

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF  
CHILDREN'S RIGHTS IN PUBLIC PRIMARY SCHOOLS IN NYATIKE  
DISTRICT, MIGORI COUNTY, KENYA.**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Award of Degree of Master of Education in Curriculum Studies**

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## **DECLARATION**

This research report is my original work and has not been presented for a degree in any other university.

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This research report has been submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

This study is dedicated to my children, Everlyn, Caroline, Priscilla and Marcelo.

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What would I achieve without Almighty God. I highly appreciate God for His free gifts of good health, ambition, concentration, supportive family and friends. I acknowledge my husband Austine Agwanda Kagose for his financial and moral support.

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## **ABBREVIATIONS AND ACRONYMS**

ACPF: African Child Policy Forum

CADE: Convention against Discrimination in Education

CRC: Children's Rights Convention

DQASO: Directorate of quality assurance

EFA: Education for All

ICESCR: International Covenant on Economic, Social and Cultural Rights

IEBC: Independent Electoral and Boundaries Commission

IRIN: Integrated Regional Information Networks

KCPE: Kenya Certificate of Primary Education

KEMI: The Kenya Educational Management Institute

KICD: Kenya Institute of Curriculum Development

MDGs: Millennium Development Goals

NCST: National council of science and technology

SMC: School Management Committees

SPSS: Statistical Package for Social Sciences

TSC: Teachers Service Commission

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

## ABSTRACT

The purpose of the study was to investigate the factors that influence implementation of children's rights education in public primary schools in Nyatike District. The study in particular sought to examine the extent to which children's rights to learn and be taught are implemented; the extent to which head teacher influences implementation of children's rights to air their views and be listened to; the extent to which the professional level of teachers' training influences implementation of children's rights against corporal punishment; and the extent to which availability of learning facilities and resources influence implementation of children's rights to play and relax. This study adopted the descriptive survey design. Stratified and simple random sampling was used to select 27 head teachers, 174 teachers and 378 pupils and thus a sample size of 580 respondents. This study used semi-structured questionnaires schedule interview to collect data from 27 public primary schools head teachers, 174 teachers and 378 class eight pupils while interview guide assisted in collecting data from the DEO for Nyatike district. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages. The qualitative data was organized into themes corresponding to the study objectives. Content analysis was then used for analysis. From the findings, half of head teachers in Nyatike constituency do not allow their teachers to be violent to pupils while most of the head teachers do not involve their pupils in administrative decisions and the teachers. Majority of teachers are well experienced to handle issues and implement children's right against corporal punishment with most of pupils being allowed to participate in extra curriculum activities. From the study it was concluded that, 46.2 percent of public primary schools have the problem of school-based mental violence subjected on pupils. It was also revealed that, 53.8 percent of pupils are allowed to air their views to the administration or even get involved in administration decision. On the basis of these findings, the researcher recommends that the Ministry of Education should ensure the existing laws on children's rights are fully implemented and guide in formulation of new provisions that promotes children rights education. This would ensure that there is no mental violence for pupils in primary schools. The Teachers Service Commission should also organize periodical training on teachers and head teachers that would impart them with more knowledge and skills on how to handle disciplinary cases instead of using corporal punishments on pupils.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study.**

All children have a right to learn. This means they are entitled to an effective learning environment in multiple spaces, not just the school setting and at the primary level. It also implies that pupils have responsibilities to ensure their behaviour does not deny that right to other children. In particular, institutional factors ground the reason for ineffective implementation of children's right. Rowen (2007) asserts that institutional factors shaping the level of implementation of children's rights include the quality of leadership offered by the school management as well as the availability and suitability of physical and instructional facilities within the school.

In Europe, the implementation of child's right was done through abolishment to corporal punishment of children in all settings in 18 out of the 47 Council of Europe Member States – namely, in Austria, Bulgaria, Croatia, Cyprus, Denmark, Finland, Germany, Greece, Hungary, Iceland, Latvia, the Netherlands, Norway, Portugal, Romania, Spain, Sweden and the Ukraine (Council of Europe, 2008). This policy extended to most of the African country including all East African countries. Even with awareness to the child's right in Africa, there is a growing problem of under implementation of children's rights threatening the achievements of MDG goals and EFA goals. (Purdy, 2002).



Many schools in Africa, both private and public, are not safe and protective environments for children. Causal links between school violence and drop-out rates are being established in many countries in the region. Sexual violence is increasingly understood as a particularly pressing problem, especially for girls (UNICEF, 2011). Education should be organized so that the child can achieve “the fullest possible social implementation and individual development” (Child Rights Information Network, 2008).

The Convention on the Rights of the Child (CRC) (1989), to which all countries except the US and Somalia are signatories, requires governments to adopt all appropriate measures to protect children’s right to be free from all forms of violence, including mental; corporal punishment; right to air views and be listened to as well as right to play and relax. The Kenyan Constitution (2010) addresses the children’s right and their implementation. For instance, chapter four on the bill of rights, section 53 (1) (b) every children is entitled to free and compulsory basic education. Section 53 (1) (d) require children to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour.

The Committee on the Rights of the Child (2006) contends that, pupils in many parts of the world are routinely subjected to mental violence as a form of discipline. Millions of boys and girls in school live in daily fear of being spanked, slapped, hit, smacked, shaken, kicked, pinched, punched, caned, bogged, belted, beaten and battered by teachers, school administrators, or security personnel. In

addition, mental violence is inflicted on children through actions designed to belittle, humiliate, threaten, scare or ridicule. This near total impunity for this right denies pupils comfortable learning environment and thus abusing their right to learn (Viscardi, 2003).

According to UNESCO (2010), teachers are key partners in implementation of children's right and thus appropriate training and support should be provided to improve teachers' capacities to understand the links among children's inequalities and fate. Training should equip teachers and school staff with strategies to reduce students' risks to violence; cover staffs' responsibility to report any violence; and detail the consequences of taking part in violence against children and therefore teachers and school administrators must be well-trained, equipped and supported to prevent and respond to children's rights in and around schools (Save the Children Sweden, 2012).

Another institutional factor influencing implementation of children's right entails the administrative aspects where The Education Sector Policy (2011) incorporates formal guidance and counseling curricula that equip head teachers with tools to enable pupils express themselves effectively. According to Pinheiro (2006), there is wide perception that, head teachers are complacent in or dismissive of pupil's opinion and therefore not observing their (children) rights to be heard. Pupils are often particularly afraid to report violence from teacher because of a reasonable fear of further intimidation from the head teachers (SRSG on Violence against Children, 2012). As required by the CRC (1989), the Government of Kenya

revised the academic curricula to ensure they reflect the children's right to play and relax. This would go in tandem with employment of more institutional resources that would facilitate a platform for implementation of the right to play and relax for children. At the same time the right against corporal punishment, right to be taught, getting special attention for special learners a conducive learning environment are among the children rights recently implemented by the Government of Kenya (Siringi, 2009; Mutisya, 2010; UNESCO 2010). Moncrieff (2003) asserts that children's level of awareness on their right is triggered by violence and other mistreatments while in schools.

Ongalo, (2009) argues that, the children's right has not fully been implemented in most part of the country. In Nyatike Constituency, which is one of the electoral constituency in Kenya (IEBC 2012), most schools are understaffed especially with trained teachers. Most schools have 6-8 teachers including the head teacher. Untrained teachers who are engaged to work as part time teachers are not very committed due to lack of consistent pay. The schools in Nyatike lack the basic facilities such as the laboratories, libraries, and classrooms. (Nyatike CDF Office, 2012).

There is evidence of violence in the Nyatike Constituency with less administrative concern on children's right implementation and dismal teachers' awareness on the rights. Teachers use corporal punishment to enforce discipline (Plan International Report, 2012). These inadequacies in children rights transpire despite the fact that, the day of the African Child is usually held annually in Nyatike schools on 16<sup>th</sup>

June to commemorate the 700 pupils who died in Soweto, South Africa. Pupils are involved in the planning, organization and entertainment of the day. The objective is to provide a platform for all people of Nyatike to reflect on how far achievement of children rights have been met (world vision 2010)

## **1.2 Statement of the problem.**

Violence is a regular part of the school experience in most Nyatike schools.(Plan international report, 2012) Teachers use caning, slapping, and whipping to maintain classroom discipline and to punish children (Vasudev, 2009). Even with the Kenyan government's improved effort to try and implement the children rights by providing free and compulsory primary education, providing sanitary towels to girls, building classrooms through the Constituency Development Fund (CDF), free medical check-ups, vaccinations and frequent visits by the public health officials (Pichi, 2012, Muchemi, 2007, Nyatike CDF office, 2012) very little achievements have been realized. The provincial administration through the chiefs and assistant chiefs has been holding barazas to sensitize the parents on the importance of education. The children's department in Nyatike district only addresses cases that have been reported to them but does not conduct civic education to children about their rights citing lack of finances to cover the expansive Nyatike. (Children's department Nyatike district.), cases of children's' right abuses are rampant, causing a ripple effect on school attendance, conducive learning environment and grade completion in Nyatike (Pichi, 2012). In Nyatike district, a significant proportion of children at least 20 percent of the teenage

children were reportedly denied their rights to education through corporal punishment while others did not even attend to their basic education due to fear of violence against them (Ilahi, 2007).

