

**AN ANALYSIS OF LEARNERS' CAPTIVATION TO SHADOW EDUCATION:
EFFECTS ON THE MAINSTREAM EDUCATION SYSTEM IN SELECTED SECONDARY
SCHOOLS OF CHOMA DISTRICT IN ZAMBIA**

By

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partial fulfilment of the requirements for the award of the degree of Master of
Education in Curriculum Studies**

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AUTHOR'S DECLARATION

I, **Muchindu Shibalatani**, do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged and that it has never been previously submitted for the award of a degree at the University of Zambia or any other university.

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APPROVAL

This dissertation of Muchindu Shibalatani is hereby approved as partially fulfilling the requirements for the award of the degree of Master of Education in Curriculum Studies of the University of Zambia.

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ABSTRACT

The importance of education in people's lives cannot be overemphasized due to the immense positive changes that it brings forth. Meritocratic education systems in most developing countries which encourage stiff competition among learners and schools coupled with the parents' perception of education as a major future investment may culminate into what is referred to as shadow education. Shadow education is used widely and covers various forms of private supplementary tutoring and has in the recent decades greatly expanded causing far reaching economic, social and educational implications. The ideal situation in the Zambian educational system is that provision of quality education to learners should be conducted in schools where they are formally registered and enrolled and they are expected to go home after school hours. However, the situation in most Zambian secondary schools was that, despite being enrolled and learning in regular schools, some learners pursued paid for supplementary tuitions. Thus, the current study sought to analyze factors that captivated learners to shadow education and its effects on the mainstream education in selected schools of Choma district.

Simple random and stratified sampling were used to select four (4) schools and eighty (80) learners respectively while purposive sampling was used to select twelve (12) teachers from sampled schools and six (6) parents of tutored learners. The concurrent embedded design of the mixed methods approach was employed in the current study. Data was obtained from secondary school learners using questionnaires while interview guides were used for secondary school teachers and parents of tutored learners. Qualitative data was analyzed using the Constant Comparative Method to identify emerging themes and categories while quantitative data was analysed using the statistical package for Social Sciences (SPSS).

The findings of the study clearly suggested that learners, teachers and parents of tutored learners were dissatisfied with the quality of education in the mainstream education. The majority of secondary school learners in selected schools of Choma district faced a number of challenges such as failure by mainstream teachers to address their individual needs compelling them to turn to shadow education. It was further revealed that shadow education affected the mainstream education both positively and negatively.

From this study, it was concluded that learners engaged in shadow education to secure individualized learning and increase their learning attainment. It was thus recommended that Ministry of Education (Mo E) through Standards Officers, Head Teachers and head of departments and sections should ensure effective monitoring and evaluation at school on how teachers are implementing the curriculum in schools regularly. They should interact with learners so as to know various challenges that they face during the teaching and learning process to ensure a conducive learning ambience for all learners to reduce the prevalence of shadow education.

Keywords: shadow education, supplementary tutoring, mainstream education, secondary education.

DEDICATION

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ACRONYMS AND ABBREVIATIONS

CDC	Curriculum Development Centre
CPD	Continuing Professional Development
ECZ	Examination Council of Zambia
HoD	Head of Department
MoE	Ministry of Education
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children’s Emergency Fund
UNZA	The University of Zambia
SBA	School Based Assessment
SES	Social Economic Status

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter contains the introduction to the study, the statement of the problem, the aim of the study, research objectives and research questions. It also has the significance of the study, its delimitation, operational definition of terms and a summary.

1.1 Background

The importance of education in people's lives cannot be overemphasized due to the immense positive changes that it brings forth. It is noteworthy that education is everyone's right hence the global recognition especially after the 1948 United Nations declaration (United Nations,1978). Education plays a critical role in developing critical thinking in individuals which helps them develop a creative mind and use logic when making decisions and interacting with other human beings and with nature.

Education is thus key to civilization and is a source of wealth and power required for growth and development of any country's economic and political institutions (Paviot, Heinsohn, & Korkman, 2008). Education also plays a pivotal role in ensuring sustainable development in societies and in the provision of relevant knowledge, skills, values and attitudes to learners which they need to facilitate their participation in social, economic and political decision making in their passage to adulthood (Mwanza, 2017). According to Paviot, Heinsohn, and Korkman (2008), meritocratic education systems in most developing countries which encourage stiff competition among learners and schools coupled with the parents' perception of education as a major future investment may culminate into what is referred to as shadow education. Most parents are anxious to have their children obtain high marks in the final national examinations in order for them to attract high chances of enrolling in colleges and universities and thus secure better jobs.

Baker (2015) propagated that, the sociological and educational term 'shadow education' was devised by David Stevenson in the early 1990s to indicate the strong connection which exist between the mainstream education system and widespread learning activities done outside school hours. Later on, Mark Bray documented the growth of shadow education worldwide (Baker,

2015). Shadow education may therefore be defined as supplementary coaching that continues after school hours (Bratti & Staffolani, 2002). Shadow education is a term that is used widely and covers various forms of private supplementary tutoring and has in the recent decades greatly expanded causing far reaching economic, social and educational implications (Bray, 2011). It is known as shadow education because it is an imitation of the mainstream education system. What is taught in the mainstream education system is what is taught in shadow education. Bray (2021) added that, shadow education mimics the mainstream school systems hence, as the curriculum changes in regular school so it does in the shadow. Private tuition can either exactly reflect the curriculum or be based upon it (Jones, 2021).

Baker et al. (2001) analyzed the Third International Mathematics and Science Study (TIMSS) data, and concluded that a considerable amount of shadow education in mathematics existed worldwide, including countries which had previously no record of the prevalence of shadow education. Oyewusi and Orolade, (2014) added that, the most popular subjects offered in supplementary tutoring are English Language, Mathematics and the Sciences since they are compulsory at all entrance examinations from primary to university. In Zambia, private tutoring is now readily available for almost all subjects that are taught and assessed in the regular school system. It is noteworthy that, the subjects that are on great demand for tutoring in the Zambian context are as well English Language, Mathematics and Sciences. Private supplementary tutoring has shown an increasing tendency, which has seen participation of a number of students in paid supplementary tutoring in either within or away from their school (Bray, 2020 & Bray, 1999).

Bray (1999) documented the growth of shadow education worldwide through consolidating studies from a broad selection of countries and regions. Bray obtained data and reports from individual countries which included Egypt, Tanzania, Greece, Malta, Brazil, Cambodia, Malaysia, and Taiwan. Apart from the large scale of shadow education, Bray's studies were based on backgrounds and impacts of the phenomenon and examined some policy responses. Subsequent researchers provided further empirical evidence on shadow education after Bray's study. Researchers in universities and comparable bodies, governments, international agencies, journalists, and others also participated in the documentation. (Mori & Baker, 2010).

Bray (2020) asserted that, the 21st century saw the research on shadow education gaining popularity, some of which indicated that shadow education has been visible in East Asia and now

spread to the other parts of the world including Europe (Bray, 2020). Silova (2007) provided statistics for twelve countries on shadow education patterns and participation. The statistics revealed an enormous participation in private tutoring of students at all levels of education. For instance, in China the 2004 Urban Household Education and Employment survey which was done on 4,773 households indicated that tutoring was received by 73.8% of primary, 65.6% of lower secondary and 53.5% of upper secondary students. In 2003, a study was conducted in Cyprus of 1,120 college students which found that 86.4% had received private tutoring when in secondary school (Xue & Ding, 2009).

Africa has not been exempted from the practice of shadow education, it is equally evident and commonly practiced in many African countries. Akkari (2021) explained that, African education systems have experienced some expansion of shadow education probably due to the desire of parents and other stakeholders to access adequate learning and qualifications. Bray (2021) asserted that, shadow education enrollment rates and financial burdens were growing around the African continent. For instance, in Egypt, a 2004 study estimated that households devoted 61.0% of education expenditures to private tutoring. A 1997 study done by the World Bank estimated that household expenditures on tutoring at all levels of schooling accounted for 1.6% of gross domestic product. A 1994 survey of 4,729 households found that in urban areas 64.0% of primary children with 52.0% in rural areas had received supplementary tutoring (World Bank, 2004).

Several studies have also been done on shadow education in Africa, among them is a study by Lugano (2008) who analyzed factors that influenced the demand and practice of private supplementary tuition in some public schools in Kenya, the findings of the study revealed that there was a significant relationship between household factors, school-based factors, private rates of returns to education, students attribute, teachers job satisfaction and economic factors. Another study was done by Mlawa (2022) on the perception of school stakeholders on shadow education in Iringa, Tanzania. The finding of the study showed that school stakeholders held a positive perception towards shadow education as compared to mainstream education as shadow education boosted the academic performance of learners. Kabage (2015) asserted that, shadow education is regarded as a measure of improving learner performance in various subjects and it complements on what has been learnt in the mainstream schooling. Bray (1999); Mori and Baker

(2010) also further noted that, shadow education was promoted in some countries in order to aid learners in the acquisition of supplementary and tailored instructions.

Absurdly, despite a growing body of research, it is still not clear from the available literature on the Zambian education system whether and how shadow education affected the mainstream education and educational outcomes of the country. Nevertheless, numerous studies (Bray & Kwo, 2013; Punjabi, 2020; Oyewusi & Oralade, 2014) have found positive and negative consequences of private supplementary tutoring. Advocates of shadow education were of the view that it led to exceptional results and researchers like Silova (2007) supported the idea that shadow education could of course be useful. Nonetheless, this had not yet been proven due to the difficulty of drawing the borderline between value added by shadow education and that of regular schooling. Baker (2015) propagated that, if shadow education does indeed make a difference in educational outcomes, many educators and sociologists believed it could contribute to maintaining or heightening educational inequality by mediating the relationship between family background and children's educational outcomes.

Shadow education lowers the quality of education and consumes human and financial resources which perhaps could be used more appropriately in other activities (Mlawa, 2022). Some educators were of the view that, shadow education corrupts the education process itself, for instance, when learners who engage in shadow education tend to pay less attention during the teaching and learning process and inadequate service provision by teachers in schools due to their involvement in private tutoring. This leads to the use of limited time and energy for teaching in schools, hence, the teaching quality in schools is likely to be compromised (Anangisye, 2016).

In addition, critics argued that private tutoring can distort the curriculum in the mainstream system, upsetting the sequence of learning planned by mainstream teachers and exacerbating diversity in classrooms. Bray (2009) adduced that, the distortion of formal education and maintenance or exacerbation of inequality by shadow education led to its ban in some countries. Contrary to the current Zambian education curriculum, which emphasizes the application and use of a Competency Based Curriculum (CBC), shadow education aims at teaching learners to pass their final examinations, thus resulting in rote learning rather than gaining competencies required for application in real-life situations (Zhang & Bray, 2017).

Shadow education also causes financial burdens on families opposing the notion of free education supported by the UN and the government of Zambia. According to the 1948 universal declaration on human rights and the declarations of the 2015 world education forum led by UNESCO, education ought to be free at least in the elementary or foundational stages (Yung, 2019). Private supplementary tutoring is not just a passive entity but may negatively affect even the body which it imitates (Bray, 2007). Dolton, Marcenaro, and Navarro (2003) found that time spent on classroom teaching is more productive than time spent on self-study and that time used for private tuition has a negative effect.

Bray (2010) argued that, despite studies on shadow education being done globally, the basis of evidence about it has various shortcomings, as many gaps remain in certain parts of the world and in specific subthemes as well. Baker (2015) also added that, much needed to be explored as to why this transformation is occurring. The aforementioned has led to some governments being uncomfortable with the provision of private supplementary tutoring in which teachers tutor their mainstream learners. For instance, shadow education was discontinued in Kenya in 2011 for primary and secondary schools. Among reasons for the ban were that, shadow education was the major cause of indiscipline in secondary schools and exploitation of poor parents by teachers (Mwania & Moronge, 2018). Shadow education was equally banned in Tanzania but that did not prevent the education stakeholders from seeking services from providers of shadow education probably due to the weaknesses of the mainstream education system (Mlawa, 2022). Bray (2020) confirmed that, such prohibitions are difficult to implement (Bray, 2020).

Choma district has equally not been spared from shadow education activities which have been practiced in an informal way especially in the primary and secondary sections thus, the Zambian government in 2013 decided to ban paid for tuitions in schools (Lusaka times, 2013). There are two main categories of fee-paying tuition providers considered in this study, regular teachers in public schools offering tutoring as part time activities and tutorial centers operating on a commercial basis. The main focus of this study was on learners' captivation to private supplementary tutoring offered by regular teachers and tuition providers in tuition centres in Choma district. Posters advertising paid supplementary tutoring are visible around Choma town. Despite their enrollment in the regular school, some learners in Choma urban district pursue paid

for tuitions. Thus, the researcher sought to find out why learners are allured to shadow education despite being in the regular school including its effects on the mainstream education system.

1.2 Statement of the Problem

Shadow education is a global phenomenon that has shown increasing trends with more and more learners participating in paid private tutoring either in school or outside the school (Bray, Kwo & Jokic, 2015). In Zambia, shadow education has been informally practiced both at primary and secondary school levels. Dissatisfaction of certain aspects of the mainstream school compels learners to engage in fee paying supplementary tutoring. The ideal situation in the Zambian educational system is that provision of quality education to learners should be done in schools where they are registered and enrolled and they are expected to go home after school hours. However, despite their enrollment in the regular schools, some learners pursue supplementary tutoring which are paid for by their parents or guardians.

Thus, from the background given in the preceding sections, the problem that was identified for investigation in this study was that of regular learners' engagement in private supplementary tutoring despite being enrolled in the mainstream school system and how this phenomenon affected the mainstream education system in some selected schools of Choma district. The researcher was of the view that, if this phenomenon is not understood and addressed, there is a possibility that stakeholders may lose confidence in the Zambian formal education system.

1.3 Purpose

The purpose of this study was to analyze regular learner captivation to shadow education and its effects on the mainstream education system in selected schools of Choma district.

1.4 Objectives

The research objectives of this study were to;

- i. analyze factors that influenced demand and practice of private supplementary tuition among teachers, learners and parents in selected secondary schools of Choma district.
- ii. assess learners', teachers' and parents' perceptions of the mainstream education system' commitment to education provision in secondary schools in Choma district.

- iii. determine the influence of shadow education on the mainstream education in selected secondary schools in Choma district.

1.5 Research Questions

This study sought to have the following questions answered.

- i. What were the factors that influenced demand and practice of supplementary tuition among teachers, learners and parents in selected secondary schools of Choma district?
- ii. How did learners, teachers and parents perceive the mainstream education system's commitment to education provision in secondary schools in Choma district?
- iii. How did shadow education influence the mainstream education in secondary schools in Choma district?

1.6 Theoretical Framework

1.6.1 Learning Satisfaction Theory

A theoretical framework consists of theories which act as a foundation and guide the study in question (Orodho, 2005). This research was guided by the learning satisfaction theory advanced by Cardozo (1965). The learning satisfactory theory originated from the customer satisfaction theory. Learning satisfaction emanates from the processes which take place during the teaching and learning process in which learners are active participants. Additionally, satisfaction can be regarded as comparative outcomes between expectancy and perceived service with pleasure or displeasure (Oliver, 1980; 1999). For instance, poor teaching and pedagogy, incapacibilities of learners to comprehend classroom teaching, incapacibilities of teachers to manage individual needs of learners, insufficient number of specialized teachers including inadequate syllabus coverage in schooling. Hence, considering that the aforementioned are contrary to the expectations of learners, they are likely to induce learner dissatisfaction. Furthermore, learning satisfaction theory holds that learners are the consumers of education products who possess the rights of investing in any learning institute of their choice, depending on their perceptions. Thus, when learners are dissatisfied with certain aspects of the mainstream schooling, they tend to invest in shadow education as a complement.

Many researchers have advanced views in favor of the outcomes of this theory. For instance, Greiner, (2000) Knight, 2002) observed that, the quality of service, quality of teaching, and quality of the engagement in the learning environment are related to the learners' satisfactions and successful learning. Further, Henning et al. (2001) discovered that the quality of teaching and learners' learning satisfactions are both significant factors in maintaining the loyalty of learners. Thus, if learners are dissatisfied with the provision of services in the mainstream schooling, they may seek alternatives such as shadow education for their satisfaction. Satisfaction increases when the rewards of study increase performance.

It is on this basis that the study was guided by the learning satisfaction theory in a bid to analyse factors that allure learners to private tutoring. The aforementioned theory was identified to adequately inform and guide this study.

1.7. Conceptual Framework

Orodho (2009) described a conceptual framework as a model of presentation of relationship between variables in the study and may be depicted either graphically or in narrative form. Figure 1.1. shows a conceptual framework indicating the relationship between learner satisfaction and factors responsible for the successful implementation of the curriculum which include school related factors such as availability of qualified and specialized teachers, quality teaching and learning resources, continuing professional development for teachers; teacher related factors such as, teacher qualifications, class and time management, motivation, attitudes and preparations including the school management related factor such as supervisory, financial and resource management. It is hoped that if the aforementioned factors are adequately utilized, the quality of education will improve leading to learner satisfaction in schools.

The framework helps to explain the ideal situation for the effective delivery of quality education in the Zambian mainstream educational system. Quality education provision can help in satisfying learners' educational needs consequently impeding their engagement in shadow education. It indicates what might happen if the teaching and learning process in the mainstream education system would be effectively implemented and how poor-quality teaching would lead to learner dissatisfaction. Learner dissatisfaction of the mainstream education system might contribute to the rise in shadow education consequently compromising the educational standards.

The term effectiveness was used in the conceptual framework to refer to the degree of successfulness of the learners taught in the mainstream education system. Ogula (2002) argued that, effectiveness measures the degree of attainment of predetermined objectives of the study.

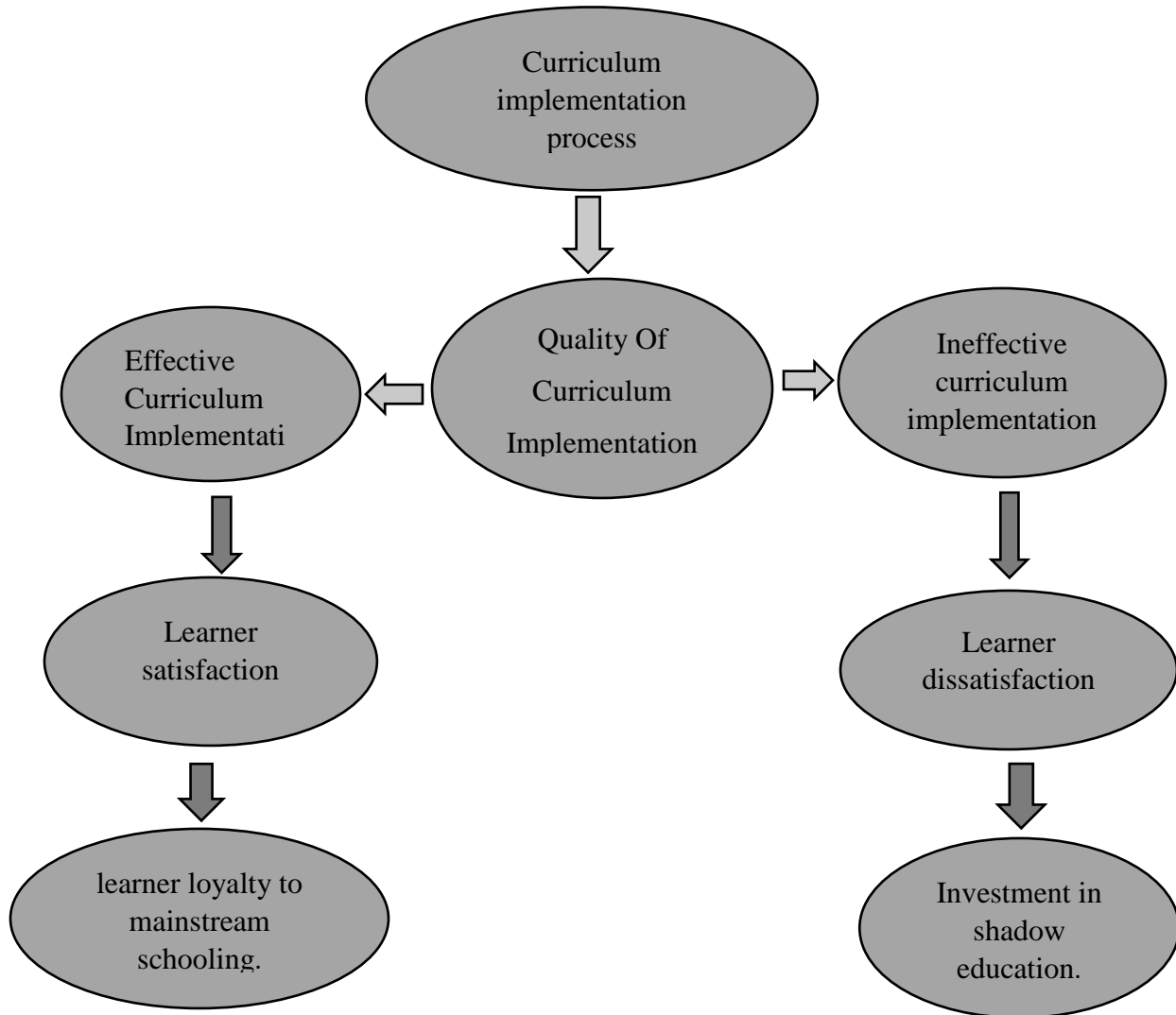


Figure 1.1: Conceptual Framework.

1.8 Delimitation

Delimitation is used to address how the study was narrowed in scope (Creswell, 1994). In this regard, this study only focused on learners and teachers who were involved in private tutoring and those who were engaged in shadow education at some point including parents of learners

who were involved in shadow education. Additionally, the study was only carried out in Choma district.

To this effect, the study was restricted to Choma district only and to teachers, parents and learners with the experience of shadow education because they were key in the provision of information concerning the mainstream schooling and shadow education.

1.9. Significance of the study

The findings of this study may contribute to the existing literature on shadow education. The findings of this study may also uncover the challenges of the mainstream education system which may be among factors leading to learner captivation to shadow education. In addition, the findings of the study may expose some of the effects of shadow education on the mainstream education system. Thus, this is likely to provide the Ministry of Education in Zambia with information necessary to addressing the situation at hand to ensure equitable delivery of quality education. The information from the research may prompt other researchers to carry out further research concerning shadow education in other parts of Zambia.

1.10. Operational Definition of Terms

Curriculum: This refers to all the planned and unplanned learning experiences offered to the learner or students.

Implementation: The process involved in putting the designed curriculum into practice and ensuring that it is effective.

Competencies: This refers to attitudes, skills, values and knowledge that learners develop and apply for successful living and working.

Shadow education: This is private supplementary tutoring in academic subjects that is provided by individual teachers or Outsiders for a fee and takes place outside standard school hours.

1.11 Summary.

The background of the study, and the statement of the problem have been presented in this chapter. The aim of the study, research objectives, research questions, significance of the study, theoretical and conceptual frameworks and delimitations have also been stated. In the next chapter review of related literature will be done to provide gaps and background to the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Overview

The study was introduced in the previous chapter by providing the background to its setting. Thus, in this chapter, ideas, theories and findings of other researchers who carried out studies on shadow education have been reviewed. This chapter specifically covers the concept of shadow education, a brief history of shadow education, forms of shadow education, shadow education providers, determinants of shadow education, shadow education influence and review of studies linked to the topic under study. The chapter also has a summary of the gap that this study attempted to fill.

2.1 The Concept of Shadow Education

From the onset, it is imperative that a clear and commonly shared understanding as to what is meant by shadow education is provided. Shadow education, which is referred to by several names as private tutoring, additional instruction and private supplementary tutoring is normally done outside the hours of formal schooling. (Bray, 1999, 2009). Steven and Baker (2004) defined shadow education as a set of activities that take place outside formal schooling and are intended to enhance student's formal school career. Similarly, Bray (2012) regarded shadow education as one that is offered to learners beyond the normal classroom sessions but is analogous with mainstream schooling. From the explanation of the aforementioned researchers, shadow education refers to all additional efforts made by learners or by others on their behalf, outside the formal school system to enhance performance. Though the term shadow education is used widely, it is not always used with consistent meaning. It is therefore necessary at the outset to identify the parameters of the current study. This study is concerned with tutoring in academic subjects that is provided for a fee and that takes place outside standard school hours. Such tutoring is usually viewed as an investment that will increase the learners' academic achievement (Adhikari, 2022). The study is not concerned with tutoring provided free of charge by teachers, family members, community groups, or other bodies.

Shadow education is thus designed to complement the formal schooling so as for learners to fully grasp the subject matter especially for examination purposes. This tutoring is extensively known

in the literature as shadow education (Stevenson & Baker, 1992; Bray, 1999). The metaphor shadow education originates from the works of Bray (2003). The label is suitable for numerous reasons. One of them being that, private supplementary tutoring only occurs because the mainstream education system exists. Further, as the size and shape of the mainstream system change, so does the size and shape of supplementary tutoring. Additionally, in almost all societies much more public attention focuses on the mainstream than on its shadow, which is hidden and, the features of the shadow system are much less diverse than those of the mainstream system (Bray, 2003; 2009).

2.2 A Brief History of private tutoring

In various cultures, tutoring has a long tradition, particularly in upper class societies, thus, private supplementary tutoring is not a new phenomenon as such. Yet, the expanded scale of tutoring, at all levels of education systems and for a much broader range of social classes, dates from recent decades. Private tutoring has been developed as a culture in certain places and both the schools as well as parents have accepted it as a tradition since long (Baker et al., 2001). In the ancient period, in the Indian subcontinent, when formal schools were nonexistent children acquired skills from private tutors commonly referred to as gurus. However, gurus never demanded for any form of payment from learners (Kashalkar-Karve, 2013).

Shadow education has been pervasive to all geographical boundaries. it has been growing in almost all the parts of the world, including Africa, North America and South America and in China where it already seems to be greater in scale (Zhang & Bray, 2016). Bray (2013:412) asserted that, “the practice has long been ingrained in the cultures of East Asia, and is now increasingly evident in West and Central Asia, in Europe, in North America, and in Africa” (Subedi,2018). Byun (2015) asserted that, shadow education has been practiced on an informal basis for a long time and has become a predominant phenomenon first appearing in Asian countries, especially in many East Asian societies thereafter spreading globally.

The significant growth of shadow education has been noticeable even since the turn of the 21st century. In just a few decades, however, it has expanded worldwide. Byun (2015) stated that, almost all countries in the world have beyond school classes private tutors that are used to aid learners to navigate successful passage through the education system and into adulthood

(Stevenson & Bray, 2002). In Africa, shadow education has been observed in diverse countries which include Egypt, Mauritius, Morocco, South Africa, Kenya, Tanzania, Uganda, Zambia and Zimbabwe. For instance, in Egypt, a 2004 study estimated that families allocated 61.0% of education expenses to private tutoring. Mbele and Katabaro (2003) confirmed that shadow education was equally widespread in Tanzania (Mlawa, 2022). It is notable that, the information on shadow education in Zambia seemed to be inadequate, hence this study

2.2.1 Documentation on Shadow Education

The term shadow education dates back to the early 1990s, in the research literature. Bray (1999) documented the worldwide development of shadow education by merging studies from a broad selection of countries and regions. The compilation of countries comprised of Egypt, Tanzania, Greece, Malta, Brazil, Cambodia, Malaysia, and Taiwan. In addition to the wide range of shadow education, Bray explicated backgrounds and impacts of the phenomenon as well as examining some policy responses. The findings of the studies conducted indicated that shadow education was banned in some countries for the reason that it distorted formal education and either maintained or exacerbated inequality. Additionally, Bray's studies revealed that certain countries encouraged its practice to aid learners with supplementary and personalized teaching.

It is noteworthy that, afterwards, consequent researchers provided additional empirical evidence on this topic. Mori and Baker (2010) asserted that, researchers in universities and comparable bodies, governments, international agencies and journalists provided some of the documentation on shadow education. Bray focused on data and reports from individual countries while Baker et al. (2001) used a wide transnational survey of schooling and achievement to confirm the global existence of shadow education. Analyzing the Third International Mathematics and Science Study (TIMSS) data, Baker and his contemporaries disclosed that considerable amount of shadow education in mathematics occurred worldwide, even in countries where the existence of shadow education had not been reported previously. These cross-national studies stirred additional studies, and policy formation concerning shadow education in several countries (Mori & Baker,2010). Thus, the preceding findings motivated the researcher to conduct a study in Zambia.

Shadow education has grown immensely in both industrialized and less developed societies (Bray, 2003). Thus, mainstream schooling has been significantly affected by additional tutoring as observed by various researchers who found positive and negative repercussions of such tutoring as explained in the sections that follow. However, it is notable that, the foundation of evidence concerning shadow education bears various inadequacies and data from some parts of the world are sturdier than from others. For instance, in Zambia, data on shadow education provision seemed to be inadequate, hence, one of the justifications for this study.

2.3 Forms of Shadow Education

The utilization of shadow education varies, nonetheless even in nations where it is least implemented, many learners have accessed it at some point or throughout their academic career (Baker, 2001). Different forms of tutoring have influence in various nations and income groups. Bray (1999) acknowledged that, this phenomenon has different manifestations in lower-income countries such as Bangladesh and Cambodia compared with higher-income countries such as France and Japan (Bray,2020). The various forms of private tutoring include, one on one at home, small group tutoring, large group tutoring, and tutoring in the residential hostels. Every private tutoring has three common aspects namely, tutoring in an academic school subject, supplementary provision in addition to mainstream schooling, including the intent of financial gain (Bray, 2003; 2009). Studies have revealed that shadow education is developing and that it takes various forms from informal tutoring to highly institutionalized classes outside of school, it encompasses both professional as well as amateur teachers.

