

**MANAGEMENT STRATEGIES UTILIZED BY HEADTEACHERS TO
PROMOTE CHILD-FRIENDLY PUBLIC PRIMARY SCHOOLS IN
EMBAKASI DISTRICT NAIROBI, KENYA**

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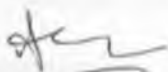
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**A Project report Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Education in Educational Administration.**

University of Nairobi

DECLARATION

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



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This project report has been presented for examination with our approval as the University Supervisors.



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DEDICATION

This project is dedicated to my beloved husband Paul Maina, our son Lemmy Waweru and daughters Sally Wangari and Ekra Wairimu for walking with me through this journey. God bless you.

Acknowledgement

I give thanks and glory to the Almighty Father for giving me the opportunity, strength and the enthusiasm to write this project. My heart felt gratitude go to my supervisors, Dr. Ursulla Okoth and Mr. Ferdinand Mbeche for tirelessly guiding me through this project. Your professional advice and will to journey with me has greatly contributed to making me a better scholar. God bless you.

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LIST OF ABBREVIATIONS AND ACCRONYMS

LFE	Learner Friendly Environment
EFA	Education for All
MDG	Millennium Development Goals
CFS	Child Friendly Schools
KESSP	Kenya Education Sector Support Program
MOEST	Ministry of Education Science and Technology
UPE	Universal Primary Education
SMCS	School Management Committee
BOG	Board of Governors
UNICEF	United Nations Children Fund
PSSW	Philippine School of Social Work
UN	United Nations
PTA	Parent Teacher Association
UNCRC	United Nations Conventional Rights for Children
SPSS	Statistical Package for Social Sciences
KEMI	Kenya Education Management Institute

Abstract

While trying to harmonize basic primary and secondary education, Kenya faces the challenge of providing a Child-friendly school (CFS) environment that will ensure child-centered and rights-based teaching methods and a qualitative education that is capable of producing healthy, creative, and confident and peace loving citizens. MoE in conjunction with UNICEF came up with a toolkit which provides a framework for policy makers and educational practitioners at all levels on how to promote CFS in the country.

The purpose of this study was to investigate the management strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi District, Nairobi County. The study addressed five objectives which were; to establish the level to which the headteachers' preparation for teachers has promoted child-friendly public primary schools, establish how the headteachers' involvement of parents and community has influenced promotion of child-friendly public primary schools, investigate the extent to which the headteachers' mobilization of the physical facilities has influenced promotion of child-friendly public primary schools, determine the extent to which the headteachers' provision of security has promoted child-friendly public primary schools and to investigate the challenges the headteachers encounter in their attempt to promote child-friendly public primary schools in Embakasi District, Nairobi County and how they address the challenges .

The study was conducted using descriptive survey design and it targeted twenty public primary schools in Embakasi District. The study used Krejcie and Morgan's table to determine sample sizes for the teachers and simple random sampling for pupils. Headteachers were sampled through purposive sampling while the schools were selected through random sampling. The study was guided by the goal setting theory which was used to investigate the specific objectives and measures the headteachers have taken to promote child-friendly public primary schools.

The researcher used questionnaires for the respondents and an observation schedule for the researcher. The validity and reliability of the instruments was checked by the supervisors and other experts in education administration department. The researcher conducted a pilot study in 2 of the 20 schools where the responses yielded a co-efficient of 0.724 by use of Pearson's Moment of Co-efficient and then the split half technique was employed to ascertain the internal consistency of reliability. Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages hence represented by means of tables, graphs and charts. Qualitative data from open-ended questions was thematically presented in narrative form and tables. The observation schedule was

analysed thematically and by use of photographs which were taken to illustrate the situation of the infrastructure in the schools in Embakasi District.

The findings of the study revealed that majority of the headteachers had done fairly well to promote child-friendly public primary schools in Embakasi District. They had put in place several strategies to enhance promotion of child-friendly schools in their respective institutions. These strategies included support and preparation for the teacher, parent and community involvement, mobilization of infrastructure and provision of security which had contributed to promotion of child-friendly public primary schools. However the researcher noted that some headteachers had not done much to make their schools child-friendly hence, headteachers needed to spearhead the initiative by putting in proper strategies and ensuring proper supervision is carried out at the school level.

Based on the findings of the study, the researcher noted that promotion of child-friendly public primary schools by the headteachers was facing a number of challenges such as resistance to change mostly among the teachers, inadequate sensitization among teachers and parents, uncooperative parents, low funding, hostile school neighboring communities among other issues. However majority of the targeted headteachers had taken every available opportunity to make their schools child-friendly.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

There are various definitions of the term management. Okumbe (1998) and the Common Wealth Secretariat (1997) define management as a process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined goals. Wango (2009) explains management as a progression so as to accomplish organizational goals which are made up of elements such as planning, organizing, staffing directing, coordinating, reporting and budgeting. Headteachers as educational managers should perform the above functions so as to execute educational policies like that of promoting child-friendly public primary schools (Barasa, 2007).

Universal declaration of Human Rights (1948) states that education is a fundamental right for every child and an opportunity to achieve and maintain an acceptable level of learning. Therefore educational systems should be designed and educational programmes to be implemented to take into account the unique characteristics, interests, abilities and learning needs of every child (UNESCO, 1994).

According to Okumbe (1998), the headteachers as educational managers are both policy makers and policy executors. They manage and provide leadership in their institutions and ensure educational policies are implemented. One such policy is promotion of child-friendly public primary schools (CFS).

A child-friendly school is one where the environment is conducive to learning, the staff is welcoming and friendly and the holistic needs of the children are adequately met. Moreover, it is a school which is community-based, recognizes the rights of ALL children irrespective of gender, religious and ethnic affiliations, physical or mental abilities (UNICEF, 2008).

A study by the Philippine school of social work (PSSW, 2008) on public schools pointed out that a school is termed child-friendly if it is effective, healthy, cares and protects all children and if it involves the community in its activities and projects beneficial to the learners. Headteachers have a responsibility to initiate, guide and evaluate the extent to which the policies, objectives, activities and events laid down in the long and short-term are successfully carried out (Olembo, Wanga and Karagu, 1992).

Studies conducted by UNICEF (2009) on promotion of child-friendly schools have shown different levels of implementation. In Malawi, schools are provided with furniture, teaching materials, water and sanitation facilities (UNICEF, 2009). In Nigeria the CFS initiative was launched in 2002, with the goal of creating 600 child- friendly schools by 2007 with gender equity as the key dimension. Nevertheless greater success was achieved in the overall enrolment rate in child-friendly schools than in reducing the gender gap (UNICEF, 2009).

According to UNESCO (2003), all children have the right to learn, as stipulated in the Convention on the Rights of the Child (CRC) which virtually

all governments in the world have signed. Moreover, they are entitled to education, irrespective of physical, intellectual, social, or other conditions hence, headteachers should endeavor to promote child-friendly schools by embracing diversity among learners, making classes more child-centered and ensuring that every child has the opportunity to learn to their fullest potential.

Wango (2009) asserts that the overall purpose of the schools and education is to benefit the learners since they are the most important and consumers of education and all programs and activities are meant to enhance their learning. The Ministry of Education (MoE) in collaboration with UNICEF (2010) contends that, being in school is one experience that most children worldwide have in common and the means by which societies prepare their young for the future. However, it can mean negative experiences such as threat of punishment, humiliation, bullying or even violence at the hands of teachers and fellow pupils, conditions which thwart learning.

Foley, Roche and Tucker (2001), assert that in a healthy school, learners act as participants in the continuous process of improving the learning, social and physical environment. Effective headteachers should willingly permit teachers and learners to participate in decision-making process (Republic of Kenya, 2001). In managing, they should effect delegation of duties and responsibilities according to abilities (Wango, 2007). Okumbe (1998) adds that participation in decision-making is a very useful vehicle for the facilitation of both organizational and personal goals, satisfaction and

motivation which will promote child-friendly public primary schools. Headteachers should maintain discipline and play the role of public relation officers in their schools (Olembo, Wanga, and Karagu 1992).

The government of Kenya in collaboration with the UNICEF (2009) initiated the child friendly school (CFS) concept which was piloted in eleven districts in the country namely; Mandera, Wajir, Marsabit, Turkana, West Pokot, Ijara, Garissa, Isiolo, Moyale, Kwale and Nairobi. (CFS) models were developed to move schools and education systems progressively towards quality standards, addressing all elements that influence the well being and rights of the child as a learner and the main beneficiary of teaching. (CFS) models focus on promoting child participation and creating space for children to express their views and opinions.

UNICEF has come up with a five- chapter toolkit to guide schools in the steps to promoting child-friendly schools (UNICEF, 2010). Under each chapter there is a theme containing tools and activities to use in promoting CFS. Headteachers are the custodians of change and managers of innovation expected to provide leadership, guidance, inspiration and supervision to teachers who are the main thrusts behind classroom change in child-friendly schools (UNICEF, 2009). They lead the school planning process; by securing necessary resources facilitating essential training for teachers and building constructive links with the local community.

Republic of Kenya in conjunction with UNICEF (2008) asserts that all Kenyans should commit themselves to promoting child-friendly schools. Therefore the headteachers need to sensitize all the stake holders including the learners on the roles they are to play in promotion of child-friendly schools. According to the United Congress (1970), as observed by Mwangi (2005), it is the headteachers that set the climate for learning, the level of professionalism and morale for teachers to promote child -friendly schools in which learners feel safe, protected from abuse, violence and discrimination.

According to UNESCO (2003) the headteachers should sensitize the teachers on different circumstances and needs among learners so that teachers can build on the assets learners bring from their homes and communities and also compensate for shortcomings in their homes. Child-friendly schools embrace a multi-dimensional concept of quality and address the total needs of the child.

According to the International Decade of Culture of peace and Non-Violence for Children of the world (2001-2010), education is a human right.

The Republic of Kenya, through the sessional paper No 1 of (2005) aims at achieving Education for all (EFA) by 2015 which is a child right as emphasized by Children's Act (2001), MOEST (2008) and UNESCO (2006). To fulfill the education-related Millennium Development Goals (MDGs), the headteachers should ensure that their schools work in the best interest of the children by providing safe and protective schools that are adequately staffed with trained teachers, equipped with adequate resources and graced with

appropriate conditions for learning (Republic of Kenya, 2008). The headteachers have to ensure that the government's educational policies are implemented in their respective schools particularly that of promoting child-friendly schools. Promotion of child-friendly schools has met several barriers which the headteachers should strive to address. Some of the barriers include insecurity, poverty, special needs discrimination inadequate care-giving among others (UNICEF, 2010).

According to UNESCO (2003), many teachers may not understand what child-friendly schools are all about, or they feel they do not have the resources that are needed to become CFS. Parents too may not understand the benefits of (CFS). This establishment led to the government's initiative to embrace and launch the UNICEF's CFS concept and manuals for use in public primary schools, hence the need for the researcher to undertake the study in public primary schools of Embakasi District to establish the management strategies the headteachers have put in place to promote child-friendly public primary schools.

1.2 Statement of the problem

The government in its efforts to provide education for all (EFA) has come up with several policies to help give every Kenyan the right to education (KESSP, 2005). These policies include the introduction of Free Primary Education (FPE) in 2003. FPE saw the enrollment in formal public primary schools rise from 5.9 million in 2002 to 7.12 million in 2004 and further to 8.6 million in 2008. This resulted to overcrowding and overstretching of

infrastructure, hence unfriendly learning conditions. Development agencies like UNESCO, UNICEF, Local authorities and Church organizations have come up with policies like promotion of child-friendly schools (CFS), school safety standards among others to help improve on learning conditions in Kenyan schools. According to CFS co-ordinator Embakasi District (2012), only two out of the twenty schools in the district are being piloted for CFS in the district.

Headteachers of all the twenty schools have been in-serviced on promotion of CFS. Manuals have been given to all the schools in Embakasi. Despite the government's interventions, levels of CFS implementation in Embakasi district are still low. The researcher therefore sees need to carry out this study so as to investigate the management strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi district Nairobi, Kenya.

1.3 Purpose of the study

The purpose of this study was to establish the management strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi District Nairobi, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To establish the extent to which headteachers' preparation for teachers has promoted child- friendly public primary schools in Embakasi District, Nairobi.

- ii. To determine the extent to which the headteachers' involvement of parents and community has encouraged promotion of child-friendly public primary schools in Embakasi District, Nairobi.
- iii. To establish the extent to which the headteachers' mobilization of the physical facilities has promoted child-friendly public primary schools in Embakasi District, Nairobi.
- iv. To establish the extent to which the headteachers' provision of security has promoted child-friendly public primary schools in Embakasi District, Nairobi.
- v. To identify challenges and methods headteachers use to address them in promotion of child-friendly public primary schools in Embakasi District, Nairobi.

1.5 Research questions

The following research questions will guide the study;

- i. To what level has the headteachers' preparation for teachers promoted child-friendly public primary schools in Embakasi District, Nairobi?
- ii. How has the headteachers' involvement of parents and community influenced promotion of child-friendly public primary schools in Embakasi District, Nairobi?
- iii. To what extent have the headteachers' mobilization of the physical facilities influenced promotion of child-friendly public primary schools in Embakasi District, Nairobi?

- iv. To what extent have the headteachers' provision of security promoted child-friendly public primary schools in Embakasi District, Nairobi?
- v. What challenges do the headteachers encounter and how do they address them in promotion of child-friendly public primary schools in Embakasi District, Nairobi?

