

**FACTORS AFFECTING LEARNING IN PRIMARY
SCHOOLS IN KENYA.
A CASE OF SELECTED SHOOLS IN RUIRU EDUCATIONAL
ZONE. THIKA DISTRICT.**

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DECLARATION.

I Margaret. N. kinyanjui, do declare that is my original work and has never been submitted to any institution for any award.

Signed M. N. Kinyanjui -----

Margaret N Kinyanjui

Date 4/10/07 -----

APPROVAL

This report resulting from the researcher's effort in the area of "factors affecting learning in primary schools," was carried out under my supervision and now with my approval, this work is ready for submission to the academic board of Kampala International University.

Signed -----

Mrs Nabuseeta Deborah Taligoola.

Date -----

DEDICATION

This work is dedicated to my beloved husband and the entire Kinyanjui family.

ACKNOWLEDGEMENT

I would like to acknowledge the following categories of people for their effort to mold guide and support me during my three year course at Kampala International University.

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May God bless all of you

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ABSTRACT

A descriptive survey was undertaken to examine the factors for learning in primary schools. It was conducted in Ruiru educational zone in Thika district.

The following objectives guided the study.

To examine the educational policies that affected learning in primary schools; to examine the school based factors that influenced learning in primary schools and to examine the home based factors that affect learners in primary schools.

A questionnaire was designed and distributed to 50 teachers who had been randomly selected from the 20 schools in Ruiru educational zone.

Findings showed that the policy of cost sharing was affecting the learners in that they came from poor families and their parents could not afford to pay for their educational requirements such as uniforms. This was therefore negatively affecting them. It was also established that the children lacked proper facilitation in schools in terms of classrooms and educational equipment. This was therefore killing their motivation to study. Findings also discovered that children were being pertained at home because the parents wanted these children to fetch money so that the rest of the family can feed.

It was recommended that government embark on the initiative of reconciling its educational policies. That the teacher be involved in making curriculum materials that could help cater for all government take strict measures against the parents that many of their children.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum impact, and that cost-recovery measures are adopted (Gok, 1996; 1997; inter-agency commission, 1990, UNESCO, 1996; World Bank, 1988; 1996).

The government, parents, non governmental organizations, and donors recognize that although major strides have been made in education in quantitative terms, there are serious shortcomings in Kenya's education system. Despite heavy investment in the 8-4-4 system of education, enrolment at various levels of education is characterized by regional and gender disparities and declining gross enrolment ratios. Similarly, the quality and relevancy of education at all levels have been questioned. Equally, the education system experiences high wastage as a result of repetition and drop-out rates (Abagi, 1997a; 1997b; 1995; 1996; MOE, 1996).

The slow rate of economic growth the country has experienced is likely to limit resources available for education. Therefore, in order to develop education and training, the government and its partners have to ensure that the education system is efficiently managed at both national and school levels. That the government is in the process of producing a master plan in education and training to guide the development of the sector to 2010 is encouraging. In essence, there is need to analyze operations in order to monitor efficiency and effectiveness in the provision and delivery of education and training.

Arising from the background, this research will focus on the factors affecting primary school pupils' education in Kenya.

1.2 Statement of the problem.

Education of children is very essential if the future of the country is to be guaranteed a better future. But this in some cases is not possible because of some unforeseen reasons. Seeks to investigate some of the factors responsible for stopping children in primary schools from attending school. While some children continue to drop out of school some have persistently performed poorly and attained bad grades. All of the children are exposed to the same content environment.

1.3 Purpose of the study.

The purpose of the study is to examine some of the factors affecting primary school pupils' education.

1.4 Objectives of the study.

1.4.1 General objective.

The general objective of the study is to investigate the factors affecting primary school pupils' education in Ruiru educational zone in Thika district.

1.4.2 Specific objectives of the study.

1. To examine the educational policies and institutional processes affecting the education of primary school pupils.
2. To examine the school based factors affecting the education of primary school pupils.
3. To examine the home based and community based factors affecting the education of primary school pupils.

1.5 Research questions

1. What educational policies affect learning in primary schools?
2. How does the school environment influence learning?
3. What home factors affect children's academic performance?