The tutoring may be utilized beyond school hours during school days, week-ends, public holidays, and during school holidays. Some private tutoring is organized by the learner's parent and by teachers who are genuinely concerned or by private tutoring centres. The venues for private tutoring also vary and may include the teacher's home, pupils' homes, a school premises and several private tutoring centers which possess their own buildings (Foodun, 2002).

It is noteworthy that private tutoring can either be in form of enrichment or remedial strategy. The enrichment strategy is associated with educational systems in which there is intense competition for future educational opportunities. In this context, learners with high performance levels engage in private tuitions so as to secure a competitive advantage (Baker, e'tal,2001;

Bray,1999). In contrast, the remedial strategy seeks the provision of private tutoring to learners who may be from lower socio-economic backgrounds who encounter academic difficulties. In this case, learners who may be struggling with low academic performance engage in private tuitions so as to uphold an admissible attainment level (Baker, et al, 2001). All nations have some form of shadow education (Bray 1999), with at least 20 percent of learners or more, participating in it. Some researchers such as Wei & Guan, (2021) and Stevenson and Baker (1992) observed that, data concerning the usage of shadow education are inadequate and that even though it is utilized in all nations its form, how it is utilized and what determines its use may not be comparable. Therefore, it was the intent of this study to identify the forms of shadow education and find out what determined its use in the Zambian context, and Choma district in particular.

2.4 Determinants of Shadow Education

The prevalence of tutoring can be attributed to numerous factors such as teachers' low income, respect and the level of trust from parents and learners, the evaluation system that stresses examination results, disparities in school quality and learner competition among others.

2.4.1 A Nation's Quality of Public Education

Some researchers suggested that, the education quality of a nation influences the prevalence of shadow education. For instance, the dissatisfaction of the mainstream education by parents along with their children due to poor quality of instruction and teachers, may contribute to their involvement in shadow education to supplement low-quality instructions (Bray,2009). Subedi (2018) further asserted that, the teaching and learning environment in the mainstream education system does not guarantee the provision of quality education, leading to education stakeholders seeking for alternatives such as Shadow Education. Furthermore, Crotty (2012) acknowledged that private tutoring is a highly effective mode of assuring academic excellence through compensating the flaws from the mainstream schooling.

In situations where formal education appears to possess various shortcomings, shadow education plays a complimentary role. This is in line with Bray and Lykins' (2012) argument that benefits of private tutoring are indisputable considering that the system supports the mainstream

schooling by aiding learners to perform well in examinable subjects. The very purpose of shadow education is to supplement the mainstream education (Bray, 2007). As indicated in the above literature, there is a possibility that the quality of mainstream schooling could be among the drivers of shadow education. However, to the knowledge of the researcher, no study seemed to have been done in Zambia thus, the justification for this study.

2.4.2 Regular Teachers as Tutors

Mainstream teachers themselves provide supplementary private tutoring in many systems. Although in certain countries, teachers are prohibited from providing paid tutoring to the learners for whom they already have responsibility in the mainstream such countries as Australia, Germany and Singapore among others. The involvement of serving teachers in the paid tutoring appears to reinforce the repercussion of shadow education on formal schooling. Bray (1999) propagated that; such misconduct corrupts the school system. However, in certain countries such as India, Lebanon and Nigeria, it is usual for mainstream teachers to make available remunerated supplementary tutoring for their own mainstream learners. This practice creates a form of blackmail in certain situations, in which teachers cover only part of the curriculum during school hours. Teachers may be enticed to purposely limit the content of regular lessons in order to encourage demand for tutoring. Thus, creating a situation where learners resort to private tutoring for the remainder of the curriculum.

Further, Jayachandran (2014) acknowledged that, teachers sometimes refrain from teaching some of the curriculum in formal school to create demand so as to generate remunerations from their tutoring classes. This is in line with what Yung and Bray (2017) propagated that, shadow education is the teaching of academic subjects that is offered outside school hours for financial attainment. Alternatively, some teachers refer learners to their colleagues on a reciprocal basis rather than tutoring the learners themselves. Additionally, some regular teachers who offer paid for tutoring seem to entice learners by giving more attention to those engaged in their tutoring classes. In this context, Zhang (2013) observed that in Chongqing some teachers treated learners who attended their tutoring classes with more attention in regular teaching and offering additional teaching materials with questions from past papers.

Brehm (2015) conducted a study on teacher-students' behavior in shadow classrooms in Cambodia, where it was noted that teachers appeared to have a friendly relationship with learners attending their tutoring classes, which was very different from the rules and etiquette in mainstream schools that restrict the behavior of teachers and students. Studies in other countries, such as Egypt by Hartmann, (2013) and in India done by Gupta (2019) had reached similar conclusions. The findings of the study by Brehm (2015) further pointed to the fact that, the prevalence of shadow education reflects the inefficiency of mainstream schooling. From another perspective, then, these studies exposed the inadequacy of mainstream schooling in satisfying students' need for knowledge (Wei, 2021). The aforementioned studies focused on the behavior of teachers and learners in shadow classrooms disregarding their views concerning shadow education. Therefore, this study intended to fill the gap by assessing learners 'and teachers' perception of shadow education and mainstream education alongside determining the extent to which shadow education exposes the shortcomings of the mainstream schooling (Wei, 2021).

In certain instances, regular teachers offer private tutoring to their mainstream learners in the same classroom after school hours as is the case in Cambodia (Bray & Bunly, 2005; Dawson, 2009). Despite teachers emphasizing that the system is optional, parents may be aware of the consequences of their children's non-involvement such as failing to acquire the desired curricular knowledge and also probably incurring the disapproval of the teachers. In some cases, teachers control the end-of-year examinations and determine who proceeds from one grade to the next, parents are aware that if they do not pay for tutoring then their children are likely to have to repeat grades. For many parents, the arithmetic becomes simple: it is less expensive to pay for the tutoring than to pay the costs of repeating a year (Wei & Guan, 2021; Bray,1999). The context of these studies was different; therefore, it is against this background that the researcher intended to find out the prevailing situation in Choma district of Zambia regarding the provision of private tutoring by regular teachers.

2.4.3 Teachers' Economic Benefits

The level of teacher's salaries to some extent, determines teacher involvement in private tutoring. The shadow education phenomenon mainly occurs in countries where mainstream teachers receive inadequate remunerations. The level of remunerations compels teachers to pursue supplementary incomes. Inasmuch as teachers' economic benefits may compel teachers to

be involved in shadow education, sometimes, the supply is shaped by demand. In this context, teachers are also “forced” to provide tutoring due to demands from learners and parents.

Shadow education provides an incentive to the tutor considering that, in some instances, teachers as private tutors earn more than what they receive as remuneration from the mainstream school. In the Nigerian context, Oyewusi and Orolade (2014) observed that, Nigerian teachers always held a belief that their reward was in heaven. However, today, because of their engagement in private tutoring where they are in receipt of untaxed income, they believe that their reward is now on earth. In some situations, the pressure becomes greater, because teachers themselves demand the right to provide tutoring. It was unknown whether there was a connection between inadequate remunerations for teachers and shadow education provision in the Zambian context, thus the justification for the study.

Further, a study was conducted by Houn, Em, Pang and Nhor (2022) which explored the motivational factors behind acquiring shadow education in Cambodia. A documentary design, which is one of the qualitative methods was used in the study. Relevant documents on shadowing in Cambodia were used to collect data and the proposed content analysis was used to analyse data. The findings of the study indicated that the leading motivational factors behind acquiring extra education in Cambodia were learners' grades and overemphasis on examinations, school quality, teacher economic benefits, or teacher corruption. It is noteworthy that, these findings apply to the Cambodian educational context but may not apply to the Zambian educational context. Thus, it was the intention of the researcher in this study to analyse the motivational factors behind learners' acquisition of shadow education in Zambia.

2.4.4 Prevalent Subjects of Shadow Education

Private tutoring today is available for almost all subjects that are taught and assessed in the formal school. It is notable that, the subjects on utmost demand are those required by examination systems at each stage of transition and those which are compulsory at all entrance examinations of university or college. In all contexts, the most popular subjects are Mathematics and Languages (particularly Arabic, English, French or Portuguese, according to the country concerned) (Punjabi, 2020). This is partly because they are core subjects in the examinations, and partly because they facilitate achievement in other subjects. This is in tandem with Oyewusi

(2000) who adduced that, such subjects include Mathematics and the national languages which tend to be on especially high demand.

Shadow education usually excludes non-academic subjects such as music, religious studies, the arts or athletics which learners may later include as subjects related to their intended career. The demand for such optional subjects, is usually more limited. Bray (1999) propagated that, for obvious reasons, learners in the science streams of senior secondary schooling have different emphasis in subject matter from their counterparts in the arts streams, and may also have stronger demand. Over the last decade or so, coaching institutes were rapidly expanding to meet the growing demands of parents especially for engineering and medical education (Punjabi,2020). Much tutoring provides reinforcement of materials already covered in mainstream classes. To the knowledge of the researcher, the prevailing situation in Zambia concerning the subjects on utmost demand in private tutoring was unknown. Thus, the researcher intended to fill this gap by ascertaining the most preferred subjects for tutoring in Choma district of Zambia.

2.4.5 Shadow Education Providers

The tutors in tuition centres are in several categories and can either be on full-time or part-time arrangement. They can sometimes be the tutee's teacher in the regular classroom. Additionally, Jansen (2021) observed that, usually when the private centres are considering low remunerations, they may use National Youth Services Corps (NYSC) members or N.C.E. or university students, as in Nigeria (Jansen, Elffers & Jak ,2021). The information concerning the categories of tutors engaged in tuition centres in Choma district was unclear. Thus, this study intended to fill this gap by establishing the categories of tutors in tuition centres of Choma district.

2.4.6 Inadequate Syllabus Coverage

In certain instances, though, teachers possess more selfless and less financial reasons. This was the case in Kenya, where a survey by Andrew et al. (2016) revealed that, many teachers highlighted the completion of the syllabus and utilization of the remedial strategy as some of the determinants of shadow education. Teachers are expected to achieve a wide range of goals through the completion of the syllabus. Thus, when the allocated time becomes inadequate, they

turn to shadow education. The remedial strategy on the other hand, seeks the provision of additional support to learners encountering academic problems. Similar findings were reported by Muindi (2012) who disclosed that proponents of shadow education argued that shadow education increases syllabus coverage speed and improves performance (Mlawa, 2022). Therefore, it was unknown if the time allocated for syllabus completion in particular subjects was inadequate in the Zambian context and if inadequate syllabus coverage was amongst the drivers of shadow education in Choma district of Zambia.

2.4.7 Heightened Competition for Entry into Prestigious Learning Institutions

Competitive entrance examinations are among the critical determinants of shadow education. Entrance examinations are critical for gaining admission into leading secondary schools along with good tertiary institutions (Ireson & Rushforth, 2009). Shadow education, ensues because of the high college aspirations of learners including the heightened competition for entry into prestigious learning institutions so as to gain what Brown (2000), termed as ‘positional advantage’. The performance of learners in examinations has become a crucial determinant for entry into professional courses at leading institutions of higher learning. It is notable that, the spirit of competition has been exacerbated by the imbalance between number of aspirants and spaces available at such institutions (Punjabi, 2020). Thus, in this context, shadow education becomes essential for learners to achieve their aspirations of reaching the most prestigious institutions. Hence, tutors are likely to be engaged when learners prepare for examinations that influence transitions in the education system (Ireson & Rushforth, 2009).

The most crucial examinations are the ones administered at the end of senior secondary education, as in Zambia, though the preceding examinations which sort learners into distinct levels are also important. The importance of such examinations at higher levels, cannot be overemphasized as they play a critical role in ascertaining which learners can be retained in the education system and those who are pulled out. As earlier alluded to, examinations at lower levels are as important as they are part of streaming. In this process, learners are retained in the education systems, but enroll either in less or more prestigious institutions depending on their performance.

Competition is an ongoing process for learners who must continuously excel in numerous entrance examinations and continue to perform successfully to maintain positions in all levels of the educational system. Thus, the entrance examinations may probably determine shadow education prevalence since they have always been thought to be a crucial factor in the screening process for entry into prestigious institutions of higher learning (Liang, Wang & Wu, 2022). It is notable that, no study seemed to have been conducted concerning entrance examinations being among the critical determinants of shadow education in Zambia. It is therefore against this background that the researcher intended to fill this gap by ascertaining the existence of any connection between entrance examinations into prestigious learning institution in Zambia and shadow education prevalence.

2.4.8 The Relationship Between Employment and Education

The relationship between employment and education in the labor market is yet another probable determinant of the increasing private tutoring services. The close link between education and employment stimulates competition in education. In this situation, parents are likely to invest more time, money, and energy in seeking appropriate private tutoring services to aid their children to enroll into a competitive or prestigious school considering that, some institutions are more prestigious than others. Learners with such advantageous opportunities are better placed to determine their future success in the labor market, thus, they sacrifice free time in order to ensure academic success. Kerckhoff (1995) adduced that, Japan is among the countries where a tight link between education and occupational placement exists. A correlation exists between attendance in a prestigious university and acquiring a desirable job. Learners who are not enrolled in prestigious schools are removed out of the system altogether, fated to a lifelong lower ranked status (Wei & Guan, 2021).

2.4.9 Social competition

Social competition adds to the numerous drivers of demand for shadow education. Educational qualifications are regarded as a main way of either improving the socio-economic status or maintaining the already high status. Parents with a high socio-economic status prefer engaging their children in additional learning through private tutoring not only because they can afford it but also as a way of maintaining their social economic status (Bray & Lykins, 2012;

Jayachandran, 2014). On the other hand, some middle-class people perceive shadow education as a determinant of better achievement in education and a successful future.

Previously, formal education adequately satisfied peoples' educational needs, but to the contrary, modern-day families increasingly perceive that mainstream schooling is inadequate. A major contributing factor in this situation could probably be the successful campaigns for universalization of primary and lower secondary education advocated by UNESCO and others as part of the Education for All movement (UNESCO 2000; UNESCO 2015). Formerly, some people never aspired for advanced education, because there was less value attached to education, such that, instead their children left school to find employment or to manage family duties. However, with so much value attached to education, which consequently leads to rising enrolment rates in primary and lower secondary education, these families now find that upper secondary including higher education are easily accessible. They also develop aspirations that would not have been considered previously (Bray, 2017). Thus, this has led to social competition to enroll in better educational institutions and maintaining their high status so as to show off to others. This competition compels such people to place value on individualized educational services commonly known as shadow education (Pallegedara & Mottaleb, 2018).

The elite seemingly use shadow education as an instrument of social closure. Certain parents are of the view that their children are and ought to be superior to others thus investing so much in education for them to acquire more knowledge in a better way. It was unknown whether the aforementioned findings are applicable in the Zambian context. Thus, it was the intent of this study to fill this gap by assessing learners and teachers' perception regarding social competition as a determinant of shadow education in Choma district of Zambia.

2.4.10 Inadequacies in Formal Schooling

Inadequacies in formal schooling equally contribute to the prevalence of shadow education. It is contended that; the existence of private tuitions was instigated as a repercussion of the mismanagement of certain parts of the education system. This act culminated in a waste of financial and human resources that could be put to other uses (Dang & Rogers, 2008; Bray,1999). It is argued that the inability of the education system to address the unique needs of each student contribute to making the fee-paying private tutoring a key constituent of today's

education system. The growth of the shadow education system is mostly attributed to the incapability of the education system to manage the individual needs of each learner. Each learner varies from the other in terms of caliber, ability and comprehension, thus require individual attention which the existing education system is incapable of offering. As a result, tutoring has assumed massive connotation due to its provision of an individual, innovative and personal education ambience to learners.

Shadow education creates room for teachers to be aware of respective educational challenges whose detections may be difficult in the mainstream education, because of large numbers of learners in class rooms. The mainstream curriculum is broad which makes it more difficult for teachers to concentrate on individual needs of learners (Wei & Guan, 2021). Additionally, shadow education creates a cordial relationship between the teacher and learners, hence it creates a conducive environment for learners attending it. It also helps learners to express themselves without difficulty, contrary to when they are in mainstream education (Ojo,2022). Inadequate number of qualified teachers in mainstream schools, insufficient number of teachers in certain subjects such as Mathematics and English, and irregularity of classes in schools, are some of the motivating factors for private tutoring in many places (Pallegedara & Mottaleb, 2018; Mahmud, 2020). Mainstream schools have large classes which may lead to ineffective teaching. Thus, some learners are motivated in turn to engage in private tutoring for better education owing to proximity with the teacher during small group or one-on-one tutoring.

Similarly, in India, inadequacies in formal schooling, like poor teaching and pedagogy, incapability to comprehend classroom teaching, non-availability of subject teachers, frequent variation of teachers, non-completion of course, teacher absenteeism and class size, all have heightened the need to avail shadow education (Bray, 2009). Equally in Tanzania, Martínez (2017) observed that several secondary schools were in short of adequate teachers to cover all subjects, especially in subjects such as mathematics and science. Thus, at times, learners would go for months without specialized subject teachers often compelling them to seek alternative ways to learn these subjects such as paid for private tuition, or risk failing examinations as a result.

Another study was done by Soeunga (2021) which revisited Cambodian private tutoring and looked at insights into teachers' professional misconduct. Based on descriptive data from 93

learners and in-depth interviews with 24 informants, who were tutees and their parents, tutors and school administrators respectively. The study findings showed uncaring pedagogies to be a primary motivator for tutoring demand. This was associated with the inadequate teaching time given to core examination subjects and implementation of the learner-based approach. It is notable that the information regarding teachers' professional misconduct in Zambia is inadequate. Hence, the intent of this study was to analyse the professional conduct of mainstream teachers involved in private tutoring.

Social scientists generally frame the use of shadow education using an economic supply and demand model. They argue that the rise in the demand for shadow education is as a result of parental response to failing schools. If the quality of teaching provided in regular schools is low, this could result in a stronger tendency to turn to shadow education, to compensate for inadequate teaching, as another way of improving school achievement for people who can afford to do so. For instance, in developing countries with limited public investments in the education system, parents may feel the need to purchase high-quality private supplementary education (Bray 1999; 2003; Wei & Guan, 2021).

Hartmann (2008) highlighted that in low-income countries, such as Egypt, learners are likely to experience insufficiencies in the public schooling system, leading them to place more value on shadow education than mainstream schooling. Thus, learners increasingly count on shadow education to secure learning progress. Such findings are echoed by studies on Kenya (Buchmann, 2002) and Cambodia (Bray ,1999). It is noteworthy that the availed information concerning inadequacies in formal schooling being a determinant of shadow education is based on studies done outside Zambia. Therefore, the researcher intended to establish whether private tutoring was as a result of inadequacies in the formal education system of Zambia and Choma district in particular.

2.4.11 Peer Pressure

The prevalence of private tutoring can be attributed to peer pressure among learners and parents. In this context, learners often choose to enroll in paid private tutoring as a result of their peers who seem to be doing so (Bray, 2009). Similarly, parents are influenced by their peers whose children are engaged in private tutoring to do likewise. Thus, it is sometimes as a result of peer

pressure that learners are pushed into receiving tutoring. It is for this reason that Sujata (2014) argued that both peer pressure and parental pressure to excel are important factors that are to blame for the existence of private tutoring. Considering that, no study seemed to have been done in Choma district of Zambia, this study intended to fill the gap through finding out what was prevailing with regard to peer pressure being one of the determinants of shadow education.

2.4.12 Competition

Generally, competitive pressures in an increasingly globalised world play a role in exacerbating private tutoring. Various governments highly regard rankings in cross-national assessments. Such assessments include those of the Programme for International Student Assessment (PISA) of the Organisation for Economic Cooperation and Development (OECD), the Trends in International Mathematics and Science Study (TIMSS) of the International Association for the Evaluation of Educational Achievement (IEA), and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). Thus, the aforementioned assessments influence certain governments in turn to encourage competition through public ranking of achievement by schools. Similarly, certain schools encourage competition through public ranking of achievement by pupils. Governments perceive education as a vital tool which can be used to compete in global markets, however, this view is translated into pressure on learners to obtain good grades by all means including paid private tutoring (Wei & Guan, 2021).

2.4.13 Parental Education and Income

Inasmuch as parents have developed their interest more on shadow education than the mainstream schools Punjabi (2020) noted that it presents severe ramifications on students learning process as a result of dependency on the private tutor. This kind of dependency is likely to eventually degrade their learning and achievement. The prevailing situation in Zambia concerning the quality of service provided by some regular teachers who are engaged in private tutoring centres was unknown, thus, the justification of the study.

A study conducted by Jansen, Elfers and Jak (2021) explored relationships between parental education, income and the use of shadow education across nations and educational contexts. They assessed a mediating role of shadow education in the relationship between SES and

achievement. Robust relationships between parental education, income and the use of shadow education were found. Shadow education appeared to fulfill a competitive function for privileged families who wanted to secure advantage in educational competition. The study focused on parental education, income as determinants of shadow education leaving out other possible determinants of shadow education. Thus, it was the intent of this study to analyze other determinants of shadow education.

2.5 Stakeholders' Perception of the Mainstream School

2.5.1 Inadequate Service Provision

It has been argued that some regular teachers who are engaged in private tutoring centres provide inadequate service in mainstream school. Thus, the quality of instruction in schools become very poor resulting from the use of limited time and energy for teaching in schools (Mlawa,2022) .It has been noticed by some researchers such as Jayachandran (2014) that, teachers offering private tuitions to learners are less likely to spend full time in the classroom of the formal school .They further argued that they do not attach some seriousness to teaching in the mainstream consequently compelling learners to enroll in private tutoring. Regular teachers' involvement in private tutoring has become a source of concern because it distorts the quality of teaching and learning since they direct their energy towards tutoring where they offer better teaching.

Nilkantha (2022) explored the perceptions of teachers and learners on the practices and trends of shadow education. It was a qualitative study which adopted a narrative inquiry. The findings of the study revealed that learners and teachers perceived shadow education as part of schooling that had prevailed in schools and colleges. Further, learners preferred private tutoring to formal regular classes as they found private tutoring more interactive and student centric than the formal classes. Additionally, the findings indicated that, learners, teachers and authorities were readily involved in shadow education. The study did not bring out reasons for the engagement of the aforementioned in shadow education who are already involved in the mainstream education. It was therefore the intent of this study to fill this gap.

Another study was conducted by Mlawa (2022) which investigated the perception of school stakeholders on shadow education in Iringa Municipality of Tanzania using a mixed approach and descriptive design. The findings of the study established that school stakeholders held a

positive perception toward shadow education as compared to the mainstream education as the shadow education system boosted the academic performance of the students. Although the finding of the study showed that school stakeholders held a positive perception toward shadow education, it did not establish the reasons for stakeholders' positive perception to shadow education. Additionally, it was not known how the state of affairs regarding school stakeholders' perception of shadow education was in Zambia, hence the study.

A study done by Subedi (2018) explored reasons and consequences of private tutoring as perceived by secondary school level teachers and students of community schools in Nepal of India. A qualitative approach was employed and data collection was based on focus group discussions and interviews. Findings of the study revealed that, students perceived improved learning through private tutoring. Furthermore, the findings showed that, exam focused learning, poor classroom teaching, peer culture, parental pressure and indirect pressure from teachers were the main reasons behind receiving private tutoring. Additionally, improved learning by immediate support and feedback from teachers and development of self-confidence among students were the positive consequences of private tutoring. Similarly, negative consequences of private tutoring learning were identified such as learning to pass examinations, lack of students' attention during classroom hours, extra financial burden for parents and teachers. However, the study disregarded the aspect of analysing the perception of parents on private tutoring and it was conducted in the Indian context. Thus, it was the intent of this study to fill this gap.

2.6 Shadow Education Influence

The parents' concern regarding their children's performance at school compels them to engage professional trained tutors to aid them. Although the direct purpose of shadow education is perceived as that of improving academic performance, the identification of the influence of private tutoring on individual academic achievement is difficult because of so many factors involved (Bray, 1999). Punjabi (2020) added that, some studies have indicated that the influence of shadow education on performance is inconsistent.

Determinants and consequences of private tutoring are perceived as indispensable elements of schooling. Hence, several studies have been carried out concerning private tutoring. Although contemporary research is focusing on the educational effects of shadow education, the research

findings so far are contradictory, there are no unanimous findings as some studies find strong positive effects, whereas others find only modest and even trivial effects. However, some studies report an adverse effect of shadow education on mainstream education (Byun, 2015; Byun & Baker, 2015). Besides, shadow education presents consequences that are on the negative side such as;

2.6.1 Learners' High Absenteeism Levels and Lack of Attention

Shadow education is regarded by some educationalists as a corruption of the education process itself, for instance, when the attention of learners who attend shadow education reduces in the classroom. It has been argued by researchers that one of the negative consequences of private tutoring is lack of students' attention during formal classroom hours. Tutoring affects some learners' class attention in various ways (Bray, 2009; Wei & Guan, 2021). Considering the heavy nature of demands in private tutoring schooling, learners normally sleep during school time in mainstream education (Bray, 2009). Further, the high absenteeism levels of learners in the mainstream at times, to attend private supplementary schooling becomes a source of concern (Bray, 2009; 2006).

Tutored learners are likely to experience reduced respect for teachers in mainstream schooling and may lack attention in class as a result. Bray (2009) cited Turkey as an example where learners pretend illness and go as far as producing false medical documentations to permit them to be away from school. In the course of the semester, particularly when learners sit for secondary and tertiary education entrance exams, the focus is usually on attending private tutorial schooling and doing self-study at the expense of attending mainstream schooling. Wei and Guan (2021) further observed that, learners doing their last grade of secondary school, normally skipped classes to attend private tutoring lessons during school hours. Bray (2009) pointed out that, some learners reached an extent of even paying bribes to the school authorities to be excused from school but still marked as present in school registers. Critics argue that private tutoring can distort parts of the mainstream curriculum, unsettling the sequence of learning planned by mainstream teachers. In this context, private supplementary tutoring is likely to negatively influence mainstream schooling the body which it imitates (Bray, 2007; Wei & Guan, 2021; Mwanja & Moronge, 2018). Therefore, the researcher intended to find out what prevailed in the Zambian context regarding the preceding information.

2.6.2 Diminishing Role of School Teachers

Yung and Bray (2017) explained that, the professional role of teachers was getting distorted, as the learners found teachers in tutoring schooling more accommodating in comparison with mainstream school teachers where meeting their ‘pragmatic needs for examination techniques was concerned. It is argued that, private tutoring coaching pedagogy concentrated on answering past examination papers, tactics for responding questions within the allocated time and manipulating information to work out answers. Thus, this sort of schooling was regarded by learners as impressive, fast-paced and less monotonous as compared to the schooling in the mainstream. Wei (2021) adduced that; South Korean tutorial centres were highly regarded by learners in the provision of more pertinent training than mainstream schools.

Additionally, it was argued that, although teachers in tuition centres consumed less time explaining concepts, they clearly explained concepts in an enhanced manner as compared to mainstream school teachers. Bray (1999:46) stated that, “In public systems of education, schools are expected to achieve a wide range of goals which include the development of rounded individuals, examination-oriented tutorial centres by contrast cut what they perceive to be irrelevant content in order to focus on learners passing examinations”. The consequences of this situation are that learners may lose confidence in the mainstream teachers and develop an attitude of disregard for school teachers, consequently leading to interference with their learning in school classrooms. To the knowledge of the researcher, no study was done in Zambia regarding the possibility of shadow education contributing to distorting the role of regular teachers in Zambia. Thus, this study intended to ascertain if shadow education diminished the role of teachers in mainstream schooling in Choma district and if tuition centres focused on teaching for passing examinations by cutting certain parts of the curriculum deemed irrelevant.

Ojo conducted a study (2022) where an examination of the impact of shadow education on the academic performance of secondary school students in Nigeria was done. The findings of the study showed that, thousands of secondary school students in Nigeria attended shadow education, because they believed that shadow education was the only way to improve their academic performance and to support their mainstream education. Similarly, their parents were optimistic on shadow education, because they were always eager to finding nearness centres or employ tutors for their children within their apartments. Apart from the study being conducted in

the Nigerian context, it did not establish reasons why learners believed that shadow education was the only way to improve academic performance despite being enrolled in the mainstream. This study therefore intended to analyse factors that made learner believe in shadow education despite being enrolled in the mainstream education in the Zambian context.

Mwania and Moronge (2018) conducted a study in which the duo sought to determine the impact of shadow education on academic performance of mainstream education in Athi River District in Kenya. The study used a descriptive survey research design. The findings of the study established that shadow education improved performance of students and schools in general. Despite the research not being done in Zambia, the study concentrated on one aspect disregarding the other probable determinants of shadow education. Therefore, this study intended to fill this gap. Inasmuch as advocates of shadow education such as Mwanja and Moronge (2018) claimed that it leads to superior results, it is difficult to measure the contribution of shadow education to academic performance. This is due to the difficulty in drawing the borderline between value added by shadow education and that of mainstream schooling.

2.6.3 Disparities in School Classrooms

School classroom disparities complements the ramifications of shadow education on mainstream schooling. It has been argued that shadow education can affect the formal schooling's curriculum by upsetting the teaching learning process. This originates from the implementation of diverse methods of teaching by both mainstream teachers and private tuition teachers which can cause conflicts in pedagogical approaches (Punjabi,2020).

