# SCHOOL CULTURE AND PUPIL PERFORMANCE IN SCHOOLS ACASE STUDY OF THAYA DIVISION NYERI DISTRICT IN KENYA

BY

SR. MAINA SARAH WANGUI

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# DECLARATION

I Sara Maina Wangu declare that the work presented in this book is my own and has never been presented to any institution before, in part or in full for any academic recognition or award.

..... Date 28/7/2008

**SR. MAINA SARAH WANGUI**

**(Student)**

# APPROVAL

---------- **Date** 23/8/2008

**MR Mulegi Tom**
**(Supervisor)**

# DEDICATION

This work is dedicated to the congregation of the Freanciscan sisters of the Heart of Jesus who have struggled tirelessly to make my academic endeavors a success. May the Almighty God reward them all.

# ACKNOWLEDGEMENTS

My indebt ness goes to so many people who have helped me in the preparation of this work, in various forms both materially and financially. I wish to thank the head teachers in the division for accepting my request to particularly carry out this research study in their area. Great recognition goes to the school leadership, the staff of the various schools visited and the pupils for their unreserved cooperation during the interviews.

Special regards to father Mukundi and father J.B Gichuhi of Nyeri Seminary for they continous encouragement. Not forgetting my mum, dad, brothers and sisters for their moral support; and all other colleagues in the struggle.

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# CHAPTER ONE

# INTRODUCTION

## *1.1 Background to the study*

As early as 1948, the United Nations recognized education as a basic human right. Education provides the foundation for poverty reduction in terms of sustainable economic growth, social development, and good governance. Donors are committed to helping developing member countries achieve the millennium development goals by 2015, including achievement of universal primary education, and gender equality in primary, secondary, and tertiary education. Many of the problems of schoolchildren are associated with the poor culture including lack of clean water and poor sanitation with the most prevalent diseases being diarrhea and helminth infections. There is increasing evidence to support an association between widespread iron deficiency, iodine deficiency, and helminth infection and poor school performance.

A range of physical and social aspects of the school culture can influence child performance: inadequate or lack of water and sanitation, contaminated drinking water, poor ventilation, noise, insufficient light or glare, dangerous buildings and furniture, and a hazardous location. For many children, going to school is the first opportunity to be exposed to a range of infectious diseases from other children of diverse backgrounds.

Kenya as a country is committed to the development of human resources through education and training. Its commitment has been demonstrated at both national and international front, like the Education for All policy. Universal primary Education (UPE) is one of the Government of Kenya's main policy tools for achieving poverty reduction and human development. Broadly speaking, its main objectives are to: provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete; make education equitable in order to eliminate disparities and inequalities; ensure that education is affordable by the majority of Kenyans; reduce poverty by equipping every individual with basic skills.

Children's performance is influenced in many ways by the physical and human culture of the school. Children need a safe and caring human culture in school to be able to learn. In Kenya, most schools are built without consideration for water and latrine facilities. In rural areas, most schools only have a makeshift pit latrine provided mainly by the Parent Teacher Associations.

## *1.2 Problem statement*

Despite the significant progress that has been made in Kenya towards Education For All there continues to be areas of poor participation, especially in rural areas. One area in which some primary pupils are lagging behind is performance. Specifically, some recent research findings from Kenya (Mugenda 2000, Mati 2000, Kariuki et al 2000) have identified school culture (related issues) as having a major impact on school attendance and performance. This impact is all the greater as most Kenyan children reach puberty in primary school. The length of primary school is relatively long (8 years) and for many children, particularly those in rural areas, age of entry is delayed.

Consequently most rural schools have been almost entirely abandoned; with no hope of successful revitalization and this has contributed greatly to the process of education and performance of school pupils. Regardless of where a school is located, a healthy school culture is comfortable and secure from danger radiates a "sense of wellbeing" and a sends a caring message. These healthy school cultures are the key to high performance educational levels. Successfully managing a school culture is a necessary and essential educational investment. Research increasingly shows that there is a clear link between cultural quality of schools and educational performance of pupils:

## 1.3 Purpose of the Study

To analyze the impact of culture on pupil's class performance

## *1.4 Research Objectives*

To establish how lack of health and sanitation affects pupil performance

To assess how space and poor equipment affects pupil performance in school.

To analyze how attitude of teachers affects pupil performance in primary schools

## *1.5 Research Questions*

How does lack of health and sanitation affects pupil performance?

How does space and poor equipment affects pupil performance in school?

How attitude of teachers does affect pupil performance in primary schools?

## *1.6 The Scope of Study*

The study was carried out in Nyeri District. It covered both government and private owned primary schools. For quite some time now there have been concerns of the right teacher education to improve productivity of the human capital in this country. This study therefore lays emphasis on how the culture affects pupil performance. The study considered the period from 1997 when Universal Primary Education was launched to date (2007), to ensure that the required information is fully collected.

## *1.7 Significance of the Study*

The study will have a significant contribution to: the policy makers, the teachers and most importantly the pupils who are the root beneficiaries of the education system.

The study will expose the challenges facing the education sector in providing primary school education. This will in turn enable government to come up with appropriate policies towards a more suitable formal teacher education system.

The study will in turn lead to an empowered teacher work force if their skills are improved under a proper teacher education system.

The study will also contribute significantly towards better performance of pupils both at school and in the wider socio-economic culture.

# CHAPTER TWO

# LITRETURE REVIEW

## *2.0 Introduction*

This chapter presents a review of previous works by researchers as well as existing literature relating to culture and pupil performance in primary schools. In it the researcher has endeavored to make definitions of the different concepts and showed how they relate to the study.