1.6 Scope of the study.

The focus was limited to investigating the factors affecting primary school pupils' education in Ruiru educational zone Thika district Kenya. The investigation was based on the specific objectives as derived from the general objectives. Any other aspect of factors affecting primary pupils' education other than the ones mentioned in the objectives will not be investigated.

The study begun in July 2007 and ended in August 2008.

1.7 Significance of the study.

To the government under the ministry of education who should reformulate and re-structure the inspectorate in the ministry of education, redefining its role, focus, modalities and staffing.

To the ministry of education policy makers who should think of revising the increment of pupil: teacher ratio to 40:1. In this way, more pupils, served by the current number of teachers, will have access to school. An improvement of teachers' terms and conditions of service should go hand with this change.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter discusses the literature related to the study. A lot of literature has been written with disabilities, especially the mentally challenged. For the purpose of the study the following concepts are discussed.

2.1 Education policies and learning

Although official expenditure on education has been decreasing in the last five years, public recurrent expenditure per primary school-child has been rising in recent fiscal years: kshs. 1,486 in 1992/93, kshs. 2,430 in 1994/95 and kshs. 2,772 in 1995/96. But the cost-sharing policy, which the ministry of education introduced in 1988, has shifted the burden of financing education to parents. This move has made it difficult for parents and communities to support education adequately; consequently, education is now beyond the reach of many households (Abagi, 1997b, World Bank / MoE studies, 1995). This is mainly due to poverty levels which have been rising in the country. The increased level of poverty makes parents unable to feed their children properly and provide adequate health services. In these circumstances, children whose parents can not afford costs of instructional materials, school uniforms, tuition fees, and activity fees tend to go to school irregularly and, in the long run, drop out of school. Faced with limited resources, and reduced returns from education, parents are not only unable but also unmotivated to educate their children. In the end, these factors have negative effects on children's school participation.

According to the cost-sharing policy (Abagi, 1997b) the burden of paying teachers lies with the government, while erecting physical structures and purchasing instructional related materials are the responsibility of communities and parents. Most parents are not in position to meet these costs. It is estimated that about 4.2 million primary school-children are in need of textbooks, whose cost would be kshs. 3,960.6 million. However, only 3% of this amount is provided. As a result, lack of textbooks hinders many children from attending school regularly; in the end, these children give up education. Yet, despite

the recognition of the acute need of textbooks by the ministry of education, over 90% of the government's recurrent expenditure pays teachers' salaries, while only 1% and 1.5% are allocated textbooks and the school feeding and milk programme, respectively (Abagi, 1997b); this appears to be a inefficient allocation of resources.

If parents can not adequate instructional materials as required by the cost-sharing policy, the pertinent issue is whether the policy is still relevant. Therefore, there is need to evaluate the policy in an attempt to ensure that there is a balance between teachers' salaries and instructional materials.

2.2 School learning context

Several school-based factors have been cited as being responsible for affecting primary school pupils' education, and hence low completion rates among primary school pupils in most African countries. The cost of school-based instruction itself is a major factor. Schools require pupils to have uniforms, textbooks, and stationery, and pay tuition and activity fees. Since the cost of these items is high, children, whose parents can not afford to provide all or most of all most of these requirements, are always under pressure from the schools' administration. The frustration these pupils o through affect their academic performance; they lose interest in education and, eventually drop out of school.

The overloaded 8-4-4 curriculum is one of the factors which affect pupils' participation in school negatively (Brock and Commish, 1991; Kinyanjui n, 1987, World Bank, 1992). The pressure under which pupils in primary schools work is a lot. They are taught 13 subjects , nine of which are examined at the end of standard 8, they stay in school from 7am to 6 p.m, and they have short holidays. These burdens have reduced children's playing time, and affected their motivation for learning (Abagi, 1997; Sifuna, 1997). The consequences are that their performance detoriates. In the process, some children give up on education and, in the long run, drop out of school. This kind of curriculum also has a bearing on the costs borne by parents. Such as the purchase of textbooks and payment of extra tuition.

