



RELEVANCE OF PRIMARY SCHOOL EDUCATIONAL GOALS IN INSTILLING DEMOCRATIC VALUES AMONG PUPILS IN PUBLIC PRIMARY SCHOOLS IN IGEMBE SOUTH SUB-COUNTY. A CRITIQUE BASED ON JOHN RAWLS THEORY OF JUSTICE.

*Priscilla Mwonjiru Kailikia,
John Mwithalii Kamoyo
Jkamoyo@chuka.ac.ke
and*

*Fredrick Ogola
fogolla@chuka.ac.ke*

*Chuka University, P.O. Bpx 109-60400 Chuka-Kenya
Corresponding Author: Priscilla Mwonjiru Kailikia
priscilakailikia@gmail.com*

ABSTRACT

The study focused in determining the relevance of primary school educational goals in instilling democratic values among pupils in public primary schools in Igembe South Sub-County in reference to John Rawls theory of justice. The study adopted descriptive survey research design. The target population was 6700 subjects, comprising of 5950 standard seven pupils and 750 teachers in public primary schools in Igembe South Sub-County. Simple random sampling was used to select 325 pupils while purposive sampling was used to select 45 teachers forming a total sample of 370 respondents. Data was collected using questionnaires. Collected data was cleaned, coded and entered in the computer for analysis using SPSS version 21. Quantitative data was analyzed using frequencies and percentages. The findings of the study revealed that the goals of primary school education are relevant in instilling democratic value of socio-economic equality amongst learners as advocated by Rawls theory of justice. The study therefore recommends Need for schools to come up with strategies for promoting democratic values in relation to educational goals. Such Strategies may include establishment of democratic values clubs and invitation of resource persons to talk on democratic values to the school community. The study further recommends that

1. Introduction

Education is the process of changing behavior patterns of people by exposing them to a kind of knowledge, which is worthwhile and capable of achieving a voluntary and committed response from the learner (Farrant, 2004). Durkheim (1971) defined education as the systematic socialization of the younger generation by which the later learn religious and moral beliefs, feelings of nation and collective opinion of all kinds.

Sifuna and Otiende, (2006) notes that, education guarantees, through its content and procedures that children and young people learn to co-exist in a human world that is characterized by justice and fairness and where democratic rights of minorities are regarded as important as those of the majority. Education thus plays an instrumental role in creating in learners a sense of citizenship and a commitment to democratic values.

In developed countries like United States of America, the major aim of education is development of nationalism (Fain, Barantovich & Raquel, 2004). In developing countries like Thailand, the major goal of education is to promote and develop learning abilities and knowledge. Education is recognized as a vital tool for fostering ethics and democratic values among youths and the public in order to instill values vital to the development of quality life (Carr, 2008). According to Subba (2014) it is the responsibility of education to instill democratic values such as freedom, equality, justice, autonomy, co-operation, shared decision-making, a sense of community, respect for life, tolerance, peace, development, perfection and effectiveness into the pupil. Through availing, a curriculum with varied content, which is, organized in a manner that benefits all individuals fairly and equally can help promote democratic values among the learners (Young, 2000). According to (Rawls, 2005), democratic values excludes the justification of inequalities on the ground that the disadvantages of those in one position are out-weighed by greater advantage of those in another position. Rawls (2005) states that, education should help instill into learners' democratic values that promote **social equality for a just society**. The curriculum content in primary schools is intended to develop values such as respect for others, openness, co-operation, tolerance, sharing, acceptance, peaceful coexistence and truthfulness (Rawls, 2005). Democratic values in the primary school syllabus in Kenya is mentioned in generalities and thus the impetus for this study.

In Kenya, democratic values in primary schools are mainly promoted through the teaching of Social Studies, Religious education, languages, Creative Arts and Life Skills (Jebungei, 2013; K.I.E, 2003). In the year 2008, the government of Kenya in partnership with UNICEF through the ministry of education introduced students' councils in the management of schools. This intervention was aimed at allowing pupils to exercise their democratic rights as

envisaged in the Kenyan constitution (KICD, 2014). In spite of the government effort and emphasis to have all schools embrace change and incorporate democratic values, it has been found that schools are not giving young people freedom of expression and appropriate participation in policy making (Bambang, 2019). The MOE task force, investigating the cause of unrests in school found out that there were no democratic criteria used in selecting students' councils (Republic of Kenya, 2010). A study by Subba (2014) also observed that, more often than not, students are not involved in the selection of students' councils. This study therefore analyzed the relevance of primary school goals of education in instilling democratic values among pupils in public primary schools in Igembe South Sub-County based on John Rawls theory of justice.

