PERCEPTIONS OF STAKEHOLDERS TOWARDS EXTRA LESSONS IN BANKET

A project submitted to the Department of Science Education at Bindura University of Science Education in partial fulfillment of the requirements for the Post Graduate Diploma in Education.

SEPTEMBER 2015
Approval form

This research report by Chauke Sinos is approved in partial fulfillment of the requirement for the award of Post Graduate Diploma in Education of the Bindura University of Science Education.

Signed…………………………………………………………………………………………………………………………
Date…………………………………………………………………………………………………………………………

Supervisor………………………………………………………Date………………………………………………………

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Declaration

I Chauke Sinos do solemnly declare that this research work presents my own work has not been submitted for any Diploma at this or another University

Signature……………………………………….Date……………………………………………….
Dedication

This research is dedicated to my wife Emily Marowa who supported me on the need to further education. This is for you.
Acknowledgement

The researcher wishes to express sincere gratitude to the supervisor of this project Mr Katsinde who provided reliable guidance throughout this study. Secondly the writer thank all the Teachers and Students of Kuwadzana and Sacred High Schools who supplied information for the project.
Abstract

The research was on the perceptions of stakeholders towards extra lessons in Banket area. The research design was the descriptive survey. Two instruments were used which are the questionnaires and the interview guide. Questionnaires were distributed to students and all the questionnaires were returned filled. The interview guide was used to gain information from parents and teachers. The research findings were that teachers conduct extra lessons to maintain the pass rate, reputation and to gain an extra cash. Students attend extra lessons to revise lessons and past examination papers. Parents are not comfortable with the concept of extra lessons mainly because they don’t have money. Some of the parents view teachers engaging in the practice with mistrust and suspicion. The recommendations are that teachers should not take classes they are assigned to teach for extra lessons as this bring a sense of being marginalized by students who cannot afford to pay for private tuition. Teachers should not ask students to compliment class work with extra lessons but the demand should come from parents or students to avoid conflict of interest.

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CHAPTER ONE: INTRODUCTION

1.0 Background to the study
In Zimbabwe the practice of extra tuition is called by different names such ‘extra lessons’, ‘private lessons’ private tutoring or ‘remedial work’. In this study extra lessons is used synonymously with words above. Chiromo had argued that extra lessons is a new phenomenon in Zimbabwe but the practice is as old as the country itself. Monica Chru noted that, ‘extra lesson has always been there and parents perceived them as necessary for their children’. She cited the Athol Desmond study centre at the corner of Harare street and Samora Machel Avenue. It made good money out of helping priviledged students in their weak areas after school hours and during holidays. The same author also pointed out that teachers in poorer communities voluntarily decided to give their pupils extra lessons to get higher pass rates. Although they never demanded a payment many grateful parents gifted them with items like free range chickens and field produce. These extra lessons were not as popular phenomenon as it is today in Zimbabwe in general and Banket in particular. Extra lessons had become popular after the decline of Zimbabwe economy from 2000 onwards. Many teachers left the profession for greener pastures in the last decade of the twentieth century and those who were left began to supplement their meager salaries by engaging in extra paid lessons. In 2014 the issue of extra lessons have become a hotly contested terrain by stakeholders. Teachers and other stakeholders are at loggerheads as a result of the conduct of extra lessons. This led to the banning of extra lessons in February 2014. Problems arising from extra lessons are not peculiar to Zimbabwe alone. In Kenya they have encountered the same problem as teachers demanded extra lessons at schools arguing that teaching and learning time is short. These lessons were associated with high fees being paid by the students. The government of Kenya intervened by banning extra lessons in 1988 and repeated the same in 2008.

1.1 Statement of the problem

Extra lessons have brought mixed feelings among the stakeholders in the education sector and some students are negatively affected by this. The smooth flow of consultations between teachers and students are disturbed by how people perceive extra lessons. This is so because some students think teachers always require a fee for them to assist in solving difficult concepts at school. Therefore some students are reluctant to consult teachers. At the same time the practice of extra paid lessons in Zimbabwe has been the cause of disharmony between the Ministry of Primary and Secondary Education and teachers. This have to some extent disturbed normal teaching and
learning. This study is therefore to unearth the various perceptions of stakeholders towards extra paid lessons.

1.2 Research questions

What are the perceptions of students towards extra lessons?

How do parents perceive extra lessons?

What are the perceptions of teachers towards extra lessons?

1.3 Assumptions of the study

Informal extra lessons disadvantage the stakeholders mainly the students it intend to help.

Some students in secondary schools shy to disclose information.

All stakeholders participating in the study had information about extra lessons.

All respondents would cooperate and provide reliable information.

1.4 Significance of the study

The researcher is going to gain experience of doing research. This study could also add something to the literature that already exists on the perceptions of stakeholders towards extra lessons. The findings could be used to advise parents of the need to place a greater value in a sustained involvement in their children’s education. The Bindura University of Science Education will use the research project as literature for related topic in future.

The potential benefit of the research would be to guide the Ministry of Primary and Secondary Education and giving professional guidance to new and experienced staff on extra lessons. The
study was ideal because the educators would get to know the findings and recommendations of the study. Thus educators may consider the findings for future policy – making endeavors.

1.5 Delimitations

The research was carried out in Banket. Banket is in Zvimba district east of Mashonaland west province. Banket is situated 80 kilometres from Harare along Lomagundi road to Chirundu. The research covered all secondary schools in Banket namely Kuwadzana High School and Sacred Heart high School.

1.6 Limitations.

Results of the case study cannot be universally generalized to represent views of people in Zimbabwe. Students were unwilling to give their own opinions towards extra lessons for fear of victimization by the teachers. Respondents were informed that information gathered will be private and confidential. The names of those who supply information will not be disclosed to members of the public.

1.7 Definition of key terms

Teacher - an individual authorized to instruct a class of pupils.

Parent - the biological father\mother of a pupil. It also includes the legal guardian of a pupil.

Extra lessons - further instruction offered to pupils by a teacher outside normal school sessions

Pupils - individuals who constitute a class who receive instruction from the teacher.

Summary
The chapter was on the background to the study, statement of the problem, research questions, delimitations of the study, limitations of the study and definition of key terms

CHAPTER TWO: REVIEW OF RELATED LITERATURE
2.0 Introduction

This chapter is on review of related literature. It includes definition of extra lessons, conceptual framework, literature that already exist on perceptions of parents, students and teachers towards extra lessons

2.1 Conceptual framework

Extra lessons is a practice that is now common in Zimbabwe. Kurebwa and Dampson .M,(2014) defined extra lessons as one on one based tutoring that provides supplementary instruction to children in academic subjects which is provided by the tutors for financial gain and which is additional to the provision by the mainstream schooling. Thus private lessons is supplementary tutoring that can complement and repeat what students have learned in their day time schools and help them revise their daytime lessons, deepen their understanding of the underlying concepts or theories through drilling exercises (Dang and Rodgers, 2008). This is done so as to enrich the academic ability of learner in the hope of sharpening their preparedness for the national examinations (Wanyama and Njeru, 2003). Extra lessons improve learning outcomes for low achieving students or even the brightest sparks also needed them due to comparison of children’s achievement in the job market, colleges and universities (Bray, 2009). Tansel and Bircan (2006) argued that students who take private lessons believe that their chances of successfully moving through the educational system will be increased. Thus extra lessons are a necessity to all students as they enable them to achieve their desired goals.