1.6 Significance of the study

The findings of this study would give an insight to the Ministry of Education on the implementation pace of the child-friendly public primary school. The headteachers might use the findings to improve on their management strategies towards promotion of child-friendly public primary schools in their institutions.

The Kenya Education Management Institute (KEMI) might use the study to adjust their training programmes to incorporate administration of child-friendly primary schools, thus ensuring the correct tuning of headteachers, teachers and trainers. The study would be a source of reference to teachers, community and other stake holders on the importance of child-friendly public primary schools. Consequently the NGO'S, sponsors and the interest groups may use the report to assist in facilitation of child- friendly public primary schools.

1.7 Limitations of the study

It was difficult for the researcher to control the attitudes of the respondents of the questionnaires. There was therefore need to assure the respondents of

confidentiality before answering the questionnaires. Some respondents might have given untrue or exaggerated responses just to impress the researcher. It was also difficult for the researcher to access some schools for physical observation and photographing hence, had to reassure the respondents.

1.8 Delimitations of the study

The study was carried out in Embakasi District of Nairobi County. It focuses on the headteachers, teachers and the pupils from classes seven and eight who are in a position to answer to the questionnaires.

1.9 Assumptions of the study

The researcher assumed that;

- i. The respondents would provide honest information as they answered questions on the questionnaires.
- ii. The government and other stakeholders were assisting the schools to promote child-friendly public primary schools.
- iii. The headteachers had put in place management strategies such as preparation for the teachers to enhance child-friendly public primary schools in the district.

1.10 Definition of significant terms

Mobilization means to make things happen or swing into action.

Security refers to the feeling of being safe.

Challenges refer to difficulties experienced in performance.

Community refers to the wider social group to which the child and family belong.

Learner refers to anyone participating in formal or non-formal learning.

Child-friendly schools refer to an environment in which children benefit from their learning and from others with the support from teachers, parents and community.

Physical infrastructure refers to any built facility for use in the school to facilitate the provision of services.

Teacher refers to any individual who systematically guides a child's learning.

Inclusive teaching refers to recognizing, accommodating and meeting the learning needs of all pupils.

1.11 Organization of the study

This study was organized in five chapters. Chapter one comprises of the background to the study, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two deals with the literature review related to the management strategies utilized by headteachers to promote child-friendly public primary schools under the following topics; preparation for teachers, mobilization of resources, involvement of parents and community, provision of security and the challenges faced.

Chapter three highlights the research methodology to the study. It includes the introduction, research design, target population, sample size, and sampling techniques, research instruments, instrument validity and reliability, data collection procedures and data analyzing techniques.

Chapter four covers the data analysis and the results of the analyzed data. Chapter five the final chapter presents a summary of the research study findings, conclusions recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examined the literature related to management strategies utilized by headteachers to promote child-friendly public primary schools. The review focused on the management strategies which included preparation for teachers, mobilization of resources, involvement of parents and community, provision of security and challenges faced in promotion of child-friendly public primary schools in Embakasi. The section ended with a summary of the literature reviewed, theoretical framework and the conceptual framework for the study.

2.2 An overview of the child-friendly schools (CFS) concept

A child-friendly school is one where the environment is conducive to learning, the staff is friendly and the holistic needs of the children are adequately met (Barasa, 2007). This kind of a school is community-based and recognizes the rights of ALL children.

A CFS welcomes nurtures and educates all children regardless of their gender, physical, intellectual, social, emotional or other characteristics (UNICEF, 2009). A CFS is characterized by; inclusive child-friendly classrooms, safety and protection, equity and equality promotion health and nutrition promotion and community involvement, all for the best interest of the child. Children are different and they all have an equal right to education no matter what their background or ability (Republic of Kenya, 2001).

2.3 Rationale for child-friendly schools (CFS)

CFS is important because it has its core point of reference, the current and future best interests of the learning child. It provides a reasonably accessible language and set of dimensions for all who are responsible for children's learning, from family through to national policy makers to talk about the means and how to do it (UNICEF, 2009). CFS advocates for need to manage the differences among the learners by recognizing their strengths and weaknesses, planning lessons accordingly using teaching strategies and adapting curriculum to fit each child's abilities.

A study conducted by UNICEF revealed that the Escuela Amiga project in Mexico promotes quality education for indigenous girls and boys through child-friendly learning environments where children's participation is emphasized with a guide for teachers and education managers that includes checklists on constructing a school work plan and monitoring and evaluating progress towards child friendliness (UNICEF, Mexico, 2002).

2.4 Management strategies by headteachers

2.4.1 Preparation and support for the teachers for child- friendly schools

According to UNICEF (2009) the success of promoting child-friendly schools will depend on the caliber of teachers within the system. Strong teacher mentoring by school heads was essential for success. This would require a revitalization and restructuring of teacher training would not only improve professional competencies, but also encourage investments. Children will

willingly attend school on a regular basis if they find the teaching-learning process enjoyable and inspiring. The headteacher is responsible for school based teacher development and skill upgrading (Republic of Kenya, 2009).

Teacher's role is the key to achieving results in child-friendly public primary schools (UNICEF, 2009). Teachers' rights, responsibilities, accountability and general conditions of professional service should be given attention (Okumbe, 1998). As managers, headteachers should ensure efficient teacher performance by supervising instructional methods to ensure flexible learning-centered and child-centered methodologies, child participation, gender responsiveness and maximum use of available resources (Olembo, Wanga and Karagu, 1992).

If reforming schools to CFS is to succeed, it was critical for the headteachers to organize for well-designed training and mentoring programmes that build competencies, strengthen capacity and improve the morale of teachers. This will include high quality pre-service and in-service training for teachers enabling them to operate effectively within the challenging rights-based, child centered and interactive pedagogy that is at the heart of the learner-friendly school model (UNICEF, 2009).

Experience from India has shown that timely involvement of teachers can enhance the process of education reform. The teacher empowerment projects in Madhya Pradesh and Uttar Pradesh in the 1990s included high teacher participation. The PTA assumed a leadership role and helped motivate

teachers to fully support child-friendly school innovations introduced by the education department. This type of partnership between teachers' unions and associations has helped to successfully implement innovations such as child friendly public primary schools (UNICEF, 2009). Ishumi (1976) contends that the personality development and adjustment of learners depends very significantly on teachers and that teachers ought to be rewarded in status and remuneration which leads to motivation towards promoting CFS.

UNICEF (2010) contends that, teachers should attend workshops on developing child-friendly classrooms on regular basis. According to Glanz (2009) teachers have a responsibility to promote equal opportunities, try to remove barriers to learning and accommodate the various needs for learners. The headteachers should encourage ongoing support for improving teachers' understanding of the child-friendly concept.

Barasa (2007) contends that the headteacher should ensure that teachers feel appreciated and recognized for their role in the educational process by budgeting of the necessary funds and allocation time for these types of exercises. This will enhance teachers' morale to promote child-friendly schools. School heads need to adopt a democratic style of authority to win the support and commitment of teachers. They must lead by example as problem solvers, trusted confidants to teachers and the main public relations officers who project the schools' image (UNICEF, 2008).

2.4.2 Involvement of the parents and community for child- friendly schools

As Okumbe (1998) points out, it is important for the headteacher to obtain and maintain community support for school programmes and ensure that the community is fully involved in the activities of the school. The headteacher can achieve this by among others, interpreting the educational programmes to the community which can be done through newsletters and other media of communication. He should work closely with representatives of the community such as School Management Committee (SMC), the sponsors and the church who play a key role in enhancing support for the school.

A study conducted in Nigeria by UNICEF revealed that the key strength of the school is its active PTA, which is involved in projects, including construction of classrooms and beefing up security (UNICEF, 2009). There should be an open two-way communication between the school and the community so that opinions and advice can be incorporated into the school programmes (Barasa, 2007). The headteacher should sensitize the parents on their roles in the promotion of child-friendly public primary schools. This concerns issues of gender, child rights and responsibilities, sanitation and hygiene, disease prevention and control.

The Ministry of Education (MoE) in collaboration with the Ministry of Public Health and Sanitation (MOPHS) agree that the health of school-age children is a central development agenda and a key component of an effective education system in the view of realizing the global goal of “Education for All (EFA).”

Healthy children impact positively on communities around (Republic of Kenya, 2009). A study conducted by UNICEF revealed that community schools on the rural parts of Upper Egypt have been established as a means of providing children with quality education (UNICEF, 2009). School-community relationship is cultivated by the school head, whose leadership styles are excellent barometers of child-friendly schools.

According to Barasa (2007) it is the responsibility of the headteacher to design effective strategies that will mobilize community resources to promote educational programmes by initiating a mutually beneficial relationship. Aspect of Kenya's educational system, dating back to the Harambee schools where 'Harambee' means 'let us pull together' should be emphasized by the headteachers in the effort to promote school policies like child- friendly schools.

2.4.3 Mobilization of infrastructure and child- friendly schools

Poor primary school infrastructure is a barrier to promotion of access to primary education in Kenya. Physical facilities are an important factor in both school attendance and achievement (KESSP, 2005). Additionally, improved primary school infrastructure is a high priority among schools and therefore, the headteachers as the financial managers should ensure that physical facilities are available to enable promotion of child- friendly public primary schools especially in Embakasi District (Barasa, 2007). They are charged with the responsibility of selection, procurement and maintenance of physical facilities including classrooms, playing ground, fire fighting equipments,

sanitation and health facilities among others (Olembo, Wanga and Karagu, 1992). The Ministry of Education in collaboration with the Ministry of Public Health and Sanitation agree that infrastructure plays a significant role in promoting child- friendly schools. This is because it facilitates the day to day business of the school community (Republic of Kenya, 2009).

It is the duty of the headteacher to supervise and ensure that classrooms are exciting and habitable for learning to take place. The school should liaise with the Ministry of Public works and Ministry of Public Health and Sanitation for the guidelines on proper physical structures in schools to ensure compliance with the Building Code, Public Health Act and other relevant legislation and policies.

2.4.4 Provision of security and child- friendly schools

UNICEF (2010) asserts that children have the most to gain by learning in an environment that is safe and protective and that no meaningful learning and teaching can take place in an environment that is unsafe and insecure to both learners and teachers. According to Barasa (2007), safety is a key factor in the management of schools and that some of the elements that affect the provision of safety are shelter, water and the physical environment.

Headteachers should ensure that their schools have well constructed physical structures that are appropriate, adequate and properly located, devoid of any risks to the learners and other users. They should comply with the provisions of the Education Act (Cap 211), Public Health Act (Cap 242) and Ministry of

Public Works building regulations and standards. The Safety Standards Manual sets out the standards and guidelines that a school should put in place to enhance learner safety in child-friendly schools. They include physical infrastructure, health and hygiene, teaching and learning environment, socio-cultural environment, children with special needs among others.

A safe environment is child- friendly hence it caters for emotional and physical needs of the learners (Republic of Kenya, 2008). Okumbe, (1998), argues that safety and security needs relate to the desire for peaceful, smoothly run and stable environments all of which ensure a child- friendly public primary school.

According to the Ministry of Education (2008) the head teacher, according to Safety Standard Manual, is responsible for ensuring proper implementation of the programme by coordinating all phases. He should co-ordinate the efforts of the School Safety Sub-Committee, in ensuring that the school is safe, secure thus resources are efficiently used to facilitate child- friendly public primary schools.

2.4.5 Challenges facing headteachers in promotion of child-friendly schools

According to UNICEF (2008), gender discrimination is pervasive in schools and learning spaces. In many cases, discrimination is related to cultural beliefs and traditions. Sometimes it is caused by failure to recognize problems and needs of learners. Inappropriate provisions for school hygiene, sanitation and water affect adolescent school girls' absenteeism and their sustained interest in

schooling. The headteacher should establish guidance and counseling services to facilitate counseling services for girls and boys on matters of sexual maturation and menstrual practices which will help to promote child-friendly public primary schools where girls and boys can learn comfortably.

Headteachers should liaise with organizations like Forum for African Women Educationists (FAWE) who support girls by offering sanitary towels. They should encourage parents to discuss issues of sexuality openly with their children (FAWE, 2000). This will reduce the feeling of discrimination among girls.

Access to basic services for the disabled is a daily struggle. The concept of access for the disabled is often unknown in most schools. Headteachers should make small adjustments for example, ramps, wider doors and adequate corridor space in which to maneuver a wheelchair to enhance accessibility for these children.

The sports and extra-curricular areas and learning spaces should be made accessible to these children. Teachers and other school personnel must be reminded of their responsibilities to disabled children (UNESCO, 1994). Cost of infrastructure has become a burden to schools due the high cost involved. Headteachers should liaise with non-governmental organizations or SMC in charge of school construction which will help to promote community participation and reduce cost (MANITEP Institute, 1991).

Governments have neglected budgeting for maintenance costs resulting in the need to replace classrooms faster than their expected life span (UNICEF, 2009). When deciding on construction standards, the headteachers should take materials' durability as the key factor. Maintenance of a school culture is not yet fully rooted in many nations and needs to be strengthened at all school levels. For example, cleaning and maintaining the school grounds and buildings before things break down or the grounds become inaccessible or polluted to prevent damage and the extra cost of dealing with preventable problems (Cole, 2004).

2.5 Summary of literature review

This section has explored the literature related to management strategies utilized by headteachers to promote child-friendly public primary schools. Many writers have agreed that CFS entails an environment, conducive to learning and where holistic needs of learners are adequately met regardless of their different characteristics.

