

**SCHOOL FACTORS INFLUENCING PROVISION OF CHILD FRIENDLY
SCHOOL ENVIRONMENT IN PUBLIC PRIMARY SCHOOLS IN IGEMBE
NORTH DISTRICT, MERU COUNTY, KENYA**

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award of the Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

This study is a special dedication to my wife Judith Kambura and my two sons Ephraim and Josiah .To my late father Isaiah Kanamba and my mother Pauline Nkoyai.

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ABBREVIATIONS AND ACRONYMES

CFS	Child Friendly School
CRC	Convention on the Right of the Child
DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer
EFA	Education For All
FPE	Free Primary Education
KEMI	Kenya Education Management Institute
KEPSHA	Kenya Education Primary School Heads Association
KESSP	Kenya Sector Support Program
KIE	Kenya Institute of Education
NGOs	Non-Governmental Organizations
SADDSP	South African District Development Support Program
SPSS	Statistical Package for Social Science

ABSTRACT

The purpose of the study was to investigate school factors influencing the provision of child friendly school environment in public primary schools in Igembe North district. The study was guided by five research objectives : to determine ways in which attitude of teachers influence the provision of child friendly school environment in public primary schools , to establish the influence of instructional resources on the provision of child friendly school environment in public primary schools , to determine the extent to which monitoring and evaluation influence the provision of child friendly school environment in public primary schools, to determine how teacher preparedness on child friendly school environment influence its provision in public primary schools and to examine the relationship between school physical facilities and child friendly school environment in public primary schools in Igembe North district. The study employed a descriptive survey design. The sample for the study comprised of 8 head teachers, 34 teachers and 361 pupils. Data were collected by use of questionnaires, interview schedule and observation schedule. Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability. Items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments. The data were coded and entered into the computer by use of Statistical Package for Social Science (SPSS) quantitative data were analyzed using descriptive statistics where frequencies and percentages were used to summarize the data. Qualitative data obtained from personal interviews and questions were analyzed qualitatively through thematic analysis. Findings on the attitude of teachers and the provision of child friendly school environment revealed that teachers' attitude on provision of child friendly school environment was low as indicated by majority of head teachers. On the influence of instructional resources on the provision of child friendly school environment in public primary schools, the study revealed that schools used textbooks as the instructional resources in their school as indicated by majority of head teachers. On the influence of instructional resources on the provision of child friendly school environment in public primary schools, the study revealed that schools used only textbooks as the instructional resources in their school. On the influence of monitoring and evaluation to the provision of child friendly school environment, the study concluded that the Ministry officers rarely visited the school. On teacher preparedness on child friendly school environment and its provision in public primary schools, the study concluded that head teachers were trained on inspection. The head teachers never visited teachers in class while teaching is in progress and they also thought that their teachers were well prepared to provide CFS environment. The study lastly concluded that head teacher has talked to teachers about child friendly school which implied that teachers were most important factor in creating an effective and inclusive environment. The study recommends that School management committees to make availability of physical facilities to be of high priority. The government to ensure that every teacher undergo a refresher course on child friendly school approach. This researcher takes exception to the fact that the study was conducted in Igembe North district yet the provision of child friendly school environment in public primary schools is a national one. The researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the actual factors on provision of child friendly environment

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Universal declaration of human right 1948 states that education is a fundamental right for every child and an opportunity to achieve and maintain an adaptable level of learning. Therefore education systems and programs should be designed and implemented to take into consideration the unique characteristics, interest abilities and learning needs of every child (UNESCO, 1994)

Katz (2011) defines a child friendly school environment as one where the staff is friendly, and the health, the safety and the needs of the children are adequately met. It is a an environment which is community based, takes cognizance of the rights of the children irrespective of their gender, religious and ethnic affliction, physical and mental abilities and any other inferences.

Alina (2010) reiterates that a child friendly school environment should provide a comprehensive quality framework for school policies, teaching facilities and community environment in support of children's right to health, protection and development to their fullest potential. According to her, a child friendly school environment encompasses child- seeking, child centered, gender sensitive, inclusive and healthy approaches to schooling and out-of-school education worldwide.

A global survey of the child friendly schools concept and its application within UNICEF programmes reveals a weakness in approach where there has been tendency to under emphasize the determinants of a child friendly school in education. Despite

the gap in approach the approach has progressed steadily in the world from an estimated 33 countries in 2004 to 56 countries in 2007 (UNICEF, 2010)

Teachers' attitude is one of the factors that strongly influence the provision of child friendly school environment in the world at large. Ackler (2001) asserts that teachers need to have a positive attitude towards a new idea to create a new mode of teaching. It is reported that Children at Gaonshahar village in India do not enjoy school at all because the teachers were not friendly until World Vision and UNICEF introduced child friendly schools approach in 2008 (Shrestha, 2010). Delft (2004) says that after training, the attitude of the teachers and experimental groups involved improved significantly.

Instructional materials have a great effect on the implementation of child friendly schools. Pupils' access to instructional materials is an important factor in what and how much they learn (UNESCO, 2005). In earlier studies it was found that in Bolivia Brazil, Chile, Colombia, Ecuador, Panama, Peru and Venezuela only one-third of primary school pupils had access to instructional materials (Montagnes, 2001). Gay (1981) asserts that retention and learning are hampered when pupils attend school in dilapidated over- crowded buildings noisy and unsafe environment and above all in classrooms that are not adequately supplied with instructional materials. Pupil-textbook ratio is a significant measure of education quality. Many classrooms in developing countries especially in poor and rural areas possess only one textbook typically kept by the teacher. Students spend most of their time copying text book from the blackboard which they are expected to memorize (Liberia MoE, 2007)

In Turkey in 2002, UNICEF and the ministry of education began to work together to design a child friendly school model project with a well defined monitoring and

evaluation program. Twenty five schools volunteered to participate in the project. In the project the number of schools later expanded to 326 where the children, parents and community at large appended the initiative (Shirley, 2010).

Beynon (1997) indicates that physical facilities have a lot of bearing on school enrolment and attendance. Few facilities mean that schools can accommodate small number of pupils. Research in many part of the world has shown the relationship between physical facilities and attendance. According to Beynon , in India ,schools without their own buildings and hold their classes under a tree ,in a borrowed buildings from other users tend to have poor attendance. In a pilot survey of schooling conditions in Least Developed countries done by UNESCO and UNICEF revealed that some parents refused to let their children attend schools where sanitation facilities were poor (UNESCO ,2008).

According to KESSP (2005) poor physical facilities in school is one of the major barriers to primary education in Kenya. For learners to access quality education and be retained in school there is need to have a congenial and friendly environment where the infrastructure conditions and learning mode is well set and appropriate for the learner (MOE,2001).

Over the years Kenya has tried to transform its former Inspectorate Division to Quality and Standards Assurance Division into Ministry of Education since the introduction of FPE in 2003 where there was an increase by 8 percent in the number of visit by Ministry of Education Quality and Standard Assurance Officers to school teachers (MOE KESSP 2005).

In an ideal Child Friendly School environment ,the school or teachers are expected to enhance learning through provision of the five themes in a child friendly school approach which are: managing an inclusive child friendly school, a safe and protective school, an equity and equality promoting school, health and nutrition promoting school and enhancing school-community linkage and partnership (UNICEF, 2010).

While trying to harmonize basic quality primary education, Kenya faces the challenge of providing a child friendly environment that will ensure a child-centered and right-based teaching methods and qualitative education that is capable of producing healthy, creative, and confident and peace loving citizens. According to UNICEF (2010), child friendly school model was launched in Kenya in 2002 by the ministry of education and UNICEF. It was piloted in eleven UNICEF supported district of Madera, Marsabit, Turkana, West Pokot, IJara, Isiolo, Mojale, Kwale and Nairobi. It was mainstreamed to cover all the schools in the country which has brought significant improvement in some district (KESSP2005). Since the mainstreaming of child friendly school approach, its impact has not been felt in Igembe North District. Igembe North District Quality Assurance and Standards (DQASO) report of June 2014 indicates that discomfort among learners in public primary schools in the district is noticed. This is brought by overcrowded seating arrangement, over utilized toilets, foul language among teachers, lack of learning resources and dilapidated structures. The report also indicates that the facilities that are overstretched has lead to low access and retention rates in the district.

1.2 Statement of the problem

Learner friendly environment is the key to promotion of access to quality education and high retention among pupils (KESSP, 2005). Introduction of Free Primary Education (FPE) contributed to rise in enrolment in formal public primary schools from 5.9 million in 2002 to 7.12 million in 2004 and further 8.6 million in 2008 (KESSP, 2010). According to KESSP implementation of Free Primary Education (FPE) facilitated overcrowding in the class rooms; making learning very uncomfortable as learners either learned standing or overcrowded on their desks. Poor sanitation has been observed as a result of overused facilities. Furthermore, gender bias in teaching process and in learning materials where prejudice and discrimination are done unintentionally (UNESCO, 2001). Development agencies like UNESCO, UNICEF, local authorities and church organizations have come up with policies like provision of Child friendly school environment and safety standards among others (KESSP, 2010). According to child friendly school co-coordinator Igembe North district none of the schools in the district has CFS approach been used. Discomfort among learners in public primary schools in Igembe North district is noticed in crowded sitting arrangements, over utilized toilets and overstretched facilities have led to low access, retention rates and poor performance. (KEPSHA Chairman Igembe North district). Report given by the district education officer during price giving day on June 2014 indicated issues relating inadequate maintenance of school compound, play field class rooms and other facilities that have made learning environment very unfriendly in the district. Complaints have been raised that there has been a decline in performance of students from public primary schools compared to private schools

Table 1.1 K.C.P.E performances in mean scores for the three neighboring districts.

Year	2010	2011	2012	2013
Igembe North	235.21	230.59	229.05	236.30
Igembe South	238.51	241.03	237.62	242.28
Tigania East	246.20	244.41	245.34	247.01

Source: DEO Igembe North district 2014

Despite government interventions, the performance has not been attractive over the years. According to the DEO Igembe North district several seminars have been done for teachers, cluster meetings for parents and teachers and tuition on holidays and Saturdays but still the performance is poor and retention rates is low, hence there was need to carry out an investigation on the school factors affecting the provision of child friendly school environment in public primary schools in Igembe North district.

1.3 Purpose of the study

The purpose of the study was to investigate school factors influencing the provision of child friendly school environment in public primary schools in Igembe North district.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To establish how school physical facilities influence the provision of child friendly school environment in public primary schools in Igembe North district.