## *2.1 How Health and sanitation Facilities Effect Pupil Performance*

A good education is highly valued in society. The process of education begins in an institution of general education and its efficiency largely contributes to the success in the learner's further periods of life. There have been many problems with the administration of Primary schools lately. On the one hand, teachers are not content with their salary, increasing workload, shortage of teaching aids, etc. (Tohver, 2004; Kivine, 2004;

Jõemaa,2004). On the other hand, they are required to be highly professional and committed in order to teach pupils better so that they would show better results at the national examinations. The ranking of schools based on the results of national examinations and public discussions on which school is better and which is worse, increases the tension even more. School administrators are therefore in a complicated position and it is difficult to find a way out.

There are numerous factors that affect school performance. Some of them can be influenced by school principals, some of them cannot. For instance, school administration have a lot to say in matters like the health and sanitation specifics of a school yet these factors have nevertheless an important role in school performance

Many of the health problems of school children are associated with lack of clean water and poor sanitation, with the most prevalent diseases being diarrhea and helminth infections. The UN Sub-Committee on Nutrition reported that there is increasing evidence to support an association between widespread iron deficiency, iodine deficiency, and helminth infection and poor school performance. A range of physical and social aspects of the school culture can influence child health: inadequate or lack of water and sanitation, contaminated drinking water, poor ventilation, noise, insufficient light or glare, dangerous buildings and furniture, and a hazardous location. For many children, going to school is the first opportunity to be exposed to a range of infectious diseases from other children of diverse backgrounds. Diarrhea, poor hygiene behavior, lack of water and sanitation facilities, fecal-oral contamination Access to safe water and sanitation, hand washing, good hygiene behavior increased school absenteeism; and effected school performance

In circumstances were there is no proper sanitation. Some learners are almost always sick because of unhygienic conditions that they are living in. Lack of water and lack of sanitation encourages diseases, which increases regular learner absenteeism. According to Varma (1993:92), the physical cultures in which children are raised are

important. Damaging and unhealthy cultures take their toll. Poor hygiene increases the risk of infections.

School feeding programs are an intervention option that, under certain circumstances and administrative arrangements, can have an impact on nutritional status, learning ability, attendance (especially for girls), and drop out rates. The quantity and quality of food provided, the time of day it is provided, the nutritional status of the children, and the mechanisms for implementation (locally cooked by mothers vs. industry- produced foods) all affect the measured outcomes of a program. The impact will be increased by other inputs that affect school quality, such as teacher development, curriculum reform, and student assessment

In many developing countries, there are more schools than clinics and more teachers than health workers. Linking health program delivery into the well-established education system has proven to be cost effective. Effective partnerships can be fostered between the two sectors, teachers and health workers, schools and community groups, and among the students in implementing school health and nutrition programs. Experience has shown that school-age children can provide effective links with their peers (older children teaching younger children). They can carry messages home to their families including younger siblings and connect with the wider community in conveying messages on personal hygiene, hand washing, infant feeding, home dietary planning, and food safety as well as promoting improved sanitation. Many opportunities exist

within countries for partnerships of this kind in ADB-supported education projects and these should be explored whenever possible.

## *2.2 Classroom Spacing, Equipment and Performance of Children*

The size and location of a school are important factors for its pupil's performance. Not all schools have equal opportunities for teaching pupils. There can be numerous reasons for that and the issues of size and location will be discussed in the following section.

The classroom is the most important area of a school because it is where students and teachers spend most of their time and where the learning process takes place. However During the past 30 years the effects of classroom acoustics on children's learning and attainment in the primary years have provided the focus for a number of research studies. Rather less research is available on the impact of culture issues like noise on children's health and behaviour. There are few controlled investigations into the ways in which acoustical treatment and classroom amplification can reduce the impact of poor classroom acoustics. There are various relevant acoustical parameters: noise and reverberation. Extraneous noise may stem from sources internal to and external to the classroom and involve both speech and non-speech. These different sources and types of extraneous noise have differential effects on learning and performance. Poor classroom acoustics can create a negative learning culture for many students, especially those with hearing impairments, learning difficulties or for whom English is an

additional language. Excessive noise has a direct effect on test performance and reduces performance in classrooms. Both pupil and staff are annoyed by l noise. The effect of trying to compete with an acoustically-difficult culture may place severe strain on teachers' voices.

### *2.2.1 Ventilation and heating*

A lack of appropriate ventilation or heating leads to less than optimal educational performance. Hot, humid classrooms affect concentration on the task in hand and impair children's learning. Despite this, relatively little research has systematically examined how classroom temperature, humidity, air quality and ventilation affect primary age pupil and their teachers. Temperature, humidity, air quality and ventilation interact with each other. The effects of such interactions on pupil and teachers have been little investigated, but may be significant when aggregated. Existing research on ventilation and heating draws mainly on adult studies, often in work culture. It tends to extrapolate to settings for young children although hard data are lacking to justify the conclusions drawn. From the limited research focusing on young children we know that elevated temperatures and humidity are associated with adverse effects on pupil achievement and behaviour. In the case of humidity there may be health risks as well. For teachers such circumstances may lead to increased teacher stress and reduced classroom effectiveness. Poorly controlled classroom ventilation may lead to raised carbon dioxide levels which in turn are associated with a reduction in concentration and the ability to focus on mental tasks which in turn affects performance of pupils in schools.

