instruction that is received by a small group or individuals, while Bray and Kwok (2003) and Dang and Rodgers (2008) look at it as a fee-based tutoring that provides supplementary instruction to children in academic subjects they study in the regular education system. This definition gives a clear picture of private tutoring as it highlights that it is paid for and it is done as additional instruction but on the subjects taught during regular classes.

From the definitions it implies that privately tutored learners learn the same content taught in regular class upon payment of some fees outside the school hours. It is also worth noting that private tutoring is not offered to all learners, as has been defined by Collins English Dictionary. This definition reveals that learners are not receiving equal type and quality of education.

There are different groups of people who provide private tutoring. For example, private tutoring can be provided by the same teacher responsible for the students in the main stream classes; and sometimes it is provided by a tutor from a different class or school

and even by non-teachers, (Bray & Suso, 2008; Manzoor, 2013; Silova & Kazimzade, 2006; Tansel & Bircan, 2005). According to Bray and Suso (2008); Manzoor (2013); Silova and Kazimzade (2006); Tansel and Bircan (2005), it is common in many countries for regular teachers to provide remunerated supplementary tutoring for their own regular learners.

The trend of private tutoring has been growing rapidly in many countries hence it has become a worldwide phenomenon, (Manzoor, 2013). For example, the practice of private tutoring was found to be done in countries such as in America, Korea and Turkey as studied by Davies (2004); Lee (2013); Mischo and Haag (2002) respectively.

In Africa, Montgomery, Agyman, Aglobitse and Heiland (2000); Ngugi (2011); Paviot, Heinsohn and Korkman (2008); Pare-Kabore (2006); Tansel and Bircan (2005) found that private tutoring is practiced in countries such as Ghana, Kenya, Zambia, Burkina Faso, and Zanzibar respectively.

Studies done by Bray and Suso (2008) and Paviot et al. (2008); and a report from Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) in 2008 report that private tutoring is being practiced in Malawi.

Different researchers conducted different studies on the effects of private tutoring on learners. For instance, studies done by researchers such as Davies (2004); Lee (2013)

Mischo and Haag (2002), reveal a positive impact on academic achievement because of private tutoring. The studies found a significant difference in performance between learners who attend private tutoring and those who do not attend it.

In African countries such as Ghana, Kenya and Burkina Faso; researchers such as Montgomery et al (2000); Ngugi (2011); Pare-Kabore (2006) respectively, also observed positive effects of private tutoring on learners who receive private tutoring. The studies conclude that attending private tutoring brings inequalities in learners' educational achievements because they receive different types of education.

Wanyama and Njeru (2003) comment that the concept of private tutoring enriches the academic ability of learners therefore it prepares them for the national examination. Private tutoring is one of the possible means of providing special assistance to learners hence it enhances and improves the academic performance of the students on the whole, (Wanyama & Njeru, 2003). Therefore the need to improve learners' performance in national examinations could be the reason why private tutoring has become a growing phenomenon. Malawi could be one of the countries where private tutoring is practiced to improve learners' performance because it is where high-stakes testing is common.

It is worth noting that whether private tutoring improves learners' performance, depends on factors such as type of a subject. For example, a study done by Choiy (2012) specifies that private tutoring has a positive impact on English and Math test scores.

On the other hand, studies done by Bray (2003), Paviot et al. (2008); Tansel and Bircan (2005b) in Kenya, Zambia and Zanzibar respectively show that private tutoring does not improve performance of learners on any subject. According to their findings, private tutoring does not bring significant difference in the performance of learners who receive tutoring and those who do not. Bray (2003), Paviot et al. (2008); Tansel and Bircan (2005) conclude that private tutoring does not bring any inequality in learners' educational achievement.

In Malawi, the researcher just came across two studies done by Bray and Suso (2008) and Paviot (2008); and one report from Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) in 2008 as regards to private tutoring which report that private tutoring is being practiced in Malawi. Bray and Suso (2008), Paviot (2008) and SACMEQ (2008), do not highlight what form of tutoring is practiced in Malawian schools and whether it brings about differential performance or not among learners as has been the findings from other countries. Therefore it is this gap that has prompted the researcher to conduct this study.

1.2 Statement of the Problem

Different studies from different countries, show mixed results on the effects of private tutoring on learners. However, the data collected by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) in 2008 and the studies conducted on private tutoring in Malawi by Bray and Suso (2008) and Paviot et al (2008),

report its prevalence only. No report is available in Malawi as regards to its effects on learners' achievements. The studies done in Malawi are lacking information on whether private tutoring in Malawi influences learners' achievement which might lead to learners' inequalities in educational achievement as is the case with other countries. In light of this there is need to study if private tutoring has an impact on equalities in learners' educational achievement in Malawi since results on private tutoring from other context cannot be used to understand the Malawi context.

1.3 Purpose of the Study

The purpose of this study was to find out whether private tutoring affects equality in learners' educational achievements in Lilongwe urban.

1.4 Research Questions

Major Question

The research question guiding the study was:

Does private tutoring affect equalities in learners' educational achievements in Lilongwe urban?

From the major question, the following sub questions were derived:

1. What are the key characteristics of private tutoring in the selected primary schools?
2. How do teachers and learners in the selected schools perceive private tutoring?

3. Does private tutoring make any difference to learners' achievement in class assessments in the schools?
4. How can primary schools promote equality in learner educational achievement?

1.5 Definition of terms

Achievement: A thing done successfully with an effort, skill, or courage

Confidential: Private information

Equality: The state of being equal especially in status or rights

Hypothesis: An idea or a suggestion based on known facts and is used as a basis for reasoning or further investigation

Inequality: Lack of equality

Perceptions: A way of seeing, understanding or interpreting something

Phenomenon: A remarkable thing

Private tutoring: A fee-based tutoring that provides supplementary instruction to learners in academic subjects they study in the regular education system.

Professionalism: The qualities required of members of a profession

T-test: A test used to test the null hypothesis that the means of two populations are equal

1.6 Hypothesis of the Study

The research hypothesis was that there is no difference in learners' achievement in class assessment between learners who attend private tutoring and those who do not attend it.

1.7 Significance of the Study

The study on impact of private tutoring on learners' educational achievement in education in primary schools in Malawi has been significant in several ways. Since much was known only about prevalence of private tutoring in Malawi, this study has highlighted its effects on learners' academic performance. More knowledge about private tutoring has been generated which has contributed to existing knowledge on private tutoring. The knowledge will be of benefit to parents as the findings will inform them whether their investment on private tutoring has any benefits in terms of academic performance of their children or not. More knowledge has also been generated on its effects on academic performance which may feed into possible policies on reducing educational inequalities and promoting equality in learner achievement. This information will be used by education policy makers to make decisions on issues related to private tutoring in schools. The recommendations will possibly help to promote equality in education in Malawi by finding ways and means of reducing its negative effects. More importantly, the study findings was used to suggest areas of further research on the topic since more research in Malawi on private tutoring is very desirable.

1.8 Theoretical Framework

This study embraced social reproduction theory which was developed by Bourdieu in 1977. Pierre Bourdieu a sociologist developed the relation between the structure (educational institutions) and the learners.

Bourdieu built his theoretical framework around the important concepts of cultural capital. These concepts are based on the idea that social structures (educational institutions particularly) determine individuals' chances, through the mechanism of the cultural capital. Cultural capital means knowledge, experience, skills one has had through the course of their life, (Crossman, 2015). This enables one to succeed more than someone with lower cultural capital. Bourdieu used the idea of cultural capital to explore the differences in outcomes for students from different classes.

According to Collins (2008), social reproduction theory argues that schools are not institutions of equal opportunity but mechanisms for perpetuating social inequalities as they favour learners from upper class. Therefore Bourdieu's perspective reveals how structures play an important role in determining individual achievement in school. This also allows for an individual to overcome these barriers.

Social reproduction is the passing on of social inequality across generations, (Tzanakis, 2011). Inequalities in educational stratification and occupational achievement are reproduced via schools. Bourdieu argues that schools and teachers aid and encourage this family-based reproduction process by rewarding possession of elite cultural capital in students and by setting up elitist standards arranged to favour upper and middle class children and exclude others. Learners from upper class families have many advantages, with more money comes the ability to have even more resources to get ahead. This goes vice versa for lower classes, with less money and less resources.

Bourdieu argues that education plays an important role in aiding and abetting the reproduction of social inequality and social exclusion. Cultural capital assumes central importance in the above process of social reproduction because inequalities in cultural capital reflect inequalities in social class. But the reproduction of these inequalities is argued by Bourdieu to be facilitated in schools where teachers' pedagogic actions promote the cultural capital of the dominant class by rewarding students who possess such capital and by penalizing others who do not. Thus, the school becomes a central agent of social exclusion and reproduction.

In addition to social reproduction theory, conflict theory would also have provided meaning to this study. Conflict theory stresses that society is composed of groups that are competing with one another for the scarce resources, (Henslin, n.d). However, the researcher for this study chose social reproduction theory because of its potential to provide a deeper understanding of the effects of private tutoring as it argues that inequalities are facilitated in schools. Therefore, the argument is related to private tutoring since private tutoring is one of the ways through which inequalities might be facilitated as it favours learners whose parents have sufficient resources to invest. The theory has been related to the issue under study throughout this discussion.

1.9 Chapter Summary

This chapter has given background of the issue under study and its problem statement. In addition, it has given purpose of the study as to find out whether private tutoring has impact on learners' educational achievement in the selected zone in Lilongwe urban. The chapter has also highlighted research questions for the study with the main question: Does private tutoring affect equalities in learners' educational achievements in Lilongwe urban? The research questions are followed by definition of some terms, hypothesis of the study then brief explanation of significance of the study. Finally, the theory of the study which is social reproduction theory is described. Next chapter gives related literature to the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Chapter Overview

This chapter presents the related literature pertaining to the issue under the study. It focuses on nature of private tutoring which include its description and its growth. Then it focuses on factors influencing private tutoring and its challenges. Finally, it describes inequalities in education then it discusses how schools can promote equality in learners' achievement in schools.

2.1 Nature of Private Tutoring

2.1.1 Describing Private Tutoring

In order to understand private tutoring, it is useful to set the criteria as other researchers have in their studies. The criteria that this study uses are based on Bray's (1999) who adopted several criteria to help readers understand the context of private tutoring: supplementation, privateness, and academicness.

The first criterion is the matter of supplementation. Most countries where private tutoring prevails consider tutoring only for subjects that are already covered in formal schooling

(Bray, 1999). In other words, subjects not taught in school are often excluded in the category of private tutoring because according to this criterion, private tutoring is to do with additional instruction provided to learners on the subjects already taught.

The second criterion is the dimension of privateness. Tutoring services are provided by different entities for different purposes. One of the most common forms of tutoring is the one that is provided by private entrepreneurs and individuals for profit-making purposes (Bray, 1999). The third criterion is the academicness of the subjects for tutoring. Tutors are commonly perceived as people who help students carry the heavy academic load of formal classrooms (Bray, 1999). Due to this commonly accepted concept of tutors, studies of private tutoring often tend to focus on academic subjects taught in schools, without taking non-academic subjects into account. Another possible explanation is that since academic subjects are more easily examinable than non-academic subjects, this characteristic facilitates to observe the outcomes of tutoring. This may be one of the reasons why researchers limit the scope of private tutoring only for academic subjects, which this study also follows. The three criteria used by Bray (1999) help readers have a more concrete concept of private tutoring.

Reflecting on these three criteria, in this paper, private tutoring is defined as fee-based tutoring provided by private entrepreneurs and individuals for profit-making purposes, which provides supplementary instruction to children in academic subjects that they study in the formal primary and secondary education system, (Dang & Rogers, 2008).

Nath (2006, p1) defines private tutoring as a means of payment-based tutoring support to the students outside official school hour.

Bray (2007), summarizes the key concepts from the definition. It is learnt from the definitions that private tutoring involves tutoring academic subjects which do not focus on extra- curricular activities or what is not part of school regular curricular. It is also learnt that private tutoring is provided by tutors for financial gain whereby the teacher's supply of knowledge is mainly driven by profit motives. Finally, the definitions state that private tutoring is an addition to the provision of regular schooling which is provided outside schools hours. Students who demand private tutoring believe that their chances of successfully moving through the educational system will be increased by private tutoring, (Tansel & Bircan, 2004).

Bray (1999) calls private supplementary tutoring a "shadow education system" because of several reasons. First, private supplementary tutoring only exists because the regular education exists. Second, as the size and shape of the regular system change, so do the size and shape of supplementary tutoring; third, in almost all societies much more public attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the regular system. According to Ireson (2004), private tutoring is known as shadow education because it follows the school curriculum and it has the potential to make a substantial contribution to pupils' performance in national tests.

Private tutoring lessons are provided at different times of the day and at different venues. Bray and Kwok (2003) report that private tutoring is provided outside school hours, mostly in the evenings, at week-ends, and during vacations. Bray and Kwok (2003) also state that private tutoring is provided one to-one in the homes of either the tutors or the tutees; in small groups, in large classes, or even in huge lecture theatres with overflow rooms in which students watch on a screen what is happening in the main theatres.

