

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION
OF CHILD RIGHTS EDUCATION CURRICULUM IN PRIMARY
SCHOOLS IN MURANG'A EAST DISTRICT, KENYA**

Lucy Nyambura Mwangi

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

University of Nairobi

2014

DECLARATION

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

Lucy Nyambura Mwangi

E55/77732/2012

This project report has been submitted for examination with our approval as the university supervisors.

Dr. Mercy Mugambi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Mrs. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This work is dedicated to my supportive husband Morris Irungu and my children Ekra, Manasseh and Charles. To my children may this work inspire you to greater heights of learning.

ACKNOWLEDGEMENTS

I am extremely thankful to the Almighty God for giving me this opportunity to pursue my postgraduate studies and for His unlimited grace, love, provision and protection throughout this entire course. Secondly, I sincerely acknowledge the great support accorded to me by my supervisors Dr. Mugambi and Lucy Njagi who even though had busy schedules sacrificed their precious time to guide me right from the beginning to the end of my research project. Without their support the study would not have taken shape. Special thanks to the Department of Educational Administration & Planning, University of Nairobi, for their support during the course of the study and having made me what I am today.

Sincere gratitude to my children Ekra, Manasseh and Charles for their moral support and great understanding during the school holidays when they had to move on without my presence. I also want to express my gratitude to my husband Morris Irungu who supported me both emotionally and financially.

Deep thanks go to my siblings who also supported me both financially and morally and whose encouragements had given me strength to move on. I particularly thank my sister Gladys who inspired me to enroll for this postgraduate programme. Special thanks to my mother whose prayers and encouragement gave me the zeal to move this far. It is not possible to mention all those who contributed towards the completion of this project. Those mentioned herein are singled out for their exceptional help. Otherwise, May God Bless You All.

ABSTRACT

The purpose of the study was to investigate the institutional factors influencing the implementation of child rights education curriculum in primary schools in Murang'a East District. The study sought to determine the influence of the teacher qualification on the implementation of child rights education, establish the extent to which instructional methods influence implementation of child rights education, establish the influence of evaluation methods on the implementation of child rights education, determine the teachers' attitudes on the integration and infusion approach used in relation to the implementation of child rights education and finally to determine the learners' attitudes on the integration and infusion approach used in relation to the implementation of child rights education. The study adopted descriptive survey design where the target population was 51 primary school head teachers, 536 teachers of social studies, 2,823 pupils comprising only the class seven pupils in public primary schools in Murang'a East District and District Quality Assurance and Standards Officer (DQASO). Simple random sampling was used to select the sample which comprised 284 respondents. Data were collected using questionnaire and interview. The response rate was 270 out of 285 respondents making 94.7%. Interview guide was administered to District Quality Assurance and Standard Officer. The study therefore generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages. The qualitative data was organized into themes corresponding to the study objectives. The findings from the study showed that though quite a number of head teachers and teachers had been trained to implement child rights education there was still an alarming number of those who had not received any training to implement the same and therefore this becomes a hindrance to implementation of child rights education curriculum. From the findings, evaluation was hampered by the absenteeism of the learners and also due to large classes as a result of understaffing in the district. Majority of teachers over used some of the teaching methods and ignored the others thus hindering the implementation of child rights education. In some schools, teachers did not use participatory methods of instruction hence placing learners in the passive role and therefore not fostering effective learning. About the attitude of both the learners and teachers the study found out that though majority of the teachers and learners had positive attitude toward the integration and infusion of children's rights in the curriculum, there was still a number of teacher and pupil respondents who had negative attitude toward the same thus hindering implementation of the child rights curriculum. The study recommends the following; The Ministry of Education to carry out refresher training for both the head teachers and teachers in order to help them keep abreast with expectations for desirable child rights education. The Ministry of Education to sensitize teachers to incorporate variety of teaching methods in a lesson to cater for different categories of learners with different abilities. The government through the Ministry of Education to employ more teachers to improve the ratio of teacher to pupils as this has an impact on the mode of assessment and methodologies used by teachers. The school committee and the teachers to combine efforts and generate ways of making the subject of child rights education more enjoyable to learners. The researcher suggested for a similar study to be done in privately owned primary schools and other public schools in rural settings to compare the findings. Similar study to be done in public primary schools on the children with special needs, now that there is a policy on inclusive education.

TABLE OF CONTENTS

Content	Page
Title page.....	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	8
1.3 Purpose of the study.....	10
1.4 Research Objectives.....	10
1.5 Research questions.....	11
1.6 Significance of the study.....	11
1.7 Limitations of the study	12
1.8 Delimitations of the study.....	12
1.9 Assumptions of the study.....	13
1.10 Definition of significant terms	13
1.11 Organization of the study.....	14

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction.....	16
2.2 The concept of curriculum implementation.....	16
2.3 Teacher qualification and the implementation of child rights education...17	
2.4 Influence of instructional methods on implementation of child rights education.....	20
2.5 Evaluation methods in relation to implementation of child rights education.....	23
2.6Influence of the teachers’ attitudes on the implementation of Child Rights Education.....	24
2.7Influence of the learners’ attitude on the implementation of child rights education.....	25
2.8 Summary of literature review and Research gap.....	27
2.9 Theoretical framework.....	28
2.10 Conceptual Framework.....	30

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.....	32
3.2 Research Design.....	32
3.3Target Population.....	33
3.4Sample size and sampling procedures	33
3.5 Research Instrument.....	35

3.6 Pilot Study.....	37
3.7 Data collection procedures.....	40
3.8 Data Analysis Techniques.....	40
3.9 Ethical Considerations	41

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction.....	42
4.2 Response Rate.....	43
4.3 Demographic information.....	43
4.3.1 Respondents gender distribution.....	44
4.3.2 Age bracket for head teachers.....	45
4.3.3 Teachers' age bracket	46
4.3.4 Pupils age bracket.....	47
4.3.5 Pupils' response on whether they had repeated in any class	47
4.3.6 Period of time in service in the current position	48
4.4 Influence of teachers' qualifications on the implementation of children's rights	50
4.4.1 Head teachers' professional qualification.....	50
4.4.2 Highest academic qualifications of both the head teachers and teachers	51
4.4.3 Head teacher's Knowledge on child rights education.....	53
4.4.4 Head teachers' response on training on child rights education.....	54
4.4.5 Head teachers' response on adequacy of teacher training	55
4.4.6 Teachers' professional qualifications	55

4.4.7	Level of understanding of teachers on child rights education	57
4.4.8	Response of teachers on training on child rights education.....	58
4.4.9	Teachers response on the mode of training.....	59
4.5	Influence of instructional methods on implementation of child rights education	60
4.5.1	Response of head teachers on teaching strategies.....	61
4.5.2	Head teachers response on whether teachers take pupils for field study	62
4.5.3	Teachers’ response on teaching strategies employed	62
4.5.4	Pupils’ response on the awareness of their rights	64
4.5.5	Pupils response on whether teachers organized field trips	64
4.5.6	Pupils’ response on use of resource person on child rights	65
4.5.7	Pupils’ response on the child rights teaching methods	65
4.6	Influence of evaluation methods on the implementation of child rights education	68
4.6.1	Head teachers’ response on evaluation methods used	68
4.6.2	Teachers’ response on evaluation methods used	70
4.6.3	Response of pupils on evaluation methods used.....	71
4.7	Influence of teachers’ and learners’ attitudes on implementation of child rights education.....	72
4.7.1	Opinion of the head teachers on learners’ and teachers’ attitudes.	72
4.7.2	Attitude of Teachers and learners	72
4.7.3	Attitude of learners	73

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	78
5.2 Summary of findings of the study.....	78
5.3 Conclusion	80
5.4 Recommendations.....	81
5.5 Suggestions for Further Research	81
REFERENCES.....	83
APPENDICES	86
Appendix I: Letter of introduction to respondents.....	86
Appendix II: Questionnaire for Head Teachers.....	87
Appendix II: Questionnaire for teachers	90
Appendix IV: Questionnaire for pupil's	93
Appendix V: Interview guide for DQASO	95
Appendix VI: Letter of Authorization	96
Appendix VII: Research Permit.....	97

LIST OF TABLES

Table 3.1 Target Population.....	33
Table 3.2 Sample Size.....	35
Table 4.1 Response rate	43
Table 4.2 Teachers' age bracket	46
Table 4.3 Teachers professional qualification	56
Table 4.4 Training on child rights education	58
Table 4.5 Teaching strategies employed by head teachers	61
Table 4.6 Teachers' response on teaching strategies employed	63
Table 4.7 Children's rights awareness	64
Table 4.8 Resource person on child rights.....	65
Table 4.9 Pupils response on the teaching methods used by teachers	66
Table 4.10 Evaluation method	68
Table 4.11 Attitude of teachers towards child rights education.....	73

LIST OF FIGURES

Figure 2.1: Implementation of child rights education.....	30
Figure 4.1 Gender of respondents.....	44
Figure 4.2 Head teachers' age bracket.....	45
Figure 4.3 Age of pupil.....	47
Figure 4.4 Response on whether one had repeated.....	48
Figure 4.3 Period of time in service for head teachers and teachers.....	49
Figure 4.5 Professional qualifications of the head teachers.....	51
Figure 4.6 Highest academic qualifications.....	52
Figure 4.7 Child rights education.....	57
Figure 4.8 Mode of teacher training on implementation of child rights education.....	59
Figure 4.9 Field studies on the rights of children.....	62
Figure 4.10 Field trips to study child rights.....	64
Figure 4.11 Teachers' response on evaluation methods used.....	70
Figure 4.12 Attitudes of Learners.....	74

LIST OF ABBREVIATIONS AND ACRONYMS

ANPPCAN	African Network for Prevention and Protection against Child Abuse and Neglect
CRC	Convention on the Rights of the Child
CRE	Christian Religious Education
DEO	District Education Office
DQASO	District Quality Assurance and Standards Officer
GOK	Government of Kenya
INSET	In-service Training
KAACR	Kenya Alliance for the Advancement of Child Rights
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KHRC	Kenya Human Rights Commission
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
MoEST	Ministry of Education, Science and Technology
NGO	Non- governmental organization
NSTED	National Strategy for Teacher Education and Development
SPSS	Statistical Package for Social Science
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Education Scientific and Culture
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The United Nations Convention on the Rights of the Child (UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. Nations that ratify this convention are bound to it by international law. Compliance is monitored by the United Nations committee on the Rights of the Child, which is composed of members from countries around the world. Only two countries are not party to it; Somalia and United States of American [USA] (Child Rights information Network, 2008).

The UNCRC serves as a major point of reference in many issues relating to children. In 1989, governments worldwide promised all children the same rights of the child. The convention contains 54 articles that can be broken into four broad themes as follows: survival rights, development rights, protection rights and participation rights. To realize these rights the child has responsibilities towards the community and the community has responsibilities towards the child. These rights apply equally to every child, regardless of who they are, or where they are from (KHRC, 2004).

African Nations customized the UNCRC to social-economic, cultural and development circumstances of the African child and thus developing the OAU charter. This charter was adopted in July 1990 by the assembly of heads of states and government of the organization of African unity. The OAU charter is the most customary and culture sensitive international convention. In

cases where customs and cultural practices negate children's rights however, the rights of the child in International Conventions take precedence (ANPPCAN, 1999).

Child abuse and neglect are fastly becoming universal phenomena in the current world societies despite the fact that child's rights are being recognized and even to some extent, protected by legislations and constitutions in many countries in the world. Many countries in the world have also incorporated child rights education in their school curricula. These countries use the schools as a key means to educate the people on the need to uphold the rights of a child and also to educate the children on their rights. From a child rights perspective, education is a right in itself, and it is also a means to fulfilling other rights (International Rescue Committee, 2006).

In England it was found out that children in schools where child rights education curriculum was implemented were more respectful, cooperative and sensitive to the needs of other children. Incidents of bullying were reduced drastically with disagreement being solved using the discourse of rights rather than through physical or verbal aggression (Covell, 2010). Fuller (1986) states three non-material inputs that contribute to school quality. These include teacher quality (which encompasses teacher qualification and how he or she is motivated to work), teacher behavior in the classroom (the efficient use of instructional methods, the extent to which teachers evaluate learner's performance and the ability to motivate learners) and thirdly the organization of school (which include the head teacher management capability and how he

or she relates with teachers). The above are some of the institutional factors that may affect the implementation of child rights education curriculum.

Oluoch (1982) records that teachers are key to curriculum implementation, however, of most importance is the quality of teachers which is improved by pre-service and in-service training in addition to academic qualifications. Training assists the teachers in acquiring the desired skills and attitude hence being able to implement the curriculum.

The results show that those teachers who attend in-service training have a statistically positive impact on school outputs. Thus lack of in-service training has serious handicap for efficient and quality of teaching and thus hinders the implementation of child rights education in schools.

A committee on National Strategy for Teacher Education and Development (NSTED) in Malawi recommends that teaching requires professionals committed to lifelong learning. Despite this recommendation by NSTED there is lack of policy to guide In-Service Training (INSET) in Malawi and most of the INSETS teachers attend are donor or Non-Governmental Organization (NGO) initiated. As a result, teachers are neither updated on new methods of teaching and nor are they adequately oriented to changes in school curriculum and therefore this hampers the implementation of child rights curriculum in Malawi (ActionAid Malawi, 2009).

According to Parrot (1982) teaching strategies influence the implementation of any curriculum. The training manual for the in-servicing of teachers on the infusion of child labour messages in primary schools

curriculum (KIE, 2001) recommends the following instructional methods; question and answer, discussion, role play or dramatization, use of resource person, field trip and lecture method (which is useful only when introducing a new topic, presenting essential materials that are not easily accessible to learners, when giving instructions and when summarizing important points). Muindi, Kiio, Kithinji, Twoli, Maundu (2004) concur with KIE(2001) as they also recommend the above teaching methods and add that a good teacher uses several methods of teaching in a single lesson depending on the teaching or learning situation of a given lesson. Despite the government efforts to list various teaching methods, teachers tend mainly to use teacher-centered methods that make learning boring and above that, pupils tend to forget the lesson soon after they are taught.

Teachers understanding and attitudes towards implementation of any subject is crucial, more so, because teachers are the ones who present curriculum materials to the pupils. Whitaker (1979) assert that teachers' view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. This implies that the teacher has indeed to understand the objectives of a particular subject or discipline in order to interpret and approach it appropriately. Learning is also affected by the attitude of the learner towards the subject .Driver and Bell (1986) observe that learners have the final responsibility for their learning. They decide what attention to pay to a learning task.