### *2.2.2 Lighting*

Effective lighting is central to classroom activity and has been the focus for much recent research. Adequate lighting levels for particular types of classroom task have been precisely identified and defined. Glare arising from reflective surfaces may be disabling, and even when just uncomfortable it may have negative effects on pupil and teacher activity. Contrast between objects and the background on which they lie may have negative effects on pupil and teacher activity if levels of contrast are too low and lighting levels are inadequate. Poorly managed classroom lighting may exacerbate the negative effects of poorly corrected pupil and teacher eyesight and thus affect access to text and other learning resources. Greater exposure to natural light is positively associated with enhanced pupil performance, while having a view from the classroom positively impacts on teacher and pupil wellbeing. There is some indication that light colour and its perceived warmth may be associated with positive individual moods and a sense of wellbeing. There is increasing evidence that low levels of exposure to natural light may negatively interact with individual circadian rhythms and are associated with reduced concentration, disturbed sleep and depressed mental and social activity. This may lead to missed schooling for pupil or absenteeism among teachers.

### *2.2.3 The absence of significant data*

Our understanding of the effects of the built culture on pupil is limited by failures to collect systematic data for large, appropriately identified samples, to report effect sizes where data are collected and to test modifications in a systematic fashion. There are



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indicative data emanating from research on classroom acoustics to indicate that this is both feasible and an appropriate way to enhance practice and develop policy.

## *2.3 Essential culture Considerations of Schools*

While there are many contextual factors to take account of, here I want to focus on just one. All the research I have conducted into school leadership and primary school demonstrates that the teacher culture in a school is very important to the school's improvement prospects, processes and outcomes (Southworth, 2000). Ofsted inspectors and other researchers generally support this finding (Fullan & Hargreaves, 1992; Hopkins et al, 1994; Gray, 1999).

As schools have become self-improving organisations, the need to understand the ways in which staff in them use their professional knowledge, expertise and experience has never been greater. Schools need to develop their internal capacity to grow and enhance pupil' learning. To achieve this, all staff need, among other things, to focus on the quality of the pupils' learning and the progress the children are making, and to improve teaching in the light of these analyses and evaluations. Leaders play a central part in all of this because research and inspection evidence suggests that creating the conditions for improvement is a process that must be led. In primary schools this means that heads must be classroom-focused, while deputies need to be aware of other colleagues' classroom practices across the school and to demonstrate a sustained interest in teaching and pupils' learning. However, to be able to improve the quality of teaching on a recurring basis requires the teaching staff to relate to one another in particular ways.

The anatomy of teacher cultures is today better understood than formerly. We acknowledge that there is a high degree of correspondence between, on the one hand, teacher and staff development practices and, on the other, the school's capacity to grow and improve. One of the links between these two is the existence of a culture that supports strong professional ties between teachers. These ties are sustained by frequent informal and formal interaction and productive professional talk. Such processes are characterized by and sustain openness,

According to Berry (2002), schools are not primarily cultural show cases. Schools are special cultures that exist for the purpose of enhancing the learning process. They are sensitively built cultures housing very special segments of the population. Michael (2002), argues that are sensitive culture refers to a place the supports the activities of segments of the population who are very young, very old, or who are experiencing illness. From a health perspective, a sensitive culture, such as school or day care facility, tends to be where adverse health effects manifest themselves in the face of unsanitary conditions.

The importance of a healthy school culture's ability to enhance the learning process has been demonstrated in many studies. However, many school facilities throughout many countries including the United States, estimated at more than 50%, have culture related problems. Problems are most related to water damage, inoperable sewerage systems, and ineffective cleaning. According to Owolabi(2005), even though are the focus of constant public discussion, political attention, and government support , more effort is needed to emphasize and provide "healthy" school facilities by way of design, operation,

and maintenance. Berry (2002) further argues that there are many health and safety requirements that all school facilities face. These include numerous fire safety codes, provision for handicapped occupants, and numerous state ad federal statutes as is the case with the United States of America. However, the driving force behind successfully managing a school facility comes from the local community's commitment to a healthy school culture, free of distractions and detrimental health.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## *3.0 Introduction*

This section highlights the over all plan for executing the study. It gives light to the research design, study population, data collection methods, sampling techniques, data presentation and analysis, and the limitations of the study if any.

## *3.1 Research Design*

The study used both qualitative and quantitative methods of data collection, analysis and presentation. It is both a descriptive and an analytical study, critically looking at a cross-section of issues. This study is comparative in nature in terms of the teaching performance of the certificate holder teachers versus those holders of diplomas.

## *3.2 Study Population*

The study population included the parents, teachers, community leaders and pupils from the selected schools. Key informants such as the District Education Officers, Head teachers and members of PTA/SMC played a key role in the study.

A total of 100(one hundred) respondents was be used in the study. This included.50 Students; ten from each selected schools picked using the simple random sampling technique; 30 teachers six from each selected school picked randomly though with some positive bias towards gender focus, 15 of whom were certificate holders and the

other 15 diploma holders; 10 school management committee members two form each selected school picked using the purposive sampling technique (this is because such members are deemed to have the required information for the study and also they are in a position to influence the budgeting in the schools); 5 staff members from the department of education at the District Education Officer, picked using the purposive sampling technique because they are expected to have information related to the education policy in schools on teaching and learning skills . Both female and male respondents were employed in the study to avoid positive gender bias in the study. The study also involved both government and privately owned schools to ensure that the study is representative.

### *3.3 Data Collection Techniques*

The researcher employed both primary and secondary data collection techniques. The primary methods of data collection included observation, interviews (both structured and none structured), and questionnaires. Secondary methods included review of text books, journals, news papers, records of performance from schools and the internet. Both Questionnaires and interviews were applied on head teachers and the teaching staff. While to the pupils and members of the management committees, interviews were suffice to collect the required data. Care was however taken to include both male and female respondents to minimize bias and maintain objectivity of the study. Participant observation was used as classes were going on, guided by an observation checklist.

