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E2012-43: **An Inviting School in Urban Low Socio-Economic Setting: A Case Study of A Public Primary School In Kibera Slum, Kenya**

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**Abstract**

Truly inviting schools do exist in growing numbers throughout the United States, Canada, South Africa, Hong Kong and other countries. These schools do not happen by accident but are the products of optimism, trust, respect, care, and purpose(Purkey & Novak, 2008). Invitational education is a significant and relevant theoretical model of practice that addresses the total educational environment: social, physical, cognitive, spiritual, and emotional (Smith, 2011). Developed by William W. Purkey, Invitational Education is democratically oriented, perceptually anchored, self-concept approach to the educative process. Democracy is a social ideal based on the

conviction that all people matter and can grow through participation in self-governance (Purkey & Novak, 2008). According to Purkey & Novak, 2008, people who are affected by decisions should have a say in formulating those decisions. This model postulates that each person creates their own reality through their perceptions of what they believe to be real (Combs, Richards and Richards, 1998; Combs & Gonzales, 1994; Kelly, 1995, 1963; Jourard, 1971 cited in Smith, 2011). The perceptual tradition maintains that all human behavior is a product of how people see themselves and the situations in which they are involved (Purkey & Novak, 2008). Human energy and motivation are always there but the role and responsibility of educators is to influence the direction this intrinsic energy and motivation will take. Human motivation is always there and it is a force that comes from within each person. However, this motivation is determined by how an individual see himself or herself-self-concept. Smith (2011) argued that a person's self-concept can change and develop as a result of inviting or encouraging acts. In this paper, I present findings on the five aspects -5Ps as perceived by pupils and teachers of a public primary school in an urban low socio-economic setting in Nairobi, Kenya.

## INTRODUCTION

This study was carried out to determine the perceptions of pupils and teachers on the school climate/environment of a public primary school in Kibera slum. The purpose of the study was to determine how the school is '*inviting*' using the adapted the Inviting School Survey (ISS) questionnaire. The research question that guided this study was: "*What are the perceptions of pupils, and teachers, in the public primary schools in Kibera, on the how their school climate/environment is inviting?*" It was hypothesized that "*there is no significant difference on the perceptions of pupils and teachers in the public primary school in Kibera on how their school climate/environment is inviting*".

The finding of this study was to explain how the school climate/environment in a public primary school in urban low socio-economic setting was inviting. Such information would provide requisite information needed for future policy formulation and improvement the school climates of public schools in slums worldwide. This study was carried out in a public primary school in Kibera, which is in the vicinity of Nairobi city, Kenya. The school had a population of five hundred and twenty nine (529) pupils- 98.5% of them resides within the slum- from nursery to grade 8 with eighteen teachers (18) – seven (7) employed by Teachers Service Commission (TSC) and eleven (11) by the parents. The study participants were grade 8 pupils and the teachers in the school. Fifty-eight grade 8 pupils, and eleven teachers responded to the ISS, which represented 84% return rate for and 61% return rate for teachers.

### Theoretical Perspective of the Study-Invitational Education Theory

The study adopted the '*Invitational education theory*' addressing the total educational environment by emphasising on *people, place, programs, policies* and *processes* in the school.

> "*Our educational mess consists of mandatory retention of schools, high stake testing, ruthless competition, zero tolerance, disheartened teachers, and other "disinviting" factors that contribute to mean-spirited schools (Novak, Rocca, & DiBiase, 2006)*".

Invitational Education is a significant and relevant theoretical model for application by teachers and counselors (Smith, 2011). It is a self-concept approach to teaching, learning, and democratic

practice that offers a perspective for addressing, evaluating, and transforming the total school environment (Novak & Rocca, 2006)". Invitational Education is based on perceptual psychology and self-concepts tenets, and provides a model for educative and counseling practice to promote people to realize their potential in all areas of worthwhile endeavors. Developed by William W. Purkey (Purkey & Schimdt, 1996; Purkey & Novak, 1996) it is a democratically oriented, perceptually anchored, self-concept approach to the educative and counseling process. It focuses on five environmental areas that support or hinder an individual's success or failure, namely *people, places, policies, programs*, and *processes* (5 "P$_s$") (Smith, 2011).

> *"How do we create schools and institutions of higher learning education where people want to be, want to learn, and want to support?(Novak & Rocca, 2006)"*

The goal of the inviting approach is to have people work together to construct the ethical character, social practices, and educational institutions that promote a fulfilling shared life(Purkey & Novak, 2008).

An inviting school can be realized through the combined efforts of concerned educators, community leaders, other support staff, students/pupils and families. Violence behaviors (Issurdatt, 2011),sexual abuse/molestation (Obara & Macharia, 2011) and deplorable physical environment (Earthman & Lemasters, 2009) are some of issues that make most public schools *disinviting*. The nature of school administration, demands that the school head teacher or principal deals with each and every aspect of children, design programs that strengthen the home/school/community partnership and address barriers to student learning. Teachers serve as catalysts in promoting student wellbeing and successful completion of school (Instruction, 2010). They are involved on day-to-day basis with turning the school's '*disinviting*' aspects into '*inviting*' aspects. Knowledge, of invitational education theory enhances their capacities to positively influence *people, place, programs, policies* and *processes* in the school.

Disturbing conditions in public schools worldwide such as violent behaviors and sexual molestation are known to impede provision of quality education to children. In Kenya, two national committees-the Presidential Committee (Sagini, 1991) and Wangai Taskforce (2001)- were formed to look into student unrest in public secondary schools (Republic of Kenya, 1991, 2001). They were formed due to spate of incidents of students' unrest in secondary schools and found several reasons for the student unrest among them lack of communication and undemocratic practices in schools. Both committees proposed increased stakeholder involvement and improved dialogue with students. However, schools, especially public schools, needs to be made more inviting to students, teachers and parents to solve the problem of student's unrest in schools. This is with the realization that everything and everyone in and around school adds to, or subtracts from, the educative process. School conditions or circumstances within the school impact upon a pupil (Costin, 1969, p. 13).