- ii. To determine ways in which attitude of teachers influence the provision of child friendly school environment in public primary schools in Igembe North district.
- iii. To establish the influence of instructional resources on the provision of child friendly school environment in public primary schools in Igembe North district.
- iv. To determine the extent to which monitoring and evaluation influence the provision of child friendly school environment in public primary schools in Igembe North district.
- v. To establish how the level of preparedness on child friendly school environment influence its provision in public primary schools in Igembe North district.

1.5 Research questions

The study was guided by the following research questions:

- i. How does availability of school physical facilities influence the provision of child friendly school environment in Igembe North district?
- ii. In what ways do the teachers' attitudes influence the provision of child friendly environment in public primary schools in Igembe north district?
- iii. How does availability of instructional resources influence the provision of child friendly school environment in public school in Igembe North district?

- iv. To what extent does monitoring and evaluation affect the provision of the child friendly school environment in public primary schools in Igembe North district?
- v. How does teachers' level of preparedness on child friendly school environment influence its provision in public primary schools in Igembe North district?

1.6 Significant of the study

From the findings of the study the Quality Assurance and Standards officers might benefit by getting to know and address accordingly the challenges facing teachers in implementing Child Friendly Schools approach. The findings of the study may give insight to the ministry of education on the provision pace of child friendly school environment in public primary schools. The MOE might use the findings and recommendations to provide in-service courses to the teachers on child friendly school environment. The Kenya Education Management Institute (KEMI) might use the study findings to adjust their training programs to incorporate administration of child friendly primary schools. The findings may again enlighten organizations like UNESCO, UNICEF and other NGOs who have interest in improving quality of education by providing information on school factors influencing the provision of child friendly school environment. The findings may also act as a data base for future researchers who will find the research instructive

1.7 Limitations of the study

The limitation of the study included the following;

It was difficult to control the attitude of the respondents on the questionnaire therefore, there was need to assure confidentiality before answering the questionnaire. The authenticity of the data may be compromised since some respondents may not divulge all the information required. This was overcome by a researcher trying as much as possible to explain what is going on and giving assurance of the confidentiality of the respondents thus minimize the effects of the limitations.

1.8. Delimitation of the study

The study targeted only public primary schools in Igembe North district because public primary schools are the most affected schools. The study variables were: teachers' attitude, instructional resources, monitoring and evaluation, teachers' preparedness and physical facilities. The respondents were head teachers, teachers and class seven and eight pupils of Igembe North district because class seven and eight pupils are more literate to understand the questionnaire.

1.9. Assumptions of the study

It was assumed that the teachers have knowledge on the child friendly school environment and are promoting it. It was also assumed that the respondents were accurately and truthfully responded to the questions. It was assumed that other stakeholders are assisting schools to promote child friendly school environment in public primary schools. Since CFS approach is a new concept in most schools in Kenya, it was assumed that effective implementation of the approach was used to improve quality of education.

1.10. Definition of significant terms

The following significant terms were used in the study.

Attitude refers to a predisposition or tendency to respond positively or negatively towards an idea, an object, a person or a situation.

Child refers to a minor younger than the age of majority, school going age of six years and is under the age of eighteen years in Kenyan context.

Child friendly school environment refers to an environment which provides quality education to all children by addressing all issues that have an impact on the welfare, the right and friendly environment during learning process for example inclusiveness, safety, protection, health and nutrition equity, equality and community linkage

Curriculum refers to all the courses of study by an educational institution.

Evaluation is a systematic assessment of an activity, project, strategy policy, and theme or sector in an institution.

Gender refers to social cultural constructional of the differences between men and women.

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

Monitoring refers to the assessment of progress of an endeavor during the course of implementation.

Primary education refers to formal learning of eight years that should start from at least the age of six years.

World education for all refers to the declaration of universal basic education that was an after math of world conference organized by the United Nations organization.

1.11. Organization of the study

The study is organized into five chapters: Chapter One is the introduction and will comprise of background to the study, Statement of the problem, purpose of the study objectives of the study research questions, significant of the study, delimitation of the study, limitations of the study and definition of significant terms. Chapter Two includes materials on literature review with subsections on concept of child-friendly school environment, attitude of teachers on child-friendly school environment, effects of instructional materials on child-friendly school environment, effect of monitoring and evaluation of child-friendly school environment, teacher preparedness on child friendly school environment, impact of physical facilities on the provision of child friendly school environment, theoretical and conceptual framework.

Chapter Three covers the research methodology employed. The chapter deals with the research design and methodology ,target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments ,data collection procedures and data analysis techniques .Chapter Four consists of analysis, interpretation and discussion of the findings. Finally, chapter Five will consists of summary of the findings, conclusion, recommendations and areas of further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section focuses on literature review under the following subsections: the concept of child-friendly schools, the teachers' attitude, instructional resources, monitoring and evaluation, teachers preparedness and the impact of physical facilities on the implementation of child friendly school approach.

2.2 Concept of Child-Friendly Schools (CFS)

A child-friendly school concept is based on the Convention of the Right of Children (CRC) and is a comprehensive approach which relates all aspect of reforms in education and which puts the child at the centre of the attention in all activities being organized and implemented at the school. Therefore everything being accomplished in school and everyone involved in the realizing them should be around the interest of the learner (Chistopher, 2011).

Katz (2011) defines Child-Friendly School Environment (CFSE) as a school providing quality education to all children by addressing all the issues that have an impact on the welfare, the right and the friendly environment during the learning process for every child. A child friendly school approach involves six dimensions: an inclusive and child friendly classrooms, quality teaching and learning, safe and protective school, equity and equality promoting school and enhancing community linkage and partnership (Claire, 2011).

2.3 The attitude of teachers and child friendly school environment

An attitude is a predisposition or tendency to respond positively or negative towards a certain idea, an object, a person or a situation. A motivated teacher is one who not only feels satisfied with his or her job but also is empowered to strive for excellence and growth in instructional practice (Fraser, 1992). Montagnes (2001) , also asserts that teachers needs to have positive attitude towards a new idea to create a new mode of teaching.

Mulcleen (2006) says that the main aim of child friendly school model project is to train teachers to better manage their classes so that every child gets same attention and in the long run to reduce overcrowded classrooms. According to Masri, part of the reason for low involvement on the implementation of child friendly school approach is attributed to large class sizes and outdated teaching methods .Both of these make it likely for pupils to drop out of school before finishing their basic education.

Teachers are perceived to be integral in the provision of child friendly school environment. Teachers are key to the success of the any program. Child friendly school approach can only be successful if teacher are part of the team driving this process (Olando, 2003) .Montagnes (2001) claims that it is important to examine the attitudes of mainstream educators towards the implementation of child friendly school approach.

Torres (1996) in his research on teachers attitude on education in France reported that low attitude among teachers towards a specific program may adversely affect the government policies on education. The school being one of the major hubs of our children's lives, attitudes of teachers has a ripple effect that extends beyond the

classroom into community and the future, therefore the attitude of the teachers on child friendly school should be considered before launching it (Burkel, 1996).

2.4. Instructional resources and child-friendly school environment

Instructional resources include textbooks, maps, charts, photographs, play materials, flash cards, chalkboards; colored chalks, pencils, color and water. They are very essential because they make teaching more effective, meaningful, increase learners motivation and concentration span and simplify concept. Instructional materials are meant to stimulate the total growth and development of children. The materials are used to cater for the following areas: manipulating skills, auditory perceptions, language development, exploration through feelings and social emotional needs. They should be enough for all learners to interact with them (K.I.E, 2008).

In Indonesia for instance there is strong evidence that increasing provision of instructional materials especially textbooks is the most effective way of raising the quality of primary education. The scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model (Gormar, 1996).

UNESCO (2005a) says that their survey found that over half grade six pupils in Malawi, Mozambique, Uganda, Tanzania and Zambia reported learning in classrooms that did not have single book shelf or reading corner as part of an enabling literate environment. In these and other African countries, between 25% and 40% of teachers reported that they did not possess a book guide in the subject they taught (Bonnet, 2007). Bonnet also reiterates that availability of teaching and learning materials especially textbook make a difference on the achievement of pupil's studies. In both Philippines and Nicaragua for instance, testing in the early 1980s found that students

with instructional materials scored significantly higher by about one third of a standard deviation than a student without (Lockheed, 1993).

UNECIF (2010) asserts that without instructional resources, no learning can take place. Grantham et al (1998) while studying school performance of Jamaican girls declared that better achievement levels were associated with possession of school learning resources and access to reading materials outside the school. Grantham also says that for a given instruction procedure to achieve its desired objective, it must be properly harnessed through adequate and proper use of instructional facilities.

Regrettably instructional materials in teaching in most cases are limited or completely lacking which leads to inefficiency and performance on part of tutors (Gomez, 1996). He also claims that the few available ones are sometimes not utilized and this leads to or makes teaching and learning process to become ineffective. It is in the basis of this that it becomes necessary to investigate this extent of availability, adequacy and utilization of instructional materials in teaching in a child friendly school approach. UNICEF (2010) stresses that learning takes place where learners are fully involved in the process through the use of proper and variety of instructional materials in teaching.

2.5 Monitoring and evaluation, and child friendly school environment

Stufflebeam (2001) defines monitoring as the systematic process of collecting analyzing and using information to track a program progress towards reaching its objectives and to guide management decisions. He further says that monitoring is conducted after a program has begun and continues through the program's implementation period. According to him evaluation on the other hand is the

systematic assessment of an activity, project program, strategy, policy, topic, and theme or sector area in an institution' s performance. UNESCO (2008) explains that school monitoring and frequent evaluation is an essential aspect not only to check teacher and school performance but also to indentify and support needed quality improvement especially in terms of friendliness of the environment. In south Africa a study carried out by South Africa District Development Support Program (SADDSP) indicated that a gain in learning achievement in the year 2000 and 2003 resulted partly from increased supervisory support to schools and teachers (UNESCO, 2008).Oguneye in his own contribution says that one of the functions of a learning institutions is to monitor and evaluate the performance of the individual learner under its embrace (Oguneye, 2002)

UNICEF (2011) reports that monitoring and evaluation system allows the project management team to make appropriate informed decision in order to decide whether project designs, approach, implementation and activities should be adjusted to better achieve the objectives. The report also says that monitoring and evaluation system can improve implementation by measuring whether the planned and implemented activities are actually producing the intended outcomes and whether the revised or additional activities are necessary. Over the years Kenya has tried to transform the former inspectorate division to Quality Assurance and Standards division in the ministry of education. Since the introduction of FPE in 2003 there was an increase of over 8 percent in the number of visit by ministry of education Quality and Standard Assurance Officers to school teachers (MOE KESSP 2005).

