

**SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF CHILD RIGHTS
EDUCATION IN SECONDARY SCHOOLS IN ATHI RIVER DISTRICT, KENYA¹**

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

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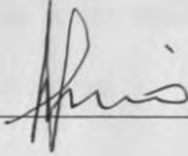


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DECLARATION

This research project is my original work and has not been presented for a degree in any
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DEDICATION

I dedicate this project to my beloved husband Samuel Omolo, my children Emmanuel, Tabitha, Grace and Joshua; my late parents Monicah and Joshua Amimo who nurtured me well in the field of academics. To my children may this work inspire you to greater heights of learning. may God be with you.

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Finally, teacher and students in Athi River District and anybody else whom i may not have mentioned for the contributing to this research project. God bless you all.

ABSTRACT

Child Rights Education is the process of acquiring knowledge, skills and desired attitudes that enable one to uphold the rights and responsibilities of the child. Both children and adults have rights enshrined in the United Nations Convention on Human Rights. There has been a high rate of school drop-outs in Athi River District due to the effects of child labour, deteriorating child health conditions, commercial sex engagements (by both learners and parents), drug abuse, early marriage and other negative cultural practices. The escalation of such child rights abuse activities may be due to low implementation of child rights education in the district. The purpose of this study was to investigate school factors influencing implementation of child rights in secondary education in Athi River district, Kenya. Descriptive survey design was adopted. The target population of this study consisted of 22 secondary schools in Athi River District, with 22 head teachers, 130 teachers and 852 students. In this case, the researcher engaged 11 principals, 88 teachers and 253 students. Data collection was done using questionnaires, interviews and document analysis. The study found out that the principals were uncertain on the adequacy of child rights reference materials in their school, neither were they sure of whether the teachers were comfortable with the workload on child right education in the curriculum. The study concluded that teacher had not done enough competency trainings on child rights education; the policy framework needs improvements and that, learner awareness on child right education should be enhanced. The study recommends that there should be improvements on provision of physical facilities, teaching resources and refresher trainings for the teachers in order to keep abreast with expectations for desirable child rights education.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACRWC	African charter on the Right and Welfare of the child
ANPPCAN	African Network for prevention and protection against child abuse and neglect
BOG	Board of Governors
CA	Children Act
CRC	Convention on the Rights of the Child
DEO	District Education Office
EFA	Education For All
KIE	Kenya Institute of Education
MDG	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non-Governmental Organisation
OAU	Organization of Africa Unity
SPSS	Statistical Package for the Social Science Programme
UN	United Nations
UNICEF	United Nation International Children’s Emergency Fund
UNCRC	United Nations Convention on the Right of the child
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

According to the Child Rights Convention (CRC 1990), a child is any human being under the age of 18 unless the relevant national law recognizes an earlier age of majority. The most significant document about children's rights is the United Nations Convention on the rights of the child (Child Rights Information Network, 2007). The convention outlines minimum standards in the areas of health, welfare and education. State parties (the governments of countries that have ratified the Convention) are expected to bring domestic laws, policies and practices in line with these standards and principles.

According to the Kenya Alliance for Advancement of Child Rights (KAACR), a right is an individual's entitlement in society. Child Rights Education is the process of acquiring knowledge, skills and desired attitudes that enable one to uphold the rights and responsibilities of the child. African Network for Prevention and Protection against Child Abuse and Neglect (1989). Both children and adults have rights enshrined in the United Nations Convention on Human Rights. However, it is recognized that vulnerable groups in society such as children, women and the disabled need special covenants on their rights. Children have special rights because they are innocent, vulnerable and dependent.

The new Constitution (2010) has a comprehensive Bill of Rights which sets out both the general rights extending to citizens in general and those of specific groups including children, the youth and persons with disabilities. The mini bill of rights for children is set out at article 53, with key aspects of the new law on children highlighted as below.

Article 53 of the Constitution creates immediate obligations upon the State to fulfill socio-economic rights of children; In effect, the government is henceforth bound to deliver healthcare, education, nutrition and shelter to all children irrespective of budgetary implications. The new duty on the State with respect to education for instance will be greater than that provided for in the Children Act, which vests responsibility on both parents and government.

The Constitution now stipulates that both the father and the mother, whether married to one another or not, have an equal responsibility to provide for their child. This provision is essential in light of the fact that the Children Act does not hold the father of a child born out of wedlock liable for the maintenance of such child. The new Constitution in article 14(4) provides for a presumption of citizenship for children found in Kenya if they are or seem to be eight or less years old and if their nationality and parents are not known. Article 17(2) which stipulates that where fraud, false representation or concealment of any material facts by any person is used in this respect, or the nationality or parentage of the person becomes known, revealing that the person was a citizen of another country, or was older than eight years when found in Kenya, the citizenship would be revoked.

In tandem with international children's rights, the new Constitution establishes in Kenyan law internationally acclaimed principles on the rights of children. The new constitutional framework creates room for strategic litigation affording an opportunity to enhance jurisprudence on children's matters. The new law is a sound foundation for streamlining the rights of children in Kenyan law both now and in the future.

On November 20, 1989, the UN General Assembly adopted the Convention on the Rights of the Child (CRC). The Convention contains 54 articles that can be broken into 4 broad themes of Survival, Development, Protection and Participation Rights.

The Kenya Institute of Education (KIE) in seeking to address the current and emerging issues in the area of child rights. In a current publication titled “Secondary Resource Book on Mainstreaming Child Rights and Child Labour”, the Kenya Institute of Education (KIE 2012), has framed the rationale to categorically state that, “Child rights education:

- i. Ensures that the rights of children are protected and promoted.
- ii. Enhances awareness of rights of children hence there is greater respect for and adherence to human rights.
- iii. Assists children to understand their duties and responsibilities.”

The Kenyan education system is currently modeled on the 8-4-4 design which connotes the periods taken to complete the three cardinal phases of the formal education, namely, primary, secondary and university respectively. While the primary level largely deals with the relatively young children, it is the secondary phase that deals with the fundamental youth stage of the population at its formation. The success of the secondary education should be gauged on among others, the degree of national patriotism, self consciousness and sense of responsibility among those who finish the course, in addition to their performance in the terminal examination.

According to Bishop (1985), the school curriculum should be beneficial to the learners and the society at large; a curriculum must be designed to reflect the major social and cultural needs of the society. As such, the secondary school curriculum has undergone a

number of reviews including the needs assessment survey of 1999 which revealed that the secondary school curriculum did not adequately address contemporary issues in the society like child rights education. The revised secondary education syllabus integrated aspects of child rights to be taught in a number of subjects like History and Government, Christian Religious Education, Literature in English and Kiswahili (KIE, 2004).

Despite Kenya Government' efforts in implementing child rights in schools, there have been several reports of child abuse, raising concerns as to the extent to which these rights are being implemented. For instance, in 2001, the Education Act was amended to outlaw corporal punishment in schools. However, despite this ban, cases are still reported of children who suffer injury from corporal punishment and in one case, a child lost an eye following a beating by his teacher (OMCT, 2005).

The results of a survey by African Network for Prevention and Protection Against Child Abuse and Neglect Kenya (2005) shows that corporal punishment is used in "various forms including: smacking, pulling ears, scolding, cuffing, forcing a child to kneel on a hard floor, tapping, forcing a child to stand in the sun, requiring a child to remain motionless, physical exertion, pulling hair, isolating a child in a confined space, burning fingers, washing a child's mouth with soap, denying a child the use of a toilet."

It was reported in the newspaper East African Standard in May 2004 that a teacher was interdicted for sodomizing 36 boys in a Machakos primary school. Very rarely is any other legal action taken after an interdiction. In another case, a teacher suspected of molesting girls during the last three years in a Kiambu primary school was forgiven by the school's committee which considered him a good teacher on other aspects

irrespective of repeated incidences of child abuse. The teacher was alleged to have fondled the breasts of standard six and eight girls for 3 years.

These incidences are indications that child rights in Kenyan schools are not being implemented satisfactorily yet studies to quantify the extent of its implementation are scanty. Although a few researchers have studied the field of child rights education (Ojukwu, 2004; Maina, 2006; Mwamuye, 2008), these studies were done in primary schools. Ojukwu (2004) carried out a research on child rights awareness in schools; Maina (2006) did a study on the extent of implementation of child rights education in primary schools and Mwamuye (2008) on parents' attitude and participation in child rights. There is therefore a gap, which is the need to quantify the extent of child rights implementation in secondary schools.

In Athi River district in Kenya, according to the Athi River District Strategic plan (2005-2010), there has been a high rate of drop-outs due to the effects of commercial sex, child labour, deteriorating child health conditions, early marriage and cultural practices. This has resulted in the worsening of literacy levels in Athi River district yet no study has been done to specifically address its impact on child rights implementation in secondary schools in the district. Upon this background, there's need to examine the school factors influencing implementation of child rights education in secondary schools in Athi River District and propose possible remedies.

1.2 Statement of the problem

According to the Athi River District Education Strategic Plan (2005 – 2010), there has been a high rate of school drop-outs due to the effects of child labour, deteriorating child

health conditions, commercial sex engagements (by both learners and parents), drug abuse, early marriage and other negative cultural practices in Athi River District. Given the strong adherence to cultural practices that Maasai and the Akamba people have (these being the main inhabitants of the district under study), it is vital that the impacts of these practices on the child rights education be determined and viable interventions be identified for implementation, hence the priority for this study.

1.3 Purpose of the study

The purpose of this study was to investigate school factors influencing implementation of child rights in secondary education in Athi River district, Kenya.

1.4 Objectives of the study

This study focused on determining whether the broad tenets of child rights are being attained through curriculum implementation of secondary education. In that respect, the following are the specific objectives:

- i. To assess the prevailing attitude among students and staff on child rights in secondary education,
- ii. To establish teacher qualifications and relate this with implementation of child right education in secondary school,
- iii. To assess the stakeholders' perception on the adequacy of available material resources for implementation of child rights education.
- iv. To examine school policy on discipline of learners and the extent of its effective implementation of child rights education.

- v. To determine the prevailing methods used for the implementation of child rights education.

1.5 The research questions

The following are the research questions that guided the study

- i. To what extent are the prevailing learner perceptions or attitudes supportive of child rights education issues in secondary education?
- ii. How does the teacher qualification affect attainment of child rights education?
- iii. To what extent are the material resources provided relevant and adequate for the implementation of child rights education?
- iv. To what extent does school policy on learners' discipline influence the implementation of child rights education?
- v. Which are the methods of teaching used in the implementation of child rights education?

1.6 Significance of the study

The significance of this study can be expressed in three dimensions, the first being the awareness perspective. The study sought to establish the level of awareness among the learners; it's hoped that ascertainment of this would help inform further policy innovation and generation of appropriate strategies. The research outcomes would guide whether more awareness is necessary or not. The second dimension of significance associated with this study lies in the fact that the research findings would provide rich data for policy utilization in the area of child rights education as well as expose gaps which may require to be filled. The gaps realized would form action points for further academic

research by the educationists whose efforts would inform policy enhancement. Assessment of the methodologies would certainly expose inherent gaps. Actions towards addressing such gaps demand that detailed intellectual inputs are obtained; this would dictate intense academic researches.

The third aspect of significance associated with this study relates with the fact that the research exposed the degree to which child rights education is understood and implemented. In this way, the research becomes an important undertaking with the potential to expose which components of child rights education require more interventions, education being an indispensable instrument for attainment of the Millennium Development Goals.

It is therefore very fundamental that studies such as this one are continuously done in order to keep abreast with realities on the ground in so far as current and emerging issues affect child rights.

1.7 Limitations of the study

The persons affected by the scope of the study are very many and therefore much as it would have been best to contact all of them, this may not be possible due to logistic inadequacies, including but not limited to insufficiency of finances, unavailability of some of the persons desired for interviewing and possibility of not accessing all records required by the researcher from the institutions or persons to be visited.