The concept of extra lesson is an assessment and intervention programme originally developed by Audry McAllen in the United Kingdom and is based on the holistic development perspective of Rudolf Steiner’s philosophy of education. In Steiner’s philosophy children who need extra lesson have many challenges including the following. Performing below age level academically. Avoid reading and handwriting tasks. Children experiencing difficulty with social relationships. Easily frustrated or blames others, anger attacks or outbursts. Awkward or tight pencil grip or poor handwriting. Easily distracted or short attention span. Low self esteem. A combination of three or more of the above indicates that the child has some developmental difficulties and would benefit from an intervention such as extra lesson.
2.2 Extra lessons as perceived by parents

Research done by many scholars and article writers indicated that parents need extra lessons and perceived them as good and necessary for various reasons. According to Chru (2014) the world of education has become super competitive and no one today wants to accept average and mediocre academic results. There is therefore need to attain superlative results to qualify for the scholarship programmes sponsored by various organizations such as Econet. Zindoga.T and Zivengwa . P,(2015), argued that with the pressure of examinations pilling on most students’ parents opt to send their children for extra lessons so that they can understand better on a one on one basis with teachers. Kurebwa etal, (2014) in their research on extra lessons concurs with the above when they said parents are aware of the critical role and the glaring benefits of education so they are making frantic efforts to make their children participate in extra lessons as a means of leapfrogging them to better performance. These are the challenges that compelled parents to send their children for private lessons with teachers.

It was important in this study to establish whether or not these are the same feelings and drive towards extra lessons by parents in the Banket community and determine where they place the idea or practice. Their perceptions towards extra lessons need to be investigated and come up with the reasons why they send their children for extra lessons.

Although parents view extra lessons as necessary for their children to achieve greater things in life Zindoga etal (2015) noted that more and more parents are disgruntled with the concept of extra lessons for various reasons. Zindoga et al’s sentiments are also echoed by Chru. M, (2014) who said that many schools in Zimbabwe and individual teachers have abused the need for remedial and extra lessons to extort money out of hapless parents. They had done this through setting a situation whereby extra and holiday lessons are mandatory for all students, especially those sitting for public examinations. Chru. M,(2014) went on to describe this situation as an outright scam, more so when viewed in the light of dismal pass rates where only 20% of learners nationally managed to attain a minimum of five ordinary passes in 2013. In 2014 the national pass rates are even lower at 18%. Chru’s views are shared by many parents national wide. A research done by Nyaungwa in 2015 showed parents dissatisfaction towards extra lessons. Nyaungwa interviewed
parents who said “schools should offer extra lessons as an optional private arrangement, not as a compulsory activity for all learners”. Another parent interviewed by the same author in Harare echoed the same sentiments by saying that “personally, if my child needed extra lessons, I would have no qualms about paying a teacher for that extra load. But I would certainly not send my child to someone who has been dragging their feet during allotted school time.”

The studies done by the writers above were done in the urban environment of Harare and Gweru urban. This means their researches excludes the views of parents in farming communities such as Banket. This study was to establish if parents in Banket had similar or different perceptions towards extra lessons offered in their schools. The study seeks to explore whether parents view teachers engaging in extra lessons with a negative mirror image as indicated by the writers above.

Bray (2009) wrote that parents see extra lessons as exploitative to both guardians and children. Children hardly ever have time to rest these days and learn about other aspects of life. Family time is now limited because of extra lessons. Much of their time is devoted to extra lessons during school time, after school or even during the holidays. Parents look at teachers doing extra lessons with suspicion and mistrust (Bray, 2009). This lead them to pump out money for fear their children might not get an education and fair treatment from teachers if they did not pay for extra lessons. Parents see teachers as people who are living off the desperation and ignorance of them according to the same author. More extra lessons more money to teachers and parents have seen this as sheer criminality on the part of the educators. Chingawo, (2014), argued that actions by teachers such as that they deliberately fail to complete the syllabus is daylight robbery. Masuku (2015), had same sentiments with Chingawo when he observed that extra lessons have become a mixture of entrepreneurship and exploitation with however many parents failing to cope up and some children losing out. In addition Chingawo (2014), argued that extra lessons were disrupting normal teaching and learning in schools. According to kurebwa et al (2014), 70% of parents in Zimbabwe consider private tutoring expenses as an economic burden. Poor people had become marginalised due to their inability to pay school fees let alone extra lessons. Kurebwa et al (2014) said that the right to education of many poor children has been denied because their parents are unable to afford to send them to school.

These findings necessitate this study in an attempt to establish who created the demand for extra tuition? The demand for private lessons is created for what reasons? The reasons why parents send
their pupils for extra lessons need to be established and determine whether parents involuntarily sponsor extra lessons or not. The work of the writers above had painted the practice of extra lessons as bad this research therefore want to look at the perceptions of parents towards extra lessons and identify the main causes why the practice seem to antagonize relations between teachers and parents.

2.3 Views of teachers towards extra lessons

According to Kurebwa et al (2014), teachers perceive extra lessons as money marking venture. They cited teachers who gave answers such as “I want money. I am paid a paltry salary which does not help me sustain my family and other dependants. I have to do extra lessons”. The other teacher interviewed by the same authors had this to say “I don’t enjoy teaching but it is a way of finding income. Kurebwa et al,(2014) argued that teachers were compelled to cheat and teach for examinations. Kim (2011), argued that teaching for examinations is not proper. This is so because teachers drill their learners relentlessly of types of a test item contained in a high stakes test so that their learners pass. Kim further propounded that such repetitions of instructional activity tend to kill learner genuine interest in learning. Drilling can lead to learners developing low cognitive skills by teaching them to recite memorized information.

These findings has necessitated an investigation by the researcher to seek to establish the perceptions of teachers on the impact of extra lessons on students’ performance in national examinations. It also needs to cover the gap left by these writers above who have concentrated on the monetary aspect of the reasons why teachers conduct extra lessons. The research therefore seek to establish the real reasons why educators conduct extra lessons besides monetary benefits. Bray (2009), observed that the desire on the part of teachers to earn an additional income may not adequately explain prevalence of extra tuition. Teacher’s dedication to good results and the desire for status are equally important factors. These teachers offer extra classes on a purely voluntary basis either before or after school hours. Bray further argued that, “so extra lessons exists also because the reputation of teachers very often rests on the academic results they are able to give to the public”. Extra lessons in this case were viewed as a logical step towards establishing their reputation as teachers.
These writings by Bray necessitated this study to establish whether teachers in Banket are also motivated by prestige on performance of students in national examinations.

Zindoga et al wrote that the teachers interviewed said that extra lessons are the only solution to cover syllabus and to make slow learners catch up with others. Nyaungwa (2014), argued that if extra lessons are so effective and are the game changer, then what has become of formal education time, practice and tactics. Nyaungwa (2014), went on to say that before the prominence of extra lessons in Zimbabwe many students passed without private tutoring. This then means that teachers are not utilizing time allocated for education properly.

This study also seek to investigate the root cause of an uneasy relationship between the Ministry of Primary and Secondary Education and teachers over the practice of extra lessons. Writers above have omitted a research on allocated school time and determine whether it is enough to complete the syllabus with students of nowadays who seem to need help in everything they do.