## *3.4 Sampling*

Multiple sampling techniques were employed to ensure the validity and reliability of the research findings. Simple random sampling was employed to the pupils however; care was taken to ensure that there was a fair representation between the male and female pupils. Simple random sampling technique was also applied during the selection of the respondents from within the members of the general community were the pupils come from. Purposive sampling was used to the district education officer and the staff in that office because, this category of respondents was deemed to have information and are aware of the requirements of given school facilitation grants at play in given areas of jurisdiction.

## *3.5 Data Analysis and Presentation*

Data was analyzed using largely descriptive qualitative methods and simple quantitative methods. Analysis and presentation of data was in form of frequency tables, and bar graphs.

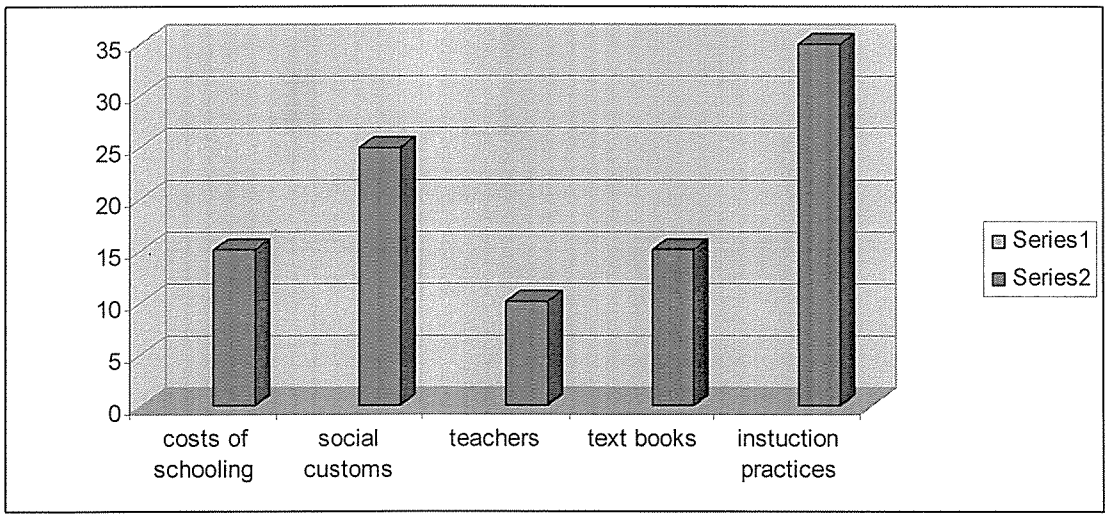
# CHAPTER FOUR

# DATA PRESENTATION, DICUSSION AND ANALYSIS

## *4.0 Introduction*

This chapter presents the findings of the study, analyzing and discussing them in relation to the objectives of the study. The findings below have been presented according to the objectives of the study as guided by the research questions. Tables, graphs, charts and other statistical techniques are also used to present and analyse the findings. Qualitative techniques have been very instrumental in the descriptive sector of the study.

**Figure 4.1 Respondents views on factors in school culture**




**Source: primary data**

Out of a sample size of 100 people, 15 respondents, giving a response that 15% were of the view that, costs of schooling is a vital cultural factor affecting the performance of pupils at school ( in class)

This aligns with literature form the UN (2007) that lacks of enrollments in primary education is often attributed to the cost or opportunity costs.

Direct costs according to the findings include; child Labour, distance to school. The researcher in his analysis argues, that school fees as a direct or indirect costs are views as a main discourage, particularly for girls and other disadvantaged children, from enrolling and regularly attending school. By implication, irregular attendance of school or class by these categories of pupils in-turn directly that makes them perform poorer than their male counterparts and those that are able coached.

25 respondents (25%) said that, social customs or cultural norms (which could be economic or political in nature), may hinder school enrollment and school attainment, particularly girls, disabled children and HIV/Aids orphans. Key issues are perceptions about the value of schooling, norms about who goes to school and children rights issues. This argument concurs with literature by Owolabi (1987), that the nature of the cultural and political systems directly and indirectly influence the educational development in the society and of the pupils, In further argument, Owolabi (1987), in the same context, argues that, the value of the dominant groups in the society determine the direction and dimension of educational activities.

In the researcher's final analysis, cultural norms and values directly affect the quality of pupil emanating from a given education system both in class and to the community as a whole.

While 10 respondents (10%) agued that, if no other reasons, teachers matter because they are and will continue to be the biggest recurrent cost in education. Most of the respondents in this category argue that competent teachers are significant to quality education and performance of pupil in examinations and in routine class exercises. It is however important to note as reflected Maicibi's literature (2007),

That what competence means changes over time and is context specific (are there teacher shortages, what are the educational needs, how much are teachers paid, what support and supervision system are in place).

In the researcher's view, considering the importance of teachers, development agencies doing with government, have put significant resources in this area. By the large, these efforts have focused on teachers training and support. According to Herz (2003) in some parts of the world, the conversation is on teacher performance issues, which include absenteeism and the support and supervision they receive.

15% were of the view that, curriculum (text books), is or are a critical component of the school culture directly linked to pupil performance in examinations. There are many (local) debates about what is in the school indicated that recently the push has been to get more Math and Science into education, others push relevance and life skills

(especially since there are so few places in secondary schools and low completion rates).

But most of the Global discussion centers around curriculum on text books. According to UNESCO (2005), there has been a big debate in international education over the past several years, do text books matters?