Private tutoring lessons are provided by different groups of people and at different times. Manzoor (2013); Silova and Kazimzade (2006); Tansel and Bircan (2005) discover that it can be provided by regular teachers to his or her own regular learners, by teachers from other schools or classes and sometimes by non-teachers. Tansel and Bircan (2005) give an example that private tutoring in Turkey takes mainly three different forms. The first type is one-to-one instruction by a privately-paid teacher either at the teacher's house or at the student's house. The second type is provided by regular teachers after hours at school where the students also take formal courses. The third type of private tutoring is undertaken by profit-oriented school-like organizations where professional teachers tutor in a classroom setting. According to Tansel and Bircan (2005), the private tutoring offered by regular teachers is related to learners' success since teachers already know learners' weaknesses hence they are able to assist them accordingly.

2.1.2 Growth of Private Tutoring

The existing data that researchers came across show that private tutoring is widespread (Ireson, 2004). Private supplementary tutoring lessons have been reported to be growing in scale in many parts of the world. The studies done in Canada, Turkey as well as Korea by Dang and Rogers, (2008) reveal that private tutoring is provided by many teachers and a good number of learners attend it and that the percentage of students receiving tutoring is rising.

Davies (2004); Lee (2013); Mischo and Haag (2002) highlight expansion of private tutoring in America, Korea and Turkey respectively. Mischo and Haag (2002) report the practice of private tutoring in Germany and present data from national samples in a number of countries on the percentages of learners in Grade 7 who reported receiving tutoring. Similarly, private supplementary tutoring is also increasing in scope in many African countries as was found in Ghana, Kenya and Burkina Faso by Montgomery et al (2000); Ngugi (2007); Pare-Kabore (2006) respectively. Baker and LeTendre (2001) from their data they presented from national samples in a number of countries, report that good number of learners receive private tutoring. In Malawi, Paviot et al (2008) estimate that about 49.7% of grade six students received private tutoring in 2008.

Therefore, Silova and Kazimzade (2006) conclude that it is obvious that tutoring is prevalent nearly everywhere, and at all levels since if teachers are not tutoring at school, students are forced to find tutors elsewhere. The researchers have noted that this could be

because teachers from a different school even those who are not teachers provide private tutoring.

Studies have shown that private tutoring is mostly done in urban than rural areas. Researchers such as Buchmann (2002) and Dang (2007) who compared the scale of private tutoring in urban and rural areas, report that private tutoring is mostly practiced in urban areas than rural areas. This may be due to a number of reasons such as higher level of competitiveness among urban learners; parents in the urban possessing higher educational attainment and that; urban parents are better off socio-economically. Learners in urban areas are more ambitious with education than learners in rural areas. The intensive competition among students in urban schools for college entrance in Korea is analyzed as one of the important determinants of private tutoring, (Kim & Lee, 2004).

When parents have higher educational attainment, they have high expectation in their children's academic achievement; and when they are better off socio-economically, they can afford tuition for their children. Students whose parents live in an urban area with higher income and education levels have a higher probability of receiving private tutoring than their peers who live in a rural area with parents with lower income and education levels, (Dang, 2007; El-Badawy, 2004; Tansel & Bircan, 2005).

On the other hand while this could be true, sometimes even parents with no education have high expectations in education of their children. Not all parents who have low

education level are not concerned with their children's education since there are some who encourage their children to study harder, (Buchmann, 2002).

According to the findings of the studies done in different countries on nature and scale of private tutoring, it reveals that private tutoring is practiced in different countries and by different groups of people such as regular teachers. The studies also have reported that private tutoring is practiced in Malawi but there is a mention of only standard 6 and the studies do not explain forms of private tutoring which are practiced in Malawi. It is therefore timely to find out the extent of private tutoring and how it is practiced in the schools in Malawi.

2.2 Factors Influencing Private Tutoring

There are several studies that explored factors that influence private tutoring. Based on related studies, Dang and Rogers (2008) accumulated the results in existing studies regarding factors that influence the demand of private tutoring as micro and macro factors.

2.2.1 Micro factors

Many studies show a consensus that the most influential micro factors are household income and parental education, (Dang, 2007b; El-Badawy, 2004; Joan & Smrekar, 2009; Tansel & Bircan, 2005). Specifically, students whose parents have higher income and education levels have a higher probability of receiving private tutoring than their peers whose parents have lower income and education levels. Similar patterns have been found

in Korea (Lee, 2013; Kim & Lee, 2004). In Turkey, Tansel (2002) finds that household income and parental educational levels are the most important determinants of educational attainment of children

Studies have shown that household income and parental education are influencing private tutoring in other countries. This could probably include Malawi since in Malawi there are some parents who are educated and have formal employment. There is need to verify if parental household income and education influence the practice of private tutoring in Malawi.

2.2.2 Macro factors

In addition to micro factors, the literature on private tutoring has cited several macro factors that seem to foster the demand for private tutoring.

2.2.2.1 Market economy

Dang (2007) argued that as some of underdeveloped countries have transitioned to a market economy, the demand and supply of private tutoring have substantially increased. As the economy improves, increasing the real income of households, households would start spending more money on their children's education and other goods, an income effect in economics. Bray (1999) used cases in China, Vietnam, and Eastern Europe to show the emergence of supplementary tutoring, which previously did not exist in these countries

2.2.2.2 Student's grade level and household size

In addition, a student's grade level and household size explain the pattern of demand for private tutoring in some countries. In Egypt and Vietnam, students in higher grade levels, especially the ones in the last grade of their current school level or in diploma-granting years, showed a higher demand for private tutoring (Dang, 2007; El-Badawy, 2004).

And in Korea, Turkey, and Vietnam, the number of children in households showed a negative relationship with private tutoring expenditures (Dang, 2007; Kim & Lee, 2004; Tansel & Bircan, 2005). However, the household size variable is likely to be endogenous. For example, parents who have several children may have a lower level of parental concern for their children's education or different educational beliefs. In addition, resources such as government subsidies and corporate benefits for people with multiple children may affect parents' decision on how much they spend money on private tutoring. However, since these different characteristics of parents with multiple children are difficult to measure and unobserved, it would create bias in estimating its effect.

2.2.2.3 Student academic performance

Baker, Akiba, LeTendre and Wisseman (2001) also argued that student academic performance is one of the factors that determine the private tutoring expenditures of households. However, this factor plays out differently in different countries. For

example, using data from the Third International Mathematics and Science Study (TIMSS) in 1995 for 41 countries, Baker et al. (2001) showed that in three-fourths of these countries, low-performing students spent more money on private tutoring, whereas one-fourth of them exhibited an opposite pattern. This implies that some countries use private tutoring as a remedial strategy, while other countries consider it as an enrichment strategy, (Baker et al, 2001).

2.2.2.4 Relationship between education and future success

Baker et al. (2001) introduced another macro factor that would affect people's decisions on private tutoring. If there is a tight linkage between education and future success in the labour market, they argued that this linkage would stimulate the competition for more education, and thus private tutoring. Given this tight linkage, the existence of high-stakes formal examination, a prerequisite to acquire more education in higher education institutions, increases the demand for education even more, (Baker et al, 2001; Bray, 2009).

In the case of Taiwan, the view is pervasive that students participate in shadow education to prepare for university entrance examinations because getting into prestigious universities determines their success in the labor market, (Baker et al, 2001). Also, in Hong Kong, there is high demand for shadow education as a preparation for the secondary-school-certification examinations because performance on the exam is the most crucial factor that determines their job and salary level, (Lee, 2013). However,

Baker et al. (2001) found the opposite result in terms of the influence of high-stakes testing. They analyzed 41 countries using the 1994-95 TIMSS data and found no relationship between the existence of high-stakes testing and the use of shadow education.

2.2.2.5 Gender disparities

It is expected that since gender disparities are present in educational investments in general, they would be more pronounced in optional educational investments like that of receiving tutoring. In Egypt, girls have traditionally been educationally disadvantaged. This disadvantage, however, has been focused on the failure to enter school. Increasingly it is recognized that girls who ever-enrolled are at least as likely to complete primary and secondary education as boys, (Shaky, 2013). Still the belief persists that girls, especially those from poor families, will be disadvantaged in terms of school expenditures and the transitions to secondary and higher education.

2.2.2.6 Quality of schools

Another macro factor established by researchers for the practice of private tutoring is that private tutoring is a necessary learning supplement in the case of low-quality schooling (Elbadawy, 2013; Kim & Lee, 2004). Therefore, Ireson, (2004) confirms that the nature and quality of educational systems may influence the prevalence of tutoring.

In addition, Paviot et al (2008) report that in many developing countries, schools in general and government schools in particular, may not deliver quality education hence parents might feel the need to supplement school-based education in private tutoring.

The ineffectiveness of the public education system is found as one of the factors that influence the practice of private tutoring, (Buchmann, 2002; Kim & Lee, 2004; Silova & Bray, 2006). If the state system is considered to be of poor quality, private tuition may be used to provide an adequate level of education, (Ireson, 2004). In Korea, the public education system is regulated strictly by the government especially after the introduction of the Middle School and High School Equalization Policy (Lee, 2013). Due to this rigidity, it is completely insulated from the market forces and local parents' demand for education, (Kim & Lee, 2004). To meet this high demand, parents and students who are not satisfied with education provided by the public school system find other ways to meet their needs by participating in the private tutoring sector or by studying abroad, (Lee, 2013).

Some students may seek private tutoring in subjects they perceive to be poorly taught in school. Ireson (2004) concludes that nature and quality of educational systems may also influence the prevalence of private tutoring. Parents may resort to private tutoring to compensate for the poor quality of a deficient public education system, (Kim & Lee 2004). They confirm that private tutoring is more popular in countries with weak and deficient public education systems.

Sultana (2008) found that in Egypt poverty leads parents to choose sons over daughters when they cannot afford to send all their offspring to school. Results of previous studies differ on whether girls are disadvantaged in terms of tutoring. For example, in Bangladesh, India, Kenya and at least one study in Korea boys were found to be advantaged, (Bray, 2003). According to the study done by Kim and Lee (2010), girls were more likely to receive tutoring.

It is interesting to note that while there seems to be a pro-male bias in both the decision to take private tutoring and the expenditure thereon in the Indian sample, in Pakistan there appear to be bias only in the expenditure, (Aslam & Artheton, 2012). That is to say those in Pakistan males and females are taking private tuition in roughly equal proportions.

Many researchers report that market economy, student's grade level and household size, student academic performance, relationship between education and future success, quality of the school and gender disparity are macro factors that determine the demand for private tutoring. However, there is little formal empirical research to test the above-described hypotheses in Malawi. It is still uncertain whether there are causal relationships between these factors and attendance of private tutoring in Malawi. Therefore, it is important to study if the practice of private tutoring in Malawi is influenced by the above factors.

2.3 Perceived Importance of Private Tutoring

2.3.1 Improves learners' academic achievement

The practice of private tutoring in schools is important in several ways. One of them and which is the most debated is the need to improve learners' academic achievement. Ngugi (2011) observes this as understandable because parents enroll their children for private tutoring to improve performance in examinations, which is due to an educational system that puts emphasis almost entirely on examinations. This is because these examinations allow children to join famous and good schools, (Raffick, 2004). Therefore students in the last year of an educational level, facing a high-stakes examination for promotion to the next level of education, are more likely to take more, and more costly lessons than those who are in the earlier years of that level.

Different studies which have been conducted on whether private tutoring improves learners' academic achievement have reached divergent findings. Private tutoring creates wider scoring gap during examinations between those who attend it and those who do not, (Biswal, 2007; Paviot, 2005). Results found by Mboi and Nyambedha (2013); Nyagosia, Waweru and Njuguna (2013) with reference to Kenya, indicate that teachers consider provision of private tutoring as an intervention strategy to address the weaknesses portrayed by candidates before they take the national examinations. Baker & LeTendre (2005); Bray (2007) also state that one of the most certain function of private

tutoring is for competition for future educational opportunities and the existence of public examinations.

Furthermore, private tutoring reduces the chance of repeating grades as it correlates positively with learners' performance, (Biswal, 2007; Buchmann, 2002; Kulpoo, 2000; Polydorides, 2000). In addition, students who attend private tutoring are likely to differ systematically from those who do not take private tutoring, (Cohen, Kulik & Kulik, 2011; Mischo & Haag, 2002; Paviot et al, 2008). They report that learners assigned into tutoring have better scores than students of similar academic level but not assigned into tutoring. The studies conclude that private tutored students outperform students who are not private tutored on examinations. Notably, Aslam and Atherton (2012) who studied the average scores of learners who attend private tutoring and who do not attend private tutoring in India, report that those children who attend private tutoring in government schools, score on average of 0.25 SD higher than those who do not. In addition, found that tutoring program improves student test scores by large and statistically significant amounts, (Banerjee, 2007). According to the findings of Banerjee (2007), learners randomly assigned to the treatment group improved their test scores by 0.6 standard deviations in the second year; control group children remaining in the regular classroom did not benefit.