2.4 Students’ perceptions of extra lessons

Research done by scholars and writers indicated that students need extra lessons and they perceive them as necessary in order to pass. According to a research by Dam (2010), 60% of primary school children said they see extra lessons as good because of the following reasons:- they did not understand lessons delivered by teachers in class. They also wanted to revise old lessons and taught new ones. They want to prepare for examinations. They wanted teachers to re-explain difficult concepts in the subject. Secondary students involved in the research by Zindoga (2015), revealed students’ good perceptions towards extra lessons although they had challenges in conducting them. Zindoga etal (2015), asked students about extra lessons and they come up with the following findings. A student said that learning should be the most affordable thing in the whole world and people should not make that change even for a day. The issue of others going ahead to have extra lessons that are costly and not afforded by other students should be shunned. She considered it as daylight robbery and infringement of other students’ rights. Another student interviewed by Zindoga think that extra lessons should be compulsory to students. Parents and teachers should make payment plans. This shows that students view extra lessons as beneficiary to them. The only problem is that some of their parents don’t afford to pay. At the same time teachers disadvantaged those who don’t attend extra lessons by covering syllabus while those who did not pay are absent.
Literature by writers above is silent on the way forward with the practice of extra lessons. The work of the writers above advocated for the end to the practice but ignore the effect of such measures on children with learning difficulties such as slow learners who need extra lessons. This research therefore is necessitated by the desire to look at how students perceive the idea of extra lessons and come up with adequate solutions on how teachers should deal with children who are slow learners or have learning difficulties.

2.5. Summary

The chapter was about review of literature related to the study. It looked at the work done by writers on the perceptions of students, teachers and parents towards extra lessons. Most writers have labeled the practice of extra lessons as bad citing reasons such as teachers concentrate on them and does not take their classroom teaching seriously.

CHAPTER 3 : RESEARCH METHODOLOGY

3.0 Introduction

The chapter is about the research design, the population, the sampling procedure, the instruments used to collect data and data collection procedure. Summary is the last item on the chapter.
3.1 Research Design

Leedy (1985) project that a research design is a plan or structure for investigation. In other words, it is a set of logical procedures followed to enable one to obtain data for the research he/she is undertaking. The researcher, for this study, adopted the descriptive survey. According to Sidhu (1994) a survey is a method of investigation which attempts to interpret and describe what exists in the form of practices, attitudes and beliefs of people. Devilles (1999) view a survey as a form of planned collection of data for the purpose of description. They further argued that when using the descriptive survey the data may be obtained from a total population or from a respective sample from which generalizations may be made. The descriptive survey was appropriate for this study because of its ability to deal with situations as they exist. The descriptive survey enable the researcher to use questionnaires which are means of discovering prevailing attitudes, feelings, practices and beliefs of people. These will enable the researcher to gather stakeholders’ views towards extra lessons. Jackson (2009) noted that a descriptive survey typically seeks to ascertain respondents’ perspectives or experiences on a specific subject in a predetermined structured manner. Thus descriptive research design was found useful for this study because the research topic is descriptive in nature and calls for the use of descriptive survey research design rather than the experimental design. Descriptive research was used because it is mainly done when the researcher wants to gain a better understanding of the topic. That is the analysis of the present perceptions of stakeholders towards extra lessons based on their past and present experiences as opposed to the future.

3.2 Research instruments

Sidhu (1994) defines research instruments as the means by which the researcher can collect data from the respondents. Research instruments used by the researcher were the interview guide and the questionnaires. These instruments were chosen as they are suitable for a descriptive survey and they help the researcher to triangulate data collected.

3.2.1 The Questionnaire
Leedy (1995) argues that a questionnaire is an instrument used to solicit information appropriate for analysis through a written set of questions. Kumar (2005), also noted that a questionnaire is a written list of questions, the answers to which are recorded by the respondents. Respondents react to the questions, interpret what is expected and then write down answers. A questionnaire is an appropriate instrument of data collection for this study because most respondents, save for few parents, are literate and capable of comprehending the main concerns raised by the researcher. Secondly, the questionnaires are easy and fast to administer as some respondents can register their views with very little assistance from the researcher. In the same vein, Cook (1985) projects that the use of questionnaire allows the researcher to cover a wide geographical area at a low cost. In this research questionnaires were distributed to 23 students at Sacred High School and 67 students at Kuwadzana High School. An introductory letter from Bindura University of Science Education was sent to the headmasters of each school. The purpose of the letter was to make respondents aware that the prime intention of the research was only academic. Thirdly questionnaires had a striking good advantage in that they can be designed in four ways according to Jackson (2009), that is open ended, close ended, partially open ended or rating-scale questions. Jackson went on to add that open ended questions allow for greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner. On the other hand close ended questions are ready to analyze statistically but they seriously limit the responses that participants give. The two ways of designing a questionnaire were employed so as to maximize their advantages and get as many perceptions as possible from stakeholders.

On the contrary, questionnaire has its fair share of disadvantages. Tuckman (1978) opines that the respondents need to cooperate when completing a questionnaire or else nothing will be forthcoming. Secondly, the questionnaire does not elicit further information or explanation when respondents give insufficient evidence that need to be elaborated on. This is going to be covered up by using an interview guide as a supplementary data collection instrument which allows respondents to elaborate on issues raised by the researcher.

3.2.2 The Interview Guide

The second method of data collection the researcher used was interview guide. According to Borg and Gall (1981), a structured interview has pre-arranged questions or it may be open ended with interviewer probing whenever they require more information. Interview guide is mainly used to
obtain research evidence in situations where the researcher and respondents are physically present and interact face to face. According to Borg and Gall (1981) the interview guide creates interpersonal relationships which enable the interviewer to use responses from the interviewee to elicit for more information. The researcher used the interview to obtain responses mainly from the parents. The researcher chose this method for this group because some did not return questionnaires during the pilot study. Not only were interview guides administered to parents but also to teachers. Respondents’ answers were recorded in a notepad by the researcher in preparation for analysis.

Strength of the interview guide is that the researcher followed a schedule of structured questions, this made it an effective tool of obtaining research evidence because it guides the interview process and help focus on key areas of study (Borg and Gall, 1981). According to Sidhu (1994) the interview guide has the following advantages, “it allows the interviewer to elaborate on unclear issues or rephrase questions which might be unclear for the better understanding of the interviewee.” Secondly, the interview guide allows respondents room to freely elaborate their views because there is immediate feedback. Sidhu further argues that an interview is more or less like an oral questionnaire; sincerity, frankness, truthfulness and insight of the interviewee can be judged through cross questioning. Furthermore, the interview allows the researcher to take charge of the situation throughout the research process. In addition, the interview allows for open ended responses and is flexible enough for the researcher to collect research evidence. However, Bagdan (1982), identified the disadvantages of the interview guide as follows: it is time consuming and the researcher’s physical presence is duly required always. Secondly the analysis of data collected thorough interviews tends to be tedious and is influenced by the interviewer’s bias or dominance. The interview is going to minimize this by remaining impartial throughout the study.

3.3. The population

The population is the totality of individuals, objects or events that will be considered in a research project (Chiromo 2006). The population for this study consisted of all secondary schools in the Banket cluster and the community. Kuwadzana High School has 410 students from form three to six. Sacred Heart High School has 136 students doing form three to Six. There are 10 teachers doing history at the two schools and all were included since they are few. Two headmasters at the two schools were also included.
3.4 The sample.