2.6 Teachers' level of preparedness on child friendly school environment

Preparedness is knowing that something exists and ability to perceive or to be conscious of events or program hence being ready to embrace or refuse the idea (Olando, 2003). UNESCO (1997) asserts that it is through creating awareness that the public and teachers can reach their fullest potential. Education is critical for capacity building. Both formal and non-formal educations are indispensable to changing people's attitudes so that they have the capacity to assess issues at hand.

UNICEF (2010) indicates that for education intervention to have real impact the teachers must be trained and be informed to have thorough knowledge on what child friendly schools are all about. According to UNICEF, educational authorities with the appropriate assistance from community groups or non-governmental organizations are recommended to assist or set up pre-service and in-service training on child friendly school model .A survey carried by UNICEF in 2010 in Brazil indicates that every teacher currently has to undergo a refresher course on child friendly school approach. The report indicates that there are lively classrooms organized by professionally qualified Brazilian teachers who present an opportunity to advance skills quickly and enjoyably which did not take place before the introduction of child friendly school approach (UNICEF, 2011)

A survey carried out by UNICEF in Turkey indicates that after creation of awareness through seminars and workshop. In 1990 several teachers in all the regions of the country included child friendly school approach to their education system and in their schools (Shirley, 2011). Karega (2009) says that if teachers are sensitized on the importance of using child friendly approach they will assist the children's quality education that is globally competitive.

Byers (1970) notes that, people are the greatest potential assets to any organization and creating awareness to them is one of the greatest steps towards the achievement of the organization's goals. Teachers are the single most important factor in creating an effective and inclusive environment. Educating them is like sharpening the panga in which you use to cut a huge tree (Musomi, 2008).

2.7 Physical facilities and child-friendly school environment

School physical facilities is the platform on which most learning takes place .School infrastructure affect quantitative growth and the provision of quality education(Patrinos,2002).In Ghana, schools that have been established in rural communities are faced with problems of poor infrastructure, lack of material input, inadequate logistics and lack of qualified personnel which has led to poor academic performance and in some cases low enrolment of learners as most learners end up dropping out of school(George, 2004).

A study carried out by UNESCO in Bangladesh and India indicated that in Bangladesh school head teachers have planted chalkboards around the classrooms at the children's level so that the children can use the chalkboard for planning, drawing and problem solving. In India the report indicate that District Primary Education Program (DPEP) make schools available to children within 1km of their residence even in the remotest areas where school buildings are especially designed and constructed with child- friendly element (UNESCO, 2001)

According to KESSP (2005) poor primary school infrastructure is one of the major barriers to improving access to primary education in Kenya. MoEST (2003) empirical data shows that physical facilities are an important factor in both school attendance

and improvement. For this reason school physical facilities should be a high priority to school management committees. According to KESSP there has been a major backlog of infrastructure provision and a shortage of permanent class rooms, particularly in poor communities and slums. At the same time existing infrastructure are generally in poor condition due to lack investment capital, and poor construction standards and inadequate maintenance. With significant increase in primary school enrolment following the introduction of Free Primary Education (FPE), additional pressure was put on the existing physical facilities especially those living in low income areas and within large urban centers and in other pockets of poverty with large primary enrolment (MoEST, 2009).

2.8 Theoretical Frame Work.

This study will adopt humanistic theory of human need. Maslow (1998) states that, people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one and so on. It also states that human beings will only think about safety, belongingness, esteem and self actualization needs if only he or she is able to satisfy physiological need. Maslow's great concern was for humanistic education and so his thinking focused on the individuals needs. Abraham Maslow's view about education of children was firmly based on humanistic philosophy of education. He was mostly concerned with the discovery of identity and humanness believing that one goes most deeply into him/herself seeking individual identity. One also recognize more clearly the whole human, and when he/she becomes fully human he or she learns not only how he or she is different from others but how similar he or she is to them (Rosa, 1996).

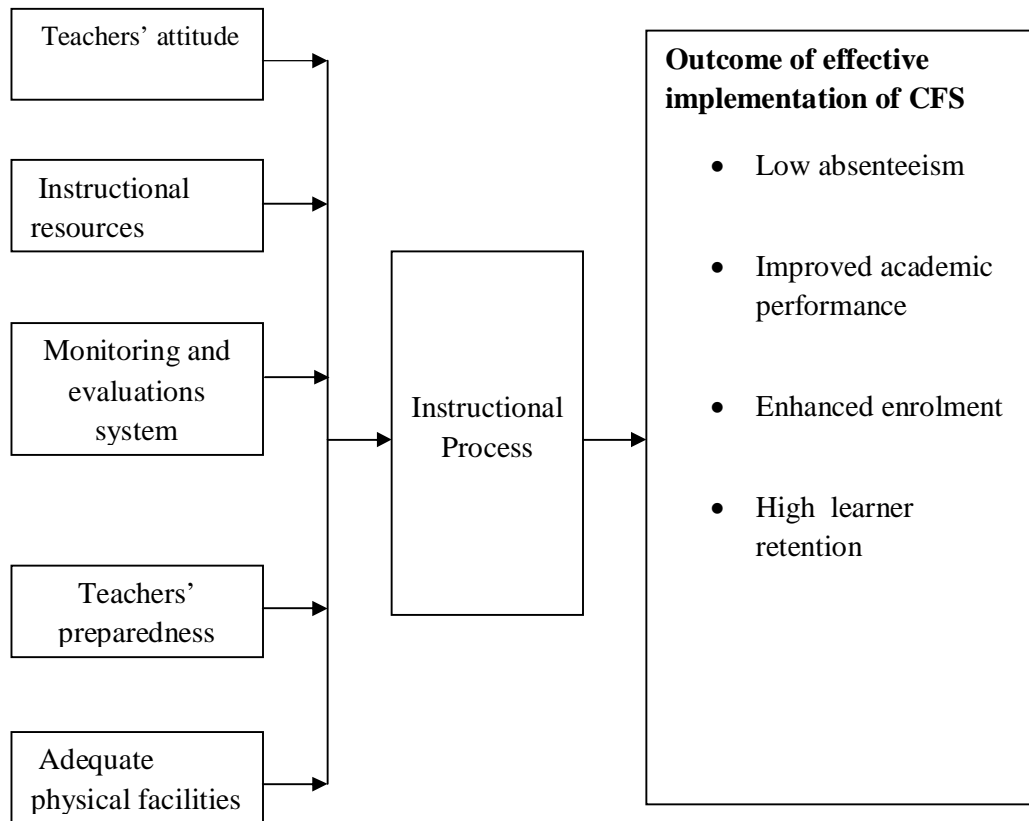
Maslow worked largely with adults. He had much to say about children as well applying his ideas to all ages. According to Maslow human needs forms a hierarchy from basic physiological demands to the needs for self actualization needs. Needs at the lower level must be well satisfied before the individual will turn his or her attention to those at the higher level for example for a child who is always hungry is not likely to develop much intellectual curiosity. Maslow identified five levels of basic human needs: physiological, safety, belonging and love, esteem and self actualization as well as cognitive and aesthetic needs.

This study will adopt this theory because children need to experience security, physical wellbeing, need to love and be loved, need to belong, need to achieve competence, need to know; need to experience beauty and order (aesthetic and cognitive knowledge). Teachers' attitude and preparedness, instructional materials, monitoring and evaluation and physical facilities which are variables in this study has a great impact on the provision of the needs of a child as indicated in the Maslow's hierarchy of needs and child friendly school is all about meeting all the needs of a child before offering education.

2.9 Conceptual framework of the study

A school can be compared with an industry which transforms raw materials into required output(graduates) that the society can consume .In order to execute the process of living more effectively the school is expected to provide an enabling and child friendly environment. Moreover children needs various needs satisfied, as illustrated below.

Figure.1: Conceptual frame work showing the relationship between various factors affecting provision of child friendly school environment.



From the conceptual framework above the implementation of child friendly school approach depends on the attitude of teachers, availability of instructional resources, monitoring and evaluation teachers' preparedness, and physical facilities which are independent variables. With proper instructional process the outcome will be reduced absenteeism, improved academic performance, enhanced enrolment and high learner retention. In an ideal child friendly school environment the school or teachers are expected to enhance learning through the provision of five themes in a child friendly environment approach which are; managing an inclusive child friendly school, managing a safe and protective school, managing an equity and equality promoting school and managing and enhancing school-linkage and partnership (Katz,2011).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research methodology which will be discussed under the following sub-headings; research design, target population ,sample size and sampling procedures, research instruments, reliability of the instrument ,validity of the instruments, data collection procedures, and data analysis techniques.

3.2 Research design

According to Kothari (2004) research design means a plan or a blueprint of or a guide for data collection and interpretation. This study used a descriptive survey design. Descriptive survey design gathers data at a particular point in time with intention of describing the nature or identifying the standards against which existing conditions can be compared to determine relationship that exist between events (Mugenda and Mugenda ,2003). The study adopted this design because it is best used when collecting information about people's attitude, opinions, habits or social issues (Orodhoa, 2002) This method was expected to enable the researcher bring out the level of provision of child friendly environment in teaching and learning in public primary schools of Igembe North district.

3.3 The Target population

According to Igembe North District Education Office (2014), there were 41 public primary schools in the district. The target population included 41 head teachers, 336 teachers and 3648 pupils from class 7 and 8.

3.4 Sampling and sampling procedures

According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population. Orodho (2004) states that, where the target population is large, 10 to 20 percent may be sampled as a representative of the population. The study area had 41 public primary schools. Simple random sampling was used to select 8 schools which participated in the study. This was done by assigning a number to each school on a piece of paper. These papers were folded and put into container. The container was shaken and numbers be picked at random. This gave each school an equal chance to being selected (Mugenda and Mugenda, 2003). All the head teachers in the sampled schools were selected using purposive sampling.

Table 3.1 Target population and sample size

Category	Target Population	Sample Size	Percentages (%)
Head teachers	41	8	20
Teachers	336	34	10
Pupils	3608	361	10

Out of 41 schools in Igembe North District samples of 8 schools were selected using purposive sampling technique. 34 teachers were selected using simple random technique where all the names of the teachers were coded by the researcher. The code was written on a piece of paper which were then folded into balls and put into closed container. The container was shaken before picking one at a time. Stratified random sampling was used to select pupils from standard 7 and 8 for equal representation of both boys and girls. This was done by grouping the population of pupils into two groups of boys and girls. Simple random sampling was done from each stratum to

maintain gender balance. All the pupils in each group were assigned a number. These numbers were picked from a container. Class 7 and 8 pupils were selected because they were more literate to understand the questions.