In an empirical study was done in Luxembourg by Mischo and Haag (2002) on the effectiveness of tutoring who used a pre-post-control-group-design. One group (N = 122)

received private tutoring over a period of nine months and was compared to a non-tutoring control group (N = 122). The results indicated that receiving tutoring leads to a larger improvement in school performance. Dang and Rogers (2008); Mboi and Nyambedha (2013) suggest that the learners could possibly perform well in national examinations because of the extra questions provided for revision during private tutoring lessons. Dang and Rogers (2008) add that private tutoring can provide more individualized instruction than is possible in public schools, using a more flexible delivery mechanism. Further, a study conducted in Hong Kong by Yiu (2011) indicates that private tutoring helps teachers to identify needs of individual learners. Similarly, Hallack and Poisson (2007), observe that private tutoring may help students to overcome deficiencies in learning, to understand and enjoy their mainstream lessons enabling them to perform well.

Research has further revealed that learners' academic achievement improve because private tutoring provides quality interaction between learners and teachers where learners have time to ask more questions and teachers obtain extra time to properly respond to learners' questions. This could be because during private tutoring, teachers give learners more clarification of the subjects which is a problem during mainstream classes due to the large number of learners, (Paviot et al., 2008). Therefore, learners have a deep understanding of school curricular. It is probably useful for learners to attend private tutoring lessons as they allow them to practise more and give them a second chance to understand things that they did not understand in class, (Gauci & Wetz, 2009).

However, findings from some studies do not show that private tutoring always translates into higher achievement. For example, Tansel and Bircan (2005b) report that the effect of private tutoring is significant and positive in some but not all tests, tutoring types. Bray (2003) reviewed research undertaken in several countries and reported mixed results. Similarly, Paviot et al (2008) report from their surveys they conducted in Kenya, Zambia and Zanzibar that there is no significant difference in the performance of learners who receive tutoring and those who do not receive it.

The studies highlight that if we find any difference in learning levels of students who attend private tuition and those who do not, it is not clear whether this difference is due to private tuitions alone. Much presumably depends among others on: the content and mode of delivery of the tutoring; the motivation of the tutors and the tutees; the intensity, duration and timing of tutoring; and the types of pupils who receive tutoring, (Bray, 2007).

The results learnt in these studies show mixed results of effects of private supplementary tutoring on learners' academic achievement in different countries. Therefore, this study establishes if private tutoring lessons affect learners' performance positively or negatively in primary schools in Malawi.

2.3.2 Improving teachers' living standards

Many studies worldwide show that private tutoring is done because it improves teachers' living standard since they gain some money as it is paid for. Bray and Kwok (2003), observe that teachers' salaries may also be influential, as it has been shown that in countries where teachers are poorly paid they tend to seek additional remuneration through private tutoring. The prime reason for blooming private tuition by class teachers themselves in developing countries, as Sulieman (n.d) notices, is due to low official salaries of teachers. Silova and Bray (2006) express concerns that low pay levels and weak monitoring of teachers in the public system may create a private tutoring market for teachers who wish to reap more rewards from teaching outside the public schools.

Similarly, Kadzamira (2006) agrees that public primary school teachers' pay is low, in absolute terms and in relation to other skilled and unskilled occupations and is not adequate to meet minimum physical and social needs. Private tutoring is practiced especially in the countries in which teachers are forced to seek extra incomes by the inadequate levels of their official salaries as an obvious way to make ends meet, (Sulieman, n.d). The level of salaries on the one hand forces the teachers to seek supplementary incomes, and on the other hand according to Ahmed (2008); the level of salaries makes society more sympathetic to the practice than it might otherwise be. Ahmed (2008) further comments that teachers' salaries are very low compared to salaries paid in other occupation requiring similar or equivalent qualifications.

As much as studies show that teachers provide private tutoring because of low salaries, it is not true that all teachers provide it. So if a low salary is a reason for providing private tutoring, why is it that some teachers do not provide it? In case of Malawi, the salaries are much lower than other countries; there could be other reasons that influence teachers to provide private tutoring. There is need to establish it in Malawian context.

2.4 Challenges of Private Tutoring

While private tutoring may have many positive effects, such as improving learners' performance; it brings financial burden to parents and it may also produce a number of negative effects which affect learners' attitudes towards learning in class such as increasing inefficiency in regular teaching.

Private tutoring is negatively perceived by parents in that it constitutes a serious financial burden to the low income households, (Ho, 2010). The study notes that both working class and middle class families in Hong Kong employ private tutors as an educational investment which put pressure on them financially.

Apart from bringing financial burden to some parents, evidence from a range of contexts shows that private tutoring may affect the dynamics of teaching and learning in regular classrooms, (Ireson, 2004). For example, where all students receive supplementary tutoring, regular teachers may not need to work so hard. Where some students receive supplementary tutoring but others do not, regular teachers may be

confronted by greater disparities within their classrooms than would otherwise be the case. Bray (2007) reveals that some teachers respond to these disparities by assisting the slower learners; but others may take the students who receive tutoring as the norm, and permit the gaps between students to grow. In the latter case, all parents are placed under pressure to invest in private tutoring for their children.

Other studies also reveal that some teachers have the habit of withholding some information during their normal lessons in order to provide it for fee-paying pupils after official school hours, (Elbadawy, 2013; Foondun & Shafiq, 2002). Foondun and Shafiq (2002) comment that some teachers abuse their positions by just teaching half during official hours and then declaring that if the students want to receive teaching in the second half, then they must come to the after-school tutoring classes. Teachers compromise on the quality of teaching they provide because of an expectation that their students already receive private tutoring, (Elbadawy, 2013).

Furthermore, other studies show that teachers who tutor their own learners often show favouritism to their tutees and in some cases provide them with answers. Buchman (2002) has highlighted the culture of dependency as most learners tend to rely on private tutoring on everything including homework and examination tips. In private tutoring, teachers provide answers to the tests in order to attract more students to pay them or they may deliberately fail learners in order to create a market for their services, (Bray, 2007). In addition, Buchman (2002) states that there is an element of blackmail whereby

teachers might inform their regular learners, either directly or indirectly, that those who do not come to the private tutoring lessons will be penalized in class tests. Therefore, Bray (2007) concludes that parents might consider it cheaper to pay for supplementary tutoring. Buchman (2002) adds that parents would like to ensure that their children are promoted to the next grade than to find their children incur the cost and other problems associated with repetition, so they accept it as a normal feature of life.

Bray and Suso (2008) observe manipulation as common and problematic especially where regular teachers provide paid supplementary private tutoring for their own regular learners after school hours. When regular teachers provide private tutoring to their own regular learners, there is corruption in the education system. Therefore learners from the same class receive different quality of education which may lead to inequality in their educational achievement. This possibly affects learners from low economic status families whose parents fail to pay the attached fee. This, as studied by Manzoor (2013), might be the reason why in countries such as Australia, France and Singapore, teachers are prohibited from providing such paid tutoring to the children for whom they already have responsibility in the regular class.

Sometimes, supplementary tutoring is reported to have a negative effect on regular classes in that it brings inferiority feeling in those learners who do not attend the private tutoring as they do not access private remedial lessons and remain unrecognized in the

regular class community. Learners who attend private tutoring might be advantaged with additional knowledge to support their participation in class.

Elbadawy (2013) reveals that students taking private tutoring may cause disruption to teaching in school as they are not as in need of in-class teaching. Private tutoring causes lack of interest and promote absenteeism on part of learners who attend it. Making a related comment with reference to Kuwait, Hussein in Bray, (2007), indicates that these learners think that as long as they can pay someone who will show them how to pass examinations, they do not need to attend school classes.

The findings further state that learners who attend private tutoring come to school just to avoid being questioned by the school administration but show no interest. Therefore, these situations affect those learners who do not attend private tutoring but intend to learn in regular class. This could be because they cannot find a suitable atmosphere to learn because the behaviour of the class as a whole and also the fact that the teacher is disturbed by the abnormality of the situation, (Elbadawy, 2013).

On the same issue, it is noted that there is variation in the mastery levels of the topics in regular classes between learners attending private tutoring and those who do not attend these services. This raises a concern to many researchers as Bray and Suso (2008) reveal that learners who do not attend private tutoring have less time to master the covered

topics as compared to those who attend it. This has a reinforcing effect as students who initially were not planning to get private tutoring are led to do so.

For many participants, supplementary tutoring also leads to fatigue. Most obviously affected are the teachers who go straight from regular school to supplementary class; especially when they are also regular teachers. Most studies indicate that teachers fail to prepare fully for regular lessons but for private tutoring. For example, Dessy, St-Amour and Vencatachellum (2000) report that teachers involved in private tutoring have the pressure to prepare thoroughly for the day to day lessons for the regular class. Dessy et al (2000) suggest that it could be because it is the same time these teachers need to prepare for regular lessons which they are busy with private tutoring. This results in under preparedness for the regular lessons hence ineffective delivery.

Further, Dessy et al. 2000) comment that in settings where tutors are primarily school teachers, spending extended hours in tutoring activities, leaves less time for teachers to prepare for their school classes and more importantly, less time for professional development. Another factor, especially prominent in systems where supplementary tutoring is provided by teachers who already have responsibility for their tutees (students) in the regular system, is to cover the syllabus. In a Moroccan survey by Caillods (in Bray, 2005), 62 per cent of science teachers at the junior secondary school level stated that the syllabus was so full that they could not cover all of it during normal school hours. Allied to this, studies in Kenya found that, teachers

argue that private tutoring is necessary to complete syllabus due to the overloaded curriculum, (Caillods, 2005; Mutua, 2011; Ngugi, 2011).

Bray (2005) observes that extra tuition is the consequence of a heavy emphasis on examinations forcing students to seek outside help which deepens the social inequalities between the rich and the poor, the rural and urban areas. One major problem with the issue of overloaded curriculum is that teachers might have an incentive to describe the curriculum as too full. This is said to be a widespread practice in Bangladesh, Cambodia and Egypt, where according to Bray (2007), might deliberately slow down their pace of delivery in order to ensure that they have a market for the afterschool supplementary classes. The studies further reveal that some teachers even deliberately omit from their regular lessons parts of the curriculum which they know are essential for success in examinations. Such teachers also have a vested interest in a harsh examination system and in the possibility of pupils repeating grades.

Studies from other countries found that private tutoring encourages corruption in education and that teachers fail to get prepared for the regular lessons because of private tutoring. How do those teachers who provide private tutoring in Malawi get prepared for the regular classes? A study is required to find out if teachers fail to prepare for the regular lessons because of private tutoring which results in their failure to deliver effectively.

2.5 Concepts of Inequality and Tutoring

Educational inequality is the difference in the learning results, or efficacy, experienced by students coming from different groups. It is related to differences in educational achievement. Mutua (2011) defines educational achievement as the extent to which learners, teachers or schools have achieved their educational targets in relation to the required standard.

Unequal educational outcomes are attributed to several variables, including family of origin, gender, and social class. While there are many different causes of educational inequality, it generally boils down to the fact that children of less-educated, low-income families are less prepared for school and attend schools that are not as financially equipped to remediate that shortcoming, (Barry, 2005; Gary 2000; Nannyonjo, 2007). It is believed that low economic status and low educational background negatively affect academic achievement because they both prevent access to vital resources and create additional stress at home, (Barry, 2005; Gary, 2000; Nannyonjo, 2007). Traditionally, family status variables such as parents' economic status and level of education have been regarded as predictors of children's academic achievement.

2.5.1 Educational Background of Parents

Educational background may be the number of schools attended and the type of certificates obtained right from primary to tertiary level. Research shows that learners

from families where parents have less education tend to systematically perform worse in schools than pupils whose parents have more education.

In Harvard's "Civil Rights Project", Barry (2005) identifies family background as the most influential factor in student achievement. A correlation exists between the academic successes of parents with the academic success of their children more educated parents than students from minority families. This translates to a home-life that is more supportive of educational success. This often leads to them receiving more at-home help, have more books in their home, attend more libraries, and engage in more intellectually intensive conversations. Children, then, enter school at different levels. Poor students are behind in verbal memory, vocabulary, math and reading achievement, and have more behaviour problem.

According to Nannyonjo (2007), students from the educated parents who attended and finished senior four or senior 6 or university performed considerably better than the students with parents who did not finish primary or just finished primary school. Students whose fathers had university degree may likely expect to have the highest increase in test score.

There is evidence that parents' education will affect students' academic achievement in schools. According to Gary (2000), parents' level of education is the most important factor affecting students' academic achievement. Yusuf (2008) submits that parents'

educational background influence the academic achievement of students. This, according to him, is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child.

This was supported by Gary (2000) who said that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favoured attitude to the child's education and to encourage and help him or her with school work. They provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency.

Similarly Onzima (2010) in a study of Socioeconomic Determinants of Primary School Dropout found that High academic attainment of the parents significantly reduces chances of primary school drop out for both boys and female children in rural and urban areas. Also educated parents are more concerned and more effective in helping their children in academic work. In doing so, they are also able to supervise and monitor their children's academic progress. And this can in no small measure contribute to the academic progress of children. But parents with low educational attainment mostly do not care to supervise their children performance due to lack of sufficient

knowledge to face the challenge and this will discourage the children and may lead to their dropping out of school, (Barry, 2005; Kainuwa, 2013; Kassim, 2011). Educational level usually creates differences between people in terms of access to information and the level of proficiency in benefiting from new knowledge, whereas income creates differences in access to scarce material goods.

In families where parents happen to experience difficulties in reading and writing continuously, there is a danger that low literacy is passed on to the next generation, (Gusau, 2001). In another research Abraham (2009) and Gusau (2001) put forward that the importance of literacy development stretches far beyond children's school achievements. Well-developed literacy ability is an important condition for children's development in other intellectual and social areas and vice-versa, (Yusuf, 2008).