The fact that no such study had ever been based in Nyatike Constituency was of importance. The central significance of this study was therefore to fill the existing gap by investigating the factors that influence of implementation of child's rights in public primary schools in Nyatike district and recommend ways in which these gaps could be addressed.

### **1.3 Purpose of the study.**

The purpose of the study was to investigate the factors that influence implementation of children's rights in public primary schools in Nyatike District.

### **1.4 Objectives of the study.**

The study was guided by the following objectives: -

- i.To examine the extent to which school-based mental violence in schools influences implementation of children's rights to learn and be taught in public primary schools in Nyatike Constituency;
- ii.To determine the extent to which head teacher administrative style influences implementation of children's rights to air their views and be listened to in public primary schools in Nyatike Constituency;

- iii. To establish the extent to which the teachers' level of professional training influences implementation of children's rights against corporal punishment in public primary schools in Nyatike Constituency;
- iv. To establish the extent to which availability of learning facilities and resources influence implementation of children's rights to play and relax in public primary schools in Nyatike Constituency.

### **1.5 Research questions**

The study sought to answer the following research questions: -

- i. How does school-based mental violence in schools influence implementation of children's rights to learn and be taught in public primary schools in Nyatike Constituency?
- ii. To what extent does head teacher administrative style influence implementation of children's rights to air their views and be listened to in public primary schools in Nyatike Constituency?
- iii. How does teachers' level of professional training influence implementation of children's rights against corporal punishment in public primary schools in Nyatike Constituency?

iv. In which ways does availability of learning facilities and resources influence implementation of children's rights to play and relax in public primary schools in Nyatike Constituency?

### **1.6 Significance of the study.**

The study is significant to the Department of basic education that may use the findings and recommendations for policy formulation on the most appropriate, and effective Child's Right Curriculum, the Directorate of quality assurance (DQASO) that advise head teachers and teachers on implementation of children rights education, Curriculum developers at the Kenya Institute curriculum development (KICD) who develop curriculum to be followed in schools, the Teachers Service Commission (TSC), to review policies in child's rights. The Kenya Educational Management Institute (KEMI) may use the findings in designing training courses for teachers, suitable in addressing child's' rights, along with coping strategies. School Management Committees (SMC) may use recommendations of this study to ensure better learning environment for their pupils and thus enhance implementation of children's rights education. In the event that it happens, teachers, pupils and parents, government and society at large, stand to benefit as a result of teachers implementation of children's rights education, enhanced academic standards and achieved stated goals.

### **1.7 Limitations of the study.**

Limitation is an aspect of research that influences the results negatively, but over which, the researcher has no control (Mugenda, 2003). Nyatike District is

expansive, and the schools are located far apart meanwhile the roads are sometimes impassable. As such administration and collection of some questionnaires posed a problem. To curb this challenge, adequate time was allowed for data collection.

### **1.8 Delimitations of the study.**

This study was delimited to the investigation of the factors influencing implementation of children's rights education in 134 public primary schools, 134 head teachers, 870 teachers and 3783 class 8 pupils in Nyatike District.

### **1.9 Assumption of the study.**

It was assumed that,

- i. All public primary schools in Nyatike Constituency are integrating child's rights education.
- ii. Head teachers, teachers and pupils have adequate knowledge of child's rights education.
- iii. The government and TSC as well as the head teachers at least do employ some coping strategies in dealing with implementation of child's rights in schools.



### **1.10 Definition of significant terms.**

**Child's right** refers to the liberty accorded to children in regards towards learning. Such rights may include right against corporal punishment, right to be taught,

**Education** refers to developmental process provided by a school or other institutions for acquisition of knowledge, skills and attitudes

**Implementation** in this study refers to the carrying out, execution, or practice of children's rights.

**Influence** refers to having power of affecting a situation. In this study, it refers to the power of affecting implementation of children's rights education

**Institutional factors** refers to the factors generated from within the school  
**administration** refers to planning, organizing, directing, and controlling human or material resources within a school

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two presents the literature review. The subtopics covered are, introduction, influence of mental violence in schools

on implementation of children's rights education; extent to which school administration influence implementation of children's rights; the influence of teachers' level of training on implementation of children's rights as well as the extent to which availability of learning facilities influence implementation of children's right to play and relax, Summary and research gap, theoretical framework and conceptual framework. Chapter three comprises of the research methodology, and the subchapters of this chapter are research design, target population, sample and sampling techniques, research instruments, data collection procedures and data analysis procedures. Chapter four deals with the analysis, interpretation and discussion of the data and Chapter five comprises summary findings, recommendations and suggestions for further research studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of the study is to investigate the factors that influence implementation of children's rights education in public primary schools in Nyatike District. This section presents the literature review on the factors that influence implementation of children's rights education in public primary schools. The chapter in particular addresses the children's rights education as a concept; the influence of mental violence in schools on implementation of children's right to learn and be taught; extent to which school head teacher influence implementation of children's right to air their views and be listened to; the influence of teachers' professional level of training on implementation of children's right against corporal punishment, as well as the extent to which availability of learning facilities and resources influence implementation of children's right to play and relax. The study also presents the theoretical review; summary and research gap as well as conceptual framework.

#### **2.2 Implementation of children's rights.**

Countries like America, Canada that have established independent offices with mandates to ensure that child's issues and views are considered at the national level. This is making progress in the implementation of child's rights and the benefits for children particularly in creation of conducive learning environment is being realized. (Encarta, 2004). The Convention on the Rights of the Child,

adopted in 1989, was the first international treaty to state the full range of civil, political, economic, social and cultural rights belonging to children. The realities confronting children can be assessed against the commitments to which it holds States parties. One of the core principles of the Convention is respect for and consideration of the views of children. The document recognizes children's right to freely express their views in all matters affecting them and insists that these views be given due weight in accordance with the age and maturity of the children voicing them (CRC, 1989).

The Convention recognizes the human rights of children, defined as any person under the age of 18. It is the only international human rights treaty which includes civil, political, economic, social and cultural rights. It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood. The Convention of Children's Rights is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. It enshrines specific child rights in international law, defining universal principles and standards for the status and treatment of children worldwide (Sutherland, (2003).

According to Child Rights Information Network (2008), the Convention obliges states to allow parents to exercise their parental responsibilities. The Convention also acknowledges that children have the right to express their opinions and to have those opinions heard and acted upon when appropriate, to be protected from abuse or exploitation, and to have their privacy protected, and it requires that their

lives not be subject to excessive interference. The Convention also obliges signatory states to provide separate legal representation for a child in any judicial dispute concerning their care and asks that the child's viewpoint be heard in such cases. The Convention forbids capital punishment for children. In its General Comment (2006) the Committee on the Rights of the Child stated that there was an "obligation of all States parties to move quickly to prohibit and eliminate all corporal punishment and all other cruel or degrading forms of punishment of children". Article 19 of the Convention states that State Parties must "take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence", but it makes no reference to corporal punishment, and the Committee's interpretation on this point has been explicitly rejected by several States Party to the Convention, including Australia, Canada and the United Kingdom.

### **2.3 Influence of school-based mental violence in schools on implementation of children's right to learn and be taught.**

According to UNESCO (2010), school-based mental violence negates implementation of children's rights education through intimidation. In addition, physically punishing children for academic errors contradicts all streams of modern pedagogy which assert that trial and error is the basis of any learning process. Abused children tend to be absent from school and perform poorly. Victims of sexual abuse or bullying may also experience difficulties in concentrating in class and withdraw from participating, with obvious

consequences for their performance, motivation and enjoyment (Richardson, 2003).

Limber and Kaufman (2007) asserts that violence denies children's rights to education in West and Central Africa. It denies their right to access (or remain in) education, it negates their right to an education of quality and it denies their right to respect and non-discrimination in school. This is illustrated by the levels of school drop-out that are directly linked to school violence, particularly among girls. According to Anih (2003), evidence from Nigeria, Senegal and Benin shows that abused children and children who have been victims of sexual abuse tend to be absent from schools, participate less in class and perform poorly. The denial of children's right to education impacts upon their current and future ability to participate socially and economically in their society. Limited employment opportunities, poor health and illiteracy can be direct or indirect consequences of violence in schools (Plan (2008). Quantifying the consequences violence in schools on boys' and girls' rights education is a difficult task which not many studies in the region have addressed (Action Aid Nigeria, 2004).