3.5 Research instruments

According to Kaul (2006) a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions to obtain the necessary data. Questionnaires were used in this study because they are much more efficient and permit collection of data from much larger samples (Gay, 1992). Questionnaires consisting of both closed and open ended questions which were answered by the teachers and pupils. Open ended questions sought to achieve in-depth responses from the subject. Closed ended responses were controlled for the purposes of analysis. There were two questionnaires for the teachers and pupils. For the head teachers the researcher used interview schedule to get a complete and detailed understanding of the issue under study (Kombo, 2006). According to Mugenda and Mugenda (2003), interview schedule make it possible to obtain data required to meet specific objectives. Observation guide was used to check physical facilities which are indicators of a child friendly school. Observation guide was used in this study for it gave first hand information to the researcher school learning environment

3.6 Validity of the instrument

Validity is the ability of an instrument to measure what it purports to measure. It is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). It is also the degree to which the results obtained and the data analyzed represent the phenomenon under investigation (Orodho, 2004). To enhance the validity the researcher carried out a

pilot study in one school which was not included in the main study. The essence of piloting was to remove any ambiguity in the instrument so as to ascertain that it elicits what it was intended for (Kombo, 2006). To ensure validity the researcher also ensured that the instruments constructed are strictly based on the objectives and study questions. The instrument was improved to ensure content validity through consultation with the supervisors and other experts in the department.

3.7 Reliability of the instrument

Reliability is the measure of the degree to which a research instrument yields consistent results of data after repeated trials (Mugenda, 2003). Bennet (1973) asserts that reliability enhances dependability, accuracy, and clarity of an instrument. A test-retest method was used to assess the reliability of the instrument. Pearson product-moment correlation method was employed to compute the correlation coefficient in order to establish the extent to which the content of the questionnaires were consistent in eliciting the same responses every time the instrument was administered (Mugenda and Mugenda, 2003).

Formulae:

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

A reliability of at least 0.5 is considered high enough for the instrument to be used for the study (Kerlinger, 1978)

3.8 Data collection procedures

After clearance from the department, the researcher got permit from the National Commission for Science, Technology and Innovation to conduct research. In schools

the permission to conduct was sought from the county director of education Meru County and a copy was sent to the DEO and the respective head teachers of the sampled schools. The researcher then visited the schools to create rapport and make appointment with the head teachers in the district before proceeding to collect data. The researcher dropped the questionnaires and picked them later after they have been filled.

3.9 Data analysis techniques

Data analysis involves reducing the data summaries (Ogula,1998).Cohen (1994) explains that data analysis involves editing the data collected and eliminating errors by the respondents to the completeness and checking whether all the questions have been answered accurately and whether respondents interpreted instructions and questions uniformly.

For ease the data was coded and entered into the computer by use of Statistical Package For social Science (SPSS).Quantitative data was analyzed using descriptive statistics where frequencies and percentages was used to summarize the data. Qualitative data obtained from personal interviews and questions were analyzed qualitatively through thematic analysis and organized into themes and patterns corresponding to the research questions .This helped the researcher detect and establish various categories in the data which are distinct from other .Themes and categories were generated using codes assigned manually by the researcher. The data was then evaluated and analyzed for use in answering research questions and for report writing.

CHAPTER FOUR

DATA ANALYSIS, INTERPREATION AND DICUSSIONS

4.1 Introduction

This study investigated the school factors influencing the provision of child friendly school environment in public primary schools in Igembe North district. The study specifically investigated ways in which attitude of teachers influence the provision of child friendly school environment , the effect of instructional resources on the provision of child friendly school environment, the extent to which monitoring and evaluation influence the provision of child friendly school environment, how teacher preparedness on child friendly school environment influence its provision and also examined the relationship between school physical facilities and child friendly school environment in public primary schools in Igembe North district.. This chapter presents the data analysis and interpretation of the findings.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Of the 8 head teachers, 34 teachers and 361 pupils sampled in the study, 8(100%) head teachers, 32 (94.1%) of teachers and 306 (85%) of pupils responded and returned the questionnaire.

4.3 Demographic information of respodents

Demographic information was collected from head teachers, teachers and pupils. The results of the analysis are presented in the following subsections:

4.3.1 Demographic information of headteachers

The demographic information of head teachers was based on gender, age, duration they had served as teachers, highest academic qualifications and the zone

Gender of Head teachers

Figure 4.1 represent gender of head teachers

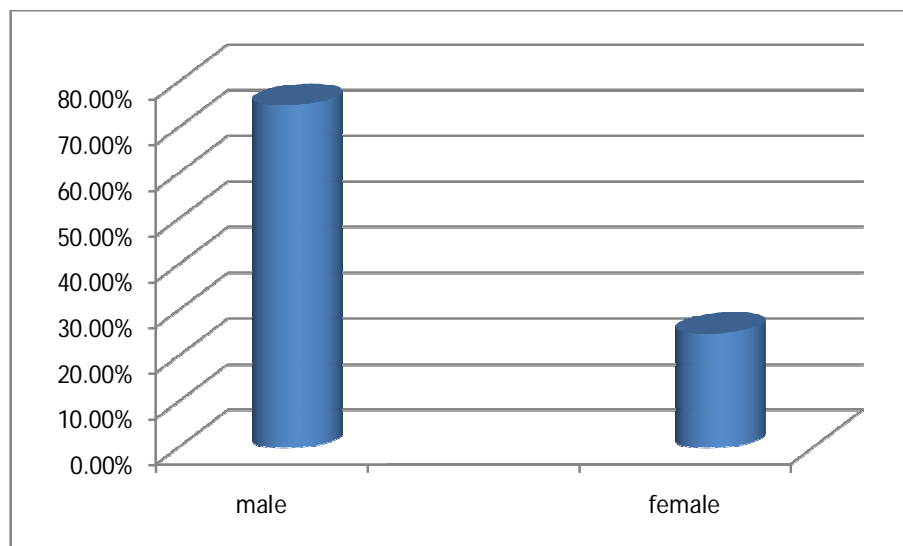


Figure 4.1 Distribution of head teachers according to gender

Majority (75.0%) of head teachers were male while 25.0 percent of head teachers were female. This implies that there were more male than female heads in the schools. This does not meet the one third gender balance according to the constitution of Kenya. From the study findings the response presents a true fact on the ground in the district where most head teachers are male as shown in figure 4.1. The researcher further sought to determine the age of the head teachers. Table 4.1 tabulates the findings.

Head teachers' age

Table 4.1 represent head teachers' age

Table 4.1

Distribution of head teachers according to their age

Age	F	%
36 years	2	25.0
51 years	1	12.5
47 years	1	12.5
43 years	1	12.5
53 years	1	12.5
40 years	1	12.5
42 years	1	12.5
Total	8	100.0

Table 4.1 shows that 25.0 percent of head teachers were aged 36 years. Most of the head teachers according to the study findings were 40 years and above and were mature enough to provide analytical opinion on factors influencing the provision of child friendly school environment.

Asked to indicate the duration they had served as teachers, the head teachers indicated as Figure 4.2

Figure 4.2 represents head teachers' duration as teachers

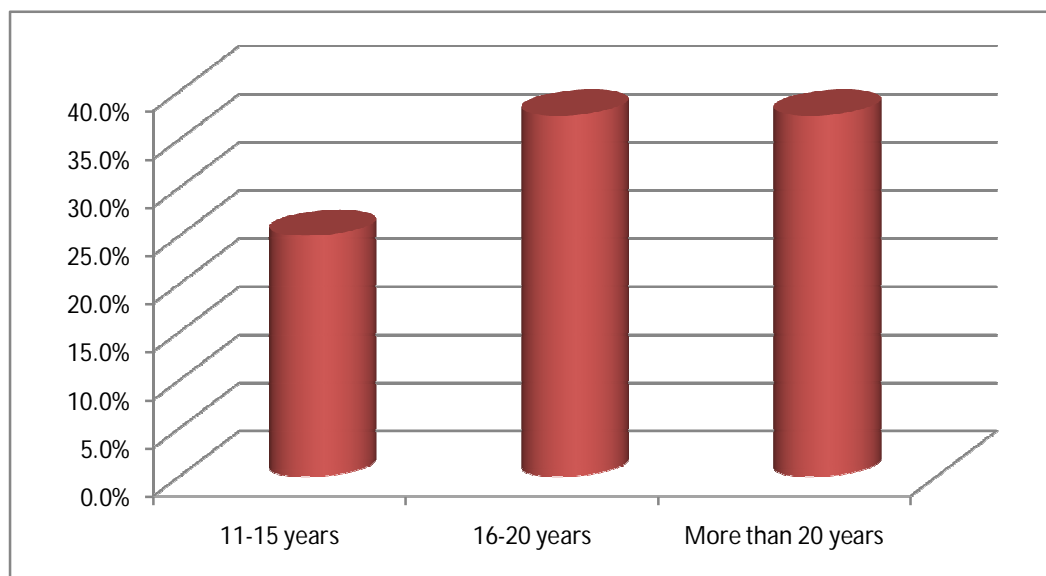


Figure 4. 2. Distribution of head teachers according to duration as teachers

Data shows that 25.0 percent of head teachers had served as teachers for between 11 and 15 years while majority (75%) had served as teachers for 16 years and above. This means that most of the head teachers had adequate teaching experience to provide information on child friendly school environment.

Head teachers academic qualifications

To establish head teachers' highest academic qualifications, they were asked to indicate the same. Data is presented in table 4.2

Figure 4.2 represents head teachers according to academic qualification

Table 4.2

Distribution of head teachers according to academic qualifications

Professional qualification	F	%
P1	1	12.5
Diploma	2	25.0
Degree	5	62.5
Total	8	100.0

Majority (62.5 %) of head teachers had degree academic qualifications, 25.0 percent of head teachers had diploma academic qualifications while 12.5 percent of head teachers had P1 academic qualifications. This implies that head teachers were trained and hence were in a position to establish the factors affecting the provision of child friendly school environment in public primary schools. It also implies that there is teacher development from diplomas to degrees.

