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A Survey of the Purpose of extra Classes provided in Primary Schools of Harare Province and their Implications on the Quality of Education.

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Abstract

The growth of extra tuition in Zimbabwe is increasingly becoming worrisome to the various stakeholders in education. Some stakeholders have become sceptical about the quality of the initial formal teaching in the schools that need to be supplemented through extra tuition. Others actually query the practice of these lessons. Is it a money-spinning venture for the cash hungry teachers or is it a valid teaching exercise with recognisable benefits to the learner? The focus of this study was to investigate the nature and purpose of extra lessons and how they impact on the quality of education that is provided in the schools. The study was a descriptive survey that collected both quantitative and qualitative data from thirty-nine schools in Harare region. The study established that extra lessons were being targeted at examination classes. The same teachers teaching the examination classes were mostly teaching these extra lessons. In addition, the learners were being asked to pay for this service. The researchers noted that this practice was perpetuating inequalities in the provision of education, as those learners from poor families more often than not failed to attend the lessons, with a possibility of failing the examinations. The study recommended that the Ministry of Education, Sports and Culture should allow more time to examination classes so that they complete the official syllabi before sitting for examinations. The study also recommended that those teachers teaching extra lessons be properly supervised and monitored.

Introduction

The need to be recognised as providing quality education is at the heart of all educational institutions. Whilst there is disagreement on what a quality education constitutes, many would agree that the performance of learners in school and public examinations is a strong indicator of the quality of education they have received at a school.

A definition of quality education by Hawes and Stephens (1990:9) singles examination results as one indicator of quality. Clark in Doherty (1994) attests that the numerical performance indicators commonly used in state education systems are testimony to the quality of education that the school is able to provide. These refer to pass rates that the school achieves at the end of an examination period.

The education function sees education as an activity with three dimensions. These are inputs that go into the system, how they are processed and the outputs that come out of the cycle (Omari and Mosha, 1987). Omari and Mosha (1987:31) see inputs as the resources that go into the provision of education. They maintain that these must be used efficiently in order to attain quality results. Processes are the interactive learning activities between the various inputs that have been injected into education. The outputs are the immediate and observable results that come out of the system, such as how well the learners have performed.

No educational institution likes to take credit of having failed many of the learners that have been entrusted in its care. The institution would strive in the best manner possible to produce a high output of successful graduates. This entails using many strategies to ensure that the learners succeed at the end of their learning cycle. One such strategy that has been used in schools since time immemorial is to provide extra tuition or lessons. However, one teacher disgruntled about this practice on the website <http://newzimsituation.com36236t4/down-with-extra-lessons-offered-to-school-students> which was downloaded on 24 July 2010 castigates these lessons as a money generating venture by some teachers. This has prompted this study to survey the purpose of extra tuition being conducted in schools and how they impact on the quality of education provided in the schools.

Research questions

The study was guided by these research questions:

- a) What is the rationale for conducting extra lessons in the schools?
- b) What guidelines exist in the schools to facilitate the implementation of extra lessons?
- c) What are the implications of extra lessons on the quality of education provided in the schools?

Review of related literature

Bray (1999:9) observes that private tuition is not a new phenomenon in education. It has been practised for quite a number of years even though the scale of tutoring has increased during the last decade.

Private tuition is known by many names. These range from extra, supplementary lessons and crammers. In Japan they are either known as *juku* or *yobiko*. Some have even referred to them as remedial lessons. Bray (1999) uses the terms the parallel or shadow education system. Bray (1999) argues that extra lessons exist alongside the main education system. They are a product of what goes on in the mainstream education system. Private tutoring supplements the learning that is carried on in mainstream schools outside normal school hours. In the majority of cases, the very same subject teachers conduct private tutoring.

There seems to be a growing popularity in the incidence of private tuition in the schools. Bray (1999:24-25) records that over 50 per cent of learners in Brazil, Egypt, Republic of Korea, Malaysia, Malta, Tanzania and Zimbabwe were receiving supplementary teaching in the elementary school. The percentages increase for learners in the high schools. Also the website <http://gb.iiep-unesco.org/public/format-long-en.php?format=court&fiche=1> downloaded on 24 July 2010 refers to a paper presented by Paviot et al at the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) conference in 2005. In the paper, Paviot et al posit that the percentage of grade 6 pupils from the six SACMEQ countries receiving extra lessons in school subjects outside school hours had risen from an initially very high figure of around 50 per cent in 1995 to nearly 70 per cent in 2000.