Teachers' attitudes towards their work and pupils, their classroom management and their interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils, particularly girls. Few classroom observations in Kenya indicate that there are cases where teachers' negative attitudes "push" pupils, especially girls out of school. These pupils are sometimes neglected, abused, mishandled and sent out of class during teaching and learning periods. This atmosphere is not conducive to learn and makes some children hate school. An obvious result of all this are absenteeism, poor performance, and non-completion of the education cycle. Studies on sexual harassment of and pregnancies among school girls in Kenya are limited. However, available surveys and case studies show that sexual harassment and pregnancies are posing a great threat to girls' participation and retention in education (Njau and Wamahiu, 1996; Wamahiu et al, 1997). Men teachers and some female teachers have identified as the main culprit in perpetrating sexual harassment. There are cases where girl pupils are forced or induced into engaging in sex. Reports by the forum for the African women educationalists (FAWE) (2002) indicate that more than 122,000 girls drop out of Kenya's schools yearly due to pregnancy. Such a hostile environment has two negative effects: (i) it discourages parents from sending their daughters to or pulling them out of school and (ii) pupils lose interest in education and, if pregnant, are kicked out of school system altogether.

2.3 Home factors and performance.

The rise in the level of poverty in Kenya (the 1997 economic survey indicates that 46.8% of Kenyans live below the poverty line) is one of the major factors which discourage parents in investing in their children's education. Parents, and by extension, many communities, are not in position to meet the ever-increasing cost of schooling adequately. Further, as a result of the introduction of the cost-sharing policy in 1988, parents are expected to meet 95% of the recurrent cost of the children's education. Since the level of poverty has always gone up in the country and the cost of education and training at all levels have continued to rise, many Kenyans are unable to meet the cost of education and can no longer have access to education (Abagi, 1997a; MOE, 1996).

As the level of poverty rises, children labor has become crucial for family survival. Child labor is increasingly employed in domestic activities, agriculture and petty trade rural and

urban Kenya. Poor households, and in some cases children themselves, have to carefully analyze the opportunity costs of education. As a result, parents have continued to send their children, particularly daughters, into the labor market mainly as domestic workers in urban centers. Meanwhile, boys from the coastal region and in rich agricultural areas abandon school in order to earn money as beach-boys and tea or coffee pickers, respectively. In a situation where parents and children have negative attitudes towards education or do not see its immediate benefits, the consequence is a high drop-out rate.

Social-cultural and religious factors, such as initiation ceremonies and gender socialization, are additional factors responsible for pupils' failure to complete primary education. In areas where traditional circumcision is still practiced, some pupils are pulled out of school to practice in the initiation ceremonies. Once initiated, some pupils develop negative attitudes towards teachers and school. In this connection, some circumcised boys are not ready to be taught by women- whom they now consider inferior. Similarly, some initiated feel that they are now grown up women who should get married. This is because, in some communities, girls or boys are expected to get married immediately after they have been initiated. Pressure is therefore put on them to leave school and meet traditional expectations.

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter explains the appropriate methods that the researcher used to select the geographical areas, from which research was carried and methods of selection of respondents. It also explains the methods that were used to collect process and analyze data.

3.1 Research design.

The study will use a case study as a research design. Given the duration of the study, the researcher felt that there was a deeper insight of the problem if a case study was used. This is because a case study can examine one area which is Ruiru educational zone Thika district.

3.2 Study population.

The study was carried out in Ruiru educational zone in Thika district. This is because Ruiru has more than 20 schools and so the area is very vulnerable to factors affecting children's education because it is a very poor neighborhood.

This will give the study a broad coverage and will make it representative enough.

3.3 Sample size and selection.

The respondents were drawn from the schools especially teachers who are very well aware of the reasons stopping children to go to school, parents of the children, and the children themselves as illustrated by the table 1 below;

3.4 Sources of data and data collection methods.

The study utilized both primary and secondary data. Primary data was collected using questionnaires, which were given to teachers. These were administered since these respondents are all literate.

In carrying out research the researcher first got a release letter from the course administrators which took to the organization under study. She then was given

permission by the authority to access information from the organization in which she visited.

Reports, training manual, news papers, and journals for the period under study were read and the required data collected from them.