Asked to indicate their zone, they responded as Figure 4.3

Figure 4.3 shows the distribution of teachers according to zone

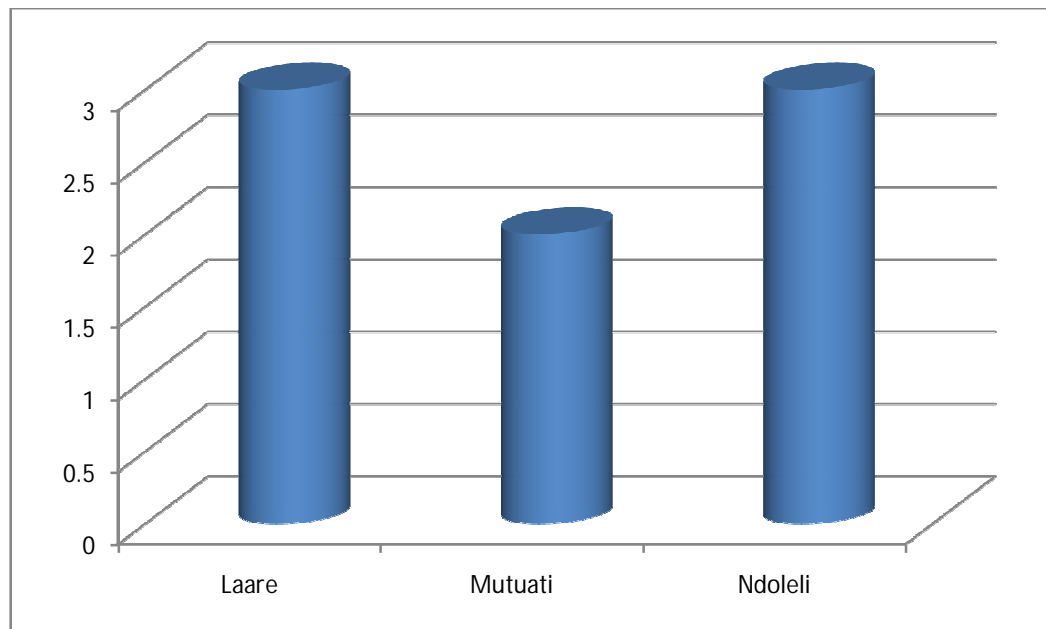


Figure 4.3 Distribution of head teachers according to Zone

Data shows that 37.5percent of head teachers were from Laare zone, the same number of head teachers were from Ndoleli zone while 25.0 percent of head teachers were from Mutuati zone. This implies that the study did not concentrate on one zone but there was good representation from all zones showing the true picture of the whole district.

4.3.2 Demographic information of teachers

The demographic information of teachers was based on gender, age, duration they had served as teachers, highest academic qualifications and the district

Gender of teachers

Figure 4.4 shows distribution of teachers according to gender.

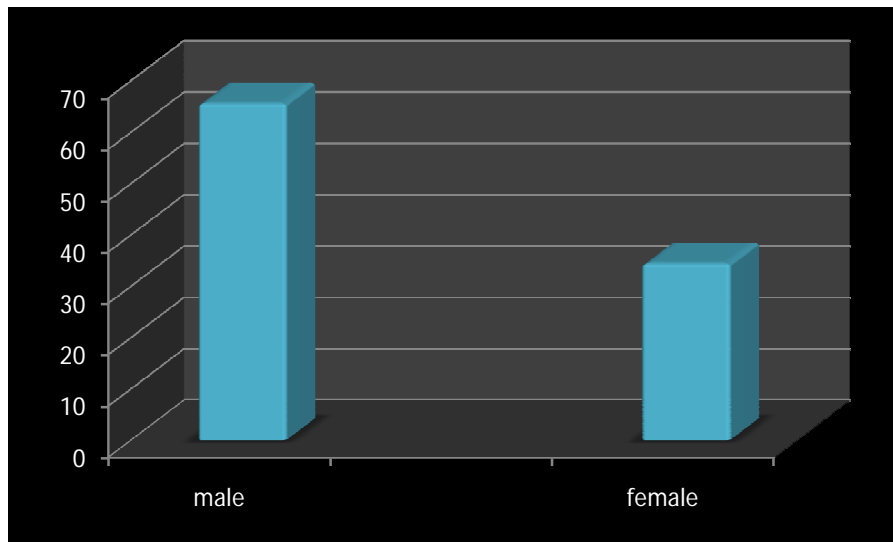


Figure 4.4 Distribution of teachers according to gender

Majority (65.6 percent) of teachers were male while 34.4 percent of teachers were female. The data showed male dominance in the teaching profession in the area. This gender disparity was as a result of more male teachers posted to the district probably because the district is a hardship area.

Asked to indicate their age, they the head teachers responded as table 4.3

Table 4.3

Distribution of teachers according to age

Age	F	%
25-35	12	37.5
35-45	10	31.25
45 and above	10	31.25
Total	32	100.0

Table 4.3 shows that majority of teachers were aged 35 years and above meaning that the respondents were mature enough to provide analytical opinion on the factors influencing provision of child friendly school environment.

Table 4.4 shows teachers' duration in teaching.

Table 4.4

Distribution of teachers according to duration in teaching

Years	F	%
1-2 Years	1	3.1
3-5 Years	9	28.1
6-15 Years	11	34.4
15 Years and above	11	34.4
Total	32	100.0

Table 4.4 shows that majority of teachers (64.8%) of teachers had been teaching for 6 years and above. These findings imply that the teachers had a considerable experience

and hence they could provide information on the factors influencing the provision of child friendly school environment in public primary schools.

4.3.3 Demographic information of pupils

The demographic information of pupils was based on name, age, sex and class.

Table 4.6 shows distribution of pupils according to their ages.

Table 4.5

Distribution of pupils according to age

Age	F	%
15 Years	84	27.5
14. Years	92	30.1
18 Years	4	1.3
16 Years	54	17.6
17 Years	13	4.2
13 Years	48	15.7
12 Years	3	1.0
11 Years	6	2.0
19 Years	2	0.7
Total	306	100.0

Table shows that 47.0 percent of the pupils were between 15-19 years of age meaning that a good number of pupils were above the recommended age of 14 years and below in primary schools.

Asked to indicate their gender, pupils responded as Figure 4.5

Figure 4.5 shows pupils gender

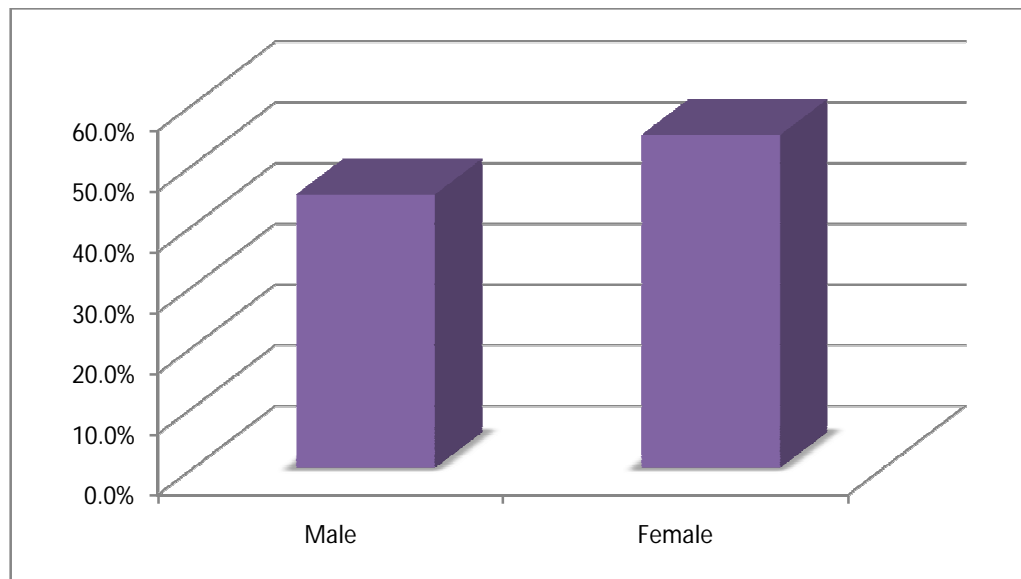


Figure 4.5 Distribution of pupils according to their gender

Majority (54.9 %) of pupils were female while 45.1 percent of pupils were male. This shows that there were more female pupils in the district than male pupils. This is probably because boys leave school to go to miraa business

Figure 4.6 presents pupils according to class

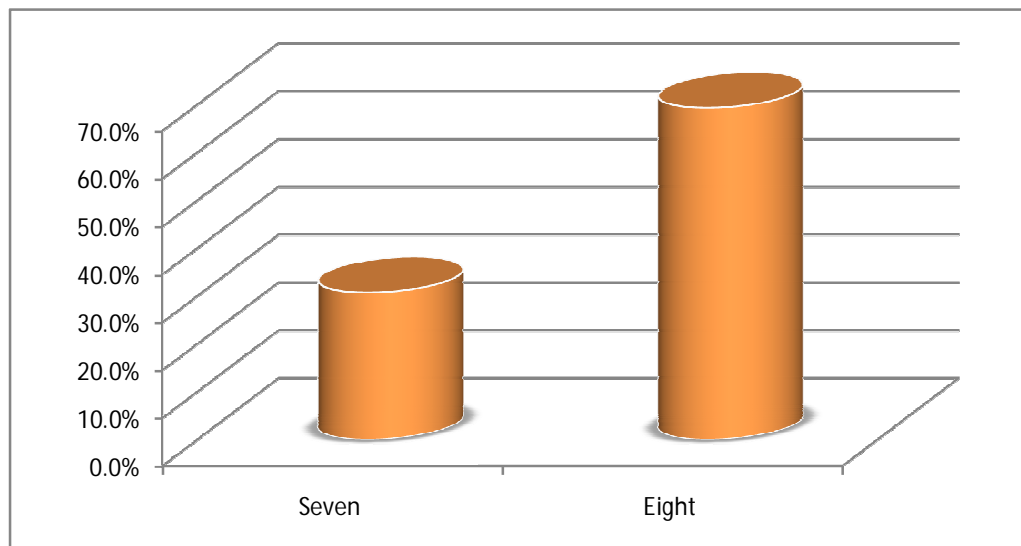


Figure 4.6 Distribution of pupils according to class

Majority (69.3 %) of pupils were from class eight while 30.3 percent of pupils were from class seven. This shows that the pupils had been in school for more than six years and hence were in a position to give information on the factors influencing the provision of child friendly school environment in public primary schools.

4.4 Description of the dependent variables

Provision of child friendly school environment was measured by availability of school physical facilities mainly classrooms, toilets, school playground and water.