Extra lessons create their own demand and supply markets. According to Bray (1999) they are provided by two main groups of teachers:

- Those who teach the learners in the mainstream system. The teachers also teach the same learners during extra lessons for additional payment.
- Those teachers who do not teach the learners during mainstream hours but provide extra lessons for the learners outside the mainstream lessons. They demand payment for their role.

The first group of teachers justify their action by arguing that they are unable to cover the teaching syllabus during the official hours in the mainstream class. They need extra time to adequately go through the syllabus. In addition they bemoan their salaries that they say are so low that they have to supplement it through providing extra tuition. The question arises, are these teachers not deliberately forestalling covering the syllabus during the official teaching time so that they can justify their action in providing extra lessons? If it is true that they need more time what guarantee do we have that what they teach during the official time is valid and reliable to enable learners to pass examinations without having to go through extra tuition? Bray (1999:37) posits that the above practice is most prevalent in countries like Cyprus, Indonesia, Lebanon, Nigeria and Russia. Critics observe that the teachers may be deliberately slowing down their pace of teaching during mainstream classes or omitting some sections of the syllabus so that they will teach these during extra lessons. This creates demand and a market for extra lessons.

The second group of teachers thrive on the demand they create for extra lessons. They usually conduct a market analysis to find out what the learners want in terms of what they have not fully grasped in the mainstream class and respond to this need (Tseng 1998:62). However Russell (1996:261) points out that there are teachers who conduct extra lessons because they are motivated by a desire to help their learners to excel in their studies. Thus supply creates its own demand.

The sought of learners that demand extra lessons

Contrary to common belief that learners who are academically weak take extra lessons, Tseng (1998:97) showed that a high proportion of learners receiving extra lessons were from the high ranking schools in Hong Kong. Bray (1999:43) makes reference to a study by Falzon and Busuttill on why learners opted for extra lessons in Sri Lanka. The two main causes he established from 70 per cent and 68 per cent of those surveyed were to pass examinations and to supplement what they were learning at school respectively. These learners were not necessarily weak students. This removes the need to view extra tuition as remedial tuition. Lastly, studies have been conducted that have shown a positive correlation between attending extra tuition and academic achievement. Admittedly, these studies had difficulties in isolating the extra lesson as the only variable affecting academic performance. However, Kulpoo (1998) working in Mauritius and Polydorides (1986) in Greece established a very strong correlation between attendance at extra lessons and academic achievement. This illustrates that extra lessons impact on the performance of learners in examinations.

The impact of extra tuition on the practice of education.

Extra lessons have both social and economic implications on aspects of mainstream education. When teachers are assured that all learners in the system will attend the extra lessons they themselves provide for additional payment, they may not work hard during the mainstream periods. In cases where some pupils are not able to attend while others attend, the teachers may be faced with learners who have great disparities in knowledge of subject content within their classrooms. This may prove a difficult situation for inexperienced teachers to handle. Some teachers may be forced to institute remedial tuition to assist the slow learners thus slowing the whole pace of the class. Those who chose to take the pace of those who go for extra lessons as the norm may neglect the slow learners thus perpetuating the knowledge gaps between the two groups to grow at the detriment of the slow learners. In addition Hussein (1987:92) reports that in some cases, extra tuition has caused learners to lose interest in what is taught in the mainstream class leading to increased absenteeism of learners during normal teaching hours but increased attendance during afternoons when most extra lessons are conducted. Extra classes according to Tsukada (1991:8) increase pressure on learners who have to attend both the normal mainstream sessions in the mornings and move straight to the extra lessons in the afternoon. This leaves them with very little time for refreshment and exercise. All work and no play make Jack a dull boy. This may increase their stress with schoolwork, which may cause them to lose interest in their education activities. The study by Tseng (1998:97) above indicated that supplementary tutoring was more easily available to the rich than the poor. As such the practice promotes the social inequalities between the poor and rich classes, in a nation which education is supposed to remove these inequalities. Those who are able to pay for supplementary classes enhance their chances of passing and doing well at school. They are then enabled to proceed onto higher education where they have better chances of getting better and well paying jobs whilst those who fail to access the extra lessons may end up taking menial jobs that make them subservient to the children from the rich. Bishop (1990) observes that perpetuating social inequities may eventually lead to social instability in a country.