Best and Khan (1993) suggests that sampling is the systematic way of selecting a small group of individuals from the population under study. A sample should be representative of the target population. The researcher saw it logical to include secondary schools in the Banket cluster. Twenty three students were picked from Sacred High School and 67 students from Kuwadzana High School to make them a total of 90. Researcher used attendance registers to pick the 6th students from form three to six. All the teachers teaching history at the two schools were selected for the study since they are few. The total number of teachers is ten and two headmasters from the two schools. A total of eight parents were included in the sample.

3.5 Sampling procedure

The sampling procedures according to Sidhu (1994) are ways of selecting a smaller number of units, cases, elements or members from a population to enable the researcher infer findings.

In this study the total sample was 110 participants. Simple random sampling was used to decide on which respondents to chose. Chiromo (2009), defines the simple random techniques as one “on which each member of the population has an equal chance of being selected”. Out of total 546 students the 6th student was selected from their class registers. The parent or guardian of each 74th student was selected for the study. In this way the selection of one individual does not affect in any way the selection of other individuals. Simple random sampling also reduces researcher bias.

3.6 Data collection procedure

Prior to collection of data for the study the researcher obtained a covering letter from University of Science Education. The researcher visited the Provincial Education Office in Chinhoyi in Mashonaland West to seek for permission to carry out the research. Then the researcher proceeded to the Ministry of Primary and Secondary Education District Office in Zvimba District and sought for permission and approval to conduct research in the named schools. The permission from the Ministry of Primary and Secondary Education was facilitated by the production of Bindura University of Science Education cover letter.

The researcher visited the schools and introduced himself and explained the purpose of his visit and sought for permission to conduct research from the school head. Upon receiving the
permission the researcher distributed the questionnaire to the respondents. He waited while the respondents completed the questionnaire and subsequently collected the questionnaire to ensure a hundred percent response rate. Thereafter, he conducted interviews and focus group discussions. This was repeated in the other school.

The respondents were asked to come together and answer some questions as a group. Before they provide their responses they were told to engage in short discussions. The focus group took at most 20 minutes. The responses provided were recorded by the researcher.

In each school, after all the data were gathered the researcher thanked the respondents for their cooperation and responses and assured them that their responses would be treated with confidentiality. The researcher then proceeded to thank the school head and other school authorities.

3.5 Data Presentation and Data analysis

The grouping of data according to responses to similar questions was done. The data collected was shown in the form of tables. Percentages were used to allow the researcher to compare variables and draw meaningful conclusions. Data was analyzed and discussed immediately after the presentation. Conclusions about the views of parents, teachers and students towards extra lessons were made after each discussion of a particular group.

3.6 Summary

In this chapter, the researcher examined the descriptive survey, discussed the merits and demerits of the questionnaire and interview guides, the administration of the questionnaire, the conduct of interviews and how descriptive statistics would be used in describing data collected.
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

Chapter three was on the description of the methodology used to get information on the perspectives of stakeholders towards extra lessons. This chapter attempts to provide a comprehensive analysis of the findings of the researcher from the interviews conducted and questionnaires administered. It strives to exhaust what was collected from the respondents so that conclusions from the research topic may be deduced. The main presentation method that were used are the tables
4.1 Biodata of respondents

Table 4.1 below shows biodata of students involved in the study (N=90)

<table>
<thead>
<tr>
<th>Students</th>
<th>Response frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>47</td>
</tr>
<tr>
<td>Form</td>
<td>Form 3</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Form 4</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Lower six</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Upper six</td>
<td>13</td>
</tr>
<tr>
<td>Age</td>
<td>Below 13 years</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>14-17 years</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>18-20 years</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>21 and above years</td>
<td>5</td>
</tr>
</tbody>
</table>

The sample is skewed in favour of female participants with 47 (52.2%) respondents and 43 (47.8%) male respondents. Students were selected from Ordinary to Advanced levels because they are a group that the researcher believed to be engaged in extra lessons as they prepare for national examinations. The majority of respondents 63 (70%) are aged between 14 to 17 years of age. These are Ordinary level students who constitute the majority in the study.

4.2 Perceptions of students towards extra lessons.

4.2.1 Number of students attending extra lessons
Table 4.2 below shows students attending extra lessons and reasons for not attending (N=90)

<table>
<thead>
<tr>
<th>Students attending extra lessons</th>
<th>Frequency</th>
<th>%</th>
<th>Reasons for not attending</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>30%</td>
<td>Read on my own</td>
<td>11</td>
<td>12,2%</td>
</tr>
<tr>
<td>No</td>
<td>63</td>
<td>70%</td>
<td>Financial challenges</td>
<td>72</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lessons in class are enough</td>
<td>7</td>
<td>7,8%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents were asked if they attend to extra lessons. Most respondents 63 (70%) do not attend extra lessons. The majority of the respondents 70 (80%) said that they do not attend extra lessons because they don’t have money to pay.

These findings are consistent with Bray (2009), who said that exorbitant charges were a major limitation to the practice of extra lessons and this promoted elitism and unequal access to education.

### 4.2.2 Term in which extra lessons are prevalent

Table 4.3 shows term in which extra lessons are prevalent as perceived by students (N=90)

<table>
<thead>
<tr>
<th>Term in which extra lessons are common</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term one</td>
<td>5</td>
<td>5.5%</td>
</tr>
</tbody>
</table>
Students were asked on what term when extra lessons are prevalent. The majority of respondents 69 (76.8%) said extra lessons are done in the third term.

These findings are in agreement with writers such as Rogers et al. (2008) who believe that extra lessons are done to enhance student preparedness for national examinations.

### 4.2.3 Role played by extra lessons in students’ performance in national examinations

Table 4.4 below shows the role played by extra lessons in students’ performance (N=90)

<table>
<thead>
<tr>
<th>Students’ responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>78</td>
<td>86.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>13.3%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents were asked if they think extra lessons improve students’ performance in national examinations. The majority 47 (52.2%) agreed that extra lessons improve students’ performance in national examinations.

These findings are in agreement to those found by Kurebwa et al. (2014) who argued that private tuition is a necessity for primary and secondary school pupils as it improve student’s performance in national examinations. Some writers have however contrasting views such as Zindoga T. et al. (2015) who are of the opinion that ‘if extra lessons are so effective and are the game changer in examinations, then what had become of formal education time, practice and tactics’?

### 4.2.4 People who asked students to attend extra lessons

<table>
<thead>
<tr>
<th>Term</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term two</td>
<td>16</td>
<td>17.7%</td>
</tr>
<tr>
<td>Term three</td>
<td>69</td>
<td>76.8%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.5 below shows people who created the need for extra lessons (N=90)

<table>
<thead>
<tr>
<th>People who asked students to attend private lessons</th>
<th>Response frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headmasters</td>
<td>2</td>
<td>2.2%</td>
</tr>
<tr>
<td>Teachers</td>
<td>39</td>
<td>43.3%</td>
</tr>
<tr>
<td>Parents</td>
<td>17</td>
<td>18.9%</td>
</tr>
<tr>
<td>Self</td>
<td>32</td>
<td>35.6%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents were asked about who asked them to attend extra lessons. The majority 39 (43.3%) indicated that teachers drive them to do extra lessons.