Enjoyment of rights is inherently continuous and lifelong; at best its assessment should therefore be a horizontal study lasting a long period of time. However, this being a study with academic pursuit, it can only be conducted in a cross sectional format due to time

limits and thus be taken just as an indicator of happenings in the community affected. The subject at hand is an aspect which is both a social and an economic event; this makes the study a heavily encompassing event which may require massive material and financial resources to conduct.

1.8 Delimitations of the study

The study was carried out in secondary schools within Athi River district which is large and populous, and may therefore be cumbersome for the researcher to cover by a hundred percent survey. To overcome difficulties associated with this, the researcher adopted sampling design which accommodates all the variability in the large expanse of the district. The sampling frame was directed in such a way as to guarantee maximum diversity in the constitution of the respondents. This ensured that the cross sectional approach to this survey still obtained a rich supply of information on the perception trends of the respondents. However, in the current scenario of study for purposes of academic requirement, the research was done within the confines of the available material and financial resources. Moreover, the instruments used in data collection were exposed to a strong critique by research professionals to enhance its credibility, validity and reliability.

1.9 Assumptions of study

The researcher was assuming that:

- i. All students were within the definition of a child by age.
- ii. Teacher training was systematically conducted .
- iii. Stakeholders would be willing to participate as requested.

- iv. Principals received and disseminated the guidelines on the implementation of child rights education.

1.10 Definition of significant terms

Child Rights Education is the process of acquiring knowledge, skills and desired attitudes that enable one to uphold the rights and responsibilities of the child.

Child rights refer to the rights that children are entitled to and which they can legally claim from the state or from other members of society

Curriculum refers to a programme for instruction, in a wider sense that all pupils study certain subjects or have certain educational experiences in common by the end of the period of compulsory schooling

Implementation refers to the specified set of activities designed to put into practice an activity or programme of known dimensions

Participation rights refer to opportunity and means given to children to express an opinion on matters affecting their lives such as freedom of worship, access to information about oneself

Protection rights refer to social and legal provisions made to protect children from all forms of exploitation, abuse, discrimination, man-made and natural disasters

Survival rights refer to basic needs such as nutrition, shelter, clothing and medical care that children must have to ensure adequate growth and good health

1.11 Organization of the study

The research report was organized into five chapters. Chapter one covers the introduction comprising the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitation, assumptions of the study and definition of significant terms and organization of the study.

Chapter two consists of literature on how child rights education is influenced by learner perception, teacher qualification, adequacy of resources, school discipline policy and methods used; summary of the literature review; theoretical and conceptual frameworks. Chapter three describes the research methodology used with an insight of research design, target population, sampling procedure, research instruments, data collection procedures and finally data analysis procedures.

Chapter four consists of data analysis, data interpretation and discussion of the study finding. Chapter five focused on the summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on child rights education. It covers the details pertaining to learner perceptions/attitudes on child rights, teacher qualifications in relation to child rights education, policy on learner discipline, availability of resources and methodologies used for implementation of child rights education.

2.2 Concept of child rights education

Child rights education is part of educational and learning activities within the category of human rights education. At the same time, it mostly refers to activities by children to learn about their own rights that are indispensable in their day to day lives. It can be said that such education is a crucial part of learning activities at present when children cannot live or study without feeling safe and secure.

Children the world over are affected by never ending acts of violence and armed conflicts. In Kenya, children fall victim to incident such as strangers entering schools, kidnapping leading to murder / injury, school bullying and corporal punishment, group violence, domestic child abuse, local traffic accidents, bacteria infections, viral diseases, food related hazards such as contaminated maize. In recent years, children have suffered from natural disasters such as earthquakes storms, flash floods and lightening strikes. Against such a backdrop, topic such as education on the rights of the child and study of rights have become increasingly popular in the field of human rights education and in various violence prevent programs such as those against bullying and child abuse. The

2004 recommendations of the United Nations committee on the rights of the child (CRC), called upon the governments to make child rights education part of school education curriculum. The recommendation implied that children should learn their rights that are indispensable to their childhood lives and apply what they have learned to their day to day lives. Therefore, such study should be clearly distinguished from what has been referred to as human rights education. Child rights education differs from human rights education because it focuses on “the learning of the rights of the child” that helps children exercise their rights during childhood (KIE, 2010).

2.3 Learner perceptions and attitude on child rights education

The children’s act 2001 re- emphasizes the right of the child to survival, development, participation and protection from abuse and neglect as spelt in the constitution of Kenya (Republic of Kenya, 2002). It is on this basis that education as a significant avenue for achieving these rights needs to be emphasized. This study seeks to establish the exact position on the ground in terms status of true awareness and its extent among the learners concerning implementation of child rights education. Goldstein (1980) and Nyaguthi (2008) recorded that perception and attitudes are mental images that individuals have about their surroundings. Therefore the perception and attitudes that learners have developed concerning whatever has been happening in their midst has influence on their contributions.

In November 2004, over 100 students of Kanunga High School in Kiambu District marched for over 40 km protesting the administration of corporal punishment against seven of the students by the school administration (East African Standard, 2004). In addition to corporal punishment cases, sexual abuse and harassment remain numerous in

Kenyan schools. When denunciations occur (which is a minority of cases), disciplinary sanctions against teachers have been applied such as suspension, but penal prosecution remains rare (Ruto 2009). It would be interesting to determine the perception of learners concerning these incidences while they are in a sober scenario.

2.4 Teacher qualification in relation to child right education

Teacher qualifications in this case refer to professional capability of those engaged for curriculum implementation; such capabilities are achieved through pre-service and in-service training programs. These determine the individual teacher preparedness for curriculum delivery, in this case child right education. A teacher generally guides, teaches and administers the class to achieve curriculum implementation, which indeed requires sufficient, appropriate and relevant training. A well trained teacher is therefore an invaluable resource for curriculum delivery, by assisting in translating broad curriculum objectives to simple instructional objectives and employing the optimal teaching methods and learning experiences. In this way, teacher qualification remains a pillar item for successful implementation of child right education.

According to Miles and Louis (1990), schools that are successful in curriculum implementation generally have staffs that are committed to the core duties and responsibilities. Oluoch (1982) recorded that the desired commitment to deliver optimal school performance requires adequate preparations, active involvement from onset of curriculum planning and continuous support. From this, it can be discerned that the success of any curriculum implementation depends on the qualifications of the teachers and their level of involvement. Brown (1994) noted that curriculum is not so much what is printed on paper but really what the teacher makes of it in the classroom. On the same

vein, Rombo (1989) observed that, teachers are central to the success of any curriculum implementation because they receive, interpret and implement to achieve the objectives of all learning activities. The argument here is that the degree to which teacher commitment is lacking need to be understood as the greatest potential barrier to curriculum implementation

As noted by Oluoch (1982), teacher training remains a vital component for building teacher qualifications by equipping them with the necessary skills to match the curriculum requirements. In this way, retraining becomes a necessity for enabling the teachers to cope with emerging issues in the curriculum innovations that are an inherent feature for relevance and effectiveness in serving the society. Given the society dynamics, curriculum changes are inevitable; the adequacy of preparedness by the teachers to meet the resulting challenges dictates that teacher training and retraining for enhanced and appropriate qualifications becomes a mandatory feature.

Teachers as the main agents for curriculum implementation (Bishop 1985; Hawes 1978; Giroux 1998) are therefore expected to show command of events relating to efficiency and effectiveness of the same. Bull and Jonathan (1987) recorded that the teacher arranges the learning scenario in ways that enable the efficient and effective learning; and that the attitude of teachers towards the implementation of the curriculum is positively changed if they are involved in the curriculum planning, due to the fact that this makes them own the process and pursuit of its goals.

The significance of the teacher as the key pillar for successful curriculum implementation was further emphasized in the context of organizing conducive teaching environment, actual teaching and real commitment to duties appertaining to all elements of curriculum implementation (Dewey 1916; Tyler 1957; Beauchamp 1975; Wanyama 1996; Gichuki

2007). Indeed the Government of Kenya has lent credence to this fact by pursuing specialized attention to such training activities as but not limited to Strengthening Mathematics and Science in Secondary Education (SMASSE).

Bishop (1985) candidly stated that, “Manifestly, educational change can only succeed when teachers are sufficiently impressed by the validity of the new approach and thoroughly grounded in the techniques necessary for its implementation”. In light of the fact that child rights education is an innovation that radically challenges traditional norms, teacher preparedness in its mainstreaming is an indispensable fact. In the foregoing, it can be expressed that curriculum implementation can only be as good as the quality of the teachers implementing it, given that it has to be enriched by the creativity and imagination of the implementing teaching force. Thus, it can be categorically stated that teacher qualification is paramount for the success of child rights education and this can only be achieved through teacher trainings and retraining.

2.5 Adequacy and utilization of resources for child rights education

The first and perhaps most important resource is time. Fullan (1971) observed that there is a connection between expectations of teachers and time available generally. According to Fullan, teachers require time to interact with peers, attend to seminars/workshops and undertake in-service trainings. Ministry of Education (2000) highlighted that time is an inelastic resource whose management is crucial for effective teaching and learning through professional curriculum implementation and syllabus coverage.

The other resources can be categorized as physical facilities or instructional facilities that are necessities for curriculum implementation. Douglas (1964) observed that it is the

proper organization of the resources and the appropriate teaching and learning strategies which enhances acquisition of the subject matter/content. On the same vein, Bishop (1985) noted that one of the fundamentals to the success of curriculum improvement is the preparation of suitable textbooks, teacher's guides and other teaching and learning materials. According to Oluoch (1982), schools and colleges should embark on curriculum implementation after obtaining necessary facilities and equipments such as classrooms, desks/seats, laboratories, workshops and playing fields among others.

Various studies have independently established that physical facilities such as classrooms, laboratories, libraries, electricity and desks/seats had direct impact on the performance of learners (Eshiwani, 1983; Mwamenda, 1987; Ayoo, 2000). In the study to determine factors affecting performance in Kenya Certificate Examination (KCE) for schools in Western Province of Kenya by Eshiwani (1983), observed that schools which had adequate facilities like library, laboratory and electricity performed well in while those with inadequate facilities performed poorly. It can be concluded from this that presence of adequate instructional facilities is a significant feature for distinguishing high performing schools from those with low performance.

The significant contribution of physical facilities to quality education was highlighted by Nguru (1986) when he observed that crowded classrooms pose difficulties to learners in writing, while teachers find it difficult moving around to help needy learners during experiments or marking students work in the course of lessons. This was lent more credence by reports by the Government of Kenya (Republic of Kenya 1997) which clarified that certain class space per student in addition to other requirements like toilets, desks and recreational facilities are pre-requisite for quality education; and, that lack of

libraries was responsible for declining standards in English while lack of laboratory equipment had affected standards in performance of sciences (Republic of Kenya 1999). From these, it can be concluded that adequate physical facilities is a necessity for effective implementation of curriculum including child rights education.

The direct relationship between adequacy of instructional materials and equipment and improved learner performance is largely documented. When Mwangi (1983) investigated factors affecting mathematics performance in Kenya, he concluded that availability of practical materials such as cards and dice for teaching probability, and, presence of graph papers for teaching co-ordinates had strong positive correlation with secondary examination performance. Hyneman and Montenegro (1984) also found a stronger relationship between student's achievement and availability of books. Through studies in Phillipines and Brazil, they demonstrated that there exists a strong positive effect of books on student's learning. Maengwe (1985) observed that use of class reading materials enabled children to read and this contributed to their inspired composition writing and boosted their performance; Eshiwani (1996) reported that availability of books enhances achievement of students in problem solving.

The proper distribution of such resources as text books and other equipments accounted for the scholarly differences among schools sampled (Court Ghai, 1986). The availability and use of such materials as text books, chemicals, apparatus and supplementary reading materials have significant influence on the teaching/learning process with a positive effect on school effectiveness (Psacharopoulos and Woodhall, 1985; Fuller, 1987). From the above, it is clear that facilities and equipment critically affect curriculum implementation.