3.5 Data processing and analysis

The involved three sets o activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from the questionnaire and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular response category. Data was to be presented in frequency tabulations rendering it ready for interpretation. Quotations and fields notes made were also be included.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATIONS AND DISCUSSION

4.0 Introduction.

The study investigated the factors affecting primary school education. The following objectives guided the study;

- i) To examine the educational policies that affect learning in primary schools.
- ii) To establish the school based factors that affect learning in primary schools.
- iii) To examine the home based factors that influence learning in primary schools.

4.1 Background information

The researcher wanted to establish the quality of teachers as this would also affect learning in primary schools.

4.1.1 Professionalism of teachers.

Table 1 showing the professional qualification of teachers

| Professionalism of teacher | frequency | |
|----------------------------|-----------|-----|
| Guidance and counseling | 2 | 4% |
| Special needs education | 7 | 14% |
| General education | 41 | 82 |
| Total | 50 | 100 |

Source: field data

Finding in table 1 showed that at least all the teachers interviewed were professional in relevant areas of primary education. Many however were general education teachers. This shows that most of them have just basics of primary education. For them to perform even better they should specialize

4.1.2 Academic qualifications of teachers

Table 2 showing the highest academic qualification of teachers.

| Highest academic | Frequency | % |
|------------------|-----------|---|
|------------------|-----------|---|

| | | |
|------------------|----|-----|
| attainment | | |
| Masters degree | - | - |
| Bachelors degree | 6 | 12 |
| Diploma | 21 | 42 |
| Certificate | 24 | 48 |
| total | 50 | 100 |

Source field data.

Findings in this table 2 shows that none of the teachers had a masters degree, 12% of the teachers were graduates, 42% of them had at least a diploma, and 48% had certificate. This table shows that teachers have average academic qualification. In order to be more effective they should consider up grading.

4.2 Educational policies that influence learning in primary schools.

Set policies are intended to guide educational practices in school so as to raise the standard and quality of education in all schools in Kenya. But according to a number researchers policies such as that of cost sharing has not favored poor parents and consequently it is the children in schools who have been affected. The following analyses focused on how educational policies influence learning in schools.

4.2.1 The policy of cost sharing in schools.

The researcher wanted to find out form the teachers as to whether indeed the policy of cost sharing was beneficial in primary schools.

Table 3 shows the significance of cost sharing in primary schools.

| Is the policy of cost sharing helpful at all? | Frequency | % |
|---|-----------|-----|
| Agree | 28 | 56 |
| Disagree | 19 | 38% |
| Not sure | 3 | 6 |
| Total | 50 | |

Source: field data 2008.

Out of the 50 respondents, 56% of them agreed that the policy of cost sharing was beneficial, 38% of them however felt it was instead creating more problems, and 6% were not sure.

The above findings show that to a large extent the policy of cost sharing was indeed not favorable for primary schools. Those respondents who were not sure represent that percentage of respondents who are not well qualified enough to understand what educational policies meant and what was entailed in the policy of cost sharing.

4.2.2 Ways how the policy of cost sharing has influenced learning.

There was need for the researcher to establish how the children in primary schools have been affected by this policy of cost sharing.

Table 4 presents teachers view on the effect of cost sharing on primary school education.

| Teachers view on cost sharing | Frequency | % |
|---|-----------|-----|
| Parents have failed to provide for their children's education | 41/50 | 82 |
| Children are dropping out of school because of lack of educational materials. | 14/50 | 28% |
| Parents send children to sell things on roads in order to get money | 45/50 | 90% |
| Children are performing poorly because of this policy | 37/50 | 74 |
| Total | 137/200 | 67 |
| | | |

Source field data 2008.

From the above findings 41 of the teachers contributed that the cost haring has indeed negatively affected the parents because most of them could not afford the cost of education. 14 teachers also contributed that children were dropping out of school due to cost sharing. This however was a minimal number. 90% of teachers revealed that some children are forced to sty away from school so that they can sell some few things to get money to buy things to get money to buy school requirements, and 74% the teachers felt that the children were performing poorly because of this policy. When these responses were totaled and changed to percentage, it clearly showed that 67% of the teachers believed cost sharing was negatively affecting learning in primary schools. This agrees with a number of researchers such as that of Abagi (1997).

4.3 The school learning context.

By school learning context the researcher meant school environment, and all the facilities available, the quality of teachers carrying out instruction, the curriculum implemented. It has always believed that the above factors greatly influence the learner in school, his/her motivation to learn and in general performance.