Kenya ratified the CRC in 1990 and her ratification of CRC is a clear testimony of her willingness to be bound by its provisions. The provisions of the CRC have been harmonized with the Kenyan Law through the Children's Act (CA) of 2001 and the new Constitution (2010). These provisions have also been incorporated in the school curriculum during the curriculum review of 2001 and also in Basic Education Act (2013). Child rights education curriculum was developed by Kenya Institute of Education (KIE) and was incorporated into the various syllabi with the intention of creating awareness among teachers, parents and children in society on the issues related to child rights (KIE, 2002). Social studies being the main carrier subject of human and child rights education issues exposes children to their rights and related issues (Galgaolo, Mwaniki, Ogomo and Owich, 2009). According to what is covered in primary school curriculum, a child who has completed primary school successfully, may therefore, be expected to have basic knowledge of their rights. Equally, such a child has also been exposed to knowledge of child abuse.

The following table 1.1 shows how child rights education was integrated and infused in some of the subjects. These subjects which are main carriers of child rights education are social studies, CRE, English and creative arts.

Table 1.1: Integration of Child Rights Education in the Primary School

Curriculum

Subject	Topics in which child rights messages have been integrated and infused	Objectives
Social studies	<ul style="list-style-type: none"> • Our family • Child rights • Child protection • Democracy and human rights • Law, peace and reconciliation 	The expected outcome when a learner acquires this knowledge skills and attitude is that he/she will have a firm foundation for good citizenship and self-reliance
CRE	Child labour taught under the Unit: Sharing and voluntary service (Standard 4) Dignity of work (Standard 6)	Children should not be exploited through work To discuss various forms and effects of child labour To list the causes of child labour and children’s right concerning child labour
English	Child rights education is dealt with according to themes <ul style="list-style-type: none"> • Importance of education • Who is a child? • Rights of a child • Child labour • Citizens 	Learners should be able to learn the vocabulary related to child rights education
Creative art (comprise of music and art and craft)	Music incorporates thematic songs emphasizing on; <ul style="list-style-type: none"> • Obedience • Responsibility • Child rights • Child labour Art and craft incorporates various topics such as; <ul style="list-style-type: none"> • Picture making modeling • Painting • Drawing 	To reinforce the concepts on child rights taught in other subjects Learners are encouraged to draw pictures showing forms of child labour or model items related to child labour

Source: MOEST (2002) Teacher’s Preparation Guide for the New Primary Education Curriculum

According to KAACR (1996), there are also special days set aside that are used to promote children's rights, for example, Universal Children's week which is held every year throughout the world in the first week of the November. Throughout the week, children all over the world gather in different for a to perform different activities to mark this week through dance, song, drama and debate focusing on selected themes. Despite the wide awareness created by the government on the rights of the child, cases of children being abused and taken advantage of are still being reported in many parts of Kenya everyday. For example in one of the daily newspapers there was a case of a primary schoolteacher in one of the schools in Nyamira district who was charged with raping a school girl aged 13 on 5th July 2014 (Sunday Nation, 2014).

The International Journal of Education and Research (2013) points out that it may prove difficult for a child to report incidents of abuse especially where their abusers are parents, guardians or teachers. Teachers use caning, slapping, and whipping to maintain classroom discipline (Vasudev, 2009). In situations where protectors are culprits and violators of the same rights that they are expected to defend, the child may not know what to do simply because they are afraid of the consequences of reporting them. The East Africa Standard (Feb, 12th 2010) indicated the number of teachers who defiled pupils in public primary schools per province. In central province the statistics showed that teachers who had defiled children from 2004 to 2009 were ninety nine (99) and the province was ranked third out of seven provinces.

According to the assessment done by Murang'a East Children's Department (2012) there is a causal link between school violence and drop-out rates. Some of the school drop-outs who end up in Murang'a remand home claimed to have dropped out of school due to being subjected to corporal punishments in schools, others due to being made to repeat in the same class severally while others claimed to have been harassed mentally by their fellow colleagues through bullying. Drop-outs in the district are also due to the effects of commercial sex, child labour and sexual abuse according to the report from Murang'a East district office (2013). The statistics shows that in the year 2013, the number of school drop outs in the district was 412. Kiharu division had 108 drop-outs, Kimathi division had 88 drop-outs. Gikindu division had 94 drop-outs and Gaturi division had 122 drop-outs (Murang'a East district office, 2014). This shows denial of children right to education despite the Constitution (2010) clearly stipulating that a child has a right to education. It is against this backdrop that the researcher wants to investigate the institutional factors affecting the implementation of child rights education in Murang'a East district.

1.2 Statement of the problem

The government of Kenya uses the school curriculum as a key means to teach children their human rights and framework to operate the school in a manner that respects children's rights. Article 29 and 42 of the Convention on the Rights of the Child (CRC) require children to be educated about their rights. Despite the integration and infusion of these rights in the primary school

curriculum, children still continue to suffer as their rights are still being violated and the level of violation is alarming (Murang'a East district office, 2013). The Education Act (2001) was amended to outlaw corporal punishment in schools and also the Education Act (2013) prohibits against physical punishment and mental harassment to the pupils. However, despite this ban, cases of violation of children's rights are still very rampant in schools as the East Africa Standard (2010) records the number of teachers who defiled pupils in public primary schools per province between 2004 and 2009 and Central province had ninety nine cases.

In Murang'a East district there has been a high rate of school drop-outs due to being subjected to corporal punishment in schools and being made to repeat severally in one class. Others drop out of schools due to the effects of commercial sex, child labour, drug abuse and sexual abuse according to the report from Murang'a Children's home (2012) which is further supported by the report from the Murang'a East district office that indicates the number of drop-outs in the district in 2013 as 412.

There is also a case of five class seven boys who were reported to have been sodomizing class three boys in the same school in 2010. These boys were later taken to Murang'a Children remand home (Children Department Murang'a East District, 2010). Article 52 of the Kenyan Constitution outlaws all forms of abuse and violence and inhuman treatment and punishment. Pupils seem to be ignorant of their rights despite the government effort to incorporate children's rights in the curriculum. It is on this premise that this study seeks to

investigate the institutional factors influencing the implementation of child rights education in selected public primary schools in Murang'a East district.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing the implementation of child rights education in primary schools in Murang'a East district.

1.4 Research Objectives

- i. To determine the influence of the teacher qualification on the implementation of child rights education.
- ii. To establish the extent to which instructional methods influence implementation of child rights education.
- iii. To establish the influence of evaluation methods on the implementation of child rights education.
- iv. To determine the teachers' attitudes on the integration and infusion approach used in relation to the implementation of child rights education.
- v. To determine learners' attitudes on the integration and infusion approach used in relation to the implementation of child rights education.

1.5 Research questions

- i. How does the teacher qualification influence the implementation of child rights education?
- ii. To what extent do the instructional methods influence the implementation of child rights education?
- iii. What are the evaluation methods used in the implementation of child rights education?
- iv. How do the attitudes of the teachers influence the implementation of child rights education?
- v. How do the attitudes of learners influence the implementation of child rights education?

1.6 Significance of the study

This study may provide the information to the research and evaluation department of KICD on the problems that teachers are experiencing in implementation of child rights education. The study may also provide rich data for policy utilization in the area of child rights education as well as expose gaps which may require to be filled for proper implementation of child rights education.

The information for this study could also be used by Ministry of Education (MoE) when organizing for INSET programmes for the primary school teachers. The suggested solutions may assist both the head teachers and teachers to foster the implementation of child rights education. The research

process may also positively affect the learners who participate in this study by confirming to them that they ought to know their rights and this may positively change their attitudes toward learning subject.

1.7 Limitations of the study

Persons affected by the study were very many but due to unavailability of some of these persons. It was not possible to contact all of them. Some head teachers were also not available during the data collection and therefore this required the researcher to make several trips in an attempt to get them.

1.8 Delimitations of the study

The study only focused on the public primary schools in Murang'a East district. This is because the violation of child rights in these institutions is alarming despite the government effort to incorporate child rights in the curriculum during the curriculum review of the year 2002 (MoEST, 2002). The study was delimited to class seven pupils in selected public primary schools with their head teachers and teachers.

Class seven pupils were selected for the study because of their wider experience in the implementation of child rights education compared to the rest of the classes (1-6). They are deemed appropriate for the study by virtue of the fact that they are not sitting for the exams (KCPE). The study focused on teachers' qualification and training, instructional strategies and evaluation methods employed, all in relation to the implementation of child rights education. The study also focused on the teachers and learners attitudes toward

the implementation of child rights education. There were other institutional factors influencing the implementation of child rights education but the researcher considered only the above mentioned as the others had been covered in one way or another in the previous studies on child rights education.

1.9 Assumptions of the study

In this study, it was assumed that;

- i. Both pupils and teachers understood what were child rights and the importance of teaching/learning them as they were laid down in the school curriculum.
- ii. All pupils selected for the study had covered the same content on child rights education syllabus

1.10 Definition of significant terms

Child refers to a child is a person under 18 years. The Kenyan government also adopts the age under 18 years to define a child (Children's Act, 2001).

Child Rights Education refers to learning about the rights of the children as stipulated in the Convention on the Rights of the Child (CRC).

Curriculum refers to all the learning which is planned and guided by the teachers.

Development rights are the opportunities and means made available for children to have access to education, skills, training, recreation and rest, information, parental care and social security (KHRC, 2004).

Implementation refers to making something that has been officially decided start to happen.

Institutional factors refer to several things within the school that influence the implementation of child rights education.

Participation rights are the opportunities and means given to children to express an opinion in matters affecting their lives.

Protection rights are the legal and social provisions made by each nation to protect children from exploitation, drug abuse, sexual abuse, cruelty, separation from family, discrimination and protection from all forms of man-made or natural disasters.

Right is an entitlement. It is something that one may do, or have by law or legally.

Survival rights are the basic needs that children must have to ensure good health for adequate growth. Some of these are medical care, nutrition, shelter and clothing.

1.11 Organization of the study

The research report is organized into five chapters. Chapter one was about the introduction or overview of the study. It comprised of the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumption of the study and finally the definition of significant terms. Chapter two is about Literature review. It reviews literature that supports the rationale for the study.

It comprises of the introduction, the concept of curriculum implementation, teacher qualification and training in relation to implementation of child rights education, teaching strategies in relation to the implementation of child rights education, evaluation methods and implementation of child rights education, teachers' and learners' attitude in relation to implementation of child rights education, summery of literature review, theoretical framework and conceptual framework. Chapter three is on research methodology. It composes of introduction, research design, target population, sample size and sampling technique, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four comprises of data analysis, interpretation and discussions. Chapter five which is the final chapter consists of the summery of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the study. It is composed of the followings; the concept of curriculum implementation, influence of teacher's academic qualification and training on the implementation of child rights education, teaching strategies in relation to implementation of child rights education, evaluation methods in relation to implementation of child rights education, teacher's and learner's attitude in relation to implementation of child rights education, summary of literature review, theoretical framework and finally conceptual framework.

2.2 The concept of curriculum implementation

According to Shiundu and Omulando (1990) implementation is the making real of that which has been planned. Curriculum implementation is the process of effecting the new curriculum. It is the systematic process of ensuring that the new curriculum reaches the immediate beneficiaries, the learners. The way a new curriculum is implemented determines how the desired educational objectives are obtained. Ornstein and Hunkins, (1998) point out that there is need to alter the individual teacher knowledge, actions and attitudes by focusing on what happens in practice.

Kelwon (1991) and Liu and Linggi (2009) point out that successful implementation of an innovation is possible when there are combined concrete teacher specific training activities, on-going continuous assistance and support during the process of implementation. Teachers have a major role in determining and implementing the curriculum. They interpret and give life to the curriculum specifications of governments and ministries and translate curriculum intentions into classroom practices (Morris, 1998).

The number of trained teachers in relation to the number of pupils affects the implementation of any curriculum either positively or negatively. UNICEF and UNESCO (2007) note that overcrowded classes due to high pupil-teacher ratio sacrifice the quality for access to education and therefore they recommend that the governments in the world should ensure there is access to quality education for all children by trying to meet the world recommended teacher-pupil ratio. World Bank (2011) records that in Ghana, poor teacher-pupil ratio particularly in relation to the number of trained teachers have been attributed to increased school drop outs. This in turn deprives of the child access to education and thus hindering the implementation of child rights education.

2.3 Teacher qualification and the implementation of child rights education

Teachers' quality is improved by pre-service and in-service training in addition to academic qualification. It is evident that in- servicing of teachers has statistically positive impact on the implementation of any curriculum. This low teacher competence due to lack of in-service training has serious handicap

for efficient and quality teaching. Ngware, Onsumu and Manda (2007) record that the school based development programme was developed with the aim of improving pedagogical quality and that curriculum implementation can only be as good as the quality of the teachers implementing it.

Shiundu and Omulando (1990) say that relevant training for those who will implement the programme, especially the teachers, is very crucial. Teachers are the key to curriculum implementation as 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.

An evaluation of child rights education done in Hampshire County, England, showed that the teachers who had received adequate training on child rights education were able to implement the child rights curriculum. The school administration noted significance changes in teachers use of democratic teaching, positive classroom management and less confrontational dealings with their students. Teachers were listening to children talking and taking to account their views (Howe and Covell, 2013).

Oluoch (1982) concurs with Shiundu and Omulando (1990) as he recorded that teacher's training remains a vital component for building

teachers qualifications by equipping them with the necessary skills to match the curriculum requirements. In this way, retraining becomes a necessity for enabling the teacher to cope with the emerging issues in the curriculum innovations that are an inherent feature for relevant 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.

According to Bressoux (1996) and Dildy (1992) teacher training increases pupil performance and where teachers are adequately trained their ability to enhance knowledge is enhanced. High presence of untrained teachers is therefore a hindrance to implementation of child rights education. Parrot (1982) also points out that “as is the teacher so as the teaching.” In essence better trained teachers tend to be creative, innovative and easily improvise teaching strategies to suit the subject matter and context. Inexperienced or rigid ones on the other hand rely on traditional methods of teaching which may be irrelevant.