2.5.2 Parents' Economic Status

In determining access to education by children, household income is found to be an important factor; this is because there are many costs associated with schooling and educational process ranging from school fees, uniform PTA fees and the opportunity costs of sending a female- child to school.

Inequalities in income or wealth can aggravate inequalities in education performance. As wealthier families invest more in education, their children are likely to have more

educational opportunities and thus, quite possibly, perform better in exams, (Kainuwa, 2013).

Lawal (2010), observes that household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out. The link between economic status and educational background of the parents and children educational process had been highlighted by number of studies in looking at the interaction between the children in particular and the household income and socio-economic status.

Kainuwa (2013); Mark (2011); Sanda and Gauba (2007); Samal (2012); UNICEF (2005) agree that children's enrolment, retention and completion can seriously be affected by the low economic status and low educational level of the parents which resulted to poverty. Poverty could be regarded as the most common primary and contributory reason for many children to be out of school, (Lawal, 2010).

According to Yusuf (2008), a series of questions were asked to parents and guardians about the financial circumstances surrounding children's school enrolment in Tanzania their answers was no more than financial problem militating against sending their children to school. Children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. This has been suggested by both statistical data and empirical research. For example, a research conducted in rural China by Muken

(2006), saw poor and credit constrained children three times more likely than other children to drop out of primary school.

The links between wealth and school retention has been described in more detail by Gary (2000) where the International Journal of Scientific and Research Publications, Volume 3, Issue 10, October 2013 stated that “amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age children who had never enrolled”. Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households. An important policy concern is that because wealthier parents are able to choose more private tutoring services, tutoring activities may widen educational inequality between children of different economic backgrounds, (Buchmann, Condron & Roscigno. 2010).

Educational background of parents and their economic status have been found to be some of the influential factors to educational inequalities through private tutoring in different countries. This is because this translates to the degree of support given to their children which include costs associated with schooling such as private tutoring. Since in Malawi there are parents of different educational backgrounds and different economic status,

there is need to study if different educational background and economic status of parents contribute to educational inequalities.

2.6 Promoting Equal Access to Education

According to the studies, it shows that private tutoring is not inclusive. Buchmann et al. (2010) are concerned that because wealthier parents are able to choose more private tutoring services, private tutoring activities may widen educational inequality between children of different socioeconomic backgrounds. Therefore, studies such as by UNESCO (2013) suggest a need to promote equality in learners' achievement in order to promote education for all.

In Kenya, the report recommended that the MOE withdraw extra tuition for all primary and secondary school students. This was attributed to the high cost of Education worsened by the burden of cost sharing which had a negative impact on access, equity and quality of education, (Mutua, 2011). Similarly, Ahmed (2008) reports that private tuition does not deserve support or recommendation on any ground This study further observes that an effort should be made for prohibiting teachers from providing private tutoring to the students for which those teachers already have responsibility. Manzoor (2013) reports that teachers are prohibited from providing such paid tutoring to the children for whom they already have responsibility in the regular class in countries such as Australia, France and Singapore. Such policies would

commonly be based on recognition that private tutoring fosters social inequalities, (Ahmed, 2008).

Because of concerns about unequal access to private tutoring and resulting educational inequality, during the last four decade the government of Korea has enacted policies designed to limit tutoring and to provide more accessible alternatives, (Choiy, 2012). Despite such policies, however, the share of expenditure on private tutoring has been rising, and the gap between the household expenditure on private tutoring of high- and low-income families has widened over time.

Other studies suggest that teachers should assist their learners freely on extra time basis. Bray (2009) suggests that assistance of learners should be part of teachers' work for which they should not receive extra pay because it is their duty to take each and every learner on board so that no child is left behind. On the other hand, some studies suggest that if teachers would like to maintain providing private tutoring to ensure equality in learners' achievement they have to incorporate learners who cannot afford it. For example, Ngugi (2011) suggests the schools to make private tutoring accessible even to those unable to meet the cost in order to enhance equity.

Ireson (2003) discovers a different way from the UK government. He explains that UK government invests in study support to represents a significant attempt to improve opportunities and participation of learners from disadvantaged backgrounds. According

to the findings by Ireson (2003), this scheme has the potential to offer the benefits of additional support in curriculum subjects to students who are unable to afford private tutoring.

According to this literature, it is noted that the suggested ways of promoting equality in schools are not empirical evidence of suggestions from teachers themselves. It is necessary to establish suggestions from teachers. This study therefore, tries to find out suggestions from teachers how they feel equality could be promoted in their schools.

2.7 Chapter Summary

The chapter has highlighted what has been revealed by literature on the issue; impact of private tutoring towards inequalities in learners' educational achievements. Literature has shown that private tutoring is practiced in many countries to improve learners' academic achievement, when the schools are of low quality and to improve teachers' living standards. About improving learners' academic achievement, the studies have revealed that there are mixed results whether private tutoring influences inequalities in learners' achievements. The next chapter sets out the research methodologies used in this study in attempt to address this and other related issues.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Chapter Overview

This chapter presents the research methods that were used in the study. The chapter describes the research paradigm, research design, population of interest, sampling procedures, data collection and administration of data collection instruments, data analysis and ethical issues. The chapter ends by summarizing the limitations of the study.

3.1 Research Paradigm

The overall approach to the study was guided by pragmatic knowledge claims. Pragmatism is not committed to any one system of philosophy and reality in that researchers draw liberally from both quantitative and qualitative assumptions when they engage their research, (Creswell, 2003; Johnson & Enwuegbuzie, 2007). Pragmatism best suited this study because it was assumed that multiple methods would provide the best understanding of the research problem and sufficiently help answer the research questions.

3.1.1 Quantitative Methods

Quantitative research method is the collection and analysis of numerical data to describe, explain, predict or control areas of interest which gives emphasis to the representativeness of the population under study so as to allow for generalizations, (Cohen & Manion, 2003; Cohen, Kulik & Kulik, 2011 in Kamchedzera (2010). Using questionnaire and a document (learners' progress books) numerical data was collected to answer the research questions: "What are the characteristics of private tutoring in the selected schools?" and "Does private tutoring make any difference to learners' achievement in class?"

3.1.2 Qualitative Methods

The study was also qualitative in nature because interviews were conducted in order to establish the in-depth facts about the issue under study. Since qualitative research design generates rich, detailed and valid data that contribute to in-depth understanding of the context, comprehensive data is collected, analyzed and interpreted to gain insights into a particular phenomenon of interest, (Anderson, 2006).

In this study, qualitative data was required to help answer some research questions and to confirm responses collected through questionnaires and documents. Semi-structured interviews were administered to mainly answer two research questions. These were: "What are teachers' and learners' experiences and perceptions towards private tutoring?" and "How can schools promote equalities in learners' educational achievement?"

3.2 Research Design

The study utilized a mixed methods design by employing both quantitative and qualitative methods as Creswell (2009) and Newby (2010) state that the use of mixed-methods provides an expanded understanding of research problems. A mixed-methods approach allowed the researcher to gain a broader understanding of impact of private tutoring in the selected schools. Quantitative and qualitative data was collected concurrently. This is known as concurrent mixed method design since data was collected in the same phase. Concurrent mixed method design occurs when the researcher uses concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, (Creswell & Plano-Clark, 2007).

3.3 Sample and Sampling Procedures

Data collection was conducted in 1 zone out of 5 zones in Lilongwe urban in the central region of Malawi. The zones include Chimutu, Chiwoko, Kafulu, Mkukula and Mvunguti. Mkukula zone which was under study has 7 schools. Out of 7 schools, 3 schools were chosen. This number of schools which was 43% of the schools was to represent all the schools in the zone. The zone had been purposively sampled because private tutoring is commonly practised in urban schools as compared to rural schools. Purposive sampling entails sampling in a deliberate way, with some purpose or focus in mind, (Punch, 2005). Therefore the researcher had chosen the sample because she believed that it would provide relevant, sufficient and quality qualitative data related to the investigated issues about to private tutoring.

In order to select the schools and learners, the researcher used probability sampling. With probability sampling, all elements in the population have some opportunity of being included in the sample. Therefore, multistage cluster sampling one of the examples of probability sampling was used. A multistage cluster sample is constructed by taking a series of simple random samples in stages. It involves selecting a sample within each chosen cluster, rather than including all units in the cluster, (Chaturvedi, n.d). In this study, the researcher sampled schools then classes and finally learners.

Therefore, the schools were randomly sampled. After that the researcher purposively sampled senior classes which were standards 5, 6, 7 and 8. Purposive sampling was used since there were certain characteristics of interest that the researcher was looking for in the participants. These characteristics included being old enough to respond accordingly. Learners to be involved in the study were simple randomly sampled from the senior classes. Then the researcher simple randomly sampled 20 learners from each class from the sample to be interviewed. Finally, the researcher requested head teachers from each school to identify teachers who were teaching senior classes to be involved in the study. There was a representation from each class.

Fraenkel and Wallen (1993) describe simple random sampling as a means of selecting participants in which each and every member of the population has an equal and independent chance of being selected into the representative research sample. For the simple random sampling to be effective, the researcher used random sampling table.

Learners were randomly sampled to ensure that the sample is mixed in their abilities and also from different families of different background such as socio-economic status which might also affect learners' performance at school.

Since private tutoring involves teachers and learners, the researcher involved both groups as her participants. The sample size for the study was 630 thus 600 learners (50 learners from each class per school) and 30 teachers from the three schools under study with 10 teachers from each school. The sample was used for collecting both quantitative and qualitative data. The researcher decided to conduct a study to such large sample size since the larger the sample size, the better the approximation because sample size affects reliability and generalizability, (Punch, 2005). Table 1 shows class enrolment of learners and table shows 2 numbers of teachers in senior classes.

Table 1: Class enrolment from the schools under study in senior classes

Class	School A	School B	School C	Total
Std 5	281	219	201	701
Std 6	237	203	140	580
Std 7	196	150	105	451
Std 8	171	90	98	359
Total	885	662	544	2091

Table 2: Number of teachers per school in senior classes

Class	School A	School B	School C	Total
Std 5	4	3	3	10
Std 6	3	2	3	8
Std 7	4	4	2	8
Std 8	4	3	3	10
Total	15	12	11	38

3.4 Data Collection Tools

The researcher used questionnaires, documents and interviews for complimentary purposes. It was complimentary because different questions were answered using different tools to provide a more complete picture of the issue being addressed, (Cohen & Manion, 2003; Weinreich, 2006).

3.4.1 Questionnaires

Questionnaires were used because they induce the respondent to respond comfortably as responding is done privately hence influencing truth in responding, (Esterberg, 2002; Malhotra, 2004; Mugenda & Mugenda, 2003). Questionnaires which the researcher used were generated and validated by the researcher herself.

To develop questionnaires, the questions reflected the research questions. For the learners to easily respond to the questions, their questionnaires were translated into their local language (Chichewa). This helped to match literacy levels of learners. Refer to appendices 1, 2 and 4 for the questionnaires

The study used self-completion questionnaires in order to get larger and more representative sample of teachers' views on commonality of private tutoring in their zones and how private tutoring affects learners' performance. Questionnaires were administered to all 600 learners and 30 teachers.

Since 150 learners were involved per school, the researcher was administering learners' questionnaires to one group of 50 learners per day as it was done soon after knocking off. The researcher decided to involve one group per day because learners could not wait for their turn. The researcher was distributing teacher's questionnaires to the teachers sampled after arriving at the school while waiting for the learners. Therefore, the researcher was able to collect the completed questionnaires for both teachers and learners the same day.

In the research, the researcher used questionnaires with both closed ended and open ended questions. This is important because closed ended questions alone provide little means of obtaining clarification or further explanation from the respondents as noticed by Sharp, (2012). When using questionnaires the researcher assumes that the respondents

can read and understand the questions and that they possess the required information. Keeves (2000) observes that these assumptions may or may not be warranted for a particular questionnaire in a particular study. Usage of interviews helped to validate, improve and clarify information where it was not clear. In addition, the researcher piloted data collection tools to ensure that data is valid.

3.4.2 Documents Review

Existing records often provide insights into a setting and or group of people that cannot be observed or noted in another way. Researchers get a great deal of information by reviewing documents in the research context, (Ernie, 2003). This method was used to find out if private tutoring makes any difference on students' achievement in class. Although this method consumes time, Bell (2000) observes that it is important because it is used when access to subjects of research is difficult or impossible. Therefore the researcher reviewed the progress books because it would be difficult for her to get the grades direct from the learners themselves.

This research reviewed progress report books in which the researcher found previous scores for learners who were receiving private tutoring and those who were not receiving private tutoring with the aim of checking whether the grades would differ or not. The scores which the researcher analysed were for first term only. This was because data was collected at the beginning of second term. One term was chosen so that analysis had to be done on similar sets of tests as it was assumed that all the learners in the sample had

written those tests. Using scores from previous full year of study would have not given true picture of the results because some learners might have been transferred from other schools with scores from different tests.