4.3.1 Availability of adequate classrooms and furniture.

The researcher sought to establish if at all there were enough classrooms to accommodate the learners with diverse needs.

Table 5 presented information on the availability of classrooms in primary schools.

| Availability of classrooms | Frequency | |
|----------------------------|-----------|----|
| Agree | 8 | 16 |
| Disagree | 42 | 84 |
| Do not know | 0 | 0 |
| total | 50 | |

Source: field data 2008.

Findings from table 4 showed that 84% of the teachers contributed that the classrooms available were not adequately support learning. Only 18% contributed that they were enough. These findings clearly spell out shortage of classrooms to accommodate all learners. This could undermine the government effort to carry out meaningful teaching and learning in primary schools. This finding agrees with Ngaroga 2006

4.3.2 Availability of relevant text books

A question was asked to find out if the schools had enough reading ad reference materials for children.

Table 6 shows teachers responses on the availability and accessibility of relevant text books in schools.

| Accessibility and availability of text books | frequency | % |
|--|-----------|-----|
| Agree | 6 | 12 |
| Disagree | 44 | 88 |
| Not sure | 0 | 0 |
| total | 50 | 100 |

Source: field data.

From he above tale majority of the teachers agreed that the relevant text books were neither available in adequate number to facilitate learning of all children. This revelation is also not good at all. It shows how the quality of education is being negatively affected. This also agrees with Ngaroga 2006. Ngaroga has linked all these to increased enrollment due to free primary education. This also shows the conflict in educational policies and could also reflect poor implementation procedures of such policies.

4.3.3 The viability of the curriculum in primary schools.

This study would be incomplete if the researcher did not find out any thing about the curriculum, how appropriate it was for the learners.

Table 7 shows the teachers' responses on how appropriate the curriculum was.

| Is the curriculum appropriate for learners? | frequency | % |
|---|-----------|-----|
| Agree | 12 | 24 |
| Disagree | 30 | 60 |
| Do not know | 8 | 16 |
| total | 50 | 100 |

Source: field data 2008

Findings in the above showed that 24% of the teachers agreed that the adopted primary school curriculum was appropriate, but 60% of the teachers did not agree to that and 16% were not sure. The interpretation here is the curriculum is indeed not favorable and this agrees with what Brock and Commish predicted about the negative effect of this. According to the two pupils participation is negatively effected. For the teachers who did not know whether the curriculum was good or bad represent the percentage of those who had lowly qualifications.

4.3.4 Why the curriculum is regarded as not appropriate for the learners.

The researcher wanted to find out what some teachers called the curriculum inappropriate.

Table 8 showing why curriculum was not appropriate

| Teachers' view about why curriculum was not appropriate | Frequency | % |
|---|-----------|-----|
| It was overloaded. | 43/50 | 83% |
| It was not responsive to the diverse needs | 125/50 | 50% |
| It spared no time for learners to play | 47/50 | 94% |
| Total | 115/150 | 77% |

Source: field data.

Finding above showed that majority of the teachers realized that the curriculum was over loaded. Half of the teachers also agreed that it was not responsive to learner's diverse needs. 94% of the teachers complained of having no time for children to play. This analysis accurately concurs with what was cited by Brock and Commish in 1991, Kinyanjui 1987, and the World Bank 1992. Abagi 1997 and Siffuna 1997 had also observed the pressure under which the children worked. They had also highlighted the imbalances in curriculum activities where by children get little time to play.

4.3.5 General performance in primary schools

It is important that the performance of learners be evaluated to establish the extent to which it has been affected by the foregoing factors.

Table 9 shows teachers responses on the performance of learners

| How is the general performance in school | Frequency | % |
|--|-----------|------|
| Excellent | 1 | 2% |
| Good | 29 | 58% |
| Average | 17 | 34% |
| Poor | 3 | 6% |
| Do not know | - | - |
| Total | 5 | 100% |

Source: Field Data 2008

Findings showed that only one teacher had agreed that performance in primary schools was excellent, 29 teachers contributed that the performance was actually good, 7 teachers however thought t was just average, 3 of them rated it poor and none was not sure.