Further, greater disparities within classrooms may confront mainstream teachers because of the disparities in preparedness and orientations of learners. In such a situation, four clusters of learners are likely to develop. One of the groups is the one comprising of learners who may be attending school for the sake of it since private tutoring seemingly provides all their educational needs. The other group may comprise attendees of private tutoring who may be slow learners and are incapable of dealing with the teaching pace in their schools. Those who attend private tutoring but may count more on their school teachers for clarification of concepts is another group that may emerge. In addition to the aforementioned groups is the one with learners who are not engaged in any form of private tutoring thus, they are completely reliant on their school

teachers for assistance and attend school with the sole intention to learn. Therefore, classrooms with such disparities may negatively affect the teaching and learning process as well as the teachers' morale. Punjabi (2020) observed that, as a response to such disparities in classroom, teachers resort to assisting slow learners and those who are focused in class while taking other learners for granted consequently widening gaps between learners in class.

Furthermore, disparities may arise in the teaching and learning process, if learners happen to be on different levels of learning as a result of private tutoring. For instance, some learners may have covered certain topics taught in mainstream school earlier. This is in agreement with what Ramos et al. (2012) postulated that, learners who learn topics ahead of others can increase classroom disparities, which may lead to unfriendly reactions amongst such learners leading to classroom distraction (Punjabi, 2020). The prevailing situation regarding the stated literature on whether shadow education plays a role in creating classroom disparities was unknown in Zambia. Therefore, it was the intent of this study to fill this gap.

2.6.4 Effect on Acquisition of Life Long Skills

The widely held expectations of people across the world is that teaching and learning should take place in formal educational institutions. Schools are perceived as places where learners can acquire lifelong knowledge in various aspects of life such as cooperation, coexistence in different cultures, nurturing moral values of social responsibility along with studying the curriculum. Contrary to people's expectations, research has revealed that some learners find their tutoring classes more pertinent and worthwhile as compared to their schools. Further, they regard mainstream schools as academically irrelevant places and merely 'certificate issuing authorities' (Majumdar, 2014; Punjabi, 2020). It is imperative that the educational goal of developing well rounded individuals is achieved. On the contrary, tutorial centres seem to frustrate the realization of this goal by offering a limited learning scope on specific subjects and focusing on teaching learners for the sole purpose of passing examinations.

Alam and Zhu (2022) conducted a qualitative study in which they conceptualized the academic effects of private tutoring in a Bangladesh higher secondary educational context. Primary data were gathered from 18 semi structured interviews with tutored students, parents, and teachers. The data from secondary sources were also collected to supplement the primary data and

thematic procedure was used to analyze the data. The study findings revealed that, students internalized knowledge and skills through scaffolding by their private tutors, which eliminated their learning deficiencies and boosted their academic credentials. Additionally, private tutoring induced long-term deficiencies as it provided rote learning. It dulled students' critical thinking and made them dependent on others. The study was conducted in the Bangladesh context thus, little or no information was known on the prevailing situation concerning the effects of private tutoring in Zambia. This gap was likely to be filled by this study.

Wei and Guan (2021) propagated that, arguments in contradiction of shadow education claim that it establishes measurement-driven examinations on learners and defeats the fundamental education philosophy of life-long knowledge-based learning; These run counter to the goal of formal education and intentions of curriculum reforms. Educators are expected to strive for the ultimate goal of developing knowledgeable learners with self-critical thinking skills that will guide them toward integration into society. The academic aims of a learner should not be confined to learning for examinations, but also to different perspectives including cultural, ideological and social development to achieve lifelong learning. Further, in a Chinese study, Zeng (2011) remarked that, academic life is an appropriate period for attaining all kinds of learning related to future goals. Wei and Guan (2021) observed that, learners in mainstream schools, learn more theoretical knowledge and life-skills that can be applied in future. For instance, these outcomes may also include developing social manners at an early stage, social integration skills in the school environment, critical thinking skills, leadership skills, and even multiculturalism.

Mahmud (2019) conducted a study in Bangladesh whose purpose was to focus on how private supplementary tutoring benefits students' learning in secondary education. In that study Mahmud also identified the drawbacks of tutoring and showed variations in and between urban and rural locations. The study was based on a mixed methods approach using a survey and individual interview. The findings of the study revealed mixed impacts of private tutoring with a focus on disparities of implications between urban and rural locations. Positive aspects were identified as well as negative perspectives, such as an examination centered aim and hampering of mainstream school learning. It shows implications of fee-charging tutoring which may relate to students' family socio-economic situations. Apart from the study being done in Bangladesh, the

researcher overlooked teachers and parents' perspectives of shadow education, therefore, this study intended to go a step further to analyse the perceptions of teachers and parents concerning shadow education.

Tutoring has little influence on students' lives and values, since more emphasis is placed on scoring higher in the respective examinations of learners rather than learning for understanding. Further, private tutoring in the form of shadow-education distorts the mainstream education and does not guarantee a high achievement of learners (Mahmud, 2020). Additionally, it is argued that, the success of private tutoring distorts the ability to learn through encouraging rote memorization (Subedi, 2018). Based on the preceding information, this study aimed at examining the extent to which shadow education distorted the acquisition of lifelong skills in Zambia.

2.6.5 Learner Stress

A common argument against shadow education is that it contributes to learners' mental stress due to the pressure to perform well in academic subjects at all costs (Bray et al., 2020). Supplementary lessons in addition to mainstream education studies such as private tutoring increases the study load and time which result in emotional burdens for learners (Bray, 2013). Subedi (2018) asserted that, private tutoring can also increase pressure on young people and yet it is not always effective. Learners engaged in shadow education are fatigued due to assignment overload which result in few personal and social development opportunities. For instance, reducing playtime for learners who also constantly sacrifice sleep so as to meet the increased study demands arising from private tutoring can be very demanding on them (Liang e'tal,2022).

Some researchers highlighted the burden of shadow education on young people. The heavy schoolwork is harmful to the mental and physical well-being of learners. The major downside is that, learners are subjected to attending lengthy hours of supplementary school lessons making them very tired at the end of the day. Ireson, (2004) added that, an Indian study equally confirmed that learners involved in private tuitions suffered from stress and anxiety due to the intensive nature of out of school lessons. Similarly, Foondun (2002) propagated that, it was revealed that long hours of private tuition could harm the emotional, social and physical development of children. Studies regarding whether and how shadow education contributes to

learner stress were done in several countries but excluded Zambia. It is against this background that the study intended to fill this gap.

2.6.6 Financial Burden

The most noteworthy disadvantage of shadow education is the massive financial burden it places on households. The economic burden of private tutoring on families is quite substantial considering that it consumes human and financial resources which possibly could be used more appropriately in other activities (Bray, 1999; Jokić et al., 2013). It is a huge burden especially for parents with low income to enroll their children for private tutoring. The mainstream schools are seen to be negatively affected by private tuition because the fact that pupils have to spend their free time on extra lessons inhibits their creativity which, in turn, can damage the bases of economic development (Bray, 2003). This study may add to the existing literature by analysing the perceptions of parents concerning shadow education as a financial burden, since no study seemed to have been done in Choma district and Zambia at large.

2.6.7 Implication for Educational Quality and Equality

Shadow education which is a global trend of privately funding education in tandem with public schooling has attracted the attention of the United Nations Educational, Scientific and Cultural Organization (UNESCO) along with other educationalists concerned with stratification in education. Social scientists are concerned that shadow education is a powerful force in education stratification. Given the stratifying nature of education generally, the privately funded education has deep implications for issues of access and inequality.

Whereas a lot remains to be explored concerning the reasons for the occurrence of this transformation, the global development of shadow education causes concern amongst educational policymakers largely due to its implication for educational quality and equality. Tutoring commonly creates and perpetuates social inequalities as noted by Bray (2007) and broadens the inequity gap, (Bray, 1999; Jokić et al., 2013). As Wei and Guan (2021) put it that, while education has traditionally been viewed as the great equalizer, educational divisions between the social classes may be widened by the demand for extra-schooling. If shadow education influences educational outcomes, many educators and sociologists believe these practices could contribute to maintaining or exacerbating educational inequality by mediating the

relationship between family background and children's educational outcomes. This is for the reason that shadow education, a privately purchased service, covers subjects taught in the mainstream education and thus is a potential source of educational advantage acquired through personal funds of families. Inequality emerges when people favor certain learners through the purchase of additional schooling.

The purchasing of supplementary education is more prevalent among people with higher income and higher levels of parental education than those with lower SES and lower parental education (Bray 1999; Buchmann 2002). Private tutoring exacerbates social inequity in education because there is a chance that learners who are incapable of engaging in private tutoring may have "disadvantaged social backgrounds" (Dang & Rogers, 2008). This has serious implications for educational equality in the sense that, those capable of purchasing additional schooling will do so while those incapable of purchasing it fall farther behind. In this context, shadow education is also likely to escalate the inequity considering that learners of low socioeconomic status may enroll in low-quality tutoring service leading to marginal success compared to the learners who are capable of engaging in high-quality tuition to achieve a better grade (Subedi, 2018). Furthermore, context of social inequity is created when learners who can afford engage in tutoring leaving behind those who cannot.

Wei and Guan (2021) were concerned that, the growing industry of shadow education may become a mechanism to maintain and expand equity by letting those with economic advantages benefit than their counterparts with low income. This equates to a class partiality in education stirred by family-level investment. In other words, this tendency contradicts and undermines the efforts of UNESCO through the Education for All initiative especially in Africa, to reduce inequality by providing an equitable education to all learners through public education. Thus, in this way, inequality disadvantages the intended beneficiaries of universal education. Bray and Suso (2008) also pointed out that the existence of shadow education will threaten social equality because shadow education is perceived negatively as a money-driven industry that defeats the purpose of unrestricted education for all

Private tutoring has deep social connection and implication in terms of how it affects children's right to free school education. Clearly, this market-oriented education affects mainstream schooling in terms of both equity and quality of education in addition to pressuring families to

purchase privatized education despite the availability of publicly funded schools (UNESCO 2006). The preceding literature was founded on studies conducted outside Zambia. Therefore, this study intended to ascertain whether shadow education is more prevalent among people with higher income and higher levels of education than those with lower economic status in Choma district.

2.8 The Research Gap Addressed and Directions from Literature Review

Literature that has been reviewed in the previous sections has stressed the determinants, stakeholders' perception of the mainstream education system' commitment to education provision and effects of shadow education. It is notable that there are various determinants and implications of shadow education on the implementation of the curriculum. The effective implementation of the curriculum can only be realized when the determinants of shadow education are addressed. There is extensive literature stressing the significance of addressing some determinants of shadow education. The determinants and implications of shadow education can be revealed and addressed through research. Views expressed by various authors in the previous sections of this study acknowledged that the rise of shadow education is mainly as a result of the shortcomings of mainstream education. Furthermore, it was indicated that shadow education influenced the mainstream education system in a significant way. However, much as the identification and addressing of determinants from various literature is perceived to be essential in maintaining learner's loyalty to the mainstream school so as to ensure equitable delivery of quality education, to the knowledge of the researcher, it appeared little or no information was known on the prevailing situation in Zambia and Choma in particular in as far as learner captivation to shadow education along with the effects of this phenomenon was concerned.

Despite the aforementioned scholars having brought out vital issues in their studies, they had not examined learners, parents and teachers' perspectives on shadow education. This is one of the key areas this study addressed in order to contribute to the gap. The current study is different from the studies that have been reviewed in this chapter in terms of research focus, context and research methodology. Instead of only analysing what various scholars have written on determinants and effects in Africa, this study went further to critically analyse studies done in and outside Africa. This was done in order for the researcher to have the wider understanding of

determinants of shadow education and effects of this phenomenon on mainstream schooling. Although it has been established from literature that there has been a significant historical record on learner engagement in shadow education, there was inadequate data on the prevailing situation in Choma district of Zambia regarding determinants and implications of shadow education. Therefore; it was the intention of this study to fill this gap.

2.9. Summary

In this chapter the researcher reviewed literature that is related to the topic under study. The various literature related to learner captivation to shadow education and its effects, have been considered to be relevant to this study with a view of putting it into the context of similar works done so far thereby providing a justification for this study. In the next chapter, the methodology that was employed in this study has been presented.

CHAPTER THREE: METHODOLOGY

3.0 Overview

A review of some significant literature on learner captivation to shadow education and the effects of this phenomenon on mainstream education system from various countries has been done in the previous chapter. This chapter contains the research paradigm, research design, study site, target population, study sample, sampling techniques, research instruments for data collection, data collection procedure, quality assurance, data analysis along with ethical considerations that the researcher used in the study. Strauss and Cobin (1998) asserted that, a methodology is critical in the provision of a sense of vision. Thus, in this chapter, the researcher explains how the mixed method approach guided the direction and procedures of this study.

3.1 Research Paradigm

A paradigm is the first step that provides the basis for subsequent choices regarding methodology, methods, literature and research design (Mackenzie & Knipe, 2006). Creswell and Plano Clark (2011) explained that, an assumption that a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge is a research paradigm. The pragmatic world view guided this study, due to its considerable suitability to mixed methods research (Creswell & Plano Clark, 2007). Mixed methods research is a process of collecting, analyzing and merging both qualitative and quantitative data at a certain phase of the research process within a single study with a view to understanding a research problem more completely (Creswell, 2005). The blending of the two approaches appeared to proffer the researcher with the right options required in attaining the objectives and answering the research questions. Additionally, the mixed method approach accorded the researcher, freedom to use numerous methods, flexibility in selecting the best approaches of addressing research questions and allowed for contextual interpretations (Mwanza, 2017). Thus, the researcher preferred a mixed method for this study as it provided diverse forms of data collection and analysis.

It is noteworthy that the study warranted the evocation of both qualitative and quantitative data so as to understand the problem under investigation, hence the embracing of the pragmatic mixed method paradigm. The merging of qualitative and quantitative approaches plays an important

role in the provision of an improved understanding of research problems than either approach alone (Feldon & Kafai, 2008). It is also notable that the usage of mixed methods promoted triangulation, for instance, data obtained from semi-structured interviews was a helpful method of triangulating data gathered using other research instruments such as questionnaires (Saunders, Lewis & Thornhill, 2007). Therefore, employing the mixed methods approach provided a more comprehensive approach, consequently generating a thorough understanding in as far as learner captivation to shadow education and its effects on mainstream education was concerned. For instance, interviews were used to probe the participants for rich and valuable information while the use of questionnaires facilitated the collection of descriptive or explanatory data for the research (Saunders, e'tal 2007). Qualitative research methods played a vital role in the presentation of a detailed examination of experiences and views of the subjects under study in the natural setting as explained by Creswell (2002) since it provided the researcher an opportunity to relate with participants in their natural setting and get in-depth data from participants. Quantitative research on the other hand provides an opportunity to gather data from a large number of people and generalise results.

It is imperative to build the knowledge on pragmatic grounds in a mixed methods study, asserting that truth is 'what works' (Maxcy ,2003 in Mulenga, 2015). The researcher generates knowledge about real-world issues based on pragmatism also referred to as what-works approach which emphasizes that, the problem is more significant than the methods used, hence researchers employ all approaches so as to comprehend the problem, (Mulenga, 2015). The mixed methods approach enabled the researcher to integrate the strengths of the qualitative and quantitative methods thus minimized the weaknesses of both methods. Therefore, this provided the researcher a more comprehensive analysis and understanding of the topic under study. When prudently used in combination, quantitative and qualitative approaches complement each other and allow for more comprehensive analysis and understanding (Mulenga, 2015). It is noteworthy that, neither quantitative nor qualitative approach was considered adequate in itself to capture and reveal the details of the situation of learner captivation to shadow education and its implication on the mainstream education system hence the combination of both in this study. Therefore, when prudently used in combination, quantitative and qualitative approaches complement each other and allow for more comprehensive analysis and understanding (Mulenga, 2015). Creswell and Plano Clark (2007) acknowledged that, mixing research methods is perceived as a means of

improving some research outcomes as it offers an enhanced understanding of research problems than either approach alone'. The section that follows has the research design that was used in this study.

3.2 Research Design

A research design is the glue that holds all of the elements in research together (Kombo & Tromp 2006). Further, Kothari (1992) defined a research design as a plan showing the approach and strategy of investigation aimed at obtaining relevant information to answer the research objectives and research questions. Similarly, Msabila and Nalaila (2013) propagated that, a research design is a plan on how a study is conducted or a detailed outline of how an investigation takes place. De Vaus (2001) described the function of a research design as that of ensuring that the evidence obtained allows the researcher to precisely describe some phenomenon. Consequently, based on the preceding importance of a research design, this study adopted a mixed method concurrent embedded design whose purpose is to collect qualitative and quantitative data simultaneously, but to have one form of the data play a supportive role to the other form of data. 'The supportive data may be either qualitative or quantitative, but most examples in literature support adding qualitative data into a quantitative design' (Creswell, 2012:544). Thus, through the use of the concurrent embedded design the researcher gathered quantitative and qualitative data sets in one study simultaneously. This aided the researcher to have a comprehensive analysis of the research problem by comparing qualitative and quantitative findings simultaneously pertaining to learner captivation to shadow education and the implications of the phenomenon on mainstream education in selected secondary schools in Choma district. The findings were then used to provide answers to the research questions (Creswell, 2012).

Further, quantitative research provided the researcher with an opportunity to obtain data from a big number of people and generalize results, while qualitative research permitted an in-depth exploration of a few respondents (Mulenga, 2015). Hence, through the use of the quantitative approach, the researcher had a chance to obtain information from a large sample of secondary school learners and the use of the qualitative approach aided to gather in-depth data from secondary school teachers, learners and their parents. The qualitative data added detail to the quantitative data that was collected. The use of the concurrent embedded design in this study

enabled the researcher to combine the advantages of both the quantitative and qualitative methods. The principal justification for the combination of qualitative and quantitative methods in the mixed methods as earlier mentioned is that, they complement each other leading to a profound analysis of the research problem. (Mulenga, 2015).

Creswell (2012) explained that, the concurrent embedded design is also suitable when the researcher is dealing with a research problem whose questions are designed to elicit diverse kinds of data as either qualitative or quantitative. Hence, the researcher was accorded an opportunity to gain perspectives from the different types of data or from different levels within the study (Creswell, 2009). The researcher used this design to answer different questions that required different forms of data. Through the use of this approach, the researcher gained a thorough understanding of learner captivation to shadow education and the implications of the phenomenon on the mainstream education in selected secondary schools in Choma district. Figure 3.1 provides a visual illustration of how the concurrent embedded design was applied in this study.

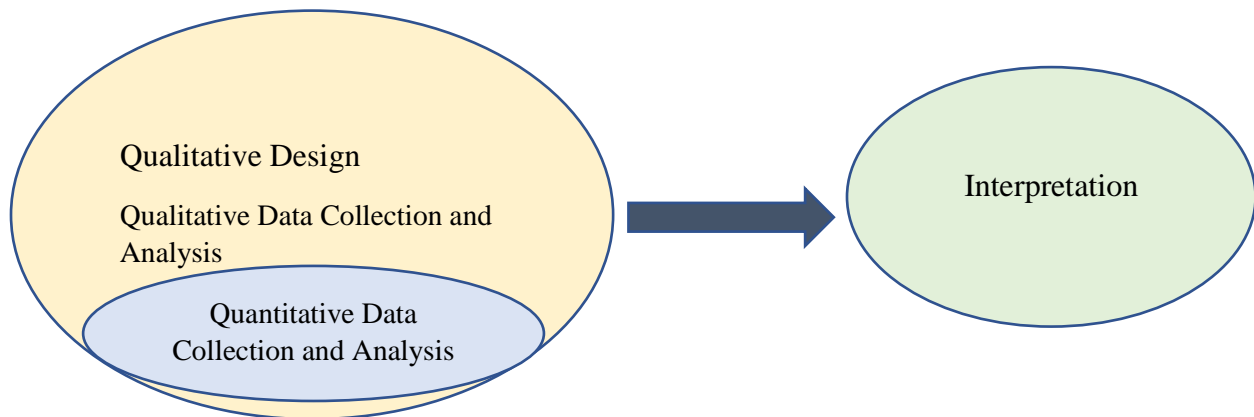


Figure 3.1: Concurrent Embedded Design Illustration

Source: Creswell, (2012).

3.3 Target Population

A group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the findings is what is referred to as a population (Newby, 2010). Kombo and Tromp (2006) explained that a population is the whole set of

objects, events or group of people which is the object of research and about which the researcher plans to determine some characteristics. Kombo and Tromp (2006) further explained that, the larger the diversity and discrepancies that exist in the population, the greater the researcher's sample size should be. A sample was selected from all parents of secondary school learners in Choma urban district, all secondary school learners and all secondary school teachers of secondary schools in the urban setup of Choma district.

The choice of teachers to be part of the study sample was imperative because they are the key players in curriculum implementation and are better positioned to bring to light challenges of the mainstream education. These challenges may possibly lead to learner captivation to shadow education, consequently affecting the mainstream education system. The choice of learners to be part of the study sample was equally vital for they are the direct beneficiaries of shadow education. Thus, they are in a good position to reveal what captivate them to shadow education. Similarly, the inclusion of parents of secondary school learners in the study sample was justifiable, since they play a bigger role in the education of their children. Thus, they provided information concerning the involvement of their children in supplementary tutoring.

3.4 Sampling Techniques

Sampling is defined as “a process of selecting a number of individuals or objects from a population such that the selected group contains elements that are representative of the characteristics found in the entire group” (Kombo & Tromp 2006: 77). Both probability and non-probability sampling techniques were used in selecting participants for this study.

3.4.1. Schools

Choma district has nine (9) public secondary schools in the urban area of which two are grant aided. Urban schools were sampled for the study because of the likelihood that tuitions are more prevalent in town than in the rural setup of the district. Thus, schools in the rural area are less likely to have more learners engaged in shadow education. The researcher utilized simple random sampling in this study to select four secondary schools in order for all schools to have an equal chance of being selected (Creswell, 2012). A small box was used to raffle pieces of papers bearing names of all public secondary schools in Choma urban. The researcher randomly

selected pieces of papers from the box to obtain the required number of four public secondary schools.

3.4.2 Learners

In this study, the sampling of learners in selected secondary schools was done using stratified and simple random sampling. The target sample were grade nine (9) and twelve (12) learners because they tend to intensify on preparations for examinations and thus find themselves seeking extra lessons in tuition centers. Creswell (2012) stated that, stratified sampling entails the division of the population based on some specific characteristics such as gender and then employ simple random sampling from each sub group or stratum of the population. To this regard, the researcher used stratified and simple random sampling since stratified sampling is critical in ensuring an inclusive and precise representation of the population, while simple random sampling ensures that each participant or unit has an equal chance of being selected from the population. Hence, the two sampling methods complemented each other to produce an inclusive and representative sample.

The researcher requested for the names of grade nine (9) and grade twelve (12) learners engaged in supplementary tuitions in each sampled school. The researcher then stratified the names of learners for each grade according to their gender of male and female. Using simple random sampling, five (5) learners were selected from each stratum of both grade nine (9) and twelve (12) making a total number of ten (10) per grade, twenty (20) per school and a total of eighty (80) learners from the four sampled schools.

3.4.3 Heads of Department (HoDs)/Teachers

HoDs and teachers in selected secondary schools were sampled purposively because they play a critical role in curriculum implementation at classroom level and are well vested with the knowledge the researcher sought to collect. They were selected using expert purposive sampling as they were likely to provide detailed information on learner captivation to shadow education and its effects on the mainstream education system. Kombo and Tromp (2006) propagated that; purposive sampling is appropriate in eliciting information for detailed analysis related to the main theme under study.

The researcher specifically used expert purposive sampling to select eight (8) teachers and four heads of departments (HoDs) from four (4) selected schools because of the expertise and knowledge they possess concerning curriculum implementation in the classroom. HoDs were selected from departments with subjects more prevalent in tuitions. As such, they were likely to have the experience and knowledge concerning supplementary tutoring and the possible effects of this phenomenon on formal education.

3.4.4 Parents

The researcher used homogeneous purposive sampling to select parents of learners engaged in shadow education. Homogeneous purposive sampling is suitable for selecting this sample because it shares comparable characteristics which can be used to describe some particular subgroup in depth. Shaheen, e't al (2019) explained that, researchers often use homogenous purposive sampling when the research is about a specific area of interest. Parents of learners engaged in tuitions were chosen since they most likely facilitate the engagement of their children in tuitions, as such, they were expected to possess the information that the researcher was looking for. Thus, they were likely to provide information concerning possible factors which trigger their children's involvement in supplementary tutoring.

3.5 Sample Size

The researcher thus had a sample of ninety-eight (98) respondents comprising of four (4) heads of department, eight (8) teachers, eighty (80) learners from four public secondary schools and six (6) parents of learners engaged in supplementary tutoring in Choma urban district. The researcher considered this sample adequate enough for this study as it comprised of participants bearing rich information concerning the topic. This sample size is justified by researchers such Best and Khan ,2006 in Mwanza (2017) who advised that, a carefully selected sample is more important than the size. Instruments that were used for data collection have been described in the next section.

3.6 Research Instruments

Research instruments are tools that the researcher uses in collecting necessary data (Kasonde 2014). Data collection instruments include questionnaires, interview schedules, observation

schedule and focus group discussion guides (Kombo & Tromp, 2006). The researcher gathered data using three main research instruments namely; questionnaires, interview guides and focus group discussion guide. It is of great value to promote triangulation using diverse instruments of data collection so as to ensure validity and reliability of the study. Triangulation of different data sources is vital in data collection as it aids in comparing and contrasting information from diverse sources (Creswell, 1998; Creswell, 2010). The aforementioned instruments were used to collect data from three categories of respondents namely; teachers, learners and parents. Both qualitative and quantitative data were gathered using the three instruments in order to answer the research questions.

3.6.1. Semi-structured interview guides

Interviews are an important data gathering technique involving verbal communication interviews as noted by Mathers, Fox &Hunn (2000). Interviews play a critical role in revealing a great deal of information through the use of an interview guide. It is imperative that the researcher communicates verbally with participants so as to understand their world and life experiences (Bryman, 2004). Interviews help researchers to understand the respondents' perspectives and experiences. This method was considered relevant for this study because the researcher viewed respondents as people who had unique experiences. The interview helped the researcher to gather information from participants with real lived experiences of shadow education. It thus enabled the researcher to learn about teachers, learners and parents' experiences and expectations.

Semi-structured interview guides were used to collect data from four (4) HODs, eight (8) teachers and six (6) parents in this study. Semi-structured interview guides are often used in qualitative studies to answer research questions in depth. The actual words of respondents' own words and their responses were recorded by the researcher. Further, the researcher also took hand written notes. Additionally, the interviews were conducted at the convenience and comfort of respondents. HoDs and teachers preferred using their departmental offices. Learners were interviewed from any available room within the school premises. Parents were interviewed from their workplaces and homes. Throughout the interview the researcher was able to investigate further as well as to note some of the most important and thought-provoking issues which would arise from the responses.

3.6.1.1 Semi-structured Interview Guide for parents

A semi-structured interview guide was used to conduct interviews with six (6) parents of learners with an experience of supplementary tutoring to collect information on factors leading to learner captivation to shadow education. Parents facilitate the engagement of their children in tuitions as such they were expected to possess the information that the researcher was looking for. The researcher used this interview to find out from parents their rationale for supporting private tutoring.

3.6.1.2 Semi-Structured Interview Guide for teachers

A semi-structured interview guide was used to conduct interviews with teachers of the sampled schools and tuition centres to collect information on learner captivation to shadow education and its effects on mainstream education system. The technique allowed the researcher to examine the topic further for more clarifications. Mulenga (2015) noted that, the advantage of a semi-structured interview is that it can give greater depth, for the reason that the researcher can probe or encourage respondents to elaborate their answers and validate information.

3.6.2 Focus Group Discussion Guide for Learners

A focus group discussion involves interacting with participants who share comparable characteristics relevant to the study. Hence, the researcher used focus group discussions and interviewed learners in each group at the same time and place thus, obtained information more quickly. Learners provided information based on their views and experiences which were considered common. Information was gathered from learners with presumably similar level of understanding and experiences and discussed the phenomenon which was being studied. The researcher ensured that, there was thorough planning and careful facilitation so as to avoid some learners in the group dominating other learners in the group throughout the interview session. This was done in order to encourage equal participation from all group members (Mulenga, 2015). The researcher used the focus group discussion guide in this study to collect information from learners who had an experience of tuitions on factors contributing to learner allurements to this practice. The groups comprised of ten (10) learners per sampled school and each focus group comprised of ten (10) learners, bringing the total number of learners to forty (40) from all sampled schools.

3.6.3 Questionnaire for Learners

A questionnaire is a research instrument that helps to gather data over a large sample as explained by Kombo and Tromp (2006) and consists of a number of questions displayed in definite order on a form or set of forms. The participants are required to respond to the questions on their own (Kothari, 2004). The collection of data regarding behavior, experiences, attitudes, beliefs and values can be achieved through the utilization of questionnaires (Dawson, 2013). Thus, the researcher preferred to use questionnaires in the study as they were likely to collect diverse opinions and views from a number of grades nine (9) and twelve (12) regarding learner captivation to shadow education.

A questionnaire has relatively more advantages than other research instruments, such as its capability of collecting data from a large number of participants hence covering a large number of issues. The anonymity aspect of a questionnaire which encourages participants to exercise greater honesty when responding to questions, makes the information to be reliably obtained (Bryman, 2004). Questionnaires are free from researcher bias since responses are participants' actual words; besides they accord respondents with adequate time to provide well thought out responses (Kothari, 2004). Kombo and Tromp (2006) asserted that, the benefit of using questionnaires is that they can be used to collect data over a large sample and it saves time. The items in the questionnaire were intended to obtain information from eighty (80) tutored learners in selected public secondary schools who had an experience of private tutoring. The questionnaire for learners had closed-ended questions which required learners to highlight their views regarding learner captivation to shadow education and the implications of this phenomenon on mainstream education system.