From the researchers' perspective however, the evidence is not conclusive either way. Despite the fact that development agencies provide resources for text books and push governments to get text books schools, into the hands of the children, problems still remain. Perhaps the biggest is the curriculums and text books and teacher training often do not align with each other.

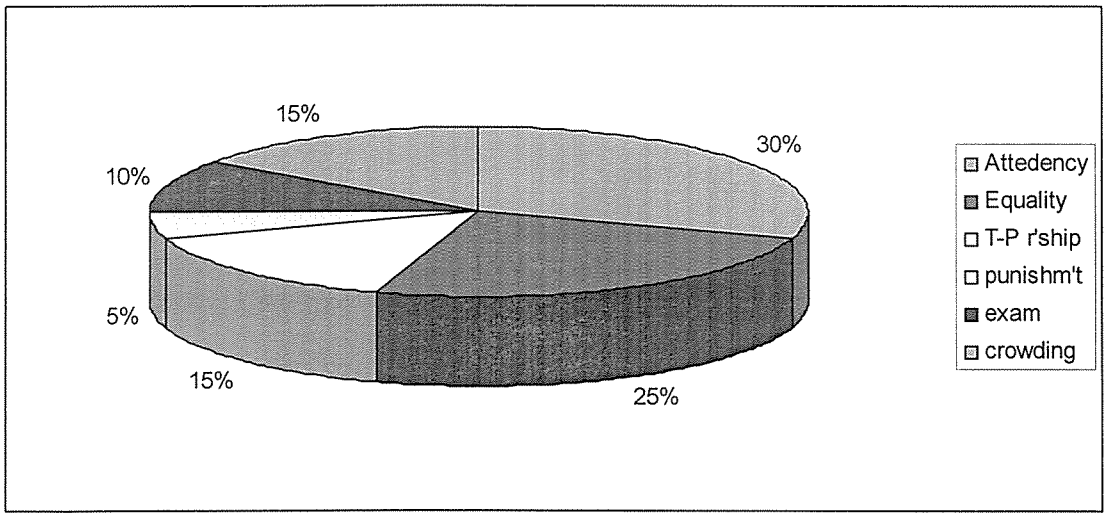
This argument further concurs with the Kenya population, reproductive Health and development reports (2001), that one of the factors necessary is adequate numbers of trained teachers. A large number of trained teachers will be required to accommodate increased primary enrolments as a result of the introduction of free primary education.

However the required large number of teachers has enormous implications both in terms of resources needed to train these teachers and subsequently to pay their salaries.

35 respondents (35%) said that, instructional practice is quite an important factor in the school culture affecting pupil performance. The discussion here asks whether child catered pedagogy or direct instruction are better suited for the learning needs of schools

around the Zone. There is no conclusive answer especially as class sizes continue to grow, teachers are not adequately trained, teachers' supervision, if existent is minimal. According to Smith and Maurer (1995), direct instructions should be used as a starting point given class size and local context, to improve the performance of pupils, others like Owolabi (2005) drawing from the context of community schools, suggest, supporting teachers is key. The researcher however infers that, the language of instruction is also an important consideration. Many countries have a policy in place that calls for use of mother tongue but it is not implemented in other countries/regions, the local reality is that local language is used as teachers and pupils do not have sufficient proficiencies in other languages (English, French, Spanish.)

**Figure 4.2 challenges in the school culture.**



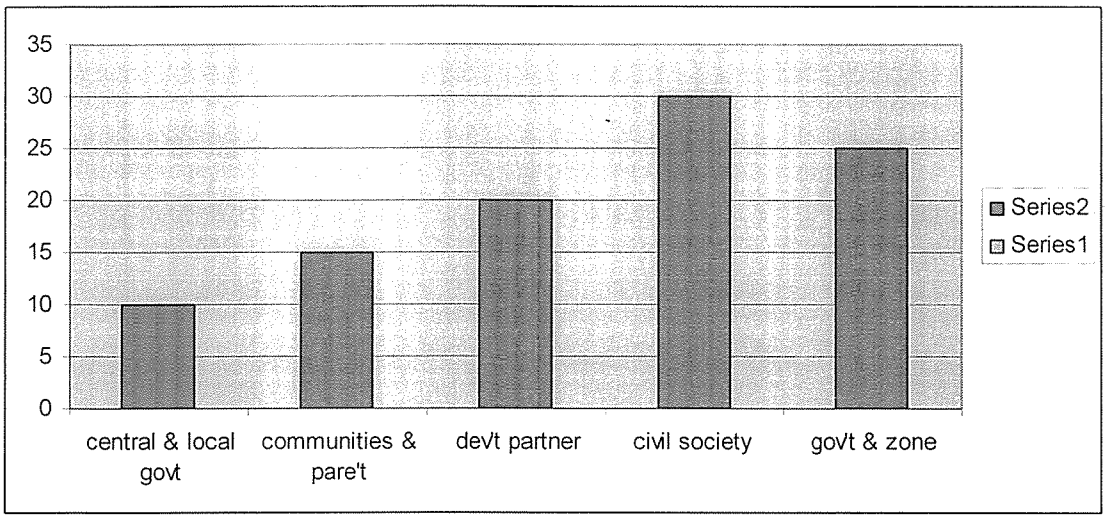

**Source: primary data**

This area of analysis and study attached multiple responses from the sample population. 30 respondents (30%) asserted that children enrolled in schools are often