These findings are in agreement with Chru’s (2014) argument that many schools and individual teachers have abused the need for remedial and extra lessons to exhort money out of helpless parents. This situation therefore had brought conflict between parents and teachers over the practice of extra lessons.

4.2.5 The way teachers teach history in class and in extra lessons

Table 4.6 below shows the way teachers teach history in class and in extra lessons (N=27)

<table>
<thead>
<tr>
<th>Students’ responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>66.7%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>33.3%</td>
</tr>
</tbody>
</table>
Results shown on the table above are for students who had indicated that they attended history lessons. Out of the total 90 respondents only 27 attend history extra lessons and all are taught by the same teachers who teach them in class. Students were asked whether the way they are taught in class is the same in extra lessons. Few respondents 9 (33.3%) disagreed citing various reasons.

One student said that “in extra lessons the teacher explains more according to your understanding unlike in class where there are some slow and fast learners.” Another student said that “in class they give us notes and explain a few but in extra lessons they attend to our problems one by one.” A third student said that “because in extra lessons the teacher will be explaining deeply having noticed your weaknesses.”

These findings are in agreement with Bray, (2009) who established that teachers involved in private teaching do not take their classroom teaching seriously.

### 4.2.6 Reasons why teachers do extra lessons as perceived by students

Table 4.7 below indicate the students’ responses as to why teachers do extra lessons (N=90)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Response frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial gain</td>
<td>57</td>
<td>63.5%</td>
</tr>
<tr>
<td>Syllabus coverage</td>
<td>21</td>
<td>23.3%</td>
</tr>
</tbody>
</table>
Respondents were asked on what they think are the reasons why teachers do extra lessons. The majority of respondents 57 (63.5%) believed that teachers do extra lessons for financial gain. Few students think that extra lessons are done for examination preparation, to cover syllabus and to help students.

These findings are in contrast to writers such as Bray, (2009) who think that teachers do extra lessons to drill their learners relentlessly for examinations.

4.2.7 Areas in which students need extra lessons.

Table 4.8 below shows students’ responses on the areas they needed extra lessons (N=90)

<table>
<thead>
<tr>
<th>Students’ responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revising lessons already taught</td>
<td>34</td>
<td>37.8%</td>
</tr>
</tbody>
</table>
Respondents were asked on which areas they need extra lessons. Most respondents 37 (41,1%) said they need extra lessons to revise past exam papers.

These findings are in contrast to writers such as Kim and Kim, (2002) who argued that teachers have a tendency to cover the syllabus during extra lessons and if one fail to attend, then you are bound to lag behind.

4.2.8 Syllabus coverage.

Table 4.9 below show students’ responses on whether they do extra lessons to cover syllabus (N=90)

<table>
<thead>
<tr>
<th>Students responses</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>45.6%</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
<td>54.4%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents were asked about whether they think lack of adequate time to cover the syllabus led to the need for extra lessons. Most respondents 49 (54,4%) didn’t agree that lack of time to cover the syllabus led to the need for extra lessons.

These findings are again in contrast to writers such as Nyaungwa, (2014) who believed that in the past the idea behind extra lessons was to help slow learners but these days teachers are taking advantage of it to further the syllabus.

4.2.9 Fairness of extra lessons
Table 4.10 below shows students’ responses on fairness of extra lessons (N=90)

<table>
<thead>
<tr>
<th>Are extra lessons fair?</th>
<th>Response frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>37.7%</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>62.3%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents were asked whether extra lessons are fair or not. Most of them 56 (62.3%) think that extra lessons are not fair.

These findings are in agreement with writers such as Zindoga et al. (2015) who argued that, “extra lessons are not fair as they are expensive. The issue of others going ahead to have extra lessons that are costly and not afforded by other students is daylight robbery.”

4.2.10 Consultation between students and teachers

Table 4.11 below show students who consulted teachers at school

<table>
<thead>
<tr>
<th>Do you consult teachers?</th>
<th>Response frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>37.7%</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>62.3%</td>
</tr>
</tbody>
</table>
Respondents were asked about whether or not they consult teachers on difficult concepts after class lessons. Most respondents 56 (62.3%) said that they don’t consult teachers on difficult concepts. These findings are in agreement with writers such as Nyaungwa, (2014) who argued that extra lessons have disturbed normal teaching and learning in schools.

4.2.11 Should extra lessons continue?

Table 4.12 below shows students’ opinion on the future of extra lessons (N=90)

<table>
<thead>
<tr>
<th>Should extra lessons continue?</th>
<th>Response frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>41.1%</td>
</tr>
<tr>
<td>No</td>
<td>53</td>
<td>58.9%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents were asked about whether extra lessons should continue or not. The majority 53 (58.9%) believe extra lessons should not continue. These findings are consistent with writers such as Chingawo, (2013) who suggested that extra lessons should be banned to save parents.

Few students attended extra lessons mainly because they don’t have money to pay teachers. Students indicated that they participated in extra lessons mainly because they were asked to do so by their respective subject teachers. Majority of students shows that extra lessons improve students’ performance in national examinations. Contrary to popular views wrote by scholars that teachers cover new topics during private lessons students said they do them to revise past examinations and lessons already taught.

4.3 Parents’ perceptions towards extra lessons
Parents like their children view the idea of extra lessons as something brought about by teachers to exploit them. They view teachers engaging in extra lessons with mistrust and suspicion.

4.3.1 Parents’ views on why teachers do extra lessons

Parents who participated in the study were asked about reasons why they think teachers do extra lessons. Most of them are of the opinion that teachers do extra lessons to supplement their salaries. These sentiments of parents are in agreement with students as they both believe teachers conduct private lessons for monetary benefits. The first parent interviewed said “the ministry had allocated enough time to cover the syllabus hence there is no need for extra lessons. Teachers do them for their own benefit.” The second parent said “I wonder why there is a sudden growing need for extra lessons nowadays and there is something sinister about the practice. I suspects that these days teachers are driven by the desire to enrich themselves rather than to help students pass.” The third parent said, “It’s obvious teachers need money and that is the reason why they conduct extra paid lessons.” Three other parents cited money as the reason why teachers do extra lessons. Only one parent said that, “extra lessons done to prepare for examination purposes“

These findings are in agreement with writers such as Zindoga etal, (2015) who said that, “the private lessons have become exploitative of both the children who hardly ever have time to rest these days and learn about other aspects of life and parents who have to pump out money for fear their children might not get an education and fair treatment from teachers.

4.3.2 Term in which extra lessons are prevalent

Parents were asked about the term in which extra lessons are prevalent. Asked on when and why students mostly attended extra lessons one of the parents had this to say “my child in form six at Kuwadzana Secondary School persuaded me to give him money for extra lessons or risk the possibility of him failing to produce good results at the end.” The child’s mid year results were very low as he managed only three points. The same parent added that “at the end of 2014 in form five my child got 11 points and why such a sudden and big drop. This means teachers deliberately fail him to push for extra lessons. History is a subject where most students do well that there is no
need for extra lessons.” The second parent said, “Teachers conducting extra lessons in the subject are merely robbing students and parents.” The third parent also concurs with the second when he said “that extra lessons are done because teachers induce panic into students by giving them difficult and not well explained concepts in class.”

The fourth parent differs with the two above she said that “extra lessons are mostly done in third term because students would be busy preparing for the national examinations. This help students to revise work they had forgotten”. The fifth parent said that “private lessons are most prominent in third term as both pupils and students would be busy putting final touches to their work in preparation for examinations”.