Khalid (2008) in the study on the relationship between the professional qualification of teachers and academic performance of students in secondary schools in Pakistan said that teacher’s academic qualification is important as trained teachers are better than untrained teachers because trained teachers have a command in the subject area. This implies that trained teachers are

more efficient than untrained teachers or teachers with lower academic qualification.

2.4 Influence of instructional methods on implementation of child rights education

Bishop (1985) says that teaching strategies implies to deliberate planning and organization of teaching and learning experiences with a view of achieving specific goals.

According to Bishop (1985), any teaching and learning strategy must take note of; the age and ability of the learner (Piaget's stages of sequential intellectual development are very important in this regard). Different strategies must be adopted for children of different abilities; pupils motivation and interest in what they learn can be enhanced by ensuring the matter they experience is relevant to life (employ variety of teaching/learning strategies); insightful learning as against rote learning (applying what is learned is more important than merely learning it); active involvement and participation rather than passive reception and facilities (or luck of them) in the school, the equipment and other teaching materials.

According to Macharia (2009) teaching strategy can broadly be categorized into two namely; expository (transmission) teaching and discovery (heuristic) teaching. Expository teaching strategy is teacher centered; an example of this strategy is lecture method, while discovery (heuristic) teaching is learner centered because it involves participatory methods. Macharia

advocates for the use of discovery (heuristic) strategy in any teaching and learning process. The Kenya Human Rights Commission (2004) also advocates for the use of participatory methods in teaching of children's rights as a way of creating awareness and sensitizing pupils on their rights.

The training manual for the in servicing of teachers on the infusion of child labour messages in primary school curriculum (KIE, 2001) suggest the following methods;

- i. Question and answer method. This is seen as an appropriate method for passing child right messages for it encourages active participation and promotes quick thinking thus helping learners to reflect on issues.
- ii. Discussion method which help the learner to express their views on a specific topic either in group or as individuals.
- iii. Role playing and dramatization method. The two methods can be used interchangeably. These methods are quite effective when used with young pupils because they are able to perceive and internalize situations that would otherwise be difficult to conceptualize. For example, a dramatization of children working in risky conditions or environments and the harmful effects there, of like cutting stone in a quarry, can help the children see and understand why it is dangerous to work under such conditions.
- iv. Use of resource persons who can be obtained from the children's Department, Ministry of labour officials and child Welfare agencies. The resource person need to be guided on how to deliver the

information appropriately to the children by the teacher who should be present during the presentation so that he can recap the lesson by relating the task to the objectives of the lesson.

- v. Field trips where the learners visit places where aspects of child labour are prevalent.
- vi. Lecture method which should only be used sparingly in the lesson, for instance when introducing a new topic and when time is limited.

Hoodless, McCreery, Bowen and Bermingham (2007) concur with KIE,(2001) as they recommend variety of teaching methods which should be used to complement each other in the lesson when teaching humanities which are the main carrier subjects of children's rights.

Bishop (1985) discourages the didactic method; the "jug and the mug" method where the teacher is the jug who fills the knowledge (facts) the child who is the mug. He says the schools are full of teaching and no learning. As cited by Bishop (1985) George Bernard Shaw in his book Education and the Social Order argues that "even a boy's interest in mechanical devices can be killed by too much instruction". He said this in support of participatory methods of teaching. However, Fry, Ketteridge and Marshal (2003) point out that lecture method is recognized "as a useful teaching tool" as it provides a framework of ideas and theories but it needs to be complemented by interactive pupil-oriented strategies due to concentration span and lack of participation.

2.5 Evaluation methods in relation to implementation of child rights education

Evaluation is done to determine the extent to which the objectives have been met. The aim of assessment is to improve the quality of teaching and learning. Assessment also helps the teacher to determine the success of instructional strategy and also the assignment to give to the learners (MoEST, 2002). There are two types of evaluation namely formative evaluation and summative evaluation. Formative evaluation is continuous assessment of students learning during the teaching process and therefore this happens at instructional level, summative evaluation is done at curriculum level where the evaluation of students achievement at the end of a unit of work. According to Farant (1980) continuous assessment is used to build up a picture of a pupil's performance over a prolonged and representative period whereas a summative evaluation shows only what he did on one particular day.

Oluoch (1982) points out that student assessment is a powerful tool which can be used with great advantage in the teaching- learning process .The contrary is also true that it can hamper the teaching–learning process. Thus the learning activities and the assessment activities form the means of acquiring the desired knowledge, skills and attitude. Hoodless, McCreery, Browen and Bermingham (2007) say that teachers assessment can operate in a number of ways: continuous tests, observation and questions and answers (oral evaluation), and this formative assessment need to be reinforced by long term more summative assessment. Black and William (1988) highlight the

importance of assessment being used to enhance teaching and therefore raise standards. They argue that the real way to raise standards is to improve the quality of teaching by enhancing teacher's ability to use formative assessment.

Assessment in child rights education can be done through observation, oral or written questions, interviews, interpretation of evidence and using the results to make decisions. As far as the teacher is concerned, assessment carried out by carefully planned testing provides him with feedback on his own teaching and an accurate assessment of how well each pupil is doing, where particular weakness and strengths lie. It also gives him a fairly reliable indication of the child's potential. Without accurate measurement, impressions are bound to be subjective and unreliable.

2.6 Influence of the teachers' attitudes on the implementation of Child Rights Education

Callahan and Clark (1983) define the terms attitude as tendency to act in some manner towards a person, structure or idea. In simple terms, attitudes amount to likes and dislikes and interests or disinterests, they can be private or shared. Callahan and Clark (1983) point out that attitude exist within all persons in regard to every topic, object, concept or human being that a person evaluates. This means that at any one time an individual is able to selectively respond to an object within the environment either positively or negative. Bishop (1985) says that the process of curriculum implementation involves changing the attitude of the parties involved. Hawes (1979) Postulates that the task of curriculum implementation involves such main processes as changing attitudes

of policy makers, administration, teacher trainers, supervisors, teachers, parents, and ultimately the learners.

Saylor and Alexander (1973) research demonstrated a relationship between teacher's attitude towards a curriculum and its ultimate effectiveness. They said that determining the reasons for any teacher dissatisfaction may suggest remedies which when implemented will bring a change of teacher attitudes and subsequently increase the effectiveness of a curriculum. Peter (1976) argues that teacher can develop favorable attitudes to curriculum innovations through in-service training. He says they develop critical, empirical and adaptable attitudes to changes in a given curriculum. Teacher who have positive attitude towards child right education are likely to use even the available resources effectively.

According to Omeno (2010) use of resources and their acceptability is as a result of attitudinal sentiments from both the teachers and the students for effective implementation of child rights education and therefore teachers should have positive attitude toward teaching and learning activities. Cronin-Jones (1991) also points out that teachers perceptions and beliefs play a critical role in the curriculum implementation process.

2.7 Influence of the learners' attitude on the implementation of child rights education

The Children Act No.8 of 2001 creates a Kenyan law that provides for similar provisions as the United Nations Convention on the Rights of the Child (UNCRC) (Ndani, 2009). Part two of this Children's Act (CA) addresses the

issues of safe guarding the rights and welfare of the child. This includes the right to protection from physical harm and from all kinds of abuse, right to non- discrimination, right to education and health care among others (GOK,2002).The government of Kenya uses the school curriculum as a key means to teach children their human rights and framework to operate the school in a manner that respects children's rights. Article 29 and 42 of the Convention on the Rights of the Child (CRC) require children to be educated about their rights. The government in Kenya reviewed the curriculum in 2002 and incorporated the children's rights. This study seeks to establish the extent of children's awareness concerning their rights and their perception on the integration of these rights. The attitude of the learner towards a subject has influence on his or her contribution to the implementation of that subject.

Peters (1976) argues that learners need to be encouraged and guided to develop favourable attitudes towards school activities for an effective implementation of these activities. Driver and Bell (1986) observe that learners have the final responsibility for their learning. They decide what attention they give to a learning task, construct their own interpretation of meaning for the task and evaluate those meanings. The kind of attitudes a learner holds towards a subject may influence his/her study habits or fail to work hard in it.

Learners' attitudes on the other hand can be influenced by the attitudes of the teachers. Ongoma (1987) in his study of the relationship between achievement and attitudes towards mathematics has found out that the

negative attitudes towards mathematics by girls affected their performance in the subject. The negative attitudes by girls were due to lack of role models. Teacher must have the right attitudes to all the activity areas in order to be good attitudinal models for their learners. Omeno (2010) also points out that teaching is very much related to attitude. The better one teaches, the quicker one changes the learners' attitudes and the better the implementation of the curriculum.

2.8 Summary of literature review and Research gap

The literature review noted a number of issues as far as the implementation of child rights education curriculum was concerned. It noted that teachers play central role in curriculum implementation and therefore teacher's academic qualifications in addition to training contributes to quality teaching and hence successful implementation of the curriculum. It also noted that training of teachers change their attitudes towards a new innovation. Positive attitudes of both the teachers and the learners lead to successful implementation of the curriculum. The literature also outlined the fact that for effective learning to happen it's not only the quality of content that matters but also how the content was effectively communicated and understood by the target learners. It therefore considered the suitable teaching and learning strategies that should be employed for the best outcomes to be realized. It also looked at different evaluation methods which when properly utilized by teachers enhance the implementation of child rights education.

Though there have been various scholarly works that have been carried out on the various aspects of child rights education in the school curricula, this study did not come across any scholarly work addressing the above mentioned institutional factors and their influence on the implementation of child rights education in public primary schools. Ojukwu (2004), Mwamuye (2006), Maina (2008), Amimo (2012) and Ochoudho (2013) have done research on both primary and secondary schools concerning awareness, extent of implementation of child rights in secondary schools, parent's attitude and perception in child rights education, school factors influencing the implementation of child rights education in secondary schools and school-based factors influencing the implementation of child rights in primary schools where the scholar looked at administrative factors, teacher-pupil ratio, teaching methods and school facilities. Despite the above scholarly work, the researcher noted that violation of children's rights in Murang'a East district was quite high and this prompted the research on the institutional factors (teacher qualification, teaching strategies, evaluation methods used and the attitude of both the learners and the teachers) influencing the implementation of child rights in Murang'a East district.

2.9 Theoretical framework

The constructivist learning theory of Jean Piaget (1896-1980) was found relevant for this study. This was because it addresses the learning process of a learner which affects the implementation of a curriculum. According to constructionists, learning is a constructive process in which the learner is

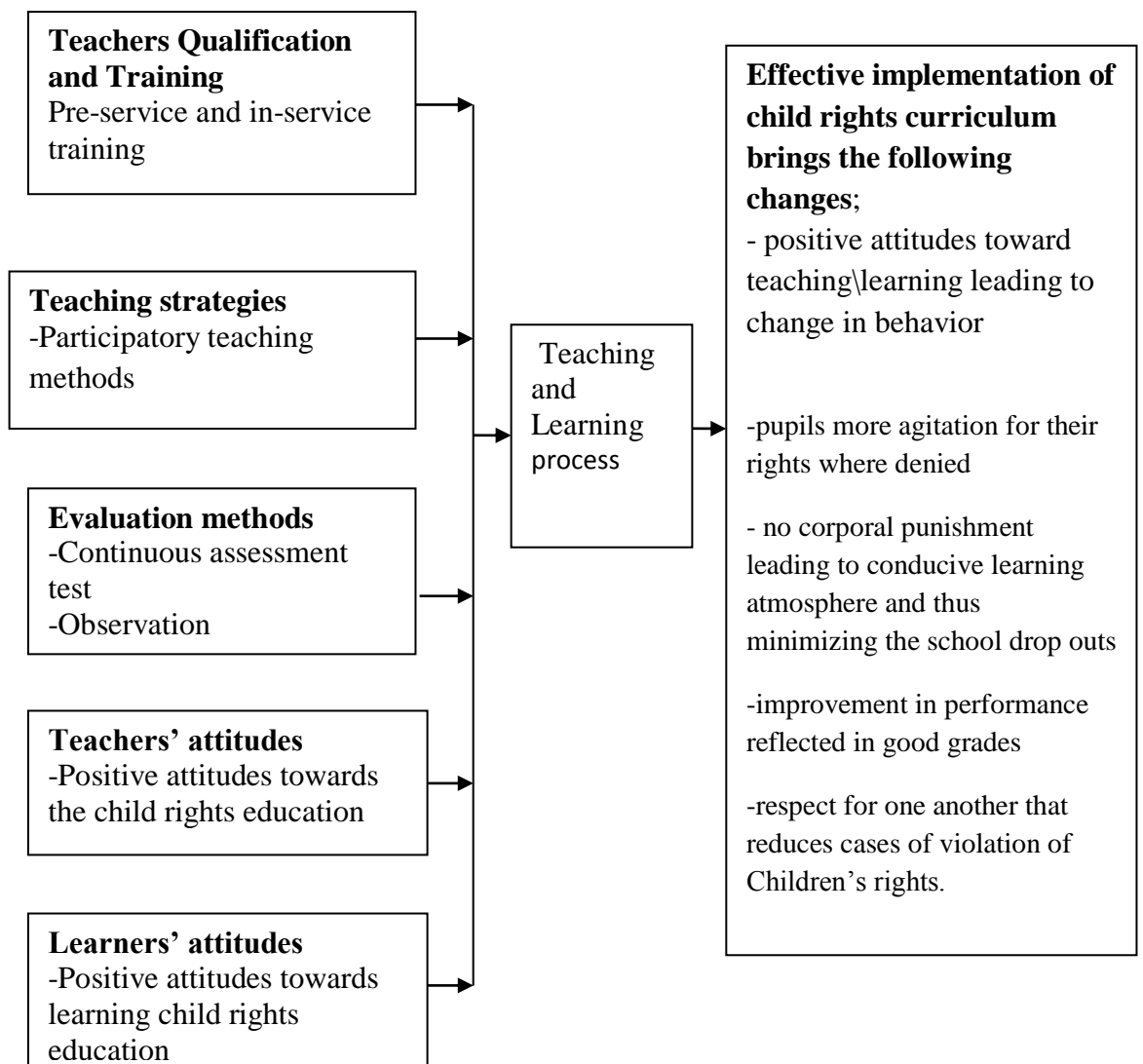
actively involved in learning experiences. The suitability of this theory was further enhanced by the fact that social constructionists are associated with pedagogic approaches that promote active learning or learning by doing and therefore advocate for participatory methods of teaching which are also recommended by KIE (2001) for teaching child rights education. The theory also discourages teacher-centered methods of instruction that reduce a learner to a passive listener and supports the role of a teacher as a facilitator where the teacher and the learners are equally involved in learning from each other as well.