The literature has also revealed that the headteachers play a pivotal role in the implementation of educational policies because they are in charge of all the activities taking place in their schools. CFS being a new concept in Kenyan schools, there is limited study on the management strategies utilized by headteachers to promote child-friendly public primary schools. This study therefore attempts to fill this gap.

2.6 Theoretical framework

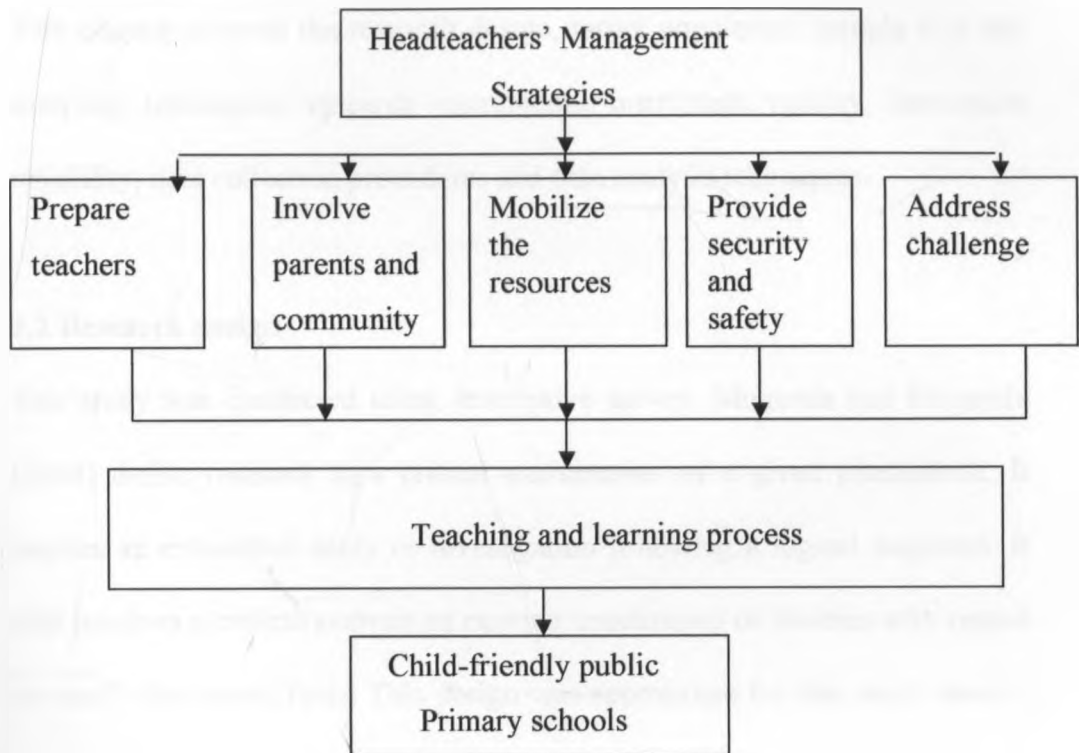
The study was guided by the goal setting theory whose main proponents were Edwin A. Locke and Gary P. Latham (Okumbe, 1998). The theory states that employees are motivated by clear goals and appropriate feedback and that working towards a goal provides a major source of motivation to actually reach the goal which in turn improves performance. The Ministry of Education in conjunction with UNICEF has set a goal to promote child-friendly schools. The headteachers have a responsibility to help their schools achieve the CFS goal.

This theory was used to investigate the specific objectives and activities the headteachers have undertaken to enhance child-friendly public primary schools in Embakasi District. Headteachers should lead the teachers in identifying themes from the UNICEF tool kit as the main guide and aim to achieve the goals set.

They should ensure that teachers as the main players are well prepared for the initiative and motivated enough to embrace the change in the classrooms. Other stake holders should be made aware of what is expected of them. Evaluation should be done to monitor the progress at different stages and the impact it has on the well being and the education of the learners.

2.7 Conceptual framework

Figure 2.1: Headteachers' management strategies and their influence on the child- friendly public primary schools in Embakasi District.



The conceptual framework illustrated how variables under study related and influenced each other. Well prepared teachers were motivated and ready to provide proper learning spaces, involving parents and community in school activities fostered positive partnership and good relationship. The infrastructure mobilization enhanced a friendly environment for learners Security assured learners and teachers of safety and high self esteem hence better concentration. Consequently, all these factors promoted child-friendly public primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered the research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

This study was conducted using descriptive survey. Mugenda and Mugenda (2003) define research as a critical examination of a given phenomena. It implies an exhaustive study or investigation following a logical sequence. It also involves a critical analysis of existing conclusions or theories with regard to newly discovered facts. This design was appropriate for this study since it evaluated attitudes, opinions and drew conclusions based on the findings from the data collected. The study brought on board the existing trends on the management strategies utilized by headteachers to promote child-friendly schools friendly public primary schools in Embakasi District Nairobi County.

3.3 Target population

The study was conducted in the 20 public primary schools in Embakasi District of Nairobi County Kenya. The target population consisted of 20 headteachers, 631 teachers and 27641 pupils. (Embakasi District Education Office, 2012).

3.4 Sample size and sampling techniques

The study used Krejcie and Morgan's table for determining sample sizes for the teachers and pupils. The table gives almost 95 per cent certainty (Krejcie and Morgan, 1970). Embakasi district has 631 teachers, 242 teachers were sampled. Out of the 27641 pupils, approximately 379 were sampled. 18 out of the 20 primary schools in the district were sampled through simple random sampling, thus the 18 headteachers were sampled through purposive sampling.

According to Kombo and Tromp (2006) purposive sampling targets a group of people believed to be reliable for the study hence headteachers as the school managers, were the most reliable in the study since they were the overseers of CFS promotion in their schools. To get the number of teachers and pupils per school, the researcher divided their total samples by the number of schools. It was therefore 13 teachers and 21 pupils per school.

The researcher used simple random sampling to select the teachers and pupils to answer the questionnaires (Peter, 1994). This involved obtaining class 7 and 8 registers and a list containing the names of teachers then prepared uniform pieces of paper each bearing the name of one pupil for all pupils in the registers. The papers were uniformly folded and put in the container hence the researcher picked the papers equivalent to number required for the sampling frame. The exercise was repeated for the teachers. The sample was therefore 18 headteachers, 234 teachers and 378 pupils.

3.5 Research instruments Questionnaires and observation schedule

This study used questionnaires and observation schedule. According to Mugenda and Mugenda (1999) questionnaires are useful to obtain information about the population. They are cheap to administer and give respondents ample time to answer the questions while at the same time cover a wide area of information needed in the study.

Three questionnaires were used for the study; the headteachers', the teachers' and the pupils. Each questionnaire contained three sections; Section one for background information, two for management strategies (closed questions) and three for opinions and suggestions (open questions). The observation schedule was used by the researcher to conduct a direct observation of the actual behavior in the area of study hence be able to put the information into context (Kombo and Tromp, 2006). The researcher took photographs to illustrate the situation observed on the ground. The photographs captured various aspects of school infrastructure observed in different schools in Embakasi district.

3.5.1 Validity of the instruments

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Content validity was ensured by checking whether the items in the instruments reflected the

research questions and this was done by the supervisor and other experts in educational administration (Mugenda and Mugenda, 1999).

3.5.2 Reliability of the instrument

Best and Kahn (2003) and Kombo and Tromp (2006) agree that reliability is the degree to which a research instruments yields consistent results after repeated trials. To ensure the instruments reliability, a pilot study was conducted in 2 of the 20 schools in the district which will not be included in the sample population. This was done before the actual research took place.

The researcher administered the same instrument twice to the same group of respondents at two separate times in two weeks after which the responses in the two sets was correlated. The co-efficient of correlation was determined using the Pearson's Moment Co-efficient thus was taken as an estimate of reliability. The split half technique was employed to ascertain the co-efficient of internal consistency or reliability. The closer the mean value is to 0.724, the stronger the congruence measure (Mugenda and Mugenda, 1999). Below are the formulae;

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

N is the respondents

$\sum XY$ = Sum of the gross product of the values of each valuables

$(\sum X)(\sum Y)$ = Product of the sum of X and of Y.

Σ is the sum of the values. To obtain the reliability of the instrument, the researcher will use the Spearman Brown prophesy formulae that is;

$$Re = \frac{2r}{1+r}$$

$r =$ reliability coefficient $Re =$ Reliability

3.6 Data collection procedures

A permit was sought from the National Council of Science and Technology before embarking on the study. Clearance to carry out the study was obtained from the District Education Officer, Embakasi District. The researcher wrote letters to the headteachers requesting for permission to carry out the study in their schools.

Appointments were booked with the selected headteachers for the administration of the instruments. Each school under study was visited by the researcher for the questionnaire administration where the respondents were requested to complete as instructed. The researcher collected the questionnaires as soon as they were completed.

3.7 Data analysis techniques

Data collected from the questionnaires was edited for accuracy, completeness and uniformity, (Moser and Kalton, 1979) as quoted in Peter (1994). It was then be coded through categorization in reference to research problem (Kerlinger, 1973) then quantified by assigning numerical values to various categories inorder to facilitate the statistical representation of the data. The data was then processed using Statistical Package for Social Sciences (SPSS) software. Descriptive statistics was used to analyze quantitative data by

calculating mean scores, frequencies and percentage through suitable methods of statistical representation like tables of frequency distribution, graphs and charts.

Qualitative data from the open-ended questions was thematically presented in narrative form and where possible in tables then interpreted in reference to research problems. Photographs of some physical facilities were taken from the schools visited in order to show the situation on the ground in regard to the strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi District.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the research, analysis of data and presentation of the results. The data collected by the study, evaluated the management strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi District, Nairobi County. The first section presents demographic information on the respondents, who included the headteachers, teachers and pupils from class 7 and 8.

The second section presents information sought from respondents on management strategies utilized by headteachers to promote child-friendly public primary schools. The third section contains the respondent's views, opinions, and suggestions on management strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi district.

4.2 Questionnaire return rate

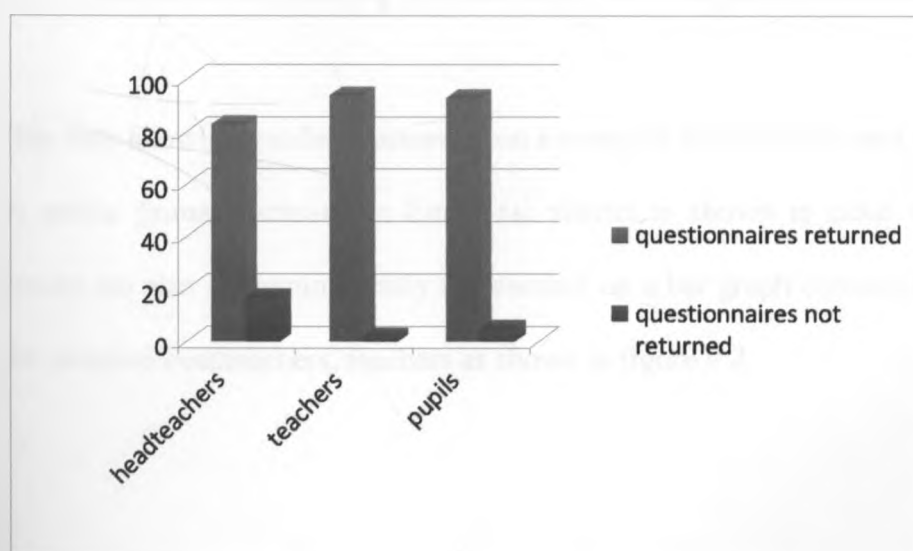
This part represents the proportion of the sample that participated in the research. Table 4.1 presents the data of the respondents, the sample, the number and percentage of the returned questionnaires. The results are also diagrammatically represented on a bar graph corresponding to the sampled headteachers, teachers and pupils as shown in figure 4.1

Table 4.1 Questionnaire return rate

Respondents	Sample	Returned questionnaires	Percentage %
Headteachers	18	15	83%
Teachers	234	220	94%
Pupils	378	350	93%

Out of the 18 schools sampled in Embakasi District, only 15 schools were accessible by the researcher. This included 15(83%) headteachers, 220(94%) teachers and 350(93%) pupils. From the data in table 4.1 the percentage return rate of the questionnaires was far above the recommended 80% according to Peter (1994). This was considered enough to provide the basis for valid and reliable conclusions.

Figure 4.1 Questionnaire return rate



A representation of the data in table 4.1 was done through the bar graph in figure 4.1 where the blue bars represented the headteachers, teachers and the pupils respectively.

4.3 Demographic information of the respondents

The demographic information of the respondents was based on their gender, highest level of professional training, length of stay at the school, pupils' ages, class level, and year of admission.

4.3.1 Gender of the respondents

Gender refers to socially constructed differences and relations that exist and are evidenced in the identities, roles, responsibilities opportunities and attributes assigned to girls, boys, women and men in society (Republic of Kenya, 2009). The aspect of gender was vital to the study because it would reveal the level of seriousness and passion in the promotion of child friendly public primary schools among the male and female teachers and headteachers.