Adults, including teachers and support staff, in the school setting bring unique knowledge and skills to the school system, student support services team which is instrumental in furthering the purpose of the schools - to provide a setting for teaching, learning, and for the attainment of competence and confidence (Instruction, 2010). They deal with each and every aspect of student, moulds future generations by inculcating moral values and ethical life. Ideally, the roles of adults can be summarized as making the school appealing to all those involve with it – an inviting school. To ensure that the child today receives quality education, the adults should impact all the five aspects of a school- '*people*', '*places*', '*processes*', '*programs*' and '*policies*'-5P's which is known as the "*practice of Invitational Education*". The goal of the inviting approach is to have people work together to construct the ethical character, social practices, and educational institutions that promote a fulfilling shared live. In this paper, we will discuss the 5Ps and the state of a public school in urban low socio-economic setting in Kenya with regards to the practice.

**RESEARCH DESIGN, METHODOLOGY AND ANALYSIS**

This research was situated within the philosophical tradition of pragmatism and utilized the mixed model research design. A mixed method approach was preferred to minimize the weaknesses of both in single research studies (i.e. qualitative or quantitative) and across studies (Pelto & Pelto, 1978; Schensul, Schensul, & LeCompte, 1999; Creswell, 2003, p. 178; Johnson & Onwuegbuzie, 2004; Nastasi & Schensul, 2005). While pragmatism was recognized as the most useful philosophy to support mixed methods research since it was found to be well-developed and attractive for integrating perspectives and approaches (Johnson, Onwuegbuzie, & Turner, 2007).

Basically, while the research question and the hypothesis could have been carried out any public primary school in any urban low socio-economic settings, a purposeful choice was made to focus the questions to a public primary school in Kibera slum. Both qualitative and quantitative data was collected through the use of mixed-method questionnaire which consisted of both closed ended and open-ended questions. The closed-ended questions used a five-point response scale (*5-Strongly Agree; 4-Agree; 3-Not Sure; 2-Disagree and 1-Strongly Disagree*) to determine the level of agreement or disagreement to each statement. A total of fifty items were used to seek participant's views on '*people*' (10 items), '*place*' (12 items), '*processes*' (10 items), '*programs*' (8 items) and '*policies*' (10 items). Participant's perceptions were sought on how the 5Ps in the school could be considered 'inviting'.

Permission to conduct this study was secured from the National Council for Science and Technology (NCST)-Kenya; Ministry of Education (MoE), Kenya; Director City Education (DCE, Nairobi), the head teacher of the public primary school in Kibera and the Human Research Ethics Committee at Australian Catholic University (HREC-ACU), Australia. Consent was secured from the participant of the study through signing two copies of the consent forms and returning the researcher's copy and retaining their copy. The participants were briefed about the study and all their questions were answered before responding to the questionnaire. They were not forced to participate in the study and did not have to complete the questionnaire or give reasons for declining not to complete it. All data collected were confidential while no real participant or school name is mentioned in the study report.

The data was entered with the aid of Statistical Package for Social Science (SPSS) version 19 for quantitative data and Nvivo 9.2 package for qualitative data. The reliability statistics –Cronbach's alpha ($\alpha$) for pupil's and teacher's questionnaires was found to be $0.851$ and $0.841$ respectively which is statistically acceptable. Both descriptive statistics i.e. frequencies, mean, standard deviation ($\sigma$) and percentages; and inferential statistics i.e. MANOVA were used to report the findings of the study. Typological and taxonomical analysis was done by listing all emergent themes or patterns –ideas, concepts, terminologies or phrases used from the open-ended questions with the aid of Nvivo 9.2. From prior themes i.e. 5Ps, the researcher developed a typology, a classification system taken from the patterns and themes identified (Patton, 2002 cited in Ratcliff, 2008, p. 128). The following section presents the findings, discussion and conclusion of the

perceptions of participants on the 5Ps- *people, place, processes, programs and policies*- of the public primary school in Kibera.

## STUDY FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS

**(a) People:** Ten (10) ISS items were used to determine the perception of participants on how the '*people*" in the school working cooperatively, showing respect, easy to talk to, and humorous, polite, treat others responsible, feel welcomed, and are proud to belong. Figure 1 below shows that more than 75% of both pupil and teacher respondents perceive teachers as easy to talk with; show respect to their pupils and humorous while the pupils work cooperatively. More pupils (77.6%) than teachers (63.7%) felt people in the school are polite to one another. Similarly more pupils than teachers agreed that people often feel welcomed when they enter the school. However, teachers (90.9%) felt more than the pupils (77.6%) that the head teacher treats people as though they are responsible. More than three-quarters of the respondents stated that the pupils are proud of their school but only 63.7% of the teachers state that people are happy and want to be there.