In addition, the researcher statistically analyzed progress report books for 50 standard 5 learners from school A, 50 standard 6 learners from school B; 50 standard 7 and 50 standard 8 learners from school C. This also ensured that analysis is done on grades from similar tests rather than doing the analysis across the three schools. A total of 200 learners from the sample had their progress records analyzed. Using the responses from the learners' questionnaires, the researcher was able to find those who were attending private tutoring and those who were not attending.

3.4.3 Interviews

Interview is one of the most widely used methods for obtaining data when the researcher conducts face-to-face conversation with participants with the purpose of eliciting valid information from the participants, (Cohen & Manion, 2003; Creswell, 2003).

Therefore, the interview was chosen in this study to allow probes and prompts which were useful to clarify responses within the interview, (Coleman, 2012; Rossman & Rallis, 2003). The responses aided to provide validation for the development of the questionnaire, (Hibberts & Johnson, 2012). The researcher of this study gathered some of the information direct from the learners and teachers through face to face interaction.

Learners' interview was done in a form of focus group discussion according to classes while teachers were interviewed individually. Twenty learners were involved from each class who were a mixture of those who were attending private tutoring and those who were not attending. That means a total of 240 learners were interviewed. These groups were interviewed separately to allow them feel free when expressing themselves because of being on the same level and having the similar characteristics. The researcher also used Chichewa when interviewing learners so that they are able to respond and express themselves clearly and freely since a language that is not one's own provides challenges in communication, (UNESCO, 2007). Appendices 3 and 5 show some of the questions the researcher asked the respondents. Learners' responses were translated into English during interview while taking note of important quotes. The researcher also interviewed five teachers individually from each school who were among those teachers who responded to the questionnaires. Interviewing both learners and teachers helped the researcher to gain more insight of the issue.

Before conducting the interviews, the researcher first briefed the respondents on what the interview was all about. The interviewer asked questions and took notes during the interview alongside an audiotape. The use of an audiotape allowed the interviewer to take notes after the interview in order to catch points which were missed during the interview, (Cohen & Manion, 2003).

3.5 Piloting Data Collection Tools

After the data collection tools were prepared, they were piloted before the researcher started collecting data. Piloting tools means pre-using the tools in a trial in readiness to the actual use. Therefore, piloting was done at a different school but in the same zone which was under study since all schools in that zone were reported to be practising private tutoring. This was done to check spellings, grammar, word ambiguity or if the intended purpose is served. Cohen et al. (2011) add that piloting also assists to check how easy or difficult and friendly or offensive the study tools are to the participants. After piloting the tools, the researcher discovered that some spellings were wrong and that some questions were not clear to the participants. Therefore, the mistakes were corrected before the actual data collection process started.

3.6 Trustworthiness of the Study

In order to ensure that the data collected is trusted and honest, the researcher did several things. Firstly, the researcher made appointments for interviews, document analysis and questionnaire administration which was accompanied by letters of consent. Participants were then able to provide required information. Secondly, the complementation of evidence from various sources as noted above ensured trustworthiness of the data collected. The researcher adopted the mixed-method approach and used different data collection methods such as interviews, documentary analysis, and questionnaires. Thirdly, the trustworthiness measures were addressed through the presentations of the

findings of the study which were presented to the Lecturers and peers when feedback was given.

3.7 Data Analysis Procedures

Analysis of data was done both quantitatively and qualitatively because the study adopted a mixed methods approach. Data analysis was necessary because data in their raw form do not speak for themselves, (Blaxter, Hughes & Tight, 2001). To come up with trustworthy answers to research questions, data analysis was done fairly and without bias.

3.7.1 Analysis of Quantitative Data

The researcher used norm-referenced method of evaluating learners' performance. IPTE (2008) describes norm-referenced tests as the tests which provide data on how much a learner has performed compared to others in the group. According to the study, the researcher used norm-referenced test because the purpose of the study was to find out how much the learners from the two groups were to be showing the achievements of the knowledge being taught. This then assisted the researcher to make conclusions if private tutoring brings inequalities in learners' achievement. This method was used because there are different factors that contribute to inequalities in learners' achievements apart from private tutoring. Such factors include socio-economic status of parents, their level of education and learner's ability

Using SPSS, both descriptive statistics and inferential statistics were used to analyze the data. The findings were then presented in tables and graphs to clearly observe the contributions of private tutoring towards inequalities of learners' educational achievements. Because means for the two groups were used, the researcher found it important to determine whether the difference between means of samples was significant. Then the researcher calculated the standard deviations for each group to establish how the scores are spread.

Thereafter, t-test was used to verify the significance of the differences between two means since t-test is used to determine if two sets of data are significantly different from each other, (Best & Kahn, 2003). To use t-test, it has to fulfill its assumptions. According to Weaver (2004), t-test is used when scores are normally distributed known as normality assumption, variances of the group scores are similar and that each score must be independent of all other scores. In this study the researcher used t-test because it fulfilled these assumptions

Null hypothesis of the study was that the two means are equal, and the alternative was that they are not, Spector, (2014). Since to calculate t-test requires making a decision on alpha and degree of freedom, the researcher decided to use .05 alpha as level of significance. Using the formula (n_1+n_2-2) the degree of freedom was 48 for all classes because the samples were 50 in each class. There was similarity in degree of freedom because two tailed test was used. N_1 stands for sample 1 and n_2 for sample 2. The

analyzed data was then generalized from the three schools as a population sample of the study to the whole represented population zone.

3.7.2 Analysis of Qualitative Data

Qualitative data and quantitative data complimented each other because different questions were answered by different tools. The researcher used thematic analysis method to analysis qualitative data using preselected themes that reflected four research questions, thus, practice of private tutoring, teachers' and learners' experiences towards private tutoring, effects of private tutoring and ways of promoting equalities in schools.

Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail, (Braun, & Clarke, 2006). Thematic analysis involves six steps. Firstly, she familiarized herself by reading data collected repeatedly to immerse herself in the data to the extent that she became familiar with the depth and breadth of the content. Thereafter, she generated initial codes. Generating initial codes means organizing your data into meaningful groups, (Tuckett, 2005). Then different codes were sorted into potential themes, and all the relevant coded data extracts were assembled within the identified themes which were refined. Appendix 6 shows a sample of how qualitative data were analysed. Before the researcher started writing the report, the themes were defined and further refined.

3.8 Ethical Considerations

The ethical and legal consideration is of great value in the study. The researcher ensured that the investigation of the problem is free from violating ethical principles. Therefore, permission to conduct a research with the learners and teachers was obtained from District Education Manager (DEM). When the researcher showed the DEM an Introductory Letter from Chancellor College (appendix 6), the researcher was referred to the Primary Education Advisor (PEA), for the zone who wrote Introductory Letters (appendix 7) to the Head teachers.

The researcher distributed Introductory Letters from the PEA together with Letters seeking consent (appendix 8) to the schools targeted prior to their participation in the study as Lewis (2003) states that in any research study; participants' informed consent should be obtained.

Participation in the study was voluntary and non-compensatory since it was purely an academic piece of work therefore participants were allowed to take part at their own will. Participants were ensured guaranteed confidentiality and anonymity of any information they would provide.

For the participants to be able to give enough and correct information, the researcher ensured them that all information given would be treated with the strict confidentiality and that their anonymity and privacy would be protected. In addition, objectivity was

maintained during data collection and data processing by not deliberately distorting research findings to maintain originality of results.

It was necessary for the respondents to be assured that information to be collected will be used only for the stated purposes of the study and that any published reports will not indicate names to avoid the identification of individual respondents, (Keeves, 2000). Therefore, the researcher verbally explained in detail the meaning of the consent form.

3.9 Limitations of the Study

The researcher had a problem with an audiotape which could not respond when she wanted to write down what she recorded which caused some information from one teacher to be lost. Fortunately, the researcher had already adequate information from that particular teacher during an interview.

In addition, averaging scores for one term only might not reflect the characteristic performance of learners. In particular, this might be because most learners struggle to adjust to transition from one class to another in the first term when the researcher collected data. However, it was assumed that this could not greatly affect the results since transition was done within the section apart from transition to standard 5. Transcription and translation of data from Chichewa to English was another limitation experienced by the researcher since it was time consuming and in the process of translation, some of the information was not clear. To avoid consuming time, the researcher was doing the

translation while conducting an interview and to ensure that information was clear, all the translations were edited by a language lecturer.

3.10 Chapter Summary

The chapter has highlighted that the study used both quantitative and qualitative methods; that it was done in three schools in a selected zone in Lilongwe urban. It has further presented that the study used questionnaires, interviews and documents to collect data and that quantitative data was analyzed using t-test while qualitative data was analysed using thematic analysis. The chapter has ended by summarizing the limitations of the study and by stating ethical considerations. Therefore, the following chapter presents findings on the issue under study and some discussions on the findings.

CHAPTER 4

RESULTS AND DISCUSSION OF THE STUDY

4.0 Chapter Overview

This chapter presents details of the results of the analyzed data. The chapter begins with the general characteristics of respondents and response rate. The results and discussions of the findings are presented in four sections following research questions of the study. Finally preliminary conclusions of the study are drawn. The chapter concludes with a chapter summary.

4.1 Characteristics of Respondents

A total of 630 respondents were involved in the study from the selected schools. To fully understand the nature of private tuition in the zone, the sample comprised 350 boys and 250 girls; 9 male teachers and 21 female teachers. The sample shows more boys than girls and more female teachers than male teachers. This could be because mostly senior classes have more boys than girls.

On part of teachers, urban schools in many countries mostly have more female teachers than male teachers. From his study, Mulkeen (2005) reveals that female teachers in

countries such as Mozambique, Lesotho, Malawi, Uganda and Tanzania are less willing to accept a rural posting than their male counterparts. Mulkeen (2005) suggests that this could be because of marriages, need for security and that they feel rural areas are not attractive. On the other part, although Mulkeen (2005) suggests this reason, it could also be argued that this could be because proportionately, larger population of teachers is females.

4.2 Characteristics of Private Tutoring

The researcher sought to find out the key characteristics of private tutoring in the selected schools. The key characteristics of private tutoring that were established were presented under the following categories; prevalence of private tutoring, providers of private tutoring and content covered during private lessons. The researcher used teachers' questionnaires and interviews to collect the data.

4.2.1 Prevalence of private tutoring

The researcher found that all participants reported that private tutoring is practised in the schools under study. Table 3 shows number of learners who attend private tutoring from the three schools:

Table 3: Number of learners attending private tutoring

Class	School A	School B	School C	Total	Percentage
5	18	10	15	43	28
6	19	19	20	58	39
7	19	18	19	56	37
8	28	23	25	76	51
Total	84	70	79	233	39

The findings from table 3 show that 84 (36%) learners from school A were attending private tutoring while in schools B and C 70 (30%) and 79 (34%) learners respectively were attending private tutoring. Thus a total of 233 (39%) learners were attending private tutoring in all the selected schools. The table also shows that standard 8 has the highest numbers of learners attending private tutoring while standard 5 has the lowest numbers in all three schools. This indicates that more learners in standard 8 attend private tutoring than the rest of the classes.

From these findings, it could be concluded that more learners attend private tutoring in standard 8 because they have to get prepared for national examinations. In Malawi learners write national examinations at the end primary school level for promotion to secondary school level. Similar findings are reported by Dang (2007) and Elbadawy

(2004) from their studies they conducted in Egypt and Vietnam respectively. Dang (2007) and Elbadawy (2004) report that students in higher grade levels, especially the ones in the last grade of their current school level or in diploma-granting years, show a higher demand for private tutoring. Therefore students in the last year of an educational level, facing a high-stakes exam for promotion to the next level of education, are more likely to take more, and more costly lessons than those who are in the earlier years of that level.

It is expected that standard 5 learners would need more assistance since most learners complain that subjects in standard 5 are difficult because of language they start using for communication which is English. However, this was not the case in this study because most of the learners showed that they would like to attend private tutoring in standard 8 as one learner of standard 5 learners explained:

Ndidzayamba part time ndikadzafika sitandade 8. (I will start private tutoring in standard 8), {Learner 10, School C, 23/02/16}.

This has revealed that learners are ready to attend private tutoring in standard 8 because of examinations. This could be the reason why there are less learners in classes 5 to 7 attending private tutoring. However, the findings also show that even in standard 8 not all learners in the sample were attending private tutoring regardless of being an examination class. An explanation given by learners was about the fee which is attached to private tutoring. For example one learner reported that,

Ine ndimalephera kupita ku part time chifukwa makolo anga amalephera kundilipirira fizi yake. (I do not attend private tutoring because my parents fail to pay the fees for me), {Learner 2, School B, 10/02/16}.

What learners explained concurred with what they indicated on the items on their questionnaires. Out of 81 learners from standard 8 in the sample who were not attending private tutoring 69 (85%) learners marked that they fail to pay the fee attached to it and only 12 (15%) indicated that their parents were not willing to pay for part time. One of the learners who were not attending private tutoring expressed during an interview that:

Ife timasilira anzathu akamatsalira kuti apitirize kuphunzira. (We admire our friends who remain behind to continue learning), {Learner 1, School C, 24/02/16}.

The results so far have shown that the incidence of private tuition increases with the ability to pay. Since social reproduction theory states that learners from upper class families have many advantages with more money; possibly those learners who are unable to pay for tuition are from lower class families. Schools are favouring learners from upper class families. Therefore from the perspective of social reproduction theory, it can be argued that education plays an important role in aiding and abetting the reproduction of social inequality and social exclusion.