3.7 Quality Control

Validity, reliability and trustworthiness are vital aspects that ought to be considered in ensuring the credibility of research findings. Thus, it is the researcher's intent to put into consideration the aforementioned features to uphold the quality of the research findings. The reliability and validity of the instruments are of great value in curtailing errors that are likely to arise from measurement procedures in quantitative research (Ivankova, 2002).

3.7.1 Validity

Validity is the extent to which results obtained from the analysis of data denote the phenomena being investigated (Mulenga ,2015). This entails that the research findings are deemed valid if the research carried out represents and establishes what it is intended.

As a way of validating the findings of this study, the researcher compared the findings from the interviews, focus group discussions and questionnaires to ensure that the data depicted the topic under investigation. Therefore, triangulation which was done through the utilization of diverse data collection instruments ensured the validity of this study. Researchers such as Patton (1990) and Mulenga (2015) asserted that, the combination of methods reduces inconsistencies leading to the emergence of valid and reliable data. The other way in which validity was ensured was through thorough expert checking of the research instruments to enhance clarity and appropriateness, so as to enable the researcher to collect the intended information from the participants.

3.7.2 Reliability

Reliability is a measure of the extent to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda ,1999). Reliability was done using pre-test technique through piloting of the questionnaire. The questionnaire was piloted to ascertain its capability of transmitting the same message to the respondents as clearer as possible. The piloting of the questionnaire to be used in this study helped in making the instrument sturdier. The questionnaire was piloted at a different school which was not sampled for the study. The piloting process helped the researcher to design a befitting questionnaire for the study. Therefore, the researcher ensured that the sample was as representative as possible. Several data collection tools that were used in the study complemented one another and increased the reliability of research instruments.

3.7.3. Trustworthiness

Credibility, dependability, transferability, confirmability and authenticity are used to define what symbolises the aspects of trustworthiness of data in qualitative research (Patton, 1990). In order to ensure credibility, dependability and confirmability of the study, qualitative data collected should be as truthful as possible. Triangulation and multiple sourcing of data; peer review and

debriefing for external checks; negative case analysis; clarifying of researcher bias; member checking, thick description, and external audits, prolonged engagement with data and persistent observation in the field are procedures of trustworthiness (Creswell, 2007). Considering that, in qualitative studies, instruments with established metrics are not used by researchers to determine validity and reliability, trustworthiness is used to establish it. Based on the aforementioned, in this study, trustworthiness focused on credibility, dependability and confirmability of the study and was ensured through triangulation, member checking and recording interviews.

3.7.4. Credibility

Macnee and McCabe (2008) noted that credibility refers to the confidence that can be placed on the truth of the research findings. Credibility measures the actual value of qualitative research. Thus, to some extent, it depends on the credibility of the researcher along with the research methods applied. In this study, credibility was ensured through application of various methods for data collection (triangulation). Triangulation was used to enhance credibility and increase the depth and extensiveness of research findings. Inclusiveness was ensured through triangulation as multiple sources of data were triangulated to give a clear and distinctive description of the research setting, selection and characteristics of participants, data collection, including the procedure for data analysis. Additionally, the researcher compared the findings obtained from the interviews, observation and focus group meetings so as to check whether the analysed data was representative of the phenomenon under study.

3.7.5. Dependability

Dependability refers to the uniformity of the research findings and the degree to which research procedures are documented, letting an external person to understand, audit and examine the research process. Bitsch (2005) added that, dependability denotes the stability of research verdicts over time. It comprises of participants evaluating the findings, interpretation along with recommendations of the study to ensure that, they are all supported by data received from the participants of the study. In this study, dependability was maintained by ensuring that the findings were thoroughly explained and each detail availed.

3.7.6. Confirmability

Confirmability refers to the degree to which the results of an inquiry could be established or substantiated by other researchers (Baxter & Eyles 1997). It ensures neutrality in the qualitative research findings. In this study the researcher ensured objectivity of the findings and that they reflected the information from participants, rather than feasible bias or personal incentives. Thus, as a way of ensuring the aforementioned, the researcher kept a record of interviews and member checking. Additionally, the researcher based the findings of the study on participants' responses and not on the researcher's own personal motivation or biases during the interpretation of data acquired from participants. The other important aspect in qualitative research is authenticity which entails that, the conduct and evaluation of research are genuine and credible and also that the research is worthwhile (Given, 2008). Consequently, for this study, the researcher focused on relating participants' experiences as authentically as probable and impartially. Data collection procedure is described in the next section.

3.8. Data Collection Procedure

Creswell (2007) asserted that data collection procedures involve setting the boundaries for the study and gathering of data including the steps taken in compiling data to answer research questions. Description of procedures of data collection comprises explaining how the data were collected, mentioning how access to research sites and population were obtained including the precise steps taken to contact research participants and to gain their collaboration (Rudestam & Newton, 2001). In line with the aforementioned, the researcher described the population, its sample and how data was collected in this section as well as explaining how access to the sample gained.

The researcher obtained clearance for this study from the University of Zambia Ethics Committee before data collection. The researcher requested for an introductory letter from the Assistant Dean Postgraduate in the School of Education at the University of Zambia which was taken to the Provincial Education Office, Southern province. Permission was also sought from the District Education Board Secretary for Choma district and the head teachers of the selected public secondary schools where research was done. This was done to facilitate data collection in the field. Thus, it enabled the researcher to interact with teachers, parents and learners from

schools selected without interference. Furthermore, the researcher obtained consent from participants to conduct interviews which would be captured using a recorder for later transcription, then, research instruments were administered. Additionally, the researcher decided with the teachers, parents and learners on a day appropriate to have an interview and administer a questionnaire with them. Data analysis procedure is described in the next section.

3. 9. Data Analysis procedure

Data analysis is “examining what has been collected in a survey or experiment and making deductions and inferences” (Kombo & Tromp, 2006: 117). A mixed method approach was used in this study meaning that, the analysis of data was done qualitatively and quantitatively. The embedded design analysis involves the analyses of the quantitative and qualitative data which are done separately considering that the two data sets usually reflect distinct questions. Thus, data was analysed separately, then a comparison of both datasets was made before drawing a conclusion (Creswell, 2012).

3.9.1. Qualitative Phase

Miles and Huberman (1994) explicated that, qualitative data analysis encompasses three levels of activities, which are: data reduction, data display and conclusion drawing or verification. Nevertheless, there is no single methodology in qualitative data analysis which is universally applicable for the purpose of analysis of data, the research objectives determine the methodology (Ghosh, 2013). In this study, most of the analysis was done during data collection and the rest of it was done after the completion of the collection process. On commencement of data collection, the researcher started to acquaint with the data collected by listening to the interview recordings continually as well as reading through data carefully while taking note of themes or codes. Thus, in analysing this data was the process of synthesizing all the large volumes of interviews and the quantity of information which was collected. Research questions were used as a guide to analyse distinct categories of data which aided the researcher in grouping data of similar themes with less complication.

The researcher analysed the transcribed data manually, using the constant comparative method (Maykut & Morehouse, 1994; Neuman, 2003; Strauss & Corbin, 1998). Neuman (2003) explained, that the constant comparative method involves mainly making three passes through

the data. The Inaugural one being open coding which entails reading through the raw data such as interview scripts as cautiously as possible whilst noting the themes or categories (Mulenga, 2015). The aforesaid aids the researcher to understand the data and ensure that the data received respond to the research questions and objectives, consequently making it manageable to move forward with analysis. The subsequent stage, known as axial coding, comprises identifying connections amongst codes, comparing codes and forming categories that connect codes together. This aided the researcher to assess how major categories related to each other and their subcategories (Neuman, 2003).

The concluding pass through the data, called selective coding, intends to bring together the themes identified in the data to determine how they relate together. Identifying connections between categories, comparing categories and creating a core category to connect them. It ensures that the identified categories or themes resonate well with the data (Adu & Okeke, 2022). The aforementioned can be done through member checking which involves returning data and themes that are generated to the participants so as to confirm that the themes reflect their arguments. Transcripts were read and reread in order to connect various themes which were later used to structure the presentation and discussion of findings backed with appropriate verbatim quotes (Mulenga, 2015).

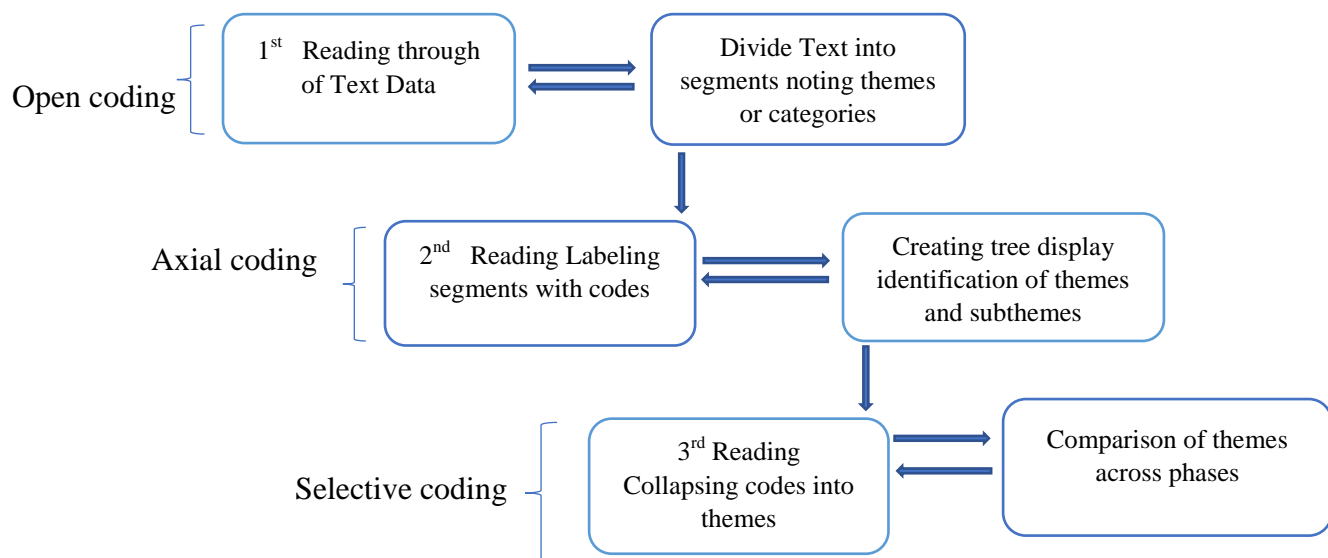


Figure 3.2: Constant comparative method of data analysis

Source: Mulenga (2015:99)

3.9.2. Quantitative Data Analysis Phase

Quantitative data analysis is the measuring of numerical values from which descriptions such as mean and standard deviations are made (Kombo & Tromp 2006). Patton (2002) described the process of data analysis as the organization of what is collected into patterns and categories while looking for relationships and linkages among the descriptive dimensions. Quantitative research deals with large scale research but can also serve smaller scale investigations, with case studies, action research, correlation research and experiments (Cohen, Manion & Morrison, 2007). Statistical analysis of this study was preceded by organization, categorizing, quantifying all answered questionnaire items. In order to attach meaning to raw quantitative data, analysis ought to be appropriate hence, statistical methods such the Statistical Package for Social Sciences (SPSS) and excel computer packages were utilized to compute data. The presentation of data using frequency tables and pie charts were preceded by a summary of data in frequencies and percentages. Eventually, quantitative data was compared with qualitative data before drawing up conclusions.

3.10 Ethical Considerations

Ethics entails protecting the interests and the welfare of the researcher and participants, ensuring that they are not harmed as a result of research being conducted. Ethics involve those conducting research, who are expected to be aware of their obligations and accountabilities as well as participants, whose basic rights should be protected (Mooya, 2021). Therefore, the researcher-maintained adherence to befitting ethical conduct all through the whole process of the study so as to protect participants.

3.10.1 Informed Consent

It is considered imperative for the researcher to take ethical issues into consideration (Mulenga, 2015). For this reason, informed consent was sought from participants so as to ensure that they were well informed about their role and what it meant for them to take part in the study. This ensured that participants made decisions on their own before they entered the research, thus willingly participated in the study (Cohen et al, 2007). The researcher ensured that participants especially learners signed the informed consent form, when they agreed to participate in this study.

In this study, the researcher sought an approval from the Directorate of Research and Graduate Studies of the University of Zambia. Authority was obtained from the Ministry of Education through the Provincial education office in Southern Province before the commencement of the study. Furthermore, the researcher sought authorisation from the District Education Board Secretary (DEBS) of Choma district and head teachers of sampled schools to conduct a study in their institutions. A covering letter was availed to participants explaining the purpose of the study so that they were free to give information. On commencement of any interview the researcher assured respondents on the confidentiality of the information which would be provided. The researcher further emphasized that, it was academic research meant for the fulfilment of one of the requirements for a master's programme in education at the University of Zambia. The researcher ensured strict adherence to ethical measures as outlined by University of Zambia research ethics regulations throughout the research process.

3.10.2 Reciprocity

Ethics of reciprocity entails compensation of research participants for their time and energy either directly through labour exchange or indirectly through making the resulting research freely accessible (Gillan & Pickerill, 2012). In research, the participant's voluntary involvement in the study and their generosity may be reciprocated by favours or payments in cash or in kind from the researcher. Lankshear and Knobel (2004:112) noted that "research is best practised as a two-way street". The benevolence and kindness of research participants which can be reciprocated with favours and the researcher's devotion may also assist to build a mutual understanding between the researcher and participants. In addition, it can be regarded as a way of acknowledging participant's input to the study by the researcher (Mulenga, 2015). Compensation of research participants in cash or kind as a way of reciprocity can affect the level and quality of data collected (Patton, 2002). in the sense that, it can interfere with the participants' responses. The research participants may give favourable responses to impress the researcher. Thus, Researchers are advised to put in their all to ensure that efforts in ensuring reciprocating research participants does not affect the quality of data (Patton, 2002). For this study, the researcher ensured that reciprocity did not influence the participants' responses in any way by avoiding any means of payments to appreciate the research participants in order to collect information from them. Instead, the researcher informed participants that the research is purely academic and that,

it would benefit participants in the sense that they would be helping to improve the formal education sector. Additionally, the research findings would be availed to participants on demand as a means of acknowledging their contributions to the success of the study.

3.10.3 Confidentiality and Anonymity

Confidentiality in research implies non divulging of information identifying the informants (Kvale & Brinkman, 2009; Mwanza, 2019 in Mooya, 2021). In all research studies, researchers are expected to ensure that the privacy of research participants is guaranteed and upheld (Patton, 2002). This ensures anonymity of participants and minimizes any consequences on informants due to the results from any study, especially when the results do lead to some controversial and sensitive findings. It is notable that, the need for participant' privacy in this study was necessary considering the nature of the study of which some learners including teachers may have thought that the authorities would reprimand them for expressing what could be considered as 'unpopular' views during the interviews as Mulenga (2015) put it. They may have felt that, expressing their views on the factors that allure them to shadow education, would be disapproving the education the system. As a means of concealing identities of participants and institutions sampled for the study, the researcher ensured that names or any form of identification were undisclosed. All respondents were assured of total confidentiality and concealing of the responses.

Further, the full identity of the researcher was divulged upon meeting new participants and confidentiality applied on the data obtained. Respondents were assured of non-abrogation of their privacy and protection as motivation to release information for the study, during data collection. The rights and dignity of participants were respected by the researcher who emphasised to participants that participation in the study was voluntary. Implying that they were at liberty to withdraw from the study at any time. This is in line with what Kvale and Brinkman (2009) propagated that, informed consent comprises gaining respondents' voluntary participation and notifying them of the right to pull out of the study whenever they like. All participants were assured of total confidentiality and their responses would remain concealed. Therefore, the researcher ensured that participants responses during the study were treated with a high level of confidentiality and only used for the study.

3.11 Summary

In this chapter, details of the methodology which were employed for the study have been explained, which incorporates research paradigm, design, study site, target population, study sample, sampling techniques, research instruments, trust worthiness, data collection techniques, data analysis as well as ethical considerations have been outlined.

CHAPTER FOUR: PRESENTATION OF FINDINGS

Overview

In the previous chapter, the research methodology which was employed in this study has been described. This chapter has a presentation of the findings based on the data that was collected through questionnaires, semi-structured interviews and focus group discussions. The chapter begins with a description of the sample from which the data was collected prior to presenting the findings for each research question. A number of themes emerged from the data that was collected and were aligned as answers to the research questions. The following were the research questions that the researcher in this study was trying to answer.

- i. What were the factors that influenced the demand and practice of supplementary tuition among teachers, learners and parents in selected schools of Choma district?
- ii. How did learners, teachers and parents perceive the mainstream education system's commitment to education provision?
- iii. How did shadow education influence the mainstream education system in selected schools of Choma district?

4.1. Demographic Details of Participants

The demographic description of respondents who took part in this study have been presented in this section. In order to understand the type of respondents the researcher was dealing with in this study, their background information was necessary especially in relation to their experience in teaching and area of specialization with regards to teachers and gender and grade for learners. The demographic description of parents has also been indicated.

4.1.1 Learners

In this study, forty (40) grade nine learners and forty (40) grade twelve learners were sampled from four secondary schools of Choma district as earlier explained. The demographic information of pupils was analysed in terms of gender and grade as shown in table 4.1. Question one from the questionnaire for secondary school learners provided information on the nature of schools where data was obtained.

Table 4.1: Percentage and frequency distribution of learners by gender

Grade	Boys		Girls	
	Frequency	Percent	Frequency	Percent
9	15	18.8	25	31.3
12	15	18.8	25	31.3
Total	30	37.5	50	62.5

Table 4.2: Distribution of learners according to group code, grade and gender.

School	Group Code	Grade	Gender
A	FGD1		
	FGD1-L1	9	F
	FGD1-L2	9	M
	FGD1-L3	9	F
	FGD1-L4	9	M
	FGD1-L5	9	F
	FGD1-L6	9	F
	FGD1-L7	9	M
	FGD1-L8	9	M
	FGD1-L9	9	M
B	FGD2		
	FGD2-L1	9	F
	FGD2-L2	9	F
	FGD2-L3	9	F
	FGD2-L4	9	M
	FGD2-L5	9	M
	FGD2-L6	9	F
	FGD2-L7	9	M
	FGD2-L8	9	M
	FGD2-L9	9	M
C	FGD3		
	FGD3-L1	12	M

	FGD3-L2	12	M
	FGD3-L3	12	M
	FGD3-L4	12	M
	FGD3-L5	12	F
	FGD3-L6	12	F
	FGD3-L7	12	F
	FGD3-L8	12	M
	FGD3-L9	12	F
	FGD3-L10	12	F
<i>D</i>	FGD4		
	FGD4-L1	12	F
	FGD4-L2	12	M
	FGD4-L3	12	M
	FGD4-L4	12	F
	FGD4-L5	12	F
	FGD4-L6	12	F
	FGD4-L7	12	M
	FGD4-L8	12	M
	FGD4-L9	12	F
	FGD4-L10	12	M

Table 4.3: Percentage and frequency distribution of learners by the type of school

Type of School	f	%
Mixed Boarding School	20	25
Mixed Day School	40	50
Girls Boarding School	20	25
Total	80	100

Figure 4.2 shows that data was obtained from a total of 80 learners. Half (50%) of the learners who participated in the study were from mixed day schools, while 25 % from single sex boarding school and 25 % where from mixed boarding schools.

4.1.2 Secondary School Teachers

Question one from the interview guide for secondary school teachers, sought information on the experience and area of specialization. Regarding their teaching experience, all the twelve teachers interviewed had some good experience in teaching at secondary school level. This shows that all the teachers who participated in the study were likely to have sufficient knowledge and experience regarding causes of shadow education and its effects on the mainstream education system. Table 4.3 shows a summary representation of the distribution of teachers by teaching experience and area of specialization.

Table 4.4: Distribution of Teachers according to area of specialization and teaching experience

School	Code	Teaching experience (Years)	Specialisation	Gender
A	HoD-1	8	Science	F
	TR-1	2	Science	F
	TR-2	14	English	F
B	HoD-2	11	English	F
	TR 3	12	Computer Studies	M
	TR 4	14	Mathematics	M
C	HoD 3	10	English	F
	TR 5	15	Mathematics	M
	TR6	5	Sciences	F
D	HoD 4	16	Mathematics	F
	TR7	17	Sciences	M
	TR8	20	English	M

4.1.3 Parents of tutored secondary school learners

The gender distribution of parents was as displayed on the table.

Table 4.5: Distribution of parents according to gender and occupation.

Code	Gender	Occupation
PT -1	F	Teacher
PT-2	F	Teacher
PT-3	F	Trader
PT-4	M	Trader
PT-5	M	Carpenter
PT-6	F	Nurse

4.2 Research Findings

As mentioned in chapter three, this study was guided by a mixed methods design in specifically the concurrent embedded design. Further, the quantitative and qualitative approaches complemented each other in this study, so as to have a more comprehensive understanding. During the analysis it was noted that themes were coming out following the research objectives along with recurrent patterns in the data from participants.

The research findings elicited from learners and teachers were presented parallel to those of the parents interviewed. Verbatim have been used to the greatest extent possible in the descriptions, while other words have been paraphrased. It is notable that some ideas that were presented were connected, thus they fell into more than one thematic section. Further, qualitative and quantitative data sets have been presented simultaneously.

4.3 Research Question One

Research question one sought information from secondary school teachers, learners and parents on the factors that influenced demand and practice among learners, teachers and parents. The question was formulated based on the assertion that involvement of learners and teachers in supplementary tuitions may indicate weaknesses in the mainstream education system. It was therefore imperative to establish the factors that influenced demand and practice of shadow

education. The question was stated as follows: *What were the factors that influenced demand and practice of supplementary tuition among teachers, learners and parents in selected schools of Choma district?*

4.3.1. Regular Teachers as Tutors

The researcher obtained information from secondary school learners and teachers so as to have a deeper understanding of factors responsible for learners’ involvement in supplementary tutoring. The researcher understood the importance of knowing the categories of tuition providers as a way of understanding which particular category of tutors most allured learners to supplementary tutoring. For instance, the knowledge on regular teachers as tutors would help to find out if they played a role in influencing demand and practice of private tuitions among learners.

Information was obtained using item number two of the questionnaire for learners so as to find out the proportion of regular school teachers who offered tuitions. Table 4.4 provides a summary on the responses of learners based on their supplementary tuition tutors. The responses however indicated that the majority of respondents (46.3%) were taught by teachers from other schools. About (35%) were taught by other teachers, (15%) were taught by their own teachers while only (3.8%) were taught by other persons. It is notable that, the results revealed that the majority of private tutors were regular school teachers.

Table 4.6: Frequency and Percentage distribution of Tuition Providers

Tuition Provider	f	%
My own teacher.	12	15.0
A teacher from another school.	37	46.3
Another teacher.	28	35.0
Another person.	3	3.8
Total	80	100.0

On the other hand, information was obtained from secondary school teachers through item number 9 and 10 of the interview schedules for secondary school teachers to find out if they had ever been involved in private tutoring and reasons for regular teachers’ involvement in private tutoring. Almost all the teachers interviewed indicated that they had experienced private tutoring at some point except for one. It is noteworthy that, almost all the respondents stressed the issue

of generating extra income as the highest motivating factor for regular school teachers' involvement in tuitions as teacher (TR) 5 put it that;

It is to earn extra money, you know let us not hide facts, the economy is biting what we get we appreciate, but it is not enough for our needs, therefore, we have to engage in one or two activities and one of them is tuitions because those are the skills we have. God has given us those skills so we can use them even outside the classroom to earn something.

TR- 1 added that;

What motivated me the most was to make extra income, some teach for passion though money overshadows the passion, maybe the salary is unable to cover teachers' needs.

Other responses that emerged from other teachers were that other reasons made them to engage in private tutoring other than the financial one. For instance, some parents whose children needed assistance approached them. In line with this, TR-4 expressed the following;

Some pupils approached me saying that they wanted to be tutored and also there were parents who would call requesting that we coach their children, they felt that their children were very weak, they thought that by engaging in private tuitions their children would pick.

In addition to the aforementioned, the genuine commitment by teachers to help learners with learning challenges to improve their performance and pass examinations also added to the reasons for their engagement in private tutoring. This was evidenced when HoD-1 explained that;

They are times when learners really plead with you to help them outside the school, because of some classroom situations where they are not able to understand what the other person is talking about, so you will chip in to help.

HoD-3 acknowledged that;

Some teachers do tuitions to help learners having learning challenges in class to perform well, especially if they are tutoring their own learners.

Additionally, TR-7 argued that;

There are some teachers who have the time to spend on helping learners whether learners have paid or not, there are just there to help.

Further, teacher 2 stated that;

I felt that I needed to teach tuitions because I noticed that some learners wanted to try out a different teacher from the one that has been teaching them in the mainstream sector.

As mentioned earlier, only one out of all the teachers had not been involved in private tutoring. HoD- 4 commented that;

I have never been involved because I don't have enough time.

4.3.2 Determinants of Shadow Education among Learners.

Furthermore, the researcher intended to find out from the learners, the determinants of shadow education among them. In eliciting this information, item number 1 from the interview schedule for learners guided the researcher. The responses from the learners revealed that, they engaged in private tutoring due to a number of factors. The factors mentioned were; to enhance learning and acquire new and more knowledge not acquired in class. Respondents also mentioned that they engaged in private tutoring to catch up in cases where they missed out some information in class or missed a lesson all together. For instance, FGD2-L3 said that;

At times to learn things you didn't understand the time that the teacher was teaching, so you can get the knowledge from the teacher offering extra lessons.

Additionally, learners highlighted the importance of tuitions where revision of lessons was concerned. They said that time was inadequate for revision of lessons in class thus they turned to private tutors who created time to assist them, as mentioned by FGD1-L6 that:

Tutors in tuition centres create time for revising lessons and reteaching topics not understood by learners to ensure that all learners understand but such is rarely done at school.

Further, the majority of respondents complained that it was difficult to ask questions in class due to the large number of learners and fear of intimidation from peers, hence they opted to engage in

private tuitions where the number of learners was less. The small number of learners at tuition centres created an enabling environment for them to ask questions and improve their performance. For instance, FGD3-L4 argued that:

We are too many in class, so we fear to ask questions due to intimidation from classmates who are fast learners. We are more comfortable with peers at tuition centres because we all go there because of not having understood in class and the number of learners is lesser.

Other responses that emerged from the respondents were that they were involved in private tuitions as an alternative to the regular school so as to have some additional support in school work such as learning how to tackle examination questions so as to pass the examination. In line with this, learner FGD2-L10 commented that:

we discuss past examination questions at tuition centres and they teach strategies on how to answer exam questions. They also have better methods of teaching which help learners to understand.

Further, they explained that engaging in private tuition gave them an opportunity to be ahead of other learners in the regular class thus, regular school lessons became more like revision to them which helped them to understand more. This came out in the response when FGD4-L8 said that;

I go for tuitions for more understanding, for example, things that I don't usually understand in class and to learn things like exam tactics.

4.3.3 Recommendation for Learners Engagement in Private Tuitions

In further finding out the possible determinants of shadow education, it was cardinal to know as to who recommended learner engagement in shadow education and the rationale behind their recommendation. Learners were thus asked regarding the people who recommended that they engage in supplementary tutoring. This was done using question number 4 of section B in the questionnaire and question 6 of the focus group discussion guide for learners. Table 4.5 provides a summary of responses. It can be noted that most of the learners (72.5%) stated that their parents recommended that they engage in shadow education. About (65%) come up with the idea of doing tuitions while (16.3%) were recommended for tuitions by their teachers and (12.5%)

were recommended by their friends with an equal proportion of (1.3%) for those whose recommendation for tuitions came from the headteacher and another person respectively.

Table 4.7: Percentage distribution of people who recommended learners to engage in private supplementary tuitions

Recommendation for extra lessons.		Total positive	1	2	Total negative	Response total
My teacher.	<i>f</i>	13	13	67	67	80
	%	16.2	16.2	83.8	83.8	100
My friends.	<i>f</i>	10	10	70	70	80
	%	12.5	12.5	87.5	87.5	100
My parents.	<i>f</i>	58	58	22	22	80
	%	72.5	72.5	27.5	27.5	100
My school headteacher.	<i>f</i>	1	1	79	79	80
	%	1.2	1.2	98.8	98.8	100
Myself	<i>f</i>	52	52	28	28	80
	%	65	65	35	35	100
Another person	<i>f</i>	1	1	79	79	80
	%	1.2	1.2	98.8	98.8	100

Additionally, in responding to question 6 of the focus group discussion of learners, the majority of respondents indicated that their parents and themselves recommended that they take extra lessons. The reasons for their recommendation were that learners needed to learn and understand more so as to improve performance. This was evidenced by responses from some learners who remarked as follows;

FGD2-L2;

My parents recommended that I do tuitions, because my results were not good.

FGD4-L9;

I decided to do tuitions because I wasn't doing well in class.

Other reasons were that, some learners engaged in private tuitions as a result of failure to understand some subjects at school hence, requiring additional support to improve low grades. They also said that, other learners would want to have a different perspective elsewhere to improve results. In addition, only one respondent in the discussion said that the school

recommended their engagement in private tuitions to enhance learner performance. This came out as a response from FGD3-L5 who commented that;

The school recommended; it was compulsory because they wanted us to perform well.

On the other hand, almost all parents interviewed expressed dissatisfaction with the performance of their children hence their recommendation to engage in tuitions to complement the regular school. This was evidenced from the responses they gave from item number 4 of the interview schedule for parents which sought information on their views as to who recommended that their child takes extra academic support. It is notable that, nearly all respondents asserted that it was mostly their idea and that of the learners, although teachers in some cases also recommended that some learners engage in private tuitions. This also came out from the response of (parent) PT-3 who indicated that;

Ourselves, my husband and I...she was not doing well in other subjects, so we thought that maybe changing the environment and teachers would help her cope and improve.