2. Objective of the study

To assess the relevance of primary school goals of education in instilling democratic values among pupils in public primary schools in Igembe South Sub-County.

3. Research Question

What is the relevance of primary school goals of education in instilling democratic values among pupils in public primary schools in Igembe South Sub-County?

4. Methodology

The study adopted descriptive survey research design. The target population was 6700 subjects, comprising of 5950 standard seven pupils and 750 teachers in public primary schools in Igembe South Sub-County. Simple random sampling was used to select schools and standard seven pupils while purposive sampling was used to select teachers.

. A sample size of 370 respondents which comprised of 325 pupils and 45 teachers participated in the study. A pilot study was carried in two primary schools in Igembe South Sub-County, which were not to participate in the study because these schools had similar characteristics with the sampled schools. Validity of the instruments was ensured through expert judgment by supervisors from Chuka University. Pearson's Correlation Coefficient using the test-retest method was used to estimate reliability of instruments. A correlation coefficient of 0.78 was generated for the pupils' questionnaires and 0.82 for the teachers' questionnaires. The data collected from the questionnaires was cleaned, coded and entered in the computer for analysis using SPSS version 21. Quantitative data was analyzed using frequencies and percentages. Analyzed data was presented using frequency tables and pie charts. Qualitative data was analyzed thematically.

5. Results and Discussion

The study was set out to establish the relevance of primary school goals of education in instilling democratic values among pupils in public primary schools in Igembe

South Sub-County. Analyzed data generated the following results.

5.1 Relevance of Primary School goals of Education in Instilling Democratic Values among pupils in public primary schools in Igembe South Sub-County?

The first objective of the study sought information on the relevance of primary school goals of education in instilling democratic values among pupils in public primary schools. To achieve this, the respondents were required to indicate with a tick (✓) their extent of agreement or disagreement on the items given in the questionnaire. The items were constructed based on the indicators of democratic values, which include equal liberty and socio-economic equality. These items were based on five level Likert scale. Figure 1 show responses on the relevance of goals of primary school education in promoting socio-economic equality.

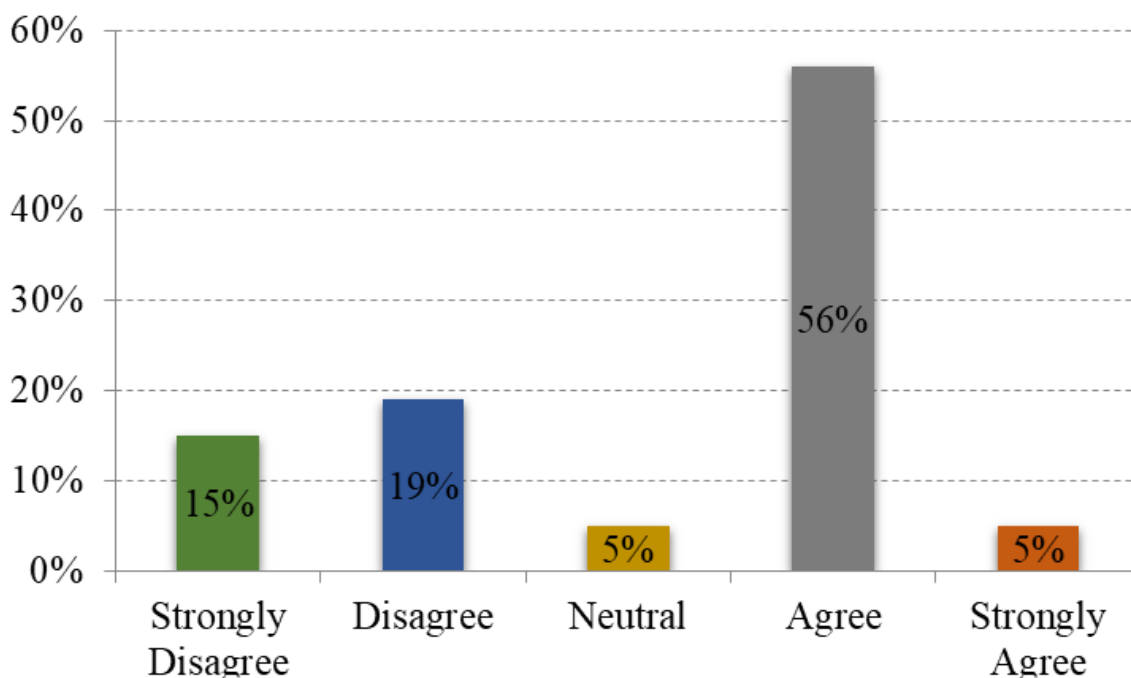


Figure 1: Pupils Responses on primary school Goals of Education in Promoting Socio-Economic Equality