This theory suits the implementation of child rights education as social constructivism views each learner as a unique individual with unique needs and backgrounds and therefore teachers should consider this fact when planning for a teaching lesson for effective implementation of child rights education. The theory also addresses the attitudes of the learners that affect the implementation of any curriculum as the social constructionists state that when learners experience a successful completion of challenging tasks, they gain confidence and motivation to embark on more complex challenges and hence this improves their attitudes positively toward the subject.

2.10 Conceptual Framework

This section gives the conceptual framework of the study and one that is clearly captured in the literature review, chapter two.

Figure 2.1: Implementation of child rights education



From figure 2.1, the quality of teachers which is improved by pre-service and in-service training in addition to his or her academic qualifications has positive impact on school outputs. Thus low teacher's competence due to

either lack of in-service training has serious handicap for efficient and quality teaching. Quality teaching is also attributed to teachers' positive attitudes toward the subject.

This therefore means that improved teachers' academic qualifications and training together with teachers' positive attitudes toward child rights education lead to effective implementation of child rights education. Learners' positive attitudes toward learning have positive impact on curriculum implementation. When teachers use participatory teaching methods and the appropriate assessment methods the end product is successful implementation of the child rights education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology to be used in carrying out the research. It consists of the research design, target population, sample and sampling procedures, research instruments that will be used, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research Design

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. Donald and Delno, (2006), Kothari, (2003) and Ngechu, (1998) concur with Orodho (2003) as they also define research design as a plan showing how problems under investigation will be solved. The study therefore employed a descriptive survey.

Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). The proposed study fitted within this design in that the researchers collected the information from the respondents by administering three questionnaires to head teachers, teachers and class seven pupils and interview guide for the head teachers

3.3 Target Population

According to Mugenda and Mugenda (1999) target population refers to an entire group of individuals, events or objects having common observable characteristics. In this case the target population was 51 primary head teachers, 536 teachers in public primary schools, 2,825 pupils comprising only the class seven pupils in public primary schools in Murang'a East district and District Quality Assurance and Standards Officer (DQASO)

Table 3.1 Target Population

Division	No. of schools	No. of head teachers	No. of teachers	No of learners in class seven
Kiharu	16	16	192	1323
Gaturi	17	17	150	721
Kimathi	10	10	120	435
Gikindu	8	8	74	346
Totals	51	51	536	2825

Source: D.E.O's Office Murang'a East District

3.4 Sample size and sampling procedures

According to Webster (1985), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole.

The sample size must be able to accurately represent a population characteristic which is under investigation.

Mugenda and Mugenda (1999) suggest that in descriptive survey design samples obtained should be at not less than 10% of accessible population. In this case the researcher picked 10% of the learners in standard seven in every division to have a representation of 74 learners from Kiharu division, 74 learners from Gatari division, 56 learners from Kimathi division and 56 learners from Gikindu division. The researcher also picked 20% of primary schools that had a representation of head teachers who were picked through random sampling method. The researcher therefore had a sample size of twelve head teachers; four head teachers from Kiharu division, four from Gatari division, two from Kimathi division and two from Gikindu division. The researcher also picked one teacher in every sample school to get a sample size of twelve teachers who teach social studies which is one of the major carrier subjects of child rights education. The research therefore had a sample size of 284 respondents.

Table 3.2 Sample Size

Division	Sample public primary school	Sample head teachers	Sample subject teachers	Sample learners
Kiharu	4	4	4	74
Gaturi	4	4	4	74
Kimathi	2	2	2	56
Gikindu	2	2	2	56
Totals	12	12	12	260
Grand total				284

Source: D.E.O's Office Murang'a East District

3.5 Research Instrument

The study employed interview and questionnaire data gathering instruments. The interview guide was used to collect information from the District Quality Assurance and Standards Officer (DQASO). The researcher found it suitable as the research used in-depth interviews to probe interviewee responses and this opportunity enabled the researcher to obtain greater details not available when using the other instruments, especially those with close-ended items. The interview guide was prepared in line with the study objectives. The interview took one hour and the researcher took short notes during the interview.

The researcher also used the questionnaire data gathering instrument which consisted of three types of questionnaires. The first questionnaire was

administered to head teachers, the second questionnaire to the teachers and the third questionnaire to class seven pupils.

The questionnaires were designed in line with the objectives of the study. The questionnaires had both structured and unstructured questions. The researcher considered the questionnaire ideal for data collection owing to Neremo (2002) who says that questionnaires condense all the authentic data against the question in it and is free from distortion at the time of analysis. The questionnaire also enables the researcher to be able to target as many respondents as possible.

All the questionnaires had two sections. Section one contained demographic information while section two contained questions on teacher's qualification in relation to implementation of child rights education, influence of teaching methods on implementation of child rights education, teachers' and Learners' attitudes in relation to implementation of child Rights education and evaluation methods used in the implementation of child rights education.

Head teachers questionnaire

Head teachers' questionnaire had questions which respondents had to fill blank spaces with all explanation in it. The questionnaire had the demographic data and questions concerning teachers training, teaching strategies, the methods used in evaluation of child rights education and teachers' and learners' attitudes towards child rights education.

Teachers' questionnaire

This questionnaire contained the demographic information of the teachers. It also contained questions on the teacher qualification in relation to implementation of child rights education, teaching and evaluation methods used in relation to implementation of child rights education and teachers' and learners perception on the implementation of child rights education.

Pupils' questionnaire

This questionnaire contained items on demographic information of the pupils. It also contained questions to get information on the teaching strategies and evaluation methods used by the teachers, learners' perception on learning child rights education and questions on the level of awareness of their rights.

3.6 Pilot Study

Prior to embarking on data collection, the researcher pre-tested both the interview guide and the questionnaires using two primary schools in Murang'a East district which were selected through random sampling method. These two schools were not included in the final sample. The sample size for the pilot study was 44 respondents; two head teachers, two social studies teachers and 40 class seven pupils. Each pilot school produced a head teacher, a teacher and

twenty pupils. The study used the test-retest method where by the same test was re-administered shortly after the first admission to two head teachers, two teachers and forty pupils in the two schools. The two sets of score for each group were correlated using Pearson's Product formulae to test the reliability of the instruments. After piloting, the validity of each question was examined for suitability, clarity and relevance for the study purposes.

Validity of the research instruments

Validity is said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher conducted a pilot study to test the validity of the instruments. Ambiguity in the items in the questionnaire were removed or corrected to enhance instrument validity. For example questions that were vague were revealed as respondents interpreted them differently and therefore they were rephrased to carry the same meaning to all the respondents. There was also adequate preparation of the instruments under the guidance of the two supervisors.

Reliability of the instrument

Reliability is a measurement of the extent to which an instrument consistently yields the same result after being administered several times to the same respondents (Orodho, 2005). To establish the reliability of the research instruments the study respondents were issued with questionnaires for them to fill in and the same questionnaires were subjected to a retest to see how the

response would be. The reliability coefficient was then computed using Pearson's product co-relation co-efficient.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{N}) (\sum y^2 - \frac{(\sum y)^2}{N})}}$$

Where

r = Pearson co-relation co-efficient

x = results from the first test

y = results from the second test

N = number of observation

In order to obtain the reliability of the entire instrument, the spearman Brown prophecy formulae indicated below is used

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

Where Re- reliability r = reliability coefficient

The Pearson Coefficient correlation yielded a 0.83 of head teachers' questionnaire, 0.91 of the teachers and 0.76 of the pupils questionnaire. Mugenda and Mugenda (2008) recommend that any item that had a reliability coefficient of 0.5 and above was accepted while any item that had a reliability coefficient of less than 0.5 was reviewed with an aim of improving it. The

instrument was therefore accepted since the reliability coefficient was more than 0.5.

3.7 Data collection procedures

The researcher sought permission from the National Commission of Science, Technology and Innovation through an introduction letter from the University of Nairobi. Subsequent clearance to carry out the research was obtained from the County Commissioner Education's office in Murang'a County and from the District Education Office in Murang'a East district. The researcher then sought permission from head teachers of the sample schools to administer the instruments. The questionnaires were administered to the randomly selected schools by the researcher. The package to each school contained a cover letter explaining the purpose of the study and the questionnaires.

3.8 Data Analysis Techniques

According to Mugenda and Mugenda (1999) data analysis is the process of bringing order and meaning to raw data collected. Data collected was tabulated and collated for analysis. Responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS). Quantitative data was analyzed using 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 was then exposed to quantitative interpretations of frequencies and percentages.

3.9 Ethical Considerations

The researcher endeavoured to tell the truth and give all the facts regarding the research in order to facilitate the respondents to make informed decisions about participating in the study. The researcher also maintained confidentiality regarding the identities and the welfares of the respondents. Respondents could also withdraw at any stage of the research if they felt uncomfortable.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The main objective of the study was to investigate institutional factors influencing the implementation of child rights education in Murang'a East district Kenya. The study objectives were to determine the influence of the teacher qualification on the implementation of child rights education; to establish the extent to which instructional methods influence implementation of child rights education; to establish the influence of evaluation methods on the implementation of child rights education; to determine the teachers' attitudes on the integration and infusion approach used in relation to the implementation of child rights education; and to determine learners' attitude on integration and infusion approach used in relation to the implementation of child rights education. The study made use of frequencies (absolute and relative) on single response questions. On multiple response questions, the study used Likert scale in collecting the data whereby a scale of 4 and 5 points were used in computing the means and standard deviations. These were then presented in tables, graphs and charts as appropriate with explanations being given in prose.

4.2 Response Rate

This study targeted head teachers, teachers, learners and DQASO as respondents. The study was therefore conducted on a sample size of 285 respondents out of which 270 responded, thus making a response rate of 94.7% as illustrated in the table 4.1.

Table 4.1 Response Rate

Target respondents	Sample size	Responses	Return rate (%)
DQASO	1	1	100.0
Head teachers	12	12	100.0
Teachers	12	11	91.6
Learners	260	246	95.0
Total	285	270	94.7

Out of the 12 head teachers, 12 teachers, 260 learners and the DQASO sampled during the study, the response rate was above 90% and hence deemed adequate for data analysis as Mugenda and Mugenda (1999) stated that a response rate of 50% and above is good for statistical reporting.

4.3 Demographic information

The study sought to inquire information on various aspects of the respondents' background, i.e. the respondent's age, gender, highest education level and teaching experience. This information aimed at testing the appropriateness of the respondents in answering the questions in regard to the institutional factors

influencing the implementation of child rights education in Murang'a East district Kenya.

4.3.1 Respondents gender distribution

The researcher sought to establish the gender of the respondents targeted in this study; head teachers, teachers and pupils. The findings are as shown in table 4.1.

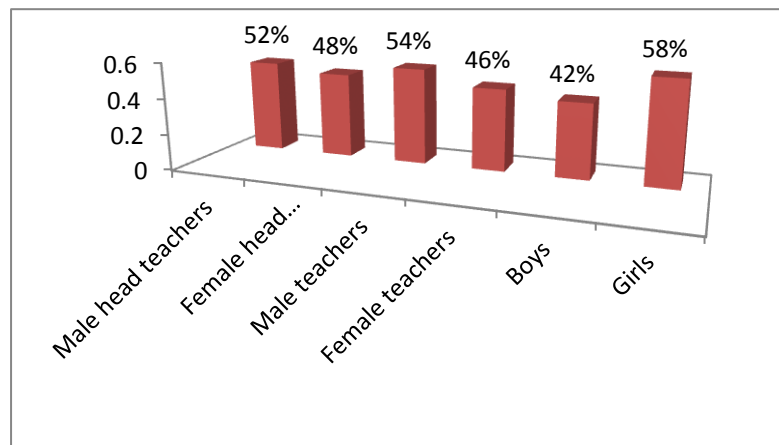


Figure 4.1 Gender of respondents

From figure 4.1 majority of the head teacher's respondents were male as they constituted 52% while female head teachers were 48%. Majority of the teachers involved in study were male at 54% while the rest were female teachers at 46%. This indicated that there were more male teachers than female teachers. The researcher attributed this to the fact that most of the study schools were in the rural area.

The researcher was also able to find out that many male teachers preferred working in the rural areas to urban areas due to high cost of living in the urban areas. Majority of the pupils in this study were girls who were 58% of the total

response, the rest of the pupils were boys at 42%. This was an indication that girls in Murang'a East district lacked role models as most of their teachers were men and this affects the education of girl child in the district thus hindering the implementation of child rights education curriculum.

4.3.2 Age bracket for head teachers

The study sought to know the age of the head teachers in the study and the findings are as shown in figure 4.2.

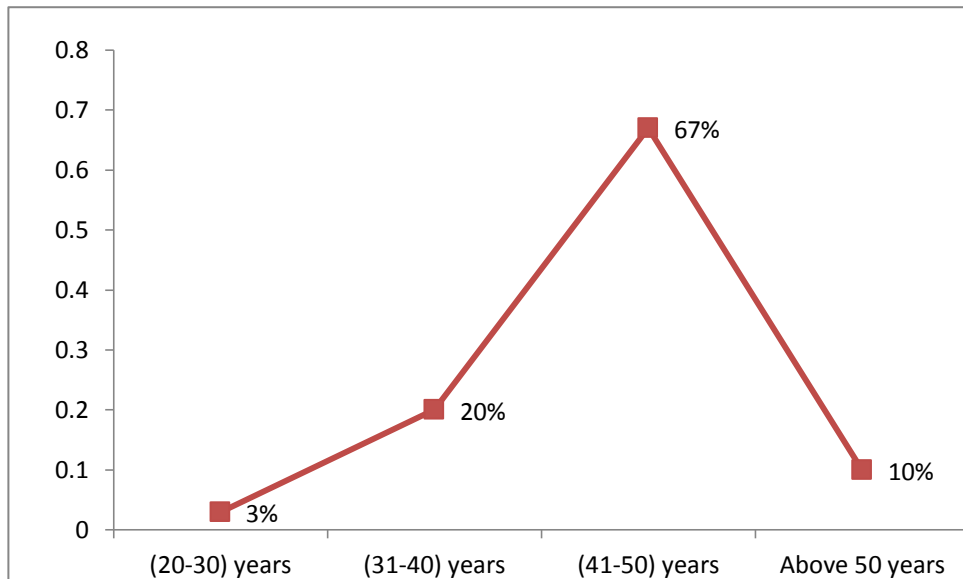


Figure 4.2 Head teachers' age bracket

From the figure 4.2, majority of the head teachers were above 31 years of age(97%) and only a few (3%) who were below 30 years of age. The data shows that the head teachers were relatively old which presupposes that they

may have worked for a considerable long time and hence gained experience on some of the factors that influence implementation of child rights education.