PT-5 confirmed by saying that:

He was not performing well in school, so we thought of engaging a different person to help.

Additionally, PT- 1 attested that:

I advised my child to do tuitions due to her poor performance in school.

The study findings show that learners and their parents recommended learner engagement in tuitions the most.

4.3.4 Teachers' Perception of Tuitions

The study also sought to understand teachers' perceptions of learner engagement in supplementary tutoring. This was done using item number 11 of the interview schedule for teachers. When asked if they would encourage their learners to engage in private tuitions, the majority of respondents said they would encourage their learners to engage in supplementary tuitions. However, one of the teachers stated the opposite by arguing that, what is taught in class

is adequate enough to improve learner performance. Further, the respondent stated that in the regular school, learners acquired knowledge which can be used both within and outside school unlike tuition centres which aim at making learners pass examinations. The majority of the respondents brought out a number of views, such as, tuitions assisted learners who were really slow to catch up, if they failed to understand in class, maybe they would understand at tuition centres. In connection with this, PT-7 and PT-6 respectively affirmed that;

*Yes, especially slow learners, tuitions would help them to catch up.
I think I would, looking at their caliber most of them are weak so they need extra attention.*

Further, the majority of respondents argued that tuition centres and the regular school have the same objective of improving learner performance thus, it was okay for learners to engage in private tuitions. They argued that, tuitions provided learners an opportunity to try out another teacher since some learners found it difficult to get along with their regular school teachers. Some learners felt that they were better off with another teacher who could assist them to understand the subject better than their regular school teacher. In addition, respondents stated that, through their engagement in tuitions, learners were able to build on the knowledge that they already had. This was revealed by the responses PT- 3 acknowledged that;

Yes, I would because that would give them an opportunity to try out a different person other than the person, they are used to who happens to be their teacher, some learners find it difficult to maybe get along with their subject teacher, they feel that they are better off with someone new who can help them understand the subject better than the mainstream teacher.

Additionally, HoD-4 said that;

Yes, actually just the way I put it at the beginning, it really depends on the type of the learner who attends tuition, some end up building on the knowledge that they already have.

Similarly, TR 1 explained that;

I would say yes because at some point in grade seven I was a slow learner and my parents decided to engage me in tuitions so tuitions kept me busy, that helped me, I think it can also help other learners who are really slow and if they cannot get it from

me, they can get it from the other teacher, there is nothing wrong in that at the end of the day we want to see the learner pass.

Furthermore, some teachers stated that inasmuch as the regular school is capable of providing educational needs of learners, sometimes it became difficult to achieve that. The findings of this study revealed that, at times, teachers failed to attend to learners the way they were supposed to due to the numerous programs that occurred in school, among other factors. Thus, the respondents emphasized the important role that tuitions played in helping learners who needed extra help and felt that they needed to acquire education even elsewhere. Additionally, findings showed that private tuitions made the teaching for regular teachers easier in the sense that, learners who attended tuitions were usually ahead meaning that regular school lessons would be like a revision to them. In connection with this, HoD-2 affirmed by saying that;

Yes, sometimes we don't attend to them in class the way we are supposed to because of too many programs as a result they miss out in some things.

HoD-3 added that;

Yes, it would actually make my job easier, because normally private tutors are always ahead so it will be like you're just revising with pupils because they already have prior knowledge.

HoD-1 argued by saying;

I would encourage, but then I think I would tell them that the main focus should be what they learn in class and from what they are doing in class.

The findings of this study indicate that, teachers encourage learners to engage in supplementary tutoring.

In order to ascertain if shadow education was a financial burden, the researcher asked individual respondents what their source of income was. Thus, to obtain this information question number 7 of the interview schedule for parents was formulated. When asked if supplementary tutoring was a financial burden, the majority of respondents stated that it was a financial burden especially for those who were in the informal sector. However, some of the respondents argued that it was not a financial constraint. This was revealed in the response obtained from PT-3 who remarked that;

No, I think we planned for it.

4.3.5 Regular teachers versus private tuition tutors

The researcher also wanted to find out if there were some differences in the lesson delivery of the regular school teachers and private tuition teachers. This was done to ascertain if teacher effectiveness in lesson delivery determined the demand for shadow education. The information was obtained using question 7 in the interview schedule for learners. Some learners' responses indicated that lesson delivery by teachers in the regular school and those offering tuitions was different to some extent though it was difficult to measure. They argued that lessons delivered at tuition centres were better than the regular school ones. They further pointed out that, tutors at tuition centres have good teaching skills in the sense that, they clearly explained and took time to explain for learners to understand. However, as mentioned earlier it is notable that most of the respondents indicated that the vast majority of extra tuition tutors were teachers in the regular school. Seemingly, regular school teachers who offered tuitions, delivered lessons at tuition centres differently from the way they did in the regular schools. In this regard, FGD2 -L7 confirmed that:

One of my regular school teachers teaches me tuitions, he takes his time to explain during tuitions and I am able to understand but in class he teaches fast, thus, it's hard to understand. Some teachers who offer tuitions are better than teachers at school, because they take time to explain and we are able to understand unlike regular teachers who rush to complete the syllabus.

The majority stated that, they failed to understand during regular school lessons, because some teachers were too fast in their teaching due to focusing on completing the syllabus hence, they did not entertain questions from learners. They argued that on the other hand, extra lesson tutors were more accommodating and they took their time to ensure that all learners understood. In stressing this point, some learners remarked the following;

FGD1-L4

Most of the time teachers who teach in the school setup focus on finishing the syllabus so that they claim to have finished teaching, but the tuition centre most of the time they want you to understand.

FGD3-L2

Yes, some teachers are just too fast, when you ask a question, some ignore and when you go for tuitions for instance, they take time to explain, when you are just alone with the tutor teaching, you understand and then you are free to ask more than in class where you are many.

FGD4-L8

Me personally, I prefer my math teacher at the tuition centre than the one here.

Additionally, they explained that extra lesson tutors taught strategies on how to answer examination questions and gave clues on topics that were usually set by examiners for examinations. According to some respondents, extra lesson tutors focused much on what was examined while regular school teachers taught unnecessary things that were not examined. FGD1-L1 explained that;

At tuition centres they give skills on how to answer exam questions.

Some respondents argued that, they understood more at tuition centres than in the regular school because their teaching was summarized and they gave simplified notes. Regular school teachers were overwhelmed with a lot of work resulting from having too many classes which affected lesson delivery and frequency of attending lessons. In addition, they argued that, regular school teachers care less because they know that they still get paid at the end of each month regardless of the level of their teaching effectiveness. This was confirmed by some learners who expressed the following:

FGD3-L3;

Teachers in secondary schools get tired, like one of the teachers here he teaches nine classes so he gets tired such that he sometimes misses lessons.

FGD2-L9 said that;

Some teachers in school, say that I will just teach whether you understand or not because I will still get paid whether you fail or pass.

Nevertheless, it is notable that some respondents argued that, between the aforementioned categories of teachers none was better than the other. This was on the basis that each teacher has a different way of teaching. Some learners explained that all teachers were capable of delivering lessons effectively whether teaching in the regular school or tuition centres. They argued that, what attracted them to supplementary tuitions were the lesser numbers of learners in the extra lesson groups. Further, they stated that the smaller groups of learners at tuition centres enabled them to participate freely during lessons. Learners were often too many in regular school classes leading to failure by learners to open up in class due to fear of intimidation from peers. This was revealed when FGD2-L1 argued that:

It is not that regular teachers are not teaching well; they are teaching well but it is because we fail to ask questions in class because we fear that our friends will laugh at us. They are all okay, we go for tuitions due to fewer numbers.

This was supported by FGD4-L3 who explained that:

Teachers are all okay, except that, at tuition centres, classes have fewer numbers of learners, meaning that learners have time to ask where they do not understand.

In the same vein, FGD3-L8 observed the following;

I feel like teachers who teach in class and those who teach at tuition centres are the same, they are not better than the other except they have different methods of teaching.

Further, in responding to the same question, FGD1-L3 argued that;

I feel that it is the same, it is just the mindset, if you set your mind that okay, I can't do better if I don't do tuitions then you will not do better but if you set your mind that okay, I can focus and still catch up, you can still do better even get better results than some who do tuitions.

Respondents were further asked to state whether they enjoyed lessons delivered by teachers in the regular school. This was done using item number 12 of the questionnaire for secondary school learners. Figure 4.2 gives a summary of responses given by learners which shows that most (76.3%) of learners enjoyed lessons presented by regular school teachers while only (23.8%) indicated the contrary.

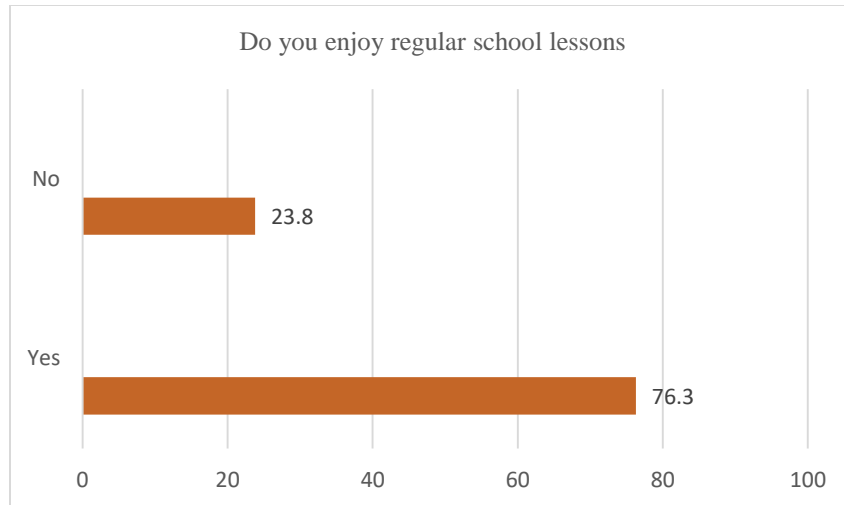


Figure 4.1: Percentage distribution of learners' responses on whether they enjoyed lessons delivered by teachers in the regular school.

4.3.6 Learners' Perception of Regular School Teachers and Tutors.

Furthermore, learners were also asked to indicate on the Likert scale ranging from strongly agree to strongly disagree as a way of establishing their views on their perceptions on the effectiveness of extra lessons tutors and regular school teachers with regards to lesson delivery. This was done using item number 9 in the learners' questionnaires. The five-point Likert scale was represented as follows 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree. The responses from the learners are summarized in table 4.6. The results show that the majority of the respondents (86.3%) were of the opinion that extra tuition teachers were more accommodating than mainstream teachers with the small number of the respondents (5%) disagreeing. Among respondents (77.5%) believed that extra tuition teachers explained concepts more clearly and precisely than regular teachers and about 12.5% disagreed with the statement. Most of the respondents (72.5%) either disagreed or strongly disagreed that lesson delivery by regular school teachers and extra tuition teachers were the same and (18.8%) agreed with the statement.

A large number of the learners (62.5%) were of the opinion that large class sizes in regular school made it difficult for learners individual needs to be addressed while (18.8%) were not. Further, the majority of respondents (82.5%) claimed that the time allocated for completion of the syllabus was sometimes inadequate due to numerous activities in the regular school and about (5.1%) were against this view. With regards to whether regular teachers who taught

tuition classes taught better than those for the regular school, 57.5% strongly agreed or agreed, but lesser number (20.1%) indicated that they disagreed or strongly disagreed. The majority of the respondents (80 %) indicated that lesson delivery by private teachers teaching was excellent while (7.5%) were against that statement.

Table 4.8 Frequency and percentage distribution of respondents on views concerning the effectiveness of extra lessons tutors and regular school teachers with regards to lesson delivery

		Total positive	1	2	3	4	5	Total negative	Response total
Extra tuition teachers are more accommodating than mainstream teachers.	<i>f</i>	69	40	29	7	4	-	4	80
	<i>%</i>	86.3	50	36.3	8.7	5	-	5	100
Extra tuition teachers explain concepts more clearly and precisely than regular teachers	<i>f</i>	62	40	22	8	10	-	10	80
	<i>%</i>	77.5	50	27.5	10	12.5	-	12.5	100
Lesson delivery by both teachers at school and teachers at private tuitions is the same	<i>f</i>	15	3	12	7	44	14	58	80
	<i>%</i>	18.8	3.8	15	8.8	55	17.5	72.5	100
Large class sizes in regular school makes it difficult for learners individual needs to be addressed.	<i>f</i>	50	28	22	15	6	9	15	80
	<i>%</i>	62.5	35	27.5	18.8	7.5	11.3	18.8	100
Time allocated for completion of the syllabus sometimes becomes inadequate due to lots of activities in regular school	<i>f</i>	66	28	38	10	3	1	4	80
	<i>%</i>	82.5	35	47.5	12.5	3.8	1.3	5.1	100
Regular teachers who teach tuitions teach tuition classes better than those at school	<i>f</i>	46	20	26	18	13	3	16	80
	<i>%</i>	57.5	25	32.5	22.5	16.3	3.8	20.1	100
Lesson delivery by private teachers teaching me is excellent	<i>f</i>	64	36	28	10	5	1	6	80
	<i>%</i>	80	45	35	12.5	6.3	1.3	7.5	100

Furthermore, in the questionnaire for learners, items number 8 sought information on the activities done at tuition centres. This information was cardinal in establishing factors that made learners engage in paid for supplementary tutoring. Table 4.7 gives a summary of the responses given by learners on the activities that they engaged in whilst at tuition centres. The results in table 4.7 show that the majority of respondents (86.3%) indicated that the activity which was mainly done at tuition centres was practicing how to answer examination questions while (13.8%) disagreed. With regard to covering lessons already taught in class, (57.5%) agreed that it was one of the main activities done at tuition centres and (42.5%) disagreed. Learning new things was one of the activities half of the respondents indicated as being a major activity done at tuition centres while the other half (50%) disagreed.

Table 4.9: Frequency and percentage distribution of major activities done at tuition centres

Activities done at tuition centres		Total positive	1	2	Total negative	Response total
Practice exam questions	f	69	69	11	11	80
	%	86.3	86.3	13.8	13.8	100
Cover lessons already taught in regular school	f	46	46	34	34	80
	%	57.5	57.5	42.5	42.5	100
Learn new things	f	40	40	40	40	80
	%	50	50	50	50	100

4.3.7 Prevalent subjects and reasons for their prevalence in private tuitions.

In an effort to have a deeper understanding of the factors that attracted learners to supplementary tuitions, the researcher further sought information from learners through item number 1 of section B from the questionnaire and item number 5 of the focus group discussion guide. Item number 12 of the interview guide for teachers on the prevalent subjects in private tuitions and item number 6 of the interview schedule for parents also guided the researcher in obtaining this information. The knowledge on the prevalent subjects in private tuitions would help to find out reasons for their prevalence. In responding to the question, the respondents revealed that, Mathematics, Sciences, English, Business Studies, Computer Studies, and Social Studies to some extent were on demand for supplementary tutoring

Respondents were further asked why the aforementioned subjects were on demand for supplementary tutoring. In response, the participants said that these subjects were compulsory and key for entry into higher learning institutions, especially that, most programs offered in higher learning institutions required Math and Science and are tailored to certain specific careers. They further argued that, without them it would be difficult for one to gain admission to university and have a good job. For instance, FGD4-L2 mentioned that;

Sciences, Math and English are the subjects they want for one to get into college and university, without these subjects you cannot go to university and find good jobs. They are the most wanted for university courses like wanting to be a doctor'

Additionally, the respondents argued that, the aforementioned subjects were the most poorly performed subjects in most schools and had the highest number of learners failing. Apart from that, some learners had a perception that these subjects were difficult to comprehend, so they would want extra help. In line with this TR- 8 indicated that:

Those subjects are the most poorly performed subjects in most schools, even in my school. so, learners feel that if they engage in private tuitions, they may understand the subjects better.

TR-1 added that;

Sciences and mathematics, because they have got the highest number of pupils failing, so I think when pupils see those statistics, they are always thinking maybe I am the next victim so they rush for those in tuitions.

Furthermore, TR- 5 said that;

The perception that those subjects are difficult to comprehend, so you would find that some learners feel that if they engage in tuitions, they will understand the subject better.

HoD 1 also mentioned that;

I don't know maybe just the approach, pupils sometimes just convince themselves that those subjects are difficult, so even when the teacher goes to class, they do not

understand, I think they need more time to understand certain concepts as a result that is why they feel more time given to the subject can help.

Additionally, TR 2 stated that;

It is the nature of the subjects like mathematics, learners have that negative attitude towards math, they feel it is for a few gifted ones, learners think these subjects are difficult.

Regarding the same issue, FGD2-L3 added that;

These subjects are difficult, they are not easy to understand.

Some respondents complained that, practical subjects were challenging to learners because they were taught in a more theoretical way than practical due to inadequate resources such as computers, reagents, lab items and inadequate apparatus. TR-1 commented that;

According to learners, sciences and math are challenging and also, I think the way we are teaching science now is more theoretical than practical, that could be the reason why most of them fail.

PT- 4 also added that,

Mathematics and science seem challenging to learners.

Additionally, PT- 2 indicated that:

My daughter attends tuitions in math and science because her grades are low in these subjects.

As earlier indicated, information was also elicited from learners through a questionnaire. The responses however indicated that the vast majority of respondents (80%) engaged in private tuitions for science while (20%) did not. About (31.3%) indicated engaging in private tuitions for English with the majority (68.8%) who had not engaged in tuitions for English. Mathematics was indicated by (95%) of the respondents as the subject which made them engage in private tuitions with only (5%) who did not engage in private tuitions in mathematics. Only (12.5%) engaged in private tutoring for other subjects with the majority (87.5%) indicating that they were not engaged in private tutoring of other subjects. Table 4.8 provides a summary on the responses of learners regarding subjects that are on demand for private tutoring. The findings show that the subjects that were most prevalent for supplementary tuitions were Mathematics and Sciences.

Table 4.10: Frequency and percentage distribution of learners' responses regarding subjects that are on demand for private tutoring.

Subjects		Total positive	1	2	Total negative	Response total
Science	f	64	64	16	16	80
	%	80	80	20	20	100
English	f	25	25	55	55	80
	%	31.3	31.3	68.8	68.8	100
Mathematics	f	76	76	4	4	80
	%	95	95	5	5	100
Other subjects	f	10	10	70	70	80
	%	12.5	12.5	87.5	87.5	100

4.3.8 Learners' Perception of Tuitions

Additionally, participants were further asked to indicate on the Likert scale their perceptions concerning supplementary tutoring. Information was obtained using item number 9 of the questionnaire for learners. Results in table 4.9 shows that, most of the respondents (63.8%) agreed that private tuitions helped learners to have better education and better employment prospects while (17.5%) disagreed with the statement. The study also showed that (83.8%) of respondents agreed or strongly agreed that it is worth putting in extra effort even if it meant less time for fun while only (10%) disagreed. Most of the respondents (75%) agreed that people who did well in school got best jobs and (12.6%) disagreed. Nearly all respondents (98.8%) agreed that it is important for them to try hard at school while (1.3%) were undecided. Some respondents (45.1 %) claimed that private tuitions were more fun and easier than school while (23.8%) disagreed with this statement. Learners held a positive perception of private supplementary tutoring.

Table 4.11: Frequency and percentage distribution regarding learners' perceptions concerning supplementary tutoring.

		Total positive	1	2	3	4	5	Total negative	Response total
Private tuitions help learners to gain a better education and have better employment prospects	f	51	13	38	15	14	-	14	80
	%	63.8	16.3	47.5	18.8	17.5	-	17.5	100
It is worth putting in extra effort even if it means having less time for fun	f	67	47	20	5	6	2	8	80
	%	83.8	58.8	25	6.3	7.5	2.5	10	100
People who do well in school get best jobs	f	60	32	28	10	7	3	10	80
	%	75	40	35	12.5	8.8	3.8	12.6	100
It is important for me to try hard at school	f	79	45	34	1	00	00	00	80
	%	98.8	56.3	42.5	1.3	00	00	00	100
Private tuitions are more fun and easier than school	f	36	15	21	25	17	2	19	80
	%	45.1	18.8	26.3	31.3	21.3	2.5	23.8	100

Similar information was obtained from learners using question number 13 of the questionnaire. When respondents were asked whether all learners should receive extra academic support, the vast majority (80%) indicated “Yes”. About 20% were against the mentioned view. Figure 4.1 provides a summary of the analyzed responses.

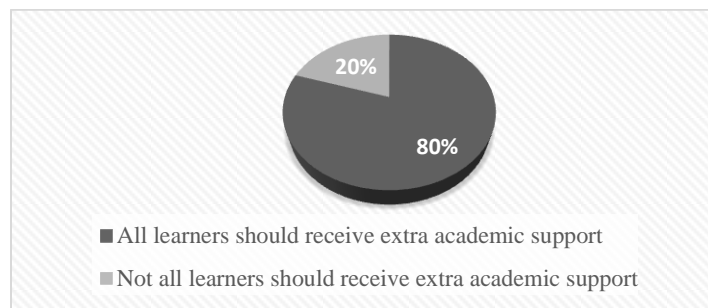


Figure 4.2: Percentage distribution of learners' responses on whether all learners should receive tuitions.

4.3.9 Adequacy of teachers in subjects prevalent in supplementary tutoring.

The researcher further asked respondents if the number of teachers handling the subjects which were on demand for tuitions was adequate. Thus, information was obtained from teachers using question number 6 of the interview schedule for teachers. The study findings revealed that the number of teachers handling some of the subjects mentioned by participants was inadequate. The majority of respondents observed that the number of teachers was inadequate in some schools especially in subjects like mathematics, computer studies and Sciences. HoD-1 confirmed that;

In mathematics and science, we have inadequate teachers because when it comes to teaching, there are some of our classes where we have more than 76 learners, so the teacher -pupil ratio is quite high.

In a similar vein HoD-3 confirmed by saying that:

At this school, areas that are in dire need of teachers are science and mathematics.

4.3.10 Constraints towards the completion of the syllabus.

In a bid to establish factors that determined the demand and practice of supplementary tutoring, the respondents were asked regarding the possibility of completing the syllabus for particular subjects on time. This was done using question 4 in the interview schedule for teachers. In response, the vast majority of respondents revealed that there were a number of constraints that hindered the completion of the syllabus, except for three of the respondents who had a contrary view regarding the matter. They asserted that, there were no constraints and that time allocated for syllabus completion was adequate. In line with this, TR-7 said that:

I will complete the syllabus in term two and grade twelve term three will be for revision.

TR-4 agreed that;

I think for me there are not there, for me when I take a class, I am able to finish the syllabus, there has never been a time when I didn't finish the syllabus, so speaking from my own side, there are no constraints, the time allocated for learning is enough.

Additionally, as mentioned earlier, the majority of the participants were of the view that, there were constraints towards the completion of the syllabus that depended on unforeseen occurrences such as personal problems. Further, numerous programs that run in the school, such as meetings, workshops, ball games, subject association meetings also contributed greatly to hindering the successful completion of the syllabus. Regarding this issue, HoD-2 acknowledged by saying that:

Yes, like last term, we didn't finish the syllabus for grade 10 reason being that the grade 10 learners reported late as well as the grade 8. other than that, sometimes we don't finish due to many programs in school, such as meetings and personal issues which affect the planned time frame thus, making it difficult to complete the syllabus on time.

Additionally, TR- 3 mentioned that;

Constraints maybe be there but they are very few because some of these constraints may depend on maybe unforeseen circumstances or occurrences such as the teacher having personal problems, so that may be a constraint on the part of the teacher in terms of completing the syllabus'

In addition, some respondents complained that the biggest challenge where the completion of the syllabus was concerned was with practical subjects. They said that, it was difficult to harmonise between the practical and the theory part of practical subjects. For instance, they raised a concern regarding the administering of school-based assessments (SBAs) during the teaching time. The administering of SBAs affected the completion of the syllabus considering that, there was no other time which was allocated specifically for that cause. This came out from the response of TR-3 who explained that:

To some extent yes, talking about computer studies, right now what used to be paper two (2) is now done as SBAs meaning what used to be done at the end of a two- or three-year course is done within the teaching time meaning we need to strike a balance between the practical and theory.

Additionally, TR-2 commented that;

For science, it is the challenge of bridging the gap between the SBAs and class time, because SBAs must be done during class time, so personally, I have that challenge because you find you have planned for this topic and then you are conducting SBAs.

Other teachers attributed the failure to complete the syllabus on time, to different learning levels of learners in particular classes. Learners were usually at different learning levels ranging from fast learners, average to slow learners. The participants explained how difficult it was to ensure that all learners moved at the same pace and within the time allocated. HoD-3 lamented that:

For instance, if you have got a class with a lot of slow learners you will find that ,if you want to rush and get to the end of the syllabus ,you will find that you have been carrying a bus of 30 but only two arrived so in terms of the syllabus completion ,I think as a system we are struggling because you want to finish the syllabus but at the same time you have got a number of factors that are pulling you down such as the level of learner's understanding. However, it is different for boarding and other schools of excellence where they are getting the cream and we remain with those that are just medium to low.

A majority of teachers were unable to complete the syllabus within the stipulated time frame due to a number of constraints.

4.4 Summary of findings on factors that influenced demand and practice of shadow education among learners, teachers and parents

The purpose of this section was to answer research question number one: What were the factors that influenced demand and practice of supplementary tuition among teachers, learners and parents in selected schools of Choma district? Overall, respondents indicated that learners encountered a number of challenges in the mainstream education system which made them turn to shadow education. It is noteworthy that, large class sizes, teachers not exhausting in explaining to make all learners understand, low learner performance, learners' failure to understand certain subjects in class and teachers' failure to address individual needs of learners in the classroom are among factors that contributed greatly to learners engaging in shadow education. In the next section, results to answer research question two will be presented.

4.5 Research Question Two

Research question number two guided the researcher to elicit information from teachers, learners and parents on their perceptions of the mainstream education provision. The question was as follows; how did learners, teachers and parents perceive the mainstream education system's commitment to education provision?

4.5.1 Perception about the quality of education

It was cardinal for the researcher to find out views of respondents concerning the quality of education provision in the mainstream education system so as to strengthen the understanding of why learners were involved in shadow education. To this effect, information was sought from teachers, parents and learners based on their views regarding the quality of education provided in the mainstream education system.

4.5.2 Teachers and Parents Perception of the Mainstream School

The majority of respondents were dissatisfied with the quality of education provided in the mainstream education system. Most teachers and parents argued that the quality of education delivered in the mainstream education system was not of the required standard. This was evidenced from the responses they gave from item number 13 of the interview schedule for secondary school teachers and item number 8 of the interview schedule of parents. Teachers mentioned various factors which were perceived responsible for weighing down the quality of education such as some teachers lacking motivation, inadequate infrastructure such as computers, desks and books. TR-3 argued that;

I think the quality is at 60% because of a lot of factors such as motivational factors, some teachers are not motivated, if you compare teachers with other professions, it's like teaching is at the low bar. Then apart from that, I think lack of adequate infrastructure especially in computer studies, there are inadequate computers in the school which makes it difficult for teachers to teach the practical aspect. Thus, such need to be address in order to provide quality education.

PT-4 commented by saying;

The quality of education has gone down, probably due to large class sizes which makes it difficult for teachers to attend to learners adequately.

Further, some teachers also argued that, there were too many programs in the mainstream education system such that learners were not attended to the way they were supposed to. In line with this, TR-4 indicated that;

To some extent, it is good. I think sometimes the school is too busy, we have too many programs such that we do not attend to learners as we are supposed to be doing.

Some teachers' responses indicated that, challenges in the mainstream education system were quite many such as over enrollment of learners in classrooms which made it difficult for teachers to deliver the best. For instance, over enrollment resulted in teachers' failure to teach certain subject components effectively such as composition and comprehension of the English language which affected the quality of teaching. Classroom management was also difficult in large classes which compromised the quality. In connection with this, HoD-3 explained that:

The quality may not be the required one due to certain constraints that teachers face such as teaching large class sizes which brings about teachers' failure to teach certain subject components such as composition and comprehension effectively. Over enrolment makes it difficult for teachers to address individual educational needs of learners and deliver the best.

HoD-1 mentioned that;

The quality of education has gone down, one of the reasons could be over enrolment, teachers are overwhelmed, the pupil teacher ratio is not the way it is supposed to be, a teacher cannot manage to give individualized attention.

In addition, some of the participants argued that, the regular school strived for quality and that it was not completely bad, except it needed some improvement in the area of skills. It was further noted by respondents that, the regular school focused much on theory, leaving out the application part due to lack of materials. Some respondents further argued that; learners were clouded with too many subjects hence, they emphasized the importance of guiding learners to focus on their

preferred pathways so as to increase the quality of education. In connection to this TR-6 expressed as follows:

It strives for quality, I cannot say it is completely bad, our education system is good only that I feel learners are not guided properly in the paths they want to take, there are crowded with so many subjects.

TR-4 added that;

It is difficult to measure quality, the measuring of quality should be based on how pupils are performing, and what the child becomes after school, are they able to use the knowledge acquired from secondary school to be able to survive in society? if they are not able to, then the quality is poor.

In responding to question 8 of the interview schedule for parents. participants observed that the quality was compromised, as indicated by PT-4 who said:

Sometimes regular school teachers are not as serious as those ones who offer extra lessons because teachers in the mainstream sometimes have a lot of programs.

4.5.3 Learners' Perception of the Mainstream School

On the other hand, information was sought from learners through item number 11 of the questionnaire for secondary school learners on their view regarding the quality of education delivered at school in terms of preparing learners for higher education. Figure 4.3 provides a summary of learners' views about the quality of education delivered at school. Results show that the majority of respondents (49.3%) were of the view that the quality of education provided in the regular school was good and only (39.5%) indicated the opposite. Some respondents (11.2%) did not respond to the question.