Figure 1 shows that 56% agreed that education is relevant in promoting socio-economic equality. In addition, 5% of pupils strongly agreed that education is relevant in promoting socio-economic equality. Additionally, 15% of the pupils strongly disagreed that education is relevant in promoting socio-economic equality while 19% of the pupils' disagreed that education is relevant in promoting socio-economic equality. The combined proportion of pupils (34%) which disagreed that education is relevant in promoting socio-economic

equality indicate that there exist mixed views on the relevance of goals of education in promoting socio-economic equality. An item was also included in the teachers' questionnaire which sought information on the relevance of goals of education in promoting socio-economic equality among pupils in primary schools. Figure 2 shows the teacher responses.

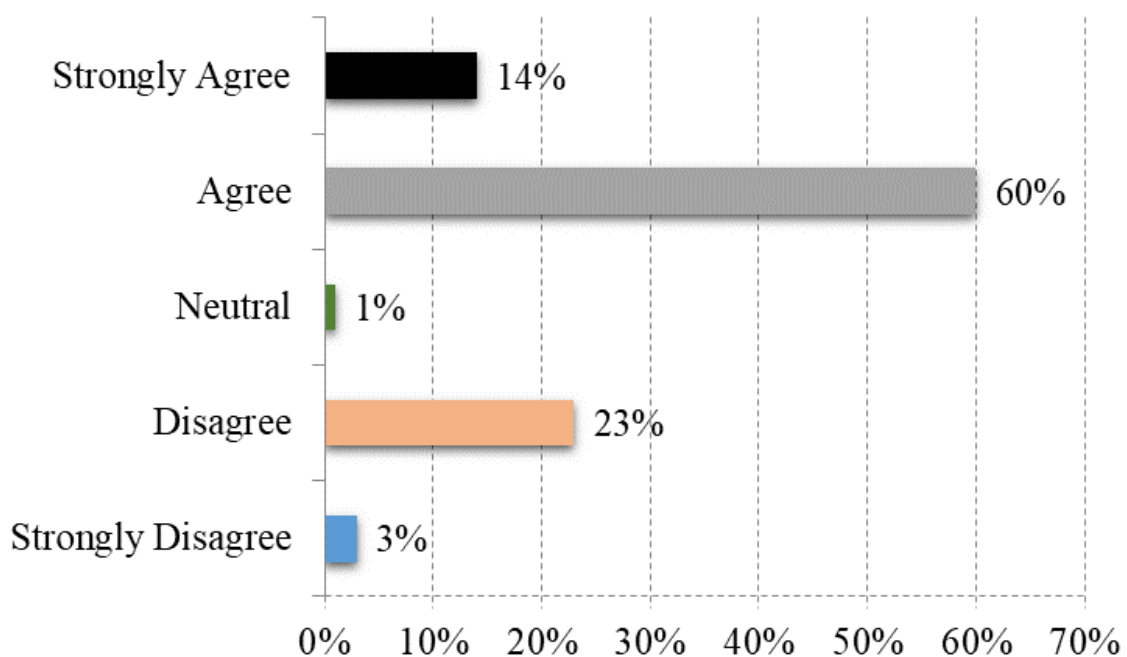


Figure 2: Teachers Responses on primary school Goals of Education in Promoting Socio-Economic Equality

The information in Figure 2 indicates that most of the teachers (60%) agreed that education is relevant in promoting socio-economic equality and 14% of the teachers strongly agreed that education is relevant in promoting socio-economic equality. A combined percentage of teachers who strongly disagreed and disagreed that education is relevant in promoting socio-economic equality stood at 26%. This proportion is also a bit high thus, indicating existence of mixed reactions on the relevance of primary schools goals of education

in promoting socio-economic equality. Thus, the views of teachers and pupils regarding the goals of education in promoting socio-economic equality are concurring. The finding of this study has established that the goals of education do not only meet the threshold of contribution to country's economic development but also individual development in a democratic manner (Korir, 2015). Rawls theory of justice advocates for fairness in all fields including that of education.