The policy guidelines existing in education to guide implementation of extra lessons.

Bray (1999) identifies six policy options that education systems worldwide have adopted to deal with the advent of extra lessons in schools. These are:

- Adopting a *laissez faire* approach by ignoring the practice of extra lessons in the schools.
- Monitoring without intervention. This enables the education systems to gather data on the scope and magnitude of the activity. The information is critical to governments desiring to plan their mainstream education systems.
- Regulation and control. This is a more active strategy that gives governments more control on the scope of extra tuition. Mechanisms that can be controlled may include the fees payable, size of the classes and time spent on extra lessons. For example the Hong Kong government has instituted legislature that require organisations giving lessons to eight or more persons at any time to register with the government's Education Department.

- Encouragement. Through subsidizing extra tuition in form of loans or grants, governments actively encourage the practice on the basis that it is tailored to meeting the specific needs of learners so that they are assisted to pass their examinations which directly contributes to the development of the nation's human capital. In addition private tutoring can be viewed as a way of raising teachers' earnings and/or reducing unemployment.
- A mixed approach. Governments may appraise the nature of extra tuition provided in the country, their providers and clients and the overall impact the practice is having on the quality of what is going on in the mainstream education system. The governments may then make informed decisions on which type to encourage and which one to ban or discourage.
- Prohibition of extra tuition activities is the most extreme option that governments can take. Such a policy option can be justified on the grounds of maintaining equity in education, where one section of the nation does not obtain undue advantage over others.

Zimbabwe has a policy of encouraging the practice of extra lessons. According to the Director's Circular Minute 26 of 1995, these should target learners preparing for public examinations. Extra lessons should be conducted during vacations.

Methodology

The study that was both quantitative and qualitative employed the descriptive postal survey methodology and follow-up interviews to collect data. Gay (1996:251) describes survey research as a self-report study that attempts to collect data from members of a population in order to determine the current status of the population with respect to one or more variables. Gay (1996:255) postulates that surveys require the collection of standardised quantifiable information from all the members of a population or sample. Surveys are used to generate data that describe the state of affairs about desired phenomena to facilitate evaluation of social intervention programmes. The population, being the school heads and teachers in the schools where the extra lessons are being conducted were seen as better placed to give descriptive data on the status of these lessons. The descriptive postal survey design was seen as appropriate to collect data on the rationale and policies guiding implementation of extra lessons in primary schools from this population. The postal survey utilises questionnaires that are delivered by either hand or mail to the desired sample population. Usually the subjects complete the questionnaire without assistance from the researcher. This allows for independent ideas that are not biased through researcher manipulation. The questionnaires used in this study were constructed using both open-ended and close-ended question items.

According to statistics obtained from the provincial education offices, Harare province has as many as two hundred (200) primary schools. Availability sampling was used to select the thirty-nine schools that were used in the study. According to MacMillan and Schumacher (1989:161) availability sampling is also known as convenience sampling. Availability sampling involves using whatever subjects are available to the researcher on the phenomenon of interest. MacMillan and Schumacher (1989) further note that though efficient and inexpensive, convenience sampling has limited generalisability

and greater caution must be taken when generalising the results. It is only possible to generalise the results to similar populations that have the same characteristics as those of the subjects that were used in the sample that was studied. The sets of questionnaires used in the study were left with the Deputy Education Provincial Director for Harare Province. Each set comprised a questionnaire that was to be completed by the school head or his/her deputy and three questionnaires for completion by classroom teachers each in grades 5, 6 and 7. All primary school heads were tasked to collect these for completion in their school whenever they had visited his office. After completion they were also required to return these to the same office for collection by the researchers. Thirty-nine sets of questionnaires, which comprised responses from one hundred and fifty-six teachers, were returned. This return rate was calculated at 19,5 percent of the total number of schools in the province. MacMillan and Schumacher (1986:161) argue that a minimum of 10 per cent return rate is acceptable in a postal survey.

The study employed both the quantitative and qualitative analyses. The quantitative analysis involved generating statistical frequencies from the closed-ended question items to describe the occurrence of desired phenomena. The qualitative data from the open-ended question items were analysed using content analysis. The qualitative data were categorised to allow the researchers to discern the patterns and themes that were emerging on the phenomena under study.