The following analysis describes the available physical facilities and their adequacy as observed and tabulated by the researcher .The following section tabulates observation of availability of classrooms

4.4.1 Availability of classrooms

Table 4.6 shows availability of classrooms.

Table 4.6

Availability of classrooms

Ratio of classrooms to pupils	F	%
1:52	1	12.5
1:40	2	25.0
1:61	1	12.5
1:50	1	12.5
1:48	2	25.0
1:55	1	12.5
Total	8	100.0

Table 4.8 shows that only 25% of the schools in the district had the recommended ratio of 1:40.The data implies that classrooms were a problem in the district because

majority (75%) of the schools lacked adequate classrooms and this could hinder the provision of child friendly school environment.

It was also observed that majority (62.5%) of the schools had semi permanent classrooms while 37.5 percent of the schools had permanent.

4.4.2 Availability and condition of the school compound

The findings of the observation done on the availability and condition of the school compound was tabulated on table 4.7 as shown below

Table 4.7

Observation of school compound

Statement	Yes		No	
	F	%	F	%
Is the playground spacious	5	62.5	3	37.5
Is the playground safe for the learners?	2	25.0	6	75.0
Is the compound fenced	6	75.0	2	25.0
Is there a secure a gate?	2	25.0	6	75.0

Data shows Majority (75.0%) of schools lacked fenced compound and they lacked gate in the school. Data further schools that majority 5(62.5%) of schools playground were spacious. According to the data the school compound in general was not friendly to the learners. The researcher further sought to observe the availability of water in school and majority of the schools (75%) lacked water in school which is very essential to a school.

4.4.3 Availability of toilets

Table 4.7 Represent the number of toilets

Table 4.7

Availability of toilets

Boys			Girls		
Ratio	F	%	Ratio	F	%
1:38	1	12.5	1:38	1	12.5
1:49	3	37.5	1:46	2	25.0
1:52	2	25.0	1:48	2	25.0
1:56	1	12.5	1:51	2	25.0
1:71	1	12.5	1:57	1	12.5
Total	8	100.0		8	100.0

The data show that all the schools in the district don't have enough toilets for boys and girls. The ministry of education recommends that the ratio for boys' toilets to be 1:30 and 1:25 for the Girls (MOE, 2008). This implies that none of the schools in the district meets the ministries requirements on the number of toilets for the pupils in primary schools. The researcher further observed that none of the school had toilets for children with disabilities

4.5 Attitude of teachers and the provision of child friendly school environment

To establish the factors influencing the provision of child friendly school environment in public primary schools, the study sought to determine ways in which attitude of teachers influence the provision of child friendly school environment in public primary schools in Igembe North district. The researcher posed items to head teachers, teachers and pupils. Data is presented following sections:

Figure 4.7 represents head teachers rating on teachers' attitude on provision of child friendly school environment.

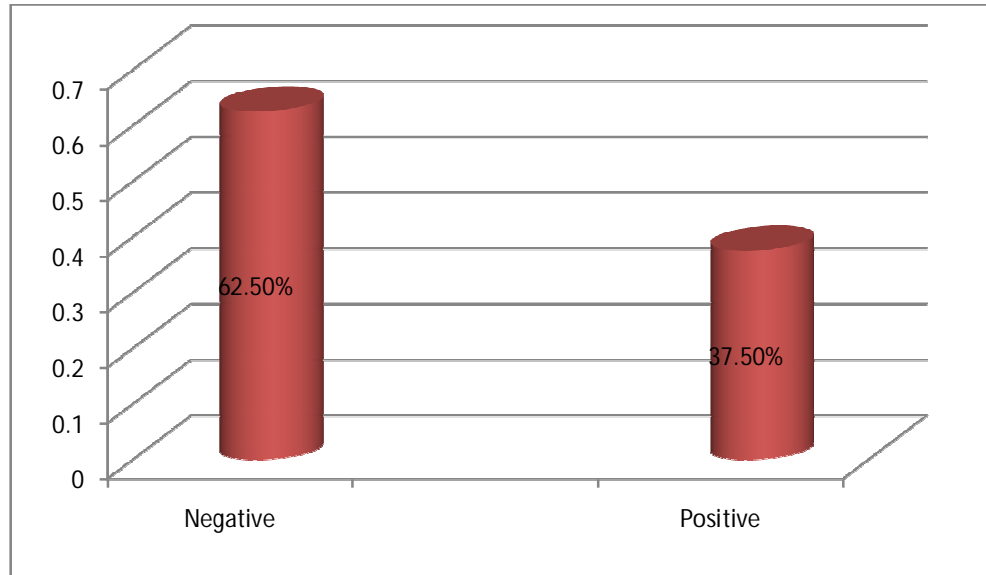


Figure 4.7 Head teachers rating on teachers' attitude on provision of child friendly school

Majority (62.5 percent) of head teachers rated teachers' attitude on provision of child friendly school environment being negative while 37.5 percent of head teachers indicated that it was positive. This may be attributed to large class sizes and outdated teaching methods which can lead to low involvement on the implementation of child friendly school approach. This agrees with Torres (1996) who said that low attitude among teachers towards a specific program may adversely affect government policies on education.

When asked whether they liked the idea of child friendly school approach, Majority 31(96.9 percent) of teachers indicated that they liked the idea of child friendly school approach while a significant number 1(3.1 percent) of teachers disliked the idea of child friendly school approach. There was a contradiction between

head teachers and teachers towards the idea of child friendly school approach. This implies that either the head teachers or teachers were not genuine on the responses.

The head teachers further indicated that teachers find child friendly schools approach a burden.

The researcher further sought to establish whether teachers were motivated enough to implement child friendly school approach in their school. Teachers responses is tabulated in figure 4.8

Figure 4.8 represents response on whether they were well motivated enough to provide child friendly school environment.

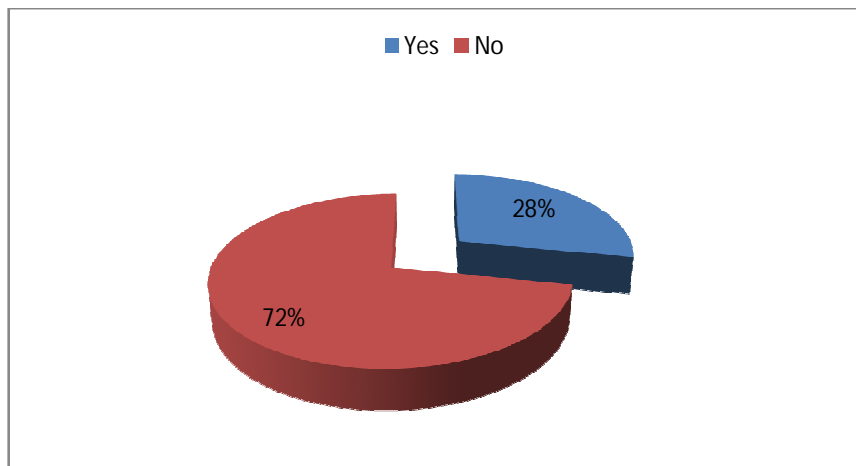


Figure 4.8 Teachers responses on whether they were motivated enough to implement child friendly school approach in their school.

Majority (71.9 percent) of teachers indicated that they were not motivated enough to implement child friendly school approach in their school while 28.1 percent of teachers indicated that they were motivated enough to implement child friendly school approach in their school.

Teachers further indicated that they lacked support from the administration, due to inadequate facilities, poor infrastructure. They further said that the child friendly school approach was not easy in this district as it was demanding to implement and

that there was Poor teachers-parents' relationship which led to negative attitude of pupils to the teachers

They further indicated that Child friendly school approach will lead to better performance although there was low salary and workload. This agrees with Burkel, (1996) who indicated that the attitude of the teachers on child friendly school should be considered before launching it

The researcher further sought to establish from pupils whether teacher liked teaching. Table 4.8 tabulates pupils' responses

Table 4.8

Pupils' responses on whether teachers like teaching in their school

Responses	F	%
Strongly agree	241	78.8
Agree	47	15.4
Disagree	11	3.6
Strongly disagree	7	2.3
Total	306	100.0

Majority (78.8 %) of pupils strongly agreed that their teachers liked teaching in their schools. This implies that majority of teachers according to pupils had positive attitude towards their schools contrary to the response by teachers.

Table 4.12 presents teachers responses on whether child friendly school model changes pupils' behavior.

Table 4.9

Teachers' responses on whether child friendly school model changes pupils' behavior

Responses	F	%
Very true	19	59.4
True	12	37.5
False	1	3.1
Total	32	100.0

Majority 59.4 percent of teachers indicated that it was very true that child friendly school model changes pupils, 37.5 percent of teachers indicated that it was true while a significant number 3.1 percent of teachers disagreed that child friendly school model changes pupils' behavior. This shows that child friendly school model changes children's lives, attitudes of teachers that has a ripple effect that extends beyond the classroom into community and the future.

When pupils were asked to rate their teachers' attitude towards their school, they responded as Figure 4.10

Figure 4.1 shows pupils' response on whether teachers liked their school

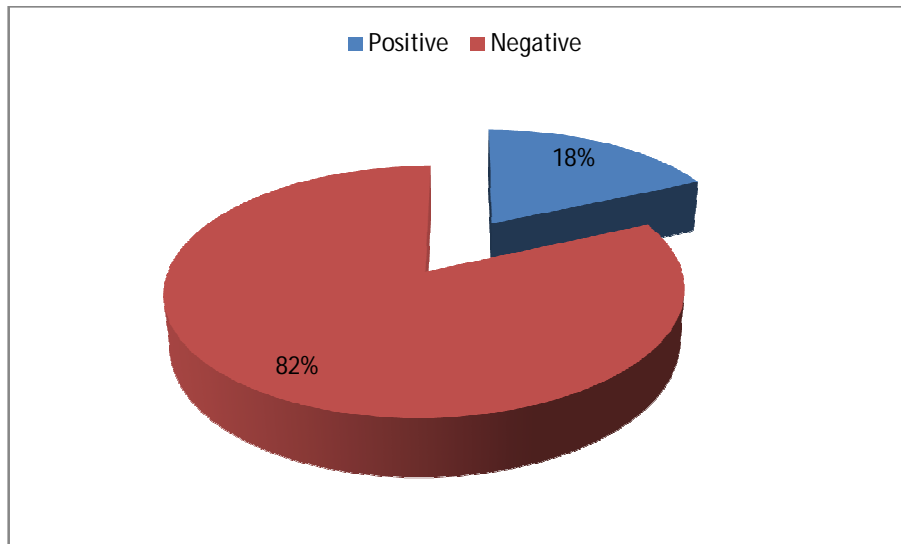


Figure 4.9 Pupils' rating on their teachers' attitude towards their school

Majority (81.7 percent) of pupils rated their teacher attitude towards their school being positive while (18.3%) of pupils indicated that their teacher had negative attitude towards their school

Table 4.11

Pupils' responses on their teachers' attitudes towards teaching in their school

Responses	F	%
Good	70	22.9
Fairly	24	7.8
Negative	43	14.1
Positive	169	55.2
Total	306	100.0

Data shows that majority 78.1 percent of pupils indicated that their teachers had positive attitudes towards teaching in the school, while 22.9 percent of pupils

indicated that their teachers had negative attitude towards teaching in their schools. The pupils respond on teachers' attitude contradict that of teachers and head teachers. This agrees with Montagnes (2001) who asserts that teachers need to have positive attitude towards a new idea to create a new mode of teaching.