Gary (2000) also found that poor households tend to have lower demand for schooling than richer households since whatever the benefits of schooling, the costs for them are

more difficult to meet than is the case for richer households. Thus it is difficult for parents from poor household to pay for private tutoring for their children.

4.2.2 Prevalence of Private Tutoring According to Gender

The researcher found that number of boys attending private tutoring was different from number of girls in favour of boys in the three schools. Table 4 below, shows number of learners attending private tutoring according to gender:

Table 4: Number of learners attending private tutoring according to gender

School	Boys	Girls
A	50	28
B	43	30
C	48	34
Total	141	92

From Table 4 it is learnt that out of 233 learners who were found attending private tutoring, 141 (60%) were boys and 92 (40%) were girls. During an interview, some of the girls who were not attending private tutoring expressed that their parents mostly pay fee for boys only in their family. The general statement got during an interview from the girls from the 3 schools under study was:

Ine makolo anga sanandilipirire anangolipirira mchimwene wanga akuti ine ndidikire telemu ya mawa. (My parents just paid fees for my brother but there is promise regard next term).

This could be because many parents culturally believe that girls will be taken care of their husbands after they get married, so no need to educate them. This echoes with what Sultan (2008) found as he reports that most parents are not willing to spend on education girls. It is believed that culturally girls should be protected and perhaps married, while the economic constraints theory says that poor families particularly will choose to focus resources on their sons rather than on their daughters. Poverty leads parents to choose sons over daughters when they cannot afford to send all their offspring to school, (Sultan, 2008, p14).

Although social reproduction theory views schools as promoting social exclusion, these findings reveal that culture is also contributing to the exclusion. It is denying girls from achieving in education. Similarly, Shaky (2013) concluded in his study that since gender disparities are present in educational investments in general, they would be more pronounced in optional educational investments like that of receiving tutoring.

4.2.3 Where Private Tutoring is Provided

Learners who were attending private tutoring reported that they receive private tutoring in the teachers' homes. For instance one learner expressed that;

Tikaweruka timapita kunyumba kwa aphunzitsi athu kukaphunzira part time. (After knocking off from regular classes, we go to our teacher’s house to start private tutoring), {Learner 18, School B, 09/02/16}.

In agreement, teachers explained that they do not provide private tutoring at school premises as one teacher stated that:

We provide private tutoring in our homes because we are not allowed to use school premises as well as any teaching resource. Another teacher added, *we find our own resources for private tutoring,* {Teachers 5 and 6, School B, 08/02/16}.

4.2.4 Providers of Private Tutoring

Learners who were attending private tutoring indicated who provide them the tutoring.

Table 5 shows how many learners are provided tutoring by their own regular teachers or teachers from other class or non-teacher.

Table 5: Providers of private tutoring

Provider	Number of learners provided
Regular teachers	217 (93%)
Teachers from a different school/class	16 (7%)
Non-teacher	0 (0%)

The study found that regular teachers were the key providers of private tutoring in the schools. Table 5 shows that 217(93%) of the learners in the sample who were attending

private tutoring, indicated that they were receiving private tutoring from their regular teachers while 16 (7%) indicated that they were receiving private tutoring from a teacher from a different school.

According to the results found from teachers' questionnaires, out of 21 teachers who were providing private tutoring, 18 (86%) of them indicated that they were providing it to learners from their own regular class and 3 (14%) of them indicated that they were providing private tutoring to learners from different class or school. However, no participant in the sample indicated that private tutoring is provided by a non-teacher in their schools.

The findings suggest that most regular teachers offer private tutoring to their own learners. This is what Buchmann (2002) and Ngugi (2011) highlight as they say that private tutoring is provided by the same teacher responsible for the students in the regular classes; and sometimes it is provided by a tutor from a different class or school and even by non-teachers, Offering private tutoring by regular teachers to their own learners is important because they know the weaknesses of such learners from regular classes hence being able to give individual assistant effectively as compared to private tutoring provided by teachers from other schools or classes. This is what teachers pointed out. For example one stated that:

Providing private tutoring to our own learners helps us because we already know individual learner's weaknesses from the regular classes so we easily assist them, {Teacher 7, School A, 25/01/16}.

Another teacher added that:

Learners feel free to participate because they already spend most of their time with us, {Teacher 1, School C, 22/02/16}.

Paviot et al. (2008) also report similar findings as they state that private tutoring offered by regular teachers provides quality interaction between learners and teachers where learners have time to ask more questions and teachers obtain extra time to properly respond to learners' questions. Similarly, Tansel & Bircan (2005) found that private tutoring offered by regular teachers is related to learners' success since teachers already know learners' weaknesses hence they are able to assist them accordingly.

On the other hand, if learners who attend private tutoring have time to ask questions, it means those learners who do not attend private tutoring lack that chance of interacting with teachers when they can ask questions. In addition, needs of private tutoring attendees are attended to, while for those who do not attend it are not attended to. This then implies that, private tutoring could bring inequality for those who cannot afford tuition as it has been reflected in the social reproduction theory. According to the theory, teachers are promoting cultural capital of the dominant class by rewarding students who possess such capital and by penalizing others who do not.

4.2.5 Content Covered During Private Tutoring

Through the questionnaires and interviews administered to teachers who provide private tutoring and learners who attend it, the results show that teachers revise work already taught during regular lessons and that sometimes they teach new work. Thus, 140 (60%) of the learners indicated that teachers revise previous work during private tutoring while 93(40%) of the learners indicated that teachers both revise work already done and teach new work. Learners reported that sometimes teachers start teaching next day's work during private tutoring lessons and re-teach the work during regular classes. For example, one learner stated that;

Nthawi zina aphunzitsi athu amatiphunzitsa zomwe tidzaphunzire mtsogolo koma nthawi zambiri timabwereza zomwe tinaphunzira kale.

(Sometimes we are taught new work but mostly we do revision),

{Learner 30, School A, 26/01/16}.

What some learners reported was in line with what teachers stated as they reported that during private tutoring they aim at revising previous work. On the other hand they stated that sometimes, but not often they introduce new work in order to please learners who attend private tutoring. One teacher commented as follows:

During private tutoring, we mostly revise previous work; however, sometimes we teach them the work not yet covered during regular lessons in order to please learners who attend private tutoring and even to attract more learners to be attending the lessons, {Teacher 10, School A, 25/01/16}.

The researcher then asked how those who do not attend private tutoring are assisted with the work covered during private tutoring lessons. It was reported that if the new work is not covered during regular classes, it is planned again for the following term as it was explained that:

When we teach new work, we ensure that it is re planned so that we teach it again during regular classes, {Teacher 7, School C, 22/02/16}.

From the results above, it is learnt that revision is mostly done during private tutoring and that sometimes teachers teach new work. Revision helps learners to retain the knowledge that they have received. In addition, Elbadawy (2013) comments that advance learning of stuff would put the private tutored students at an advantage over the rest as it reinforces what they already learnt. It is easier to internalize what is already learnt. Therefore learners who attend private tutoring could understand the stuff better and perform better than those who do not attend because of having a chance of revising previous work and being taught new work in advance. This aids and encourages inequalities as social reproduction theory states, since those learners who do not attend private tutoring lack this chance of internalizing the stuff.

It is worth noting that there was no any mention that teachers teach new work during private tutoring lessons because of overloaded curriculum. The findings then do not agree with Caillods (in Bray, 2005; Mutua, (2015); Raffick (2004) found that extra tuition is necessary because it helps to complete syllabus due to overloaded curriculum and

revise for examinations in Kenya, Mauritius and Morocco. Teachers revealed that they teach new work during private tutoring lessons to gain more learners hence more finance. Therefore, it can be established that curriculum in Malawi has content just enough for the given period hence does not influence the practice of private tutoring.

4.3 Teachers' and Learners' Perceptions towards Private Tutoring

The next research question focused on understanding teachers' and learners' perceptions towards private tutoring. The researcher used the questionnaires and interviews to establish their views. In particular, Appendix 10 from the questionnaires shows number of teachers who agree or disagree with the point about private tutoring. Therefore, this section highlights the main issues got from the questionnaires and interviews as revealed by both teachers and learners. These include promoting learner achievement, supplementing teachers' salaries and increasing corruption in schools.

4.3.1 Promoting learners' achievement

All 18 (100%) teachers indicated that private tutoring helps them to assist their learners to achieve at school. This was in agreement with what they explained during an interview that private tutoring helps learners to prepare adequately for final exams as they have more contact hours to revise the work. For instance, it was stated that:

Learners have to be encouraged to attend private tutoring at our school because we have enough time to revise with them for exams, {Teacher 2, School A, 25/01/16}.

Teachers explained that because of private tutoring, they have enough time with learners assisting them and revising in their weak areas. Emphasizing the point, one teacher reported that:

Learners are assisted in difficult areas as it is easy for the teachers to give individual help because of large enrolment in regular classes. They are given exercises from the areas which they had problems in class, which are easily marked by the teacher, {Teacher 4 from school A, 28/01/16}.

In support of this, Teacher 3 School C on 23 February, stressed that:

Revision done during private tutoring helps because mostly during regular classes we just rush through in order to finish the work in the syllabus.

What teachers stated is in line with what learners reported as they said that private tutoring helps them to improve their performance. One learner stated:

Ndingakonde kuti part time ipitirire chifukwa imatithandiza kuti tizikhoza bwino. (I wish part time continues at this school for it helps us to perform well in class), {Learner 43, School C, 22/02/16}.

These views concur with what was found when both teachers and learners were requested to rate how private tutoring helps in learners' achievements as shown in Table 6 and Figure 1 below:

Table 6: Learners' views on private tuition

Response	Learners
	No. %
Helps much	564 (94%)
Helps a little	36 (6%)
Does not help at all	-----
Total	600 (100%)

Table 6 shows that many learners rated private tutoring as helpful while few of them rated it helping little. Some learners might view that private tutoring is not helpful because there are different factors which might affect learners' performance regardless of attending private tutoring or not. Such factors include motivation, ability as well as parental support.

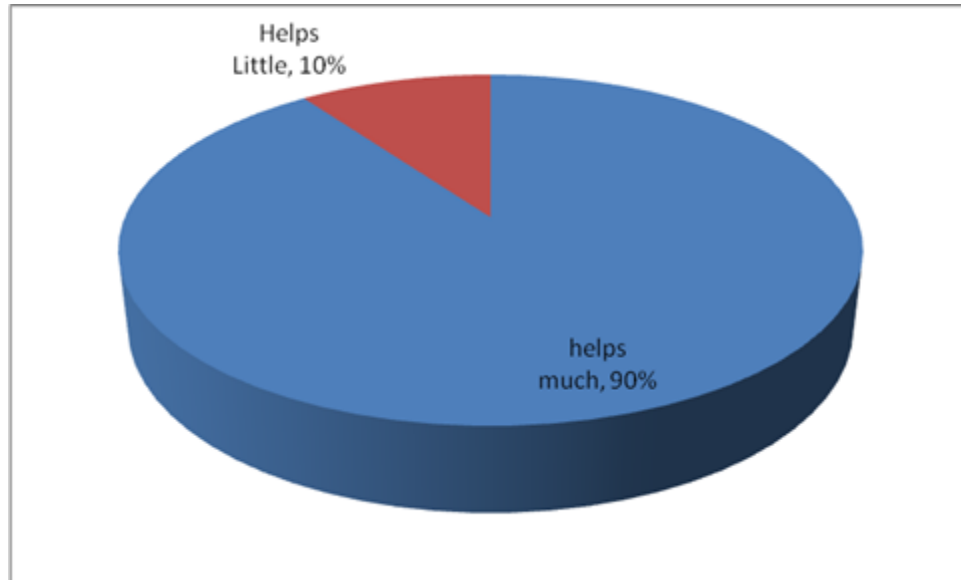


Figure 1: Teachers' views on private tuition

Figure 1, shows that many teachers (90%), believe that private tutoring helps a lot in learner achievement. These findings reveal that teachers and learners have positive attitudes towards private tutoring. From these findings, it can be concluded that teachers would like private tutoring to be encouraged at their schools so that they are able to help prepare learners for the examinations. These positive attitudes of teachers and learners agree with findings from progress reports as reported under chapter 4.4.

Similar findings were reported by Mboi and Nyambedha (2013); Nyagosia et al (2013) that, teachers consider provision of private tutoring as an intervention strategy to address the weaknesses portrayed by candidates before they take the national examinations as it helps them to overcome knowledge or skills deficiency, build their confidence and create more learning experience.

The results also reveal that preparation of learners is done because teachers have time to give individual help to learners during revision so that they overcome the problems they could experience during regular classes hence improving their achievements. From the comments learners gave, it is observed that during private tutoring they catch up what they miss during regular classes. The results agree with the findings by Hallack and Poisson from their research they conducted in 2007 who also found that private tutoring may help students to overcome deficiencies in learning, to understand and enjoy their regular lessons. According to social reproduction theory, schools are not institutions of equal opportunity but mechanisms for perpetuating social inequalities as they favour learners from upper class, Learners who do not attend private tutoring have nowhere to overcome their deficiencies which they experience in learning.