only names on register. Attendance rates throughout the country are extremely low, many pupils miss school because of among other reasons, school closing, inability to pay fees, the fear of absence and boredom. 25 respondents (25%) said that, the quality of education in Kenya is extremely poor. Teaching is done by rote, using an out-dated curriculum and materials by teachers who lack competence, morale, support and accountability. 15 respondents (15%) said that, teacher-pupil relations are marked alternatively by apathy and violence rather than caring or mutual respect. Sexual harassment of girls by teachers, male pupils and others is common place. 5 respondents (5%) said that, corporal punishment is all too common, arbitrary and unfair; contrary to the governments own regulations. This concurs with literature in the Guardian, Tanzania(1998), were in some cases children have died as a result of excessive punishment , as was the case with Dina Evarist, a 12-year old school; girl in Rukwa Tanzania. 10 respondents (10%), said that, an over focus on examinations drives the curriculum and teaching, and distorts educational objectives. Nevertheless, they argued that, in the absence of other indicators, examinations still provide partially reliable measures of learning achievement. The above argument concurs with the Report from the Ministry of Education (MOEC), 2000 IN Tanzania that; "many primary school graduates are still unable to write a simple paragraph. Female pupils achieve particularly poor results due to pervasive discrimination and inequitable opportunity in the school and community. While 15 respondents (15%) said that overcrowding and inadequate facilities have a negative impact on the quality of education. In many schools, classes house 150 or more children per room. Many buildings are in serious disrepair, and toilets are both inadequate and often non-functioning. Some reports and

observation indicated that in some areas, over 200 pupils are forced to share one toilet, despite its obvious negative health and gender consequences. Large numbers of pupils also lack desks, books, and other supplies. Some schools have virtually no libraries. This finding concurs with reports from the Kenya Ministry of Education (2001); that "while these problems persist nation wide, there are also large disparities between districts. Some reports indicated that districts in the top quintile had pupil: class room ratios that were four times better than the bottom districts. In the researcher's final analysis, basic education in Kenya is in a crisis. In the typical school today, there is real little learning and opportunity for pupils to develop the skills, aptitudes, creativity and confidence that are vital to life. As one observer puts it, "the main purpose of education in Kenya appears to be to fail pupils". In addition the impact of HIV/Aids is beginning to wreck havoc on the school system, not least through its impact on orphans who are unable to secure livelihoods and teachers who are ill or dying. The implication of these combined effects is enormous. Without a solid educational base, Kenya will be unable to reduce poverty, secure human development, achieve democratization or realize the human rights of its population.

**Figure 4. 3: Views on strategies to improve the school culture for performance**




**Source: primary data**

This area of study attracted variety of responses; 10 respondents (10%) said that government both local and center should ensure a relevant curriculum system which is free of discrimination. Teachers' training should sensitize them to learners' diverse needs and teacher recruitment needs to ensure more women teachers to support retention of girls in school. 15 respondents (15%0 were of the view that, communities and parents should take the responsibility to ensure that the children's right to food is protected. They further argued that if the parents can have two square meals a day, then there is no reason why their children should go hungry especially when at school. In the researchers view, communities and parents should take keen interest in the education of their children through the provision of the much needed scholastic materials, community involvement and parents' participation in the education is critical in ending exclusion. 20 respondents (20%) said that, development partners should meet their commitments and demonstrate real progress rather than yet again disappoint schools, pupils, parents and communities with broken promises. Additional spending is

needed to ensure that every child can complete basic education of good quality. 30 respondents (30%) were of the view that, civil society organizations should strengthen their advocacy, mobilization, sensitization roles to end exclusion. Movement s like the Girl Child Education Movement, Campaign on Violence against Girls, Campaign to end Hunger and conflict are essential in ending exclusion. Civil society has to play the critical role of social mobilization. This assertion is in agreement with literature according to Murrey(2000) that, civil society organizations should strengthen their alliances, networks and build partnerships to end exclusion through information sharing , campaigns, research and advocacy. The remaining 25 respondents(25%), sad that, the central government in collaboration with the Zone should develop and implement teacher development and management systems that will bring out a lot of well qualified and motivated teachers who are accountable for their educational output. In the final analysis the researcher, infers with the views of the respondents that, while in the past decade, substantial progress has been made in improving access to education following the introduction of Universal Primary Education (UPE), the government in coalition with the civil society organizations are fundamental in mobilizing teachers and other stakeholders to develop strategies to ensure that all children get access to quality education.

# CHAPTER FIVE

# SUMMARY OF MAJOR FINDINGS, RECOMMENDATONS AND CONCLUSIONS

## *5.1 Summary of Major Findings*

### *5.1.1 Factors in School culture*

Out of a sample size of 100 people, different views were received; the costs of schooling is a vital cultural factor affecting the performance of pupils at school ( in class), which aligns with literature form the UN (2007) that lacks of enrollments in primary education is often attributed to the cost or opportunity costs.

Direct costs according to the findings include; child Labour, distance to school. Social customs or cultural norms (which could be economic or political in nature), may hinder school enrollment and school attainment, particularly girls, disabled children and HIV/Aids orphans. Key issues are perceptions about the value of schooling, norms about who goes to school and children rights issues. This argument concurs with literature by Owolabi (1987), that the nature of the cultural and political systems directly and indirectly influence the educational development in the society and of the pupils, In further argument, Owolabi (1987), in the same context, argues that, the value of the dominant groups in the society determine the direction and dimension of educational activities.

Teachers matter because they are and will continue to be the biggest recurrent cost in education. Most of the respondents in this category argue that competent teachers are

key to quality education and performance of pupil in examinations and in routine class exercises.

The meaning of competence changes over time and is context specific (are there teacher shortages, what are the educational needs, how much are teachers paid, what support and supervision system are in place). By the large, these efforts have focused on teachers training and support. According to Herz (2003) in some parts of the world, the conversation is on teacher performance issues, which include absenteeism and the support and supervision they receive.