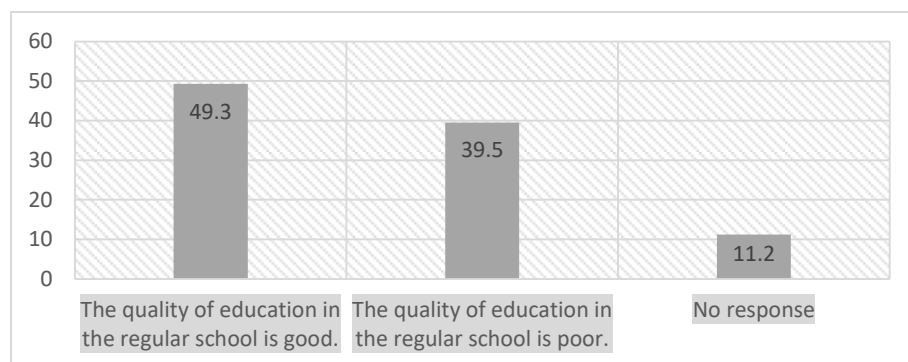


Figure 4.3: Percentage distribution of learners' views regarding the quality of education delivered in the mainstream education system.

4.5.4 Challenges encountered by learners in the regular school.

4.5.4.1 Large Class Sizes.

As a way of establishing factors that attracted learners to shadow education. It was cardinal to first of all find out learning challenges that learners were facing in the mainstream education system. To this effect, this section provides information sought by research item number 10 in the secondary school learners' focus group discussion guide and research item number 14 and 15 of the secondary school teachers' interview schedules, regarding some learning challenges that learners faced when interacting with regular school teachers during the teaching and learning process.

Generally, the responses from teachers and learners showed that a large proportion of secondary school learners encountered numerous challenges that contributed to their engagement in supplementary tuitions. Learners mentioned a number of challenges among them was lack of proper class management by some teachers resulting from large class sizes in the regular school. For instance, learners argued that, some teachers failed to maintain a conducive learning environment for all learners in the classroom which resulted in some learners intimidating and discouraging other learners from participating during lessons.

FGD4-L2 said that;

Sometimes here we feel shy to ask questions because we are many in class, we fear to be embarrassed by classmates. They pass comments such as 'where were you when the teacher was explaining in class and some teachers do nothing about it.

FGD2-L7 confirmed that;

We are comfortable at the tuition centre because the number is small and we are comfortable with friends there, because we all understand that we all go there for tuitions because we didn't understand at school.

4.5.4.2. Inadequate Time for Syllabus Completion.

Some learners indicated that, the time was inadequate for completion of lengthy syllabi in some subjects which was worsened by some teachers who failed to utilize time properly. For instance, some teachers wasted time by attending to classes late which resulted in non-completion of the syllabi. This contributed to teachers opting to teach in a hasty manner in a bid to complete the syllabi thus, failing to exhaust in explaining certain topics. Therefore, this resulted in learners failing to understand and being deprived of the chance to ask questions in class, since when learners requested some teachers to explain again, they answered rudely and did not entertain questions. Additionally, some respondents indicated that some teachers favored certain learners in class and were not polite to learners who gave wrong answers, hence learners felt uncomfortable to ask and answer questions in class. Some learners confirmed that the aforementioned challenges contributed to learner engagement in supplementary tutoring in a bid to acquire extra assistance. FGD1-L1 confirmed by saying that;

Teachers delay to come to teach, if the lesson is starting at 07:00 hrs., the teacher will come when the period is about to end. If the lesson was starting at 07:00hrs and ending at 08:20 the teacher will for instance come at 08:00 hrs.

FGD2-L3 lamented that;

when teaching, some teachers aim at completing the syllabus instead of making learners understand. They do not care whether learners have understood or not.

FGD3-L4 added that;

When you ask a question, their response will make you not to ask next time. Sometimes in class if you make a mistake the teacher will hit you, so that makes us scared to answer or ask some other questions.

4.5.5 Measures to Address Learning Challenges.

Furthermore, as mentioned earlier, some teachers were asked if any of their learners complained about encountering learning challenges. In addition, they were asked if there were any measures put for learners' learning challenges to be addressed in school and how effective they were. In response, they mentioned that learners confirmed having learning challenges. For instance, TR-2 acknowledged by saying that:

Yes, they do. There are learners who have mentioned that they actually find it difficult to understand the English language itself, even to write.

In responding to the question, the teachers also stated that a number of strategies were put in place for improving learner performance in schools. They observed that, these measures were very effective because they assisted learners with learning difficulties to catch up with faster learners. For instance, some teachers said that learners having learning challenges were identified and teachers were available for learners with challenges on certain topics especially after normal learning hours in the afternoon. TR-3 mentioned that;

It is a policy in our school to identify learners who have learning challenges in all subjects and they are surrendered to the careers department. They are very effective, after identifying learners with challenges, HoDs from various departments take it up and attach different teachers who also ensure they provide remedies for learners to improve. For instance, those with literacy challenges are taken to the languages department.

Additionally, TR-2 said that;

Yes, there are learners with challenges and remedial work is usually done in the afternoon after learning hours for those learners who have challenges in understanding during normal learning hours. Well, there are effective because they allow learners with difficulties to catch up with the otherwise faster learners

Further, TR-4 confirmed that;

In my school, we have identified learners with learning challenges and then we give them one on one sessions. The measures are very effective because from what we have done so far, we are able to see the difference with regard to the performance of learners.

The responses from teachers revealed that; among the slow learners that were identified some had challenges in literacy and comprehending the English language. Thus, such learners received remedial lessons, where they were given a variety of books to read so as to acquire reading skills

and improve their language skills. Remedial lessons helped teachers to monitor the performance of learners with learning challenges.

Literacy programs were also introduced for learners with reading challenges. In line with this, TR-2 acknowledged that:

Like I mentioned earlier, there are remedial lessons in the afternoon away from the normal learning time. such learners are helped with reading skills, they are also given a wider variety of books to read so that they improve their language skills.

In addition, TR-4 mentioned that;

They are there, like the literacy program for those who are not able to read, in the past few years they have proved to be effective, as some learners who were not able to read were able to do so at the end of their course of study.

The fact that there were learners who even had challenges in reading at this level of their education shows that the quality of education that was being provided in the mainstream education system had quality issues. Additionally, respondents mentioned that other measures that were put in place to address learning challenges of learners were that, homework was given fortnightly depending on given topics. Other than that, topical tests were given to learners to assess how much they had understood a given topic. Assessments that were administered encouraged learners with learning challenges to practice more and perform well.

Further, interclass quizzes were done, where those not performing well were encouraged to perform well through such competitions. In this regard, HoD-4 attested by saying that:

We give them constant tests in math to help them practice every day. They are very effective, they have been helping us especially tests when you tell them that on Friday you are writing a test, they will go and revise, math is all about practicing.

HoD-1 added that;

Yes, during afternoon prep, as science department we are always in the staffroom so, those learners with challenges in whatever topics we have been teaching in class know where to find us and there is also the homework policy which we give fortnightly, we also have end of topic tests. They are very effective because we are

able to make a follow up on learners who are not doing a good job in class, other than that, last term we introduced some sessions in the afternoon where we meet learners and discuss topics where they are not clear and they bring out topics challenging to them and we go through them.

4.5.6 Challenges Faced in Addressing Learning Challenges

Other teachers argued that measures to address learning challenges were there, but it was difficult to implement them. They indicated that the measures such as giving remedial lessons and work to learners was difficult due to inadequate time and space, as it meant teaching the remedial lesson within the main lesson. Some of the teachers lamented that, learner attendance was poor during remedial lessons done outside normal school hours. It was noted when HoD-3 said that;

Yes ,what I mean is that teachers have remedial for subjects that they feel a learner is not really grasping ,where we can teach a topic maybe close to three times to ensure that you are all moving at the same pace ,that is one of the ways but then that is also difficult because you're going to use the same time, there is no time for you to say 12:40 when we knock off 14:00 hours let us meet because especially in this school, we don't have enough space so in the afternoon we have another larger number of pupils occupying almost all the classes and the fewer classes that we have, been reserved for grade twelves .So if we're going to have remedial lessons ,we're going to have remedial work in the same period.

4.5.7 Addressing Individual Needs of Learners

Based on the preceding responses from learners, seemingly learners' individual needs were not addressed in the classroom. It was therefore motivating to find out from teachers regarding their ability to adequately address individual needs of learners in the classroom. The researcher also sought to determine factors that made it difficult for learners individual needs to be addressed. In trying to solicit this information, research item number 15 from the teachers' interview schedule was used to get this information.

Teachers' responses indicated that, there were various factors that made it difficult for teachers to adequately address individual needs of learners. For instance, some participants explained

that; teachers were doing their best to ensure that learners' individual needs were met but it was difficult due to large numbers of learners in classrooms and inadequate time, thus, attention was usually channeled to active learners. This came out from the response when HoD-3 lamented that;

No, the learners' individual needs are not adequately addressed, we are trying our best but the numbers are overwhelming, like at the moment on average we have 98-120 learners in some classes, so it is difficult for a single teacher to cater for each and every learner's needs.

HoD 1 confirmed by saying;

No, time is a factor, it is not possible for a teacher to attend to each and every learner's needs in a period of 40-80 minutes, it is 76 pupils against one teacher, so we don't expect them to get the concept at once we have the slow learners, the average and those who get the concept at the faster rate.

As earlier alluded to, information was also sought from secondary school learners based on whether it was difficult for teachers to know respective educational challenges of learners. In this regard the information was elicited using research item number 10 of the secondary school learner's questionnaire. Figure 4.4 provides a summary of responses from secondary school learners. The responses from learners were not very different from what the teachers noted. It can be noted that the responses from the majority of secondary school learners (75%) stated that it was difficult for teachers to know respective educational challenges of learners with only (14%) of learners indicating the opposite.

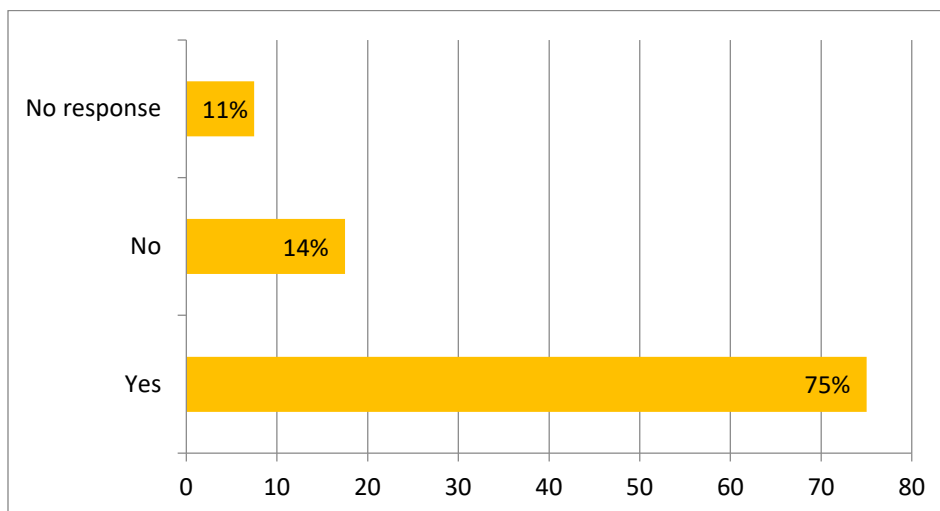


Figure 4.4: Percentage distribution of teachers on learners' views on whether it is difficult for teachers to know respective educational challenges of learners

It is clear from the responses that were provided by learners and teachers that, learners faced a number of challenges during the teaching and learning process in the main stream education system that needed to be addressed.

4.5.8 Strategies to enhance the quality of education

Good quality education is an essential tool for gaining the best knowledge and promoting the prosperity of individuals, communities, and society as a whole. Best delivered education spurs innovative minds and develops modernization in society. Thus, it was imperative to establish possible roles that teachers can play in improving the quality of education delivered in the mainstream education system so as to reduce the prevalence of shadow education. Hence, in eliciting this information, research item number 16 from the interview guide for secondary school teachers guided the researcher. Similar information was sought from secondary school learners through item number 11 from the focus group discussion guide for learners. In response, teachers suggested a change of the mindset and attitude towards teaching which can culminate into dedication and commitment to teaching. The participants emphasized the importance of dedication and commitment to teaching in maintaining and enhancing the delivery of quality education. They argued that, teachers should be dedicated and committed to attending to classes at the right time, invest their time in school, and find time to help learners with learning challenges. In connection with this, TR- 7 noted that:

Number one, I think there should be change in the mindset and our attitude towards teaching, you find sometimes as teachers we have that tendency to say even if I don't go to teach, I will still get paid.

TR-6 stated that;

Commitment, I think teachers should commit, even us here we should be dedicated, we should be making sure that if some learners did not understand, we remain with them after class.

4.5.8.1 Time management

Additionally, nearly all respondents emphasized the need for teachers to utilize time effectively by avoiding engaging in activities that may distract their teaching. They also stressed the importance of teachers ensuring that, each and every lesson they teach is taught within the stipulated time to avoid extending their teaching into another teacher's period. Further, they

stated that, teachers should avoid giving learners bulky notes. This was noted from some learners' responses. For instance, FGD4-L3 observed that:

There is a teacher who comes with a phone to class and concentrates on the phone when teaching and if the phone rings, he will go outside and talk for the whole period.

FGD1-L2 added that;

Teachers should learn to keep time we learn a lot of subjects, even when it's not their period to teach they still want to proceed, they should ensure that they attend to classes at the time they are supposed to.

FGD3-L8 also observed that;

Some teachers even though it is their period, they will be seated, when they see that the period is almost over that is when they come to sign that they have taught.

Similarly, FGD2-L5 noted that;

They should learn to utilize time properly, if they're given one period, they should make sure they cover that lesson to utilize time properly, not where they have to teach the same subtopic for two days, at the end, they want to give someone knowledge in a short period of time before exams and pressurize learners to complete notes and study.

HoD-3 also emphasized that;

Pupils need to get enough from us, the reason why learners are going out there is because they are not confident enough in our skills the only way, we can curb that is to invest in time.

4.5.8.2 Clear and Coherent Lesson Delivery

Similarly, some learners explained that, teachers should be patient and explain clearly, and reduce focusing on teaching to complete the syllabus, but rather focus on making learners understand so that they are not left behind. Further, they advised that, teachers should ensure that the syllabus is completed before term three for examination classes so as to intensify revision. In addition, participants advocated that teachers should use various recommended materials to avoid relying on text books only for teaching. They also emphasized the need for teachers to explain notes given to learners and ask questions to ensure that all learners understand. Additionally, the participants mentioned that frequent assignments and assessments should be administered to find out if learners have understood and encourage learners to practice. The

importance of providing guidance to learners on how to tackle examination questions was equally emphasized. For instance, HoD-4 noted that;

I think we need to introduce the use of past exam papers to our learners and try by all means to guide them on how they are supposed to answer exam questions.

In the same vein, FGD2-L1 argued that:

They should reduce focusing on completing the syllabi and teachers should give more assignments homework and new methods of solving, especially in math. I think that can also help.

FGD2-L9 stated that;

Teachers should simplify and explain clearly for everyone to understand and they shouldn't be that fast when teaching in class, some people are slow learners, like myself am a slow learner.

In responding to the same question, the majority of learners encouraged teachers to continue assisting learners who perform poorly through catch-up programs as a way of enhancing the quality of education. Further, they stated that, teachers should be friendly and avoid favoritism. Additionally, some respondents suggested the creation of WhatsApp groups during holidays which can be used to send learning materials to learners so as to enhance learning and make learners busy. In connection with this, FGD2-L2 said that:

They should be friendly to everyone in class not to just a few. The same way they teach during tuitions to other people should be the same way they teach in class; they should be explaining more.

4.5.8.3 Improving Literacy Levels of learners

Other strategies that emerged included, ensuring that as learners were crossing to the secondary level, the literacy level was according to that level and also enhancing the literacy levels in secondary schools. In addition, learners should be attended to by teachers all the time to ensure that the syllabi are completed on time. Some learners also complained about the large class sizes in the regular school, they said that the number of learners in regular classrooms was too much, which created too much work for teachers. For instance, marking composition for classes of 105-145 learners. Hence, they suggested the reduction in the number of learners in classrooms which would play a critical role in improving the quality of education. FGD4-L1 indicated that;

They should try to reduce the number of learners in each class.

TR-5 emphasized that as follows:

To ensure that as learners are crossing to the secondary level, the literacy level should be according to that level and also, we need to ensure that we put in place all necessary tools that we need in order for us to meet the demand of quality education.

Furthermore, some respondents stressed the importance of teachers facilitating the engagement of learners in learning experiences outside the classroom, which helps learners have higher levels of motivation and recall lessons vividly, thus have improved academic performance in class. Additionally, some respondents said that teachers should ensure that they simplify notes and avoid giving bulk notes towards exam period. They also encouraged teachers to desist from asking certain pupils to write notes on the board for their fellow learners, and compelling learners to copy notes during prep as this reduces their study time. Other learners argued that, they needed more time for learning and studying, since notes were written within the same period for teaching. Hence, they suggested the allocation of more time in the afternoon for learning or studying as this would also assist in ensuring that time for revising lessons was secured. In this regard, FGD3-L2 noted that;

We need to have extra time; we should come back in the afternoon because we are at a day school after this, we go back home, but at boarding schools they have afternoon and evening prep they have a lot of time to study unlike us.

4.5.8.4 Reduced Number of Subjects

Some of the learners suggested a reduction in the number of subjects learners were taking, so that they can focus on those related to their careers. Others complained that the school routine was very packed with too many activities done in the school, thus this challenge needed to be addressed. It was also noted by some respondents that, schools needed network for computer studies and researching school work. In line with this, FGD3-L3 stated that:

I feel that we take too many subjects and they just want five at the university.

TR- 1 added that;

The world nowadays has changed so, if learners can focus on their path, I think that will increase the quality of education.

Further FGD1-L2 added that;

I don't know if it is possible, but we need network in the school the reason why am saying this is that maybe a pupil wants to research on something they didn't understand in class, they can go to the computer lab and research.

It is clear from the secondary school teachers and learners' responses that teachers felt that they had important roles to play in ensuring delivery of good quality education to learners.

4.6 Summary of Results on the Perception of Teachers, Learners and Parents of the Mainstream Education System

The purpose of this section was to answer research question number two: How did learners, teachers and parents perceive the mainstream education system's commitment to education provision? Generally, respondents indicated that the quality of the mainstream education system was not of the required standard. Most teachers noted that, there were a number of factors that weighed down the quality of education in the mainstream education system which needed attention so as to improve the quality of education. In the next section, results to answer research question three are presented.

4.7 Research Question Three

The information to answer research question number three was obtained from parents, secondary school teachers and learners, on the extent to which shadow education influenced and exposed shortcomings of the mainstream education system. The research question was as follows:

To what extent did shadow education influence and expose shortcomings of the mainstream education system in Choma district?

It was vital for the researcher to obtain understanding of the teachers' learners' and parents' perspective concerning the influence of shadow education on the mainstream education system in Zambia in order to answer this question.

4.7.1 The Role of Shadow Education in the delivery of Quality Education

In the focus group discussion guide for secondary school learners, items number four and interview schedule for parents, item number four sought information on the role of extra academic support in helping learners gain a better education and having better employment prospects.

In responding to the question, almost all the respondents interviewed argued that, tuitions cannot help learners gain a better education and have better employment prospects than regular school but rather plays a complementary role. For instance, the findings of this study showed that, some learners argued that, shadow education had certain attributes that would address the shortcomings of the mainstream education system thus, facilitated the improvement of learner performance. For instance, the fewer number of learners in tuition centres made the environment conducive for learners to express themselves and learn better. Further, they argued that learning at tuition centres was simplified which made learning much easier and that, teachers at tuition centres ensured that no learner was left behind. However, they emphasized that the regular school was better than shadow education, because it aimed at producing a well-rounded person contrary to supplementary tutoring which was exam oriented. With regard to this, FGD2-L1 argued that:

No, tuitions are not better than regular school because they are some who go for tuitions but they don't perform well'.

PT-4 observed that:

Yes, I think so, because talking from the experience of my child, I think there is a great improvement after she was engaged in the extra learning.

4.7.2. Positive Attributes of Supplementary Tutoring

4.7.2.1 Simplified Learning

In trying to have a deeper understanding of whether there were positive attributes of shadow education which would have been missing in the mainstream education system, the researcher sought information from secondary school teachers through item number 2, of the interview schedule for secondary school teachers. In responding to the question, respondents mentioned a number of positive attributes of tuitions. Some of the responses were that, teaching and learning at tuition centres was simplified making it easier for learners to understand. The respondents added that, private tutors often revised lessons with learners, using past exam papers as opposed to regular school with less time for revision. Revision of lessons in the regular school was not very much pronounced and was usually done after completing the syllabus, meaning that, if the syllabus was not completed on time, then revision would not be done. TR-1 remarked as follows:

I think our education system has less time for revision compared to tuitions, at tuitions they do it every day and in our education system you find that when you are teaching you plan to have revision after you finish the syllabus, now what happens if you don't finish the syllabus, it means you will not revise.

TR-2 also affirmed as follows:

Yes, they are there because when learners go for tuitions teachers involved in teaching usually focus on the actual ways in which they can answer questions in an examination, guiding learners on how to tackle exam questions, so you will find that those who are good after attending those tuitions end up doing fine even in their final exam.

4.7.2.2 Teacher Commitment

The other attribute of supplementary tutoring as indicated by some respondents is that, teachers commit a lot to teaching unlike teachers in the mainstream education system who are usually very busy. Tutors at tuition centres create time for learners. Furthermore, some respondents interviewed mentioned that, coaching learners one on one makes a difference and the small number of learners in tuition classes created a conducive environment for learning. TR- 3 pointed out that:

Positive attributes are there, sometimes in the mainstream, teachers are busy but tuition teachers commit a lot. To some extent yes, I think that that facility also contributes to the good performance of some learners. I have seen some candidates whom I have tutored myself positively improve and also from my colleagues I have seen those they have tutored they also perform well. I don't know what the rationale is behind that is, but I think just that separate time to coach learners one on one makes a difference.

Regarding the same issue, TR- 4 confirmed that,

It is difficult to have that one-to-one interaction with learners, because of the large class sizes, so that part is missing in the mainstream school.

Other responses were that, learners who engaged in tuitions were usually a step ahead. TR-7 confirmed by saying that:

I think there are some positives with regards to pupils that are engaging themselves in private tutoring normally they would be ahead of those in the class, however it is not easy for the mainstream to do the same as those at private tuitions or to move at the same pace because those people that are doing private tutoring have a small number compared to us in government schools. The mainstream has a lot of stress because we have got a lot learners at different learning levels so we don't move as quickly as we might want to because if we move quickly then we would be leaving behind a larger number of pupils.

FGD2-L9 argued as follows;

For me I think tuitions are better since the number of pupils is not as large as it is in schools you find that you have a lot of understanding because teachers will not just teach for the sake of teaching, they will actually teach learners to understand.

4.7.2.3 Small Class Sizes.

As observed in the preceding responses, the number of learners in extra lesson classes was very low, this is also observed in the responses provided by learners in questionnaire item number 7 proving that the number of learners in tuition classes was usually small. Table 4.10 provides a summary of the frequency and percentage distribution based on the responses of participants regarding the number of learners in extra lesson groups.

Table 4.12. Frequency and percentage distribution of learners' responses regarding the number of learners in particular extra lesson groups

Number of Learners	<i>f</i>	%
1-10	28	35.0
11-20	28	35.0
21-30	14	17.5
31-40	4	5.0
Above 40	6	7.5
Total	80	100.0

The results in table 4.10 reveal that, class sizes were smaller in most tutorial centres as compared with those of the mainstream school. The findings of this study show that the majority of learners (87.5%) attended extra lesson groups of less than thirty (30) learners and five (5 %) were in extra lesson classes of between 31-40 learners while only 7.5% of learners attended tuition classes with more than forty (40) learners. The results confirm that, most tutorial centres had smaller class sizes contrary to large class sizes in the mainstream school.

4.7.4 Benefits of Engaging in Private Tutoring.

The researcher recognized the importance of establishing the benefits of engaging in private tuitions so as to understand the reasons for learner engagement in it. Research item number 2 sought information from the secondary school learners on their views concerning the benefits of engaging in private tuitions. In response, learners revealed a number of benefits obtained from private tuitions. Most participants indicated that, supplementary tuitions played an important role in ensuring that learners who were not performing well, caught up with other learners. Further, supplementary tutoring was critical in enhancing learners' understanding through exposure to new methods of solving mathematics for instance. Regarding this issue, FGD4-L4 attested by saying:

Like in mathematics when I went for tuitions, I learnt new methods of solving. Different teachers have got different teaching methods, so you learn more with the different ideas.

In addition, teachers argued that, learners understood much quicker during supplementary lessons than in regular school classes, because tutors attended to each and every learner's needs. In this regard, FGD2-L5 emphasized that;

Me I think when am at the tuition centre, I understand much quicker because I can interrupt the teacher during his teaching and he will attend to me unlike in class for example, if a question is asked a teacher does not stop teaching to answer the question.

Other benefits that were mentioned by respondents were that, teachers who offer private tuitions are usually ahead of the regular school in their teaching which helps learners to understand more because mainstream lessons become more like revision to them. This came out in the response when FGD2-L1 said that:

I am ahead in some subjects because of doing tuitions, so it is more like revision to me when my regular school teachers are teaching us in class.

The responses indicated that the needs of learners were prioritized in tuition centres by ensuring that no learner was left behind. Further, the teaching and learning at tuition centres were summarized which made learning interesting. It is clear from the secondary school learners' responses that, the majority of learners felt that private tuitions were of benefit to learners. Thus,

shadow education positively influenced the mainstream school by playing a complementary role in improving learner performance.

4.7.5 Shadow Education’s Negative Influence

Secondary school learners were also asked to indicate on the Likert scale ranging from strongly agree to strongly disagree as a way of establishing their views, on their perceptions on the extent to which shadow education negatively affected the mainstream education system. This was done using item number 5 in the secondary school learners’ questionnaires. The five Likert scale was represented as follows 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree. The responses from the secondary school learners are summarized in table 4.12.

Table 4.13: Frequency and percentage distribution of learners’ views on the extent to which shadow education negatively affected the mainstream education system

Negative influence of shadow education.		Total positive	1	2	3	4	5	Total negative	Response total
Extra tuitions increase the study load and playtime is reduced.	<i>f</i>	58	37	21	3	14	5	19	80
	<i>%</i>	72.6	46.3	26.3	3.8	17.5	6.3	23.8	100
Tutions inhibit creativity because they take up too much time.	<i>f</i>	24	9	15	16	25	15	40	80
	<i>%</i>	30	11.3	18.8	20	31.3	18.8	50	100
Learners engaged in private tuitions lose confidence in regular teachers.	<i>f</i>	38	7	31	10	20	12	32	80
	<i>%</i>	47.5	8.8	38.8	12.5	25	15	40	100

The results show that the majority of the respondents (72.6%) were not of the opinion that tuitions increase the study load while (23.8%) either strongly disagreed or disagreed and (3.8%) were undecided. Among the respondents, the majority disagreed that tuitions inhibited creativity (50%) with a less number agreeing (30%) and (20 %) undecided. Almost half of the respondents (47.5%) believed that learners who engaged in private tuitions lost confidence in regular school teachers and about (40%) disagreed with the statement with only (12.5%) who were undecided. As shown by the findings of this study in table 4.12, some learners believed that shadow education negatively influenced the mainstream school to some extent.

4.7.6 Shadow Education Contribution to Classroom Disparities.

Teachers were interviewed on whether shadow education contributed to classroom disparities, resulting from the differences in the teaching methodologies used in the mainstream schooling and private tutoring respectively. Information was obtained from question number 5 of the interview guide for secondary school teachers. Considering that, different teachers have different styles of teaching, differences that may arise in the way certain topics are taught may contribute to learners challenging regular teachers on lesson delivery. They may expect teachers to approach the topic and explain the same way the teacher from the tuition centre approached it. Thus, any deviation by regular school teacher from the teaching methodology used by teachers at tuition centre, may be mistaken for incompetence. This may lead to learners of a particular class losing confidence in their teacher. Learners engaged in tuitions brought new strategies of handling questions which would affect the regular school. This may mean the regular school pulling in one direction and supplementary tuitions in the other, hence disparities. HoD-3 acknowledged that:

Yes, sometimes when pupils go out there elsewhere to learn, they expect you to present your lessons and teach the same way they were taught the other side, so it becomes a challenge for the teacher.

Additionally, TR-7 confirmed that:

Yes, there are those issues for instance, I had a pupil who used to go for tuitions and there was a difference in how we taught a particular topic, so you go to class as you are delivering that pupil puts up the hand and says madam that's not how it is supposed to be taught, we learnt that.... you know those sentiments.

The study findings indicated that shadow education negatively affected the mainstream school. The majority of teachers complained that, some tutored learners lost confidence in regular school teachers because they gathered different types of information and materials from various tuition centres and ended up assuming that, regular school teachers gave them wrong information. The findings of the study reveal that, tutored learners concentrated much on tuitions which resulted in learner absenteeism, missing study sessions intended to assist them prepare for examinations in the mainstream school. However, some teachers argued that, a high level of confidence was maintained and uniformity was promoted when tuitions were provided by regular school teachers to learners from their school. HoD-4 attested to this by saying;

Yes, where a learner says I will not attend the study session, the school has put in place that program to help them prepare for exams, then they say I will not attend the study session because am going for tuitions. Some learners tend to relax when they are in regular school, because they are getting help elsewhere and that might affect them negatively.