The findings further reveal that teachers fail to give individual help in regular class because of large enrolment. One of the problems experienced in large classes is failure for the teachers to meet the individual learners' needs since every student is unique and requires a unique approach, (IPTE, 2008).

Counter arguing this reason of failing to assist learners because of large enrolment; the researcher found that the enrolment of learners in the senior sections from the schools under study is just 2091 (Table 1) against 30 plus teachers. This number gives the ratio of approximately 1 to 60 which according to (IPTE, 2008) is the recommended teacher-

learner ratio in primary schools in Malawi. Therefore, teachers in the selected schools could manage to assist learners individually without waiting for private tutoring.

4.3.2 Supplementing teachers' income

Another view raised by all 30 teachers interviewed was that private tutoring assists teachers economically due to low and delayed salaries as one of the teachers had this to say:

Our salaries are very low which do not match with the work we do and which also sometimes we do not receive on time, therefore we are assisted by the fees we get from private tutoring for us to keep going, {Teacher 1, School B, 12/02/16}.

From the observation above it may be argued that teachers' low salaries have proved to be influencing them to provide private tutoring. Salaries which are examples of extrinsic motivation are taken to be important to most of the teachers. This is in agreement with what Bray and Kwok, (2003), observes that teachers' salaries may also be influential, as it has been shown that in countries where teachers are poorly paid they tend to seek additional remuneration through tutoring.

The issue of low salaries of teachers needs to be looked into as some of the learners are suffering since teachers' needs are not fulfilled. Learners are not receiving equal education because of low salaries of teachers. Raising their salary could possibly

minimize or even stop the practice of providing private tutoring in schools as one teacher stated that:

Once salaries are raised that could meet our needs, we do not think we can think of providing private tutoring, {Teacher 9, School A, 26/01/16}.

4.3.3 Increasing inefficiencies in teaching

Notwithstanding the positive perceptions of teachers and learners learnt from this theme, it is also observed that those learners who were not attending private tutoring had negative perceptions towards private tutoring. It is found that because not all of them attend the tutoring, they would like private tutoring to be stopped. For example, one learner remarked that:

Part time yithe chifukwa opanda ndalamafe timatsalira pa zambiri pa maphunziro. (Private tutoring must be stopped altogether because some of us are left behind in education). Nthawi zambiri timaona kuti anzathu amene amapita ku part time amayankha bwino mafunso mkalasi ndipo amaulula kuti amakhala atazibwereza ku part time. (Most of the times our friends who attend private tutoring are able to answer questions because they have chances of revising what we learnt), {Learner 2, School B, 09/02/16}.

Another learner added,

Ndiye aphunzitsi athuwo amangoganiza kuti tonse tikuzikumbuka bwino. (This makes the teacher to feel that we all know the work). Ndiponso anzathuwo amangosewera mkalasi, (These friends of ours always disturb us in class), {Learner 41, School C, 09/02/16}.

The point is that their friends who attend private tutoring achieve more because they do revision during private tutoring. This is a concern since when the same topic is revised during private tutoring; it is advantageous to those who attend private tutoring.

This empirical evidence shows that private tutoring is increasing inefficiencies in education. Some learners receive more assistance because of the fee they pay for private tutoring. Giving individual help outside the regular class puts those learners who do not attend it on a disadvantage as their needs are not attended to. Social reproduction theory agrees with this situation as it states that upper classes have many advantages, with more money to get ahead which goes vice versa for lower classes. Learners need to be attended to equally in order to promote Education for All goal.

4.4 Impact of Private Tutoring on Learners' Achievement in Class

The third research question was about establishing if attending private tutoring makes any difference to students' achievement in class. Lee (2013) states that one should not be too quick to equate tutoring with increasing inequality, there is need to investigate more if private tutoring helps learners in their academic performance. Therefore, the researcher checked learners' scores to establish if private tutoring makes any difference in achievement between learners who attend it and those who do not attend it. Since the study was done after they had closed only first term which opens in September, the researcher calculated means for each learner for first term's 6 scores. The scores included

4 continuous assessments for English and Mathematics and an end term score for each subject.

Using the responses from the questionnaires, two groups of means were recorded. One group was for the learners who indicated that they were attending private tutoring term one and another group was for those who were not attending it. Using the means collected, the researcher calculated the grand means for each of the two groups in each class. In order to find out how the means are spread, the researcher calculated standard deviation for each group.

The table below is showing the findings. In the table, number 1 is representing experimental groups which were receiving private tutoring while number 2 is representing control groups which were not receiving private tutoring.

Table 7: Means and standard deviations for experimental and control groups

Class	Group	Number of learners	Mean	Std Deviation	Std Error Mean
Std 5	1	39	61.2	19.8	3.2
	2	11	57.1	12.2	3.7
Std 6	1	35	53.1	20.6	3.4
	2	15	44.3	20.3	5.2
Std 7	1	28	55.2	19.0	3.0
	2	22	47.2	18.2	4.1
Std 8	1	30	54.8	15.7	2.9
	2	20	48.8	15.6	3.5

From the table 7, the mean for experimental group in standard 5 was higher (m=61.2, sd= 19.8) than the control group (m=57.1, sd= 12.1); the mean for experimental group in standard 6 was higher (m=53.1, sd= 20.6) than the control group (m=44.3, sd= 20.3);

the mean for experimental, group in standard 7 was higher ($m=55.2$, $sd= 19.0$) than the control group ($m=47.2$, $sd=18.2$) and the mean for experimental group in standard 8 was higher ($m=54.8$, $sd= 15.7$) than the control group ($m=48.8$, $sd= 15.7$).

Therefore, means for the learners who were attending private tutoring are higher than the means for those who were not attending private tutoring in all classes. In addition, the table also shows that standard deviation for all the groups, both those who were attending and those who were not attending are all large indicating spread of scores. This implies that some students did well, but others did not perform well. Therefore, the groups are composed of learners of different abilities.

However, a mere quantitative superiority of the experimental group mean score over control group mean score is not conclusive proof of its superiority (Best & Kahn, 2003) The researcher had to confirm the superiority through t-test which had to reject or accept null hypothesis: there is no significant difference between the means of learners who attend private tutoring and those who do not attend. Table 8 below shows the results by showing the p-values for each class:

Table 8: P-values for the three classes

Class	Df	p-value
Std 5	48	.01
Std 6	48	.001
Std 7	48	.04
Std 8	48	.02

In order to reject the null hypothesis, p-value has to be smaller ($<$) than the level of significance (alpha) which was 0.05 in this study; and to accept the alternate hypothesis, the p-value has to be larger ($>$) than the level of significance. Therefore, an independent t-test comparing the mean scores of the experimental and control groups has found a significant difference between the means of the two groups ($p < .05$) in all classes under study as shown in Table 8 above. It concludes that null hypothesis is rejected that means there is a statistically significant difference between two groups in all four classes.

These results show that learners who attend private tutoring significantly perform better than those who do not attend it, revealing that private tutoring improves academic performance. Better performance of one group over the other because of factors such as private tutoring, agrees with the argument of social reproduction theory. Learners from the upper class are able to pay the fees attached to private tutoring which enables them to

receive extra attention leading to better performance. Learners from the lower class are then disadvantaged.

The findings agree with the findings by Biswal (2007); Buchmann (2002); Kulpoo (2000); Polydorides (2000) that there is positive correlation between private tutoring and academic achievements. For instance, according to their findings from the studies they conducted in Greece and Japan, time spent in private tuition gave students greater opportunities to learn, and that this resulted in higher scores.

4.5 Promoting Equality in Learner Achievement in Primary Schools

The last question of the study focused on how schools may promote equality in learner achievement to address the inequalities arising from private tutoring. Interviews with both teachers and students raised a number of issues on this question. This section presents findings and discusses the issue; abolishing the practice of private tutoring. Teachers suggested the need of a policy of abolishing private tutoring and encourage remedial lessons as one way to encourage equality in learner achievement. One teacher explained that:

It is good that we are not allowed to provide private tutoring so that once learners knock off from regular classes, they all go home and no one should continue learning, {Teacher 10, School A, 25/01/16}.

Another teacher had a suggestion that:

If we want to assist our learners we have to give them remedial lessons during extra time which is free of charge, {Teacher5, School B, 11/02/16}.

However, they explained that abolishing private tutoring could be good but because the main reason that forces them to provide private tutoring is financial problem it could be a challenge as commented by another teacher:

We can say that abolishing private tutoring is good, but our worry is that we receive very low salary hence we are relieved financially from the fees we receive from private tutoring, {Teacher 3, School A, 27/01/16}. We are forced to offer private tutoring because we would like to gain something which might assist us in our daily living, {Teacher 9, School C, 25/02/16}.

It was further highlighted by another teacher that:

Moreover, we offer private tutoring illegally and we know that it does not benefit all learners so in order to assist all learners the government should do something to us, {Teacher 4, School B, 09/02/16}.

According to teachers' explanations, it implies that the government already prohibits the practice of private tutoring in Malawi. This policy therefore has to be emphasized and reinforced while taking into account teachers' concerns. Teachers are aware that it is their duty to assist learners without receiving something but what they need is motivation for the work they do. Low salaries are not motivating them. Abolishing private tutoring agrees with what Manzoor (2013) reports that teachers are prohibited from providing

such paid tutoring to the children for whom they already have responsibility in the regular class in countries such as Australia, France and Singapore.

According to this evidence, teachers are ready to assist learners as they are aware that all learners are supposed to receive equal and quality type of education. Teachers' decision of giving remedial lesson during extra time is helpful since there are some learners who show keen interest to learn but they do not have school necessities. Ngugi (2011) agrees with what the teachers in this study suggest as he states that schools should make education accessible even to those unable to meet the cost in order to enhance equity. Education has to be made accessible to all learners in order to counter argue social reproduction theory which emphasizes that schools promote social exclusion. Teachers have to be doing extra time to assist their learners as has being done before private tutoring lessons started.

4.6 Chapter Summary

The chapter has presented the findings of the study focusing on the four research questions. After presenting and discussing the research findings, it is proper to draw conclusions and make some recommendations. Chapter 5, therefore, presents the summary, conclusions and implications of the study.

CHAPTER 5

SUMMARY, CONCLUSION AND IMPLICATIONS

5.0 Chapter Overview

This chapter presents summary of the study findings, conclusion and implications to an investigation on the impact of private tutoring towards inequalities in learners' educational achievement in the selected zone in Lilongwe Urban.

5.1 Summary of the Findings

The study was carried out to find out impact of private tutoring towards equality in learners' educational achievement. The study focused on the following questions: What are the key characteristics of private tutoring in selected schools? What are the teachers' and learners' perceptions towards private tutoring? To what extent does private tutoring make any difference to learners' achievement in class in selected schools? How can schools promote equality in learners' achievement? Below is a summary of the findings of the study.

5.1.1 What are the key characteristics of private tutoring in selected schools?

All the selected schools had learners participating in private tutoring. Specifically, the study found that private tutoring in schools is fee based. The profile of learners participating in private tutoring suggests a gender imbalance in favor of boys across the schools. More learners in upper classes attend private tutoring as well. In addition, it has been established that many teachers provide the tutoring to their own regular learners. Furthermore, the study has shown that teachers revise previous work with the learners which is not perfectly done during regular classes.

5.1.2 What are the teachers' and learners' perceptions towards private tutoring?

Regarding teachers' and learners' views, the study has shown that teachers and learners positively view the practice of private tutoring in schools. Specifically private tutoring improves academic performance, it increases more contact hours, and that it assists learners to prepare adequately for final exams since teachers are able to assist an individual learner. Generally, teachers favor private tutoring because it affords them assisted source of income to supplement their salaries.

The study also found that non-participating learners feel that private tutoring gives undue advantage to their peers who attend, suggesting that they consider it as having an effect on the overall learner achievement.

5.1.3 To what extent does private tutoring make any difference to learners' achievement in class in selected schools?

Analysis of learners' end of term scores suggested variations between learners participating in private tutoring and those who do not. Further, t-test analysis suggested a significant difference of the means between learners who attend private tutoring and those who do not attend it. Means of learners who attend are higher significantly than those who do not attend showing attendance in private tutoring improves learners' performance. Means for learners participating in private tutoring in standards 5, 6, 7, and 8 were 4.1, 8.9, 8.0 and 6.0 respectively higher than those who do not participate.

5.1.4 How can schools promote equality in learners' achievement?

Lastly, teachers suggested that private tutoring should be abolished so that each and every learner receives equal and quality education. Therefore, they further suggested the need to encourage remedial lessons provided during extra time which is provided freely.

5.2 Conclusion

The study focused on establishing whether private tutoring contributes to inequalities in learners' achievement. The findings of the study suggest a significant contribution of private tutoring to inequalities in learner achievement. These inequalities are originating from the socio-economic differences as social reproduction theory argues because the failure to pay fees associated with private tutoring is the main reason on excluding other

learners from participating in private tutoring. Thus narrowing the current inequalities in learner achievement will require addressing the fee element in private tutoring.

5.3 Implications

The findings of the study suggest the need to explore ways of ensuring learners of all socio economic backgrounds are provided with extra support in their work. This suggests the need to re-establish remedial classes open to all learners as standard practice in schools.