2.6 School policy on learner discipline and child rights education

Any organization is formed with a particular mission (and a defined mandate with relevant activities), and this applies to school as an organization. To achieve the mandate, there has to be law and order through a documented and communicated code of conduct. The school code of conduct comprises principles, standards and behavior, identification of disruptive behavior, consequences of non-compliance and consequences of forbidden behavior. The purpose of the code of conduct is to set the context for a safe and productive learning environment by outlining expected behaviour for safe and caring schools. It also provides a framework for development and implementation of policy for learner discipline in reference to safe school initiatives, guidelines, regulations and the Education Act (Nova Scotia 2001). The principle of school policy on discipline is premised on the three pillars of respect, responsibility and rights.

On respect, it is expected that school members will exhibit behavior that shows respect for the rights, property and safety of themselves and the others. For responsibility, it's expected that school members will accept personal responsibility for their behavior in order to maintain a safe and productive learning environment. Concerning rights, the school members are expected to honour the rights of others through the process of learning and demonstrating appropriate behavior in the context of social responsibility (Nova Scotia 2001).

Woofford (1971) noted that the productivity in any organization is a function of how well employees perform their various tasks. This is a critical aspect given that school has various sections which require supervision for optimal productivity relating to academic excellence through effective curriculum implementation. The head teacher is the chief

executive of the school and therefore determines the extent to which the school attains its educational objectives (Mbiti, 1974; Dean, 1978).

According to Mbaabu (2004), the school heads are charged with the responsibility of supervising and harmonizing the roles of various groups among teachers and learners, including motivating teachers to achieve admirable academic performance. As such, it would be categorically prudent that the school code explicitly dictates what is expected of the learners as a matter of direct self contribution towards successful curriculum implementation. As outlined by Nova Scotia (2001), it is the duty of every student to:

- a) participate fully in learning opportunities,
- b) attend school regularly and punctually,
- c) contribute to an orderly and safe learning environment,
- d) respect the rights of others, and,
- e) Comply with the school discipline policies of the school and the school board.

In this way, it would be expected that every student shall be clear on the expectations of matters concerning duties and self responsibilities that build on team work and effective implementation of the curriculum. The student contribution towards attainment of child rights education is made tenable, enjoyable and enthusiastic when the expectations are documented in a simplified version of school rules and regulations which are then effectively communicated and understood by the learners.

2.7 Methodologies used in implementation of child rights education

There is the Chinese proverb which goes; “I hear and I forget, I see and I remember, I do and I understand.” It is against the background of its direct meaning that teachers have been left with the riddle of which strategy should be adopted for the teaching of which topic. However, educationists have engaged a common approach to the matter, leading to various findings that have highlighted a number of teaching strategies. The methodologies being considered here are therefore an investigation into the approaches that have been used in delivery of the child right education.

Teaching strategy implies the deliberate planning and organization of teaching- learning experiences and situations in the light of psychological and pedagogical principles with a view to achieving specific goals (Bishop 1985), in this case implementation of child right education objectives. Among other approaches, there is the age-old didactic method of the “jug and mug” which has been heavily criticized from as far as over 50 years ago by George Bernard Shaw, who in his book “Education and the Social Order” argued that: “Even a boy’s interest in mechanical devices can be killed by too much instruction.” It was on the same vein that Paulo Friere, the revolutionary Brazilian educator launched a blistering attack on the technique observing that it creates a relationship involving “a narrating subject (the teacher) and patient, listening objects (the students). The contents tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness.”

It is on the basis of such observations as above that methodology as a characteristic feature of education has to be investigated especially in view of emerging issues such as child right education; not just as a matter of change in what is to be taught but more so,

on how it is taught. It is important to note that all teaching strategies must pay adequate attention to such considerations as the content (nature of the subject, its structure, its peculiar realms of meaning and characteristic discipline or method); the nature of the pupil (in terms of age, maturity and background); objectives to be achieved; the teacher (capabilities, experience, specialities and interest); and, the facilities in the school (equipment, teaching aids, other teaching materials) or lack of them.

Accordingly, any teaching/learning strategy must take note of the following: the age and ability of the learner; motivation and interest; insightful learning (in which relationships and principles are more important than the facts); and, active involvement and participation. On the whole, a good strategy is one that emphasizes finding out, with the learners investigating and discovering facts for themselves, using their eyes, hands and brains. In this direction KIE (2012) has published a document indicating possible use of nine strategies for curriculum delivery in child right education namely; debates, public speaking, group work, role play, discussions, reading, speeches, case studies and use of resource persons.

It is envisaged that when these teaching strategies are tactfully used both singly and in combination (depending on circumstances), with professional insights, the triad engagement of the teacher, learner and content facilitates efficient and effective attainment of child right education objectives. Tabulation is provided at the end to show the recommended KIE (2012) demonstration of how this will be achieved.

2.8 Summary of literature review

The literature review has noted a numbers of issues which merit candid investigation in as far as child right education is concerned. To begin with, it would be interesting to

obtain valid data on learner perceptions and attitude concerning the commonly reported child abuse incidences, especially on insights of their contributions to the occurrences and how they can help eliminate the same.

The literature review also exposed the fact that a teacher is the pivotal unit around which the success of any curriculum implementation revolves. It's on this basis that a number of the cited publications have explicitly indicated that teacher qualification is of paramount concern if at all positive outcomes are to be achieved from curriculum implementation activities. Thus, appropriate and adequate training and retraining packages are necessities for enabling the teachers to remain relevant and able agents to handle emerging educational issues such as child right education.

It has also been documented in the literature that for proper and amicable implementation of any curriculum, availability of adequate resources is mandatory. In addition to adequate number of qualified teachers, it's necessary that there be sufficient physical and instructional facilities and materials for use in curriculum implementation. The literature also richly recorded that a suitable environment is necessary for desirable curriculum implementation; this explained the need for a comprehensive school code of conduct that provides a policy framework to aid discipline and effective curriculum delivery.

In the end, the literature outlined the fact that education as a field of study that helps to enrich the social order for humanity has concept and issues that are both important and dynamic. To achieve the envisaged benefits, effective learning must occur yet for that to happen, it's not only the quality of the content that matters but also how that content is effectively communicated and understood by the target learners. Thus, the most suitable,

affordable and available teaching/learning strategy needs to be employed for best returns in terms of behavior change.

2.9 Theoretical framework

The indications from literature review is such that child right education can be perceived as a new phenomenon (CRC 1990); therefore, its mainstreaming can also be declared a matter of curriculum innovation. Innovative and creative change has to be introduced by voluntary action and not by expert preaching or governmental decrees. Havelock (1969) identified 3 main models of innovation and one of them, “The Research Development and Diffusion (RDD) Model.” The model is preferred in this case because it has been proven to be the most effective where curriculum development has to be on a large scale, ideas have to reach geographically dispersed and isolated users and where those who will be implementing the changes (the teachers) are lacking in knowledge and expertise.

It’s important to note that RDD approach is highly suitable in this respect as it is a highly organized and rational approach to innovation, founded on a logical sequence of activities in the evolution and application of an innovation. The sequence involves basic research; field trials; mass production of prototypes; mass diffusion/dissemination activities (by courses, conferences, workshops); and, implementation of the innovation by the users in this case the schools, teachers and students.

The suitability is further enhanced by the fact this approach allows for massive involvement of the teachers in the conception, designing and prototype building. In this way, acceptance of the innovation by the core implementers is adequately enlisted at the preparatory stage, which is very critical for eventual success during implementation. The presence of sequential flow of events is another great positive feature in this model; this

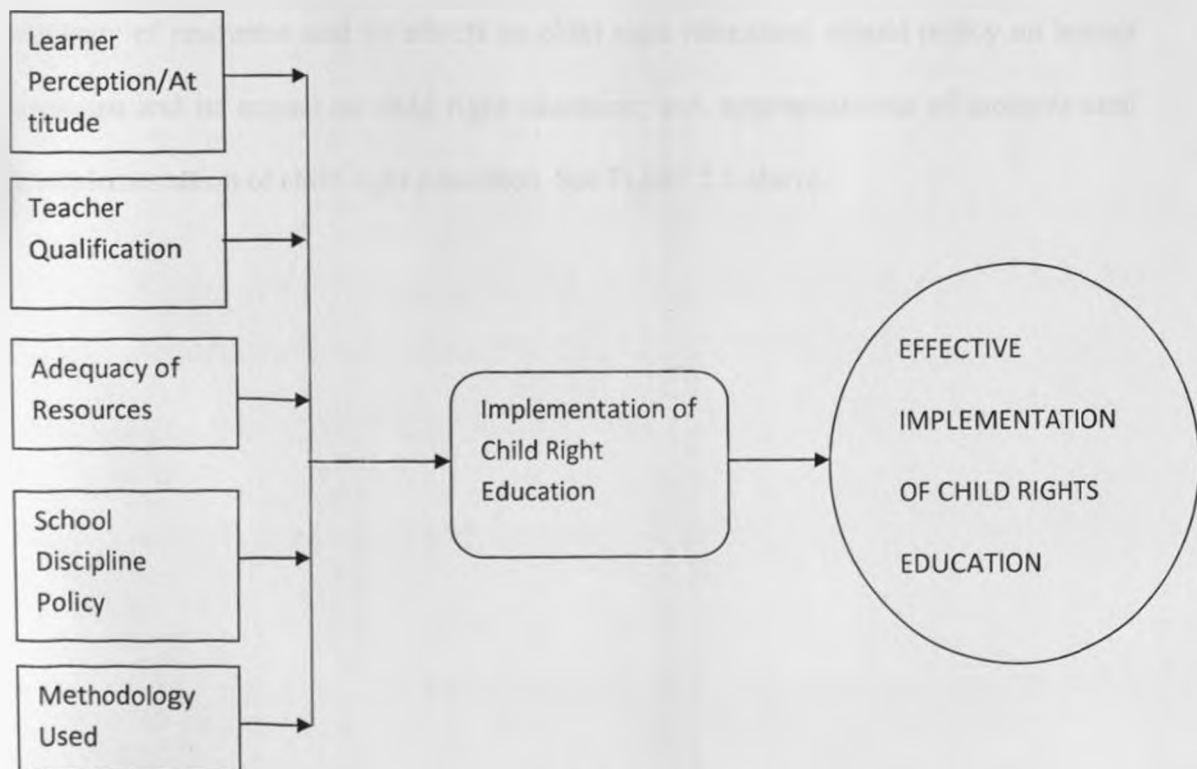
allows for ease of traceability in case something goes wrong and thus remedial measures can readily be construed and tested for corrective implementation.

During this study, the research would seek to determine the extent to which mass diffusion of the mass produced prototype materials have been effective in the field of implementation. Essentially, the awareness levels being gauged would then help inform the careful analysis of the overall impact of the entire child right education as currently undertaken at the user level.

2.10 The conceptual framework

The purpose of this study was to establish school factors influencing the implementation of child rights education in Athi River District.

Figure 2.1: Conceptual framework on child rights education.



The conceptual framework of this study was based on the fact that child rights education is a partial component of the numerous themes aimed at achieving the broad goals of education in Kenya. In this case, the researcher will be taking the ultimate outcome of child rights education as attainment of a responsible, self-conscious and patriotic individual citizen who is well prepared, willing and ready to participate in promoting peaceful co-existence and overall nation building in tandem with the national goals of education.

The variables in this case would be activities framed in the study objectives (as the independent variables) which through implementation programs lead to attainment of the desired goal as the dependent variable (in this case, the responsible and patriotic citizen).

The independent variables in this study are learner perception/attitude and how it influences child right education; impacts of teacher qualification on child right education; adequacy of resources and its effects on child right education; school policy on learner discipline and its impact on child right education; and, appropriateness of methods used in implementation of child right education. See Figure 2.1 above.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter details the research methodology used with insight into research design, target population, sampling, research instruments, data collection procedures and elements of data analysis procedures.