These findings are consistent with Rodgers, (2008) who believed that the main function of private tutoring are to help students cope with examinations and to improve their academic achievements.

4.3.3 Role played by extra lessons in students’ performance.

Parents were asked on whether extra lessons improve students’ performance in national examinations. The first parent said that “students I know who were doing extra lessons have passed.” The second parent also agreed with the above when he said “my first born produced good results because I had money to pay for extra lessons.” The third parent said that “some teachers who do extra lessons are markers and they taught children for the examinations and definitely they improve grades.”

These findings are consistent with those of Kurebwa etal, (2014) who argued that extra lessons resulted in improvement of student achievement. The findings are however in contrast to writers such as Nyaungwa, (2015) who questioned that “if extra lessons are so effective and are the game changer, then what has become of the formal education time practice and tactics”. Nyaungwa went on to indicate that in the past students passed very well without extra lessons which means there is something wrong with the education system nowadays.

Another respondent tend to differ with the above when she said that “it depends on the child if one have potential he or she can pass if one is academically unfortunate extra lessons or no extra that individual can always fail.”

4.3.4 Reasons why some students are not attending extra lessons.
Interviews conducted on parents on what may be the reasons for some students for not doing extra lessons revealed that those who don’t attend extra lessons are doing so because of lack of funds. The first parent interviewed said that “my children always ask money for extra lessons mainly because their friends are also doing them. They only fail to attend because I am poor to meet their demands.” The third parent said that “I cannot afford to continue directing money towards education of children all my life as there are other pressing commitments.”

These findings are consistent with students’ responses that they don’t attend extra lessons because they cannot afford. Writers such as Bray, (2009) had also noted the same when he said that most parents consider private tutoring expenses as an economic burden and the right to education of many poor children has been denied in the process.

Only two interviewed parents tend to differ as they believe that, “some children fail to attend extra lessons because of lack of support from parents who do not value the education of their children. Ignorance of the benefits of education from some students led some students not attend extra lessons.”

4.3.5 Fairness of extra lessons.

Parents were asked on whether the practice of extra lessons is fair or not. There were many different views to that as the first parent said that “private lessons are not good because they led teachers to concentrate on them and neglect the plight of those who cannot afford.” The second parent is of the opinion that “nothing is fair in this world so are extra lessons. How can a teacher cover a syllabus with few students in the absence of others.” The third parent said, “Extra lessons are not fair because our children think we are not serious with their education. If you fail to pay children feel you are neglecting them.” The fourth respondent said, “Extra lessons are not good and fair at the same time. I now do all the house chores because my child excuses herself going to attend extra lessons. She has no time to rest.”

These findings are in agreement to those of Zindoga etal, (2015) when he revealed that, “some students feel cheated because the same teacher will have more efforts directed to paying students than those who cannot afford.”
The fifth respondent said that, “extra lessons help students with learning difficulties so they are fair and fine.” The sixth respondent interviewed said that, “private lessons are fair and good because they supplement what a pupil had learned in class.”

These findings are consistent with work written by Makwaro, (2012) who is of the opinion that “extra tuition enables learners to access extra attention, ensures improved learning styles, improved performance, personalized relationships and involvement of parents as they keep track of the performance of their children.”

4.3.6 The future of extra lessons.

When asked about the future of extra lessons parents had different views. Some argued that it depends on the performance of the economy. One parent said that, “if the economy is doing well and education is rewarded by getting jobs then parents also invest in it.” Another parent think that, “the government should continue demanding an end to extra lessons even those done at teachers’ homes and other places outside the school environment. The government should deal or punish those defying government directives because teachers are preying on parents who need their students to get good education.”

These findings are in agreement with those of Chingawo, (2013) who said that the extra lessons were disrupting normal learning in schools. He went on to suggest that the government should save parents by banning them.

The third parent thinks that, “extra lessons are hard to be banned because teachers are doing them at their homes. Teachers’ homes save dual purposes as dwelling places and classrooms.” The fourth parent said that, “the government alone cannot stamp out the practice because school leavers also need them and it is hard to control activities of school teachers.”

Parents see extra lessons as very important in improving students’ performance in national examinations. They are in agreement with students that the practice of extra tuition became prominent because teachers want to make money.

4.4 Perceptions of teachers towards extra lessons
Teachers interviewed have a different view towards extra lessons. The way teachers see as the purpose and function of extra lessons is different from students and parents.

4.4.1 Teachers and extra lessons.

Teachers supported the practice of extra lessons. They differ with students and parents on this aspect. The first respondent to be interviewed said that “I do extra lessons to ensure conceptualization in pupils which may not be achieved in allocated teaching and learning time.” The second respondent said that “the reasons for conducting extra lessons are to help the slow learners to catch up with the rest of the class and to boost confidence in the students by reinforcing what they already know.” Asked why he did not help learners in the class with others as the professions require teachers to carry out remedial work to slow learners, the same teacher argued that, “I teach over three hundred students in history and fifty in religious studies. These students had mixed ability hence it is very difficult to attend to each one of them in allocated time of teaching and learning.”

These sentiments are similar to those echoed by writers such as Dang and Rodgers (2008), who said that private supplementary tutoring compliment and repeat what students have learned in their daytime schools and help them revise their daytime lessons. In addition the findings are consistent with Zindoga et al.’s views (2015) that with the pressure of examinations pilling on most students’ parents opt to send their children for extra lessons so that they can understand better on a one on one basis with teachers.

Another respondent said that “I do extra lessons to improve the pass rate.” She added that “history is a subject passed by many students every year and that should be maintained or improved. The headmaster always demands more from the history department as it always keep the pass rate high.” Asked on what will happen to those who can’t afford extra lessons she said that those are covered during the holiday lessons provided by the responsible authority that is the Roman Catholic Fathers. These motives for doing extra lessons differ from the fourth respondent who indicated that, “I conduct extra lessons to generate income and to assist students with learning difficulties. I am still young and want to acquire property as well as to marry and my small salary cannot cover all these basic needs.” The fifth respondent agreed with the fourth respondent when he said that, “other professions such as medical doctors are well rewarded for consultation alone
and there is no reason why teachers cannot do the same. Looking after somebody’s health is the same as giving person knowledge.”

This concurs with Kurebwa et al.’s findings that, “some teachers and pupils participate in extra lessons for the wrong reasons, notably socializing, drilling pupils in examination techniques and fundraising by teachers which defeats the whole process of education”.

4.4.2 Students and extra lesson attendance.

Teachers had various views on why students fail to attend extra lessons. The first interviewee said that “the majority of students have since lost focus and do not care about their future. Some are negatively affected by the current socio-economic climate which does not sufficiently reward those educated”. The second interviewee cited that, “environmental factors, finance and attitude are the reasons why some students fail to attend extra lessons. The catchment area for Kuwadzana High School is a township and farms, the people from such kind of areas do not value education.”

These findings are contrast with writers such as Zindoga et al., (2015) who believed that students fail to do extra lessons because they don’t have money.

The third interviewee pointed out that “students fail to attend extra lessons because they do not afford them.” Three other teachers interviewed agreed with that.