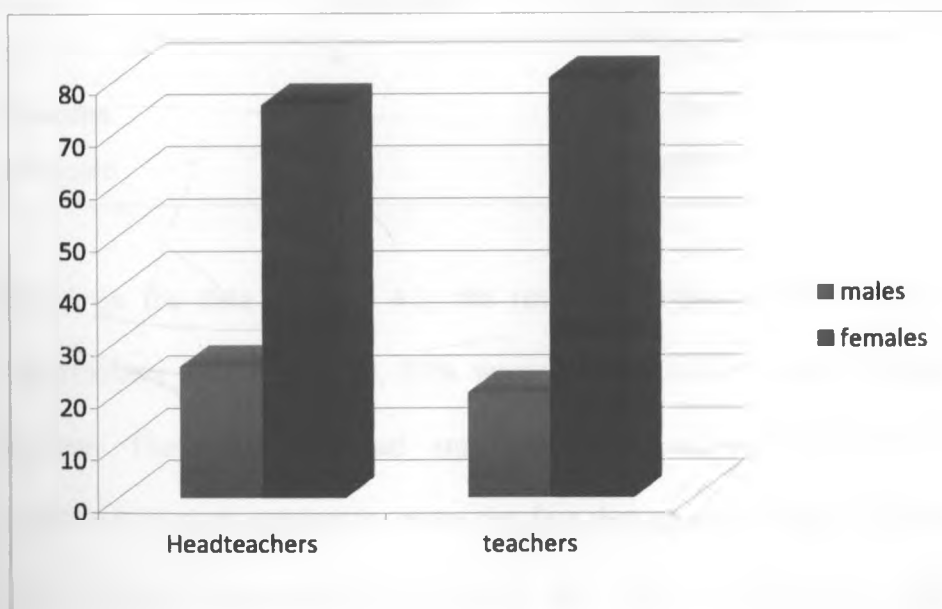
The data showing gender representation among the headteachers and teachers in public primary schools in Embakasi district is shown in table 4.2. The results are also diagrammatically represented on a bar graph corresponding to the sampled headteachers, teachers as shown in figure 4.2

Table 4.2 Gender of respondents

Respondents	Males	Percentage	Females	Percentage
Headteachers	5	33.33 %	10	66.66%
Teachers	44	20 %	176	80%

Headteachers and the teachers were required to provide data on their gender. Table 4.2, indicates that 5(33.33%) headteachers were males while 10(66.66%) were females. From the teachers' data, it was observed that 176(80%) were females while 44 (20%) were males. The data report may be attributed to the notion that the teaching career is a feminine oriented career and that more females than males have the passion for children especially at lower levels.

Figure 4.2 Gender of respondents



The data in table 4.2 was presented in the bar graph, figure 4.2 where the blue bar represents the males and the red bar represents the females. This is in the case of the headteachers and the teachers.

4.3.2 Highest level of professional training

Professional training would enable the researcher to match the knowledge acquired through training with the ability to understand interpret and implement government educational policies such as that of promoting child-friendly public primary schools.

4.3.2.1 Headteachers' level of professional training

The researcher sought to know the headteachers' highest level of teaching professional training. The findings are presented in table 4.3 as shown below.

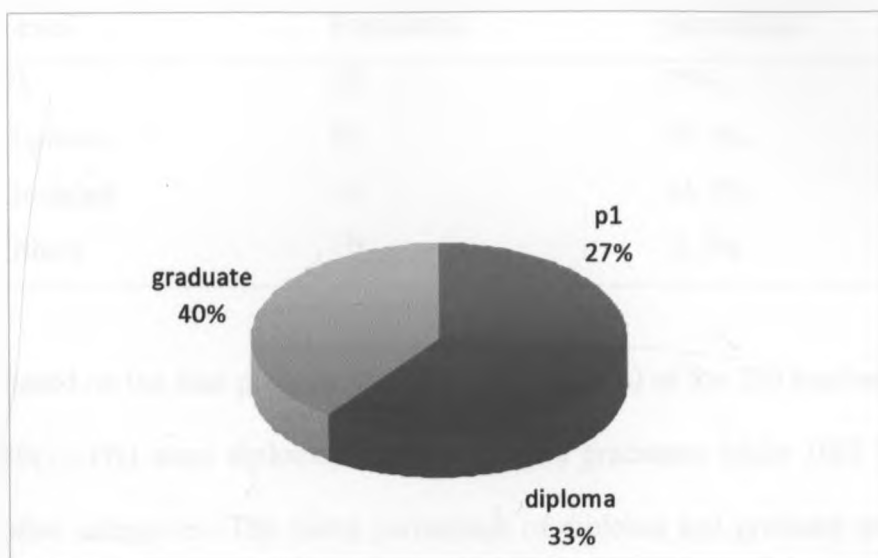
Results are also shown in table 4.3

Table 4.3 Headteachers' level of professional training

Level	Frequency	Percentage
P1	4	27%
Diploma	5	33%
Graduate	6	40%

Based on the data in table 4.3, the researcher observed that 40% of the headteachers were graduates, 33% were diploma holders and 27% were P1 holders. The researcher had anticipated that more than 50% of the headteachers were graduates, given the fact that parallel degree programmes had increased opportunities for career and grade advancement. More so headteachers are supposed to stand out as the role models in the implementation of government policies such as promotion of child-friendly public primary schools in their respective schools (Barasa, 2007).

Figure 4.3 Headteachers' level of professional training



The data in table 4.3 was also presented in the chart shown in figure 4.3 where colour green represented graduates; red represented diploma and blue represented p1 headteachers respectively.

4.3.2.2 Teachers' highest level of professional training

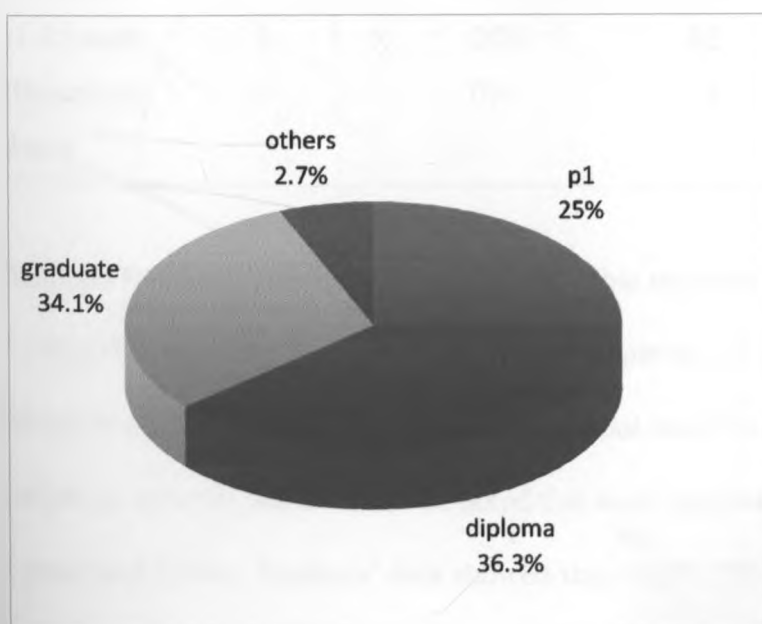
The study consequently sought to establish the teachers' highest level of professional training. The researcher felt that more understanding and empowerment is likely to come with more training hence it would be easier for teachers to embrace positive changes in their career like that of child-friendly schools. The data is shown in table 4.4

Table 4.4 Teachers' highest level of training

Level	Frequency	percentage
P1	55	25%
Diploma	80	36.3%
Graduate	75	34.1%
Others	10	2.7%

Based on the data presented in table 4.4, 55(25%) of the 220 teachers were P1, 80(36.3%) were diploma, 75(34.1%) were graduates while 10(2.7%) fell in other categories. The rising percentage of diploma and graduate teachers can be attributed to the fact that there has been an increase of opportunities for educational advancements both in and out of the country with the mushrooming of higher institutions of learning which have opened their doors to the teachers and other professionals. These opportunities were limited before and especially for the teachers.

Figure 4.4 Teachers' highest level of training



The chart in figure 4.4 is a representation of the teachers' highest level of professional training as presented in the data in table 4.4

4.3.3 Length of stay in the school

The head teachers and the teachers were further required to indicate the period of time they had stayed in their current schools. This information was necessary to the study because it would determine the impact the length of stay had on promotion of child-friendly school initiative in terms of resistance or appreciation of change among headteachers and teachers. Ultimately the researcher would be able to measure the level of success by the headteachers to promote child-friendly public primary schools in Embakasi district. The findings are presented in table 4.5 as shown below.

Table 4.5 Length of stay for headteachers and teachers

Duration	Headteachers' frequency	Headteachers' percentage	Teachers' frequency	Teachers percentage
0- 5years	7	46.67%	62	28.18%
5-10years	5	33.33%	71	32.27%
11-15years	3	20%	82	37.27%
20yearsand above	0	0%	5	2.27%

From the findings in table 4.5, it can be noted that majority of the headteachers 7 (46.67%) had stayed in their schools for a period of between 0-5 years. However the findings did not capture any school head that had stayed in one station for over 20 years. It can be noted that most headteachers had tenure of 5 years and below. Teachers' data showed that 82(37.27%) teachers had been in their stations for a period of between 11-15 years, closely followed by

71(32.27%) staying for a period of 5-10 years. It is interesting to note that unlike the headteachers, the teachers data revealed a number of teachers 5(2.7%) who had been in their stations for over 20 years. From the teachers' data, the researcher concluded that transfer of teachers is not as frequent as that of the headteachers hence this could slow the implementation of child-friendly initiative due to the aspect of resistance to change from the old tradition.

The shorter stay of the headteachers in their station may have denied them enough time to monitor the implementation of child-friendly school programme in their schools. The researcher attributed this pattern to the frequent changes the ministry of education makes on the school heads in the attempt to improve on school administrative systems.

Figure 4.5 Length of stay in the station

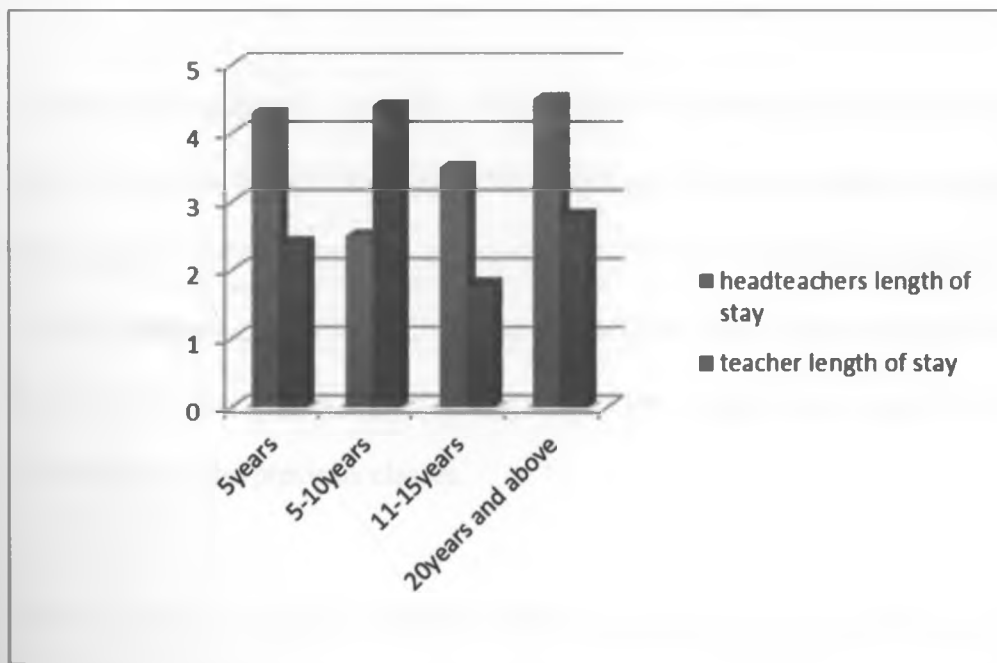


Figure 4.5 displays the diagrammatic representation of the headteachers' and teacher's length of stay in the school.

4.3.4 Pupils ages

Pupils were asked to indicate their ages. The ages were important to the study since the researcher would be able to establish the students' level of maturity in relation to answering the questions. The data is presented in table 4.6 as shown below.

Table 4.6 Pupils' ages

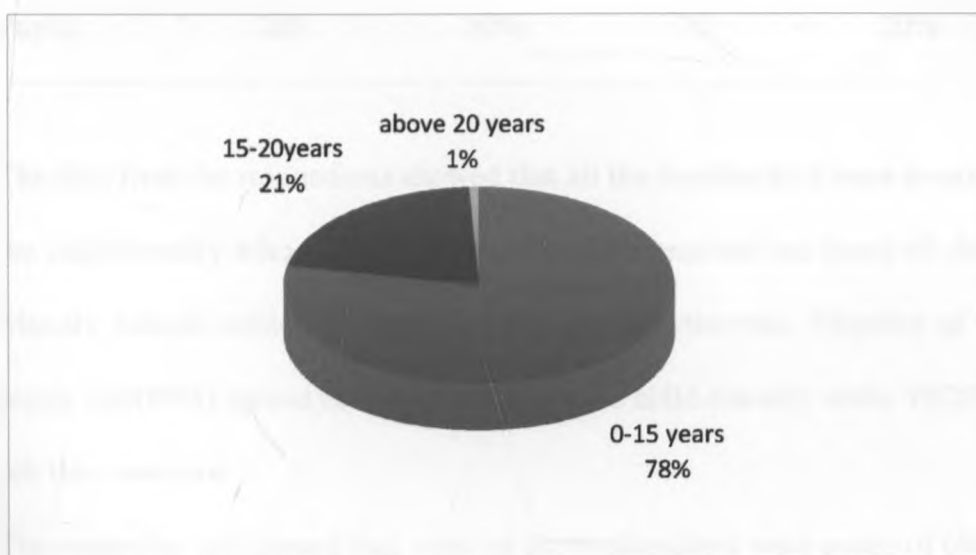
Age	Frequency	Percentage
0-15years	273	78%
15-20years	74	21.14%
Above 20 years	3	0.86%

As observed in table 4.6, majority of the pupils 273(78%) fall in 0-15 years of age which is the appropriate age within which pupils in class seven and eight are expected to be. There also appeared to be 74(21.14%) falling in the 15-20years category. This was attributed to the fact that some of the students tend to enroll for school at an advanced age while others might have been affected by retention in the previous classes.