3.2 Research design

In this study, descriptive survey design was adopted. As defined by Sapsford (2007), survey research involved collection of quantified data from a population for identification or description of points that verify causal relationships. The design was suitable for this study because it exposed people's perceptions, beliefs and attitudes which were critically vital in achieving the intents of the research objectives. The design allowed for generalization of outcomes as it inherently provides for sample validity as will be explained in the next section.

3.3 Target population

According to Kothari (2004), all the units/items under the area of study together form the universe or population. The target population of this study included all the 22 secondary schools in Athi River District, with 22 head teachers, 130 teachers and 852 students (DEO's Office, Athi River, 2012). The sample was drawn from the population.

3.4 Sample size and sampling techniques

Kothari (2004) recorded that units/items selected (from the population) for actual inclusion in the research activities constitute the sample. Mugenda and Mugenda (2003) suggests that descriptive survey design samples obtained at not less than 10% of the

accessible population is sufficient for valid generalizations. In this case, the researcher engaged 11 of the 22 principal, making 52%. Eight teachers from each school participating, making a total of 88 teachers who represented 70% of 130 teachers population. And 23 students from each school making a total of 253 students who represent 30% of 852 students population.

To select the schools the researcher used simple random sampling techniques. The names of schools were written on small piece of paper which was folded and placed in a basket. The researcher mixed the folded papers before picking the required sample randomly. In simple random every individual had an equal chance of being included the sample and help select a small group that has many of the characteristics of the whole population(Mulusa 1990)

3.5 Research instruments

Data collection was done using a combination of approaches. There was use of questionnaires, scheduled interviews and use of secondary data from accessible documentations. Some respondents were requested for interview schedules while others were requested to provide certain documents as were accessible. According to Kumar (2005), a questionnaire is a set of standardized questions drawn to capture predetermined direction of responses in terms of what the results achieved are to be used for. It's a preferred approach because if well drawn, remains straight forward and less time consuming.

3.5.1 Principals' Questionnaire

This questionnaire contain questions which were respondent through filling blank spaces with all explanation it contains the demographic data of the principal and probe on issues

concerning teaching learning resources and materials, teachers preparedness and his attitude towards child rights education.

3.5.2 Teachers' Questionnaire

This questionnaire contained the demographic information of the teachers. It also contained questions on adequacy and utilization of resource materials and training of the teachers.

3.5.3 Students' Questionnaire

This questionnaire contained items on demographic information of the students. It also contained questions to get information on the student perception on child rights education adequacy of resources and methodology used in teaching child rights education.

3.5.4 Validity of instruments and pilot study

Any instrument used in research is purportedly measuring a certain aspect. According to Gomm (2008), instrument validity concerns the level of accuracy to which the particular instrument actually measures what it is meant to measure. In order to enhance instrument validity for the entire research outcome, the researcher conducted a pilot study to gauge the suitability of the instrument. This is critical because it gave a projection of content validity. Mugenda (2008) noted that content validity is a measure of the degree to which data collected using a particular tool represents a specific domain of indicators or content of a particular concept. As recommended by Orodho (2004), 1% of the entire sample size for pre-test purposes was used in the pilot test and improvements done.

3.5.5 Reliability of instruments

According to Best and Kahn (1980), a test is reliable to the extent that it measures what it purports to measure consistently. Reliability refers to precision, consistency and accuracy of the research instrument. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials.

In this study the questionnaire was administered during the pilot study to one group and then after one week it was re-administered to check the reliability of instruments. Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. The Alpha measures internal consistency by establishing if certain item measures the same construct. Nunnally (1978) established the Alpha value threshold at 0.6 against which the study was benchmarked. Cronbach Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results should the research be done later on. (Table 4.1) shows that all the scales were significant, having an Alpha above the prescribed threshold of 0.6. Attitude among students and staff had an Alpha of 0.904, teacher qualifications scale had an Alpha of 0.621, adequacy of available material resources had an Alpha of 0.651, school policy on discipline of learners had an Alpha of 0.734 and prevailing methods had an Alpha of 0.691. When all scales were combined, the Cronbach's Alpha became 0.720. These reliability levels indicate that the conclusions made based on the collected data are fairly objective and the repeatable.

Table 3. 1: Reliability Analysis

Scale	Cronbach Alpha	Item
Attitude among students and staff	0.904	4
Teacher qualifications	0.621	4
Adequacy of available material resources	0.651	3
School policy on discipline of learners	0.734	4
Prevailing methods	0.691	3
Average (All Scales)	0.720	18

3.6 Data collection and procedures

The researcher got an introduction letter from the University of Nairobi and a research permit from the National Council for Science and Technology. After this, the researcher booked an appointment with the sample schools through the principals to visit and administer the questionnaires. The researchers then visited each of the schools and administered the questionnaires herself. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. Finally, the researcher collected the filled-in questionnaires.

3.7 Data analysis techniques

Data collected was tabulated and collated for analysis. Quantitative data was analyzed using such descriptive statistics as percentages, frequencies, figures, tables and graphs. Qualitative data was analyzed through sequences, regularity and patterns of words and phrases for coding purposes, which can then be exposed to quantitative interpretations of frequencies and percentages.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.1 Introduction

The main objective of the study was to investigate school factors influencing implementation of child rights in secondary education in Athi River district, Kenya. The study was conducted in secondary schools in Athi River district, Kenya. Qualitative data was analyzed through quantitative analysis. Graphs, pie charts and tables were used to present the data.

4.2 Response Rate

The study targeted 352 respondents (11 principal, 88 teachers and 253 students) in collecting data with regard to establishing the school factors influencing implementation of child rights in secondary education. From the study, 305 respondents (11 principal, 71 teachers and 223 students) out of the 352 sample respondents filled-in and returned the questionnaires making a response rate of 86.6%. This reasonable response rate was achieved after the researcher made physical visits to remind the respondent to fill-in and return the questionnaires.

4.3 Demographic Information

The research sought to obtain the demographic details of the respondents in order to allow for any trend analysis that may be associated with the demographic factors in terms of gender, age, educational levels and professional experience.

4.3.1 Gender of respondents

The study is framed within the confines of the operating legal framework in constitution and gender mainstreaming in education, and also, determine any influences on child right education that may be associated with gender as a factor. The table below shows the results.

Table 4.1 Gender of the respondents

Gender	Principals		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	3	27	39	54.9	73	32.7
Male	8	73	32	45.1	150	67.3
Total	11	100	71	100	223	100

From Table 4.2 above, regarding gender of the respondents, 73% of the principals were male while 27% were female, depicting a near-achievement of the policy expectation. For the teachers, 54.9% were female while 45.1% were male, which meets the policy of each gender constituting not less than 30% representation. For students

4.3.2 Length of service for Principals

The study sought to appreciate the contribution of the experience attained by the school administrators as a possible factor that influences the implementation of child rights education. The aspect was interrogated by creating age-bands along which the principals' ages were grouped as shown in the table below.

Table 4.2: Period the respondents had served as Principal

Period of service	Frequency	Percent
Below 5 years	5	45.4
6 – 10years	2	18.2
11-15 Years	2	18.2
16 – 20 years	1	9.1
21 Year and above	1	9.1
Total	11	100

Concerning the period the respondents had served as principal. As can be observed from the results above, almost half (45.4%) of the principals are fairly less experienced in the service as administrators. This can be attributed to the fact that the district was created recently and may not have attracted very senior administrators. This may be interpreted to mean that the impact of influence arising out of long experience of the principal as administrators of the child right education implementation could be rather average, that is in terms of familiarity with the challenges facing child rights education in their schools.

4.3.3: Level of education for the principals and teachers

It is an established fact that a teacher should have authority over the content to be taught and at best possess appropriate techniques for dissemination of the content with positive demeanor for successful delivery. This study sought to establish the existing teacher qualifications and to establish how such qualifications influence or impact on the implementation of the child rights education. The study determined the highest level of education of the respondents and how this may affect the delivery and administration of child rights education. The results are in the table below.

Table 43: Highest level of education

Level of education	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
PhD	1	9	0	0
Master of Education	3	27	3	4.2
Bachelor of Education	7	64	53	74.6
Diploma	0	0	11	15.5
Certificate	0	0	3	4.2
A level	0	0	1	1.4
Total	11	100	71	100

From the findings illustrated in the table above, 64% of the principals had Bachelor of Education, 27% had masters and 9% had a PhD. In addition, 74.6% of the teachers had a Bachelor of Education and 15.5% had a diploma (Table 4.4). With these high levels of education, the respondents are expected to be familiar with child rights education issues.

4.3.4: Age of the respondents

The age of respondents is a factor that may influence awareness, perception and overall outcome in the implementation of the child rights education. The table below shows the age of the respondents sampled.

Table 4 4: Age of the respondents

Age	Teachers		Students		
	Frequency	Percent	Age	Frequency	Percent
31-40 Years	21	52.1	13 – 15 years	50	22.4
51-60 Years	4	5.6	16 – 18 years	150	67.3
20-30 Years	37	29.6	Above 18 years	23	10.3
41-50 Years	9	12.7			
Total	71	100	Total	223	100

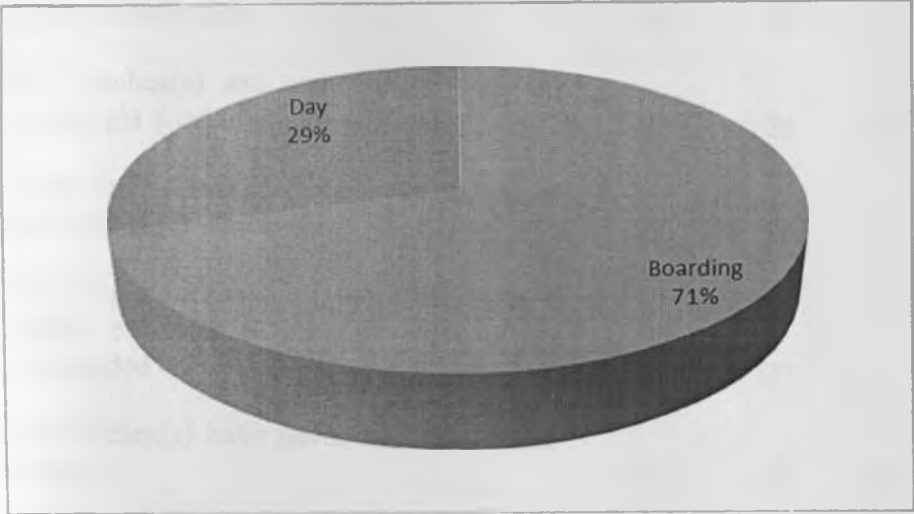
Regarding the age of the respondents, 29.6% of the teachers were aged 20-30 years, 52.1% were aged 31-40 years, 12.7% were aged 41-50 years and 5.6% were aged 51-60 years. Thus, there existed adequate variation in terms of age the teachers and therefore the effects associated with age would be fairly distributed in the overall impact upon child rights implementation outcome. For students, 22.4% were aged 13-15 years, 67.3%

were aged 16-18 years, while 10.3% were aged above 18 years (Table 4.5). This implies that most of the students were middle age and most probably are in a position to understand issues associated with child rights education and how to mitigate any challenges.

Figure 4.1: Students' type of school

The schools used in the sampling frame were assessed in terms of being day or boarding; this was aimed at exposing the differences that may be associated with the aspects of restricted interaction of boarding approach versus maximum interactions through day school mode, and, how this impacts on child rights education. The outcome is given below.

4.3.5 Type of school



Regarding the type of schools sampled, 71% of the students were in boarding school and 29% were in day school (Figure 4.1 above) depicting that majority of the student respondents spend more time in school than at home; however, both approaches were

represented in the survey and experiences associated with each of them and how they affect implementation of child rights education has been captured.