**Figure 42:** Percentage (%) of Pupils and Teachers who 'Strongly Agree' and 'Agree' on Statements about '*People*'
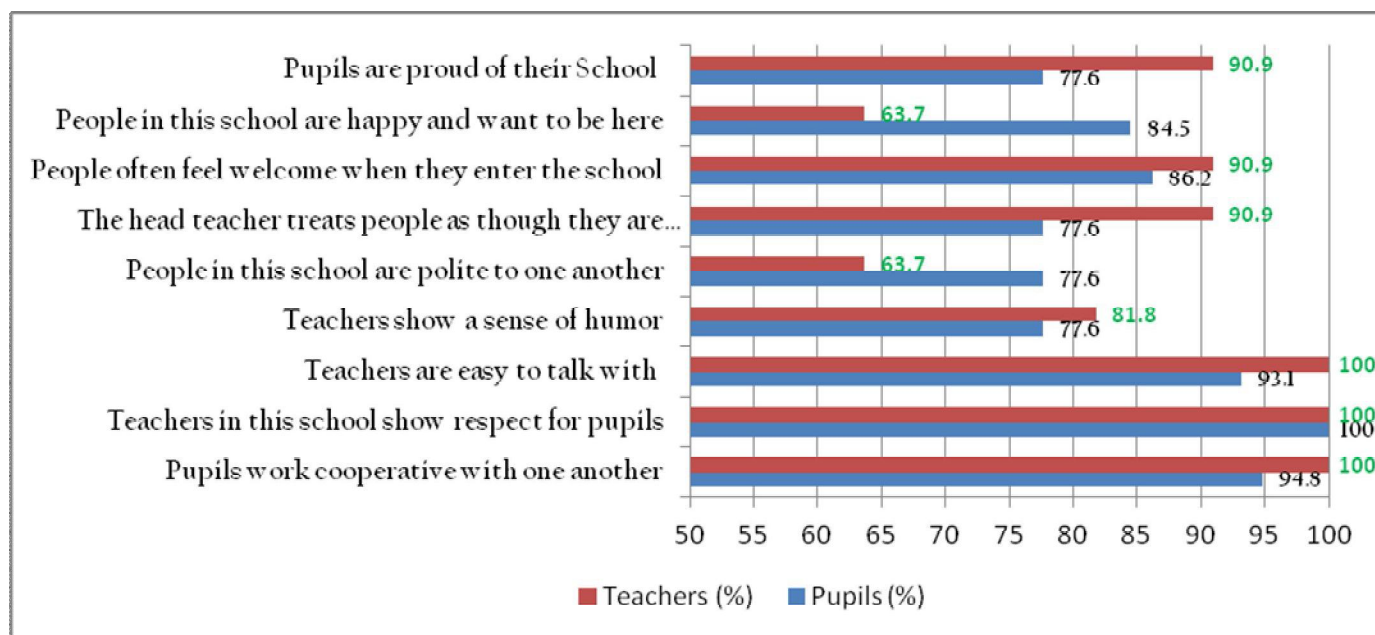


**Table 9:** Mean (m) and Standard Deviation ($\sigma$) of pupils' and teachers' responses on statements about the '*people*'

| Statement | Mean (m) | | Std. Dev ($\sigma$) | |
|---|---|---|---|---|
| | $m_p$ | $m_t$ | $\sigma_p$ | $\sigma_t$ |
| Pupils work cooperative with one another | 4.34 | 4.45 | 0.690 | 0.522 |
| Teachers in this school show respect for pupils | 4.79 | 4.73 | 0.409 | 0.688 |
| Teachers are easy to talk with | 4.60 | 4.73 | 0.748 | 0.467 |
| Teachers show a sense of humor | 4.03 | 4.00 | 1.059 | 0.632 |
| People in this school are polite to one another | 3.81 | 3.36 | 1.100 | 1.433 |
| The head teacher treats people as though they are responsible | 4.21 | 4.09 | 1.088 | 1.136 |
| People often feel welcome when they enter the school | 4.43 | 4.18 | 0.939 | 1.168 |

| | | | | |
|---|---|---|---|---|
| People in this school are happy and want to be here | 4.29 | 3.64 | 0.859 | 1.286 |
| Pupils are proud of their School | 4.24 | 4.27 | 1.097 | 0.641 |

From Table 1 above, both teacher and pupil respondents concurred that the pupils in the school work cooperatively ($m_p$=4.34, $m_t$=4.45, $\sigma_p$=0.690 and $\sigma_t$=0.522) and are proud of their school ($m_p$=4.324, $m_t$=4.27, $\sigma_p$=1.097 and $\sigma_t$=0.641). They also agree that people often feel welcome when they enter the school ($m_p$=4.43, $m_t$=4.18, $\sigma_p$=0.939 and $\sigma_t$=1.168) and that the head teacher treats people as though they are responsible ($m_p$=4.21, $m_t$=4.09, $\sigma_p$=1.088 and $\sigma_t$=1.136). Both respondents concur that teachers in this school are easy to talk with or approachable ($m_p$=4.60, $m_t$=4.73, $\sigma_p$=0.748 and $\sigma_t$=0.467), humorous ($m_p$=4.03, $m_t$=4.00, $\sigma_p$=1.059 and $\sigma_t$=0.632) and show respect to their pupils ($m_p$=4.79, $m_t$=4.73, $\sigma_p$=0.409 and $\sigma_t$=0.688). They both feel people are happy and want to be in the school ($m_p$=4.29, $m_t$=3.64, $\sigma_p$=0.859 and $\sigma_t$=1.286). However, their opinion are varied on whether people in the school are polite to one another ($m_p$=3.81, $m_t$=3.36, $\sigma_p$=1.100 and $\sigma_t$=1.433) with most teachers being undecided.

**(b) Places**: Twelve (12) ISS items were used to determine the perception of participants on the aspect of '*place*' was to be determined by their responses on classroom desks, the freshness of the air in the school, the compound, the restrooms (or toilets), notice boards, the head teacher's office, availability of space for individual study, safety measures and lighting. Figure 2 below shows that the more than 75% of the pupil respondents indicated that their classrooms desks were pleasant and comfortable (93.1%) and offer a variety of furniture (desks) arrangements; school compound was clean and well-maintained (75.9%); the air smells fresh (77.6%); the lighting in the school is more than adequate (82.8%); there are comfortable chairs or seats for visitors (63.8%) and that the head teacher's office is attractive (79.3%). Only a few teacher respondents (*see Table 2 below*) indicated that the pupil's desks were pleasant and comfortable (27.3%); head teacher's office was attractive (27.3%) and lighting in the school was adequate (36.4%). More than half of the teachers indicated that the air smells fresh (54.6%), the school compound is clean and well-maintained (63.7%) and that classrooms offer a variety of furniture (desks) arrangements (54.6%). No teacher indicated that the school has comfortable chairs or seats for visitors. Though more than half of the pupil respondents agreed that their toilets are clean and properly maintained (56.9%) and the water taps were in good repairs (69.0%), more than 70% of the teachers had a contrary opinion. On the availability of a space or room available for them for private study, 53.4% and 18.2% of pupil and teacher respondents agreed respectively. Only a few pupils indicated that safety measures (i.e. fire alarms) were not well posted (18.9%) and the notice board was not attractive and up-to-date (36.2%) compared to 9.1% of the teachers.