#### **2.4 Influence of school head teacher administrative styles on implementation of children's right to air their views and be listened to.**

School administration set-up may influence the implementation of children's rights (Kombo, 1988). According to (Eshiwani, 1984) head teachers are instrumental in performance for they monitor closely all the activities in their

institution. As such principal should possess the much required leadership qualities such as commitment, dedication. Principals in Marsabit should cultivate such qualities for a good performance to be achieved in their schools (World Bank, 2004).

The way the education system is organized by the administrator can have significant bearing on learners outcomes. Where there is a good administrator that gives conducive environment in a school with laboratory equipment and good instructional materials for learning student perform better and lack of poor and motivating environment will contribute to implementation of children's rights education (Psacharopoulos and Woodhall, 2005).

Head teachers who have been trained on school management involve all the stakeholders including pupils in the decision making of schools where forums for discussion are recognized to improve implementation of children's rights education. This affects the teaching and learning environment and implementation of children's rights education. Where there is no absenteeism, time wasting, the national exam outcome is good (World Bank, 2004).

## **2.5 Influence of teachers' professional level of training on implementation of children's right against corporal punishment.**

Teachers' professional training in essence influence all aspects of schools including such things as how the staff respect pupil's rights as observed by Peterson and Deal (2004) and further the mode of punishing children when they

go wrong. Teacher's also influences how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum and their willingness to change (Hargreaves, 1997). Datta (1984) notes that at the primary and secondary levels, the teacher is a disciplinarian parent substitute, a judge, a confidant and above all mediator of learning who guides children to achieve certification in education without instilling corporal punishment. This is important as it would strengthen values that could promote peaceful co-existence in schools while observing children's right. Redalen (2007) sees teachers as the surest media through which schools can foster a sense of nation hood and serve as agents of social and economic change at both the individual and social levels and therefore they should be subjected to frequent professional trainings.

Corporal punishment can also be explained by systemic causes. In West and Central African countries, wage caps on civil servants have lead to large recruitment of contract teachers and of volunteer teachers, who are recruited by communities to work in schools. These teachers are often under-qualified and untrained (UNESCO, 2010.) This phenomenon, in combination with the reduction of the length of pre-service teacher training in many countries, contributes to a teaching force lacking the skills to manage classes and instill discipline. Teachers feel insecure and are ill-prepared both in terms of subject content and classroom practices (Save the Children Sweden, 2012.) Teachers and learning environment affect implementation of children's rights education. (World Bank, 2004)



## **2.6 Influence of availability of learning facilities and resources on implementation of children's right to play and relax**

In many developing countries, inadequate physical and material resources affect implementation of children's rights. Availability and use of textbooks improved the pupils learning achievement in schools even after statistically controlling individual's characteristics.

Mahoney and Cairns (1997) note that learning would be passive and boring if learning resources are not incorporated in the learning process. Proper organization of learning resources and use of appropriate teaching and learning strategies enhances the acquisition of subject matter and content. Shernoff & Vandell (2007) contend that participation of learners in the field activities assist in observing children's rights and eventual performance in improvement. These learners who must be given the necessary resources and facilities like play field, classroom, laboratories, libraries and nature of learning environment contribute effectively to the conducive realization of good results in the KCSE performance (Vanessa, 2011).

## **2.7 Summary and research gap.**

This section presents the review of the literature where major factors identified to be influencing the curriculum outcome relied heavily on Children's Rights convention, the first international treaty adopted in 1989 (Encarta, 2004) and the Kenyan constitution (2010) and the children's act of the laws of Kenya.. This

study utilized the Abraham Maslow's hierarchy of needs theory brought forward by Abraham Maslow. The empiricism in this study entailed research done on effects of children's rights education involving consistent teaching and modeling in "rights respecting classroom" by Covell and Howe (1999; 2001), Covell and Howe, (2002); Howe and Covell (1998). The findings were that learners who learn about their rights under the convention of UN in a rights based classrooms have increased levels of self esteem, have more adult-like understanding of rights and responsibilities and are more supportive towards children of minority status and have more right respecting behaviors.

Amimo, (2012) did her research on factors influencing implementation on children rights education in secondary schools in Athi River District and found out that reference materials in schools were not adequate and teachers were not competent in their training on children rights. The learners' awareness of their rights should also be enhanced. Studies on this children's right in public primary schools in Nyatike are insufficient. Vanessa (2011) investigated factors championing children's rights focusing on independent children's rights institutions for children in Uganda. The study was general on children rights and was not based in Kenya.

## **2.8 Theoretical review**

This study is based on the postulated by Abraham Maslow (1954) who attempted to synthesize a large body of research related to human motivation. Prior to

Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. Here are the steps on Maslow's scale:

At the physiological level is the need for air, water, nourishment, good health, activity, rest, and avoidance of pain. The developing child requires a belly of nourishing food and a clean diaper before he is in any condition to move on to a higher stage of development such as playing patty-cake with his parents. At the safety and security level the physiological needs have largely been taken care of and the child is confident that they still continue to be taken care of. He becomes increasingly interested in finding safe circumstances, stability and protection. At the love and belonging level the child needs others to love and to provide him with a sense of belonging. At this level, some sort of family stability is needed in order for the child to invest love in someone else. At the esteem level the child searches for feelings of self-worth. Maslow noted two versions of the esteem need one he saw as of a lower order and the other as of a higher order. These four levels were considered by Maslow to be deficiency or instinctual needs.

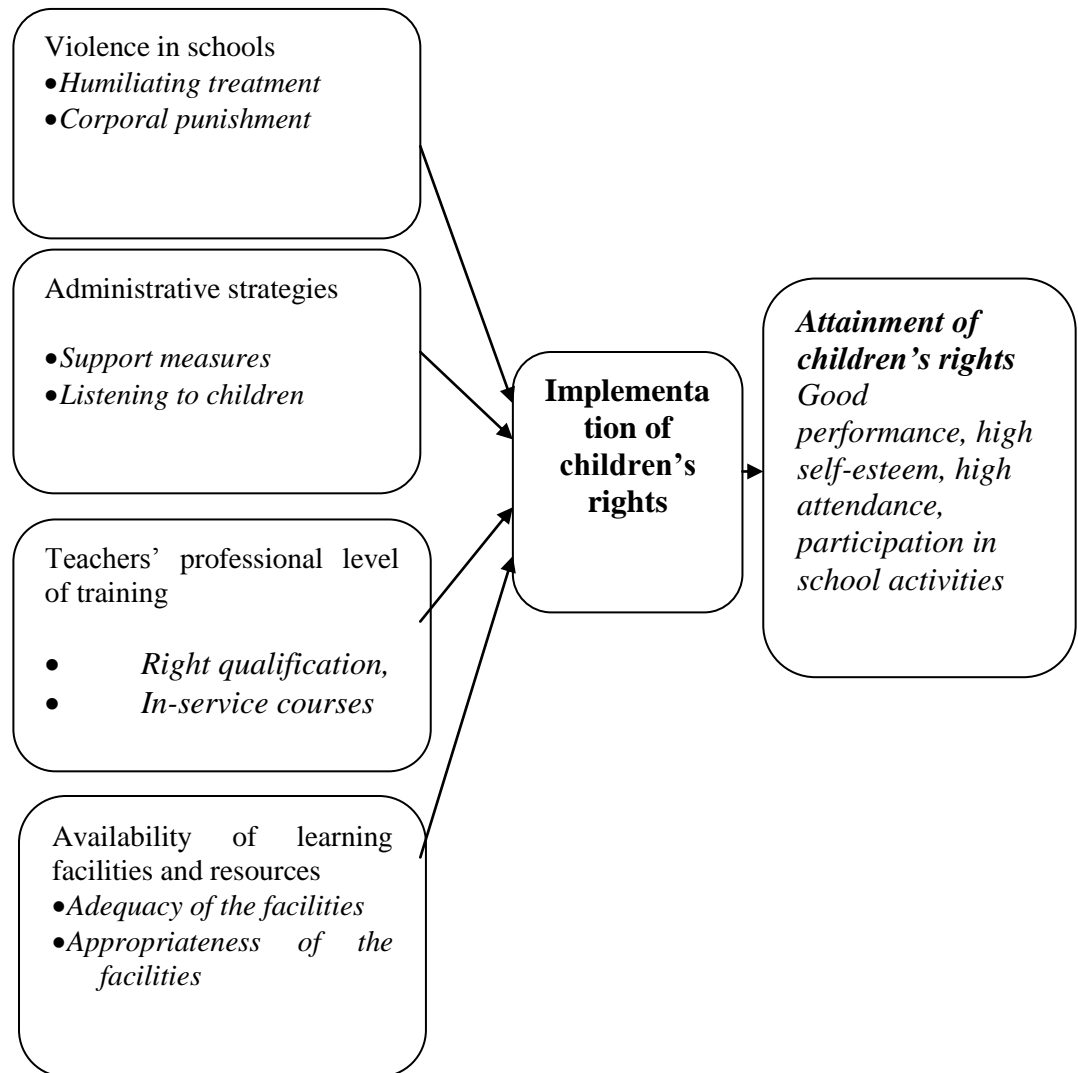
The remaining four needs are growth needs able to be acted upon only if the deficiency needs are fully met. At the need to know and understand level the child

develops his cognitive potential. At the aesthetic level the child approaches and appreciates symmetry, order and beauty. He becomes able to invest emotion into his learning. At the self-actualization level the child is a child no longer and has become a self-fulfilled, fully functioning individual able to accept responsibility for his own life. At the transcendence level the individual Maslow describes achieves a motivation that surpasses ego driven behavior. The few who achieve this level see life as a journey in which the means are often more important than the ends. They are comfortable around all people but enjoy solitude.