4.4 Adequacy of material resources

The quality and quantity of teaching and learning material resources greatly impact on the effectiveness of the methodology and content delivery. During this study, the adequacy and appropriateness of the resources was inquired upon and the result is tabulated below in tables 4.6, 4.7, 4.8, 4.9 and figures 4.2, 4.3, 4.4 and 4.5.

Table 4 5: Teaching-Learning Resources and Materials

	strongly Disagree	Disagree	unde cided	Agree	strongly agree
There are many child rights reference book, and materials in my school to implement the child rights education	18	36	9	36	0
There are audio visuals for teaching child rights in my school	18	36	9	36	0
My teacher(s) are comfortable with the child right workload in the school	9	36	18	27	9
There are no enough teachers to implement the child right education	18	36	9	27	9
Our implementation of the child right is below expectation because teachers are overloaded	18	27	0	46	9
My teacher(s) have never any child rights training	9	27	18	46	0
My teacher(s) have attended very many child rights trainings which were very well facilitated	18	64	18	0	0
I have never heard of any child right training	18	55	9	18	0

The findings showed that the up to 63% of the principals were not satisfied with the amount of teaching –learning materials provided; this inadequacy most likely impacts negatively on the implementation of the child rights education curriculum. From the table, it can be observed that 82% of the principals stated that they have never heard of any child rights training programs and therefore they have not attended any such events. 63% of the principals sampled also expressed that their teachers are generally uncomfortable with the workload assigned to them on matters of child rights education.

Eshiwani (1983) observed that schools which had adequate facilities like library, laboratory and electricity performed well while those with inadequate facilities performed poorly. On that basis and from the tabulated results, it can be stated that there is general inadequate training and preparedness among the principals and their teachers for handling the emerging issues and sometimes strange demands of the youth due to global innovations and the huge impact of the technological revolution currently driving the global village. This may have negative impact on the implementation of the child rights education thereby hindering achievement of the desired goals.

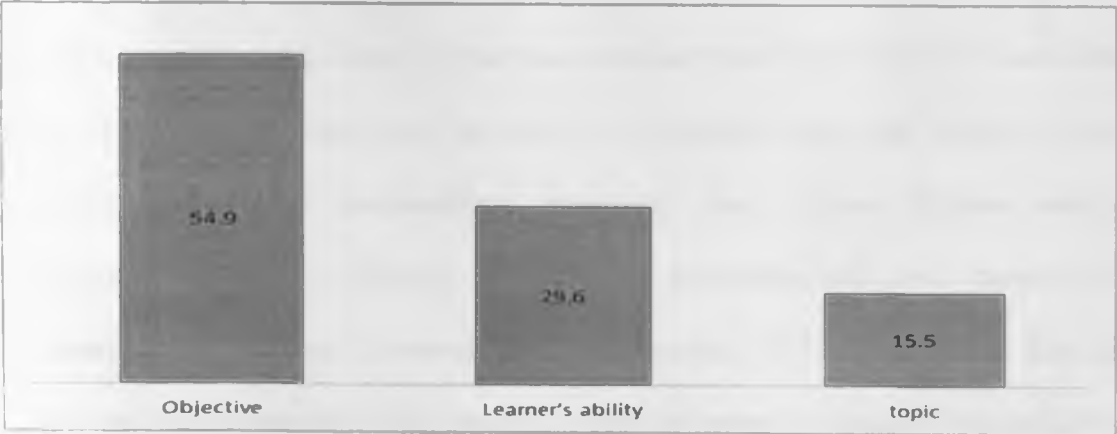
Table 4. 6 Teachers rating on adequacy of teaching/learning resources

Resource	Adequate	Inadequate
Textbooks	50.7	49.3
Chalkboards	100	0
Audio-visual resources	0	100

According to the findings, teachers rated chalkboards and textbooks as adequate. In addition, the teachers rated audio-visual resources as inadequate. On the same vein, Bishop (1985) noted that one of the fundamentals to the success of curriculum improvement is the preparation of suitable textbooks, teacher's guides and other teaching and learning materials. It may therefore be expected that availability of relevant child rights text books impacts positively on implementation of child rights education.

Furthermore, all the teachers sampled indicated that the text books used in the school were the ones recommended by KIE. According to Oluoch (1982), schools and colleges should embark on curriculum implementation after obtaining necessary facilities and equipment such as classrooms, desks/seats, laboratories, workshops and playing fields among others. From these results, the schools in this district depend on KIE recommended text books for curriculum implementation.

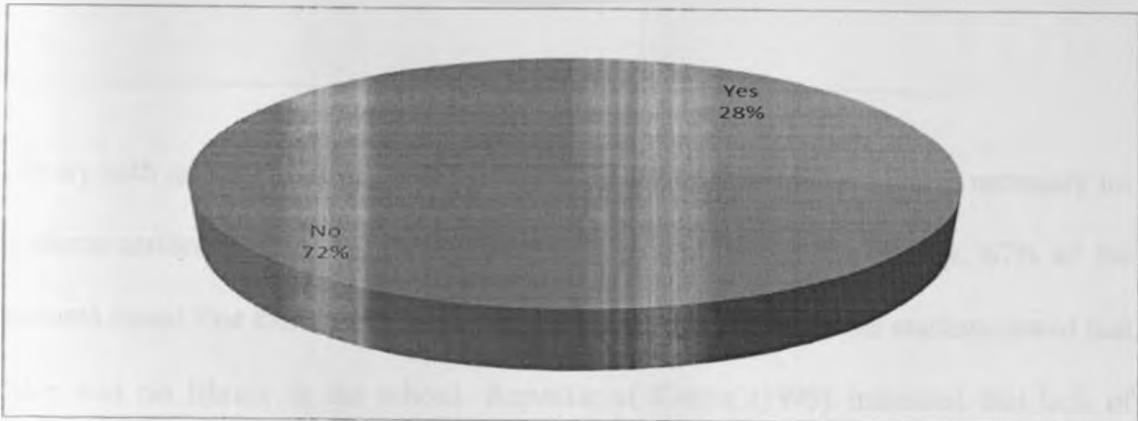
Figure 4. 2: Criteria used to select child right teaching/learning resource



The study sought to find out the criteria used to select child right teaching/learning resource. According to the findings, 54.9% of the teachers stated that the criteria used to select child right teaching/learning resource was objective, 29.6% of the teachers stated

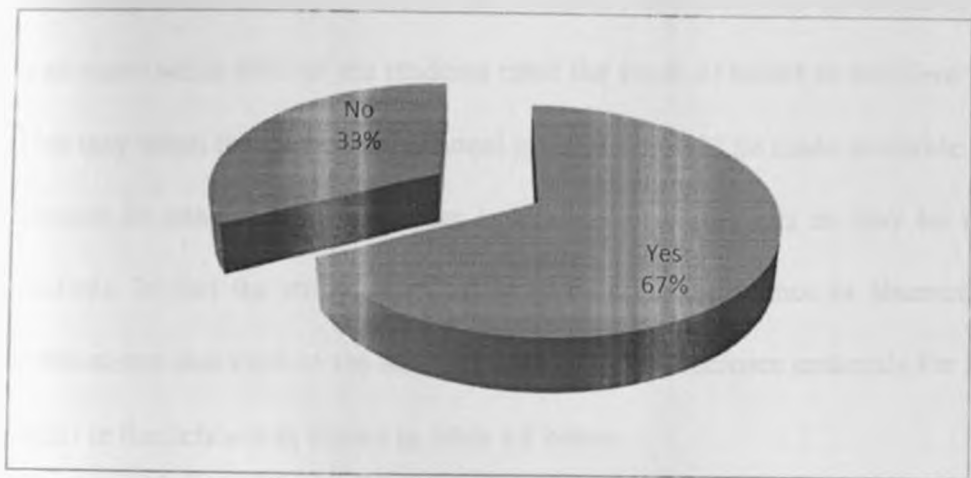
that the criteria used to select child right teaching/learning resource was learner's ability and 15.5% of the teachers stated that the criteria used to select child right teaching/learning resource was topic. These results indicate that curriculum implementation in the schools are more driven by the set objectives rather than being child centred.

Figure 4. 3: Teacher perception on adequacy of child right reference books



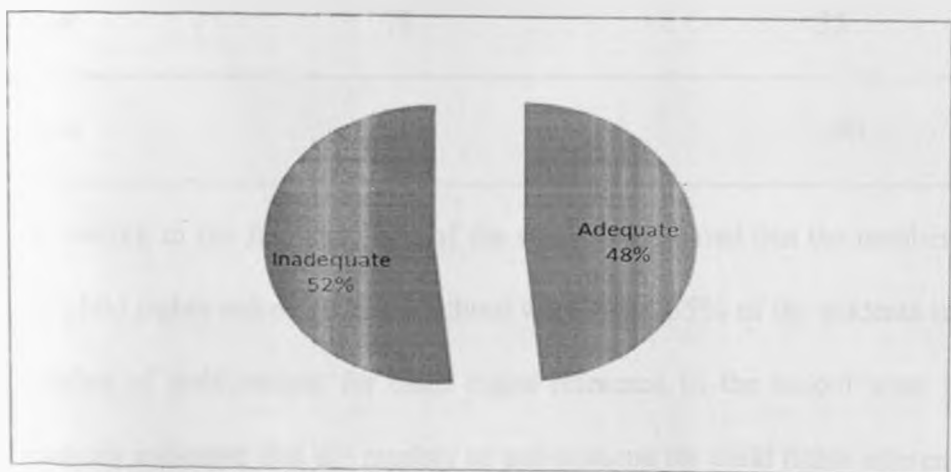
On the issue of the school having adequate child right reference books, 72% of the teachers stated that the school did not have adequate child right reference books while 28% of the teachers stated that the school had adequate child right reference books. Various studies have independently established that physical facilities such as classrooms, laboratories, libraries, electricity and desks/seats had direct impact on the performance of learners (Eshiwani, 1983; Mwamenda, 1987; Ayoo, 2000). This may imply that inadequate child right text books may be impacting negatively on child right curriculum implementation in the district.

Figure 4. 4: Existence of School Library



Library with adequate and relevant materials / books is one of the resources necessary for implementation of child right curriculum. On availability of the library, 67% of the students stated that there was a library in the school while 33% of the students stated that there was no library in the school. Republic of Kenya (1999) indicated that lack of libraries was responsible for declining standards in English while lack of laboratory equipment had affected standards in performance of sciences. In the same strength, lack of libraries in the schools could also be affecting child right curriculum implementation.

Figure 4.5: Students rating of books in the library



The study sought to find out how students rated the stock of books in the library. According to the findings, 52% of the students rated the stock of books in the library as inadequate while 48% of the students rated the stock of books in the library as adequate. This may mean that perhaps additional materials should be made available in the schools libraries to enable adequate access to the learning materials as may be needed by the students. In fact the study went further to determine presence or absence of the actual publications that exist in the schools as a matter of reference materials for issues of child rights in the schools as shown in table 4.8 below.

Table 4.7: Awareness on publications for child rights reference in the school

No. publications	Frequency	Percent
None	16	7
One	19	9
Two	20	9
Three	90	40
Four	78	35
Total	223	100

According to the findings, 40% of the students indicated that the number of publications for child rights reference in the school were three, 35% of the students indicated that the number of publications for child rights reference in the school were four, 9% of the students indicated that the number of publications for child rights reference in the school

were one and two and 7% of the students indicated that the number of titles for child rights reference in the school were none.

4.5 Attitude among students and staff towards implementation of child rights

In psychological reasoning, attitude is a very critical aspect that influences interactions between person and person or person and an object or a concept. The study considered the impacts of student and staff attitudes on implementation of child rights education; the results are in tables 4.9 and 4.10 below.

