

Re-defining "Quality Education" through the Perspectives of Kenyan Teachers

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While access to quality education has been heavily emphasized on the global development agenda, many times, "quality education" can be viewed from a Western perspective in educational research. Therefore, the purpose of this study was to examine how local Kenyan teachers understand the concept of "quality" education. This study was conducted in the Kwale district of Kenya in two public primary schools and one private school. The study conducted in-depth focus group sessions, interviews, and administered surveys to collect data with local teachers currently serving the above three schools.

Some of the findings were that teachers believed that the following factors influenced their ability to work towards providing quality education in their classrooms and schools: lack of quality and sustainable infrastructure, inadequate teacher salary, long working hours, students coming to school without meals, inadequate prep for nationwide exams, skepticism of the Vision 2030 agenda, mismatched curriculum, and unsafe working environment around the school for both teachers and students. Teachers believe that particularly in this rural area, the aforementioned challenges greatly affect their abilities to provide quality education in their schools, which altogether re-define their views and perspectives of the country's vision for "quality education for all."