**Figure 43:** Percentage (%) of Pupils and Teachers who 'Strongly Agree' and 'Agree' on Statements about '*Place*'
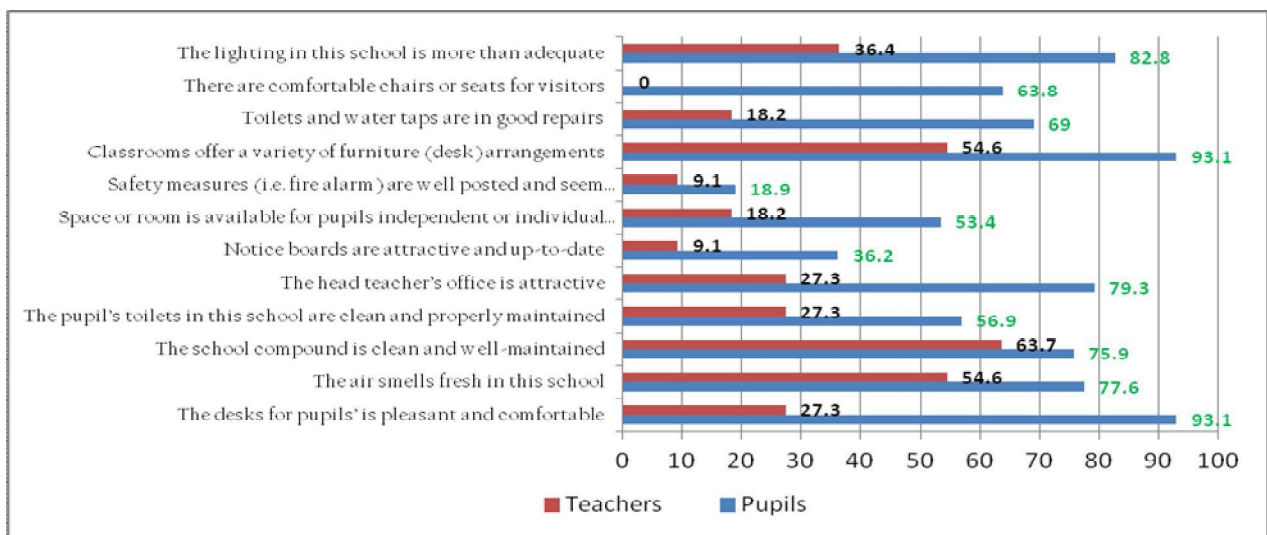
The lighting in this school is more than adequate — Teachers 36.4, Pupils 82.8
There are comfortable chairs or seats for visitors — Teachers 0, Pupils 63.8
Toilets and water taps are in good repairs — Teachers 18.2, Pupils 69
Classrooms offer a variety of furniture (desk) arrangements — Teachers 54.6, Pupils 93.1
Safety measures (i.e. fire alarm) are well posted and seem... — Teachers 9.1, Pupils 18.9
Space or room is available for pupils independent or individual... — Teachers 18.2, Pupils 53.4
Notice boards are attractive and up-to-date — Teachers 9.1, Pupils 36.2
The head teacher's office is attractive — Teachers 27.3, Pupils 79.3
The pupil's toilets in this school are clean and properly maintained — Teachers 27.3, Pupils 56.9
The school compound is clean and well-maintained — Teachers 63.7, Pupils 75.9
The air smells fresh in this school — Teachers 54.6, Pupils 77.6
The desks for pupils' is pleasant and comfortable — Teachers 27.3, Pupils 93.1

■ Teachers  ■ Pupils

Table 10: Mean (m) and Standard Deviation (σ) of pupils' and teachers' responses on statements about the '*place*'

| Statement | Mean (m) | | Std. Dev (σ) | |
|---|---|---|---|---|
| | $m_p$ | $m_t$ | $\sigma_p$ | $\sigma_t$ |
| The desks for pupils' is pleasant and comfortable | 4.41 | 2.45 | 0.974 | 1.214 |
| The air smells fresh in this school | 4.07 | 3.18 | 0.915 | 1.250 |
| The school compound is clean and well-maintained | 4.02 | 3.36 | 1.084 | 1.362 |
| The pupil's toilets in this school are clean and properly maintained | 3.34 | 2.45 | 1.345 | 1.293 |
| The head teacher's office is attractive | 4.05 | 2.18 | 1.176 | 1.250 |
| Notice boards are attractive and up-to-date | 2.48 | 1.82 | 1.709 | 1.079 |
| Space or room is available for pupils independent or individual study | 3.07 | 1.82 | 1.786 | 1.401 |
| Safety measures (i.e. fire alarm) are well posted and seem reasonable | 1.60 | 1.64 | 1.696 | 1.120 |
| Classrooms offer a variety of furniture (desk) arrangements | 4.52 | 3.00 | 0.978 | 1.612 |
| Toilets and water taps are in good repairs | 3.60 | 2.45 | 1.450 | 1.128 |
| There are comfortable chairs or seats for visitors | 3.55 | 0.82 | 1.501 | 0.874 |
| The lighting in this school is more than adequate | 3.45 | 2.27 | 1.477 | 1.618 |