Curriculum (text books), is or are a critical component of the school culture directly linked to pupil performance in examinations. There are many (local) debates about what is in the school indicated that recently the push has been to get more Math and Science into education, others push relevance and life skills (especially since there are so few places in secondary schools and low completion rates).

Despite the fact that development agencies provide resources for text books and push governments to get text books schools, into the hands of the children, problems still remain. The biggest being the curriculums and text books and teacher training often do not align with each other. One of the factors necessary is adequate numbers of trained teachers. A large number of trained teachers will be required to accommodate increased primary enrolments as a result of the introduction of free primary education. This required large number of teachers has enormous implications both in terms of resources needed to train these teachers and subsequently to pay their salaries.

Instructional practice is quite an important factor in the school culture affecting pupil performance. The discussion here asks whether child catered pedagogy or direct

instruction are better suited for the learning needs of schools around the Zone. There is no conclusive answer especially as class sizes continue to grow, teachers are not adequately trained, teachers' supervision, if existent is minimal.

Many countries have a policy in place that calls for use of mother tongue but it is not implemented in other countries/regions, the local reality is that local language is used as teachers and pupils do not have sufficient proficiencies in other languages.

### *5.1.2 Challenges in the school culture.*

This area of analysis and study attached multiple responses from the sample population. The children enrolled in schools are often only names on register. Attendance rates throughout the country are extremely low, many pupils miss school because of among other reasons, school closing, inability to pay fees, the fear of absence and boredom. The quality of education in Kenya is extremely poor. Teaching is done by rote, using an out-dated curriculum and materials by teachers who lack competence, morale, support and accountability. Teacher-pupil relations are marked alternatively by apathy and violence rather than caring or mutual respect. Sexual harassment of girls by teachers, male pupils and others is common place. Corporal punishment is all too common, arbitrary and unfair; contrary to the governments own regulations. This concurs with literature in the Guardian, Tanzania(1998), were in some cases children have died as a result of excessive punishment , as was the case with Dina Evarist, a 12-year old school; girl in Rukwa Tanzania. Over focus on examinations drives the curriculum and teaching, and distorts educational objectives. Nevertheless, they argued that, in the absence of other indicators, examinations still provide partially

reliable measures of learning achievement. The above argument concurs with the Report from the Ministry of Education (MOEC), 2000 IN Tanzania that; "many primary school graduates are still unable to write a simple paragraph. Female pupils achieve particularly poor results due to pervasive discrimination and inequitable opportunity in the school and community. While 15 respondents (15%) said that overcrowding and inadequate facilities have a negative impact on the quality of education. In many schools, classes house 150 or more children per room. Many buildings are in serious disrepair, and toilets are both inadequate and often non-functioning. Some reports and observation indicated that in some areas, over 200 pupils are forced to share one toilet, despite its obvious negative health and gender consequences. Large numbers of pupils also lack desks, books, and other supplies. Some schools have virtually no libraries. This finding concurs with reports from the Kenya Ministry of Education (2001); that "while these problems persist nation wide, there are also large disparities between districts. Some reports indicated that districts in the top quintile had pupil: class room ratios that were four times better than the bottom districts. In the researcher's final analysis, basic education in Kenya is in a crisis. In the typical school today, there is real little learning and opportunity for pupils to develop the skills, aptitudes, creativity and confidence that are vital to life. As one observer puts it, "the main purpose of education in Kenya appears to be to fail pupils". In addition the impact of HIV/Aids is beginning to wreck havoc on the school system, not least through its impact on orphans who are unable to secure livelihoods and teachers who are ill or dying. The implication of these combined effects is enormous. Without a solid educational base, Kenya will be unable



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to reduce poverty, secure human development, achieve democratization or realize the human rights of its population.

### *5.1.3 Strategies to improve the school culture for performance*

This area of study attracted variety of responses; 10 respondents (10%) said that government both local and center should ensure a relevant curriculum system which is free of discrimination. Teachers' training should sensitize them to learners' diverse needs and teacher recruitment needs to ensure more women teachers to support retention of girls in school. 15 respondents (15%0 were of the view that, communities and parents should take the responsibility to ensure that the children's right to food is protected. They further argued that if the parents can have two square meals a day, then there is no reason why their children should go hungry especially when at school. In the researchers view, communities and parents should take keen interest in the education of their children through the provision of the much needed scholastic materials, community involvement and parents' participation in the education is critical in ending exclusion. Development partners should meet their commitments and demonstrate real progress rather than yet again disappoint schools, pupils, parents and communities with broken promises. Additional spending is needed to ensure that every child can complete basic education of good quality. Civil society organizations should strengthen their advocacy, mobilization, sensitization roles to end exclusion. Movement s like the Girl Child Education Movement, Campaign on Violence against Girls, Campaign to end Hunger and conflict are essential in ending exclusion. Civil society has to play the critical role of social mobilization. This assertion is in agreement with literature according to Murrey(2000) that, civil society organizations should strengthen

their alliances, networks and build partnerships to end exclusion through information sharing , campaigns, research and advocacy. The central government in collaboration with the Zone should develop and implement teacher development and management systems that will bring out a lot of well qualified and motivated teachers who are accountable for their educational output. In the final analysis the researcher, infers with the views of the respondents that, while in the past decade, substantial progress has been made in improving access to education following the introduction of Universal Primary Education (UPE), the government in coalition with the civil society organizations are fundamental in mobilizing teachers and other stakeholders to develop strategies to ensure that all children get access to quality education. The Zone and the schools must remain at the fore front in all the campaigns aimed at ending exclusion to quality education for greater good of education and the nation. All the relevant stake holders should play their role and ensure the exclusion ends and all children get access to quality education.

