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Dr. Taniguchi and master's student Ms. Hikari Sakai presented their research at the World Council of Comparative Education Societies (WCCES) hosted by Cornell University, USA and held online on November 16 – 18, 2022.

**Kyoko Taniguchi**

**Revisiting Primary Schools in Malawi: Identifying Causes of Failure to Advances**

Abstract

Low primary completion is a significant issue in sub-Saharan Africa. This study identified the failure to advance to the next grade and examined factors influencing it in Malawi. The two research questions were answered: (1) What is the proportion of advance, grade repetition, transfer, and dropout? (2) What time-constant factors influence grade repetition, transfer, and dropout? (3) What time-varying factors influence grade repetition, transfer, and dropout?

This research employed an event history analysis. The data were drawn from the fieldwork in the Dowa, Mzimba, and Nkhata Bay Districts in Malawi between 2016 and 2017. In 2016, data were collected from 2091 grade 5, 307 teachers, and 28 head teachers in 28 primary schools by conducting achievement tests and distributing questionnaires. In 2017, the activity was undertaken upon revisiting the same schools in 2016: confirming whether students had been promoted to the next grade, repeated the same grade, transferred to another school, or dropped out of school. Multilevel multi-nominal logistic regression was used to identify factors influencing grade repetition, dropout, and transfer compared with advance.

In 2017 when the author visited schools, 1115 students (53.3%) advanced to the next grades, 562 students (26.9%) repeated the same grade, 319 students (15.3%) transferred to another school, and 81 students (3.9%) dropped out of school. The results showed that in grade repetition, low achievement and repeated grade 5 were the most significant factor. In transfer, many transfers, low achievement, and both parents not being alive were significant factors. In dropout, older ages at first entry and one parent alive were the strongest predictors. Low achievement and teachers' late coming to school also affected dropouts. The findings contribute to ongoing discussions about educational policy improving completion rates in Malawi. Also, the methodology used in this study can apply to other developing countries.

Key words: grade repetition, dropout, transfer, primary education completion, Malawi, sub-Saharan Africa

**Hikari Sakai**

**The Challenges and Factors Influencing Teaching in Arts Education in the Republic of Benin**

Abstract

Arts education is necessary for the global economy to foster creativity. Nevertheless, there are significant challenges in promoting arts education. This study aims to improve the quality of arts education in the Republic of Benin. The following two research questions are raised: (1) What challenges do teachers encounter in teaching arts subjects? (2) What factors influence teaching in arts education?

There are two significant challenges to disseminating arts education: Personal and environmental factors. Lack of personal experience in the arts and learning the pedagogical skills through pre-service training makes lose confidence in teaching arts. In Benin, teaching and learning materials are limited. Insufficient support for arts education causes some teachers to skip arts classes. According to the literature, teachers recognized arts education as entertainment. The educational value of arts education is not fully recognized.

The field research was conducted in Sakété city in Benin from April to May 2022. The data was obtained from a questionnaire with 108 teachers in 20 primary schools. In analysis, the basic statistics were used: descriptive statistics, Pearson's correlation, analysis of variance, and factor analysis.

The results showed that teachers faced challenges in both personal and environmental factors, such as lack of specialized skills for teaching art classes, lack of materials, and financial resources. Educational level, teaching experience, and environmental factors influenced teaching in arts education. These results indicated that it was necessary to support individual teachers in developing their knowledge and skills through in-service training and to arrange an environment that facilitates teachers to teach classes.

Key words: Primary Education, Arts Education, West Africa, Benin