However, there is a small number 3(0.86%) appearing in the age of above 20 years. This was attributed to the issue of the refugees that come to the country due to insecurity in their mother countries. As such, cases of over age children

join the primary schools late as they missed a chance to do this back at home. According to the basic education bill, 2012 education is compulsory for every child who is born in Kenya or resides in Kenya irrespective of their age (Daily Nation Wednesday July 4, 2012).

Figure 4.6 Pupils ages



4.3.5 Pupils' class level

The pupils were also asked to indicate their class levels. The choices were either class seven or class eight as per the researcher's requirements. Data indicated that the pupils were distributed evenly with 50% being in class seven and the other 50% being in class eight.

4.4 Respondents' awareness of the child-friendly schools initiative

The researcher sought to establish whether the respondents were aware of the child-friendly schools. Headteachers, teachers and pupils were engaged in. Their responses are presented in the table 4.7

Table 4.7 Respondents awareness of child-friendly school

Respondents	Yes freq	percentage	No freq	percentage
Headteachers	15	100%	0	0%
Teachers	110	50%	110	50%
Pupils	280	80%	70	20%

The data from the respondents showed that all the headteachers were aware of the child-friendly schools initiative. A half of the teachers had heard of child-friendly schools while the other half did not have the idea. Majority of the pupils 280(80%) agreed that their schools were child-friendly while 70(20%) felt they were not.

The researcher anticipated that, most of the headteachers were aware of child-friendly school initiative which was attributed to the training of headteachers, through the workshops and seminars organized by the Ministry of Education via the District Education Office (Education office Embakasi, 2012). The researcher also anticipated that not every teacher had the information about the initiative, since not enough workshops had been organized to match the vast number of teachers in the district according to the district coordinating office of the child-friendly schools programme.

From the data report above, the researcher concluded that the child-friendly school initiative was positively taking roots in Embakasi district hence attributed this to the introduction of the CFS approach to provision of

education in Kenya which makes it necessary to have a monitoring tool that would assist schools to assess the extent to which CFS components have been attained (UNICEF, 2010).

All the respondents were asked whether their schools were child-friendly and their responses revealed that most of the headteachers 10(67%) were in agreement more than a half of the teachers 120(54%) had a different view where they said the schools were not child-friendly. However majority of the pupils differed with the teachers views where 280(71%) agreed that their schools were child-friendly. The headteachers and the pupils agreed that many changes had been realized in their schools to the advantage of the pupils. They cited examples such as abolition of corporal punishment, involvement of pupils in electing their councilors and the existing warm relationship between teachers and the pupils. It can therefore be concluded that all the respondents agreed to their schools being child-friendly which is in line with the objectives of the Ministry of Education in conjunction with UNICEF (UNICEF, 2008).

Universal declaration of Human Rights (1948) states that education is a fundamental right for every child and an opportunity to achieve and maintain an acceptable level of learning. Therefore educational systems should be designed and educational programmes to be implemented to take into account the unique characteristics, interests, abilities and learning needs of every child (UNESCO, 1994).

4.5 Respondents' views on management strategies utilized by the headteachers to promote child friendly public primary schools

The study sought to establish the management strategies utilized by the headteachers to promote child-friendly public primary schools in Embakasi District. This section presented the data obtained based on the research questions of the study. This meant that all the items and statements touching on preparation and support for teachers, parents and community involvement, school infrastructure, provision of security and identification of challenges and methods used by the headteachers to address them were discussed.

4.5.1 How headteachers prepared teachers for child-friendly schools

The study sought to establish the extent to which the headteachers have prepared their respective teachers toward the attainment of child friendly schools. The questions relating to this research question for the three respondents are discussed below.

4.5.1.1 The headteachers' views on preparation of teachers for CFS

The headteachers were asked to rate their performance as far as the preparation and support for teachers was concerned. This strategy was divided into several categories: in service training; seminars; workshops conducted; teacher recommendations for promotions; Instructional supervision and teacher motivation. Their responses are summarized in table 4.8

Table 4.8 headteacher's views on teacher support and child-friendly schools

Indicators	Excellent	Good	Fair	Below average
In-service Training for teachers	2	7	4	2
Teacher promotion and recommendations	3	10	2	0
Instructional supervision done	1	8	5	1
Teacher motivation	5	6	4	0

As observed from the data presented in table 4.8, the headteachers responses showed that majority of the headteachers,7(47%) had organized in-service training for teachers,10(67%) had recommended them for promotion and career advancement. 8(53%) indicated that they had personally undertaken instructional supervision on their teachers towards the application and implementation of a child friendly school. 6(40%) rated their performance as “good” on the teacher motivation , this is close to the 5(33%) who rated themselves excellent, indicating that the headteachers seemed quite confident on the uses and preparation of teachers as a means to attain child-friendly schools.

According to Okumbe (1998), it is the function of the educational management to influence and stimulate the human resources available by providing an appropriate organizational climate and an enabling environment

which gives the staff and students the assurance that human factor is recognized in the school for successful achievement of the objectives.

4.5.1.2 Positive changes headteachers observed in teachers

Consequently the researcher sought to establish the positive changes that the headteachers observed in the teachers, as a result of the above strategy. The results are shown in Table 4.9

Table 4.9 Positive changes headteachers observed in teachers

Changes observed in teachers	Yes Freq	%	No freq	%
Career appreciation	9	60%	6	40
Related well with pupils	10	66.67	5	33.33
Willing to assist learners	10	66.67	5	33.33
Supported CFS initiative	12	80	3	20

From the headteachers' views in table 4.9 it was observed that most of them 9(60%) said that teachers appreciated their career while 6(40%) did not think teachers did. 10(66.67%) thought that teachers related well with pupils.12 (80%) said that teachers supported CFS initiative while 3(20%) felt they did not. From these findings, the researcher concluded that majority of the teachers had embraced the child-friendly school (CFS) initiative, and considered learners as individuals with rights to survival, good treatment, good health and sanitation and education among other rights in line with the children rights act, 2001.

4.5.1.3 Teachers' views on how the headteachers have prepared them for child-friendly schools

The researcher was also interested in the views of the teachers. They were asked to give their views on the extent to which their headteachers had prepared and supported them for promotion of child-friendly schools. The findings are shown in the Table 4.10

Table 4.10 teachers' views on the headteachers' support

Strategy	Excellent	Good	Fair	Below Av
Recommendation for promotion	10(4.5%)	136(61%)	69(31%)	5(2.5%)
Workshops, seminars, In-service training	12(5.4%)	85(38%)	120(54%)	3(1.3%)
Motivation	25(11%)	86(39%)	100(45%)	9(4%)

The data showed that 136(61%) of the teachers rated their headteachers' performance as 'good' in regard to recommending them for promotions while only a minority 5(2.5%) expressed a contrary view of below average performance.

Regarding initiating and organizing seminars, workshops, in-service training and motivation for teachers, majority of teachers 120(54%) rated their headteachers' performance as fair. As indicated by the 61% majority, a rating of 'good' implied that the headteachers are actually playing their respective roles in support of teachers. These results reflected that the headteachers were

doing their best to put the teachers' needs into perspective for the sake of promoting of child-friendly schools.

This was in line with UNICEF, (2009) that if reforming schools to CFS is to succeed, it is critical for the headteachers to organize for well-designed training and mentoring programmes that build competencies, strengthen capacity and improve the morale of teachers.

4.5.1.4 Pupil's views on teacher support by the headteacher

The researcher was also concerned with the pupils' views on whether the headteachers supported the teachers on child-friendly promotion. They were asked a question concerning the research question and their responses were either a 'Yes' or a 'No'. All the pupils indicated a 'Yes' response to the question. The above analysis indicated that all the pupils 350(100%) felt that their headteachers had provided their teachers with the necessary support for a smooth teaching and learning process.

4.5.2 Involvement of parents and community and child-friendly public primary schools

The study sought to investigate how the headteachers involved the parents and the community in the education of the children. Barasa (2007) argues that there should be an open two-way communication between the school and the community so that opinions and advice can be incorporated into the school

programmes. The views of the three respondents were considered and analysed below.

4.5.2.1 Headteachers' views on parent and community involvement

The headteachers' questionnaires captured this objective by use of a table which sub-categorized the whole objective by use of indicators. They were asked to rate themselves considering what they thought about their performance. The summary of their responses was illustrated in table 4.11

Table 4.11 How headteachers involved parents and community in school activities

Activities	Excellent		Good		Fair		Below average	
	f	%	f	%	f	%	f	%
Support school programmes	3	20	4	27	6	40	2	13
Parents Support their children's education	4	27	7	47	3	20	0	0
Guide and counsel their children	3	20	5	33	6	40	1	7
Show concern of their children's welfare	3	20	7	47	5	33	0	0

As observed in table 4.11, majority of the headteachers 6(40%) rated the parents' support for school programmes as fair, However, 2(13%) of the headteachers felt the parents' support was below average. Concerning support of their children's education, majority of the headteachers 7(47%) agreed that

parents support was good. It is encouraging to note that parents' performance was generally above average.

In matters of guidance and counseling, a majority of the headteachers 6(40%) were of the view that parents fairly guided their children while 1(7%) viewed their performance as below average. Finally, the headteachers were to rate parents on the concern they showed in their children's welfare and majority 7(47%) rated their performance as good, It is important to note that no headteacher rated parents as below average. Based on these findings the researcher concluded that headteachers involved the parents and community in the school activities and that they performed fairly well.

A study conducted in Nigeria by UNICEF revealed that the key strength of the school is its active PTA, which is involved in projects, including construction of classrooms and beefing up security (UNICEF, 2009). There should be an open two-way communication between the school and the community so that opinions and advice can be incorporated into the school programmes (Barasa, 2007). The researcher also asked them to explain the ways in which they involved parents and communities in the education of their children. They cited activities such as organization of games and sports where the parents were invited to cheer encourage and witness their children's achievements. Annual general meetings, open days, tree planting, prize giving days and cleaning were other activities. World vision and other child sponsoring organizations were also engaged in organizing seminars and workshops for the parents.

4.5.2.2 Teachers views on parent and community involvement

Teachers were also questioned on what they thought about the headteachers' performance in mobilization of parents and the community to support child-friendly school initiative. They were to do this in reference to the parameters provided to them. The findings are shown in table 4.12

Table 4.12 Teachers' views on headteachers' involvement of parents/ community

Activities	Excellent		Good		Fair		Below average	
	f	%	f	%	f	%	f	%
Support school programmes	10	5	80	36	90	41	40	18
Parents' support for their children's education	40	18	100	45	50	23	30	14
Guidance and counseling for their children.	30	14	050	23	40	18	100	45
Show concern for their children's welfare	50	23	50	23	100	45	20	9

As observed from the data presented in table 4.12, majority of teachers rated their headteachers either good or fair .10(5%) felt that parents' support for school programmes was excellent, 80(36%) voted good, 90(41%) fair while 40(18%) voted below average. In support of child's education, the highest number100 (45%) voted a fair performance while 30(14%) voted below average.100 (45%) felt that parents did not do enough guidance and

counseling while only 30(14%) felt that parents guided their children. A 100(45%) of the teachers felt that parents showed concern of their children's welfare while 20(9%) rated them below average.

From the data above the researcher concluded that, the headteachers had done fairly well to sensitize and mobilize parents to participate fully in the education of their children and as such a good number of parents seemed to understand their roles in the education of their children. However, there is a small number that needed more sensitization on their roles as parents. Majority of the teachers felt that a few parents had left almost all their responsibilities to the teachers.

A follow up was done on teachers to seek specific activities the headteachers initiated to support this objective. They mentioned activities like tree planting open days, class meetings, seminars, workshops and annual general meetings as some of the activities parents were involved in. To the researcher, these responses showed a glimpse of hope towards implementation of child-friendly public primary schools in Embakasi district.

The researcher also sought to find out from the pupils if the headteachers involved their parents and the general community in promotion of child friendly schools. They were asked to provide a yes or no answer. All the 350(100%) of the pupils ticked 'Yes', meaning that the pupils thought that the headteachers involved their parents and community in their education.

4.5.3 Mobilization of infrastructure and child- friendly schools

Infrastructure in this study refers to any built facility for use in the school to facilitate the provision of services. The researcher found it prudent to consider infrastructure because it plays a significant role in providing a conducive environment in facilitating the day to day business of the school community (Republic of Kenya, 2009). Additionally, Physical facilities are important factors in both school attendance and achievement (KESSP, 2005). This research question sought to establish the extent to which the headteachers had enhanced the growth of infrastructure in their schools as a way of promoting child- friendly initiative.