Data presentation, analysis, interpretation and discussion

This section presents data that were collected for the study

Which teachers and classes were targeted for extra lessons in the schools?

Grade five (5) to seven (7) classes were mostly being targeted for extra lessons in the schools surveyed. Almost all of the teachers surveyed, (97 per cent) indicated that they were targeting the Grade 7 learners in their schools for extra lessons. All the teachers teaching extra lessons were from grades 5 (five) to 7 (seven) classes. However the majority of the teachers (86 percent) were Grade 7 teachers who were conducting extra lessons with their Grade 7 learners. Forty-one (41 per cent) indicated that they had been teaching these extra lessons for the past five years. The practice of extra lessons is still in its infancy in Zimbabwe when compared to the growth of this phenomenon in other countries.

The respondents were asked to furnish the names their schools were using to refer to extra lessons. Forty-one (41) per cent of the respondents indicated they were using the term 'extension lessons,' 28 per cent were using 'vacation lessons' while 15 per cent referred to them as 'remedial lessons' respectively.

The rationale for conducting extra lessons in the schools.

Table 1 below presents the reasons that were explicated from respondents through interviews on why they were conducting extra lessons at their schools. Their responses were categorised into themes that had emerged from the responses they had supplied.

Table 1: Purpose for conducting extra lessons

Emerging theme	Respondents(%)
Improving Grade 7 results by preparing the learners for the examination	72
To consolidate the work they had covered during mainstream classes through revision	13
To allow more time for adequate coverage of the syllabus	10
To fulfil a policy requirement	10

The results from the table prove that most respondents, 72 per cent wanted to improve their Grade 7 results by further preparing the learners through the extra lessons.

Tables 2 and 3 below on page 8, present data on the subjects the schools were specifically targeting for extra lessons and their rationale respectively.

From Table 2 on page 8, the bulk of respondents, 44 per cent indicated they were giving tuition in English, Mathematics, Shona and Content during extra lessons. These are subjects that are examinable at Grade 7 level. A further 10 per cent showed that they were concentrating on all the subjects taught in the primary curriculum, as these were also examinable during Grade 7 examinations. Data on why they were specifically targeting these subjects is shown in table three below:

Table 2: Subjects targeted for extra lessons

Subjects targeted for extra lessons	Respondents(%)
English, Mathematics, Shona, and General Paper or Content	44
English and Mathematics	10
All subjects taught in the primary school curriculum	36
Paper twos in English, Mathematics and Shona	0,05
Mathematics, English Compositions, and Shona Comprehension and Grammar	0,03
Social Studies (SS), Environmental and Agricultural Studies (EAS),	0,03
Mathematics, English and Religious Education (RE)	0,03

Data in table 3 below show that the majority of teachers in the schools (79 per cent) viewed extra lessons as an opportunity to provide learners with intensive revision practice that would enable them to do well in their final grade seven examinations. The remaining 21 per cent still viewed them as remedial lessons to assist slow learners to catch up with what others had already grasped.

Table 3: Reasons for conducting extra lessons in targeted subjects

Emerging theme	Respondents(%)
Examinable subjects that need thorough preparation of learners through intensive revision practice	79
Remedial practice	21

The guidelines on extra lessons

The study further sought to clarify from respondents on the guidelines that they were using to conduct extra lessons in the schools. All the school heads surveyed agreed that their schools had specific guidelines to help in the conduct of extra lessons. These were based on the provisions given by their Provincial Education Office. An interview with the Education Officer responsible for Non-Formal Education in the province indicated that extra tuition should be targeted at Grade 7 learners who are preparing for their public examinations. These should be conducted during school vacations. The school authorities should hold a meeting with the parents where they will decide on the amounts to be paid by each learner. Schools were expected to channel at least seventy-five percent of the income towards paying the teachers who will have taught during the vacation school.