4.3.3 Teachers' age bracket

The study sought to know the age of the teachers in the study and the findings are as shown in table 4.2.

Table 4.2 Teachers' age bracket

	Frequency	Percent (%)
(20-30) Years	2	18.18
(31-40) Years	6	54.55
(41-50) Years	2	18.18
Above 50 years	1	9.05
Total	11	100.0

From the table 4.2 above majority of the teachers (81.78%) were 31 years and above and therefore appropriate for the study due to their experience in teaching which would help them in responding to the questionnaires. The data implies that teachers were relatively old and hence may have taught for a considerable period of time hence experienced on how the institutional factors influenced effective implementation of child rights education.

4.3.4 Pupils age bracket

The researcher also sought to know the age of the pupils in study and the findings are as shown in figure 4.3.

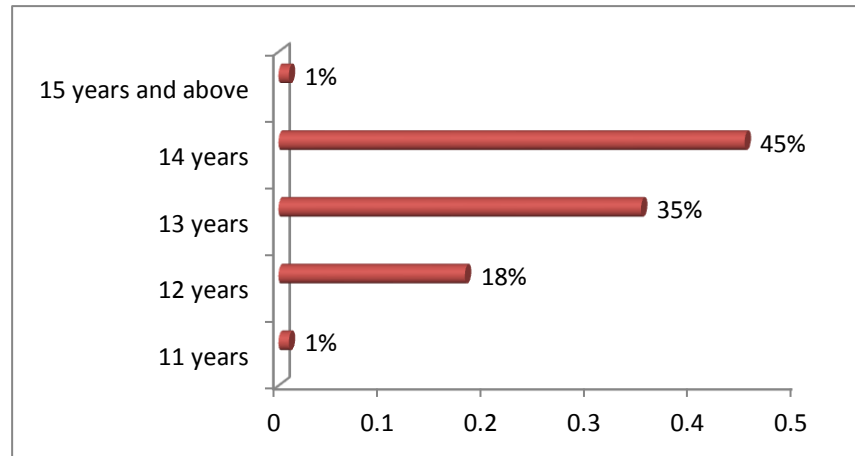


Figure 4.3 Age of pupil

Figure 4.3 indicates that majority of the pupils were aged 14 years (45%), followed by those aged 13 years (35%), then 12 years (18%). Only a few (2%) who were 11 years and above 15 years of age (under age and over age). The study therefore revealed that most respondents were aged between 12 and 14 years and it was a clear indication that majority (98%) were in the appropriate class and thus able to provide valid information to the researcher.

4.3.5 Pupils' response on whether they had repeated in any class

Having established the age of the learners, the researcher sought to know whether there were those who repeated in the same class. The researcher also wanted to establish whether it was their wish to repeat in the same class and the response is shown in figure 4.4.

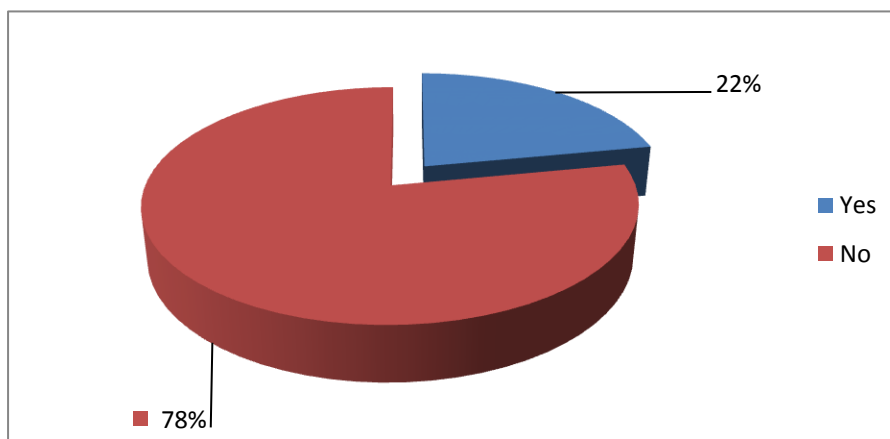


Figure 4.4 Response on whether one had repeated

From the figure 4.4, majority of the pupils (78%) had not repeated in any class while a few (22%) said that they had repeated in one of the classes in the course of the study. Most of those who had repeated indicated that they were forced by their teachers to repeat so as to improve their academic grades. In some schools the study revealed that teachers forced learners to repeat so as to improve the mean standard score of the school. One of the rights of the children is the right to opinion and therefore when teachers violate this right learners are demoralized and some end up dropping from school and hence denial of right to education.

4.3.6 Period of time in service in the current position

This section presents the duration the head teachers and teachers had served in the current position as shown in figure 4.3. The duration one serves in a

position determines the level of exposure one has on the issues of children rights and determines to a greater extent how one handles them.

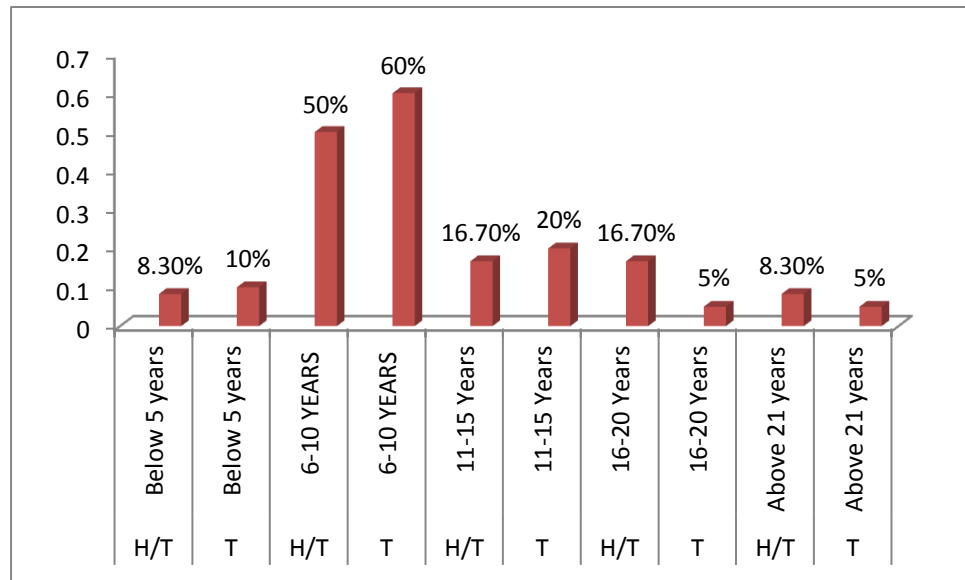


Figure 4.3 Period of time in service for head teachers and teachers

From the figure 4.3,50% of the head teachers and 60% of teachers had been in service for period of (6-10) years,16.7% of head teachers and 20% of teachers had been in service for a period of (11-15) years this equals the category for head teachers who had been in service for (16-20) and 5% of teachers in the same category. While 8.3% of head teachers and 5% for teachers were in service for a period of 21 years and above.

The head teachers and teachers who had served in the current position for a period of less than 5 years constituted 8.3% and 10% respectively. This implies that majority of head teachers (91.7%) and teachers (90%) had been in the current position for a period of 6 years and above and therefore this gave

the researcher the confidence that the head teachers and teachers had enough experience and as such was in a position to provide valuable information regarding the research topic and also this long experience enabled the head teachers and teachers to handle children's rights curriculum appropriately and hence helping to foster the implementation of children's rights in schools.

4.4 Influence of teachers' qualifications on the implementation of children's rights

This section addresses the research objective on the influence of teachers' qualifications on the implement of child rights education in public primary schools. The researcher looked at the head teachers and teachers professional qualification, level of education (academic qualification) for the head teachers and teachers, whether the head teachers had knowledge on children's rights and the training of both the head teachers and teachers.

4.4.1 Head teachers' professional qualification

Figure 4.5 therefore analyzes the professional qualification of the head teachers.

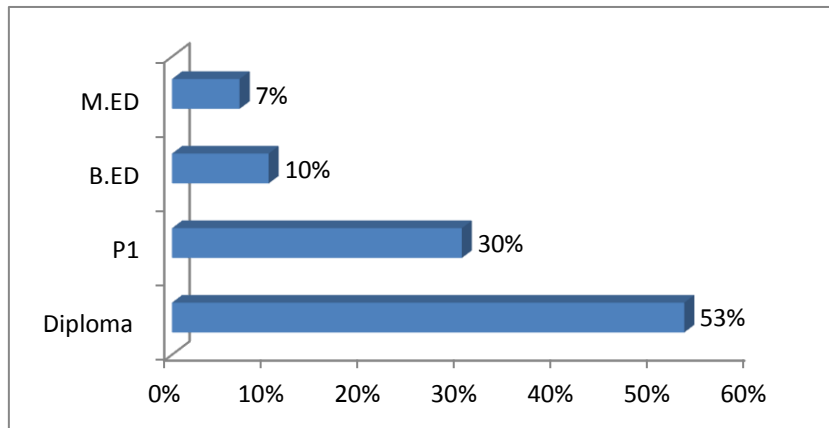


Figure 4.5 Professional qualifications of the head teachers

From the figure above Majority of the head teachers (53%) had attained the level of diploma in education, followed by head teachers with P1 qualification (30%), then those with Bachelor of Education level(10%) and the smallest percentage (7%) was of head teachers with Master of Education qualification. This depicts that the head teachers were well versed with knowledge as far as the professional qualification is concerned and therefore this translates to effective implementation of child rights education as Shiundu and Omulando say that relevant training for those who implement the curriculum is crucial.

4.4.2 Highest academic qualifications of both the head teachers and teachers

This section gives the findings on the educational level of both the head teachers and teachers combined as illustrated in figure 4.6

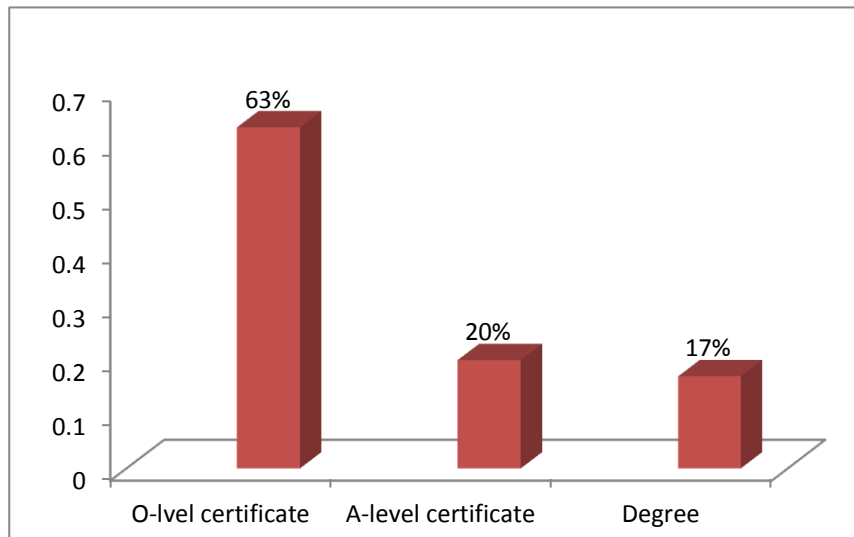


Figure 4.6 Highest academic qualifications

From the figure 4.6 majority of head teachers and teachers (63%) had attained the O-level certificate and the rest (37%) had attained A-level and degree level qualification.

Findings revealed that only a few head teachers and teachers (37%) had attained the level of A-level and degree qualification. This implies that majority (67%) of teachers and some of the head teachers involved in teaching child rights education did not have a good command in the subject area and therefore this hindered the implementation of child rights curriculum. The findings were in line with Khalid (2008) who asserts that teachers with better academic qualifications have a command in the subject area and hence are more efficient than teachers with lower academic qualifications. His view also concurs with Ngware, Onsumu and Manda (2007) who say that curriculum implementation can only be as good as the teachers implementing it. This in

essence implies that teachers with lower academic qualification may not be effective in any curriculum implementation. After establishing the academic qualification of both the head teacher and teachers the researcher wanted to establish further whether the head teachers were aware of children's rights education curriculum and this led to the question on whether they were involved in teaching child rights education and the findings are recorded below.

4.4.3 Head teacher's Knowledge on child rights education

Majority of head teachers in the study were involved in teaching child rights education as they constituted 75%. Only 25% of head teachers were not involved in child rights education. This depicts that the few head teachers who were not involved in teaching child rights education (25%) may have contributed negatively to its implementation in Murang'a East district. They may be a hindrance to any effort made to implement the child rights curriculum. This was supported by DQASO when he was being interviewed and was told to comment on the training of the teachers in the district in relation to the implementation of any curriculum and he responded by disclosing that when his office organized for refresher courses for the teachers some of the schools did not send teachers for these trainings and he felt that this could be one of the reasons why the implementation of child rights curriculum in the district had not been effective.

4.4.4 Head teachers' response on training on child rights education

The researcher wanted to establish whether the head teachers had received any training on child rights education. The findings revealed that majority of head teachers (58%) had not received training on child rights education. The rest of the head teachers 42% had received training on child rights education through both pre-service and in-service training.

Although the findings based on the head teachers knowledge on child rights education show the majority (75%) of head teachers in the study were involved in teaching child rights education the data above indicates that majority of them (58%) had not received any training on child rights education. This therefore was attributed to the poor implementation of child rights curriculum in Murang'a East district. The findings were in line with Ngware, Onsumu and Manda (2007) who point out that school based development programme are developed with the aim of improving pedagogical quality and that curriculum implementation can only be as good as the quality of the teachers implementing it. This means that if teachers' competence is not improved through training, they may not be able to implement the curriculum as required. The researcher further wanted to know the opinion of the head teachers on the adequacy of teacher's training in relation to implementation of children's rights education and the response is indicated below.

4.4.5 Head teachers' response on adequacy of teacher training

Majority of the head teachers felt that teachers in their schools were not adequately trained to implement child rights education considering the short duration of training.