Table 2 above shows that both teachers and pupils concurred that the safety measures (i.e. fire alarm) are not well posted ($m_p$=1.60, $m_t$=1.64, $\sigma_p$=1.696 and $\sigma_t$=1.120) and that the notice board was not attractive and up-to-date ($m_p$=2.48, $m_t$=1.82, $\sigma_p$=1.786 and $\sigma_t$=1.401). However, the views of the teachers were contrary to those of pupils on the several aspects including, (i) that the pupils' desks were pleasant and comfortable ($m_p$=4.41, $m_t$=2.45, $\sigma_p$=0.974 and $\sigma_t$=1.214), (ii) desk arrangement ($m_p$=4.52, $m_t$=3.00, $\sigma_p$=0.978 and $\sigma_t$=1.612), (iii) school compound was clean and well-maintained ($m_p$=4.02, $m_t$=3.36, $\sigma_p$=1.084 and $\sigma_t$=1.362), (iv) freshness of air in the school ($m_p$=4.07, $m_t$=3.18, $\sigma_p$=0.915 and $\sigma_t$=1.250), (v) attractiveness of the head teacher's office ($m_p$=4.05, $m_t$=2.18, $\sigma_p$=1.176 and $\sigma_t$=1.250), (vi) availability of space or room for pupils' private study ($m_p$=3.07, $m_t$=1.82, $\sigma_p$=1.786 and $\sigma_t$=1.401), (vii) state of pupils toilets ($m_p$=4.79, $m_t$=4.73, $\sigma_p$=0.409 and $\sigma_t$=0.688), (viii) state of water taps ($m_p$=3.34, $m_t$=2.45, $\sigma_p$=1.345 and $\sigma_t$=1.293), and (ix) adequacy of lighting in the school ($m_p$=3.45, $m_t$=2.27, $\sigma_p$=1.477 and $\sigma_t$=1.618). According to the teachers the pupil's desks were neither pleasant nor comfortable; the pupils' toilets were neither clean nor properly maintained while the head teacher's office was unattractive. The teachers stated that the school lacked comfortable seat for visitors and a space or room for private studies for the

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pupils. However, the teachers were undecided on the freshness of the air, variety of arrangement and compound cleanliness and maintenance while the pupils were comfortable with these aspects.

(c) **Processes**: Ten (10) ISS items on the school '*processes*' targeted included decision-making process, vandalism of property, assistance to pupils' with special problems, awarding of marks, class interactions, and counselling. Figure 3 below shows that more than 75% of both respondents, pupils and teachers, stated that teachers in this school are willing to help pupils who have special problems, encourage them on self-confidence, counsel them about their future lives, and share out-of-class experience with them. Marks for tests and examinations are fairly assigned and a great percentage of the pupils pass examinations. According to 72.7% of the teachers, the head teacher involves everyone in the decision-making process compared to 48.3% of the pupils who think so. Though, most of the teachers think that the pupils have opportunity to interact during class activities, only 69.0% of them concurred. Over half of both respondents think that many people in the school are involved in making decisions. While 96.6% of the pupils think that their teachers appear to be happy and enjoy their job, only 63.7% of the teachers indicated so.

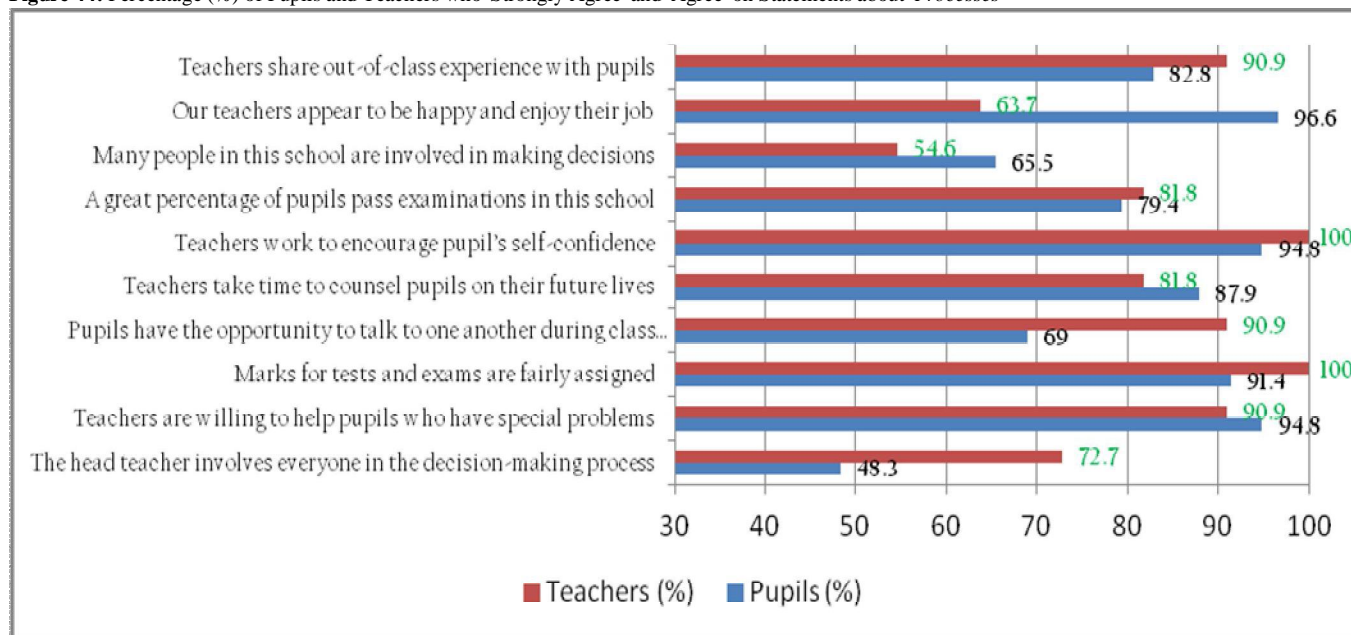**Figure 44:** Percentage (%) of Pupils and Teachers who 'Strongly Agree' and 'Agree' on Statements about '*Processes*'