The respondents noted that the school policy on extra lessons was communicated to teachers in the school during the staff meetings organised for all teachers in the school. In the meetings, the teachers decided on what to teach and how they would teach it during the extra lessons. Parents were made aware of the provisions for their children to attend extra lessons during school development meetings. In these meetings the parents and teachers set and agreed on the levies that each learner was required to pay to enable him/her to attend the extra lessons. As posited by some of the school heads some of the money (about 75%) would be given to the teachers conducting the extra lessons as an incentive. The school heads would then decide on when the school would conduct these lessons. Many of the respondents, (85 per cent) showed that in their schools they were operating the extra lessons during the first or last fortnight of the school vacations. An additional 23 per cent indicated that in their schools they were utilising any of the available time in the mornings before the start of the official school day, in the afternoons at the end of the official school day and during weekends in addition to the vacation school to conduct the extra lessons. On the time schools were allocated towards extra lessons, 36 per cent indicated that between 21-30 hours were spent on extra lessons each week in their schools. Twenty-eight (28) per cent of the respondents agreed that about 10 hours was allocated to extra lessons each week while only 18 per cent of the respondents showed they had allocated between 11-20 hours weekly to extra lessons in their schools.

Activities conducted during extra lessons

The teachers were using extra lessons among other activities to re-teach concepts that the learners had failed to grasp during the mainstream classes, to mark pupils' written work, allowing pupils to do their corrections, to give learners practice tests and to assist learners with their homework. In addition to these activities 41 per cent of the respondents indicated that they viewed the extra lesson as an opportunity to teach new concepts they had schemed for their mainstream classes so that they will be ahead with the work schemed for in the mainstream class.

59 per cent of respondents, agreed that they were planning and scheming for extra lessons and were following a properly instituted timetable during the teaching of these lessons. A further 31 per cent showed that although they were planning and scheming for extra lessons, they did not have any timetable to guide teaching of these lessons. There was no difference between those subjects who admitted they did not plan nor scheme for extra lessons but used a timetable and those who did not use a timetable to guide their teaching. These constituted an insignificant 0,05 per cent of the respondents. Finally 79 per cent of the respondents agreed that they were giving written exercises that they were marking during extra lessons.

Administration and benefits accruing from the extra lessons

Sixty-nine per cent of the informants indicated that more than 50 per cent of the mainstream learners in their schools were attending the extra lessons. However they also indicated that they did not have any plausible plan of dealing with those learners who were failing to attend, as the extra lessons were optional. They just ended at encouraging them to attend the next vacation citing the benefits others had realised from attending these lessons. However a further 15 per cent of the respondents indicated they either responded by re-teaching those concepts they had covered during the vacation lessons during early mornings or late afternoons or giving out the work as extra homework to those learners who had not attended the extra lessons conducted during the holidays.

Heads of schools, their deputies and teachers in charge (TICs) were carrying some kind of supervision on the teachers conducting extra lessons. Seventy-two (72) per cent of the respondents indicated that they had been supervised teaching extra lessons but had not been issued with any written reports providing feedback on the supervision. Only 13 per cent indicated they had been issued with written reports on the supervision conducted. Most of the supervision was described as informal involving spot visits to check on what the teachers were doing during the extra lessons.

The study further required the respondents to indicate whether learners were paying for attending the extra lessons or not. Sixty-nine per cent of the respondents agreed that the learners were being charged for attending extra lessons in the schools. Ten (10) per cent of the teachers teaching extra lessons indicated that they were being paid directly by the learners. The rest intimated that payment was effected centrally through the school's administration. The money was then used to buy stationery and other material that was used by the school during the vacation school. The remainder was divided between those in the central administration at the school, teachers teaching extra lessons and ancillary staff at the school who had been involved in running the holiday lessons.

Teachers were expected to maintain attendance registers and performance records of the learners who had attended the extra lessons. In addition they would write a report detailing how the holiday lessons had progressed. Finally all the school heads surveyed indicated that their schools had realised improved pass rates from conducting extra lessons.

Implications of extra lessons on the quality of education

The finding that extra lessons were being targeted at the examination class and those subjects that were examined suggests that most schools and teachers are worried about the need to improve the performance of learners in public examinations. By so doing their schools will be credited with having delivered a quality education. The fact that the majority of teachers teaching the examination classes in the mainstream were the very teachers providing extra tuition for payment suggests the probability that they may defer quality teaching or slow down syllabus coverage with the intention of covering up during extra lessons. Further, the result that extra lessons were used to revise the work that had not been adequately taught in the mainstream class, give learners more practice tests, mark children's work and assist them with their homework, implies that extra lessons were being taken as an extension of the normal teaching day. At the same time the finding suggests that teachers were mostly using teacher centred approaches during extra lessons that required the learners to cram what they were being taught.