The work of Maslow has been applicable in implementation of children's rights since implicit in this theory is the assumption that if children's rights are fully met, pupils will learn the curriculum and achieve at prescribed levels at schools.

## 2.9 Conceptual framework

Figure 2.1: conceptual framework on institutional factors influencing implementation of children rights.



From Figure 2.1, violence in public schools is characterized by humiliating treatment by corporal punishment by teachers all of which are against children's rights. For effective implementation of these rights, public primary schools should have effective administrative strategies including the best mode of punishment, support measures and listening to children. Teachers' level of training should be improved using in-service, volunteering and awareness creation. Learning resources should be made available and adequate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction.**

The purpose of the study was to investigate the factors that influence implementation of children's rights education in public primary schools in Nyatike District. The main focus of this section was on research design, target population, sample and sampling procedure, research instruments for data collection, pilot study, validity and reliability of the instruments, data collection procedures and data analysis techniques

#### **3.2 Research design.**

This study adopted the descriptive survey design. Descriptive surveys are designed to measure the characteristics of a particular population, either at a fixed point in time, or comparatively over time (Gay, 2004). The design was considered appropriate for the study since survey design is concerned with describing, recording, analyzing, and reporting conditions that exist or existed (Kothari, 2004). Gay (2004) argues that survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions. It can be used to describe the nature of existing conditions, and to determine the relationship between specific event that has influenced or affected present condition.

### **3.3 Target population.**

Population is the entire group of individuals, events or objects having common characteristics (Mugenda and Mugenda, 1999). Cooper and Schindler (2006) call it a population of interest from which the individual participants or object from which the measurement is taken. Target population is the entire population to whom the results of the study would be generalized. The target population for this study comprised all the head teachers, teachers and class 8 pupils in all the 134 public primary schools.

### **3.4 Sample size and sampling procedure**

A sample is a small portion of a target population (Orodho 2002). Sampling means selecting a given number of subjects from a defined population as representative of that population. Stratified random sampling method was used because it helped group population subjects with similar characteristics on the strata (Mugenda and Mugenda 2003). The head teachers, teachers and pupils were characterized as different strata and each strata had different questionnaire. Norman, and Fraenkel, (2001) suggest that a sample of 20 percent of the population is adequate though the larger the better

Twenty (20%) of 134 schools gives 26.8 which when rounded off give 27 schools. This implies that the number of head teachers interviewed were 27. For the teachers 20% of 870 teachers were considered for this study giving 174 teachers selected using simple random sampling. Stratified random sampling and



simple random sampling was then used to select 10% of the class eight pupils giving approximately 378 pupils. Therefore a total of 27 head teachers, 174 teachers and 378 pupils were sampled out as respondents drawn from the 27 schools making a sample size of 580 respondents. Table 3.1 indicates the sample frame used for the study.

**Table 3.1: Sample frame**

	<b>Population</b>	<b>Sample size</b>	<b>Proportion (% of population)</b>
Head teachers	134	27	20
Teachers	870	174	20
Pupils	3,783	378	10
<b>Total</b>	<b>4,787</b>	<b>580</b>	

Source (Nyatike, DEO's Office, 2012)

### **3.5 Research instruments for data collection.**

This study used questionnaires schedule to collect data. The data pertaining to the factors influencing implementation of children's right education in public primary schools in Nyatike District, Kenya was gathered using questionnaires. The questionnaires were used for both structured and unstructured questions. According to Mugenda and Mugenda (2003), questionnaires are suitable to obtain important information about the population. Orodho, (2004) observes that this method reaches large number of subjects able to read and write independently.

Structured questions were used in order to get specific information by providing a list of possible alternatives from which the responders select the answer that best describe their opinion while unstructured questionnaires were used in order to

allow respondents to express their feeling and opinion. The questionnaires had 5 sections. Section 1 gave demographic information while section 2, 3, 4 and 5 addressed in respective manner how violence in schools, school administration, teachers' training and availability of learning resources influence children's right education.

The researcher collected information from public primary school head teachers, teachers and the class eight pupils about the factors influencing implementation of children's right education in public primary school in Nyatike District, Kenya. The questionnaire had both open and closed items and contained two sections. The first section sought to obtain the demographic information of the respondent while the other section addressed the research questions. Both sections were analyzed using descriptive tools.

### **3.6 Validity of the instruments.**

Validity of an instrument refers to its ability to measure what it is supposed to measure (Borg and Gall 1989, Wiersman 1986). Validity is a non-statistical method which is used to validate the content employed in the question in order to test and hence improve validity of the questionnaires. The pilot study helped the researcher in the identification of the items in the research instruments that may be ambiguous or badly worded for correction. The researcher conducted a pilot study before the administration of research instrument. According to Ary, Razavieh and Soorensen, (2006) the pilot study administrated the adequacy of the

research procedures and the anticipated problems that may be solved thereby saving time. The researcher randomly selected 5 public schools to conduct the pilot study. These schools were not be considered for the final data collection

### 3.7 Reliability of the research instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher employed the test-retest technique. This involved administering the test to one appropriate group selected randomly. After two (2) weeks, the same test was administered to the same group. The two sets of scores were regressed using the Pearson's product moment correlation coefficient formula, to determine the correlation coefficient (r) between the two sets of scores.

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where  $X$  = first set of scores;  $Y$  = second set of scores;  $\sum X = 125$ ;  $\sum Y = 105$ ;  $\sum X^2 = 15625$ ;  $\sum Y^2 = 11025$ ;  $\sum XY = 13125$  and  $n = 30$ . The reliability coefficient of the study was 1.0. This surpassed the recommendations by Mugenda and Mugenda (1999). This showed that the instruments were highly reliable.

### **3.8 Data collection procedures.**

The researcher sought authorization to conduct the research from the National Council of Science and Technology through the Department of Education, University of Nairobi. Consent letter from the District Commissioner Nyatike District and the District Education office to conduct research in Nyatike District was also sought. Thereafter, distribution of questionnaires to respondents with assistance of 2 research assistants was done and a date for collection of the filled up questionnaires was agreed upon. The filled up questionnaires were collected for analysis.

### **3.9 Data analysis techniques.**

After collection of data from the field, the filled-in questionnaires were coded to enable the responses to be grouped into various categories and entries made into Statistical Package for Social Sciences (SPSS version 17). The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages. Likert scale items were analyzed using percentages. The qualitative data was organized into themes corresponding to the study objectives. Content analysis was then used for analysis.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction.

This chapter presents data analysis, interpretation, presentation and discussion of findings. The purpose of this study was to investigate the implementation of children rights education in public primary schools in Nyatike District. The study was organized based on the objectives of the study including influence of school based violence, school administration, teachers' qualification as well as availability of learning resources on implementation of children right.

#### 4.2 Response rate

Target respondents for this study were the DEO, head teachers, teachers and pupils in public primary schools in Nyatike District. The response rate is as presented in Table 4.1.

**Table 4.1 Response rate.**

<b>Respondent</b>	<b>Sample Size</b>	<b>Responses</b>	<b>Response Rate</b>
District Education Officer (DEO)	1	1	100.0%
Head teachers	27	26	96.3%
Teachers	174	164	94.3%
Pupils	378	377	99.7%
<b>Total</b>	<b>580</b>	<b>569</b>	<b>98.1%</b>

This implies that return rate was good for all the targeted respondents since it was more than 80 percent for every of the four categories of respondents (that is,

return rate for all instruments was close 100 percent). According to Edwards, Roberts, Clarke, DiGuseppi, Pratap, Wentz and Kwan (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory.

### 4.3 Demographic Information.

#### 4.3.1: Distribution of respondents by gender.

This section presents the distribution of head teachers, teachers and pupils by their gender.. The responses are presented in table 4.2.