**Table 11:** Mean (m) and Standard Deviation (σ) of pupils' and teachers' responses on statements about the '*processes*'

| Statement | Mean (m) | | Std. Dev (σ) | |
|---|---|---|---|---|
| | $m_p$ | $m_t$ | $\sigma_p$ | $\sigma_t$ |
| The head teacher involves everyone in the decision-making process | 3.26 | 4.18 | 1.540 | 1.079 |
| Teachers are willing to help pupils who have special problems | 4.57 | 4.55 | 0.704 | 0.688 |
| Marks for tests and exams are fairly assigned | 4.48 | 4.64 | 0.800 | 0.505 |
| Pupils have the opportunity to talk to one another during class activities | 3.41 | 4.55 | 1.707 | 0.934 |
| Teachers take time to counsel pupils on their future lives | 4.28 | 4.09 | 1.005 | 1.375 |
| Teachers work to encourage pupil's self-confidence | 4.67 | 4.82 | 0.574 | 0.405 |
| A great percentage of pupils pass examinations in this school | 4.05 | 3.55 | 1.083 | 0.820 |
| Many people in this school are involved in making decisions | 3.74 | 3.27 | 1.133 | 1.191 |

| | | | | |
|---|---|---|---|---|
| Our teachers appear to be happy and enjoy their job | 4.66 | 3.64 | 0.548 | 1.027 |
| Teachers share out-of-class experience with pupils | 4.14 | 4.09 | 1.161 | 0.539 |

Table 3 shows that **t**here is consensus between teachers and pupils that in the school, teachers are (i) willing to help pupils who have special problems ($m_p$=4.57, $m_t$=4.55, $\sigma_p$=0.704 and $\sigma_t$=0.688), (ii) take time to counsel pupils on their future lives ($m_p$=4.28, $m_t$=4.09, $\sigma_p$=1.005and $\sigma_t$=1.375), (iii) work to encourage pupil's self-confidence ($m_p$=4.67, $m_t$=4.82, $\sigma_p$=0.574 and $\sigma_t$=0.405), (iv) appear happy and enjoy their job ($m_p$=4.66, $m_t$=3.64, $\sigma_p$=0.548 and $\sigma_t$=1.027), and (v) share out-of-class experience with pupils ($m_p$=4.14, $m_t$=4.09, $\sigma_p$=1.161 and $\sigma_t$=0.539).  Both agree that marks for tests and exams are fairly assigned ($m_p$=4.48, $m_t$=4.64, $\sigma_p$=0.800 and $\sigma_t$=0.505) and that a great percentage of pupils in the school pass examinations ($m_p$=4.05, $m_t$=3.55, $\sigma_p$=1.083 and $\sigma_t$=0.820). Teachers indicated that the head teacher involves everyone in the decision-making process ($m_p$=3.26, $m_t$=4.18, $\sigma_p$=1.540 and $\sigma_t$=1.079) and that pupils have opportunity to interact during class activities ($m_p$=3.41, $m_t$=4.55, $\sigma_p$=1.707 and $\sigma_t$=0.934) but in both instances the pupils are undecided.

**(d) Programs:** Eight (8) ISS items were used to determine perceptions on the school '*programs*' included their participation in games, availability of programs such as health and wellness, educational tours and excursion, and free remedial lessons. Participant's views on health practices, interruptions to academic activities, co-curricular activities and provision of life skills courses such as First Aids, peer counselling among others were determined. Figure 4 below shows that more than 75% of the participants agreed that everyone is encouraged to participate in games programs and to practice good health. According to 86.2% and 63.7% of the pupil and teachers respectively the school has a health and wellness program. While 81.0% and 63.7% of pupils and teachers respectively indicated that the school organizes educational tours and excursions for pupils. A great percentage of pupils (67.2%) than teachers (45.5%) think that the school organizes life skills courses such as First Aids, peer counselling among others for pupils. Both pupils (72.4%) and teachers (81.8%) are of the view that the school ensured that these programs (games, co-curricular etc) are conducted with minimum interruptions to academic activities. Whereas 60.6% of the pupil respondents think the school sponsors co-curricular (wildlife, scouting etc) activities other than games or sports only 36.5% of the teachers agrees. According to 55.1% and 63.7% of the pupils and teachers respectively were of the view that their teachers offer free remedial lessons for slow learners.

**Figure 45:** Percentage (%) of Pupils and Teachers who 'Strongly Agree' and 'Agree' on Statements about '*Programs*'
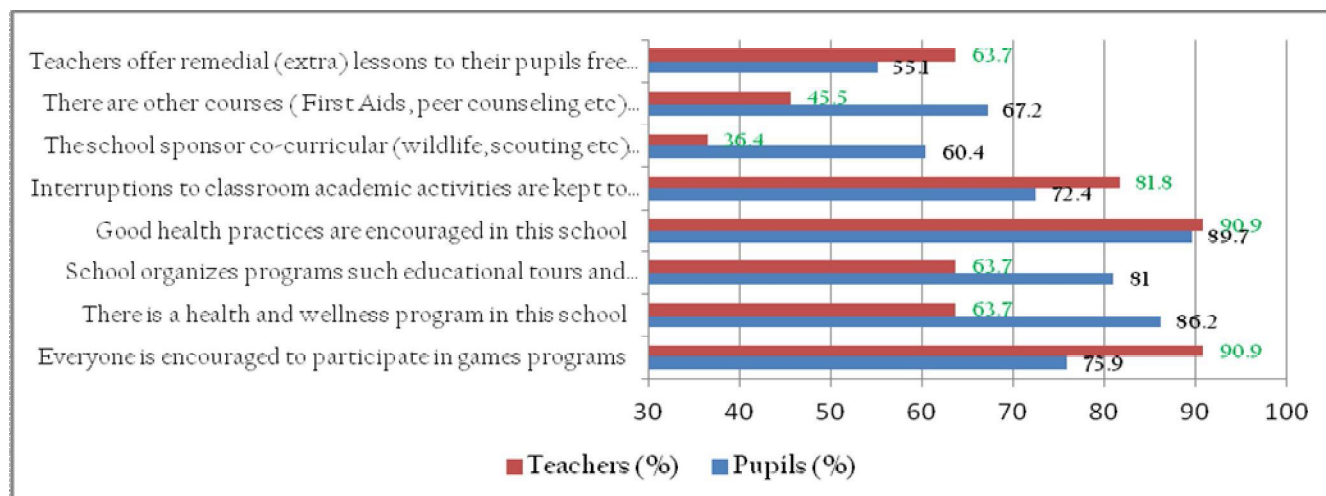
**Table 12**: Mean (m) and Standard Deviation (σ) of pupils' and teachers' responses on statements about the '*programs*'