4.6 Influence of instructional resources on the provision of child friendly school environment

To establish the influence of instructional resources on the provision of child friendly school environment in public primary schools, the researcher posed items to head teachers, teachers and pupils. Data is presented in the following section:

Table 4.17 tabulates head teachers responses on the instructional resources they used in their schools

Table 4.12

Head teachers' responses on the instructional resources they use in their school

Response	F	%
Textbooks	7	87.5
Test books and wall maps	1	12.5
Total	8	100.0

Majority 87.5 percent of head teachers indicated that they used textbooks as the only instructional resources in their school while 12.5 percent of head teachers indicated that they used wall maps as instructional resources in their school. This implied that text books were the major instructional materials that were used by most of the schools. Instructional resources according to KIE (2008) includes maps, charts, photographs, play materials and flash cards which missing in most the schools.

The researcher further sought to establish the pupil-textbook ratio in the school. Data is tabulated in Table 4.18

Table 4.13

Pupil-textbook ratio in the schools

Ratio	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
1:1	0	0.0	0	0.0	49	16.0
1:2	1	12.5	3	9.4	91	29.7
1:3	5	62.5	27	84.4	122	39.9
1:4	2	25.0	0	0	43	14.1
1:5	0	0.0	1	3.1	1	0.3
1:7	0	0.0	1	3.1	0	0.0
Total	8	100.0	32	100.00	306	100.0

Table 4.15 shows that majority 62.5 percent of head teachers and majority 84.4 percent of teachers indicated that the Pupil-textbook ratio in the school was 1:3 while 39.9 percent of pupils indicated that the Pupil-textbook ratio in the school was 1:3. This shows that the scarcity of learning materials in the classrooms may have been the most serious impediment of the child friendly school model.

Head teachers indicated that the government provided textbooks to their schools. Asked whether they provided their teachers and pupils with the text books and other

learning materials they required in order to ensure curriculum delivery, the head teachers responded as figure 4.10.

Figure 4.10 Represent head teachers response whether they provided teachers and pupils with textbooks and other materials required.

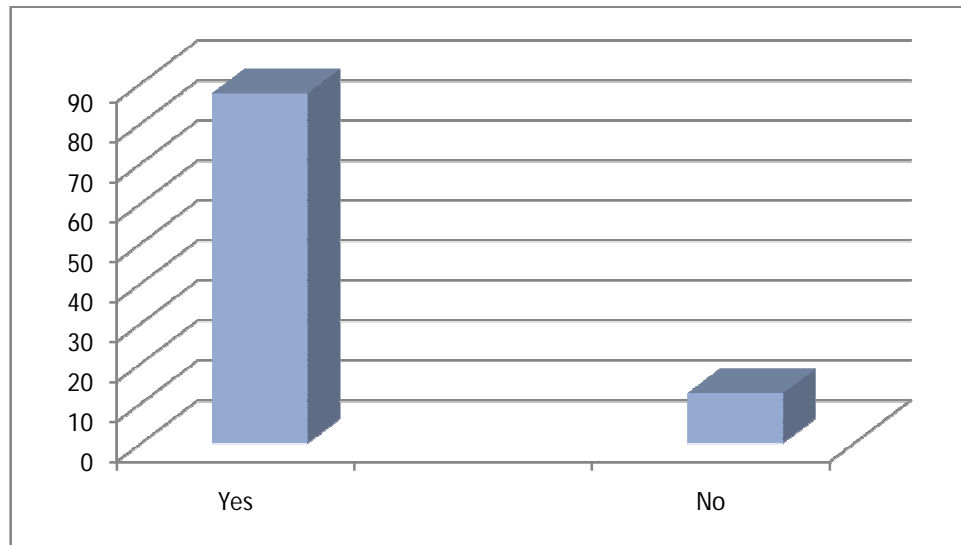


Figure 4.10 Head teachers’ responses on whether they provided their teachers and pupils with the text books and other learning materials they required for curriculum delivery

Majority 87.5 percent of head teachers indicated that they provided their teachers and pupils with the text books and other learning materials they required in order to ensure curriculum delivery while 12.5 percent of head teachers never provided their teachers and pupils with the text books and other learning materials they required in order to ensure curriculum delivery. Head teachers provision of teaching and learning materials especially textbook made a difference on the achievement of pupil’s studies. This agrees with UNICEF (2010) who asserts that without instructional resources, no learning can take place.

Table 4.14 shows pupils response on the influence of instructional materials on provision of child friendly school environment

Table 4.14

Pupils’ responses on influence of instructional resources on the provision of child friendly school environment

Statement	Yes		No	
	F	%	F	%
Are textbook adequate in your school	114	37.3	192	62.7
Are you provided with reference materials like dictionaries in your school in your class	179	58.5	127	41.5

Majority 62.7 percent of pupils indicate that textbook were inadequate in their school while majority 58.5 percent of pupils indicated that they were provided with reference materials like dictionaries in their school in the class. This shows that better achievement levels may be associated with possession of school learning resources and access to reading materials in the school.

The researcher further asked teachers whether instructional resources were adequate in their school. Table 4.19 presents their responses.

Table 4.15

Teachers' responses on whether instructional resources were adequate in their school

Responses	F	%
Agree	11	34.4
Disagree	18	56.3
Strongly Disagree	3	9.4
Total	32	100.0

Majority (65.7%) of teachers disagreed that instructional resources were adequate in their schools. This implies that increasing provision of instructional materials especially textbooks is the most effective way of raising the quality of primary education.

The researcher further asked teachers rate on the adequacy of instructional materials in the school. Data is presented in table 4.16

Table 4.16

Teachers rate on the adequacy of instructional materials in the school

Rate	F	%
Adequate	3	9.4
Inadequate	29	90.6
Total	32	100.0

Majority (90.6 percent) of teachers indicated that instructional materials in the school were inadequate while 9.4 percent of teachers indicated that they had adequate instructional materials in the school. This implies that there is an acute shortage of

instructional materials which are very essential to the provision of child friendly school environment.

Asked whether they were provided with enough textbooks and exercise books, teachers responded as figure 4.11

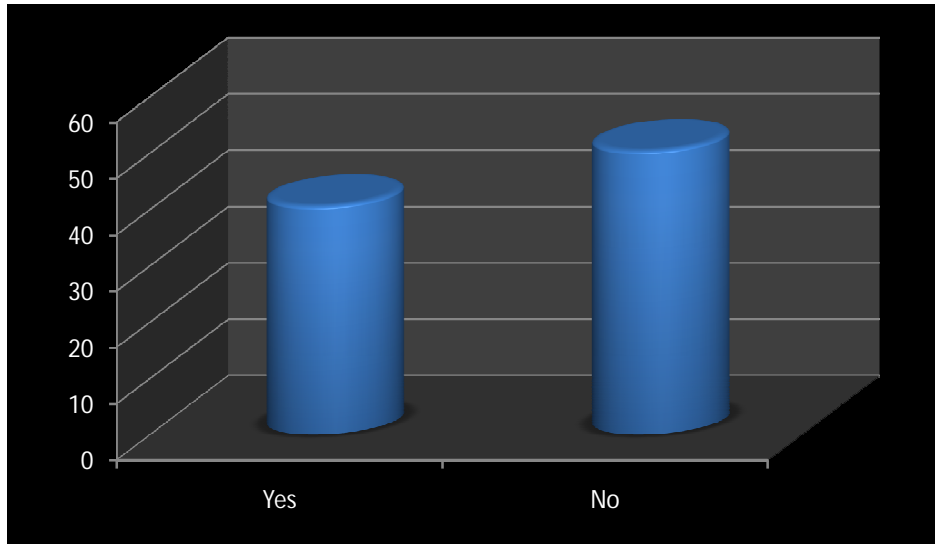


Figure 4.11 Teachers' responses on whether they were provided with enough text books and exercise books

Majority 59.4 percent of teachers indicated that they were not provided with enough textbooks and exercise books while 40.6% of teachers indicated that they were provided with enough textbooks and exercise books. This shows that learning has have been hampered as the learners were fully not involved in the process through the use of proper and variety of instructional materials in teaching.

Asked to indicate the instructional materials that should be provided to make learning learner friendly, teachers responded as Table 4.17

Table 4.21

Teachers' responses on the instructional materials that should be provided to make learning learner friendly

Response	F	%
Diverse reference books	4	12.5
Plastic for modeling	4	12.5
Adequate reference books and prepared teaching aids	16	50.0
Textbooks	1	3.1
Charts and maps	1	3.1
Teaching aids	1	3.1
Blackboards	1	3.1
Electronic media	1	3.1
Visual and audio materials	1	3.1
Furniture	2	6.3
Total	32	100.0

Data shows that majority 50.0% of teachers indicated that adequate reference books and prepared teaching aids should be provided to make learning learner friendly.

4.7 Influence of monitoring and evaluation to the provision of child friendly school environment

The study further sought to determine the extent to which monitoring and evaluation influence the provision of child friendly school environment in public primary schools in Igembe North district. Data is presented in the following section:

Table 4.18**Head teachers' responses on monitoring and evaluation to the provision of child friendly school environment**

Statement	Very often		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
How frequently do the ministry officers visit your school	1	2.5	0	0.0	6	75.0	1	12.5
How often do you prepare your teachers on external inspection	2	25.0	2	25.0	3	37.5	1	12.5
How frequently do you evaluate the instructional program and overseeing modification	1	12.5	4	50.0	3	37.5	0	0.0

Majority 75.0 percent of head teachers indicated that the ministry officers rarely visited their school, 37.5 percent of head teachers indicated that they rarely prepared their teachers on external inspection while 50.0 percent of head teachers indicated that they often evaluated the instructional program and overseeing modification.