**Table 4.2: Distribution of respondents by gender.**

	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	21	80.8	105	64.0	212	56.2
Female	5	19.2	59	36.0	165	43.8
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>	<b>377</b>	<b>100.0</b>

From the table 4.2, it implies that Nyatike district has vast majority of head teachers, teachers and pupils in public primary schools as male. This is an indication that there are more male head teachers, teachers and pupils compared to female in public primary schools in Nyatike district There is inequitable representation of head teachers, teachers and pupils by their gender which could contribute to violation of children’s right implementation as pupils of a certain gender may feel that their rights are well understood by teachers drawn from a certain gender.

#### 4.3.2: Distribution of respondents by level of education.

Table 4.3 presents the distribution of head teachers and teachers according to their level of education and training.

**Table 4.3: Distribution of respondents by level of education.**

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
P1	5	19.2	120	73.2
Diploma in Education	16	61.5	26	15.9
B.Ed	4	15.4	13	7.9
No response	1	3.8	5	3.0
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

As presented in Table 4.3, majority, 61.5 percent of the head teachers have Diploma in Education with only 15.4 percent having Bachelor in Education. Majority, 73.2 percent of public primary school teachers on the other hand is P1 holders and only 7.9 percent are holders of bachelor of education. Academic qualification of the head teacher is important because it is the base of knowledge about the children's rights that they will implement them. The level of education for both head teachers and teachers is important since it would directly translate into knowhow on children's right and eventual implementation. According to World Bank report (2004) qualified teachers feel secure and prepared both in terms of subject content and classroom practices. The level of teacher's level of education and training affects implementation of children's rights. Peterson and



Deal (2004). Majority of the head teachers and teachers in Nyatike have the right qualification to teach in primary school and implement the rights of children.

#### **4.3.3: Distribution respondents by duration served.**

This section presents the duration the head teachers and teachers have served in their current position. The duration one serves in a position determines the level of exposure one has on the issues of children’s rights and determines at a great length how one handles them. The exposure also makes one be willing to change, be like others and do what is expected.

#### **Duration as a head teacher.**

Table 4.4 presents the responses by the head teachers on duration they have served in their current position.

**Table 4.4: Duration as a head teacher.**

	<b>Frequency</b>	<b>Percent</b>
No response	1	3.8
Less than 5 years	9	34.6
5-9 years	5	19.2
10-14 years	5	19.2
15 years and above	6	23.1
<b>Total</b>	<b>26</b>	<b>100.0</b>

From table 4.4, head teachers 42.3 percent have been in the profession for more than 10 years however 34.6 percent have less than 10 years experience. According to (Eshiwani, 1984) head teachers are instrumental in performance for they monitor closely all the activities in their institution. As such principal should possess the much required leadership qualities such as commitment, dedication. Principals in Marsabit should cultivate such qualities for a good performance to be achieved in their schools (World Bank, 2004).

The head teachers in Nyatike district are able to handle children's rights issues well since they have been exposed for a long duration of time and have adequate experience required to implement children's rights.

### **Duration as a teacher**

In one of the questionnaire items the respondents were asked to indicate the duration they have served as teacher. Table 4.5 presents the responses of teachers' duration of service in the profession.

**Table 4.5: Duration as a teacher**

	<b>Frequency</b>	<b>Percent</b>
Less than 3years	29	17.7
3-5years	51	31.1
6-8years	24	14.6
9-10years	17	10.4
over 11years	43	26.2
<b>Total</b>	<b>164</b>	<b>100.0</b>

The table 4.5 indicates that 48.8 percent of teachers have experience of less than 5 years with 26.2 percent have experience of more than 11 years. The duration one has been as a teacher is important because less experienced teachers might not be exposed enough to children's rights matters. Teachers professional level of training and learning environment affect implementation of children's rights education. (World Bank, 2004). This puts them in a good position to competently handle children's rights implementation.

#### **4.4 Influence of school-based mental violence on children's right to learn and be taught.**

This section presents head teachers and teachers' response on whether teachers inflict school-based mental violence are on pupils when disciplining them as well as whether they are aware of children's right.

#### 4.4.1 Observation of school-based mental violence.

Table 4.6 indicates the responses from head teachers and teachers whether there is school-based mental violence in schools.

**Table 4.6: School-based mental violence has been observed in schools**

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Never	14	53.8	68	41.5
Rarely	3	11.5	25	15.2
Sometimes	4	15.4	23	14.0
Often	1	3.8	8	4.9
Very often	4	15.4	40	24.4
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

From the findings on table 4.6, 53.8 percent of head teachers do not allow their teachers to be violent on pupils when disciplining them. This is important since the rights of children are not violated on the process. On the other hand, 41.5 percent of teachers indicated that they are not allowed by their head teachers to be violent on pupils while disciplining them. Limber and Kaufman (2007) asserts that violence denies children's rights education in West and Central Africa. It denies their right to access (or remain in) education, it negates their right to an education of quality and it denies their right to respect and non-discrimination in school. This is important since good teacher-pupil relationship will be enhanced and the school attendance will not drop.

#### 4.4.2 Awareness of children’s right against violence

This section presents Head teachers’ and teachers’ response on whether their school makes all pupils aware of their rights against violence.

#### Head teachers and teachers’ make all pupils aware of their rights against violence.

Table 4.7 indicates the head teachers and teachers’ responses on whether their schools make all pupils aware of their rights against violence.

**Table 4.7: School makes all pupils aware of their rights against violence.**

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Never	0	-	7	4.3
Rarely	1	3.8	14	8.5
Sometimes	6	23.1	39	23.8
Often	7	26.9	48	29.3
Very often	12	46.2	56	34.1
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

Table 4.7 indicates that head teachers 46.2 percent makes sure all pupils are aware of their rights against violence. This was confirmed by over 34.1 percent of teachers. This is important because, if awareness is created among pupils about their rights then when their rights are violated they will report.

Findings in this section indicates that mental violence in public primary schools is evident, a fact that denies children their right to learn.

#### **4.5 Influence of school administration (head teacher) on pupils rights to air their views and be listened to.**

This section presents responses from head teachers and teachers on whether pupils are involved in decision making in school administration and whether school administration allows pupils to air their views regarding administration.

##### **4.5.1: Administration’s involvement of Pupils in decision making.**

Table 4.8 indicates the head teachers and teachers’ responses on whether pupils are involved in decision making in the school administration.

**Table 4.8: Pupils are involved in decision making in school administration.**

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Never	1	3.8	46	28.0
Rarely	3	11.5	36	22.0
Sometimes	12	46.2	50	30.5
Often	6	23.1	16	9.8
Very often	4	15.4	16	9.8
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

Table 4.8 indicates that 46.2 percent of head teachers seldom involve their pupils in decision making in school administration. Head teachers who have been trained

on school management involve all the stakeholders including pupils in the decision making of schools where forums for discussion are recognized to improve implementation of children's rights education. This affects the teaching and learning environment and implementation of children's rights education. Where there is no absenteeism, time wasting, the national exam outcome is good (World Bank, 2004).

Pupils in Nyatike district are minimally involved in decision making in the schools. This is in contravention of their rights according to the CRC Convention of 1989 which states one of the core principles of the Convention is respect for and consideration of the views of children. The document recognizes children's right to freely express their views in all matters affecting them and insists that these views be given due weight in accordance with the age and maturity of the children voicing them (CRC, 1989).

#### **4.5.2: School administration allows pupils to air their views regarding administration.**

Table 4.9 indicates the responses from the head teachers and teachers on whether pupils are allowed to air their views regarding administration.

**Table 4.9: School administration allows pupils to air their views regarding administration.**

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Never	1	3.8	38	23.2
Rarely	4	15.4	31	18.9
Sometimes	10	38.5	43	26.2
Often	6	23.1	29	17.7
Very often	5	19.2	23	14.0
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

From the findings, head teachers 38.5 percent do not always allow their students to air their views regarding the administration. Head teachers who have been trained on school management involve all the stakeholders including pupils in the decision making of schools where forums for discussion are recognized to improve implementation of children’s rights education. This affects the teaching and learning environment and implementation of children’s rights education. Where there is no absenteeism, time wasting, the national exam outcome is good (World Bank, 2004).

Head teachers should endeavour to allow their pupils to air their views regarding administration



#### **4.6 Teachers level of professional training implementation of child right against corporal punishment**

This section presents respondents' opinion on whether teachers in the school are professionally qualified; teachers assist learners with social challenges that can affect performance through guidance and counseling; teachers use various ways other than corporal punishment to discipline learners with social challenges; and teachers go for refresher courses every so often. The section also presents whether implementation of children's rights education is largely influenced by school based violence; teacher response on whether implementation of children's right education is largely influenced by school based violence and whether school administration has been reluctant in observing children's rights4.6.1: Teachers professionally qualification.

In one of the questionnaire items, the head teachers were asked to indicate whether they have qualified teachers in the staff. The head teachers' responses are indicated in table 4.10.