| Statement | Mean (m) | | Std. Dev (σ) | |
|---|---|---|---|---|
| | $m_p$ | $m_t$ | $σ_p$ | $σ_t$ |
| Everyone is encouraged to participate in games programs | 3.88 | 4.36 | 1.258 | 0.924 |
| There is a health and wellness program in this school | 4.47 | 3.54 | 1.012 | 1.293 |
| School organizes programs such educational tours and excursions | 4.12 | 3.18 | 1.077 | 1.601 |
| Good health practices are encouraged in this school | 4.26 | 4.36 | 0.870 | 1.206 |
| Interruptions to classroom academic activities are kept to a minimum | 3.69 | 3.91 | 1.273 | 1.044 |
| The school sponsor co-curricular (wildlife, scouting etc) activities other than  games or sports | 3.43 | 2.45 | 1.557 | 1.572 |
| There are other courses ( First Aids, peer counseling etc) out of school curricula that are organized for pupils | 3.62 | 2.82 | 1.694 | 1.779 |
| Teachers offer remedial (extra) lessons to their pupils free of charge | 2.98 | 3.18 | 1.924 | 1.991 |

Table 4 above shows that both the teachers and pupils agreed that in their school (i) everyone is encouraged to participate in games programs ($m_p$=3.88, $m_t$=4.36, $σ_p$=1.258 and $σ_t$=0.924), (ii) there is a health and wellness program in this school ($m_p$=4.47, $m_t$=3.54, $σ_p$=1.012 and $σ_t$=1.293), (iii) good health practices are encouraged ($m_p$=4.26, $m_t$=4.36, $σ_p$=0.870 and $σ_t$=1.206), and (iv) interruptions to classroom academic activities are kept to a minimum ($m_p$=3.69, $m_t$=3.91, $σ_p$=1.273 and $σ_t$=1.044). They are both undecided on whether the school sponsor co-curricular (wildlife, scouting etc) activities other than games or sports ($m_p$=3.43, $m_t$=2.45, $σ_p$=1.557 and $σ_t$=1.572) and provision of free remedial (extra) lessons ($m_p$=2.98, $m_t$=3.18, $σ_p$=1.924 and $σ_t$=1.991). While teachers are undecided on whether the school organizes life skills courses such as First Aids, peer counseling among others for pupils ($m_p$=3.62, $m_t$=2.82, $σ_p$=1.694 and $σ_t$=1.779), the pupils indicated existence of such courses.

(e) **Policies**: Ten (10) ISS items on school '*policies*' that were targeted included how call were being received and responded to; teacher preparedness; daily attendance; [1]departure of school bus; freedom of expressions; stopping vandalism of school property; notes and messages to parents and grading practices. Figure 5 below shows that more than three-quarters of the respondents indicated that teachers are generally prepared for class; the daily attendance by pupils and staff is high; the school policy permits and encourages freedom of expression by everyone; and that the messages and notes sent home are positive. However, 72.5% of the pupils indicated that all telephone calls to this school are answered fast and politely compared to 36.4% of teachers who concurred. A higher percentage (72.7%) of teachers agreed that everyone arrives on time compared to 56.7% of the pupils. While 72.7% and 81.8% of the pupils and teachers respectively stated that that the grading practices in the school are fair. 81.0% and 54.6% of pupils and teachers respectively think that people in this school will try to stop destruction of school property.

**Figure 46:** Percentage (%) of Pupils and Teachers who 'Strongly Agree' and 'Agree' on Statements about '*Policies*'
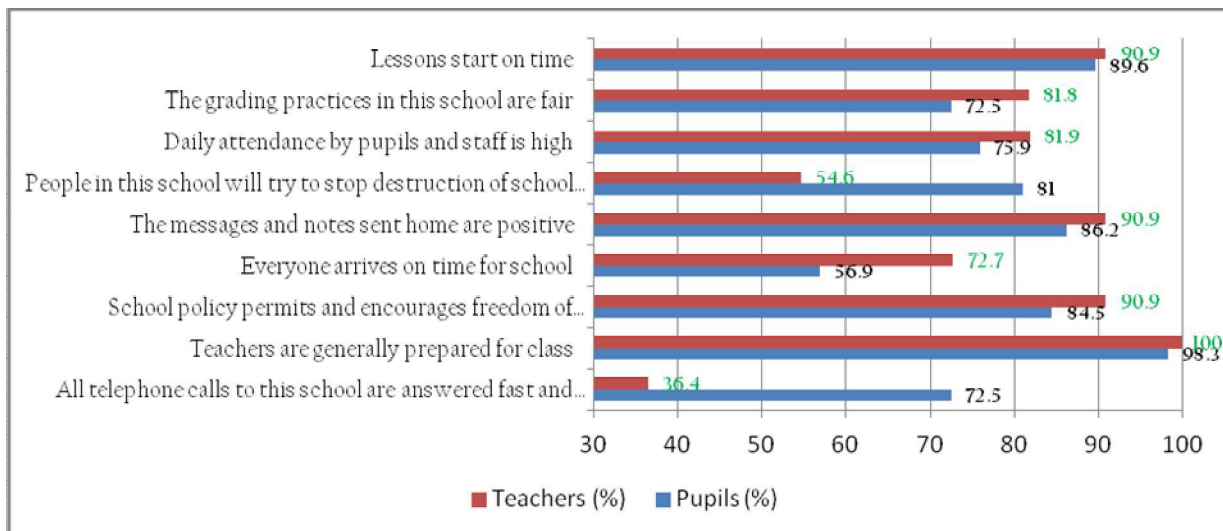
Table 13: Mean (m) and Standard Deviation (σ) of pupils' and teachers' responses on statements about the '*policies*'