Table 4.8: View of the principals on child rights education

Statements	Strongly Disagree	Disagree	undecided	Agree	strongly agree
Child rights education is an important education in secondary school curriculum.	0	0	0	46	55
Teaching child rights is boring.	18	64	0	9	9
The child rights education is overloading syllabus.	18	36	0	46	0
Given a chance, my teachers would opt for the other teaching content instead of teaching child rights.	9	36	9	36	9

The study sought to find out the general view of the principals on child rights education. According to the findings, the principals strongly agreed that child rights education is an important education in secondary school curriculum. In addition, the principals were undecided if given a chance, their teachers would opt for the other teaching content

instead of teaching child rights and the child rights education was overloading syllabus. More over, the principals disagreed that teaching child rights was boring. Goldstein (1980) and Nyaguthi (2008) recorded that perception and attitudes are mental images that individuals have about their surroundings, therefore the teachers and principals need to have a positive attitude to enhance effective implementation of child rights education.

Table 4. 9 Students' attitudes towards child rights education

Statement	strongly		Undecided	Disagree	Strongly
	agree	agree			disagree
Enjoy learning child right education	46	35	9	9	1
I find child right easy	22	28	31	16	4
I like child right lessons	48	30	13	9	1

The study sought to find out the level that best represented the students' attitudes. In general, the student attitude towards child rights education is positive. According to the findings, the students agreed that they enjoyed learning child right education (81%), they liked child right lessons (78%) and they found child right easy (50%). When denunciations occur (which is a minority of cases), It may be necessary for further investigation to be done so as to illuminate the underlying concerns. Under extreme circumstances, administrators may explore disciplinary sanctions against teachers have been applied such as suspension though penal prosecution remains rare (Ruto 2009).

4.6 Involvement of principal in teaching and the contribution of teacher training in child rights education

The principals are operationally involved in administration of the schools though they are basically teachers as per the employer's engagement. It is vital that the involvement of the principals in the actual teaching is understood alongside the likely influence that it may have concerning their effectiveness in managing the implementation of the curriculum. The above variable was assessed together with the likelihood of teacher initial training as a significant factor influencing the effectiveness of delivery content in the child rights education. The results have been presented in table 4.11, 4.12 and figures 4.6, 4.7 and 4.8 below.

Table 4.10: Subjects taught by the principals

	Frequency	Percent
Agriculture	1	9
bio/geo	1	9
Biology	1	9
Business	1	9
chem/bio	1	9
CRE	1	9
English	1	9
hist/kis	1	9
Maths	1	9
Physics	1	9
Total	11	100

From the findings, the principals taught different subjects with a few teaching a combination of two subjects. Given that the principals teach varied and basically all the subjects, it would be prudent to assume that whatever the dimensions of child rights that may be diversely carried in the various subjects have been realized by the principals. As

such, it can be assumed that the principals by sharing information in their forum are able to share experiences and learning to enable them institute improvements in the child rights education arena. It was further assumed that it would be of great importance that the principals teach direct aspects of child rights for enhanced administrative fitness through experiential improvements, as shown in table 4.12 below.

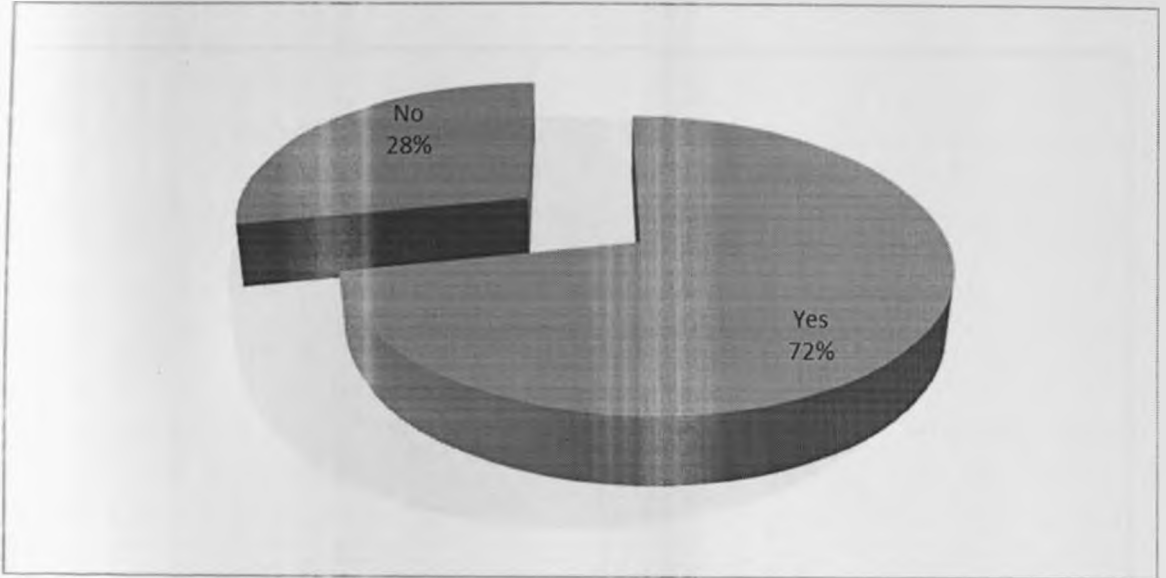
Table 4.11: Involvement of principals in teaching child rights

	Frequency	Percent
Yes	6	55
No	5	45
Total	11	100

The study found out that some of the principals had been involved in teaching child rights. According to the findings, 66% of the principals had been involved in teaching child rights while 45% had not. The direct involvement of the principals in teaching child rights can be of immense importance because it would enable them to accurately determine how much time, resources and manpower in terms of quality and quantity, which would need to be dedicated for effective delivery to attain the desired objectives. The large number of those not teaching child rights (or put differently, the narrow gap that exists between those who actually teach child rights and those who do not) may be seen as an aspect requiring immediate intervention so as to cause the administrative harmony which very essential for informing uniform policy operations and reviews. As to

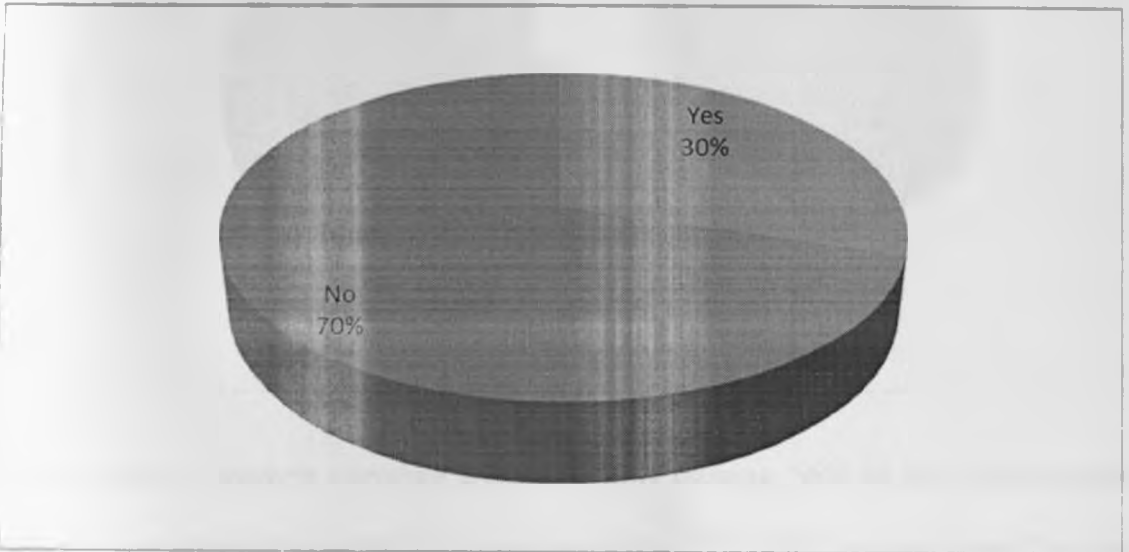
whether teachers have attended training and whether the teacher's initial training was essential is shown in figures 4.6 and 4.7 below.

Figure4.6: Initial teacher training for child rights education



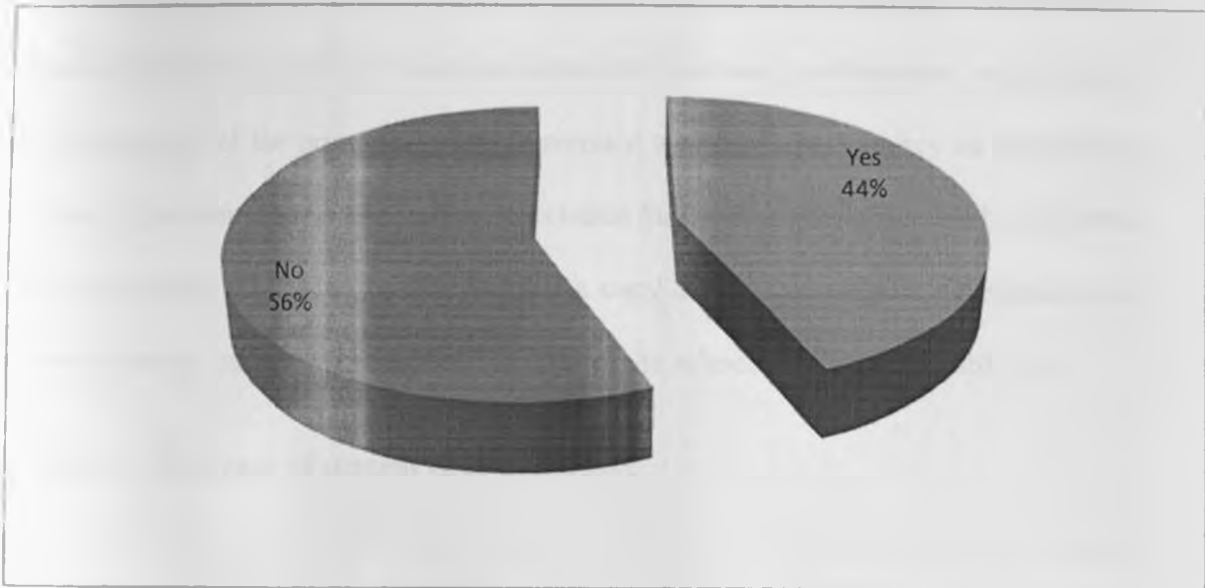
As noted by Oluoch (1982), teacher training remains a vital component for building teacher qualifications by equipping them with the necessary skills to match the curriculum requirements. From above, on teachers professional preparedness, 72% of the teachers indicated that their initial professional training prepared them adequately to teach child rights while 28% of the teachers indicated that their initial professional training did not prepare them adequately. Bull and Jonathan (1987) recorded that the teacher arranges the learning scenario in ways that enable the efficient and effective learning; and that the attitude of teachers towards the implementation of the curriculum is positively changed if they are involved in the curriculum planning, due to the fact that this makes them own the process and pursuit of its goals.

Figure 4.7: Teachers responses on training for skill enhancement



The study sought to find out if teachers attended any training courses for general skill enhancement. According to the findings, 70% of the teachers stated that they had not attended the training courses while 30% of the teachers stated that they had attended the training courses. Fullan (1971) observed that there is a connection between expectations of teachers and time available generally. According to Fullan, teachers require time to interact with peers, attend to seminars/workshops and undertake in-service trainings. Some of these trainings and seminars/workshops should be on matters of child rights so as to sharpen the teachers' preparedness, willingness and overall interest in child rights education. This would enhance effectiveness of the entire implementation of curriculum delivery expectations.

Figure 4.6: Teacher training and provision of skills on child rights



On the issue of teachers attending any child rights training, 56% of the teachers stated they had not attended any child rights training while 44% of the teachers stated they had attended child rights training. This low level of training on child right for teachers may have negative impact on implementation of child rights education.

4.7 School policy effects on child right education

The context of child rights education is a critical matter that encompasses several stakeholders, due to which it has been positions as one of the aspects that must be driven by clear legal, institutional and policy frameworks. The study therefore obtained information on the presence, awareness and utilization of the policy instrument in schools concerning child rights education. The principals were found to be conversant with the policy governing child rights in school especially with respect to issues of discipline.