**Table 4.10: Schools have professionally qualified teachers.**

	<b>Frequency</b>	<b>Percent</b>
Sometimes	4	15.4
Often	5	19.2
Very often	17	65.4
	<b>26</b>	<b>100.0</b>

Table 4.10 indicates that majority 65.4 percent of head teachers have qualified teachers in their schools. However 15.4 percent do not always get qualified teachers. Qualifications of teachers are of great importance since they are able to handle issues in a more qualified way. Unqualified teachers feel insecure and are ill-prepared both in terms of subject content and classroom practices. Teachers professional level of training and learning environment affect implementation of children’s rights education. (World Bank, 2004). Schools in Nyatike have qualified teachers to handle implementation of children rights in their schools.

**4.6.2: Teachers assist learners with social challenges that can affect performance through guidance and counseling.**

The table 4.11 indicates the responses from head teachers on whether teachers assist learners through guidance and counseling.

**Table 4.11: Teachers assist learners with social challenges that can affect performance through guidance and counseling.**

	<b>Frequency</b>	<b>Percent</b>
Sometimes	2	7.7
Often	10	38.5
Very often	14	53.8
<b>Total</b>	<b>26</b>	<b>100.0</b>

In table 4.11, 53.8 percent of head teachers assign their teachers to assist pupils with social challenges and thus the learner’s performance is not affected since

they are being guided and counseled. (Hargreaves, 1997). Datta (1984) notes that at the primary and secondary levels, the teacher is a disciplinarian parent substitute, a judge, a confidant and above all mediator of learning who guides children to achieve certification in education without instilling corporal punishment. In Nyatike district, pupils with social challenges are counseled without using corporal punishment. This method used by the head teachers in schools conforms with the CRC of 1989 which stipulates that there was an "obligation of all States parties to move quickly to prohibit and eliminate all corporal punishment and all other cruel or degrading forms of punishment of children"

#### **4.6.3: Teachers use various ways of disciplining pupils other than corporal punishment.**

In one of the questionnaire items the teachers were asked to indicate whether they use various ways to discipline pupils other than using corporal punishment. The responses are indicated in the table 4.12.

**Table 4.12: Teachers’ use various ways of disciplining pupils other than corporal punishment.**

	<b>Frequency</b>	<b>Percent</b>
Never	5	3.0
Rarely	8	4.9
Sometimes	21	12.8
Often	45	27.4
Very often	85	51.8
<b>Total</b>	<b>164</b>	<b>100.0</b>

Table 4.12 shows that 51.8 percent of teachers use various other ways to discipline pupils in social challenges other than corporal punishment. This is important since pupils will be helped not to drop in their school performance.

Findings show that majority of head teachers 61.5 percent recommends that those pupils who are weak should be given remedial teachings in weak areas by their respective teacher. This helps the pupils in improving in areas where they find difficulty in solving on their own.

**4.6.4: Frequency of refresher courses.**

The table 4.13 indicates the responses from head teachers on how often teachers go for refresher courses in Nyatike.

**Table 4.13: Teachers go for refresher courses.**

	<b>Frequency</b>	<b>Percent</b>
Never	1	3.8
Rarely	3	11.5
Sometimes	9	34.6
Often	5	19.2
Very often	8	30.8
<b>Total</b>	<b>26</b>	<b>100.0</b>

The study indicates that 34.6 percent of head teachers do not always send their teachers for refresher courses so often although 30.8 percent often do that. This is important since teachers get up to date with their professional latest information in the field. This is important as it would strengthen values that could promote peaceful co-existence in schools while observing children's right. Redalen (2007) sees teachers as the surest media through which schools can foster a sense of nation hood and serve as agents of social and economic change at both the individual and social levels and therefore they should be subjected to frequent professional trainings.

Head teachers in Nyatike should send their teachers for refresher courses because this is very key in the implementation of children rights.

#### 4.6.5: Pupils' awareness about right against corporal punishment

Table 4.14 shows the responses of pupil's awareness of their right against corporal punishment.

**Table 4.14: Pupils' awareness about right against corporal punishment.**

	<b>Frequency</b>	<b>Percent</b>
Not at all	296	74.4
Less extent	26	6.5
Some how	10	2.5
Large Extent	14	3.5
very large extent	31	8.2
<b>Total</b>	<b>377</b>	<b>100.0</b>

According to table 4.14 most students 74.4 percent do not have the knowledge about their right against corporal punishment in school. This makes them very susceptible to their rights being abused through corporal punishment by the teachers.

#### **4.6.6: Pupils awareness of right to free compulsory basic education**

Table 4.15 indicates responses from the pupils' on awareness of their right to free compulsory and basic education.

**Table 4.15: Pupils' awareness of their right to free compulsory basic education.**

	<b>Frequency</b>	<b>Percent</b>
Not at all	18	4.8
Less extent	19	5.0
Some how	4	1.0
Large Extent	40	10.6
very large extent	296	78.5
<b>Total</b>	<b>377</b>	<b>100.0</b>

Table 4.15 shows that most pupils 78.5 percent are aware about the right to have compulsory free education. This is important because it will help in reducing the rates illiteracy among the youth in Nyatike.

#### **4.6.7: Pupils are given right to air their views and opinion in school matters**

Table 4.16 indicates responses of pupils on whether they are allowed to air their views and opinion on school matters.

**Table 4.16: Pupils are allowed to air their views and opinion in school matters**

	<b>Frequency</b>	<b>Percent</b>
Not at all	207	55.0
Less extent	17	4.5
Some how	43	11.4
Large Extent	34	9.0
very large extent	76	20.2
<b>Total</b>	<b>377</b>	<b>100.0</b>

Finding indicates that 55 percent of pupils are not given a chance to be heard. However a certain percentage 20.2 percent of students is involved in school matters. Schools should give pupils a chance to air their views so as to know where the administration should improve.

#### **4.6.8: Pupils awareness of their right to play and relax.**

The table 4.17 indicates responses from pupils on whether they are allowed to play and relax and participate in cultural and artistic activities as one of their rights.



**Table 4.17: Pupils’ awareness of their right to play and relax**

	<b>Frequency</b>	<b>Percent</b>
Not at all	10	2.7
Less extent	10	2.7
Some how	6	1.6
Large Extent	54	14.3
very large extent	297	78.8
<b>Total</b>	<b>377</b>	<b>100.0</b>

Table 4.17 indicates that 78.8 percent of pupils are allowed to participate in extra curriculum activities. This helps them to break the monotony of being in class for long and interact with each other. Growing children should be given time to play and relax in school because it helps to helps them relax. This indicates that schools in Nyatike district implement the children’s rights to play and relax.

**4.6.9: Implementation of children’s rights education is largely influenced by school-based mental violence.**

The tables below shows levels of responses by head teachers and teachers on whether children’s rights are largely influenced by school based mental violence.

In one of the questionnaire items the head teachers and teachers were asked to indicate whether they think that school-based mental violence affects implementation of children’s rights. Responses on the item is presented in table 4.18.

**Table 4.18: Implementation of children’s rights education is largely influenced by school-based mental violence.**

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Never	52	31.7	6	23.1
Rarely	36	22.0	4	15.4
Sometimes	36	22.0	11	42.3
Often	18	11.0	1	3.8
Very often	22	13.4	4	15.4
<b>Total</b>	<b>164</b>	<b>100</b>	<b>26</b>	<b>100.0</b>

In table 4.18 more than 42.3 percent of head teachers seldom think that implementation of children’s right education is influenced by school based violence. This means that there are other things that can influence such rights. On the other hand, teachers 31.7 percent do not believe that there is influence of implementation children’s right by school based violence. This shows that there are other factors that influence implementation of children’s rights like ignorance and other factors on the side of teachers like the willingness of teachers to create awareness.

**4.6.10: School administration has been reluctant in observing children's rights.**

The table 4.19 indicates the teachers' responses on whether the school administration has been in support of implementing children's rights in their schools.

**Table 4.19 Schools administration has been reluctant in observing children's rights.**

	<b>Frequency</b>	<b>Percent</b>
Never	99	60.4
Rarely	26	15.9
Sometimes	25	15.2
Often	9	5.5
Very often	5	3.0
<b>Total</b>	<b>164</b>	<b>100.0</b>

Table 4.19, shows that majority of teachers 60.4 percent believe that schools administration observe children's rights. This is important since it will reduce cases of children's rights abuse. School administration set-up may influence the implementation of children's rights (Kombo, 1988). Schools administration in Nyatike observes children rights.

**4.6.11: Teachers in-service courses on children's rights**

The table 4.20 indicates the teachers' responses on whether they have been going for in-service courses on children's rights.

**Table 4.20: Teachers' go for in-service courses on children's rights**

	<b>Frequency</b>	<b>Percent</b>
Never	30	18.3
Rarely	33	20.1
Sometimes	45	27.4
Often	29	17.7
Very often	27	16.5
<b>Total</b>	<b>164</b>	<b>100.0</b>

Findings indicate that most teachers do not attend courses on children's right. This might lead to reasons why most teachers may not implement the rights of children.