5.4 Suggestions for further studies

To contribute more knowledge to the topic, having presented the findings of the study, the following areas are suggested for further research:

- I. since this study was carried out only on a smaller sample, it cannot alone manage to give a deeper understanding about private tutoring. Other studies to be carried out in other zones in the country to generate a bigger picture of the practice in the country's education system. Replicating this study to other zones and districts is necessary as the findings of this study may not be generalized to the whole country.

- II. There is need for other researchers to conduct a long-term study involving a larger sample and establish the contributions of private tutoring towards learners' educational achievements.

- III. Other studies are to be done to find out if private tutoring is also practiced at other levels of education system such as infant and junior sections since the study was carried out in the senior section only. Conducting studies in other will help to find out if private tutoring affects equality in all sections.
- IV. More research is also needed on the effectiveness of private tutoring on raising academic achievement in different circumstances. Examining if tutoring really improves education outcomes is one step towards assessing the equity implications of tutoring.
- V. Another study is needed in order to compare performance of learners according to gender since this study combined them.
- VI. An investigation to be done in more detail on the nature and impact of different modes of private tutoring on social inequalities and economic development in different societies.

5.5 Chapter Summary

The chapter has presented the summary of the findings according to the research questions, has made conclusion depending on the findings. It has also presented implications of the study and finally some possible suggestions for further studies.

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APPENDICES

Appendix 1: Learners' Questionnaire

Introduction

This research is meant for academic purposes. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated with strictest confidentiality. Do not write your name or that of your school anywhere on this questionnaire.

Please tick [] where appropriate or fill in the required information on the spaces provided.

Part A Background Information

1. Your gender: Male Female
2. Class: Standard 5 Standard 6 Standard 7 Standard 8

General Question

1. Do you attend part time?
 Yes No

*If yes, go to Parts B and D

*If no, go to Part C

Part B: Participation in part time

2. Why do you attend part time lessons?
 So that I perform well in class
 I am forced to attend the lessons by my parents
 Because I do not understand what is being taught in class

Others

(specify).....

3. When do you attend part time lessons?
 On weekends Soon after the day's lessons
4. How often do you attend part time lessons?

Once a week twice a week three times a week more than three times a week

5. When did you start attending part time lessons?

This year Last year More than two years ago

6. In how many subjects do you attend part time?

One Two Three more than three

7. Who teaches you part time lessons that you attend?

Teachers from my school but different class Teachers from my class

Teachers from other schools Others specify-----

8. During part time, what are you taught?

New work Revision of previous work Both

9. Are you charged for part time?

Yes No

If no, do not answer questions 10 and 11:

10. Who pays for your part time fees?

Parent/guardian Relative

Others (specify).....

11. Are the persons indicated above able to meet the cost of part time for you?

Always Sometimes Not sure

Part D: Effects of part time lessons on performance

12. Did you attend part time last term?

Yes No

13. If yes, indicate the class position and grade obtained during last term's end of term examinations

Grade obtained..... Class position..... Out of.....

14. Is there any difference in performance since you started attending part time?

Yes No

Part C: Reasons for not attending private tuition

15. Would you like to be attending part time lessons?

Yes No **(If Yes go to question 13 and if No go to question 14)**

16. If yes, why have you not been attending?

My parents cannot afford to pay the fees

No one is offering part time lessons near my home area

My parents/guardians refused

Others (specify).....

17. If No, why do you not wish to attend?

I perform well in exams It does not add value to my learning

Am simply not interested It is a waste of time and money

Others (specify).....

Thank You for Your Co-Operation

Appendix 2: Learners' questionnaire in Chichewa

Chiyambi

Kafukufukuyu ndi wokhudzana ndi maphunziro ndiye ukupemphedwa kuti ngati ndi kotheka uyankhe mafunsowa mwachilungamo ndi mokwanira. Zonse zimene zifotokozeredwe zidasungidwa mwachinsinsi. Usalembe dzina lako kapena la sukulu yako.

Uchonge moyenera kuchonga kapena lemba moyenera kulemba.

Gawo A: Za mbiri yanu

1. Ndiwe mtsikana kapena mnyamata? Mtsikana Mnyamata
3. Kalasi: Sitandade 5 Sitandade 6 Sitandade 7 Sitandade 8

Aliyense ayankhe funso ili

1. Kodi umapita ku part time? Inde Ayi

Ngati wayankha kuti umapita ku part time pitiliza ndi gawo B ndi D.

Ngati wayankha kuti sumapita ku part time pita pa C.

Gawo B

2. Chifukwa chiyani umapita ku part time?

Kuti ndizikhoza mkalasi Amandiumiriza makolo anga

Chifukwa sindimamvetsa zomwe ndaphunzira

3. Umapita nthawi yanji ku part time? Ku mapeto a sabata Tikangoweruka

Usiku

4. Umapita kangati ku part time pa sabata?

Kamodzi pa sabata Kawiri pa sabata Katatu pa sabata Kupitirira katatu pa sabata

5. Unayamba liti kupita ku part time?

Chaka chino Chaka chatha Zaka ziwiri zapitazo Nditangoyamba sukulu

6. Umaphunzira maphunziro angati ku part time? Limodzi Awiri Atatu Opitirira atatu

7. Amakuphunzitsani ndani part time? Aphunzitsi athu Aphunzitsi a kalasi

Aphunzitsi a sukulu yina Amene si aphunzitsi

8. Mumaphunzira ntchito yiti ku part time? Yomwe tinaphunzira kale mkalasi

Yomwe sitinaphunzire kale mkalasi Ntchito yakale ndi yatsopano yomwe

9. Kodi mumalipira ku part time mumapitako? Inde Ayi

Ngati mwachonga inde yankhani mafunso 10 ndi 11

10. Amakulipirira ndani ndalama za ku part time? Makolo anga Abale anga Ena (atchule)

11. Kodi amene wawasankha kuti amakulipirirawa, amakwanitsa kukulipirira?

Nthawi zonse amakwanitsa Nthawi zina samakwanitsa Sindikudziwa bwinobwino

Gawo C: (Zotsatira za part time)

12. Kodi umapita ku part time telemu yatha? Inde Ayi

13. Ngati umapita lemba malikisi onse amene unapeza telemu yapitayi ndipo nambala

yomwe unalili. Malikisi..... Grade.....

Nambala.....Nambala ya ophunzira kalasi lonse.....

14. Kodi pali kusiyana pa kakhonzedwe mkalasi m'mene unayambira kupita ku part time?

Inde Ayi

Gawo D: (Zolepheretsa kupita ku part time)

15. Kodi umafuna utamapita nawo ku part time? Inde Ayi

16. Ngati umafuna, chimakulepheretsa ndi chiyani?

Makolo anga amalephera kundilipirira Palibe amene amapanga part time dera la kwathu

Makolo anga amakana Zifukwa zina ngati ziripo.....

17. Ngati sumafuna kupita ku part time ndi chifukwa chiyani sumafuna?

Ndimakhoza bwino mkalasi Sindimakondweretsedwa chabe

Ndikungotaya nthawi ndi ndalama Lemba zifukwa zina ngati ziripo

Zikomo Kwambiri Chifukwa Chakudzipereka Poyankha Mafunsowa!

Appendix 3: Questions for learners' interviews

1. In your views, should teachers continue or stop providing part time lessons?
2. Briefly explain why.

Mafunso osalemba

1. Kodi mungakonde kuti aphunzitsi apitirize part time kapena asiye?
2. Chifukwa chiyani?

Appendix 4: Teachers' questionnaires

Part A: Participation in part time lessons

Instruction:

Kindly answer the questions by ticking (✓) appropriately in the spaces provided.

1. Do you participate in offering part time lessons?

Yes No

2. If Yes,

a. From which class are the learners you provide part time lessons?

From my class From a different class From a different school

b. In which subjects do you offer part time?

Languages Maths Sciences Others, specify-----

c. At what time do you offer part time lessons?

On weekends Soon after the day's lessons

d. How often do you offer part time lessons?

Once a week twice a week three times a week more than three times a week

Part B: Effects of part time lessons

3. How much would you consider part time lessons help students perform better in examinations? Help much Help a little Do not help at all

4. How would you rate the performance of students who attend part time with those who do not

attend? Those who attend perform well All are the same

Those who do not attend perform well

Part C: Perception in part time

5. In your opinion, should schools encourage part time lessons?

Yes No

6. If yes, why?

Help learners to improve in their performances

Help learners to interact with one another

Help learners to spend more hours with school activities

We are helped financially

7. If no, why?

Teachers are made busy Learners just play Not all learners attend the lessons

Thank you for giving me this honest information.

Appendix 5: Questions for interviews for teachers who provide private tutoring to their own mainstream learners

1. What is your feeling in your learners' participating in part time?
2. How do you feel when you provide private tutoring to your own learners?
3. Do you teach the content you have already taught during mainstream classes or you teach the new content?
4. And if you teach new content, what do you do to those who do not attend part time?
5. What do you think could be the ways of promoting equality in schools?

Appendix 6: A Sample of How the Qualitative Data Were Analysed

What is your feeling in your learners' participating in part time?	Code	Theme
<p><i>Learners have to be encouraged to attend private tutoring at our school because we have enough time to revise with them for exams, {Teacher 2, School A}.</i></p> <p><i>Learners are assisted in difficult areas as it is easy for the teachers to give individual help because of large enrolment in regular classes. They are given exercises from the areas which they had problems in class, which are easily marked by the teacher, {Teacher 4 School A}.</i></p> <p><i>Revision done during private tutoring helps because mostly during regular classes we just rush through in order to finish the work in the syllabus. Teacher 3 School C.</i></p>	<p>Enough time to revise with them for exams.</p> <p>Learners are assisted in difficult areas</p>	<p>Promoting learners' achievement</p>

Appendix 7: Letter of Introduction from Chancellor College



CHANCELLOR COLLEGE

Principal: Richard Tambulasi
B.A (Pub Admin), BPA(Hons) MPA, PhD

P. O. Box 280, Zomba, MALAWI
Tel: (265) 01 524 222
Telex: 44742 CHANCOL MI
Fax: (265) 01 524 046
Email: deaned@cc.ac.mw
bchulu@cc.ac.mw

OFFICE OF THE DEAN OF EDUCATION

17th December, 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam

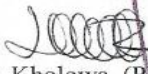
LETTER OF INTRODUCTION (MASTER OF EDUCATION)

The Faculty of Education would like to introduce to you Ms. Laness Mlinde, Registration no. MED/PR/EDF/09/14, Chancellor College M.Ed Student who is supposed to do research in area of her interest.

This letter serves to request you to assist her with data collection in your zone.

The Faculty of Education will appreciate your support in this very important aspect of our students' training.

Yours faithfully,


F. Kholowa, (PhD)
DEAN OF EDUCATION, DEAN
FACULTY OF EDUCATION

cc: Supervisor

Appendix 8: Letter of Introduction from Primary Education Advisor

20th January, 2016

FROM : THE DISTRICT EDUCATION MANAGER,
LILONGWE URBAN, P.O. BOX 192
LILONGWE

TO : THE HEAD TEACHER
LILONGWE DEMNSTRATION,
MKUKULA SCHOOL

INTRODUCTORY LETTER

May you welcome Ms. Laness Mlinde who is on research on her studies pursued at Chancellor College.

Your assistance will be appreciated.



Bester G. Mphunda

THE DISTRICT EDUCATION
MANAGER
LILONGWE CITY
2016 -01- 20
P.O. BOX 192, LILONGWE

For: **DISTRICT EDUCATION MANAGER (LLU)**

DISTRICT EDUCATION
MANAGER
LILONGWE CITY
2016 -01- 01
P.O. BOX 192, LILONGWE

Extended to

- ① *Chatata*
- ② *Lumbadzi.*

... .. additional

Appendix 9: CONSENT TO PARTICIPATE IN A RESEARCH STUDY

I am Laness Mlinde, a postgraduate student at Chancellor College pursuing Masters in Primary education. I kindly seek your consent to participate in a small scale research study in the area part time lessons. I am conducting this research study to investigate on the importance of part time lessons to the learners. This will be beneficial because different people have different attitudes towards part time lessons.

All you are expected to do is to fill in the questionnaire basing on your personal experience. After the questionnaires have been filled, I will also request you to be interviewed on the same. You do not need to put your name or the name of your school on the questionnaire and all the responses will be kept confidential and anonymous since there will be no names attached to them. It will be of interest if you participate that an overview of the outcome of the study may be communicated to you upon your request. For more information you can refer to my supervisor, Dr Antone Chigeda (0888896083).

I will appreciate your participation in this study.

Yours,

Laness Mlinde (MED/PR//EDF/09/14)

Appendix 10: Teachers' views on the issues about part time

Serial No	Issue about part time	Number of teachers who did not agree	Number of teachers agree	Not sure
1	Part time helps in syllabus coverage.	12	16	
2	Part time helps weak students to improve in academic performance.		30	
3	Part time allows enough time to revise for exams.		30	
4	Part time leads to good academic	7	23	

	results which help to build teachers' reputation to the public.			
5	Part time helps to engage learners in constructive academic activity during their free time.		30	
6	Part time helps to increase knowledge in various subjects.		30	
7	Part time creates inequalities among learners especially if some learners are not able to afford paying fees.	8	22	
9	Part time should be stopped altogether in schools.	19	11	
10	Part time puts pressure on mainstream teachers.	13	9	8