4.5.3.1 Headteachers' responses on mobilization of infrastructure

The researcher asked the headteachers to provide a self rating on how they had mobilized the school infrastructure to promote child-friendly schools. Their responses are shown in table 4.13

Table 4.13 Headteachers' responses on provision of infrastructure

Facilities	Provided		Not provided	
	Freq	%	Freq	%
Enough classrooms	10	67	5	33
Facilities for handicapped	2	13	13	87
A safe play-ground	8	53	7	47
Enough teaching and learning materials	10	67	5	33
Enough toilets for boys and girls	9	60	6	40
Sanitary towels for girls	5	33	10	67

The findings in table 4.13 revealed that most of the headteachers 10 (67%) had provided enough classrooms while 5(33%) had not. However, only 2(13%)

had provided facilities for handicapped. 8(53%) had safe play-grounds. 10 (67%) had provided enough teaching and learning materials, 5(33%) had not. 9(60%) said they had provided enough toilets for both boys and girls while 6(10%) said they were provided but not enough. 5(33%) agreed that they provided girls with sanitary towels while 10(67%) did not.

Based on the headteachers' responses, the researcher concluded that the headteachers had fairly provided most of the facilities required except for a few. From the revelation that only two headteachers had provided facilities for the handicapped, the researcher concluded that most of the schools in Embakasi District had not embraced inclusive education which is a contravention of the Basic Education Bill, 2012 which emphasizes that every special school or educational institution with learners with special needs should be provided with appropriate infrastructure, learning materials and equipment suitable for such learners. Sanitary towels for girls were big problems in most of the schools save for a few who, according to the few headteachers were being assisted by NGOs like Girl Child Network (GNN) and Huru International that avails re-usable sanitary towels to the needy girls.

4.5.3.2 Teachers' responses on mobilization of infrastructure

The teachers were also required to give their views on how headteachers mobilized school infrastructure. Their responses are presented in table 4.14

Table 4.14 Teachers' views on mobilization of infrastructure

Facilities	Provided Freq	%	Not provided freq	%
Enough classrooms	180	82	40	18
Facilities for handicapped	20	9	200	91
A safe play-ground	150	68	70	32
Teaching/ learning materials	145	66	75	34
Toilets for boys and girls	120	55	100	45
Sanitary towels for girls	20	9	200	91

As observed from the table 4.14 above, most of the teachers felt that the headteachers provided the necessary facilities except for the sanitary towels and the facilities for the handicapped. 180(82%) of the teachers said that the classrooms were provided while 40(18%) disagreed. 20(9%) agreed to the provision of facilities for handicapped while a greater majority denied. 150 (68%) agreed that the play grounds were provided and that they were safe for use by pupils but 70(32%) discounted this. 145(66%) agreed that teaching and learning materials were provided while 75(34%) did not agree.

There were enough toilets according to 120(55%) teachers yet 100(45%) said they were not enough. Notably, only 20(9%) agreed that girls were being provided with sanitary towels while a majority did not agree. The findings in table 4.14 reflect a lot of similarities between the headteachers' responses and the teachers' the researcher concluded that the headteachers were playing their roles fairly well in the attempt to promote child-friendly schools. This is in line with the objectives of Ministry of education in conjunction with UNICEF (2010).

4.5.3.3 Pupils views on mobilization of infrastructure

The researcher went further to seek the pupils' points of view. To do this pupils were asked to indicate a 'Yes' or 'No' response against the proposition that the headteacher provided physical facilities like classes and desks and their responses are shown in the table 4.15

Table 4.15 Pupils' views on provision of infrastructure

Facilities	Yes		No	
	F	%	f	%
Separate toilets for boys and girls	320	91	30	9
Enough textbooks	200	57	150	43
Play materials	260	74	90	26
Water storage facilities	250	71	100	29
Enough desks and lockers	240	69	110	31

As shown on table 4.15, the data report revealed that majority of the pupils targeted largely agreed with their teachers and the headteachers on the issue of

infrastructure. Most of them agree that the headteachers provided the necessary infrastructure. 320 (91%) agreed that they had separate toilets for boys and for girls. 200 (57%) said that they had enough textbooks.

A follow up on this question found out that majority of the pupils shared textbooks in the ratio 2: 1 (one book between two students. Play materials were provided as was revealed by 260 (74%) pupils. Most of the schools had water storage facilities as was said by 250(71%) pupils while majority 240(69%) agreed that they had enough desks Nevertheless, the small number of students could not be wished away since their responses were equally important to this study. It was therefore concluded that majority of the headteachers were striving to make their schools more child-friendly though a few others were still lagging behind.

According to Olembo, Wanga and Karagu (1992) headteachers are charged with the responsibility of ensuring that all the physical facilities in the school are available and well maintained.

4.5.4 Provision of security and safety and child-friendly schools

Security refers to the feeling of being safe. According to Barasa (2007), safety is a key factor in the management of schools. UNICEF (2010) asserts that children have the most to gain by learning in an environment that is safe and protective and that no meaningful learning and teaching can take place in an environment that is unsafe and insecure to both learners and teachers. The researcher found it vital to investigate this aspect so as to establish the extent

to which the headteachers' provision of safety and security has enhanced promotion of child-friendly schools in Embakasi District.

4.5.4.1 Headteachers' views on security and safety

The researcher therefore sought to know from headteachers whether their schools were safe and secure for a smooth teaching and learning process and their responses are shown in table 4.16

Table 4.16 Headteachers views on provision of security and safety

Activities	Yes	%	No	%
Positive discipline devoid punishment	12	80%	3	20%
Guidance/counseling established	15	100%	0	0%
Emergency equipments available	5	33%	10	67%
Compound free from hazards and risks	9	60%	6	40%

The data on table 4.16 revealed that most of the headteachers 12 (80%) said that their schools instilled positive discipline devoid of corporal punishment while a minority 3(20%) disagreed. All the headteachers 15(100%) agreed that guidance and counseling was established and functional. 10 (67%) said no to the question whether they provided emergency equipment while only 5(33%) consented.

Headteachers were also asked about the school compound and 9(60%) said they were safe and risk free while 6(40%) did not agree. From this information, it is in order for the researcher to conclude that majority of the headteachers had taken measures to ensure enhancement of security and safety

in their schools save for a few who needed to catch up with the child-friendly school mood.

According to safety standards manual for school in Kenya (2008), the government recognizes the critical importance of school safety in provision of the quality education. The government through the ministry of education is committed to institution listing and mainstreaming school safety.

Headteachers were further asked to list other safety measures they had taken and they listed some like; employment of guards and security people to maintain real time security, maintenance of temporary fences around the school and putting school gates to curb trespass and banning kiosks near the school compound to check on the issue of drug circulation.

This is in line with the Safety Standards manual where the headteacher is responsible for ensuring proper implementation of the safety programme. He should co-ordinate the efforts of the School Safety Sub-Committee, in ensuring that the school is safe and secure thus resources are efficiently used to facilitate child- friendly public primary schools.

4.5.4.2 Teachers' responses on security and safety

Teachers were also questioned on whether they thought their headteachers had enhanced safety and security and their views were similar to the headteachers to a large extent. Table 4.17 represents their responses.

Table 4.17 Teachers' responses on security and safety

Activities	Yes	%	No	%
Positive discipline devoid punishment	200	91%	20	9%
Guidance/counseling established	150	68%	70	32%
Emergency equipments available	50	23%	170	77%
Compound free from hazards and risks	80	36%	140	64%

The results shown in table 4.17 showed that 200(91%) of the teachers agreed with the headteachers in matters off positive discipline devoid punishments while a small minority disagreed.150(68%) confirmed that guidance and counseling had been established and active while 70(32%) disagreed.

On the issue of equipment for emergency majority of the teachers 170(77%) felt that the head teachers had done very little. Ultimately, 140(64%) did not think the school compounds were safe and free from hazards and risks. It can be concluded that headteachers had done fairly well in most of the issues of security but a lot more needed to be looked into so that the goal of child-friendly schools can be achieved in Embakasi schools district.

4.5.4.3 Pupils' Reponses on security and safety

Pupils' opinions were also sought on whether they thought the headteachers had provided security and safety. Their responses were analysed in table 4.18

Table 4.18 Pupils' responses on security

Activities	Yes	No
Corporal punishment banned	250	100
Guidance/counseling established	280	70
Kiosks near the school compound banned	290	60
School compound fenced	320	30
No bullying in school	250	100

The data presented in table 4.18 revealed that 250(71%) pupils felt that corporal punishments did not exist in their schools but a 100(29%) of them maintained that punishments still existed. 280 (80 %) felt that guidance and counseling was being done. However a few 70(18%) of them denied this. 290(83%) pupils confirmed that kiosks near the school compound were not existent 320 (91%) of them felt that their schools compound were fenced but a few 30 (9%) felt they were not. The researcher sought to establish whether bullying existed in schools.

A majority of the pupils 250(71%) agreed that there were no corporal punishments. However, a 100 (29%) others maintained that bullying still existed in their schools. Based on this report, the researcher concluded that most of the head teachers were playing their roles well in enhancing the safety of their schools. This according to the researcher is a positive step towards promotion of child-friendly schools.

4.6 Observation report and photographs

The researcher undertook a physical observation of the school grounds where the focus was on certain outstanding factors relevant to the child-friendly schools. These factors can be summarized as physical facilities like classrooms, textbooks, library, counseling room, play grounds, school fences, school gate, and facilities for the handicapped, sanitation facilities like toilets for girls and boys and water storage facilities.

The researcher observed the availability, adequacy and appropriateness of these factors. This was important to this study in order to determine the availability and whether beyond their availability they were adequate and practical for the implementation of a child-friendly school. The observation was done as per the objectives of the study; the observable items were mainly based on the facilities the researcher had access to.

4.6.1 Sanitation facilities

Sanitation facilities refer to items used in nature calls such as disposal bins and other related items. The researcher found it necessary for the study since their availability would assure the pupils of a clean environment in which to live hence, a measure to break the cycle of diseases. The researcher observed that the sanitation facilities in most of the schools were provided in accordance with the requirement of the Building Code and Public Health and Education Acts.

Toilets for the boys and the girls were provided and fairly maintained though not enough to meet the large populations as the recommended ratio is 1:30 for the boys plus a urinal and 1:25 for the girls, Barasa (2007). This is to mean

one toilet for thirty boys and one among twenty five girls considering the nature of their sexual needs. However sanitation in a few schools showed that the headteachers' performance was below average. The state of the toilets is shown in figure 4.7

Figure 4.7 Sanitation facilities



Toilets and washrooms

4.6.2 The water storage facilities

The researcher observed that most of the schools experienced a shortage of water. This was evident from the dry taps shown in figure 4.7. However the headteachers were trying their best to provide water including buying from the vendors in order to maintain the facilities to a usable state. The researcher witnessed a headteacher hiring cleaning services to scrub all the toilets in the schools and this to the researcher was a positive move to promotion of child-friendly school. However, majority of the headteachers had provided water storage facilities though they were not adequate. To the researcher, this was a step towards promotion of child-friendly schools. Example of water storage facilities is shown in figure 4.8

Figure 4.8 Water storage facilities



Water tanks and taps for hand-washing

4.6.3 The state of school furniture

It was observed that most of the headteachers had provided good and appropriate furniture. Good arrangement of desks mostly in clusters was noted. The researcher felt that the sitting arrangement was appropriate to foster a cordial relationship among learners hence academic interaction during the lessons. These are factors contributing to promotion of child-friendly schools. Cupboards and teachers' tables were available both in classes and the staff-room. This was an indication that the teachers' welfare was also taken care of. However, the researcher noted some broken furniture, rough floors and missing window panes in a few schools. This was attributed to poor management of finances by the respective headteachers. The state of furniture is shown in figure 4.9

Figure 4.9 The state of school furniture



Lockers and chairs in a classroom

4.6.4 The nature of classrooms

It was observed that most of the schools had neat and exciting classrooms since they had the extra touch to make the classrooms inviting for the teaching and learning process. Most of the floors were fairly maintained and the walls fitted with soft boards for display of charts and other learning materials. The walls looked appealing to the eye since they had good charts and the learners appeared happy and motivated. The classroom arrangement was friendly with enough spaces in between the desks to allow for free movement of both the learners and the teacher. This meant that the aspect of safety was fairly taken care of. However, the researcher noted that a few school heads had not taken keen interest in managing the classrooms.

According to the researcher, accidents are likely to happen in disorganized classrooms and that would beat the logic behind child-friendly schools. The researcher observed provision of text books in the ratio 1:2 in most of the schools and 1:3 in others. This meant that one book was shared between two pupils and one among three pupils respectively. Library materials were not

available in most of the schools and those available were inadequate or unutilized. Some schools had introduced box libraries where respective English teachers organized with their learners indoor library lessons.

The researcher observed make-shift facilities for the physically handicapped children in only 3(16.7%) schools. This drove the researcher to the conclusion that the idea of inclusive education in our regular public primary schools is far from being attained.

It is the duty of the headteacher to supervise and ensure that classrooms are exciting and simulating places in which to learn even if the learning materials are scanty and furniture is poor, the classrooms should be ordered, clean and inviting. Maximum use of the available materials should be encouraged by the headteachers (UNICEF, 2008). The photograph in figure 4.10 illustrates the situation in some classes.