The head teachers' opinions concurred with the DQASO's response when he was asked to comment on the implementation of child rights in the district. The DQASO responded by saying that he felt child rights education curriculum was not fully implemented in Murang'a district as there were indicators showing so. Some of these indicators he pointed out were as follows; high rate of school drop outs in the district as the statistics in his office indicated and reported cases of teachers having assaulted pupils. This was a clear indication that inadequate training of teachers influenced negatively the implementation of child rights curriculum in the district.

The findings were in line with Howe and Covell (2013) who observed that those teachers who had received adequate training on child rights education in England successfully implemented the curriculum and it was contrary to the teachers who had not received any training. The researcher went further to establish the teachers' professional qualification as shown below.

4.4.6 Teachers' professional qualifications

This section gives the professional qualifications of the teachers as shown in table 4.3

Table 4.3 Teachers professional qualification

	Frequency	Percent
M.ED	1	9.09
B.ED	3	27.27
Diploma	3	27.27
P1	4	36.36
Total	11	100.0

From this study the findings show that majority(36.36%) of the teachers had attained P1 qualification, those who had attained the level of diploma were equal with those who had the B.ED qualification (27.27%), while the remaining (9.09%) had Masters of Education (M.ED) qualification.

The data implies that though majority of teachers (64.4%) in public primary schools in Murang'a East district had upgraded their professional qualification, there was still an alarming number of teachers (36.36%) with P1 certificate and hence maintaining the status quo. The high presence of teachers who had not updated their knowledge through professional advancement hindered the implementation of child rights curriculum. This is in line with Ngware, Onsumu and Manda (2007) who assert that curriculum implementation can only be as good as the quality of the teachers implementing it. This therefore means that curriculum implementation was

hindered by teachers who were not ready to update their knowledge through professional advancement.

4.4.7 Level of understanding of teachers on child rights education

The researcher sought to establish teachers' level of understanding on child rights education and the findings are shown in figure 4.7.

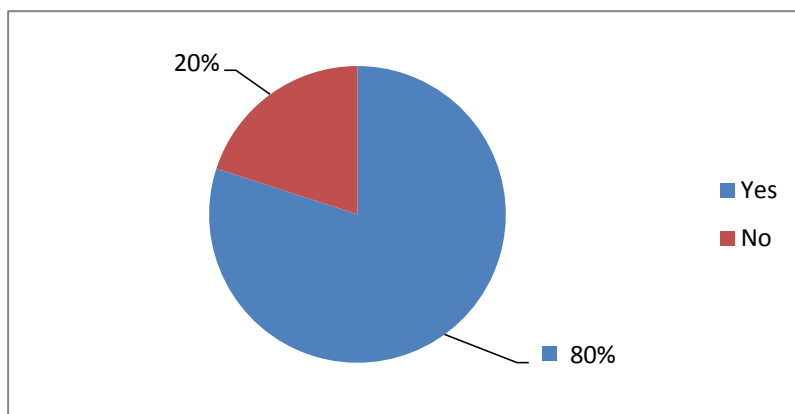


Figure 4.7 Child rights education

Majority of the teachers (80%) indicated that they had clear understanding of child rights education with only a few (20%) of the teacher respondents who indicated that they did not understand child rights education.

Findings revealed that there were still some teachers who did not understand the importance of child rights education curriculum that they were expected to implement. This was therefore seen as a hindrance to implementation of child rights education curriculum. The researcher further wanted to establish the

number of the teachers who had received any training on child rights education as indicated below.

4.4.8 Response of teachers on training on child rights education

Teachers were told to indicate whether they had received any training on child rights education and the response is shown in table 4.4.

Table 4.4 Training on child rights education

	Frequency	Percent
YES	7	63.6
NO	4	36.4
Total	11	100.0

Findings show that majority of the teachers (63.6%) had received training on child rights education while the remaining teachers (36.4%) had not received any training. Based on this data, the researcher found the number of teachers who had not received the training on implementation of children's rights alarming and a hindrance to the implementation of child rights education.

The findings were in line with Oluoch (1982) who asserts that teacher training remains a vital component for building teachers qualification by equipping them with the necessary skills to match the curriculum implementation. This clearly indicates that high presence of teachers who were untrained was a hindrance to implementation of child rights education in schools

4.4.9 Teachers response on the mode of training

Since the objective was to determine whether teacher training had any effect on their ability to implement the child rights education curriculum, it was important to probe into the mode of training (pre-service and in-service training) the teachers had received. Those teachers who had received training therefore were asked to indicate whether the training was pre-service or in-service and their responses were captured in the figure 4.8.

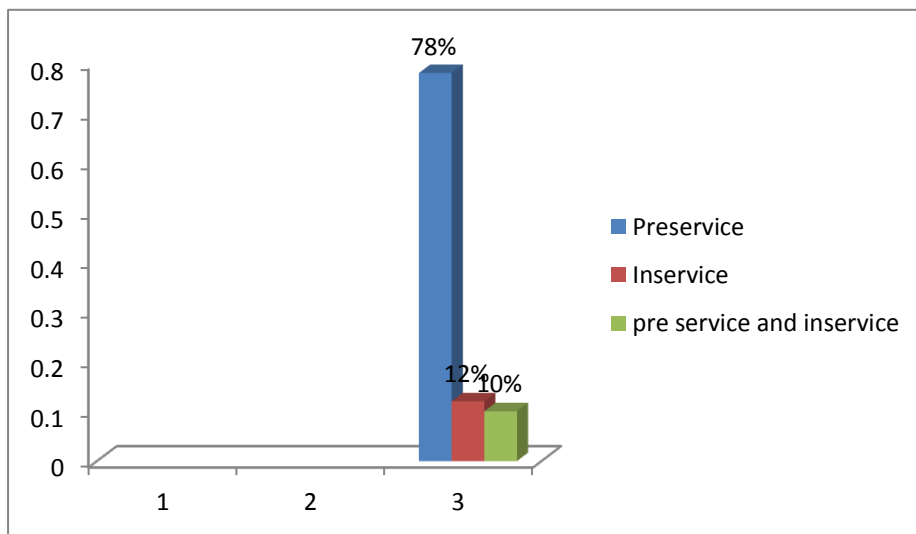


Figure 4.8 Mode of teacher training on implementation of child rights education

Findings based on the figure 4.8 show that majority of teachers (78%) indicated that they had received the training through pre-service while others (12%) said they received training through in-service. The rest (10%) had training in both pre-service and in-service. The researcher went further and

told them to indicate the duration of training and the response was that majority (82%) indicated that they received the training for duration of two to three weeks and the remaining (18%) indicated one week.

Based on this analysis, it appeared that even the teachers who claimed to have received the training were not adequately prepared as the duration was short. The researcher therefore attributed this short duration of training to poor implementation of child rights education in Murang'a East district.

The findings were in line with Parrot (1982) who said that "as is the teacher so as the teaching". This means that better trained teachers tend to be creative, innovative and easily improvise teaching strategies to suit the subject matter and the content. If teachers are not adequately trained this affects the implementation of any curriculum negatively.

4.5 Influence of instructional methods on implementation of child rights education

The researcher sought to establish the influence of instructional methods on the implementation of child rights education. This section therefore, gives the findings on teaching strategies employed by the head teachers, teaching strategies employed by the teachers, pupils' response on the awareness of their rights, pupils' response on the teaching methods employed by teachers and finally the discussions of the findings.

4.5.1 Response of head teachers on teaching strategies

The study sought to know the level of agreement on the frequency and teaching method employed in teaching child rights education. The responses were rated on a four point likert scale where: 1 quite often; 2 often; 3 less often. 4 never. The mean and standard deviations were generated from SPSS and were illustrated in table 4.7.

Table 4.5 Teaching strategies employed by head teachers

Teaching strategies	Mean	Std. Deviation
Discussion group	2.7778	0.8937
Question and answers	2.5556	0.8333
Lecturing	2.4444	0.5681
Role play	2.3672	0.4762
Use of resource person	2.4554	0.3873
Field trips	1.3335	1.2300

Findings in the table 4.5 show that head teachers quite often used discussion groups while teaching children on their rights as the mean score was 2.778 followed by question and answers whose mean score was 2.555 then use of the resource person at mean score of 2.4554 and finally role play and lecture methods whose mean score of were 2.3672 and 2.44 respectively. The study revealed that discussion group is the most commonly used strategy by the head

teachers while teaching child rights education and field trips were the less often used.

4.5.2 Head teachers response on whether teachers take pupils for field study

After establishing the methods that the head teachers used, the researcher sought to know the opinion of the head teachers on whether teachers take pupils for field study and the response is indicated in Figure 4.9.

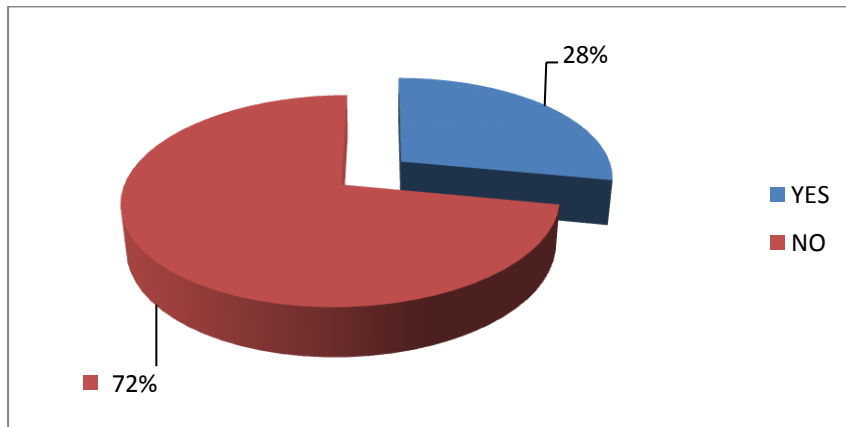


Figure 4.9 Field studies on the rights of children

From the figure 4.9, majority of teachers under this study do not take their pupils for field studies to learn child rights education as they constituted 72% and only 28% of teachers who use the field study as a teaching method to facilitate the learning of child rights education.

4.5.3 Teachers' response on teaching strategies employed

The study sought to know the level of agreement on the modes of teaching method employed in teaching child rights education. The responses were rated

on a four point likert scale where: 1 quite often; 2 often; 3 less often; 4 never. The mean and standard deviations were generated from SPSS and are illustrated in table 4.8

Table 4.6 Teachers' response on teaching strategies employed

Teaching strategies	Mean	Std. Deviation
Discussion group	3.787	0.470
Question and answers	2.455	0.578
Lecturing	1.333	1.337
Role play	2.344	0.634
Use of resource person	1.876	0.667
Field trips	1.450	0.790

Table 4.6 shows that teachers agreed that quite often they made use of discussion group as a teaching strategy in teaching child rights education Mean =3.787, question and answers =2.455, role play mean =2.344 respectively in order of preference.

Some respondents agreed that they less often employ the use of resource person, field trips, and lecture methods whose mean scores were 1.876, 1.450, and 1.333 respectively as teaching strategies in the implementation of child rights education.

4.5.4 Pupils' response on the awareness of their rights

Table 4.7 Children's rights awareness

	Frequency	Percent
YES	224	92
NO	20	8
Total	244	100.0

From the findings in table 4.7, majority of the pupils (92%) knew about their rights while a few (8%) of the pupils did not know their rights. This depicts that pupils in this study were aware of children's rights.

4.5.5 Pupils response on whether teachers organized field trips

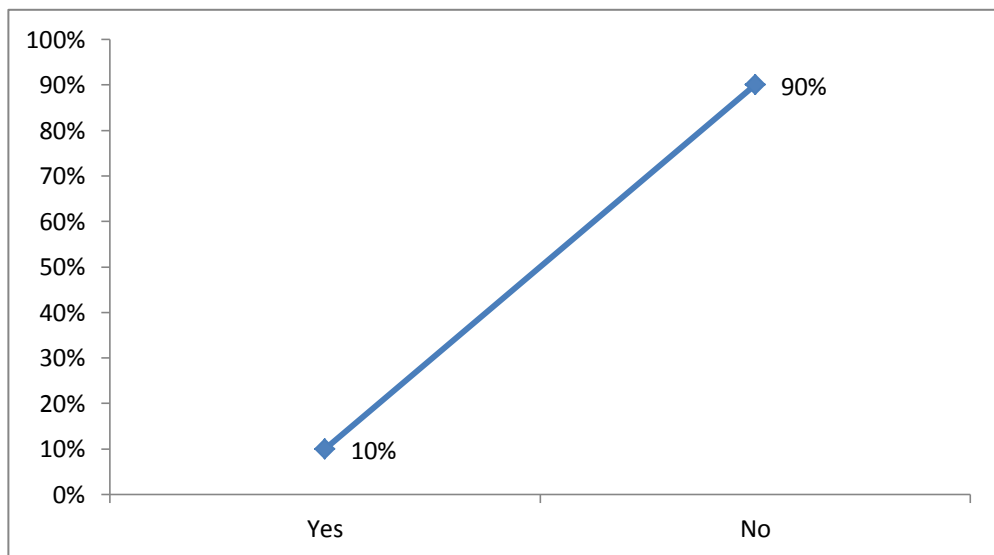


Figure 4.10 Field trips to study child rights

An overwhelming number of pupils (90%) in this study had never had a field trip to study the issues on child rights as indicated in figure 4.10. Only a few (10%) of the pupils had been to a trip studying issues on child rights education.

4.5.6 Pupils' response on use of resource person on child rights

Table 4.8 Resource person on child rights

	Frequency	Percent
YES	87	36
NO	160	64
Total	247	100.0

Majority of the pupils never had resource persons enlightening them on their rights as the number of those who indicated 'No' constituted 66%. The rest of pupils (34%) indicated that they had resource persons enlightening them on their rights. These pupils who had resource persons indicated that the resource persons visited them occasionally.

4.5.7 Pupils' response on the child rights teaching methods

The researcher sought to know the teaching methods used in teaching child rights education. The responses were rated on a four point likert scale where: 1 quite often; 2 often; 3 less often, 4 never. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.9.

Table 4.9 Pupils response on the teaching methods used by teachers

Teaching method	Mean	Std. Deviation
Small group discussion	5.3451	0.2937
Lecturing	4.6670	0.4703
Question and answer	4.0023	0.4542
Role play or demonstration	3.6305	0.6300

In table 4.9, the pupils indicated that teachers quite often used small group discussions to teach them child rights education as indicated by the mean score of 5.345 followed by lecture method then question and answer and role play or demonstration whose mean scores were 4.667, 4.0023 and 3.6305 respectively.