Items were included in the pupils' questionnaire, which sought information on the relevance of goals of primary schools' education in instilling sense of equal liberty

among pupils in primary schools. The responses of the pupils were as indicated on Table 6.

Table 1: Pupils' Responses on the Relevance of Goals of Primary Schools Education in Instilling Sense of Equal Liberty

Measurement scale	N	SD (%)	D (%)	N (%)	A (%)	SA (%)
Education is preparing me the same way with others so that we can be disciplined	325	3.7	0.9	2.2	48.3	44.9
Education is preparing me the same way with others so that we can have self-discipline	325	1.2	4.0	7.1	41.5	46.2
Education is preparing me the same way with others so that we can have good morals	325	2.8	0.6	4.9	39.7	52.0
Education is preparing me the same way with others so that we can be people who love our creator	325	11.7	6.2	9.6	40.7	31.8
In my school all pupils are treated equally even those with disabilities	325	4.9	12.0	13.6	37.7	31.8
My teachers teaches me to respect my country	325	5.6	10.5	7.1	46.9	29.9

The results in Table 1 show that most of the primary school pupils in Igembe South Sub County indicated that education prepares them equally to be disciplined. This is as substantiated by the fact that 48.3% and 44.9% of the pupils' strongly agreed and moderately agreed respectively that education prepares pupils equally so that they can be disciplined members of society. A small combined proportion, (4.6%) of primary school pupils in Igembe South Sub County however disagreed that education prepares pupils equally so that they can be disciplined members of society. Results I table 1 further indicate that primary school education prepares learners equally to develop self-discipline among pupils. This is as affirmed by proportion of pupils who ap-

proved and strongly approved that education is preparing learners the same way with others so that they can have self-discipline standing at 87.7 %. This finding concurs with Mimar (2012), assertion that the most important contribution of education is not only to upgrade the living standards of citizens but also to enable them to become disciplined citizens.

Further, results in table 1 show that pupils indicated that education prepares learners equally in development and sound morals. This revelation is as indicated by 52.0% of the pupils who strongly affirmed that education prepares learners the same way with others so that they can have good morals.

According to Mimar (2012), educating a person mentally without educating morally is to bring a menace into the society. A relatively higher proportion of pupils (39.7%) also affirmed that education prepares learners the same way with others so that they can have good morals. According to the results in Table 1, education enables learners to develop religious values. This is as indicated by 40.7% and 31.8% of pupils who strongly approved and approved respectively that education prepares learners the same way so that they can be people who love their creator. However, a combined proportion (17.9%) of pupils who disagreed and strongly disagreed is slightly high. This could be an indication that some pupils could not understand the meaning of

the word creator as used in this study. Results in Table 1 show that education in primary school should provide equal opportunities for all. This is as indicated by 78.8% of the pupils who approves that all pupils are treated equally even those with disabilities.

Items were included in the teachers' questionnaire, which sought information on the relevance of goals of primary schools' education in instilling sense of equal liberty among pupils in primary schools. The responses of the teachers were as indicated on Table 2.

Table 2: Teachers' Responses on the relevance of Goals of Primary School Education in Instilling Sense of Equal Liberty

Measurement scale	N	SD (%)	D (%)	N (%)	A (%)	SA (%)
Education prepares pupils equally so that they can be disciplined members of society	40	0	0	0	70.0	30.0
Education offers equal opportunities for learners to develop self-discipline	40	0	2.5	5.0	42.5	50.0
Education offers equal opportunities for learners to develop good morals	40	0	2.5	12.5	70.0	15.0
Education offers equal opportunities for learners to develop religious values	40	0	0	7.5	62.5	30.0
Education offers equal opportunities for learners even those with disabilities	40	0	2.5	12.5	65.0	20.0

Results in Table 2 indicates that teachers supported that education prepares pupils equally so that they can be disciplined members of society. This is as indicated by majority of teachers (70%) who approved that education prepares pupils so that they can be disciplined members of society. Further 30% of the teachers strongly agreed that education prepares pupils so that they can be disciplined members of society. None of the teacher disagreed, was unde-

cided or strongly disagreed that education prepares pupils equally so that they can be disciplined members of society. This finding matches the aim of primary schools education as provided for in the Kenya primary school syllabus (KIE 2003). The results further indicate 70% of the teachers agreed that education offers opportunities for learners to develop self-discipline. However, the proportion of teachers who were either indecisive or disagreed that education