The above findings show that performance was good. It could however be excellent but due to the above mentioned factors it could be the reason for the.

4.4 Home base factors and how they influence learners.

Kendall (2001) had observed the vital role family play in socializing the young. Whatever therefore happens at home there is a way it affects the children. Within a home there are

cultural beliefs and practices that could negatively affect the learners. The following were highlighted, marriage and initiation. In the following analyses marriage and initiation were initiated.

4.4.1 Teachers’ view on how serious cultural beliefs and values affect the learners in school.

Table 10 showing the teachers’ responses n the effect of culture on learning in primary schools.

| Culture affects learning in school | Frequency | % |
|------------------------------------|-----------|-----|
| Agree | 40 | 80% |
| Disagree | 7 | 14% |
| Did not know | 3 | 6% |
| Total | 50 | 100 |

Source: field data 2008

Findings in the table 9 revealed that 80% of the teachers agreed cultural beliefs and practices affect the learning of children in primary schools. 14% of the teachers however did not agree and 6% did not know. The 80% of teachers stated that cultural influences learning was enough to confirm Nangurria’s citation in Fawe (2000) who expressed concern about girl children falling victims of rigid cultural beliefs and practices.

4.4.2 Ways in which culture affects learning.

The researcher wanted to find out how culture could affect the learning of primary school children.

Table 11 showing the ways how culture affects learning.

| Effects of culture on education | Frequency | % |
|--|-----------|-----|
| Girl children are forced out of school to marry. | 42/50 | 84% |
| During initiation children either die or miss out on school | 48/50 | 96% |
| It is a tradition for girls to do very much work and so they miss school | 33/50 | 66% |
| Total | 123/150 | 85% |

Source; field data

Tables 11 shows that 87% of the teachers contributed that girl child are forced out of school to be married off. 96% of the teachers of the initiation which leads to and children to attending regularly. 66% of the teacher talked about the gender related roles which disadvantage the girl children there by leading hem to perform poorly. All the above views have been cited in a number of articles such as FAWE (2000), Ngaroga (2006) also talked some thing about it.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This study investigated those factors that affected learning in primary schools. The following questions were asked at the beginning of their study:

- (i) What government policy affects learning in primary schools?
- (ii) How does the school environment influence learning in primary school?
- (iii) What home factors affect children's performance in school?

In this chapter the above questions were answered, a conclusion made and recommendations given.

5.1 Summary of findings

What government policies affect learning in primary schools?

From the teachers responses, the researcher, established that cost sharing, though believed to be the best alternative in improve the quality of education, was instead determining the government effort to uplift the educational standards. It was discovered that cost sharing was not friendly to parents, who happened to be poor. They could not afford to facilitate their children's educational requirements. This factor is therefore negatively affecting primary school education.

How does the school influence learning?

The school environment is supposed to be enabling for all learners with their diverse needs regardless of gender. According to the teachers half of the teachers agreed that it was conducive, while the rest disagreed. Learning can not be effective and it cannot be for all when other children are not comfortable at all.

Majority of the teachers reported that the facilities of schools were not adequate. This could be due to the policy of free primary education recently launched and had increase enrollment in public primary schools.

It was also established from the teachers that the curriculum content was too heavy for both the teachers and the learners. Other teachers contributed that the content was too

advanced while others said that the learners did not have time to play, that it was not balanced. This agrees with what Brock and Commish 1991, Kinyanjuui 1987 and the world complained of the curriculum as a burden which has reduced the pupil's playing time and thus killing their motivation for learning.

The researcher also discovered that schools were unable to provide guidance and counseling services for their children. Pupils experience problems related to growth changes which may be a source of worry, frustration, and inactivity. Some become depressed, they reveal anger and despair.

It is therefore the task of the school to help the children to cope, which according to this finding was not being undertaken. This could one factor which is negatively influence the learners' performance.

According to the teachers absenteeism was low and the performance in school was average. There was however no reported cases of sexual harassment in primary schools. Teachers also reported that girls in primary schools participated fully in school activities just like the boys.

What home based factors influence learning in primary schools?