Teacher centred approaches are focused in the short-term memory to enable learners to remember pertinent facts that will aid passing the examination. They may easily forget the learned material once they have written the examination. This will not encourage them to value the education they have received as an enabling intervention that is meant to improve their lives by applying the knowledge, skills and competences they have been taught. A quality education is that which remains after all that has been taught in school is forgotten. It is expected to endure for a long time. However, extra lessons seem to be focused in the immediate short term and hence they cannot be regarded as a venue for providing quality education as well.

The revelation that not all teachers were scheming and planning for the extra lessons suggests that they were not being taken seriously in some schools. They were just seen as a money-spinning project. Heads of schools are expected to supervise teachers by assisting them to provide quality teaching. The fact that most of them were not critically supervising the teachers teaching extra lessons suggests that they did not have control over what the teachers were doing. The other finding that more than half of the learners in the schools were attending extra lessons suggests that they were growing in popularity in the schools. This may suggest a growing demand for delivery of quality education in the mainstream school with learners frantically looking for a substitute. This implies that the learners were increasingly becoming aware that the teaching they were receiving during mainstream classes was deficient and not able to make them successfully go through the examinations.

The researchers commend the efforts of some of the teachers who indicated that they always re-taught what they had covered during extra lessons to those learners who had failed to attend the extra lessons conducted during the holidays. Conversely, this may hint that the teachers teaching grade seven in the schools need more time to cover the syllabus with all pupils. Grade seven examinations are written midway during the third school term. This practice may not be allowing teachers enough time to fully complete the work they may have schemed and planned to cover with their pupils. Perhaps the time at the disposal of teachers is not enough to prepare their learners to write their examinations.

Lastly, the discovery that extra lessons may be used to rectify deficient teaching in the mainstream class suggests the need to closely monitor what goes on in the mainstream system. Improvements to all the teaching processes must be effected to ensure that quality education is realised in the schools.

Conclusions and recommendations

The results of this study show that extra lessons in the schools studied mostly target the learners and subjects taught in the examination class (grade seven). The main purpose of these lessons is to complement the teaching being provided in the mainstream classes so that the schools' pass rates in the examination are enhanced. The same teachers teaching in the mainstream classes are those teaching extra lessons for additional payment from the same learners they are teaching in the mainstream classes. From these observations, the study concludes that very little quality teaching may be going on during the mainstream grade seven classes to warrant need for additional time to enable learners to fully master the concepts they are taught. The extra lessons themselves seem not to be a valid medium for quality teaching. The teachers are using these as opportune time to extend the activities they are supposed to be doing during mainstream teaching. In view of these conclusions, the study recommends that,

- MOESC creates and allocates more time to the grade seven classes so that the teachers are able to prepare their learners comprehensively before they write their Grade Seven examinations. For instance, during the first and second term vacations, the Grade seven class can be allowed to close for one week only. The extra time thus created should be used as official teaching time for all the mainstream learners.
- Heads of schools should properly and formally supervise the teachers' schemes, plans and teaching during extra lessons that are taken during vacation time. Those learners and teachers who engage in extra lessons during vacations can make up for the missed vacations period by closing school immediately after the grade seven class has finished writing their examinations.
- MOESC and School Development Associations/Committees (SDA/Cs) should seriously review the incentives they are giving teachers currently so that they are not allowed to fleece and exploit learners who are desperately looking for knowledge. Primary education is supposed to be a basic right which governments have been tasked to provide freely. All pupils are expected to benefit from tuition going on in the primary school. Promoting practices that allow learners to pay extra for tuition during the supposed 'extra lessons' disenfranchises and disadvantages those learners from low socio-economic backgrounds. This perpetuates discriminatory practices based on the socio-economic status of the family from which the child comes from.
- MOESC needs to enforce mechanisms that monitor, control and regulate activities of teachers in the mainstream school through regular and effective school supervisory practices to ensure the teachers deliver quality education. This may remove the need to mount extra lessons as an alternative of improving pass rates in the schools.

- Finally further research into the teaching methodologies that teachers' use during extra lessons is called for to shed more insight into why extra lessons are viewed as more effective in making learners pass.

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