REFERENCES

- Anwar, H., Z. U. Rahman, I. Javed, F. Muhammad. 2015. Immune potentiating role of protein, probiotic, and synbiotic supplementation in moulted White Leghorn hens. *Avian Biology Research*, 8 (1):25-34.
- Bari, M. S, Kheravii, S. K, Bajagai, Y. S, Wu, S. B, Keerqin, C. and D. L. M. Campbell. 2022. Cecal Microbiota of Free-Range Hens Varied With Different Rearing Enrichments and Ranging Patterns. *Frontiers in Microbiology*, 12:797396.
- Baurhoo, B., A. Letellier, X. Zhao, and C. A. Ruiz-Feria. 2007. Caecal populations of Lactobacilli and Bifidobacteria and *Escherichia coli* populations after in vivo *Escherichia coli* challenge in birds fed diets with purified lignin or mannanoligosaccharides. *Journal of Poultry Science*, 86: 2509-2516.
- Bordin, M., D'Atri, F., Guillemot, L. and S. Citi. 2004. Histone deacetylase inhibitors upregulate the expression of tight junction proteins. *Molecular Cancer Research*, 2:692–701.
- Brennan, K., Marquisha P., Ryan S., Lumpkins, B. Pierce, J. L., Stephen C., and M. Greg. 2014. Comparison of performance and intestinal morphology of broilers using step-down supplementation with a mannan-rich fraction versus bacitracin methylene disalicylate. *Journal of Applied Animal Nutrition*, 2, e12: 1-7.
- Cho, M. 2018. The effects of broiler breeder diet supplementation of canthaxanthin and 25-hydroxyvitamin D3 and age on offspring performance traits and innate immune function. Graduate thesis, University of Alberta.
- Cui, Y., Wang, Q., Liu, S., Sun, R., Zhou, Y. and Y. Li. 2017. Age-Related Variations in Intestinal Microflora of Free-Range and Caged Hens. *Frontiers in Microbiology*, 8:1310.
- Dalmasso, G., Nguyen, H.T., Yan, Y., Charrier-Hisamuddin, L., Sitaraman, S.V., and D. Merlin. 2008. Butyrate transcriptionally enhances peptide transporter PepT1 expression and activity. *PLoS ONE*, 3:e2476.
- DeBerardinis, R. J., A. Mancuso, E. Daikhin, I. Nissim, M. Yudkoff, S. Wehrli, and C. B. Thompson. 2007. Beyond aerobic glycolysis: Transformed cells can engage in glutamine metabolism that exceeds the requirement for protein and nucleotide synthesis. *PNAS*, 104 (49):19345-19350.
- Duncan, S. H., Louis, P. and H. J. Flint, 2004. Lactate-utilizing bacteria, isolated from human feces that produce butyrate as a major fermentation product. *Applied Environmental Microbiology*, 70: 5810–5817.
- Fernández-Rubio C, Ordóñez C, Abad-González J, Garcia-Gallego A, Honrubia MP, Mallo J. J, et al.. 2009. Butyric acid-based feed additives help protect broiler chickens from *Salmonella Enteritidis* infection. *Journal Poultry Science*, 88:943–8.
- Gibson, G. R., and M. B. Roberfroid. 1995. Dietary modulation of human colonic microbiota: Introducing the concept of prebiotic. *Journal of Nutrition*, 125:1401–1412.
- Hada, F. H., R. D. Malheiros, J. D. T. Silva, R. H. Marques, R. A. Gravena, V. K. Silva, and V. M. B. Moraes. 2013. Effect of protein, carbohydrate, lipid, and selenium levels on the performance, carcass yield, and blood changes in broilers. *Brazilian Journal of Poultry Science*, 15:83-90.
- Hafeez, A., A. Mader, I. Ruhnke, K. Ma nner, J. Zentek. 2015. Effect of feed grinding methods with and without expansion on prececal and total tract mineral digestibility as well as on interior and exterior egg quality in laying hens. *Journal of Poultry Science*, 95:11-14.
- Harrow, S. A., V. Ravindran, R. C. Butler, J. Marshall, and G. W. Tannock. 2007. The influence of farming practices on ileal *Lactobacillus salivarius* populations of broiler chickens measured by real-time quantitative PCR. *Applied Environmental Microbiology*, 73:7123–7127.

opportunities for learners to develop self-discipline was relatively high at combined percentage of 14.5%.