According to Mbaabu (2004), the school heads are charged with the responsibility of supervising and harmonizing the roles of various groups among teachers and learners, including motivating teachers to achieve admirable academic performance. According to the findings, all of the principals were conversant with the school policy in disciplining learners, a position that reinforces the expectation that child rights goals can be achieved. This was further reinforced by the fact that a copy of the student code of conduct as a matter of policy instrument was found in most of the schools, as shown in table 4.14.

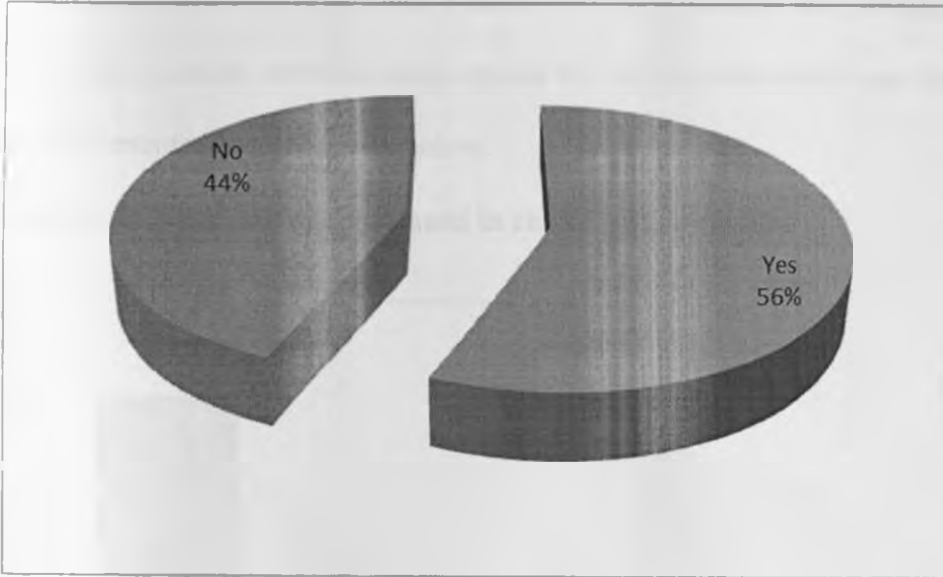
Table 4.12: Presence of student code of conduct

Response	Frequency	Percent
Yes	8	73
No	3	27
Total	11	100

According to the findings, 73% of the respondents had a copy of the student's code of conduct while 27% did not have a copy. The head teacher is the chief executive of the school and therefore determines the extent to which the school attains its educational objectives (Mbiti, 1974; Dean, 1978). One of the tools for use towards that objective is the school rules and regulations, which are usually in tandem with the ministry of education guidelines as per the Education Act. Therefore every school should have sufficient copies of this important basic policy instrument.

On the same vein therefore, it matters that even all the teachers need to demonstrate high degree of awareness on matters of policy and especially critical aspects like discipline. This aspect was pursued and determined to be as shown in figure 4.9 below.

Figure 4.7: Teachers awareness on the school policy on discipline of learners

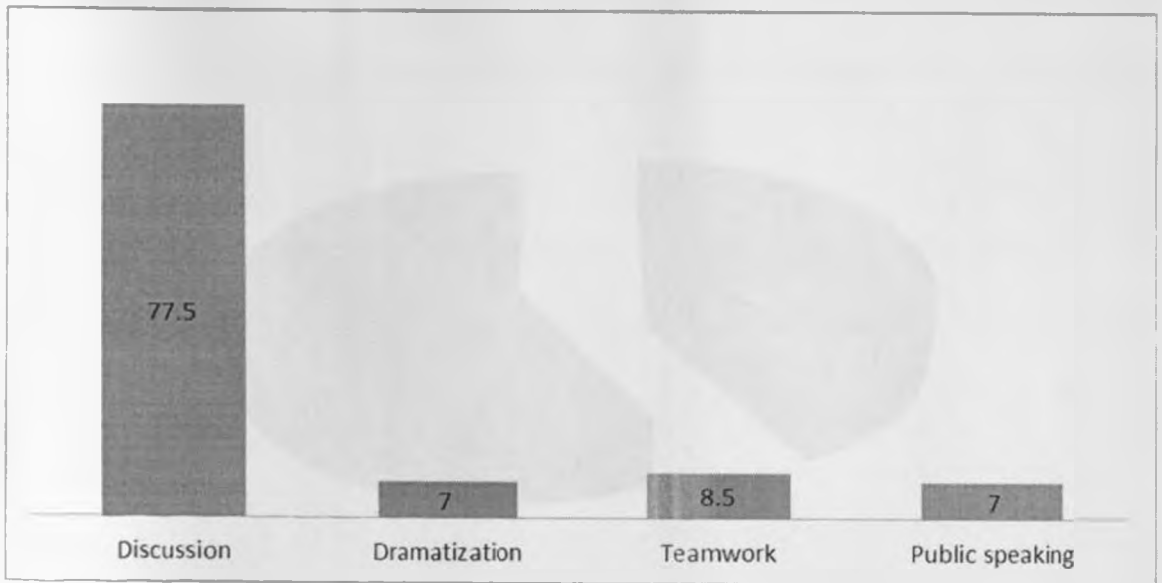


The study sought to find out if the teachers were conversant with the school policy on disciplining learners. According to the findings, 56% of the teachers indicated that the teachers were conversant with the school policy on disciplining learners while 44% of the teachers indicated that the teachers were not conversant with the school policy on disciplining learners. Concerning rights, the school members are expected to honour the rights of others through the process of learning and demonstrating appropriate behavior in the context of social responsibility (Nova Scotia 2001). The relatively high percentage of teachers who are not conversant with schools' policy on disciplining learners may be attributed to low child rights curriculum education implementation in the schools.

4.8 Dominant methods used in teaching child rights

Teaching strategy implies the deliberate planning and organization of teaching- learning experiences and situations in the light of psychological and pedagogical principles with a view to achieving specific goals (Bishop 1985). To effectively implement the child rights, the teachers need to be adequately trained in terms of content and pedagogy. During this study, the teaching methods being applied by the implementers were assessed and the results presented as in figure 10 below.

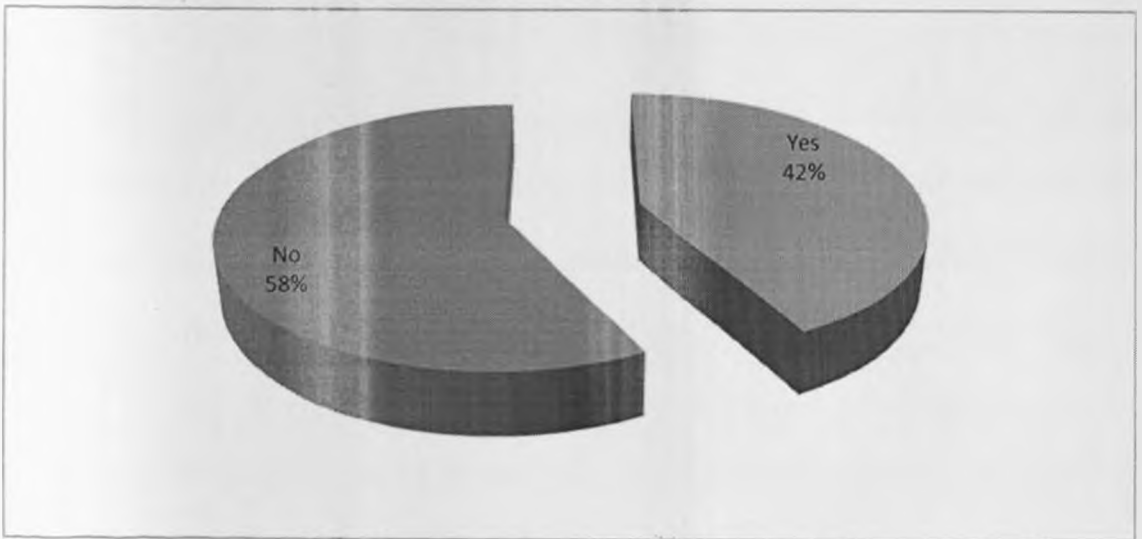
Figure 4.8: Teaching methods used in child right education



From current literature, KIE (2012) has published a document indicating possible use of nine strategies for curriculum delivery in child right education, namely; debates, public speaking, group work, role play, discussions, reading, speeches, case studies and use of resource persons. However, during this study, only four approaches appeared to dominate the daily applications by the teachers covered in the sampling frame. From the findings, 77.5% of the teachers indicated that they applied discussion, 8.5% of the

teachers indicated that they applied team work, 7% of the teachers indicated that they applied dramatization while another 7% stated that they use public speaking in teaching child right education. In this respect, it may matter that utilization of the other methods be given trial or reasons why they are not commonly used be investigated. Whichever the method adopted for application, it may also matter that adequate time be allocated for effective delivery. In this study the appropriateness of the time allocated was also examined and the outcome was reported as shown in figure 4.11 below.

Figure 4.9: Teachers response on appropriateness of time allocated for child rights education



From the findings, 58% of the teachers stated that the time allocated to child right education was not adequate to enable the teachers cover the syllabus before examination time while 42% stated that the time allocated to child right education was adequate to enable the teachers cover the syllabus before examination time. This finding may also point to one of the causes for low child right curriculum implementation in the district as

inadequate syllabus coverage. It would therefore be vital that adequate time be allocated for effective implementation of child right education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations based on the objectives of the study. The main objective of this study was to investigate school factors influencing implementation of child rights in secondary schools in Athi River district, Kenya.

5.2 Summary of the study

The purpose of the study was to establish and assess the school factors influencing implementation of child rights in secondary education in Athi River district. This study on effective implementation of child rights in secondary education was guided by the key objectives, namely; to assess the prevailing attitude among students and staff; to establish teachers qualification and related influences; to evaluate adequacy of materials resources required for implementation; to ascertain existence of school policy on discipline of learners and the extent of its effectiveness; and, to determine the dominant methods used in the implementation of child rights education.

During the study, a literature review was conducted, which revealed that there still exist a lot of ground to be covered in terms of awareness among staff and students. In addition, it emerged that teacher preparedness through initial training and refresher in-service trainings are important aspects for enhancing effective implementation of child rights education. The literature highlighted that there exists a strong relationship between adequacy of material resources alongside teacher qualification and the effectiveness of

instruction delivery in implementation of child rights education. The literature review also indicated that there are various teaching methods namely; debates, public speaking, group work, role play, discussions, reading, speeches, case studies and use of resource persons.

The methodology used for the study involved descriptive research design, with a well defined target population. Stratified random technique sampling was used covering geographical location of schools (boys/girls; different divisions; boarding/day), principals as administrators, teachers (as implementers) and students (as the subjects). The research instruments were different sets of questionnaires (for the principals, teachers and students). Data collection was done by physical administration of the questionnaires. The data obtained was collated and analysis done using both qualitative and quantitative approaches. The results were presented using pie charts, bar graphs and tables with brief explanations of the relevant interpretations.

5.3 Summary of the findings

5.3.1 Attitude among students and staff towards the implementation of child rights education

The study found out that the students were basically happy and interested in the content and participation in child rights education. The teachers depicted a positive attitude towards promotion of child rights education though they expressed some level of displeasure at the poor preparedness from their initial training and they are willing to be given better trainings. They felt that the workload due to the child rights education is heavy in view of poor preparedness and this negatively impacts on their attitude in

general. The principals expressed a lot of optimism in the virtues of inherent in proper implementation of child rights education; this positive attitude can be built on by the policy drivers to entrench the inherent benefits and sustain the gains associated with child rights education.