Figure 4.10 Classroom organisation

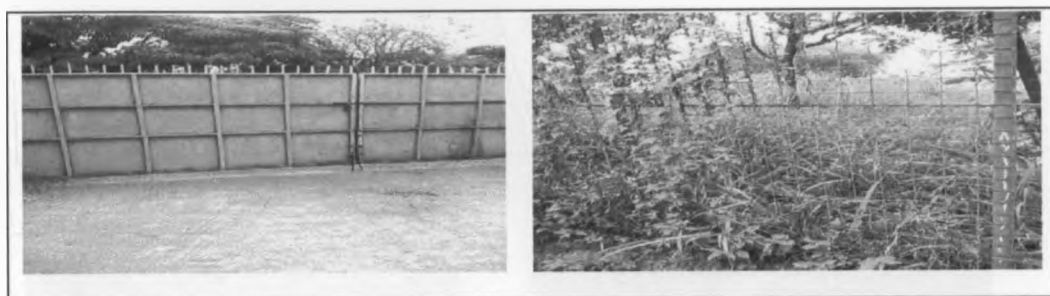


Classroom wall and floor arrangement

4.6.5 State of security

For provision of security and safety, Most of the schools had good school gates and well fenced though with live fences and barbed wire. No illegal kiosks were seen near the schools. This was an indication that the headteachers in conjunction with the area administration had continually enforced the policy on kiosks near the schools to help check on the drug issue. Figure 4.11 illustrates some of the security measures taken.

Figure 4.11 Security reinforcement



A school gate and a fence

4.6.6 Play facilities

Emergency equipment was lacking in most of the schools and this posed a risk to pupils as well as the teachers. Majority of the schools had fairly maintained their play-grounds though a few were left unattended hence, unfit for use by learners. Figure 4.12 shows some play-grounds unfit for use by learners.

Figure 4.12 School play-ground



School field

However, the researcher observed schools where headteachers had provided play things for the children. This was a sign of a child-friendly school. Figure 4.13 shows photos of play things.

Figure 4.13 Play facilities



Play - things

From the observation made, the researcher concluded that majority of the headteachers had put commendable efforts to ensure their schools were moving towards child-friendly schools. However, a few others needed to put effort and bring all the stake holders on board in order to achieve this objective.

4.7 Challenges faced by headteachers in promotion of child friendly schools

The study sought to establish the challenges headteachers faced and how they addressed them in the effort to promote child-friendly schools. The researcher sought views from the headteachers only as they were directly involved in the school management. The head teachers were asked to rate their performance in dealing with the shown challenges. Their responses were shown in table 4.19

Table 4.19 Headteachers views on challenges

Challenges faced	yes	%	No	%
Gender issues	10	67%	5	33%
Uncooperative teachers/parents	15	100%	0	0%
Inadequate funds	15	100%	0	0%
External interferences	10	67%	5	33%

Out of the 15 headteachers, 10(67%) said they faced challenges on gender related issues, 5(33%) did not experience such challenges. The issue of uncooperative parents and teachers was a challenge faced by all the 15 headteachers. The issue of inadequate funds seemed critical in all the fifteen schools where all the 15 headteachers felt it was slowing the process of implementation. 10(67%) headteachers revealed that they faced external interferences while 5(33%) did not. The data analysis brought the researcher to the conclusion that the challenges headteachers faced had contributed to the

slow pace of implementation of child-friendly school initiative in Embakasi district.

The researcher sought to establish how the headteachers were addressing these challenges and in their responses, they cited strategies such as sensitization of learners, teachers and parents on gender sensitivity both at home and school. Guidance and counseling was emphasized to all the stake holders. They confirmed that they were seeking funds and other types of assistance from NGOs such as the World Vision, USAID, alumni, parents and other interest groups. Parents were sensitized during meetings on the need to support the schools and the education of their children.

Understaffing was another challenge which the teachers named as a contributing factor to heavy teaching workloads hence leading to poor implementation of the child-friendly initiative. This was addressed by consistently asking for teachers from the Teachers Service Commission and sometimes employing PTA teachers to assist in lessening the teaching workload.

4.8 Suggestions on what the headteachers should do to make their schools more child-friendly

The three respondents were asked to give suggestions on the measures they thought the headteachers should take to promote child-friendly public primary schools in Embakasi district. Their suggestions were analysed separately after which general conclusions were drawn.

4.8.1 Headteachers' suggestions

The headteachers were asked to give suggestions on the measures they thought they would employ to make their schools more child-friendly the results are shown in table 4.20

Table 4.20 Headteachers suggestions

Suggestions	Frequency	Percentage
Government to provide more funding	4	26.67
Ministry to employ more teachers	3	20
Work with more NGOs, interest groups and the community	2	13.33
Organize more seminars and workshops for all stake holders	3	20
Work closely with teachers, parents and pupils	3	20

From the data shown in table 4.20, majority of the headteachers, 4(26.67%) suggested that the government should provide more funding to enable them to improve on the necessary requirements pertaining to child-friendly initiative, They mentioned requirements such as water storage facilities, desks, income generating activities like green houses where nutritional needs can be addressed as much as making money for other uses in the school.

Equal number of headteachers 3(20%) felt that more teachers should be employed, more sensitization of stake holders to be organized and that

headteachers should work closely with teachers parents and pupils in matters concerning promotion of child-friendly schools.2 (13.33%) of them suggested that they should work with more NGOs and other interest groups for the development of the school infrastructure. The researcher came to the conclusion that most of the headteachers were willing to promote child-friendly schools but they were facing shortage of funding which is a major hindrance especially on the side of infrastructure.

4.8.2 Teachers' suggestions

Teachers' suggestions were also sought and their general thoughts on what they felt their headteachers should do to promote child-friendly public primary schools are reflected in table 4.21

Table 4.21 teachers' suggestions

What headteachers should do	freq	Percentage
Involve parent and the community	25	11.36
Construct more classes to lessen congestion	40	18.18
Intensify extra curricular activities	32	14.55
Organize more seminars and workshops	43	19.55
Ask for more teachers to reduce workloads	30	13.64
Motivate teachers	50	22.72

The data in table 4.21 reflects the suggestions given by the teachers 25(11.36%), felt that parents and the community should be involved in decision-making in order to support the education of their children. 40(18.18%) said more classrooms to be constructed to lessen congestion, 32(14.55%) favored more extra-curricular activities, 43(19.55%) were for more teacher sensitization through seminars and workshops on child-friendly schools.

30(13.64%) felt there was need to for headteachers to ask for more teachers to help reduce teaching workload while 50(22.72%) were of the opinion that teachers should be motivated. From these results it was in order for the researcher to conclude that the headteachers have a responsibility to promote child-friendly schools and it is vital that they involve all the stake holders in decision making process so that all the ideas can be brought on board towards promotion of child-friendly schools.

4.8.3 Pupils' suggestions

Suggestions were sought from the pupils on what their headteachers should do to make their schools more child-friendly. The data showing the result is shown in table 4.22

Table 4.22 Pupil suggestions

What headteachers should do	Frequency	percentage
More guidance and counseling	70	20
Buy more text books	80	22.86
More toilets to be constructed	78	22.29
Physical education to be taught	62	17.71
Provide sanitary towels for girls	60	17.14

The findings indicate that 70(20%) of the pupils were in favour of more guidance and counseling, 80(22.86%) of them felt that more text books should be bought, 78(22.29%) were for the idea that more toilets should be constructed.62 (17.17%) others felt that teaching of physical education should be done while 60(17.14%) raised a concern that girls should be provided with sanitary towels.

From the Pupils' data report, the researcher concluded that there was need to involve pupils in decision making processes when and where appropriate so that they also feel part and parcel of this programme as it directly involves them. Foley, Roche and Tucker (2001), assert that in a healthy school, learners act as participants in the continuous process of improving the learning, social and physical environment.

Effective headteachers should therefore willingly permit teachers and learners to participate in decision-making process (Republic of Kenya, 2001). The basic education bill, 2012 is in support of this by spelling out the duties and rights of the child, some being, to participate fully in learning opportunities, to

contribute to an orderly and safe learning environment and to respect rights of others as well as comply with school rules, regulations and policies regarding school discipline. (Daily Nation, Wednesday July 4, 2012).

4.9 General conclusions

Suggestions from the three respondents agreed in a few areas for instance they all suggested involvement of the parents and the community in education activities, need for more seminars and workshops to sensitize the stakeholders, and also gave weight to the issue of infrastructure. However, the pupils additionally mentioned that the school administration should be gentler with them by being more understanding, intensify guidance and counseling and sensitize parents more on how to relate with their children even at home.

Pupils felt that the headteachers should allow them more time for extra curricular activities so as they could demonstrate more of their talents outside the classroom. Notably, majority of the female pupils suggested that headteachers should provide sanitary towels for the many among them whose parents cannot afford to buy. They added that girls and boys should be guided and counseled on matters of sexuality since their parents are shy to discuss with them at home. This is supported by FAWE-Kenya, (2000) who feels that learners should be counseled in matters of sexual maturation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study.

The purpose of this study was to investigate the management strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi district Nairobi, Kenya. This was guided by the following research questions:

- i. To establish the level to which the headteachers' preparation for teachers promoted child-friendly public primary schools in the district.
- ii. To investigate how the headteachers' involvement of parents and community influenced promotion of child-friendly public primary schools.
- iii. To determine extent to which the headteachers' mobilization of the infrastructure had influenced promotion of child-friendly public primary schools.
- iv. To establish the extent to which the headteachers' provision of security had promoted child-friendly public primary schools in the district,

- v. To identify the challenges the headteachers encountered and how they addressed them in promotion of child-friendly public primary schools.

The researcher conducted the research using the descriptive survey design with a sample comprising of 18 headteachers, 234 teachers and 378 pupils. The researcher also utilized the purposive sampling method for the three categories of respondents (headteachers, teachers and pupils). To ascertain validity and authenticity of the instruments a pilot study was conducted twice in 2 of the 20 schools not included in this study. A coefficient of correlation was done using Pearson's moment coefficient which yielded a coefficient of approximately 0.724. The data was using questionnaires for the headteachers, teachers and pupils which were analyzed using descriptive statistical analysis assisted by (SPSS) programme. An observation schedule was also used to collect the data which was analysed by using photographs taken from the area of study.

From the study conducted it is evident that headteachers in Embakasi district have tried a great deal to promote child-friendly public primary schools. However, a lot more needed to be done to address the CFS issue. There is need for the headteachers to pay more attention to the areas where their performance is rated below average. CFS is important for the assurance of a smooth flowing school programme where the child feels safe and comfortable in the place he or she is learning in. Most stakeholders (headteachers, teachers

and the pupils) seem familiar with the agenda but its partial implementation leaving the gap of its full and effective implementation raises concern.

In their responses the headteachers, teachers and pupils attributed the slow implementation pace to factors like, limited funding from government poor decision-making, uncooperative parents, resistance to change among teachers and lack of enough sensitization to all the stake holders. It was evident that the child-friendly schools agenda hasn't yet been granted the priority in the decision making process.

It can also be noted from the responses by the teachers and the headteachers that the parents are a great barrier to the implementation of child friendly-schools. The parents are standing out to be very uncooperative when some of these new strategies are introduced. It has not yet dawned on them that their positive participation in school matters means a lot to the improvement of the living conditions of their children and the performance in their education.

Findings revealed that all the headteachers were aware of the child-friendly school initiative and that majority had provided support for the teachers by organizing and sending them for awareness seminars, providing them with teaching resources and motivating them. They were also seen to have involved the parents and the community in the school activities in order to sensitize them on the importance their children's well being both at school and at home.

The study also revealed that infrastructure in most schools was a major problem though headteachers had fairly tried to improve on the situation by inviting NGOs, well wishers and some interest groups to assist as well as utilizing the available Free Primary Education (FPE) funds to do repairs on the existing infrastructure.

On security and safety issues, majority of the headteachers had put in measures to ensure their children were safe. Most of the schools were surrounded with fences, good gates and security officers at the gates. Most compounds were safe from risks all of which ensured the learners of their safety and confidence. However, a few headteachers though aware of the child-friendly initiative had done little to enhance safety and security. A lot needs to be done in those schools.

The study further revealed that all was not smooth for the headteachers in their effort to promote child-friendly public primary schools. A number of challenges were identified such as resistance to change mostly among the teachers, inadequate sensitization among teachers and parents, uncooperative parents, low funding, hostile school neighboring communities among other issues. However efforts were being made to address these issues.

5.3 Conclusions

Based on the data collected in the study, the following are the major conclusions drawn on the management strategies utilized by the headteachers to promote child-friendly public primary schools.

All the headteachers were aware of the child- friendly schools initiative and majority had put in place management strategies to try and make their respective schools child- friendly.

- i. Majority of the headteachers in Embakasi district had played their role in preparing and supporting their teachers towards the implementation of child -friendly schools.
- ii. As for the involvement of parents and the community in the pupils' education, it was noted that there was an improvement since a majority of the parents were rated 60% considering the interest and support they showed and gave to the education of their children. This was above average and an indication that the headteachers were playing their role to sensitize and mobilize the parents on their roles. However 40% were still negative and needed more sensitization.
- iii. The headteachers had also to put some effort in the improvement of infrastructure necessary for the child- friendly environment in the schools. This entailed looking for more funds to channel towards this initiative.
- iv. Majority of the headteachers had put in place security measures that enhanced a smooth teaching and learning process.

- v. There were several challenges the headteachers faced in the implementation of child -friendly schools but they were doing their best to address them.