Findings indicate that, teachers' professional training in essence influence all aspects of schools including such things as how the staff respect pupil's rights as observed by Peterson and Deal (2004) and further the mode of punishing children when they go wrong. Teacher's qualification also influences how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum and their willingness to change.

Teachers in Nyatike rarely attends courses on children's rights. This may affect implementation of children's rights in schools.

#### **4.7 Availability of learning facilities on pupils right to play and relax**

This section presents head teachers, teachers and responses on whether the availability of learning resources largely affects implementation of children rights; the school has adequate facilities for children rights to be observed to the full; availability of learning resources largely affects implementation of children's rights; the school has adequate facilities for children's rights to be observed to the full and This section also address the pupils awareness of right to free compulsory basic education; whether pupils are given right to air their views and opinion in school matters and whether pupils are aware of their right to leisure, play and participation in cultural and artistic activities

##### **4.7.1: Availability of learning resources largely affects implementation of children rights**

Table 4.21 presents the head teachers and teachers' responses on whether availability of resources and facilities affects implementation of children's rights.

**Table 4.21: Availability of learning resources largely affects implementation of children rights.**

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Never	1	3.8	43	26.2
Rarely	5	19.2	55	33.5
Sometimes	9	34.6	27	16.5
Often	3	11.5	26	15.9
Very often	8	30.8	13	7.9
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

From the findings, majority of head teachers 34.2 percent believe that it is not always the availability of learning facilities and resources that affect children’s right implementation however 30.8 percent believe it is true. Availability of such resources is important for every school. At the same time, most teachers 36.6 percent believe that availability of learning resources affects how the children’s rights are implemented. Schools should avail facilities for the children’s rights to be observed.

#### **4.7.2: Adequacy of facilities in schools.**

Table 4.22 indicates the responses of head teachers and teachers on whether their schools have adequate facilities for children’s rights to be observed to the full.

**Table 4.22: Schools have adequate facilities.**

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Never	4	15.4	43	26.2
Rarely	8	30.8	55	33.5
Sometimes	5	19.2	27	16.5
Often	5	19.2	26	15.9
Very often	4	15.4	13	7.9
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>164</b>	<b>100.0</b>

In Table 4.22 the head teachers 30.8 percent indicate that schools rarely have enough facilities to observe children's right fully and thus schools find it difficult to observe the rights and implement them without difficulties. Teachers 33.5 percent think that schools seldom have the facilities to implement children's rights. Shernoff & Vandell (2007) contend that participation of learners in the field activities assist in observing children's rights to play and relax and eventual performance improvement. These learners who must be given the necessary resources and facilities like play field classroom, laboratories, libraries and nature of learning environment contribute effectively to the conducive realization of good results in the KCSE performance (Vanessa, 2011).

Schools in Nyatike have minimal facilities to enable implementation of children's rights to the full.

#### **4.8 Qualitative findings.**

Qualitative findings were derived from an interview with the District Education Officer. The interviewee noted that, commitments of head teachers in their administration on implementation of children's right education is critical in ensuring that pupils are not subjected to mental violence and their views are heard since one of the core principles of the Children's Right Convention is respect for and consideration of the views of children. The document recognizes children's right to freely express their views in all matters. Thought the DEO disclosed was that, that there are reported cases of corporal punishment in some public primary schools, his office had endeavored to organize trainings on awareness of children's rights. In addition, the interviewee observed that the way the education system is organized by the administrator can have significant bearing on learners' outcomes where head teachers are required by his office to give conducive environment in a school with proper learning and playing facilities. Moreover, it was asserted that, teachers' professional training in essence influence all aspects of schools including such things as how the staff respect pupil's rights this is in line with observation by Hargreaves (1997) who observed that, teacher's also influences how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum and their willingness to change.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the findings, summary and conclusions of the study. The chapter also gives the recommendations as well as suggestions for further studies

#### **5.2 Summary of the study**

The purpose of the study was to investigate the factors that influence implementation of children's rights education in public primary schools in Nyatike District. The study in particular sought to examine the extent to which children's rights to learn and be taught are implemented; the extent to which head teacher influences implementation of children's rights to air their views and be listened to; the extent to which the professional level of teachers' training influences implementation of children's rights against corporal punishment; and the extent to which availability of learning facilities and resources influence implementation of children's rights to play and relax.

This study adopted the descriptive survey design where the target population comprised the head teachers in all 134 public primary schools in Nyatike District with 870 teachers and 3783 class 8 pupils. Twenty (20%) of 134 schools gives 26.8 which when rounded off give 27 schools. All head teachers in the sampled schools were selected while stratified random sampling gave a sample 174 teachers and 378 pupils and thus a sample size of 580 respondents.

This study used semi-structured questionnaires schedule to collect data from public primary school head teachers, teachers and the class eight pupils while interview guide assisted in collecting data from the DEO for Nyatike district. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages. The qualitative data was organized into themes corresponding to the study objectives. Content analysis was then used for analysis.

### **5.3 Findings of the study.**

#### **5.3.1 Influence of school-based mental violence on children's right to learn and be taught.**

Head teachers 53.8 percent in Nyatike constituency do not allow their teachers to be violent to pupils. In addition they make sure that pupils are aware of their rights as children.

#### **5.3.2 Influence of head teachers administrative style in implementing children's rights to air their views and be listened to.**

Head teachers 46.2 percent administrative styles does not accord pupils their right to air their views and be listened to.

#### **5.3.3 Influence of teacher's professional level of training to implement child's right against corporal punishment.**

Majority 73.2 percent of teachers' have the right professional level of training needed to implement the children's rights against corporal punishment.

#### **5.3.4 Influence of availability of learning facilities and resources on the child's right to play and relax in school.**

Majority of schools 78.8 percent have adequate facilities and resources to enable implementation of children's right to play and relax in school. Pupils in Nyatike constituency are allowed to participate in extra curricula activities.

#### **5.4 Conclusions**

From the study the researcher concluded that, most public primary schools have the problem of mental violence subjected on pupils. This form of violence denies their right to learn, it negates their right to an education of quality and it denies their right to respect and non-discrimination in school. It was also revealed that, pupils are not allowed to air their views to the administration or even get involved in administrative decision. This affects the teaching and learning environment and implementation of children's rights education. Majority of teachers assist pupils to deal with their social problems so as not to affect them their academic performance. Proper implementation of children right education would strengthen values that could promote peaceful co-existence in schools while observing children's right since many schools in Nyatike constituency don't have the facilities that are required to implement children's right to the maximum.

## **5.5 Recommendations**

The study recommends that,

- i. The government through the Ministry of Education should ensure the existing laws on children's rights are fully implemented and guide in formulation of new provisions that promotes children rights.
- ii. The Teachers Service Commission should organize periodical training on teachers and head teachers that would impart them with more knowledge and skills on how to handle disciplinary cases instead of using corporal punishments on pupils.
- iii. To promote pupils rights to air their views and be listened to, head teachers in public primary school should ensure a system that incorporates pupils in the administration through encouraging student leadership and representation in the management.
- iv. In order to promote implementation of children's rights to play and relax in public primary schools, parents and the School Management Committee should join hand in sourcing and installation thereof of the needed facilities. For example the playing ground with the needed tools and equipment.

## **5.6 Suggestions for further studies**

Given the scope and limitations of this study, the researcher recommends the following studies to be carried out for comparative and enrichment purpose

- i. Factors that influence implementation of children's rights education in public primary schools in a district other than Nyatike.
- ii. Factors that influence implementation of children's rights education in public primary schools should be expanded beyond the four variables that were considered in this study to determine whether other rights of children are violated.
- iii. Factors that influence implementation of children's rights education should be studied in private primary schools for comparative purpose.

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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

**College of Education,  
University of Nairobi,  
P.O. Box 30197,  
Nairobi.**

**Dear Sir/Madam,**

I am a post-graduate student in the school of Education, University of Nairobi.

As part of my Master of Education course, I am required to collect data and write a project. My project will be on **Institutional Factors Influencing Implementation of Children's Rights in Public Primary Schools in Nyatike District, Migori county, Kenya**. In this regard, I request for your cooperation to enable me to collect the requisite data by giving honest response to the items.

I wish to assure you that the information obtained in this exercise is purely for research purposes and your identity will be treated with utmost confidentiality.

**Yours sincerely,**

**Florence Atieno Okeyo.**

## APPENDIX II: HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on *Institutional Factors Influencing Implementation of Children's Rights in Public Primary Schools in Nyatike District, Migori county, Kenya*. You are requested to tick (√) the appropriate response or as is relevant. The information will only be used for the purpose of this study while your identity will be confidential.