5.3.2 Teacher qualifications

The study found out that the principals taught different subjects with a few teaching a combination of two subjects. All the principals have at least a basic degree qualification putting them at suitable intellectual positions to manage the issues involved. About 95% of the teachers possess at least a diploma qualification and this can be a good indication of the required intellectual fitness for handling the issues in child rights education. It also emerged that there exist a serious need for intensive refresher trainings to enable the teachers keep abreast with the current and emerging dynamics in child rights, for effective implementation. In this way, teacher skills would be favourably up-graded.

5.3.3 Adequacy of material resources

The study found out that the principals generally concurred that the available teaching and reference materials are not adequate for the effective implementation of child rights education. The study outcome indicated or reported a general position that their teachers were not impressed with what they consider as overloaded work due to child right education given that the teachers are not enough and that they are not adequately trained for the tasks. The insufficiency of available material resources for use by the teachers for effective handling of the pertinent issues herein remains a certain area of concern for remedial attention.

5.2.4 Presence and effectiveness of policy in school

The study found out that the principals were aware of the fact that there is need for a policy position in a documented version and majority of the principals showed their actual copies of the policy instruments. They indicated that they had created some level of awareness on the existence of the policy documents to the teachers and students. It was significant to note that some teachers were not conversant contents of the policy instrument on matters of disciplining learners. There would be a risk associated with such a gap and the research results can be used as a validating point for instituting corrective actions. The areas where the policy exists and users were aware of its presence indicated an admirable effectiveness in its utilization for implementing child rights education. In such places, the students also confirmed awareness of the students code of conduct and regulations as a matter of policy.

5.2.5 Dominant methods used in teaching child rights education

The study found out that there are about nine approaches to curriculum delivery that can be used in this case, including debate, public speaking, group work, role play, discussions, reading, speeches, case studies and use of resource persons. However, only four of these have been prominently used, thus, discussion, group work, role play and public speaking. It may be important to investigate why the other methods have not been commonly used and whether the ones dominantly used are necessarily the best in the circumstances.

5.3 Conclusions

The study concludes that teachers had not attended enough child rights trainings and may not have had adequate initial training preparedness for the tasks at hand. Chalkboards and textbooks were adequate. Audio-visual resources were inadequate. The textbooks used in the school were the ones recommended by KIE. The criteria used to select child right teaching/learning resource included the objective, learner's ability and topic. The schools did not have adequate child right reference books. There were libraries in the schools. Stock of books in the library was inadequate. The ratio of textbook in the school was 1:2.

The study concludes that child rights education is important in secondary school curriculum. Teaching child rights was not boring. The students enjoyed learning child right education, they liked child right lessons and they found child right easy.

The study concludes that principals taught different subjects with a few teaching a combination of two subjects. Initial professional training of teachers prepared them adequately to teach child right. The teachers had not attended the training courses or child rights training.

The study concludes that the principals had been involved in teaching child rights. Principals and teachers were conversant with the school policy in disciplining learners. Teachers had a copy of the student's code of conduct.

The study concludes that teachers were not adequately trained to implement the child right education. Teachers applied discussion in teaching child right education. The time allocated to child right education was not adequate to enable the teachers cover the syllabus before examination time.

5.4 Recommendations

The study recommends the following:

- a) The ministry of education should ensure that principals and teachers are exposed to more relevant, current and regular child rights trainings, which are competently facilitated to ensure that the teachers and principals are kept abreast with the current and emerging trends.
- b) Principals and BOG should ensure that there are adequate physical facilities to facilitate teaching of child rights. They should also ensure that textbooks used in the school are adequate, relevant and current.
- c) Education administrators should emphasize child rights education implementation with much focus to the educational goal it should be achieving.
- e) The curriculum developers and implementers should combine efforts to generate methods which make the subject of child rights more enjoyable to the learners.
- f) The curriculum developers should ensure that the initial professional training of teachers prepare them adequately to handle matters of child right education amicably.
- g) All teachers should have a copy of the student's code of conduct and principals should ensure that all teachers and students are conversant with the school rules and regulations as well as the student code of conduct.

5.5 Suggestions for further research

The following suggestions for further research were made:

- i) A similar study should be carried out in other districts to elicit information for comparison hence findings can be generalized for the whole country
- ii) A comparative research to be conducted in primary schools among the teachers and pupils to determine their attitudes to child rights education

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO RESPONDENTS

Pamela Auma Amimo

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 30197 – 0200

Nairobi.

The respondents

RE: SCHOOL FACTORS INFLUENCING THE IMPLEMENTATION OF CHILD RIGHTS EDUCATION IN SECONDARY SCHOOLS IN ATHI RIVER DISTRICT.

I am a post graduate student at the University of Nairobi pursuing a master of education degree in curriculum studies. I am conducting research on the above topic. I am kindly requesting you to respond to the questionnaire attached as honestly as possible. The questionnaire is meant for this research only and the response given will be treated with utmost confidentiality. To ensure this, no name of the respondent or institution will be written on the questionnaire.

I look forward to your honest participation.

Thank you in anticipation

Yours faithfully

Pamela Auma Amimo

APPENDIX II

PRINCIPAL'S QUESTIONNAIRE

This questionnaire is designed to gather data about school factors influencing implementation of child rights education in Athi River district. The information provided will be treated with confidentiality and is only meant for this research. Please answer each question by putting a tick or filling in the blank spaces where applicable

SECTION A: PERSONAL INFORMATION

For the following questions, please tick your responses in the space provided

1. Indicate your gender: Female Male

2. How long have you served as Principal

Below 5 Years 6-10 Years 11-15 Years 16-20 Years 21 yrs- above

3. Please indicate your highest level of education

PhD Master of Education Bachelor of Education Diploma
Certificate

SECTION B:

Below are statements that require you to indicate your level of agreement or disagreement with the view expressed. Read each statement carefully and then (tick ✓) whether you strongly Disagree (SD) Disagree (D) Undecided (U) Agree (A) or strongly agree (SA)

No	General view on child rights education	SD	D	U	A	SA
1	Child rights education is an important education in secondary school curriculum					
2	Teaching child rights is boring					
3	The child rights education is overloading syllabus					
4	Given a chance, my teachers would opt for the other teaching content instead of teaching child rights					
	TEACHING-LEARNING RESOURCES AND MATERIALS					
5	There are many child rights reference book, and materials in my school to implement the child rights education					
6	There are audio visuals for teaching child rights in my school					
7	My teacher(s) are comfortable with the child right workload in the school					
8	There are no enough teachers to implement the child right education					
9	Our implementation of the child right is below expectation because teachers are overloaded					
	TEACHER PREPAREDNESS					
10	My teacher(s) have never any child rights training					
11	My teacher(s) have attended very many child rights trainings which were very well facilitated					
12	I have never heard of any child right training					
13	My teacher(s) were adequately trained to implement the child right curriculum					
14	My teacher(s) were not adequately trained to implement the child right education					
15	The child rights training attended by my teacher(s) have adequately prepared them to handle the child right education					

SECTION C

1. (a) Which subject do you teach?

(b) Have you been involved in teaching child rights? Yes No

2. What preparation if any has the school made to implement child rights education?
.....

3. With reference to teaching child rights education in your school, what is your opinion of the learner's perception/attitude towards child rights education
.....

4. Are you conversant with the school policy in disciplining learners?
Yes No

5. Do you have a copy of the student's code of conduct?
Yes No

6. What implication has the students code of conduct had on implementing child rights education in secondary school?
.....

Thank you for the co-operation and assistance given

APPENDIX III

TEACHER'S QUESTIONNAIRE

This questionnaire is designed to seek for school factors influencing implementation of child rights education in secondary schools in Athi River district. Please read the questionnaire carefully and respond to each question as required. The information gathered will be used for this research purpose only and will be treated with utmost confidentiality

SECTION A: PERSONAL INFORMATION

1. What is your gender? Male Female
2. Indicate your age bracket
20-30 Years 31-40 Years
41-50 Years 51-60 Years
Above 60 Years
3. Please indicate your highest level of education
PhD Master of Education Bachelor of Education
Diploma Certificate

SECTION B

Adequacy and utilization of resource materials

4. State the resources available in your school for teaching and learning of child rights education?.....
.....

5. How do you rate the following child rights teaching/learning resources?

Adequate	Inadequate		
(a) Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	
(b) Chalkboards	<input type="checkbox"/>	<input type="checkbox"/>	
(c) Audio-visual resources	<input type="checkbox"/>	<input type="checkbox"/>	

6. Are the textbooks used in your school the ones recommended by KIE?

Yes No

7. What criteria do you use to select child right teaching/learning resource ?

Objective Class size Learner's ability Topic

8. Which type of audio-visual resources do you use in teaching child rights education?
.....

9. Does the school have adequate child right reference books?

Yes No

10. Which method of teaching do you apply in teaching child right education?

Lecture method	<input type="checkbox"/>	Discussion	<input type="checkbox"/>	Dramatization	<input type="checkbox"/>
Role play	<input type="checkbox"/>	Debate	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Public speaking	<input type="checkbox"/>				

11. Is the time allocated to child right education adequate to enable you cover the syllabus before examination time?

Yes No

SECTION D: TRAINING OF TEACHERS

12. Did your initial professional training prepare you adequately to teach child right?

Yes No

13. Do teachers attend the training courses? Yes No

14. Have you attended any child rights training? Yes No

15. Are you conversant with the school policy on disciplining learners?

Yes No

16. What implication has the student's code of conduct had on implementing child rights education in secondary schools?.....

.....

Thank you for your co-operation

APPENDIX IV

QUESTIONNAIRE FOR STUDENTS

This questionnaire is for the purpose of gathering information for use in the study of the school factors influencing child rights education. Please respond to all the questions as honestly as possible. All the information obtained will be used only for the purpose of the study and will be treated with confidentiality. Where choices are given tick as appropriate. Do not write your name on the questionnaire

SECTION A

PERSONAL INFORMATION

1. Indicate your gender in space provided

Male Female

2. What is your age?

Below 13 years 13 – 15 years 16 – 18 years

Above 18 years

3. Type of school

Boarding Day

SECTION B: ADEQUACY OF RESOURCES

4. Do you have a library in the school?

Yes No

5. How would you rate the stock of books in the library?

Adequate Inadequate

6. What is the ratio of textbook in your school?

7. How many publications for child rights reference do you have in your school?

SECTION C: PERCEPTION / ATTITUDE

Please tick () under the level that best represent your attitudes as indicated below.

Key SA – strongly agree A – agree UN – Undecided D – Disagree SD – Strongly disagree

	Statement	SA	A	UN	D	SD
11	Enjoy learning child right education					
12	I find child right easy					
13	I like child right lessons					

SECTION D: METHODOLOGY

1. What are the teaching / learning strategies used in teaching child, right education

_____ b)_____ c)_____ d)_____

e)_____ f)_____ g)_____ h)_____

2. What type of punishment is commonly used in your school?

Thank you

APPENDIX V: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Do/Dr/Mr/Mrs./Miss/Institution
Pamela Annia Amimo
(Address) University of Nairobi
P.O. Box 30197-00100, Nairobi.

has been permitted to conduct research in

Athi River	Location
Eastern	District
	Province

on the topic: School factors influencing
implementation of child rights education in
secondary schools in Athi River District, Kenya.

for a period ending: 31st August, 2012.

PAGE 3

Research Permit No. NCST/RCD/14/012/861
Date of issue 20th June, 2012
Fee received KSH. 1,000



[Signature]
Applicant's
Signature

[Signature]
Secretary
National Council for
Science & Technology

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK60553mt10/2011

(CONDITIONS—see back page)

APPENDIX VII: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-318571, 2213173, 219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/861

20th June 2012
Date.

Pamela Auma Amimo
University of Nairobi
P.O.Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School factors influencing implementation of child rights education in secondary schools in Athi River District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Athi River District for a period ending 31st August, 2012.

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

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

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

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

Copy to:

The District Commissioner
The District Education Officer
Athi River District.