5.4 Recommendations

In light of the findings and conclusions of this study, the researcher believes that the following recommendations would be nourishing to the implementation of child-friendly schools in Embakasi District and any other area that would find the research relevant.

i)Ministry of Education (MoE)

The government through the MoE to bring up child-friendly schools as a clause in the schools' reform agenda. Placing an importance in this agenda would automatically prioritize it in the policy formation by the school headteachers. The government should revise the Free Primary Education budget to take into account the varying enrolment in the course of the year and also the inflation factor. It was also suggested that the governing body should employ more teachers to cater for the increased enrolment.

ii) Quality Assurance Standards (QAS)

The QAS would intensify supervision of schools for evaluation, advice and monitoring of the programme as well as conduct seminars and workshops in collaboration with the KIE.

iii) The Kenya Institute of Education (KIE)

The researcher recommended that the KIE organizes for more workshops and seminars at all educational levels to enhance sensitization of all the stake holders on child-friendly public primary schools. The institute should also train teachers on appropriate instructional materials for use in child-friendly classrooms.

iv) The Teacher Training Institutions and KEMI

It was also recommended that the Kenya Education Management Institute train head teachers in financial management in order to manage the FPE funds well. This would translate to improved infrastructure and learning facilities for the pupils, enhancement of safety and security measures which would culminate to child-friendly schools. The teacher training colleges to restructure their courses so as to incorporate aspects of child-friendly teaching and learning in schools.

v) The NGOs

NGOs would provide aid in terms of school infrastructural growth. They would liaise with the Ministry of Education to provide for water, classrooms desks and other necessities. They should organize for child-friendly schools awareness campaigns through different forums.

vi) The Headteachers

The headteachers need to intentionally make promotion of child-friendly schools their agenda in their schools as this directly correlates with the performance of the child translating to the overall good performance of the school. There is also need to intensify internal supervision of the programme and to create more awareness among the teachers, learners and the community.

5.5 Suggestions for further research

- I. The researcher would suggest that this area be studied further in another location possibly in a rural set up, so as to establish its ability for generalization to all public primary schools in the country.
- II. Very little has been studied and documented about the child -friendly schools in this country. It's imperative for the headteachers and consequent stake holders to realize that the environment which the pupils are exposed to is very relevant as far as their performance and participation in school activities is concerned.
- III. A similar study to be carried out in secondary school so as to assess the situation at that level.

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APPENDICES

APPENDIX I

A letter of introduction

Maina Joyce Njeri,
The University of Nairobi,
Dept. of Educ, Admin& Planning,
P.o.Box 30197,
Nairobi.
4 /5 / 2012.

The Headteacher,
.....Primary School,

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH

I'm Joyce Maina, a post graduate student in pursuit of a Masters degree at Nairobi University.

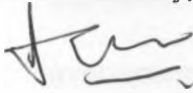
I am seeking permission to involve you, some of your teachers and some of class 7and 8 pupils in my research on, the **Management Strategies utilized by the headteachers to promote child-friendly public primary schools in Embakasi District, Nairobi County.**

I assure you that the information gathered will only be used for the research purpose thus I will keep it confidential.

I would be grateful if you consider my request and grant me a chance.

Thanking you in advance,

Yours Faithfully,



Joyce Njeri Maina

APPENDIX II
HEADTEACHERS' QUESTIONNAIRE

Thanks for finding time to participate in this research.

Section one: Background information.

(Please tick [√] in the appropriate box).

1. What is your gender? Male [] Female []

2. What is your highest level of professional training?
 P1 [] Diploma [] Graduate []

3. For how long have you been the headteacher in this school?
 1- 5 years [] 5-10years [] 11-15years [] 20 years and above []

Section two: Headteacher's management strategies

4. (Please rate your performance by ticking the appropriate score value against each indicator (EXCELLENT=5), (GOOD=4), (FAIR=3) or (BELOW AV=2)

STRATEGY	INDICATORS	5	4	3	2
i. Teacher preparation/ support	-In-service-training, seminar /workshops conducted.				
	-Recommend teachers for promotion.				
	-Instructional supervision done.				
	-Teacher motivation valued.				
ii. Community and parents involvement	-Support school activities				
	-Support learner education				
	-Attend school meetings when called				

iii. School infrastructure	-Exciting classrooms in place				
	-Facilities for handicapped availed				
	-School play-ground present				
iv. School security and safety	-Positive disciplining devoid of coercion				
	-Guidance and counseling established				
	-Emergency equipments available				
	Compound free from hazards/ risks				
v. Challenges to CFS promotion	-Gender discrimination addressed				
	-Sanitary facilities for girls addressed				
	-Learning spaces improved				

Section three suggestions and opinions

5. Have you heard of child-friendly schools? Yes/No (tick one)

i. If yes, explain briefly what you have done to prepare your teachers for promotion of this initiative in your school _____

ii. Explain briefly some positive changes you have observed in your teachers' attitudes towards learners _____

6. In what ways do you involve parents and community in the education of their children? Please name some activities _____

Explain how this involvement has helped to make your school child-friendly _____

7. Have you put in place proper school infrastructure to enhance learning and teaching? Yes/No (tick one). Please explain how this has made your school child-friendly_____
8. Is your school safe and secure for smooth learning and teaching process? Yes/No (tick one).
- i. If yes, explain briefly what you have done to promote safety and security_____
- ii. Have you established guidance and counseling as one of the measures to enhance security and safety in your school?
9. Please name some challenges you face in the attempt to promote a child-friendly school_____
- How do you address them? _____
10. Give suggestions on other measures that can be taken to promote child-friendly public primary schools

I thank you for finding time to answer the questions.

APPENDIX III

TEACHERS' QUESTIONNAIRE

You are requested to complete each section as instructed and as honestly as possible.

Section one: Background information

(Please tick [√] in the appropriate box).

1. What is your gender? Male [] Female []
2. What your highest level of professional training?
 P1 [] Diploma [] Graduate []
3. For how long have you taught in this school?
 0 -5 years [] 5-10years [] 11-15years [] 20 years and above []

Section two: Headteacher's management strategies

4. Have you heard of child-friendly schools? Yes/No (tick one)
 If yes, would you say your school is child-friendly? Yes/No (Tick one).
5. Indicate by ticking, the extent to which your headteacher has managed the strategies shown in box to promote learner friendly environment in your school. (Excellent =5 Good =4, Fair =3, Below av =2)

		EXCELLENT	GOOD	FAIR	BELOW AV
a.	Preparing teachers for CFS promotion				
b.	Involving parents and Community in school activities				
c.	Improving infrastructure for use by learners.				
d.	Provision of security and Safety for smooth learning				
e.	Addressing challenges facing Promotion of child-friendly school				

Section three: Opinions and suggestions

6. Do you think your headteacher has prepared and the teachers

enough for child-friendly school promotion? Yes/No (tick one)

i. If yes, explain briefly how this has benefited you in your teaching career? _____

ii. In what ways has this affected your relationship with

learners? _____

7. In your opinion does the headteacher involve the parents and the Community, in the school activities? Yes/ No (Tick one)

i. Please name some of the activities _____

ii. In your opinion, to what percentage do you consider the parents and community supportive of their children's education? 100%, 80%, 60%, 40% (tick one).

8. Has your headteacher provided adequate infrastructure for a smooth teaching and leaning process? Yes/No (tick one)

If yes, do you think these facilities cater for individual differences among learners? Explain your answer briefly _____

9. Has the headteacher put in place security and safety measures to enhance a child-friendly friendly school? Yes/No (Tick one)

Is guidance and counseling established and if yes how effective is it

in security and safety enhancement in your school ? _____

10. Please give your suggestions on other measures that can be taken to make primary schools more child- friendly?

I am grateful for your contribution.

APPENDIX IV
PUPILS' QUESTIONNAIRE

I thank you for finding time to answer this questionnaire. Please feel free to answer the questions. (Be as honest as possible).

Section one: Background information

(tick [√] where appropriate)

- 1) What is your gender? Male [] Female []
- 2) How old are you? 0 -15 years [] 15-20 years [] above 20 years []
- 3) What class are you in? 7 [] 8 []
- 4) When did you join this school? Year _____

Section two: Headteacher's management strategies

Put a tick [√] to indicate whether your headteacher has done the things listed below;

	Yes	No
a) Provide teachers with teaching materials	[]	[]
b) Involve parents in school activities	[]	[]
c) Provide physical facilities like classes and desks	[]	[]
d) Security and safety measures are taken	[]	[]
e) Solves problems that face the learners	[]	[]

Section three: Opinions and suggestions

6. Are you happy to be learning in this school? Yes / No (tick one)

- If yes, explain what you like about your school? _____

7. Do you think your headteacher supports the teachers in their teaching work? Yes/No (tick one).

- If yes, to what extent do you think this support has helped your teachers to be friendly and committed to their work ? Explain briefly _____

8. What does your headteacher do to involve your parents in your education?

(tick appropriately)

-Invites them for meetings and during functions []

-Organizes motivational talks for them []

-Informs them about our progress through newsletters []

ii) Do you think this involvement has made your parents more interested in your education Yes/No (tick one)

iii) How often do your parents visit your class teacher to know your progress?

Once a month __ every end term __ once a year __ never __ (tick one).

9. Are there physical facilities like toilets, play-ground and water for your use?

Yes/No (tick one)

- Are they enough for use by all learners Yes/No (tick one)

10. What has your headteacher done to provide security and safety for the Learners? (tick if yes)

- Fenced round the school []

- Banned illegal kiosks near the school []

- Employed security officers []

i) Has the headteacher established a guidance and counseling team to address security issues among the learners? Yes/No (tick one)

ii) To what extent do you think this team benefits the learners? _____

Name some of the challenges you think the headteacher faces in trying to make your school child-friendly _____

11. What do you suggest your headteacher should do to make your school more child-friendly ?

Thank you for finding time to answer the questions.

APPENDIX V

OBSERVATION SCHEDULE

FACILITY	AVAILABILITY	ADEQUACY	APPROPRIATENESS
Sanitary Facilities Boys' toilets Girls 'toilets			
Classrooms			
Text books			
Library			
Counseling room			
Play-ground			
School fence			
Safe drinking water /storage			
School gate			
Emergency Equipment.			
Clean compound			
Emergency equipment			

APPENDIX VI
RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 20 2722000 ext. 2111
254 20 2722000 ext. 2112
Fax: 254 20 2722000 ext. 2111
Email: ncst@ncst.go.ke
www.ncst.go.ke

Postal Address: P.O. Box 30197-00100
Nairobi, Kenya
Website: www.ncst.go.ke

NCST RCD/14/012/382

18th April 2012

Joyca Njeri Mutua
University of Nairobi
P.O. Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Management strategies utilized by headteachers to promote child friendly public primary schools in Embakasi District, Nairobi, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Embakasi District for a period ending 30th September, 2012.

You are advised to report to The District Commissioner and the District Education Officer, Embakasi 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 to us in our office.

DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Embakasi District

APPENDIX VII

RESEARCH AUTHORIZATION

**OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION**

Telegrams:
Telephone: Nairobi 346845,341686
When replying please quote
Email: dc.embakas@yahoo.com



**DISTRICT COMMISSIONER
EMBAKASI DISTRICT
P.O BOX 30124 - 00100
NAIROBI**

EMB/EDU/26/ (56)

19TH APRIL, 2012

**TO ALL D.O'S
EMBAKASI DISTRICT**

RE: RESEARCH AUTHORIZATION.

This is to inform you that Joyce Njeri Maina is pursuing a Masters Degree in Education at the University Of Nairobi.

She has been authorized to carry out research on management strategies utilized by head teachers to promote child friendly public primary schools in Embakasi District.

Please accord her the necessary assistance required.


A handwritten signature in dark ink, appearing to read "S. Ngetich", written over a light-colored rectangular area.

**S. NGETICH
FOR DISTRICT COMMISSIONER
EMBAKASI DISTRICT.**

Cc. Joyce Njeri Maina

APPENDIX VIII
RESEARCH CLEARANCE

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof/Dr./Mr./Mrs./Miss/Institution Joyce Njeri Maina of (Address) University of Nairobi P.O. Box 30167-80199, Nairobi has been permitted to conduct research in</p> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;">Embakasi</td> <td style="width: 50%; text-align: center;">Location</td> </tr> <tr> <td style="text-align: center;">Nairobi</td> <td style="text-align: center;">District Province</td> </tr> </table> <p>on the topic: Management strategies utilized by headteachers to promote child friendly public primary schools in Embakasi District, Nairobi, Kenya.</p> <p style="margin-top: 20px;">for a period ending: 30th September, 2012.</p>	Embakasi	Location	Nairobi	District Province	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NC317RCB/TA/0123 Date of issue: 18th April 2012 Fee received: KSH 1,000</p> <div style="text-align: center; margin: 10px 0;">  </div> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;">Applicant's Signature</td> <td style="width: 50%; text-align: center;">Secretary National Council for Science & Technology</td> </tr> </table>	Applicant's Signature	Secretary National Council for Science & Technology
Embakasi	Location						
Nairobi	District Province						
Applicant's Signature	Secretary National Council for Science & Technology						

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 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 without 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) to 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 revocation without notice. 	 <p>REPUBLIC OF KENYA</p> <hr style="width: 50%; margin: auto;"/> <p>RESEARCH CLEARANCE PERMIT</p>
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GPK405507/m/19/2011 (CONDITIONS see back page)