Most of respondents indicated that discussion groups and question and answer methods were widely used in schools as compared to other methods. K.I.E, (2001) advocates for use of varieties of teaching/ learning methods in a single lesson to be able to cater for different learners with different abilities. Hoodless, McCreery, Bowen and Birmingham,(2007) concur with K.I.E ,(2001) as they recommend a variety of teaching methods which should be used to complement each other in the lesson when teaching humanities, which are the main carrier subjects of children rights. In this study therefore there was an indication that teachers had a tendency of over using some of the teaching methods while neglecting those methods they felt weretime-consuming as they hurried to finish the syllabus at the stipulated time.

Majority of the respondents indicated that they rarely used some of the teaching methods. The data shows that 90% of the learners indicated that they had never had a field trip. Majority (64%) of the learners also indicated that they had never had a resource person. For example, majority of head teachers (72%) indicated that teachers did not take learners for field study to learn issues concerning children's rights.

This therefore becomes a barrier to proper implementation of child rights education. In some study schools the pupil respondents claimed that their teachers used lecture method which is discouraged by Bishop, (1985) as he calls it 'jug and mug' method where the teacher is the jug who fills the knowledge (facts) the learner who is the mug. Lecture method which is teacher-centered and therefore affects the implementation of children rights in schools.

During the interview with the DQASO, the interviewer asked the interviewee how his office ensures that there is learning in school as opposed to just teaching and the interviewee responded by saying that the supported participatory methods of teaching where learners are involved in interactive learning as opposed to teacher-centered teaching methods. The interviewee disclosed that during the inspection they found some teachers using teaching methods which were not learner friendly like lecturer method and therefore not using the recommended methods provided in the syllabus. The interviewee also confirmed that the understaffing in the district had an influence on the teaching methods employed as teachers mostly used lecture method where

classes were large as they rushed to cover the syllabus within the stipulated time, hence ignoring some of the methods they felt could be time consuming, thus compromising child rights education.

4.6 Influence of evaluation methods on the implementation of child rights education

The study sought to establish the evaluation methods used by head teachers and teachers in the implementation of the curriculum.

4.6.1 Head teachers' response on evaluation methods used

The researcher sought to know the evaluation methods employed by the head teachers in teaching/learning process. The responses were rated on a four point likert scale where: 1 quite often; 2 often; 3less often; 4 never. The mean and standard deviations were generated from SPSS and are as illustrated in table 4.10.

Table 4.10 Evaluation method

Evaluation method	Mean	Std. Deviation
Oral evaluation method (question and answers)	3.8450	0.7937
Written tests	4.6670	0.4333
Observing pupils behaviour	2.5345	0.9300

From the findings in the table 4.10 quite often the head teachers used written test whose mean score was 4.6670 followed by oral evaluation method (question and answers) whose mean score was 3.8450 and finally observing pupils' behaviour whose mean score was 2.345.

Based on the findings, the head teachers who were involved in teaching social studies, which is the main carrier subject of children's rights, indicated that they mostly evaluated pupils using written tests and they least employed observation method of evaluation. The researcher interpreted this to imply that due to their administrative task the head teachers are rarely in schools as sometimes they report and then leave after teaching their lessons to attend administrative duties and therefore observing pupils' behaviour in and out of class is very much limited as compared to the other methods of evaluation. Observation being an important mode of formative assessment, it progressively show the behaviour change (either positively or negatively) of an individual learner and gives feedback to teacher on whether the teaching/learning objectives have been achieved.

According to MoEST (2002) assessment helps the teachers to determine the success of instructional strategies and therefore head teachers' failure to employ some of the assessment methods was seen as one of the factors hindering the implementation of child rights education.

4.6.2 Teachers' response on evaluation methods used

Having established the evaluation methods used by the head teachers, the study further sought to know the evaluation methods used by the teachers and the findings are shown in figure 4.11.

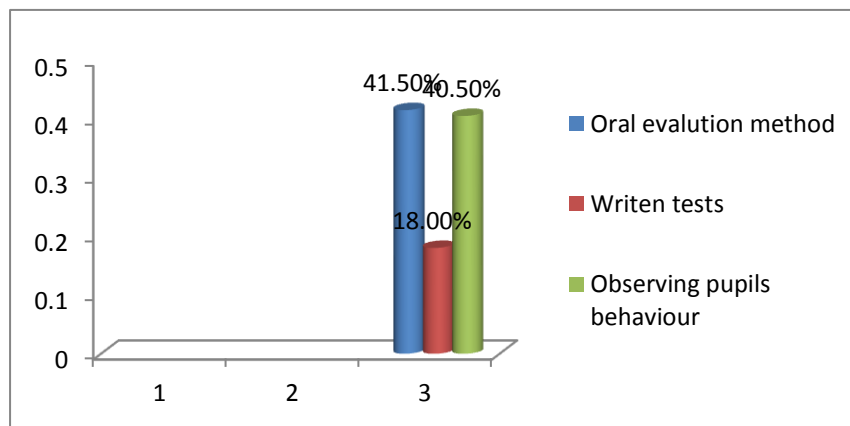


Figure 4.11 Teachers' response on evaluation methods used

From the figure 4.11, most of the teachers in this study used oral evaluation method and observing pupils' behavior in teaching/ learning process as these constituted 41.50% and 40.50% respectively. Only 18% of the teachers used written test on evaluation process.

Findings indicate that majority of the teachers less often used written tests and they quite often used oral (question and answer) evaluation method and observed learners. This implies that teachers ignored written assessment tests may be because of the work involved in marking, especially when one is handling a large class or because of being ignorant. This was further revealed

by DQASO during the interview when he said that the district was understaffed and this could have negative implication on the implementation of curriculum in the district. He associated the mode of teaching and evaluation used by teachers with the number of pupils the teacher handles. According to Farant (1980) continuous assessment is used to build up a picture of pupil's performance over a prolonged and representative period. Therefore when pupils are denied written tests, teachers are not able to assess their progress in performance thus hindering the implementation of child rights education.

4.6.3 Response of pupils on evaluation methods used

The pupils indicated that their teachers used written continuous assessment test and oral questions and answers in teaching child rights education. This confirmed what was indicated by their head teachers and the teachers. It also confirmed the information given by the DQASO while interviewed as shown below.

During the interview with the DQASO, the researcher wanted to know how the interviewee organizes the assessment of the learners in the district to improve the quality of teaching and the response was that every teacher in the district ought to have continuous assessment records showing the progress of the individual pupils at the school level. The interviewee also said that exams were done by all schools mostly midterm and end term exams which were then analyzed to check the level of curriculum implementation in the district.

The interviewee disclosed that where teachers were handling large classes he noted that the assessment of the learners was not effective and this affected the implementation of child rights curriculum in the district as it experiences severe understaffing. He also felt that absenteeism of the learners affected the mode of assessment of individual learners.

4.7 Influence of teachers' and learners' attitudes on implementation of child rights education

This section addresses the attitudes of the respondents toward child rights education.

4.7.1 Opinion of the head teachers on learners' and teachers' attitudes

The opinion of head teachers towards learner's attitude on the child rights education was that learners enjoyed learning about their rights. Teachers also seemed to like teaching child rights education as the head teacher indicated.

4.7.2 Attitude of Teachers and learners

The study sought to find out the level of agreement on attitude of the teachers and learners towards children rights education. The responses were rated on a five point likert scale where SA: Strongly agree A: Agree, UN: Undecided, D: disagree, SD: Strongly disagree, the mean and standard deviations were generated from SPSS and are as illustrated in Table 4.11.

Table 4.11 Attitude of teachers towards child rights education

Attitude of the teachers	Mean	Std. Deviation
Enjoy teaching child rights education	3.8556	0.8937
Support integration of child rights education in the curriculum	5.6778	0.6333
Pupils should know their rights	3.4335	0.9300

From the table 4.11 teachers strongly agreed on the Support of integration of child rights education in the curriculum at mean =5.678, teachers also agreed that they enjoyed teaching child rights education and pupils should know their rights at mean score of 3.856 and 3.434 respectively .This depicts that majority of teachers had positive attitude towards the integration of child rights education in the curriculum. As regarding the attitude of the learners, majority of the teachers indicated that pupils had positive attitude towards child rights education. Cronin-Jones (1991) records that teachers’ perceptions and beliefs play a critical role in the curriculum implementation and therefore for the few teachers who indicated that they don’t enjoy teaching child rights education contribute to poor implementation of child rights curriculum in the district.

4.7.3 Attitude of learners

The study sought to find out whether pupils enjoyed learning child rights education and the findings are as shown in figure 4.12.

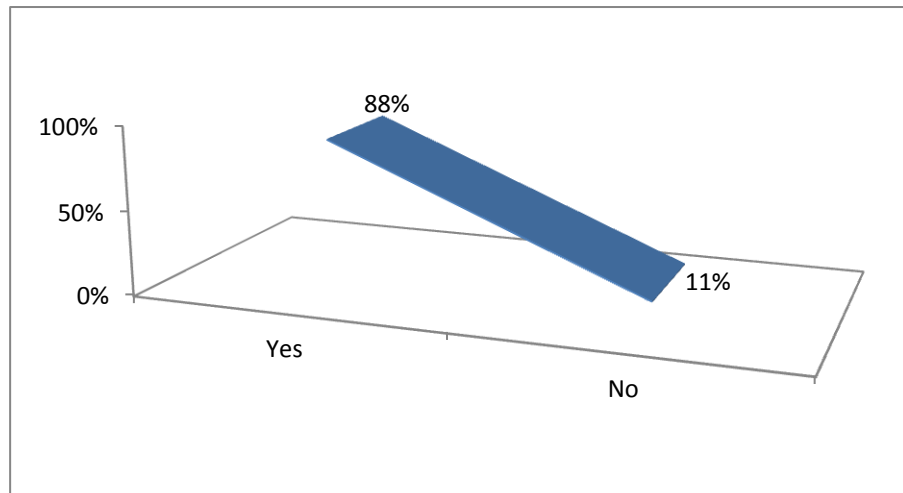


Figure 4.12 Attitudes of Learners

From the figure 4.12, majority of the pupils (88%) enjoyed learning about their rights while only a few (11%) indicated that they did not enjoy learning child rights education. Pupils enjoyed child rights education because they felt that it is through learning these rights that they were aware of their rights which in turn empower them. Ongoma (1987) records that learners' attitudes can be influenced by the attitudes of their teachers. When the teachers have positive attitudes as observed above this in return affects the attitude of the learners positively.

During the interview with DQASO, the researcher wanted to know how the interviewee ensured that teachers developed positive attitude towards changes in a given curriculum and he responded by saying that he had been organizing for workshops where teachers were sensitized on how to implement the curriculum and this helped in changing their attitudes. He, however, said that some teachers who fail to attend the workshops affect the implementation of

the curriculum. Finally, the interviewee was told to comment on the implementation of child rights education in the district, he responded by saying that he felt the child rights curriculum was not fully implemented as there were many cases of school drop outs as the statistics in his office showed. He also disclosed that there were reported cases of child abuse by their teachers and their fellow pupils in his office.

Influence of teachers' qualification on implementation of child rights education

Findings revealed that only a few head teachers and teachers who had advanced their academic qualification beyond O-level certificate and this implies that majority of head teachers and teachers involved in teaching child rights education did not have a good command in the subject area and hence hindering the implementation of child rights education. Majority of head teachers were involved in teaching child rights and only a few who had received child rights education training .Though quite a number of teachers claimed to have received training on child rights education, the training was not adequate as the duration of training was short and some had not received any training at all. This therefore translates to high presence of untrained teachers and hence a hindrance to implementation of child rights education.

Influence of instructional methods on implementation of child rights education

Findings revealed that teachers did not use some of the recommended teaching methods by the Kenya Institute of Curriculum Development. For example, an overwhelming number of pupils (90%) indicated that they had never had a field study to learn issues related to child rights. Also majority of pupils indicated that they had never had a resource person coming to enlighten them on their rights and in some schools lecture method which is teacher-centered was still used as it was found economical where teachers were handling large classes. All these hampered the implementation of child rights education in the district.

Influence of evaluation methods on implementation of child rights education

Findings revealed that evaluation methods were not properly utilized. For example, only a few teachers (18%) who indicated that they used have written tests to assess the learners. The rest did not use written tests as they avoided marking the work and lacked the continuous assessment record for the learners and hence this contributed to poor implementation of child rights education. District Quality Assurance Officer also disclosed that evaluation was also affected by understaffing in the district as teachers handle high workloads in some schools.

Influence of teachers' and learners' attitude on the implementation of child rights education

Findings revealed that majority of teachers and learners had positive attitude toward child rights education though there was still a number of learners and teachers who indicated that they did enjoy child rights education and these negative attitudes were a barrier to child rights curriculum implementation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusions and makes recommendations and suggestions for further research. The main focus of the study was to investigate the institutional factors influencing the implementation of child rights educational in public primary schools in Murang'a East district.

5.2 Summary of findings of the study

The researcher used descriptive survey design where data was collected by interviewing and administering a questionnaire to a sample of individuals. The research was conducted on a sample size of 286 respondents who included the DQASO, head teachers, teachers and learners from public primary schools in Murang'a East district .The questionnaires were personally administered to head teachers, teachers and pupils by the researcher and recorded the responses. District Quality Assurance and Standard Officer was interviewed by the researcher. The researcher analyzed each questionnaire according to the opinion of respondents. The responses were counted, the frequencies calculated, percentages and mean score obtained.

As regards to the influence of teacher's qualification on the implementation of child rights education, the findings of the study show that the majority of the teachers received some training on child rights education though the duration of training was short and therefore there was a feeling that they were not

adequately trained. There were still quite an alarming number of head teachers and teachers who had not received any training on child rights education and this was seen as a major hindrance to effective implementation of child rights education. As regards to age and years of service, most teachers had enough teaching experience to be able to give reliable information as far as the questionnaires were concerned.