Information in Table 2 disclose that majority of teachers, 65.0% agreed that education offers equal opportunities for learners to develop good morals. More so, 32.5% of the teachers agreed that education offers equal opportunities for learners to develop good morals. KIE (2003) notes that education should promote morals and foster a sense of social responsibility within an education system. This opportunity should be provided to all learners within equal educational environment without discrimination. None of the teachers disagreed that education offers equal opportunities for learners to develop good morals. The teachers' responses that education offers equal opportunities for learners to develop good morals rhymes with those of pupils.

Results in Table 2 also indicate that 65.0% and 32.5% of the teachers agreed and strongly agreed respectively that education offers equal opportunities for learners to develop religious values. Additionally, 50.0% of teachers agreed and 47.5% of teachers strongly agreed that education offers equal opportunities for learners to develop religious values. None of the teachers disagreed that education offers equal opportunities for learners to develop religious values. Besides, teachers and pupils' views that education offers equal opportunities for learners to develop religious values. Information in Table 2 shows that a huge proportion of teachers (80.0%) approve that education offers equal opportunities for learners even those with disabilities. Only 2.5% of teachers disagreed that education offers equal opportunities for learners even those with disabilities.

The most important aim of education is not only to upgrade the living standards of citi-

zens but also to enable them to become better citizens. In addition to being a human right, education today is a prerequisite for development and also an effective means for both taking knowledge-based decisions and improving democracy. Education improves and strengthens developmental capacities of individuals, communities, groups, institutions, and countries. However, as Roosevelt's said 'trying to educate a person mentally without educating morally is to bring a menace into the society' indicated, this is possible via educating people to become supporters of each other but not enemies at all. In this disposition, education can create a safer, healthier and more prosperous world and enhance the living standards by changing the visions and perspectives of individuals.

6. Conclusion

From the findings of the study, the researcher concludes the following.

The goals of primary school education are relevant in instilling democratic value of socio-economic equality amongst learners as advocated by Rawls theory of justice. This is as indicated by majority of teachers and pupils who showed that education promotes socio-economic well-being of individuals as well as that of a nation. The study also revealed that most of the respondents indicated that goals of education advocate for teaching and learning activities, which promote democratic value of sense, social equality and respect for others without discrimination as argued by Rawls theory of justice.

7. Recommendations

Based on conclusions of this study, the researchers came up with the following recommendations:

- i) There is need for schools to come up with strategies for promoting democratic values in relation to educational goals. Such Strategies may include establishment of democratic values clubs and invitation of resource persons to talk on democratic values to the school community.
- ii) Schools should organize for workshops/seminars to sensitize teachers on promoting democratic values such as justice, equality, freedom and dignity as suggested by John Rawls theory of justice.

References

- Bambang, Y. (2019). Developing Democratic Culture through Civic Education. *Pertanika Journal of Social Sciences & Humanities*, 27(2), 915-924.
- Carr, P. (2008). Educating for Democracy: With or Without Social Justice. *Teacher Education Quarterly*, 117-136.
- Durkheim, E. (1974). *Sociology and Philosophy*. New York: The Free Press.
- Publishers.
- Fain, S. M., Barantovich, M., & Raquel, M. (2004). *The Aims of Education of Stasis and Change*. Florida: Miami Press.
- Farrant, J. S. (2004). *Principles and Practice of Education*. Singapore: Longman Group.
- , 73(3), 564-571.
- Jebungei, K. N. (2013). Overcoming the Challenges Facing Secondary Schools Teachers in Using Christian Religious Education to Convey Values to Students in Eldoret Municipality, Kenya. *International Journal of Humanities and Social Science*, 2 (15), 56-67.
- KICD. (2014). *KICD starts process to review basic education curriculum*. Nairobi: Government Printer.
- KIE. (2003). *Kenya Primary Schools Syllabus*. Nairobi: Kenya Institute of Education. Nairobi: Kenya Institute of Education.
- Korir, w. (2015). Impact of Sports on Economic Development in Kenya. *International Journal of Advanced Research*, 3 (5), 1427-1436.
- Mimar, T. (2012). The Role of Education in the Societal Development. *Journal of Educational and Instructional Studies in the World*, 2(4), 38-41.
- Rawls, J. (2005). *Political Liberalism, Expanded Version*. New York: Columbia university press.
- Sifuna, D. N., & Otiende, J. E. (2006). *An Introductory History of Education* (2nd ed.). Nairobi: Nairobi University Press.
- Subba, D. (2014). Democratic Values and Democratic Approach in Teaching. *American Journal of Educational Research*, 2(1), 37-40.
- Young, I. M. (2006). *Taking the Basic Structure Seriously, Symposium of John Rawls and the Study of Politics*. Harvard: Harvard University.