| Statement | Mean (m) | | Std. Dev (σ) | |
|---|---|---|---|---|
| | $m_p$ | $m_t$ | $\sigma_p$ | $\sigma_t$ |
| All telephone calls to this school are answered fast and politely | 3.81 | 2.27 | 1.420 | 2.054 |
| Teachers are generally prepared for class | 4.72 | 4.82 | 0.555 | 0.405 |
| School policy permits and encourages freedom of expression by everyone | 4.22 | 4.18 | 1.027 | 1.168 |
| Everyone arrives on time for school | 3.19 | 3.45 | 1.191 | 1.214 |
| The messages and notes sent home are positive | 4.16 | 4.27 | 1.073 | 0.647 |
| People in this school will try to stop destruction of school property | 4.09 | 3.55 | 1.380 | 1.036 |
| Daily attendance by pupils and staff is high | 4.09 | 4.00 | 1.064 | 1.183 |
| The grading practices in this school are fair | 3.81 | 4.09 | 1.407 | 0.701 |
| Lessons start on time | 4.41 | 4.18 | 0.937 | 1.471 |

Notes: [1]The item on school bus was removed since the school does not have a bus.

Table 5 shows that there is concurrence between pupil and teacher respondents that; (i) the teachers are generally prepared for class ($m_p$=4.72, $m_t$=4.82, $\sigma_p$=0.555 and $\sigma_t$=0.405); (ii) school policy permits and encourages freedom of expression by everyone ($m_p$=4.22, $m_t$=4.18, $\sigma_p$=1.027 and $\sigma_t$=1.168); (iii) the messages and notes sent home are positive ($m_p$=4.16, $m_t$=4.27, $\sigma_p$=1.073 and $\sigma_t$=0.647); (iv) people in this school will try to stop destruction of school property($m_p$=4.09, $m_t$=3.55, $\sigma_p$=1.380 and $\sigma_t$=1.036); (v) daily attendance by pupils and staff is high ($m_p$=4.09, $m_t$=4.00, $\sigma_p$=1.064 and $\sigma_t$=1.183); (vi) the grading practices in this school are fair ($m_p$=3.81, $m_t$=4.09, $\sigma_p$=1.407 and $\sigma_t$=0.701); and (vii) that lessons start on time ($m_p$=4.41, $m_t$=4.18, $\sigma_p$=0.937 and $\sigma_t$=1.471). However, both teachers and pupils are undecided on whether everyone arrives on time for school ($m_p$=3.19, $m_t$=3.45, $\sigma_p$=1.191 and $\sigma_t$=1.214). Though the pupils felt that all telephone calls to this school are answered fast and politely the teachers disagreed ($m_p$=3.81, $m_t$=2.27, $\sigma_p$=1.420 and $\sigma_t$=2.054).

**CONCLUSION**

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From the findings above the following conclusions are made about this school that the;-

1. Pupils work cooperatively and are proud of their school but the classroom activities are not offering them opportunity to positively interact.
2. Teacher are '*inviting*' since they are approachable, humorous; show respect for their pupils; willing to help pupils who have special problems; take time to counsel pupils on their future lives; work to encourage pupil's self-confidence ; appear happy and enjoy their job and share out-of-class experience with pupils.
3. The school administration i.e. the head teacher is '*inviting*' since people visiting feel welcomed and are treated all people responsibly while the decision-making process is inclusive.
4. physical environment of the school i.e. furniture, compound, water taps, pupils' toilet, head teacher's office, notice boards, safety measures ( fire alarms), lighting among others are not '*inviting*'.
5. School has several programs i.e. games, health and wellness and pupils are encouraged to participate actively with minimum interruptions to classroom activities. However, the school has not supported adequately other important programs such as clubs (wildlife, scouting) and training in life skills such as First Aids, peer counselling among others.
6. Policy of the school ensures teacher preparedness, regular attendance, and commitment, freedom of expression, effective communication, fairness and responsibility.

## RECOMMENDATIONS

To make the school more '*inviting*' the following recommendations are made;-

1. The school should enhance positive interpersonal relationship among the people in the school through offering courses on communication skills
2. The school should improve the physical environment especially the pupils' toilet, head teacher's office and the school notice board
3. Comfortable seats and chairs for visitors and a room for private study (i.e. library) for pupils should be provided
4. Proper maintenance of the existing facilities i.e. toilets, water taps among others is necessary
5. The school needs to plant trees around the compound to reduce the dust and improve the freshness of the air in the school
6. Safety measures including acquisition of safety equipments and posting of safety signs is necessary
7. There is need to introduce more programs such clubs/societies and offer life skill training to the pupils in the school
8. Teachers should be encouraged to offer free remedial (extra) lessons for pupils with special needs and those who are regarded weak or slow learners.
9. The school policy should enhance punctuality
10. It is important that a similar study be carried out in all schools to determine if they are '*inviting*' using the ISS instrument.

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