Regarding the teaching methods used in implementation of child rights education the findings of the study indicated that some of the teaching methods were over used at the expense of others despite Hoodless, McCreery, Bowen and Bermingham (2007) recommending that variety of teaching methods should be used to complement each other in the lesson when teaching humanities, which are the main carrier subjects of child rights education. For example all respondents agreed that less often they employ the use of resource person, field trips, and lecture methods which had the least mean scores of 1.876, 1.450, and 1.333 respectively as teaching strategies.

The findings of the study pertaining to evaluation methods show that some of the teachers did not use the recommended methods of evaluation. For example only a few teachers who used written tests to assess learners and therefore this hindered the implementation of child rights curriculum. The study further revealed that teachers were not able to assess the learners effectively due to high workload which was as a result of understaffing in the district as the District Quality Assurance and Standard Officer (DQASO) said while interviewed.

As regards to the attitudes of both the teachers and the learners towards implementation of child rights education, the findings show that majority of teachers and learners had positive attitudes toward the integration of children's rights in the curriculum though there was still quite a good number of both teachers and learners who indicated that they did not enjoy teaching/learning child rights education and hence hindered the implementation of the curriculum.

5.3 Conclusion

The study concluded that despite teachers being aware of child rights education and having positive attitude towards the same, child abuse is still very rampant in schools as there are gaps that need to be addressed as far as the implementation of child rights curriculum is concerned, first learners are being forced to repeat classes and as result they drop out of schools. Secondly, some teachers do not use recommended methods of teaching to cater for different categories of learners and therefore rights to quality education is not enhanced. Some of the commonly used teaching methods do not serve learners well as they are rigid and rely heavily on the rote learning placing learners in the passive role. The study also concluded that the large number of teachers who had not received adequate training or any training at all on child rights education hindered the implementation of child rights education. As regards to the assessment, the study concluded that the effectiveness of assessment was affected negatively by the large classes which were as a result of shortage of

the staff as DQASO said during the interview. The assessment was also affected by the absenteeism of the learners.

5.4 Recommendations

The study recommends the following;

- i. The Ministry of Education should ensure that both the head teachers and teachers are given refresher training in order to help them keep abreast to what is expected for effective implementation of child rights education.
- ii. The curriculum developers (KICD) through the Ministry of Education should sensitize teachers on the importance of employing variety of teaching methods to cater for different category of learners and therefore this will help to enhance the right to education and to implement the policy on inclusive education, hence fostering the implementation of child rights curriculum.
- iii. The government through the Ministry of Education to employ more teachers to improve teacher-pupil ratio as this has an impact on the mode of assessment and methodologies used by teachers.
- iv. The school management committee and the teachers should combine efforts to generate ways which make the subject of child rights education more enjoyable to learners and this will help the learners to maintain a positive attitude towards the subject.

5.5 Suggestions for Further Research

Based on the findings and the scope of this study, the researcher recommends further studies to be carried out in the following areas:

- i. A replica of the study should be carried out within other public primary schools and in other counties to investigate the institutional factors influencing the implementation of child rights education.
- ii. The researcher further recommends similar study to be done in other privately owned primary schools and other public schools in rural settings to compare the findings.
- iii. Studies to be done on the implementation of children's rights in public primary schools on the children with special needs, now that there is a policy on inclusive education.

REFERENCES

- Action Aid Malawi (2009) Improving Learning outcomes in primary schools project in Malawi: A synthesized report of phases 1 and II. Lilongwe. Malawi: Action Aid.
- Allan, C.8 Francis, P. (1988).*Curriculum foundations principles and issues*, London.
- ANPPCAN (1999) The African Charter on the Rights And Welfare of the Child Addis Ababa: Organization of African Union.
- Bishop G. (1985). *Curriculum Development* Macmillan education, Ltd Hong Kong.
- Black, P. and Willium, D.(1998) Inside the Black Box: Raising standard Through Classroom Assessment. London. King's College.
- Callahan, F. Clark, H. (1983) *Foundations of Education*. New York: Macmillan publishers.
- Child Rights Information Network (2008); *Convention on the Rights of the Child*.
- Covell, K. (2010) 'school engagement and rights– respecting schools.' Cambridge Journal of education, 401 39-51.
- Driver, R. and Bell, B. (1986).Students thinking and learning of science.A constructivist view. School science review, Encyclopedia Britannica Retrieved online, 7th June 2010 from : <http://www.souderpiper.com/mln/alements.htm>.
- Farrant, J.S. (1980) *Principles and Practice of Education*. Longman group UK limited.
- Fullan, M.G. (1997) Successful school improvement: the implementation perspective and beyond open University press.
- George, D., & Mallery, P. (2003) SPSS for windows step by step: a simple guide and reference. 11.0 update (4th edition). Boston: Allyn and Bacon.
- Hawas, H. (1979). Curriculum and reality in an African Primary Schools England: Longman Group Limited.

- Howe, R.B., Covell, K (2013). *Education in the Best Interest of the Child: A Children's Rights Perspective on closing the Achievement Gap*. Toronto: university of Toronto Press.
- Katana (2007). *Factors affecting performance of KCPE in Magarini division of Malindi district*, unpublished M.ed Project.UON.
- Khalid K.(2008). A study of the relationship between the professional qualification and academic performance of their students at secondary school level in Pakistan. *World Science, Engineering and Technology*. Vol.38.
- K.H.R.C (2004). *Human Rights Education in Kenyan Schools: Human Rights resource book for teachers*, Nairobi: Author.
- K.I.E(2002) *Primary Education Syllabus volume two*, Nairobi; Author.
- K.I.E, (2001). *Training manual for the in servicing of teachers on the infusion of child labour message in the primary school curriculum*.
- Kombo, D. and Delno L.A. (2006) *proposal and those writing: An introduction*.
- Kothari, R.C. (2004). *Research Methodology. Methods and Techniques* (2nded) New Delhi. New Age international Ltd.
- Morris,N.(1998). Curriculum Evaluation Revised. *Cambridge Journals of Education*, 28(2),207-220.
- Mugenda.M. and Mugenda, G. (1999) *Research Methods; Quantitative and Qualitative approach*, Nairobi; ACTS Press.
- Ndani M. (2009) *Child Rights and Child Protection*, Longhorn publishers (K) Ltd, Nairobi; Kenya.
- Omeno.A. (2010) *Attitude of students towards implementation of mathematics curriculum in public schools in Embakasi; district, Kenya*. Unpublished work.
- Orodho (2003), *Essentials of educational and social sciences research method* Nairobi: Masala publishers.
- Peters, R.S. (1976). *The rule of head teachers London: Rutledge and Kenyan Paul Ltd*.

- Republic of Kenya (2000). National Report for the special session of the UN general Assembly on the follow up to the world summit for children; Government press.
- Synomusene, A. (2003) *Barriers affecting the implementation of the 8:4:4 English curriculum in secondary schools in Kitui District*. M. phil Thesis. Eldoret Moi University (unpublished).
- Tuckman, B.M. (1972), *Conducting Educational Research (2nd edition)*, New York, Harcourt Bruce.
- United Nations Children's Fund/United Nations Educational, Scientific and Cultural Organization, (2007). *A human rights-based approach to education for all*. New York, USA.
- Webster. S (1985) *Educational Research: Competence for analysis and applications, 6th Edition*. New Jersey; Macmillan.

APPENDICES

Appendix I: Letter of introduction to respondents

Lucy Nyambura Mwangi
University of Nairobi
Department of Educational Administration and Planning
P. O. Box 30197-00100
Nairobi

Dear respondents,

**Re: Institutional Factors Influencing the Implementation of Child Rights
Education in Public Primary Schools in Murang'a East 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 hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge. The questionnaire is meant for the research only and your identity will be treated with utmost confidentiality. No name of the respondents or institution will be written on the questionnaire.

Thank you in advance.

Yours faithfully,

Lucy Nyambura Mwangi

Appendix II: Questionnaire for Head Teachers

This questionnaire is designed to gather data about institutional factors influencing the implementation of child rights education in Murang'a East 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 black spaces where applicable.

SECTION A: Personal information

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

1. Indicate your gender
Female
Male
2. Indicate your age brackets
20-30 years
31-40 years
41-50 years
Above 50 years
3. How long have you served as a head teacher
Below 5 years
6 – 10 years
11-15 years
16-20 years
Above 21 years
4. What is your professional qualifications
P1
Diploma
B.ED
M.ED
Others (specify) _____
5. Indicate your highest academic level
KCE/KCSE (O-level)
KACE (A- level)
Degree

SECTION B: TEACHERS QUALIFICATION

6a) Have you been involved in teaching child rights education?

Yes No

b) Have you received any training on child rights education?

Yes No

c) If yes indicate how you received the training

Pre-service

In-service
Both pre-service and in-service

7 Do you think your teachers were adequately trained to implement the child right education?

SECTION:C TEACHING STRATEGIES

9.Indicate how often you use the following teaching methods

Teaching methods **Quite often** **Often** **Less often** **Never**

Group discussion

Question and answers

Lecturing

Role play

Use of resource person

Field trip

Other (specify)

10) a) In your school do you invite a resource person to enlighten pupils on their rights?

Yes No

b) If yes, how often?

Once Occasionally

11) Do teachers in your school take pupils for field study on the rights of the child?

Yes No

SECTION D: EVALUATION METHODS

12. Indicate how often you employ the following evaluation methods in teaching learning process

Evaluation methods	Quite often	Often	Less often	Never
Oral evaluation method				
Written tests				
Observing pupils behaviour				
Others (specify)				

SECTION E: ATTITUDE OF THE TEACHERS AND LEARNERS

13. With reference to teaching child rights education in your school, what is your opinion of the learners and teachers attitudes towards child rights education?

Appendix II: Questionnaire for teachers

Questionnaire is designed to gather data about institutional factors influencing the implementation of child rights education in Murang'a East 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 black space where applicable.

SECTION A: PERSONAL INFORMATION

Please tick your response in the space provided

1. Indicate your gender: Female Male

2. Indicate your age bracket

20-30 years 41 – 50 years

31 – 40 years Above 50 years

3. Indicate your teaching experience

1-5 years

6-10 years

11-15 years

16-20 years

21 years and above

4. Indicate your highest academic qualification?

KCE/KCSE (O-level)

KACE (A-level)

Degree

5. Indicate your professional qualification

M. ED B.ED

Diploma P1

Others specify _____

SECTION B: TEACHER QUALIFICATION

6) Do you understand what child rights education is?

Yes No

7. a) Have you received any training on child rights education?

Yes No

b) If yes, indicate how you received the training

Pre-service

In-service

Both

c) Specify the duration of training _____

SECTIONC: TEACHING STRATEGIES

8. Indicate how often you employ the following teaching methods in your teaching

Evaluation methods	Quite often	Often	Less often	Never
---------------------------	--------------------	--------------	-------------------	--------------

Group discussion

Question and answer

Lecturing

Role play

Use of resources person

Field trip

Other (specify

SECTION D: EVALUATION METHODS

9. Indicate how often you employ the following evaluation methods in the teaching and learning

Evaluation methods	Quite often	Often	Less often	Never
---------------------------	--------------------	--------------	-------------------	--------------

Oral evaluation method
(question and answers)

Written tests

Observing pupils
behaviour

Others (specify)

SECTION E: ATTITUDE OF TEACHERS AND LEARNERS

10. Please tick under the level that best represent your attitudes indicate below

SA - Strongly agree D – disagree Un-undecided

A- Agree SA- Strongly disagree

SA A UN D SD

Enjoy teaching child rights education

Like the way child rights education was
integrated in the curriculum

Pupils should know their rights

11. With reference to teaching child rights education, what is your opinion of
the learners' attitude towards child rights education?

Appendix IV: Questionnaire for pupil's

All questions in this questionnaire are on child rights education. Answer all questions to the best of your ability.

SECTION A: PERSONAL INFORMATION

Tick in the Correct Box

1. What is your gender?
Girl Boy
2. What is your age?
11 years 12 years 13 years 14 years
15 years and above
3. a) Have you repeated in any class?
Yes No
b) If yes which class did you repeat?
Standard 1 Standard 2 Standard 3 Standard 4
Standard 5 Standard 6 Standard 7
c) Was it your wish to repeat? Explain

SECTION B: TEACHING STRATEGIES

4. Do you know that you have some rights as a child?
Yes No
5. a) Does your teacher ever take you for a trip to study issues on child rights?
b) If yes how often?
Once Occasionally Not at all
6. a) Do you get a resource person who come to enlighten you on your rights? Yes No
b) If yes how often?
Once Occasionally Not at all

7. Indicate how often your teacher use the following methods while teaching child rights education

Teaching methods	Quite often	Often	Less often	Never
Small group discussion				
Lecturing				
Role play or demonstration				
Question and answer				

SECTION C; EVALUATION METHODS

9) Indicate the evaluation method used by your teacher in child rights education.

Written continuous assessment test

Oral question and answers

SECTION D; ATTITUDE OF THE LEARNERS

10) Do you enjoy learning child rights education?

Yes

No

Appendix V: Interview guide for DQASO

1. What role do you (DQASO) play in ensuring that a new curriculum is implemented?
2. What is your comment on the training of teachers in the district to be able to implement child rights education?
3. How does your (DQASO) office ensure there is learning in school as opposed to just teaching?
4. How does your office organize the assessment of the learners in the district to improve the quality of teaching?
5. How does your office ensure that teachers develop positive attitude towards changes in a given curriculum?
6. How do you comment about the implementation of children's rights in your district?

Appendix VI: Letter of Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

21st October, 2014

NACOSTI/P/14/5703/3559


Lucy Nyambura Mwangi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Institutional factors influencing implementation of Child Rights Education Curriculum in primary schools in Murang'a East District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for a period ending **31st December, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Murang'a County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Murang'a County.




Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MS. LUCY NYAMBURA MWANGI
of UNIVERSITY OF NAIROBI, 30197-100
Nairobi, has been permitted to conduct
Research in Muranga County
on the topic: INSTITUTIONAL FACTORS
INFLUENCING IMPLEMENTATION OF
CHILD RIGHTS EDUCATION CURRICULUM
IN PRIMARY SCHOOLS IN MURANGA
EAST DISTRICT, KENYA
for the period ending:
31st December, 2014

Permit No. : NACOSTI/P/14/5703/3559
Date Of Issue : 21st October, 2014
Fee Received : Ksh. 1000

(Signature)
Applicant's Signature

(Signature)
Secretary
National Commission for Science, Technology & Innovation



S

CONDITIONS

- 1. You must report to the County Commissioner and the County 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) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A- 2586

CONDITIONS: see back page