These findings are consistent with observations made by Neefjes in 2002 that, “majority of parents consider private tutoring expenses as an economic burden. The poor people had become marginalized due to their inability to pay user fees. The right to education of many poor children has been denied because their parents cannot afford to send them for private tutoring.”

4.4.3 Term in which extra lessons are prevalent.

Teachers were asked about the term in which extra lessons are prevalent and most agree that history teachers and students do extra lessons in term three. The reasons for doing extra lessons in the third term varied from one respondent to another. The first interviewee at Kuwadzana High School said that “Extra lessons are common in the third term because students and teachers would be busy preparing for examinations”. When asked on when and why are extra lessons prevalent, the second interviewee had this to say, “Most teachers conduct extra lessons in term three to help students
cement concepts as this is the final term for examination classes at school”. He further commented that “they are some topics like the iron age societies in southern Africa which students might have covered nearly two years back at the beginning of form three. There is no sufficient time to re-teach them in normal teaching learning time. There is therefore the need to re-teach the topic to students after school hours.” The third interviewee went on to emphasize that, “topics in European history at ordinary level such as the first world war and the league of nations students find them difficult to comprehend during allocated learning and teaching time and this led them to miss important concepts and the gap is covered by extra tuition.”

These findings are consistent with the writings of Masuku, (2014) who said that, private supplementary tutoring is mostly done in third term to repeat what students have learned, deepen their understanding of the underlying concepts or theories through drilling exercises.

4.4.4 Fairness of extra lessons

Teachers were asked about the fairness of the practice of extra lessons. Interviewee number one said that, “extra lessons are fair since they are not forced. It is voluntary action depending on the need.” Interviewee number two noted that, “private lessons are fair to those who can afford them and a disadvantage to those who cannot.” Interviewee number three said that, “yes they are fair because the teacher will put extra effort since he or she will be getting money. The student will benefit on it since it is one on one situation.” Interviewee number four think that extra lessons are fair since “the school time tables are squashed and may not give time for remediation which can only be done in extra lessons.”

These findings are in contrast with the work of writers such as Nyaungwa, (2015) who pointed out that, extra lessons should be compulsory among students, teachers must not ignore potential students just because they cannot afford to pay for extra lessons. Having extra lessons whilst others are absent is unfair since it disadvantage the poor who are expected to perform the same way come examination time.

Only two teachers interviewed said that, “extra lessons are unfair since many students are excluded because of lack of money.”

4.4.5 Teachers’ views on the future of extra lessons
Teachers were interviewed on what they think is the future of extra lessons. The first respondent said that, “Extra lessons are here to stay as they help pupils in attaining better grades in final examinations”. The second respondent also added that “I think it has got a future as pupils who do not get it in the lesson may try to absorb when they are doing extra lessons”. The third respondent agreed with the two above as he said “those who are passing both Ordinary level and Advanced level are those who are doing extra lessons because most of the time they are coached for examinations.” The fourth respondent argued that, “the future of extra lessons is determined by the prevailing economic conditions in the country. Extra lessons are there to stay as long as the economic condition remains the same and teachers continue to get salaries below poverty datum line.” The researcher further asked the same teacher to clarify how extra lessons are going to continue in the face of the ban by the Ministry of Primary and Secondary Education. She said that, “teachers will continue to practice them privately.”

These findings are in agreement with those of Zindoga et al., (2015) who observed that extra lessons should go ahead because during class time the level of understanding of students is different.

While the above teachers predicted a good future for extra lessons others have a completely different view. Respondent number five said that, “the future of extra lessons is doomed since the government is opposing them.” The sixth respondent interviewed also said, “the future is dark because the government is completely against private lessons.” The seventh respondent argued that, “there is a conflict of interest between the government and teachers. The government wants to protect parents against exploitation by schools that make extra lessons mandatory to students. The teachers continue to supplement their meager salaries defying government directives. One of the two especially teachers are losing out. It is now very dangerous to conduct extra lessons as one may be expelled from the profession.”

These findings are consistent with writers such as Masuku, (2012) who said that extra lessons should be banned or made compulsory to every student for free.

4.4.6 Challenges faced by teachers doing extra lessons.

Teachers were asked about the challenges they faced when conducting extra lessons. The first interviewee said that, “some pupils do not pay for those extra lessons. Some pay and do not attend lessons.” The second interviewee said that, “time management is poor by students as some are
always late and parents do not pay in time.” The third interviewee said that, “there is no enough space where we do extra lessons.” The fourth interviewee said that, “it is very hard to control pupils’ behavior and attitude during extra lessons.”

These findings are consistent with the writings of Kim and Kim, (2007) who argued that private lessons are characterized with many problems that disrupt their smooth operations.

4.4.7 Consultations between students and teachers

Teachers involved in the interviews were asked about the impact of extra lessons on student consultation. The first interviewee said that, “since the time when extra paid lessons became prominent very few students consult them on difficult concepts after normal lessons.” The second interviewee stated that, “some teachers began to demand students to carry out extra lessons if they encounter any difficulties in understanding taught information.” The third interviewee said that, “when students approach a teacher for clarification on work already taught most of the time they show that many important concepts need to be re-explained. The only platform to re-teach is through extra lessons.” He fourth interviewee said that, “remedial work is impossible to do at secondary school because a single teacher had to deal with many students. It is only practical at primary level where a teacher spend the whole day with the same class. Extra lessons cover the gap left by normal lessons.” Four other teachers expressed the same sentiments.

These findings are consistent with those of writers such as Nyaungwa who said that, “Teachers have a tendency to neglect their normal duties for extra lessons.”

The fifth interviewee said that, “we help students with learning difficulties by explaining difficult concepts to them without even asking for money.” The sixth interviewee cited that, “you as a teacher must find time to help students with learning difficulties. Otherwise it will backfire to you when results go wrong.” The seventh interviewee said, “You are supposed to re-explain difficult concepts to students who have focus and can consult. That is definite.”

These findings are similar to those by Bray (2009), who noted that, “Teachers’ dedication to good results and the desire for status are equally important factors that explain their involvement in extra lessons. These teachers offer extra lessons on a purely voluntary basis either before or after school hours.
Teachers think there is nothing wrong with the practice of extra lessons. They also want them to continue as they gave them a platform to help students pass examinations. The practice of private lessons is fraught with many challenges such as lack of attendance by students and some do not pay in time.

4.5 Summary

Results of the findings are that teachers, parents and students have different perceptions on extra lessons. They all want them and concur that extra lessons are beneficiary to students. What bring conflict is that some students fail to pay for them and are therefore denied their right to education. This led to lack of mutually trusting relationship between parents and teachers. While most teachers see extra lessons as a platform to help their clients pass, students and parents suspect them to be after money.

Chapter five: Summary, Conclusions and Recommendations

5.0 Introduction

In chapter four data was presented, analyzed and discussed. In this chapter summary, conclusions and recommendations about the study were made.

5.1 Summary

The concept of extra lessons has become prominent in Zimbabwe after many educators left the profession for greener pastures. This occurred after the turn of the new millennium from 2000 onwards. The practice brought mixed feelings towards it by stakeholders and in Zimbabwe mandatory extra lessons at school were banned by the Ministry of Primary and Secondary Education in 2014.
The study investigated the perceptions of stakeholders towards extra lessons in Banket East of Zvimba district of Mashonaland West Province. The study was conducted after the researcher have assumed that different perceptions towards extra lessons by teachers, parents and students disturbed normal teaching and learning in schools.