TR-6 acknowledged that;

In term three, most of the grade twelves abscond lessons because of them having more interest in going for tuitions than coming to school, which brings about absenteeism, even learners just not being focused in class because they know they already covered that which you are talking about.

TR-8 attested by saying;

Yes, they are there, as I earlier mentioned, learners tend to lose interest in the mainstream education systems as long as they are going to private tuitions because they tend to feel that, that is where they will get extra information which is not being given in the mainstream, you find that when they are in class, they are dosing, they are sleeping, sometimes they do not even come for lessons because they are getting enough from private tuitions.

Further HoD-3 explained that;

It is different when tuitions are provided by someone amongst us regular school teachers because there is uniformity in the delivery of lessons but if learners decide to engage in tuitions provided by other tuition providers, they may get different types of information which may mislead them and make them lose confidence in their teachers.

The importance of equity and equality in education provision cannot be overemphasized. Unfortunately, supplementary tuitions seemingly compromised equity and equality considering that some learners were denied access to this service due to their financial status, as TR-3 commented that:

To some extent yes, because you find that as a ministry, they are pulling in this direction and aspects of tuitions will also be pulling in the other direction, so you find that there are those challenges that will be brought on board, the ministry would want equity and equality but because of tuitions there will be that disparity meaning those who do tuitions will have an added advantage and those who come from poor families will be disadvantaged.

On the other hand, other teachers argued that, there was nothing wrong with learners attending tuitions. They further explained that learners who engaged in tuitions had a high level of confidence as compared to those who were not engaged in private tuitions. In connection with this, TR-7 commented as follows:

I think speaking on my own behalf, I have never seen anything wrong, I like those from the tuitions because it is revision for them and I have never faced any challenges.

TR-4 stated that;

I think the differences are there, the learners who undergo tuitions their level of confidence in class is different, the level of confidence is high, they are the most active in class.

Additionally, TR-6 commented that;

It is good for learners to find assistance elsewhere and to some extent tuitions make teaching in regular school easier, since it is more like revision for those doing tuitions. I have never faced challenges. Tuitions help learners improve due to the smaller number of learners.

4.7.7 Effect of Shadow Education on the Acquisition of Life Long Skills

The study also sought to find out teachers' perceptions on the role of shadow education in developing learners with critical thinking skills and different perspectives which help to achieve lifelong skills. Information was elicited from the participants using the interview schedule for secondary school teachers question number 8. In responding to the question, the majority of the respondents disagreed and indicated that, tuitions only aimed at making learners pass examinations. Furthermore, some respondents stated that the regular school taught learners both the academic and the skills aspect to produce a well-rounded learner, while tuition centres neglected the skills aspect during their teaching. HoD-1 commented as follows:

The purpose of tuitions is to make learners pass the exams, they do not teach how to develop skills or critical thinking skills, time for tuitions is inadequate, hence they concentrate on examinations, finding strategies on how to make learners pass.

HoD-2 argued by saying;

I think tuitions just help in academic performance not acquiring skills. I don't think they go that far; it is mainly for exams; it is different from regular school.

TR-2 observed as follows:

During classes we always have time to always marry a topic to a life skill but I don't think that happens during tuitions because there, you are really within time and it is mostly about money, there is no room for other issues but then here we even prepare learners for everything else academics and skills we have that time to converse with the pupils.

TR-4 commented by saying;

Not really, because private tuitions teach learners to find direct answers, how to answer questions in the final exam, they don't teach how to develop critical thinking,

something that someone can apply in future or anything like that, they do not do that.

4.8 Summary of the Results on The Influence of Shadow Education on the Mainstream Education System

The purpose of this section was to present results to answer research question three which focused on the extent to which shadow education influenced and exposed shortcomings of the mainstream education system in Choma district? Overall, respondents indicated that shadow education influenced the mainstream education system positively and negatively. In particular, the results show that although shadow education affected the mainstream education system negatively, they were some positive attributes which encouraged learners' engagement. Shadow education complemented the mainstream school, thus contributed to the improvement of learner performance.

4.9 Summary

In chapter four, the research findings of this study based on the research questions and research objectives have been presented. Based on the three research questions, that have been presented in this chapter, the findings that were arrived at both through the qualitative and quantitative data sets strongly suggested that learner's involvement in shadow education were to a large extent prompted by the shortcomings of the regular school. Learners' involvement in shadow education not only affected the mainstream education system positively but also negatively which led to a number of challenges with regard to lesson delivery by regular school teachers. In the next chapter, a discussion of findings of this study been presented.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

In the previous chapter, the findings of this study have been presented. In this chapter, a discussion of the findings of this study along with the theoretical framework guiding this study and other related literature in chapter two has been done. The findings are discussed according to themes obtained from the study, in relation with the conceptual framework. The findings are discussed in connection with the research objectives and the contemporary information on shadow education. Further, in this chapter, an attempt has been made to extend, authenticate and broaden contemporary knowledge and thinking on shadow education which has assisted to interpret and outline what the findings mean.

5.1 Factors that influence the demand and practice of Supplementary Tuition

The main determinant of demand for supplementary tutoring is awareness that investment in education can generate strong returns from good performance in key examinations and entrance to reputable secondary schools and higher learning institutions. Families know that, the aftereffect of poor performance in school and poor examinations results is weaker employment opportunities and lower standards of living (Bray & Lykins,2012).

As observed from objective one, the findings of the study have established that, the main suppliers of tutoring are regular school teachers who provide tutoring in addition to their regular duties. According to the findings of this study, the majority of teachers interviewed favored learners' engagement in supplementary tuitions. They argued that the underlining motives of the regular school and shadow education are all about enhancing learner performance thus, it was fine for learners to engage in private tuitions. The formal mainstream education serves its purpose of educating learners to become knowledgeable to enhance global citizenship while shadow education provides additional assistance for learners, teachers, and parents to replace aspects found missing in the formal education. The existence of shadow education is not to replace mainstream education but to act as a supplement and auxiliary role to mainstream education (Wei & Guan ,2021). The participants argued that, tuitions provided learners with an opportunity to try out other teachers who could assist them to understand the subject better since some learners found it difficult to get along with their regular school teachers. They also argued that, some learners were able to build on the knowledge that they already had. Adding to this

view, Wei and Guan (2021) argued that, learners utilize private tutoring in their spare time to absorb and master more effectively the knowledge learned in mainstream schools.

It is fascinating to note that, almost all the teachers stressed the issue of generating additional income as the highest motivating factor for regular school teachers' involvement in tuitions. They argued that, teachers' salaries were not adequate enough to meet all their needs, thus the level of remunerations compelled teachers to pursue supplementary incomes to support their families. This finding echoed the assertion by Bray and Lykins, (2012) that, in many countries, the pattern of classroom teachers supplementing their incomes by tutoring learners after school hours is more a necessity than a choice, at least as perceived by the teachers themselves, since teachers' salaries hover close to the poverty line. Wei and Guan (2021) also viewed the lack of substantial salaries for teachers in developing nations as one of the main reasons for the engagement of regular school teachers in private tuitions.

It is the teachers' role to ensure that all learners acquire the desired knowledge, attitudes, skills and values in the mainstream. Therefore, this finding is worrisome because teachers offer supplementary tuitions to learners, they are already responsible for, it is questionable whether the implementation of the curriculum in the mainstream is done effectively. This points to some to some inadequacies in the regular school. Additionally, due to financial challenges some teachers may find a way of compelling learners to engage in paid for supplementary tutoring and reducing their effort in the mainstream school. This is consistent with the assertion by Bray and Lykins (2012) that, tutoring can create inefficiencies in education systems such as situations in which teachers deliberately reduce the effort that they devote to their regular classes in order to reserve energy for private tutoring after school. Thus, learners are compelled to invest in shadow education. This is in line with the theory that holds that learner dissatisfaction with certain aspects of mainstream schooling leads to investment in shadow education. Adding to this view, Suryadarma et al. (2006) pointed out that the low wages and weak incentives for teachers in public schools have led teachers to propel learners to take private tutoring to increase their income.

Inasmuch as teachers' economic benefits compelled them to pursue supplementary tutoring, the supply was also shaped by demand in the sense that they were impelled to provide tutoring due to demands from learners and parents whose children needed assistance. In addition to the

aforementioned, the genuine commitment by teachers to assist learners with learning challenges to improve their performance and pass examinations also added to the reasons for their involvement in private tutoring. The aforementioned findings echoed to some extent the findings of Bray and Lykins (2012) that many factors can explain the prevalence of tutoring by serving teachers including teachers' incomes, respect and trust from parents and learners, the evaluation system that stresses examination results, disparities in school quality, and competition among students. Thus, it is evident from the foregoing discussion that, teachers play an active role in influencing demand and practice of supplementary tuitions. Teachers should ensure that quality education is provided to learners in the mainstream education system so as to reduce the prevalence of shadow education.

This study findings established that generally, learners' engagement in private tuitions emanated from a number of factors. Factors such as the desire to enhance learning and acquire new and more knowledge not acquired in class, to catch up in cases where they missed out some information in class or missed a lesson all together. They argued that, failure to understand some subjects at school also compelled some learners to have a different perspective elsewhere so as to understand more and improve low grades. This finding resonates with Bray and Lykins' (2012) study which found that, some of the reasons for receiving supplementary tutoring were difficult to understand what was taught in school and to cover the lost work in school.

The finding of this study indicated that, nearly all respondents asserted that learners, teachers and parents were responsible for learner engagement in private tuitions. As shown in table 4.5 of chapter four, it can be noted that most of the secondary school learners (72.5%) engaged in supplementary tutoring due to their parents' recommendation. It was also evident that, parents were willing to invest in their children's education in order to secure a brighter future. It was however worrisome that, almost all parents interviewed expressed dissatisfaction with the performance of their children hence their recommendation to engage in tuitions to complement the regular school. This could be an indication that they lacked confidence in the mainstream school. These findings are consistent with the observation by Bray (2009) who also noted, the dissatisfaction of the mainstream education by parents along with their children due to poor quality of teaching and teachers. To some extent, this echoed with the assertion by Sujata (2014) that both peer pressure and parental pressure to excel in school are significant factors that led to

the existence of private tutoring. Furthermore. The findings of this study are also to some extent consistent with the results of the study conducted by Houn, Em, Pang and Nhor (2022) as noted from chapter two which showed that, the leading motivational factors behind acquiring extra education in Cambodia were learners' grades and overemphasis on examinations, school quality, teacher economic benefits and teacher corruption.

Furthermore, respondents argued that, inasmuch as teachers in the regular school were capable of providing educational needs of learners, sometimes it becomes difficult to achieve that. For instance, at times, regular school teachers failed to attend to learners the way they were supposed to due to the numerous programs that occurred in school, among other factors hence their engagement in shadow education. This finding is consistent with the observation by Wei and Guan (2021) who argued that shadow education should exist as a co-curricular or supplement to formal mainstream education, because it serves as a mirror that can reflect the missing parts of formal education, such that shadow education can assist lower academic performing.

Additionally, the findings of this study showed that, the majority of learners engaged in supplementary tuitions because of the differences that existed in the lesson delivery of the regular school teachers and private tuition teachers. This is evident from the findings of the study as shown in table 4.6. which indicate that, the majority of learners (86.3%) were of the view that extra tuition teachers were more accommodating than mainstream teachers, additionally 72.5% indicated that lesson delivery by regular school teachers and extra tuition teachers was not the same and (77.5%) believed that extra tuition teachers explained concepts more clearly and precisely than regular teachers .They argued that tutors at tuition centres had good teaching skills thus, lessons taught at tuition centres were better than the regular school ones. This is in line with Wei and Guan' (2021) who observed that, although teachers in tuition centres consumed less time explaining concepts, they clearly explained concepts in an enhanced manner as compared to mainstream school teachers. On the other hand, mainstream teachers were overwhelmed with a lot of work resulting from having too many classes, which affected lesson delivery and frequency of attending lessons. This finding is consistent with the assertion by Kim and Jung (2019) that, many learners value shadow education teachers more than those in public schools, believing that shadow education teachers were more understanding, more patient, and provided better guidance than school teachers. The learners argued that they communicated and

interacted well with private tutors which eased the tension of learners approaching for assistance. Shadow educational institutions offered learners an active and engaging learning ambience and strengthened the positive learner-teacher rapport in contrast with the uncordial interaction in the mainstream (Wei & Guan, 2021). It is noteworthy that the same regular school teachers offered supplementary tutoring as shown in the findings of this study. A question might be asked as to why differences existed in the way regular school teachers taught lessons at tuition centres and mainstream school respectively. Why is the quality of service for regular school teachers different when they are offering tuitions and yet these are the same teachers who teach in both places. Inasmuch as various factors which teachers cannot control such as class size and unforeseen circumstances influence the demand for supplementary tutoring, there are certain factors which they can control. Factors such as creating a conducive environment for all learners, allowing learners to ask questions without intimidation from the teacher and their peers can help reduce the prevalence of tuitions. The only problem could be that most of the regular school teachers double their efforts and are willing to go an extra mile when offering tuitions, considering that there is a fee which is attached. The participants argued that, regular school teachers were reluctant considering that, they still receive salaries at the end of each month regardless of the level of their teaching effectiveness. Thus, teacher effectiveness in lesson delivery determined the demand for shadow education. Nevertheless, it is imperative that regular school teachers offer their best as they implement the curriculum.

In addition, respondents explained that extra lesson tutors provided strategies on how to answer examination questions and gave clues on topics that were usually set by examiners for examinations. Learners mentioned that, extra lesson tutors focused much on what was examined while regular school teachers taught unnecessary things that were not examined. Furthermore, with regard to activities done at tuition centres, the findings of this study show that the majority of respondents (86.3%) noted that learners practiced how to answer examination questions, as shown in Table 4.7. The major activity which was done at tuition centres was practicing how to answer examination questions. In support of this, as noted in chapter two, Yung and Bray (2017) explained that, the professional role of teachers was getting distorted, as the learners found teachers in tutoring schooling more accommodating in comparison with mainstream school teachers where meeting their 'pragmatic needs for examination techniques was concerned. It is argued that, private tutoring coaching pedagogy focused on answering past examination papers,

tactics for responding questions within the allocated time and manipulating information to work out answers. Thus, this sort of schooling was regarded by learners as impressive, fast-paced and less monotonous as compared to the schooling in the mainstream (Wei & Guan,2021). This finding entails that learners value learning for examinations more than the real learning which encompasses all other aspects of education that are required for the development of a well-rounded individual. The consequence of this situation is that learners may lose confidence in the mainstream teachers which can lead to an undervaluing of the mainstream school system. The main focus of the learners should not be on passing examinations only. Nonetheless, it is cardinal that the mainstream school teachers play their role by ensuring that the learners pragmatic needs for examination techniques are met. They should ensure that they attach value to lessons so that learners can understand that all topics that are covered in the mainstream are important and necessary.

Nevertheless, the findings of this study show that all teachers were capable of delivering lessons effectively whether teaching in the regular school or tuition centres. It was noted that, what attracted learners to supplementary tuitions were the small class sizes in the extra lesson groups which enabled them to express themselves without difficulty and participate freely during lessons contrary to the mainstream education (Ojo,2022). A large number of the learners (62.5%) as shown in table 4.6, observed that large class sizes in regular school made it difficult for learners individual needs to be addressed. Further, the majority of respondents (82.5%) claimed that the time allocated for completion of the syllabus was sometimes inadequate due to numerous activities in the regular school. This was the case in Kenya, where a survey by Andrew et al. (2016) revealed that, many teachers highlighted the completion of the syllabus and utilization of the remedial strategy as some of the determinants of shadow education.

As noted in the finding of this study, learners engaged in supplementary tutoring for subjects which were key for admission into higher education institutions programs which offered good paying jobs. These subjects are tailored to certain specific careers and some facilitate achievement in other programmes. Subjects such as Mathematics, Sciences, English, Business Studies, Computer Studies were on demand for supplementary tutoring. The findings show that, the vast majority of learners (80%) engaged in private tuitions for science, about (31.3%) for English, and (95%) for Mathematics as shown in table 4.8. Math is one of the top subjects sought

for tutoring in many countries (Bray & Kwok, 2003). This finding is in line with the assertion by Wei and Guan (2021) that, shadow education, ensues because of the high college aspirations of learners including the heightened competition for entry into prestigious learning institutions. Most of the respondents (75%) agreed that people who did well in school got best jobs as indicated in table 4.9. This finding was echoed by Punjabi (2020) who confirmed that, over the last decade or so, coaching institutes were rapidly expanding to meet the growing demands of parents especially for engineering and medical education. This is in tandem with Oyewusi (2000) who adduced that, such subjects include Mathematics and the national languages which tend to be on especially high demand.

Additionally, the respondents argued that, the aforementioned subjects were the most poorly performed subjects in most schools because they were difficult to comprehend, so learners would seek for extra help. The performance of learners in examinations is a crucial determinant for entry into leading institutions of higher learning. Thus, considering that learners with higher academic achievements have a higher chance to enroll in better universities, inadequacies in the mainstream school can compel them to seek supplementary tutoring to avoid compromising their results. Thus, it is imperative that the mainstream school offers the best service to satisfy the educational needs of learners because only then can the prevalence of shadow education reduce as noted in the conceptual framework of this study (see figure 1.1). This may ease the burden of parents investing more money, and energy in finding suitable private tutoring services to assist their children to enroll into a competitive or prestigious school.

The study findings also showed that the number of teachers teaching some of the subjects mentioned by participants as being on demand for supplementary tuitions was inadequate in some schools like mathematics, computer studies and Sciences. Inadequate number of qualified teachers in mainstream schools and insufficient number of teachers in certain subjects such as Mathematics and English are some of the motivating factors for private tutoring in many places (Pallegedara & Mottaleb, 2018; Mahmud,2020). Equally in Tanzania, Martínez (2017) observed that several secondary schools were in short of adequate teachers to cover all subjects, especially in subjects such as mathematics and science often compelling learners to seek alternative ways to learn these subjects such as paid for private tuition, or risk failing examinations as a result. It is clear from the discussion that this factor contributed to learner involvement in private

supplementary tutoring. Thus, it is imperative to ensure that the number of teachers in such crucial subjects is adequate to prevent the prevalence of shadow education.

The findings of the study show that, the majority of respondents encountered a number of constraints that hindered the completion of the syllabus that depended on unforeseen occurrences such as teachers' personal problems and numerous programs that run in the school, such as meetings, workshops, ball games, subject association meetings and also different learning levels of learners in particular classes which made it difficult for teachers to ensure that all learners moved at the same pace and within the allocated time. The findings are in line with the findings of Kipkoech (2017) who indicated that, it was common to find teachers and learners engaging in activities during teaching time which were not planned for in the course of the school teaching programme such as meetings and ball games. Apart from that, they disclosed that, it was difficult to harmonise between the practical and the theory part of practical subjects especially regarding the administering of school-based assessments (SBAs) during the teaching time. This affected the completion of the syllabus considering that, there was no other time which was allocated specifically for that cause. Teachers with practical subjects complained of having less time allocated to them resulting in failure to complete the syllabus in time (Lubasi, 2019). Non completion of the syllabus on time may compel learners to turn to shadow education for assistance to cover what was not covered in the mainstream. Thus, some other time should be allocated for SBAs so as to cover all the planned topics. It is noteworthy that, some respondents asserted that, there were no constraints and that time allocated for syllabus completion was adequate. Njoroge (2012) postulated that the attainment of timely coverage of the syllabus was mainly achieved through teachers' commitment and hence schools should consider putting more emphasis on teachers attending to their teaching duties and not simply reporting for work. The aforementioned findings echoed to some extent the same idea as in Bray's (2009) study in which he asserted that, inadequacies in India's formal schooling, like poor teaching and pedagogy, incapability to comprehend classroom teaching, non-availability of subject teachers, frequent variation of teachers, non-completion of course, teacher absenteeism and class size, all have heightened the need to avail shadow education.

It can therefore be concluded that, objective one of this study has been attained since the findings of the study have established that the flaws of the mainstream school prompted learners to pursue

shadow education services. The big question that needs to be addressed next by this study is that of not knowing Learners, Teachers and Parents' perception of the mainstream education system's commitment to education provision. In order to have this question answered, in the next section, the learners, teachers and parents' perception of the mainstream education system's commitment to education provision will be discussed.

5.2 Learners, Teachers and Parents perception of the mainstream education system's commitment to education provision

The findings of this study show that the quality of education delivered in the mainstream education system was not of the required standard. If the quality of teaching provided in regular schools is low, this could result in learners turning to shadow education, to supplement the flaws of the mainstream school as an alternative to the enhancement of learner performance for learners. Further, the findings show that tutoring offered many advantages that were absent in the mainstream school.

For instance, teachers mentioned various factors which were perceived responsible for weighing down the quality of education such as some teachers lacking motivation, inadequate infrastructure and over enrollment of learners in classrooms which made it difficult for teachers to deliver the best. This is in relation with the assertion by Subedi (2018) that, the teaching and learning environment in the mainstream education system did not guarantee the provision of quality education, leading to education stakeholders seeking for alternatives such as shadow education. In addition, the findings of this study indicated that, the regular school strived for quality and that it was not completely bad, except it that it needed some improvement in the area of skills provision. It was further noted by respondents that, the regular school focused much on theory, leaving out the application part due to lack of teaching and learning materials. Good quality education is an essential tool for gaining the best knowledge and promoting the prosperity of individuals, communities, and society as a whole. Thus, it is imperative that quality education is provided in the mainstream education. Best delivered education spurs innovative minds and develops modernization in society. Teachers play a very important role in the facilitation of the learner's acquisition of desirable knowledge, skills, values and attitudes (Mulenga, 2015). This view is supported by Ben-Perez (1990) in Mwanza (2017), who stated that because teachers are familiar with classroom situation; they should be instrumental in

identifying the gaps and bringing about change and improvement in the mainstream education system. This assertion entails that teachers are in a better position to address the actual needs of the learners in the classroom. Thus, it is imperative that teachers assume a more leading and meaningful role in enhancing the quality of education provided in the mainstream education system so as to reduce the prevalence of shadow education which is only a privilege of those with money to pay the tuition fees.

Research in diverse countries and education system shows that teachers are the biggest in-school influence on learner achievement and learning (UNESCO, 2015). In line with this, teachers suggested important roles they would play in enhancing the quality of education that when applied would lead to the actualization of quality education. Most teachers suggested a change of the mindset and attitude towards teaching which can culminate into dedication and commitment to lesson delivery in classrooms. They argued that, teachers should effectively utilize time so as to teach lessons within the stipulated time. They should invest their time in school, to ensure that they are available for learners to get enough from them. They argued that some teachers wasted time by going to class late when the allocated period for teaching was almost over just to sign that they had taught. Teachers, therefore can enhance the quality of education by utilizing time properly and committing to duty. In accordance with some studies, the academic performance of learners improves when more time is spent on learning (Mulenga & Lubasi,2019). This can be actualised because teachers have the direct link with the learners, hence, they are better placed to know what can work and what cannot with their knowledge of the classroom experiences (Mwanza,2017). This in turn is likely to lead to effective teaching and learning and ultimate enhancement of learner performance.

Furthermore, respondents explained that, the quality of education in the mainstream school can be enhanced if teachers are patient and explain clearly and reduce teaching in a hasty to complete the syllabus, but rather focus on making learners understand. Additionally, the participants mentioned that frequent administering of assignments and assessments are also critical in enhancing the quality of education. The importance of providing guidance to learners on how to tackle examination questions, reducing class sizes and implementation of catch-up programs by teachers for learners performing poorly revision of lessons was equally emphasized. Further, they argued that the teaching effectiveness of regular teachers who offer tuitions should be the same in the regular school and tuition centres. Other strategies that emerged included, ensuring

that as learners are crossing to the secondary level, the literacy level should be according to the level required at secondary school. Effective implementation of these strategies can play a critical role in improving the quality of education.

The findings of this study indicate that, some respondents suggested the engagement of learners in learning experiences outside the classroom, learners focusing on subjects related to their career allocating more time for learning and studying in the afternoon as this would also assist to revise lessons especially in day schools to increase the quality of education. It is important that time is allocated for learners after normal learning hours especially those in day secondary schools which can be used for studying and remedial lessons. It is clear from the secondary school teachers and learners' responses that teachers have important roles to play in ensuring delivery of quality education to learners. Therefore, it is imperative that the aforementioned strategies are implemented and most importantly, teachers should be willing to assist learners to tackle challenging topics in respective subjects.

The findings of the study further showed that learners encountered numerous challenges that reduced the quality of the mainstream education hence, contributed to their engagement in supplementary tuitions such as large class sizes which may reduce teaching effectiveness and failure to create a conducive learning environment for learners. Many learners pursue tutoring due to large classes and ineffective teaching in their schools (Bhorkar & Bray, 2018:149). Bray and Lykins (2012) also added that, in some situations, class size is also problematic. Although the educational consequences of class size are subject to some controversy, people usually perceive smaller classes as better. Small classes may allow teachers to attend to individual needs of learners and learners are given more opportunities to inquire and gain clarifications during lessons. Large class sizes may prompt learners to seek tutoring as the only way to secure individualized instruction and increase their learning attainment.

Other respondents indicated that, the time was inadequate for completion of lengthy syllabi in some subjects which was worsened by some teachers who failed to utilize time properly. Based on the findings of the study, seemingly learners' individual needs were not adequately addressed in the classroom. The majority of secondary school learners (75%) for instance stated that it was difficult for teachers to know and address respective educational challenges of learners as indicated in figure 4.4. The mainstream curriculum is broad which made it difficult for teachers

to concentrate on individual needs of learners (Wei & Guan, 2021). In comparison to the mainstream education, shadow education curriculum is narrower and provides specific objectives aimed at making learners pass the examination thus the direct outcome that it delivers is visible to learners and parents. It is clear that tutoring plays a vital role in addressing challenges that learners face which the mainstream school fails to address. It is noteworthy that each learner differs from the other where the ability and comprehension is concerned, thus require individual attention which the mainstream school is unable to offer. In this sense, shadow education has become popular due to its provision of a conducive learning ambience to learners. What is clear is that the educational needs of learners should be adequately addressed for effective learning to take place, because only then can the prevalence of shadow education reduce. Thus, it is the teachers' responsibility to try as much as possible to address the challenges that learners encounter during the teaching and learning process in the mainstream school. It was also worth noting that, the findings of the study were in agreement with the theory guiding this study whose major emphasis is that the incapability of the education system to manage the individual needs of each learner leads to learner engagement in shadow education.

As indicated by the findings of the study in chapter four, a number of strategies were put in place by teachers for improving learner performance and the quality of education in schools which proved to be effective. The respondents observed that, measures such as remedial lessons were very effective because they assisted learners with learning difficulties to catch up with faster learners. Among the slow learners that were identified, some had challenges in literacy and comprehending the English language. It is encouraging to note that some mainstream school teachers employed various strategies in a bid to address educational needs of learners. If educational needs of learners are adequately addressed, the prevalence and expansion of shadow education may reduce. However, it is cardinal that, the literacy levels of learners transitioning from primary to secondary school is according to that level to avoid having learners who cannot read at the secondary level of education. Other respondents argued that it was difficult to implement measures to address learning challenges due to inadequate time and space and poor learner attendance during remedial lessons. In this regard, time should be set aside to address learning challenges of learners so as to enhance performance.

The findings of this study established that teachers, learners and parents perceived the quality of education in the mainstream education system to be of low standard and that there were a number of factors that weighed down the quality of education in the mainstream education system which needed attention so as to reduce the prevalence of shadow education. The influence of shadow education on the mainstream school will be discussed in the section that follows.

5.3 Shadow Education Influence on the Mainstream Education System

The prevalence of shadow education may reflect and expose the inadequacies of mainstream schooling in satisfying learners' need for education. This view is supported by Kim and Lee (2010) who asserted that, parents will supplement the flawed public school education system through shadow education. The identification of the consequences of supplementary tutoring is therefore a necessity to be informed regarding the extent of its influence on the mainstream education.

On the positive side, improved learning by immediate support, feedback from teachers, development of self-confidence among learners and revision of lessons which was rarely done in the mainstream school were some of the positive consequences of private tutoring. Findings showed that, learners who engaged in tuitions had a high level of confidence as compared to those who were not engaged in private tuitions. This finding supports a Thai case study done by Saengboon (2019) which found that shadow education services helped increase students' overall confidence in school, improved their understanding of subjects that were once problematic for them and yielded better results in tests. Private tutoring may grow confidence and positive participatory approach during school lessons.

The other positive attribute of supplementary tutoring as indicated by some respondents is that, teachers committed a lot to teaching, unlike teachers in the mainstream school who were usually very busy. This is in line with Bray and Lykins' (2012:42) study finding that, the teachers asserted that time was inadequate for individual attention during 35-minute lessons and during the crowded school day. This assertion clearly pointed to the fact that the mainstream school was unable to satisfy learners' needs and shadow education supplemented this shortcoming.