It was established that many teachers in primary schools came from poor families. This was linked to their parents' inability to provide for their scholastic materials. It was however discovered that parents did not retain children at home as first assumed. But when the teachers were asked whether there were any cultural beliefs and practices, this affected learning a number of the mentioned genital mutilation and easy marriage. The teachers also contributed that some children are retained at home by their parents so that they can go and work to get some money by selling some commodities on the street.

5.2 Conclusion

Despite the government efforts to over come poverty through provision of education for all such that every one may access it, the policy is setup to make this possible have instead undermined these efforts. From this we observe a conflict in the set policies such as that of cost sharing and free primary education. It shows that needs assessment was not carried out before the implementation of such polices. For as long as they are in conflict, learning primary school will be at stake. The school learning context is partly determined

by the above policies and still the way they have been implemented. Inadequacy of the school environment is due to government laxity in its policies. And finally cultural beliefs and practices are a function of the economic status of families. Children have consequently become victims of economic status of their parents. They are being denied of their rights to education because of culture which has been born out of the economy.

5.3 Recommendations

The following were recommended after the study:-

Policy makers should review their policies to ensure that they do not conflict with the institutional practices in education. The implementation processes of such policies must be done systematically following the procedures. This should be undertaken by experts rather than the politicians and consultations must be done mostly especially for those governments which have such similar policies and they are working well.

Teachers should create a conducive environment in class since they have been trained to do so. Any teacher found not to be doing this should be warned or interdicted immediately. Or those with or without qualifications must be sponsored to go for in-service training.

Schools must organize guidance and counseling services for their children. The teachers must identify the cases of guidance and counseling and must use their skills to correct children behavior, help children to cope and keep and maintain records of guidance and counseling services.

Parents must be enlightened to invest equally in their daughters and sons. They must be taught to set some time aside for their children to do home work. They must also be reminded to redistribute the domestic workload equally between boys and girls.

Parents must also help in discouraging absenteeism in school. They should also abandon traditions such as early marriages and female circumcision

Appendix 1

A questionnaire for teachers.

Dear respondents

I am concluding a research in primary schools any help rendered to me is highly appreciated.

Please tick or fill in where applicable

Your professional qualification

| | |
|-------------------------|--|
| General education | |
| Special needs education | |
| Guidance and counseling | |

Your highest academic qualification

| | |
|------------------|--|
| Masters degree | |
| Bachelors degree | |
| Diploma | |
| certificate | |
| others | |

Your working experience

-----years.

Educational policies that affect learning

1. Explain the policy of cost sharing in schools

2- The policy of cost sharing has helped to improve the quality of education in primary schools.

Agree disagree do not know

3- If not then give a reason for your response

School environment and educational of children

(1) Schools provide a conducive environment for children to study

Agree disagree do not know

(2) The classrooms ad furniture adequately support learning in primary schools.

Agree disagree do not know

(3) Curriculum content is favorable for the learning in primary schools

Agree disagree not sure

If not give reasons

The text books are adequate and relevant enough to support learning in primary schools.

Agree disagree not sure.

The children have enough time to play and relax in school.

Agree disagree not sure.

The teachers work load is manageable enough to support effective learning in primary schools.

Agree disagree not sure.

The teacher pupil-ratio is average.

Agree

There are guidance and counseling services in schools in case of children having problems.

Agree disagree do not know.

Absenteeism is low in schools.

Agree disagree not sure

The performance is good in primary school.

Agree disagree do not know.

Are there any cases of sexual harassmt in schools?

Agree disagree do not know.

The rate of girls ----- and participation in education activities.

Agree disagree do not know.

Home based factors.

Most children in your school come from poor families.

Agree disagree do not know.

Parents do not afford scholastic materials for their children.

Agree disagree do not know.

Parents have retained their children at home because of cultural practices.

Agree disagree do not know.

What are some of the cultural beliefs and practices that affect learning of children?

State any reason, other than culture, why parents retain children at home

Thanks a lot

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PROPOSED BUDGET (A)

BUDGET

| Item | Amount (U .shs) |
|-----------------------------|------------------|
| Stationery –papers -pens | 50,000/= |
| Transport | 100,000/= |
| Research assistants | 200,000/= |
| Typing and printing | 50,000/= |
| Miscellaneous | 100,000/= |
| Total | 500,000/= |