### Kindly indicate

1. Your gender? Male  Female
2. Your level of education?  
 P1  Diploma in Ed.  B.Ed.  M.Ed.  Any other
3. Your duration as head teacher?
 

a) Less than 5 years <input type="checkbox"/>	b) 5 to 9 years
b) 10 to 14 years <input type="checkbox"/>	d) 15 years and above

### Part 2: General Information

The table below presents some institutional aspects that influence implementation of children's rights in public primary schools. Please rate each factor on a scale of "1" to "5", with a "1" given to those factors that are never experienced and a "5" to factors that are experienced most often by your teachers

**1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very Often**

	1	2	3	4	5
<b>School based mental violence</b> i. I do not allow teachers to be violent on pupils when disciplining them					



ii.The school makes all pupils aware of their rights against violence					
iii.Implementation of children’s right education is largely influenced by school based violence					
<b>School Administration</b>					
i.Pupils are involved in decision making in school administration					
ii.School administration allows pupils to air their views and opinion on school matters					
iii. The weak pupils are given remedial teaching in weak areas.					
<b>Teachers level of training</b>					
iv.Teachers in the school are professionally qualified					
v.I assign teachers to learners with social challenges that can affect performance through guidance and counseling					
vi. Teachers go for refresher courses every so often.					
<b>Availability of learning facilities</b>					
i.Availability of learning resources largely affects implementation of children’s rights					
ii.The school has adequate facilities for children’s rights to be observed to the full					

4. Which challenges do you face when implementing children’s rights?

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5. What suggestions would you give to enhance implementation of children’s rights in public primary schools?

---

**Thank you for your cooperation**

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on *Institutional Factors Influencing Implementation of Children’s Rights in Public Primary Schools in Nyatike District, Migori County, Kenya*. The information gathered, will be only for the purpose of this study while your identity will be confidential. Please tick where appropriate (✓) or fill in the required information.

#### Part 1: Background Information

- 1 Kindly state your gender? Male[ ]Female[ ]
- 2 What is your level of education? P1[ ] Diploma[ ] B.Ed [ ] M.Ed [ ]
- 3 How long have you been a teacher? \_\_\_\_\_

#### Part 2: General Information

The table below presents some institutional aspects that influencing implementation of children’s rights education in public primary schools. Please rate each factor on a scale of “1” to “5”, with a “1” given to those factors that are never experienced and a “5” to factors that are experienced most often by your teachers

**1 = Never 2 = Rarely 3= Sometimes 4= Often 5 = Very Often**

	1	2	3	4	5
<b>School based violence</b>					
i. The head teacher does not allow us to be violent on pupils when disciplining them					

ii.The school makes all pupils aware on their rights against violence					
iii.Implementation of children’s right education is largely influenced by school based violence					
<b>School Administration</b>					
vii.School administration has been reluctant in observing children’s rights					
viii.The pupils are involved in decision making in administration.					
ix.The pupils are allowed to air their views and opinion on school matters.					
<b>Teachers level of training</b>					
x.Teachers have been going for in-service courses on children’s rights					
xi.Teachers use various ways to discipline pupils other than corporal punishment.					
<b>Availability of learning facilities</b>					
xii.Availability of learning resources largely affects implementation of children’s rights					
xiii.The school has adequate facilities for children’s rights to be observed to the full					

6. Which challenges do you face when implementing children’s rights in school?

\_\_\_\_\_

7. What suggestions would you give to enhance implementation of children’s rights in public primary schools? \_\_\_\_\_

**Thank you for your cooperation**

## APPENDIX IV: PUPILS' QUESTIONNAIRE

**Instruction:** Kindly answer the question by putting a tick  against most appropriate response.

### PART A: Personal information

1 State your gender:            a) Boy     b) Girl

### PART B: General information

1. Are you aware of your rights as a child?

Yes  No  Not Sure

2. To what extent are you made aware of the following as part of your rights?

(Please indicate the extent)

	<b>Not at all</b>	<b>Less extent</b>	<b>Some how</b>	<b>Large extent</b>	<b>Very large extent</b>
Education-free compulsory basic education					
Right to air their views and opinion in school matters					
Right to leisure, play and relax					
Right against corporal punishment					

6 Are you involved in decision making in the school or things are just imposed?

---

**Thank you for your cooperation.**

## APPENDIX V: DEO'S INTERVIEW GUIDE

1. What institutional factors to your opinion do affect implementation of children's rights in public primary schools? To what extent and explain how?
2. Do you think the current curriculum structure promotes children's rights? If yes, to what extent? Kindly explain.
3. Do you think the following are significant institutional factors in implementation of children's rights? kindly explain on each
  - a)Mental violence \_\_\_\_\_
  - b)School administration \_\_\_\_\_
  - c)Professional level of teachers' training \_\_\_\_\_
  - d)Availability of learning facilities \_\_\_\_\_
4. What support do you give to public primary schools on the children's rights?
5. How often do you carry out through inspection / supervision on implementation of children's rights in schools based in Nyatike district?
6. Which challenges do you face when implementing children's rights in school within your district?
7. What suggestions would you give to enhance implementation of children's rights in public primary schools?

## APPENDIX VI: RESEARCH AUTHORISATION FROM NCST

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Our Ref: NCST/RCD/14/013/634

Date: 10<sup>th</sup> May, 2013

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University of Nairobi  
P.O.Box 30197-00100  
Nairobi

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated 26<sup>th</sup> April, 2013 for authority to carry out research on "*Institutional factors influencing implementation of Children's Rights in Public Primary Schools in Nyatike District, Migori County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nyatike District** for a period ending 30<sup>th</sup> June, 2013.

You are advised to report to **the District Commissioner and District Education Officer, Nyatike District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner,  
The District Education Officer,  
Nyatike District

**APPENDIX VII: RESEARCH PERMIT**

PAGE 2 PAGE 3

**Research Permit No. NCST/RCD/14/013/634**

**THIS IS TO CERTIFY THAT** **Date of issue** **10<sup>th</sup> May, 2013**

**Prof./Dr./Mr./Mrs./Miss/Institution** **Fee received** **KSH. 1,000**

**Florence Atieno Okeyo**

**of (Address) University of Nairobi**

**P.O Box 30197-00100, Nairobi**


**has been permitted to conduct research in**

**Location**  
**District**  
**Nyatike**  
**Nyanza** **Province**

**on the topic: Institutional factors influencing implementation of Children's Rights in Public Primary Schools in Nyatike District, Migori County, Kenya.**

**Applicant's Signature** **Secretary**

**for a period ending: 30<sup>th</sup> June, 2013** **National Council for Science & Technology**



**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

**GPK605513mt10/2011** **(CONDITIONS—see back page)**

**APPENDIX VIII :RESEARCH AUTHORIZATION FROM  
DISTRICT COMMISSIONER, NYATIKE.**

**OFFICE OF THE PRESIDENT**

PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY



Telephone:  
Fax No.  
Email:[dcnyatike@yahoo.com](mailto:dcnyatike@yahoo.com)  
When replying please quote

DISTRICT COMMISSIONER  
NYATIKE DISTRICT  
P.O. BOX 1-40402  
MACALDER.

REF: ED.12/15/VOL.1/ (27)

DATE: 13<sup>th</sup> May, 2013

All District Officers  
NYATIKE DISTRICT

RE: RESEARCH AUTHORIZATION  
MS. FLORENCE ATIENO OKEYO

The above mentioned person has been authorized to undertake research in Nyatike District for a period ending 30<sup>th</sup> June, 2013. Through your office inform all your Chiefs and Assistant Chiefs, Ministry of Education Officer to cooperate with the researcher and provide the necessary assistance.

Z. SOME  
FOR: DISTRICT COMMISSIONER  
NYATIKE DISTRICT

C.C.

District Education Officer  
NYATIKE DISTRICT

Secretary National Council for Science and Technology  
P.O. Box 30623 – 00100  
NAIROBI.



**APPENDIX IX: RESEARCH AUTHORIZATION FROM DISTRICT  
EDUCATION OFFICE, NYATIKE.**

**MINISTRY OF EDUCATION**

Telephone: (059) 20420  
Fax No: 05920420  
When replying please quote  
Ref E/N//VOL



DISTRICT EDUCATION OFFICE  
NYATIKE DISTRICT  
PO BOX 4 – 40402  
NYATIKE.  
DATE:13/05/2013

TO WHOM IT MAY CONCERN,

**RE: PERMISSION TO CARRY OUT RESEARCH IN PUBLIC PRIMARY  
SCHOOLS NYATIKE DISTRICT**

The holder of this letter is a student at the University of Nairobi pursuing M.ED in curriculum studies.

Kindly accord her the necessary support.

FOR DISTRICT EDUCATION OFFICER  
NYATIKE DISTRICT  
P. O. BOX 40402 NYATIKE  
DATE .....

ELIJAH KONGERE  
D/DEO-NYATIKE