As can be noted from the findings of this study, almost all the respondents interviewed argued that, supplementary tutoring is only capable of making learners gain a better education and have

better employment prospects by supplementing the shortcomings of the regular school. For instance, as shown by the findings of this study, the majority of respondents (87.5%) were involved in extra lesson groups of less than thirty (30) learners as shown in table 4.10 which confirms that, there were fewer numbers of learners in extra lesson groups as compared to those of the regular school. The small class sizes in tuition groups created a conducive ambience for learning such that learners were able to express themselves freely, they were allowed to suggest topics to be covered and tutors answered questions asked by all learners. Thus, learners perceived improved learning through private tutoring. This finding resonates with Adhikari' (2022:1) study finding which found that "The learners preferred private tutoring to formal regular classes as they found private tutoring more interactive and student centric than the formal classes". This finding is also consistent with the findings of the study by Brehm (2015) which pointed to the fact that, the prevalence of shadow education reflects the inefficiency of mainstream schooling in satisfying learners' need for knowledge. This view was also supported by Mahmud (2020) who asserted that, tutoring is popular because the demand for education is not being sufficiently met by the mainstream schools (Jayachandran, 2014:190). It is also notable that the findings of this study resonate with the theory guiding this study whose major emphasis is that learners pursue supplementary tuitions due to dissatisfaction of the mainstream education. However, they emphasized that the regular school was better than shadow education, because it aimed at producing a well-rounded person contrary to supplementary tutoring which was exam oriented. With its long-standing history, mainstream education is definitely more important because it is the standard model upon which shadow education relies. (Wei & Guan, 2021). Therefore, mainstream school teachers should ensure that lessons are more interactive and all learners are engaged during lessons.

The findings of this study also showed that, teachers offering tuitions employed certain strategies so as to improve learning. Among the strategies used was frequent revision of key topics by discussing past examination questions and teaching strategies on how to answer examination questions which was rarely done in the regular school as it was mainly done when examinations were approaching. Reteaching of topics not understood by learners, giving more assignments, topical tests and homework to learners to enhance their understanding also added to the strategies. Further, tutors prioritized the needs of each and every learner. As shown by the findings of the research, supplementary tutoring plays an important role in ensuring that slow

learners keep up with their peers and in enhancing further the learning of high achievers (Bray, 2013). Moreover, the very purpose of shadow education is to supplement the mainstream education (Bray, 2007). Thus, teachers should ensure that learners' individual needs are adequately addressed from within the schools in which they are enrolled. The quality of education may be enhanced if regular school teachers improve learning by employing the aforementioned strategies as this may restrain learners from pursuing shadow education.

It is apparent from the preceding observations that the participants held a positive perspective of shadow education that it improved learner performance. The results on the factors that influence demand and practice of supplementary tuition are consistent with the results of the study as noted from chapter two, in a study conducted by Ojo (2022) which showed that, thousands of secondary school learners in Nigeria attended shadow education, because they believed that shadow education was the only way to improve their academic performance and to support their mainstream education. Adding to this view, Baker, et al, (2001) stated that, learners who may be struggling with low academic performance engage in private tuitions so as to uphold an acceptable attainment level. Learners believe that the additional support they receive from tutors contribute greatly to high achievement. This finding supports a study by Mwanja and Moronge (2018) who asserted that, shadow education improved performance of learners and schools in general. This is also in relation to the findings of the study by Mlawa,2022) which established that school stakeholders held a positive perception toward shadow education as compared to the mainstream education as the shadow education system boosted the academic performance of the learners.

Although a cursory view of tutoring might suggest that it improves the performance of learners, research is unclear regarding this issue. It is noteworthy that it is difficult to measure the contribution of shadow education to academic performance due to the difficulty in drawing the borderline between value added by shadow education and that of mainstream schooling. Adding to this view, Bray and Lykins (2012) argued that, although examinations are frequently cited as one of the most important determinants of demand for tutoring, the extent to which different types of tutoring actually help to raise examination scores remains an open question.

The findings of this study show that the majority of the respondents (72.6%) were not of the opinion that tuitions increase the study load leading to stress as shown in table 4.12. This opinion

was supported by (Bray et al., 2018) who commented that, in fact, shadow education is said to reduce stress among learners due to its provision of a precise target objective than mainstream education. In addition, Teo and Koh (2019) affirmed that the mainstream offers a broad curriculum, making it harder for teachers to focus on individual needs.

On the negative side, findings of this study show that participants argued that shadow education contributed to classroom disparities, resulting from the differences in the teaching methodologies used in the mainstream schooling and private tutoring respectively. Considering that, different teachers have different styles of teaching, differences may arise in the methodology thus, the respect that tutored learners have for their teachers and the school curriculum may dwindle. Furthermore, the findings of this research indicate that, the majority of respondents lamented that, learners acquired different types of information and materials from various tuition centres and ended up assuming that, regular school teachers gave them wrong information. This is in agreement with what Ramos et al. (2012) postulated that, learners who learn topics ahead of others can increase classroom disparities, which may lead to unfriendly reactions amongst such learners leading to classroom distraction (Punjabi, 2020). This view was echoed by Bray and Lykins' (2012) assertion that, moreover, in some situations, inefficiencies are broadened further when learners pay more attention to tutors for whom they are directly paying money than to regular school teachers, who seem to be free of charge hence, may be taken for granted. This entails that in this aspect, shadow education may negatively affect the successful implementation of the curriculum by teachers in the mainstream school. Thus, this calls for effective monitoring of learners involved in tuitions, especially that, this practice affected some learners negatively as they tended to relax. For instance, some learners resorted to absenteeism, not paying attention in class, missing study sessions that are intended to assist them prepare for exams. This trend was common among grade twelve and grade nine learners, who usually absconded lessons especially towards the exam period as they intensified on attending supplementary tuitions at the expense of attending mainstream schooling. This is in line with the assertion by Bray (2009; 2006) that, the high absenteeism levels of learners in the mainstream at times, to attend private supplementary schooling becomes a source of concern. Wei and Guan (2021) further observed that, learners doing their last grade of secondary school, normally skipped classes to attend private tutoring lessons during school hours. In this context, private supplementary tutoring is likely to

negatively influence mainstream schooling the body which it imitates (Bray, 2007; Wei & Guan,2021; Mwanja & Moronge, 2018).

Nevertheless, the participants further argued that, uniformity was promoted and a high level of confidence was maintained among learners for their teachers, when teachers offered supplementary tuitions to their own learners. Bray and Lykins (2012) reported that, Shen (2008) compared the effectiveness of tutoring provided by different types of tutors and found that tutoring provided by mainstream teachers, had the most positive effect on the learners' academic performance as they focused on need-oriented functions under provided within mainstream education.

The findings of this study also showed that supplementary tuitions were a financial burden especially to those who are in the informal sector. However, some of the respondents argued that it was not a financial constraint. This entails that only those of the middle and upper classes who are economically advantaged will be more privileged to make this investment than their counterparts with low-income (Southgate,2009). In this context, the existence of shadow education maintained and broadened inequity and inequality since some learners were denied access to this service due to their financial status. Bray and Suso (2008) also pointed out that the existence of shadow education will threaten social equality because shadow education is perceived negatively as a money-driven industry that defeats the purpose of free education for all. The Zambian government advocates free education to ensure that educational opportunities are equally distributed and yet these themes raise questions about the distribution of educational opportunities. It is notable that, though mainstream education is fee-free up to grade 12, shadow education depletes substantial amounts of domestic income (Bray & Lykins, 2012).

The study findings also showed that shadow education neglected the aspect of developing knowledgeable learners with critical thinking skills and different perspectives which assist learners to achieve lifelong skills instead, it exclusively aimed at making learners pass examinations. As can be noted from the finding of this study, some teachers were against the idea of learners engaging in supplementary tuitions by arguing that, what was taught in class was adequate enough to improve learner performance. Further, they stated that in the regular school, learners acquired knowledge which can be used both within and outside school, unlike tuition centres which aimed at making learners pass examinations. This confirms the results of a

research carried out by Wei and Guan (2021) which found that, learners in mainstream schools, learnt more theoretical knowledge and life-skills that can be applied in future. Further, in their study to identify the motives and factors influencing the expansion of tutoring centres in Hong Kong, Bray and Kwok (2003) found that, tutoring for exam preparation was one of the main motives. Instead of facilitating real learning, which encompasses all aspects, supplementary tuition focuses much on getting better grades in examinations, thus, there is a high probability that it has little influence on learners' lives and values (Mahmud,2020).

These findings are consistent with the results of this study as noted from chapter two, in a study conducted by Alam and Zhu (2022) which revealed that, private tutoring induced long-term deficiencies as it provided rote learning, dulled learners' critical thinking and made them dependent on others. The regular school focuses on teaching learners both the academic and the skills aspect to produce a well-rounded learner. Bray (1999:46) stated that, "In public systems of education, schools are expected to develop rounded individuals, examination-oriented tutorial centres by contrast cut what they perceive to be irrelevant content in order to focus on learners passing examinations". It is cardinal for learners to achieve all kinds of learning related to future goals during their school life, yet shadow education defeats the basic education philosophy of life-long knowledge-based learning. Education should not concentrate on the short-term academic achievement of learners. instead, educators ought to strive for the most important goal of developing well rounded knowledgeable learners with critical thinking skills that can guide them toward integration into society. The academic aims of every learner should not be restricted to passing examinations only but should also focus on achieving lifelong learning. The problem is that supplementary tutoring may contribute to learners having a perception that learning is all about passing examinations and ignore the other important perspectives including cultural, ideological values and social development which are essential and ought to be enhanced in the lives of learners.

It is worth noting that this study has established that although shadow education affected the mainstream education system negatively, they were some positive attributes which were absent in the mainstream school which encouraged learners' engagement in shadow education.

5. 4 Summary

In this chapter, the findings of this study have been discussed under three main themes emerging from the findings of the study that are also supported by the conceptual framework. The themes presented what the study established from the findings. The findings pointed to the fact that; (1) learner involvement in shadow education was prompted by the shortcomings of the regular school (2) the perception of Learners, Teachers and Parents towards the mainstream education system's commitment to education provision was that the quality of education was not of the required standard.(3) and Learners' involvement in shadow education not only affected the mainstream education system positively but also negatively which led to a number of challenges with regard to lesson delivery in the regular school. In the next chapter, conclusions of the study and some recommendations based on the research findings have been made.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

This final chapter is an attempt to show that the research questions raised in chapter one has been answered and led the research to make some conclusions and recommendations based on the findings. The researcher has also endeavored to show that the gap in knowledge that was identified during the literature review has been filled. As a remainder, the main purpose of the study was to analyze learner captivation to shadow education and its effects on the mainstream education. The purpose of this study and a summary of the main research findings as answers to the research questions has been presented in this chapter. Furthermore, the study's recommendations and some suggestions on areas for future research have been presented too considering that some of the study findings may require further research.

6.1 The Main Research Findings and Conclusions

It is notable that, the intention of the current research was to cast as wide a net as possible in attempting to understand and report on patterns in research. The problem that was identified for investigation in this study was that of regular learners' engagement in private supplementary tutoring despite being enrolled in the mainstream school system and how this phenomenon affected the mainstream education system in some selected schools of Choma district. The summary of the main findings and conclusions are presented here in the sections that follow.

6.1.1 Factors that Influenced Demand and Practice of Private Supplementary Tuitions

The study established that the majority of secondary school learners experienced various challenges in the mainstream education system which compelled them to engage in supplementary tutoring. Challenges such as large class sizes, failure by regular school teachers to address individual needs of learners and inadequate number of teachers in certain schools. The majority of respondents felt shadow education supplemented the flaws of the regular school. Additionally, they argued that the small class sizes created an enabling learning environment for learners, tutors were more accommodating than the mainstream teachers. The study findings revealed that some of the factors that influenced demand and practice of supplementary tuitions were that, shadow education institutions offered learners an active and engaging learning ambience and strengthened the positive learner -teacher rapport in contrast with the regular

school. Furthermore, extra tuition teachers explained concepts more clearly and precisely than the regular school teachers. The vast majority of learners stated that the higher university aspirations of learners and heightened competition for entry into prestigious learning institutions to acquire good jobs also influenced demand and practice of shadow education since tutors taught strategies on how to tackle examination questions. In addition, shadow education gave learners an opportunity for learners to complete the syllabus which was in some cases not completed in the regular school due to the broad curriculum. The flaws of the mainstream school such as large class sizes which make the learning environment unconducive for learners, teachers not exhausting in explaining to make all learners understand, low learner performance, learners' failure to understand certain subjects in class and teachers' failure to address individual needs of learners in the classroom contributed greatly to learners engaging in shadow education. Thus, the shortcomings of the mainstream school should be addressed so as to reduce the prevalence of shadow education.

6.1.2 The Mainstream Education System' Commitment to Education Provision

The findings of the study revealed that learners, teachers and parents had diverse perceptions regarding private tutoring. The quality of education was not of the required standard which resulted in a stronger tendency to turn to shadow education as an alternative to the enhancement of learner performance. The participants argued that, private tutoring offered many advantages which were absent in the mainstream school. The study shows that, factors which were perceived to be responsible for weighing down the quality of education were lack of motivation, focusing much on theory instead of the practical part due to inadequate infrastructure and large class sizes which made it difficult for teachers to deliver the best. With regards to the important roles that secondary school teachers can play in enhancing the quality of education in the mainstream school, the majority of respondents felt that teachers should be dedicated and committed to duty and ensure proper utilization of time. Further they emphasized the importance of improving literacy levels of learners and learners focusing on subjects related to their career which are vital aspects in enhancing the quality of education in the mainstream school. The quality of education that was provided in the mainstream school was below standard hence, needed to be improved. Factors that weighed down the quality of education in the mainstream education system needed attention so as to improve the quality of education.

6.1.3 Shadow Education Influence on the Mainstream Education System

The study established that the prevalence of shadow education influenced the mainstream education positively and negatively. Shadow education supplemented the flaws of the mainstream education and improved learning by immediate support and feedback from teachers. It also contributed to the development of self confidence among learners and helps low performing learners to keep up with their peers. The participants further indicated that private supplementary tutors committed a lot to teaching and prioritized individual needs of each and every learner which was possible due to small class sizes at tuition centres. Learners were allowed to suggest topics which were deemed challenging. On the negative side, the study shows that shadow education contributed to classroom disparities resulting from the differences in the teaching methodologies used in the mainstream education and shadow education. Classroom disparities may lead to unfriendly reactions among learners leading to classroom distraction. The participants also argued that shadow education is a financial burden which entails that only those of the middle class and upper class are privileged to make this investment. This leads to unequal distribution of educational opportunities which defeats the purpose of free education for all. Further, shadow education neglects the aspect of developing learners with self-critical thinking skills and different perspectives which assist learners to achieve lifelong skills by exclusively aiming at making learners pass examinations. It can be concluded that learners pursue shadow education due to various challenges which they encounter in the mainstream education which are not adequately addressed. Consequently, the implementation of the curriculum in the main stream education system was adversely affected.

6.2 Recommendations

The current study builds upon prior knowledge and provides a bridge to future studies that may be better able to explicate the shadow education phenomena. In view of the results of this study and the conclusions drawn, the following recommendations were made;

- (a) Paid for supplementary tutoring should not be ignored, the ministry of education should evaluate how shadow education affects the mainstream education and conduct an examination of the factors that drive its use. Factors such as:
 - (i) Learners not understanding certain subjects and what certain teachers teach. Thus, the Ministry of Education (MoE) through the Standards Officers should ensure that there

- is efficient continuous professional development (CPD) for teachers, especially those for subjects which are on high demand for supplementary tuitions. CPDs are very cardinal in ensuring that teachers continue sharing and acquiring new knowledge and skills based on best practices of teaching and learning in various subjects. Consequently, the pedagogical knowledge of teachers and confidence required for effective teaching and learning for all learners is enhanced. Teachers should encourage learners to suggest topics deemed challenging to them
- (ii) Low level of remuneration for teachers which may compel some teachers to deliberately reduce their effort in the regular school to reserve energy for private tutoring to have extra income. Thus, the ministry of education should consider increasing the level of remunerations for teachers to a level that meets their needs.
 - (iii) Large class sizes and inadequate time make it difficult for teachers to address individual educational needs of learners consequently compelling them to pursue shadow education. To this effect, the ministry of education should ensure that class sizes in the mainstream school are manageable and that time is adequate to enable teachers deliver quality education. The number of teachers should also be adequate in all subject areas.
 - (iv) Too many programs in school and teachers' failure to properly utilize time hence failure to complete the syllabus. Monitors at school level should ensure that certain school programs are done outside learning time to avoid interfering with the teaching and learning process.
 - (v) Some teachers putting less effort in teaching and not entertaining questions from learners. Teachers should be more accommodative and create a conducive ambience for learning. Further, it is imperative that teachers reflect on their practice and address weaknesses that this study found.
 - (vi) Teachers' failure to teach learners how to answer examination questions and creating time for revision. The Ministry of Education (MoE) through the Standards Officers should monitor teachers and ensure that Learners are guided on how to answer examination questions. Further, the value of each topic in the syllabus of specific subjects that learners are taking should be emphasized so that they perceive all topics as necessary.

- (vii) Teachers aiming at completing the syllabus and not exhausting in explaining to make learners understand. Therefore, effective monitoring of teachers should be done to ensure that the syllabus is completed on time without leaving any learner behind. The ministry of education should also ensure that a separate time is allocated for administering SBAs outside class time so that the syllabus is completed on time.
- (viii) Teachers' failure to address individual learning challenges of learners. Therefore, learners with learning challenges should be identified and time created for implementing remedial work for such learners to catch up. There should be effective monitoring and evaluation at school level by Standards Officers, Head Teachers and head of departments and sections on how teachers are implementing the curriculum regularly in schools. They should interact with learners so as to know various challenges that they face during the teaching and learning process. This is likely to ensure that such flaws are reduced in the mainstream education and ensure learner satisfaction consequently reducing the prevalence of shadow education.

6.3 Suggestions for Further Research

It is acknowledged that the current study did not exhaust all matters related to shadow education. Yet there are issues that have emanated from this study that require further investigation.

- i. This study was only carried out among selected secondary schools of Choma district. There is need to conduct similar studies in other geographical areas not covered in this study. A larger sample of teachers and parents can be used.
- ii. The study only focused on secondary school learners, teachers and parents' perspectives. It did not establish the position of headteachers and other stakeholders. It would be interesting to find out the position of headteachers and other stakeholders regarding private supplementary tutoring.
- iii. This study only concentrated on the secondary schools. There is need to carry out an investigation on teachers and learners of other levels of education and establish their position on the matter.
- iv. Studies are needed to be conducted, to examine the impact of private tutoring on academic performance.

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APPENDICES

Appendix 1: Letter of Consent.

Dear Participant,

I am a postgraduate student in the school of education at the University of Zambia. I am seeking your consent to be involved in a study related to learner involvement in supplementary tuitions that I am carrying out.

This study adheres to research ethics thus, the collected data from this research will be confidential and its use restricted to the academic purpose only. Further, you can choose to pull out of the study at any time. Finally, you are requested to sign this form as an indication of your willingness to participate in this exercise. Thank you for your consideration.

Signature.....Title/Grade.....Date.....

Appendix 2: Interview schedule for parents.

Good morning/afternoon,

I am a postgraduate student from the University of Zambia who is doing research on learner captivation to shadow education. Your participation is vital because you are more knowledgeable on what is obtaining concerning learner captivation to shadow education considering that your child is involved in private tutoring. Kindly share with me your opinions and views concerning this topic. The information that you will give will be confidential and will only be used for the purpose of the study. In addition, I am requesting for your consent to take notes and use a voice recorder as a way of capturing all the vital information that you share with me.

Interview questions

The influence and extent to which shadow education exposes shortcomings of the mainstream education system.

1. Why did your child engage in private tutoring despite being in the mainstream education system? (Researcher to probe reasons for discontentment).
2. Who recommended that your child takes extra academic support?
3. Should all learners receive extra academic support? Why do you think this?
Factors that influence demand and practice of private supplementary tuition among parents.
4. Do you think that extra academic support will help your child gain a better education and have better employment prospects? Why do you believe this?
5. What are the main reasons for taking extra academic support? Researcher to probe on the remedial or enrichment aspect?
6. What subjects is your child tutored in? (Researcher to probe more on the reasons)
7. What is your source of income? (Researcher to probe if shadow education is a financial burden)

Parents' perception of the mainstream education system.

8. What is your view about the quality of education delivered in the mainstream education system in terms of preparing your child for the next level of education?

Appendix 3: Interview Schedule for Secondary School Teachers.

Good morning/afternoon,

I am a postgraduate student in Curriculum Studies at the University of Zambia. I am carrying out research on learner captivation to shadow education. Your participation is important because you are an expert in curriculum implementation and more knowledgeable on what is obtaining concerning learner captivation to shadow education and the influence of this phenomenon on the mainstream education system. Kindly share with me your opinions and views concerning this topic. The information given will be confidential and will only be used for the purpose of the study. In addition, I am requesting for your consent to take notes and use a voice recorder as a way of capturing all the vital information that you share with me.

Interview questions

The influence and extent to which shadow education exposes shortcomings of the mainstream education system.

1. How many years have you served as a secondary school teacher and what is your area of specialization?
2. In your view, are there any positive attributes of tuitions that are missing in the mainstream education system?
3. Are there any measures put for learners' learning challenges to be addressed in your school? (The researcher will probe on the effectiveness)
4. Are there constraints towards the completion of the syllabus? (The researcher to probe on the constraints if any).
5. In your view, do tuitions contribute to classroom disparities resulting from the differences in the teaching methodologies used in the mainstream schooling and private tutoring respectively?
6. Are there adequate numbers of teachers in all subject areas of your school? (The researcher will probe on the numbers of teachers in subjects prevalent in tuition centres).
7. Are there any negative aspects of this extra academic support that may affect the mainstream education system? (The researcher will probe the various aspects).

8. In your view, does shadow education develop knowledgeable learners with self-critical thinking skills and different perspectives which help to achieve lifelong skills.

Factors that influence demand and practice of private supplementary tuition among parents.

9. Have you ever been involved in private tutoring? (The researcher to probe reasons for the response given).

10. What are your views concerning reasons why some teachers engage in private tutoring?

11. Would you encourage your learners to engage in private tuitions? (The researcher will probe more based on the answer provided).

12. In which subjects are learners most involved in private tuitions? Why those subjects?

Teachers' perception of the mainstream education system.

13. What is your view about the quality of education delivered in the mainstream education system? (The researcher will inquire both positive and negative aspects of the system).

14. Do any of your learners complain about learning challenges? (The researcher will probe on various aspects)

15. In your view, are learners' individual needs adequately addressed in the classroom? (The researcher to probe reasons for the answer given).

16. What possible roles do you think secondary school teachers can play in ensuring quality delivery of education so as to reduce the prevalence of shadow education?

Appendix 4: Focus Group Discussion Group for Learners

I am a postgraduate student at the University of Zambia carrying out a research in which your participation is important. This discussion is intended to find out your opinions with regard to learner captivation to shadow education in Choma district. Therefore, you are requested to be very objective regarding information about factors that attract learners to shadow education. The information that you will give will be strictly confidential and will only be used for the purpose of the study.

Questions.

The influence and extent to which shadow education exposes shortcomings of the mainstream education system.

1. What are the main reasons for taking extra lessons?
2. How have you benefitted from private tutoring? (The researcher to probe more on the benefits)
3. How often do you discuss how to answer examination questions with your teachers in regular school?
4. Do you think extra academic support will help you gain a better education and have better employment prospects than regular school alone? (Researcher to probe more on the response).
5. In which subjects are learners most involved in private tuitions? Why those subjects?
Factors that influence demand and practice of private supplementary tuition among parents.
6. Who recommended that you take extra academic support?
7. In your opinion are teachers who offer private tutoring better than those of regular in terms of lesson delivery?
8. Have you ever discussed with your teacher concerning some topics that you find challenging at your school? (The researcher to inquire more about the answer given)
9. What are some of the strategies that teachers offering tuitions employ to help learners improve their learning? (Researcher to probe more on the benefit of the strategies if any)

Learners' perception of the mainstream education system.

10. What are some of the challenges that you encounter if any when interacting with regular school teachers during the teaching and learning process? (The researcher to probe on lesson delivery)

11. In your view, what strategies can teachers in mainstream education system employ to improve learning and reduce supplementary tuitions?

THANK YOU FOR YOUR TIME AND CO-OPERATION

Appendix 5: Questionnaire for Secondary School learners

I am a postgraduate student from the University of Zambia, carrying out an academic study in which your assistance is very important. The study is about learner captivation to shadow education and the effects of this phenomenon on the mainstream education system in Choma district. Please kindly respond as sincere as possible to the questions and according to your own experience. The information given will be strictly confidential and only used for the sole purpose of this particular study. You are kindly requested to avoid writing your name or that of another person in this questionnaire. Read the questionnaire items carefully before answering them. Tick (✓) the appropriate answer in the space provided or fill in the blank spaces provided.

Section A: Demographic Information

1. Name of your school2. Indicate your gender: Male () ; Female ()
3. Indicate your grade: Nine (9) [] Twelve (12) []

Section B.

A. Influence and extent to which shadow education exposes shortcomings of the mainstream education system.

Indicate by ticking (✓) in the appropriate space to your right hand side

1. In which school subjects do you take extra lessons?
English [] Mathematics []
Science [] Other subjects (specify) []
 2. Who teaches you these extra lessons during this school year?
My own teacher [] Another teacher []
A teacher from another school [] Another person(specify).....
 3. Where do you take these extra lessons during this academic year?
At my school [] At another school [] At my teacher's house []
At my home [] At the tuition centre [] Elsewhere (specify) []
- 5 At what time do you take these extra lessons during this school year?
During school holidays [] During the school term []

9. To what extent do you agree with the following statements on the influence and extent to which shadow education exposes shortcomings of mainstream education system? (Indicate by ticking (√) in the appropriate box)

	Statements on the influence of shadow education	Strongly agree	Agree	Undecided	disagree	Strongly disagree
1.	Extra tuitions increase the study load and playtime is reduced leading to stress					
2.	Extra tuition teachers are more accommodating than mainstream teachers. Learners are free to ask private tutors questions					
3.	Tuitions inhibit creativity because they take up too much time					
4.	Extra tuition teachers explain concepts more clearly and precisely than regular teachers.					
5.	Lesson delivery by both teachers at school and teachers at private tuitions is the same					
6.	Large classroom sizes in regular school makes it difficult for learners individual needs to be addressed & hinder adequate learning.					
7.	Learners engaged in private tutoring sometimes skip lessons because they lose confidence in regular teachers.					
8.	Time allocated for completion of					

	the syllabus sometimes becomes inadequate due to lots of activities in the regular school.					
9	Regular teachers who teach tuitions teach tuition classes better than those at school.					
10	Lesson delivery by private teachers teaching me is excellent					

Section B: Factors that influence demand and practice of private supplementary tuitions.

Indicate by ticking (\checkmark) in the appropriate space to your right hand side the factors that influence demand and practice of private tuitions among learners in Choma district.

4. Who recommended that you take extra lessons?

- | | | | |
|----------------|-----|-----------------------------|-----|
| a) My teacher. | [] | d) My school headteacher. | [] |
| b) My friends. | [] | e) Myself. | [] |
| c) My parents. | [] | f) Another person(specify). | [] |

5. What are the main reasons for taking extra lessons?

- | | |
|---------------------------------------------------------------------------------------|-----|
| a) They help learners improve school work and obtain the best possible marks. | [] |
| b) They improve chances of gaining entry to a good college /university. | [] |
| c) I need extra help with difficult school work. | [] |
| d) This is a common practice; most pupils take extra lessons. | [] |
| e) Improves syllabus coverage. | [] |
| f) Better determinant of better achievement in education and a successful future. | [] |
| g) To pass my examination since tuition concentrates on covering past exam papers [] | |
| h) Other reasons (specify) | [] |

6. What do you do in these extra lessons? []

- | | |
|---------------------------------------------------------------------------|-----|
| a) Practice exam questions tactics for answering questions. | [] |
| Cover lessons already taught in regular school Repeat/revise school work. | [] |

- b) Learn new things. []
- c) Other activities (specify). []

7. How many learners (including yourself) are in your extra lesson group?

Indicate number []

8. What type of extra academic support do you take?

a) One on one (one pupil and tutor). []

b) Small group lessons (2-10 pupils). []

c) Large group lessons (more than 10 pupils). []

9. To what extent do you agree with the following statements; indicate by ticking (√) in the appropriate box.

	Statements on determinants of shadow education.	Strongly agree	agree	Undecided	disagree	Strongly disagree
1.	Private tuitions help learners to gain a better education and have better employment prospects.					
2.	It is important that I get good grades at school.					
3.	It is worth putting in extra effort even if this means having less time for fun.					
4.	People who do well in school get best jobs					
5.	It is important for me to try hard at school Private tuitions are more fun and easier than school.					

Section C: Learners' perception of mainstream education system.

10. It is difficult for teachers to know respective educational challenges of learners.

11. In general terms. what do you think about the quality of education delivered at school in terms of preparing you for university?

12. (a) Do you enjoy learning lessons presented by your teachers in regular school?

Yes [] No []

(b) If your answer in 2(a) is no, explain why you do not enjoy the lessons

.....
.....

13. a) In your view should all learners receive extra academic support? Yes [] No []

b) Why do you think so?.....

THANK YOU FOR YOUR PARTICIPATION AND TIME.

Appendix 6: Approval of the Study



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka10101 | Tel: +260-211-290 258/291 777 Fax: (+260)-211-290 258/253 952 | E-mail: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376

HSSREC IRB No. 00006464

12th June, 2023,

Ms. Muchindu Shibalatani,
School of Education,
Department of Gender,
LUSAKA

REF NO. HSSREC:-2023- JUN -001

Dear, Ms. Shibalatani,

**RE: “LEARNER CAPTIVATION TO SHADOW EDUCATION; EFFECTS
ON THE MAINSTREAM EDUCATION SYSTEM IN SELECTED PUBLIC
SECONDARY SCHOOLS IN CHOMA DISTRICT”**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:- 2023- JUN- 001
Approval and Expiry Date	Approval Date: 12 th June, 2023	Expiry Date: 11 th June , 2024
Protocol Version and Date	Version - Nil.	11 th June, 2024

Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National

Health Research Authority (NHRA) when ethics certification is no longer required for a project.

- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J.I. Ziwa

DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix 7: Letter of Permission to conduct Research in Schools.