A review of literature related to the study indicated that most writers painted the practice of extra lessons as bad. Teachers engaging in extra lessons have to cheat and teach for monetary benefits according to most writers. The research study investigated perceptions of stakeholders in Banket towards extra lessons and determined where they place the concept.

A total of 8 parents, 12 teachers and 90 students participated in the study. The questionnaires were the main data collecting instrument used to get information from students the main respondents. Due to lack of electricity the researcher took long to print questionnaires. All questionnaires distributed were returned filled. Few students however, fill the question that needed them to explain their answer. Some students who completed the questionnaires wanted to copy each other. The researcher separated them to avoid that.

Focus group discussions were used to get information from parents and teachers. Some participants were not active in the discussion as they tend to rubber stamp answers provided by others. It was very difficult to group all the parents for group discussions as they worked and lived separately. The researcher had to interview parents at their workplaces and homes. Some parents did not understand the nature and purpose of the research. They thought that the responses which they give may antagonize relations between students and teachers. The researcher had to clarify that the research was purely academic. Some parents were unwilling to participate in the research study.

Data collected was presented by using tables. Analysis and discussion of the findings were done after each presentation. The researcher had included a lot of questions on the questionnaires which took a lot of time to present, analyse and discuss.

The following were considered the main findings of the study found after data analysis.

Most students agreed that extra lessons improved their performance in national examinations. Extra lessons are expensive and that limit students participation in them.
Some students felt that teachers put more effort in extra lessons than in class work because they are given money in extra lessons.

Students, teachers and parents agree that extra lessons are done in third term. Parents think the need to carry extra lessons in third term is created by teachers. Teachers conduct extra lessons in third term because they want to thoroughly revise concepts which students had forgotten in preparation for examinations.

Students were asked to attend extra lessons by teachers.

Teachers and students agree that consultations between the two after class lessons are now minimal. Most students are now scared of approaching teachers for assistance in tackling difficult concepts at school as they have a mistaken belief that consultations with teachers are only done after you had paid for extra lessons.

Students and parents feel the practice of extra lessons is not fair. To teachers extra lessons are fair as they give them a platform to revise work with students.

Students need extra lessons to revise past examination papers and lessons already taught.

Social and environmental factors can also affect students’ participation in extra lessons. Some parents in the farming communities do not value education of their children.

5.2 Conclusions

Various views towards extra lessons from stakeholders show that there is a lack of mutually trusting relations between parents and teachers over the practice. Parents felt fleeced of their money while the teachers see no problem in asking for payment after they had conducted private lessons. At the same time students who don’t afford extra lessons felt the practice marginalized them. All stakeholders value extra lessons what divided them is money paid to conduct them by
teachers. Therefore the findings concur with the researcher’s assumptions that extra lessons have disturbed formal learning and teaching especially consultation between teachers and pupils. To ensure smooth flow of teaching and learning extra lessons by class teachers to pupils they taught should be avoided. While teachers want extra lessons to continue parents and students dislike the concept and are happy to see its end. Extra paid lessons continue to be practiced in private even in the face of the ban by the Ministry of Primary and Secondary Education in 2014. The practice continue to be characterized by disturbances and challenges even when they are practiced in private.

5.3 Recommendations

Teachers should not ask students to compliment their school work with extra lessons. The need and demand for extra lessons should come from parents and students to avoid conflict of interest.

Class teachers should not be allowed to give extra lessons to their pupils outside the policies propounded by government.

Educators should use teaching methods that promote life skills rather than to concentrate on drilling pupils for test taking skills or examinations.

The government should adequately renumerate teachers so that they may not engage in extra lessons.
REFERENCES


Appendix

**Questionnaires for students**

My name is Chauke S. a student at Bindura University of Science Education doing a Post Graduate Diploma In Education. I am conducting a study on stakeholders’ perceptions towards extra lessons in Banket East of Zvimba district in Mashonaland West province. Please help me to conduct this study by completing this questionnaire. Information gathered will be used strictly for my academic pursuit. Confidentiality is guaranteed.
Instructions

Please tick in the box provided for your response.

May you please respond as truthfully as possible.

The information you provide will be treated in the greatest confidence.

Answer in the spaces provided.

Section A

1. Sex
   Male [   ]
   Female [   ]

2. Age
   Below 13 years [   ]
   14-17years [   ]
   18-20years [   ]
   21 and above years [   ]

3. In which form are you?...........................................

Section B

1. Do you attend extra lessons?
   Yes [   ]
   No [   ]

2. What are the reasons for not doing extra lessons?
   Money [   ]
   Read on my own [   ]
   Lessons in class are enough [   ]

3. In which part of the year are extra lessons prevalent?
   Term one [   ]

1
<table>
<thead>
<tr>
<th>Term two [ ]</th>
<th>Term three [ ]</th>
<th>During the holidays [ ]</th>
</tr>
</thead>
</table>

4. Do you think extra lessons improve student’s performance in national examinations?
   - Strongly agree [ ]
   - Partly agree [ ]
   - Disagree [ ]

5. In which area do you need extra lessons?
   - Revising lessons already taught [ ]
   - Covering new chapters [ ]
   - Revision of past exam papers [ ]
   - Any other area [ ]

   Specify……………………………………………………………………………………………………..

6. Do you attend history extra lessons with the same teacher who teach you the same subject in class.
   - Yes [ ]
   - No [ ]

7. Do the teachers teach history the same way in class and in extra lessons?
   - Yes [ ]
   - No [ ]

8. If the answer is no explain your answer.
   …………………………………………………………………………………………………………………..
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9. Do you think lack of adequate time to cover lessons syllabus led to the need for extra lessons?
   - Yes [ ]
   - No [ ]

10. What do you think may cause teachers to do extra lessons?
    - Financial gain [ ]
Interview guide for Parents

My name is Chauke S. a student at Bindura University of Science Education doing a Post Graduate Diploma In Education. I am conducting a study on stakeholders’ perceptions towards extra lessons in Banket east of Mashonaland West province. Please help me to conduct this study by completing this questionnaire. Information gathered will be used strictly for my academic pursuit.

Instructions

May you please respond as truthfully as possible.

The information you provide will be treated in the greatest confidence.

1. In which term are extra lessons prevalent?
2. Do you think extra lessons improve students performance in national examinations?
3. What do you think may cause teachers to do extra lessons?
4. What may be the reasons for some students who are not doing extra lessons?
5. Do you think extra lessons should be continued?
6. Are extra lessons fair? Explain your answer?
Interview guide for teachers

My name is Chauke Sinos a student at Bindura University of Science Education doing a Post Graduate Diploma In Education. I am conducting a study on stakeholders’ perceptions towards extra lessons in Banket east of Zvimba district in Mashonaland West province. Please help me to conduct this study by completing this questionnaire. Information gathered will be used strictly for my academic pursuit. Confidentiality is guaranteed.

Instructions

May you please respond as truthfully as possible.

The information you provide will be treated in the greatest confidence.

1. What are the reasons for doing extra lessons?
2. In which term are extra lessons prevalent?
3. Do you think extra lessons improve students performance in national examinations.
4. In which area or topics do you do extra lessons?
5. What may be the reasons for some students who are not doing extra lessons?
6. What is the future of extra lessons?
7. What are the challenges that you face when doing extra lessons?
8. Are extra lessons fair?