## *5.2 Recommendations*

Given the importance of the culture as a pupil performance strategy and that many barriers that pupils in getting and staying in school the following steps are needed to make sure progress on pupil performance.

### *5.2.1 Abolishing school fees*

National education plans should work towards ending school fees and other hidden costs as part of well planning education reform strategies to encourage girls to attend school. Abolition of all forms of school fees is the single most powerful way to increase

pupil access to schooling. For instance when government abolished school fees in Kenya, Tanzania, and Kenya, an extra 8 million children enrolled in primary school.

### *5.2.2 Quality of education*

Education systems should ensure that steps are taken to address quality dimensions of education (that is to say education processes, curriculum content, learning culture) that may be further challenged by the school culture

### *5.2.3 Targeted financial mechanism*

Conditional cash transfers can be used as effective incentives for parents to enroll children in schools, so that pupils are not forced to leave school in order to work or to care for young siblings. Forexample a programme in Mexico that paid a monthly stipend if pupils regularly attended school and family members visited clinics for nutrition and hygiene education, improved pupil school enrolment from 67% to 75%. Transparency, credibility, effective targeting and delivery and stringent administration procedures are key elements for success.

## *5.3 Conclusions*

The school culture has an important role in pupil performance which if unfavorable undermine efforts concentrate in academics. Efforts should be made to co-ordinate school culture issues with other education initiatives at the country, sub-national, and organizational levels in order to avoid duplication of efforts and to maximize the effective use of human, financial and material resources.

Strong leadership is needed to advocate the message of the culture and mainstreaming in education and to motivate others to integrate school initiatives and messages into existing policies and programmes. Mainstreaming requires a process of long-term commitment to institutional change that affects norms, values, and systems and tackles stigma and discrimination.

The role of government, development agencies and partners is ensuring that advocacy and leadership are part and parcel of approaches to improve the school culture. That every effort is made to co-ordinate actions on the grounds, and that school culture is truly supportive of pupils and teachers so that actively geared towards improvement of pupil performance are generated.

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# APPENDIX 1: QUESTIONNAIRE

Dear respondent,

I am a student from Kampala International University carrying out a research on the challenges of teaching and learning English language in primary schools in Makindye East. You are kindly requested to assist me in answering a few questions whose confidentiality will be ensured. The results of this research will in no way reflect you as an individual.

**PART A**

**Administrative details.**

1. District.....
2. Sub-county.....
3. School.....

**Personal details.**

Tick where applicable (√)

Gender Male ☐ Female ☐

Age 18-25 ☐ 33-40 ☐

25-33 ☐ 40 and above ☐

1. What problems face English teaching in schools in this area?

(a).....

(b).....

2. Are local languages one of the problems?

Yes ☐ No ☐ not sure ☐

3. How has local languages affected the success or failure of English in teaching and learning?

(a).....

(b).....

4. What measures are available in schools which enble successful teaching and learning in English in this area school?

(a).....

(b).....

5. Can the teachers, pupils access English books in these schools?

| | Yes | No | Not sure |
|---|---|---|---|
| (a)..... | ☐ | ☐ | ☐ |

(b).....

(c)If no why?.....

6. Is English one of the subjects taught in these schools school?

Yes ☐ No ☐ Not sure ☐

If No why? ----------Explain

7. How is English used in the school?

(a).....

(b).....

## APPENDIX 2: INTERVIEW GUIDE FOR THE PUPILS.

PART A

**Administrative details.**

4. District.....
5. Sub-county.....
6. School.....

**Personal details.**

Tick where applicable (√)

Gender Male ☐ Female ☐

Age 08-14 ☐ 15-19 ☐

20-24 ☐ 25+ ☐

1. What problems face the teaching and learning in English in schools in this area?

(a).....

(b).....

2. Are local languages one of the problems?

Yes ☐ No ☐ not sure ☐

3. How has local language affected the success or failure English in teaching and learning?

(a).....

(b).....

4. What types facilities are available the schools that boast English teaching in this area school?

(a).....

(b).....

5. Can the teachers, pupils access English materials in these schools?

| | Yes | No | Not sure |
|---|---|---|---|
| (a)..... | ☐ | ☐ | ☐ |

(b).....

(c)If no why?.....

6. Is English one of the subjects taught in these schools school?

Yes ☐ No ☐ Not sure ☐

If No why? ----------Explain

7. How easily is English used in the school?

(a).....

(b).....

# APPENDIX 3:INTERVIEW GUIDE FOR THE SCHOOL MANAGEMENT COMMITTEE MEMBERS/HEAD TEACHERS/DISTRICT EDUCATION STAFF.

1. For how long have you been on the school management committee of this school?
2. What programmes are run in this school?

   a) School Agric programmes b) Sexual education c) Computer lessons
3. What other facilities exist in this school that boast English teaching and learning?

   .....
4. Is there any problem you have been experiencing as a member of the school management team regarding the English programmes

   Yes ☐ No ☐

   If yes what are these problems?

   .....
5. What do you think contribute to the problem of this school?

   Teachers ☐ Pupils ☐ Facilities The curriculum ☐
6. Is facilitation one of the problems? Yes ☐ No ☐
7. Has this school been associated with English policy formulation or implementation in the past five years?

   Yes ☐ No ☐
8. Have you done something to solve the problem of English teaching and learning in this schoo ☐ ☐ ☐

   Yes No Not sure
9. If yes what is it?

   (a).....

   (b).....



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