Evaluation may result to utilization of few available resources which are sometimes not utilized and this leads to or makes teaching and learning process to become ineffective (UNESCO, 2008).

Table 4.19 tabulates pupils' responses on monitoring and evaluation to the provision of child friendly school environment

Table 4.19**Pupils' responses on monitoring and evaluation to the provision of child friendly school environment**

Statement	Very often		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
How often do teachers come with teaching aids in class	78	25.5	117	38.2	78	25.5	33	10.8
How often does your head teacher visit your class to check on your learning	137	44.8	86	28.1	41	13.4	42	13.7
How often do you do your exam	130	42.5	138	45.1	36	11.8	2	0.7

Data shows that 38.2 percent of pupils indicated that teachers often came with teaching aids in class, 44.8 percent of pupils indicated that their head teachers very often visited their class to check on their learning while 45.1 percent of pupils indicated that they often did examinations. This agrees with UNESCO (2008) which explains that school monitoring and frequent evaluation is an essential aspect not only to check teacher and school performance but also to indentify and support needed quality improvement especially in terms of friendliness of the environment

Table 4.20 tabulates teachers' responses on the same items

Table 4.20**Teachers' responses on monitoring and evaluation to the provision of child friendly school environment**

Statement	Very often		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
How often do you evaluate your class	6	18.8	25	78.1	1	3.1	0	0.0
How often are your preparation documents checked by the head teacher	2	6.3	20	62.5	8	25.0	2	6.3
How often have you been inspected in class by external inspector	0	0.0	9	28.1	13	40.6	10	31.3

Majority 78.1 percent of teachers indicate that they often evaluated their classes, majority 62.5 percent of teachers indicated that their preparation documents were often checked by the head teacher while 40.6 percent of teachers indicated that were rarely inspected in class by external inspector. It is necessary to investigate the extent of availability, adequacy and utilization of instructional materials in teaching in a child friendly school approach.

When teachers were asked whether the district quality assurance and standards officers do inspect their school, they responded as Table 4.21

Table 4.21

Teachers' responses on whether District Quality Assurance and standards officers inspect their school

Response	F	%
Strongly Agree	4	12.5
Agree	21	65.6
Disagree	4	12.5
Strongly Disagree	3	9.4
Total	32	100.0

Majority 65.6 percent of teachers agreed that District Quality Assurance and Standards Officers inspect their school, 12.5 percent of teachers strongly agreed with the statement, the same number of teachers disagreed with the statement while 9.4 percent of teachers strongly disagreed that district quality assurance and standards officers inspect their school. Inspection by District Quality Assurance and Standards Officers may increase supervisory support to schools and teachers

Asked whether the head teacher do regular inspection in the school to ensure that learning is child friendly, they responded as Table 4.22

Table 4.22 represent head teachers response on their inspection in the school.

Table 4.22

Teachers' responses on whether head teacher do regular inspection in the school to ensure that learning is child friendly

Response	F	%
No	24	75.0
Yes	8	25.0
Total	32	100.0

Majority 75.0 of teachers indicated that head teacher do not do regular inspection in the school to ensure that learning is child friendly while 25.0% of teachers indicated that the head teachers do conduct regular inspection in the school to ensure that learning is child friendly. This implies that the head teachers rarely monitored and evaluated the performance of the individual learner under their embrace.

Asked whether they had ever been assessed in the classroom while teaching by the Head teacher, teachers responded as Table 4.23

Table 4.23

Teachers' responses on whether they were assessed in the classroom while teaching by the Head teacher

Response	F	%
Yes	6	18.8
No	26	81.3
Total	32	100.0

Majority 81.3 percent of teachers indicated that they were not assessed in the classroom while teaching by the Head teacher while 18.8 percent of teachers were they were assessed in the classroom while teaching by the Head teacher

The researcher further sought to establish whether teachers ever asked pupils whether they liked school, table 4.24 tabulates pupils' response

Table 4.24

Pupils' responses on whether there was any visitor who came to their class to monitor their learning

Response	F	%
Yes	96	31.6
No	210	68.4
Total	306	100.0

Majority (68.6%) of pupils indicated that there was no visitor who came to their class to monitor their learning while 31.4% of pupils indicated that there was a visitor who came to their class to monitor their learning. This shows that monitoring and evaluation system improved implementation by measuring whether the planned and implemented activities are actually producing the intended outcomes and whether the revised or additional activities are necessary.

4.8 Teacher preparedness on child friendly school environment and its provision in public primary schools

To determine how teacher preparedness on child friendly school environment influence its provision in public primary schools in Igembe North district, the study sought to establish head teachers, teachers and pupils responses on the same. Data is presented in the following section:

Table 4.26 show the head teachers' response teachers preparedness

Table 4.25

Head teachers' responses on teacher preparedness on child friendly school environment

Statement	Yes		No	
	F	%	F	%
Are you trained on inspection?	4	50.0	4	50.0
Do you ever visit teachers in class while teaching is in progress	2	25.0	6	75.0
Do you think your teachers are well prepared to provide CFS environment	2	25.0	6	75.0

Majority (50.0 percent) of head teachers were trained on inspection while the same number was not trained. Findings further show that majority 75.0 percent of head teachers never visited teachers in class while teaching is in progress and they also thought that their teachers were well prepared to provide CFS environment. This implies that the teachers had awareness on CFS environment.

Asked whether they supported staff development through in-service training for the teacher, the head teachers responded as Table 4.26

Table 4.26

Head teachers' responses on whether they support staff development through in-service training for the teachers

Response	F	%
Yes	7	87.5
Rarely	1	12.5
Total	8	100.0

Majority (87.5 percent) of head teachers indicated that they supported staff development through in-service training for the teacher while 12.5 percent of head teachers rarely supported staff development through in-service training for the teacher. This agrees with UNICEF (2010) that indicated that for education intervention to have real impact the teachers must be trained and be informed to have thorough knowledge on what child friendly schools are all about.

Table 4.7 shows pupils response on teachers preparedness and child friendly environment

Table 4.27

Pupils’ responses on teacher preparedness on child friendly school environment

Statement	Yes		No	
	F	%	F	%
Have your teachers gone to any training on child friendly school environment	199	65.0	107	35.0
Did teachers tell you about training on child friendly school environment?	151	49.3	155	50.7
Do you think teachers in your school have knowledge on child friendly school	227	74.2	79	25.8

Majority (65.0 percent) of pupils indicated that their teachers had attended training on child friendly school environment, majority 50.7 percent of pupils indicated that they teachers do not tell them about training on child friendly school environment while 74.2 percent of pupils indicated that they thought their teachers in the school had no knowledge on child friendly school. Pupils further indicated that their teachers had no knowledge on child friendly school since the text books were not enough, they never passed well in exams, teachers’ value education and they don’t take care of their environment and well being. This implies that teacher currently had to undergo a course on child friendly school approach.

Table 4.28 presents teachers responses on their preparedness on child friendly school environment

Table 4.28

Teachers' responses on their preparedness on child friendly school environment

Statement	No		Yes	
	F	%	F	%
Have you heard of child friendly school approach	29	90.6	3	9.4
Have you received any training on child friendly school approach	20	62.5	12	37.5
Has the head teacher ever talked to you about child friendly school in your school	11	34.4	21	65.6

Majority (90.6 percent) of teachers indicated that they had not heard of child friendly school approach, majority 62.5 percent of teachers had not received any training on child friendly school approach while majority 65.6 percent of teachers indicated that their head teacher had not talked to them about child friendly school in their school. This shows that if teachers are sensitized on the importance of using child friendly approach they will assist the children's quality education that is globally competitive.

Asked to indicate the duration that the training on child friendly school approach took, they responded as Table 4.28

Table 4.29

Teachers' responses on the duration of training on child friendly school approach

Response	F	%
N/A	21	65.6
2 days	2	6.3
3 days	1	3.1
1 week	3	9.4
2 weeks	1	3.1
1 Month	1	3.1
8 months	1	3.1
2 years	1	3.1
Total	32	100.0

2

Data shows that majority of teachers, 65.6 percent never had any training on child friendly school approach. This implies that teachers in the district are not prepared enough to provide child friendly environment.

Table 4.29 tabulates teacher's responses on whether head teacher has ever talked to teachers about child friendly school

Table 4.30

Teachers' responses on whether head teacher has ever talked to teachers about child friendly school

Response	F	%
Strongly Disagree	8	25.0
Disagree	15	46.9
Agree	8	25.0
Strongly Agree	1	3.1
Total	32	100.0

Table 4.30 shows that 25.0 percent of teachers strongly disagreed that their head teacher has talked to teachers about child friendly school, the same number of teachers agreed with the statement, 46.9 percent of teachers disagreed while 3.1 percent of teachers strongly agreed that their head teacher has ever talked to teachers about child friendly school. This implies that teachers were most important factor in creating an effective and inclusive environment (Musomi, 2008).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.1 Summary of study

The purpose of the study was to investigate school factors affecting the provision of child friendly school environment in public primary schools in Igembe North district. The study was guided by five research objectives. Objective research objective one sought to examine the relationship between school physical facilities and child friendly school environment in public primary schools in Igembe North district. Research objective two sought to determine ways in which attitude of teachers influence the provision of child friendly school environment in public primary schools , research objective three sought to establish the influence of instructional resources on the provision of child friendly school environment in public primary schools , research objective four sought to determine the extent to which monitoring and evaluation influence the provision of child friendly school environment in public primary schools, research objective five sought to determine how teacher preparedness on child friendly school environment influence its provision in public primary schools while The study employed a descriptive survey design. The sample for the study comprised of 8 head teachers, 34 teachers and 361 pupils. Data was collected by use of using questionnaires and observation schedule. Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability. Items that were found to be inadequate for

measuring variables were discarded or modified to improve the quality of the research instruments.

Physical facilities and provision of child friendly school environment

The findings on the physical facilities revealed that majority 6(75%) of the schools lacked adequate classrooms, Toilets and spacious play ground. The study also revealed that majority of school play grounds were in poor conditions. No single school had toilets for children with disabilities.

Attitude of teachers and the provision of child friendly school environment

Findings on the attitude of teachers and the provision of child friendly school environment revealed that teachers' attitude on provision of child friendly school environment was low as indicated by majority (62.5 %) of head teachers . Majority (96.9 %) of teachers indicated that they liked the idea of child friendly school approach. The head teachers further indicated that teachers find child friendly school approaches a burden. Majority (71.9 %) of teachers indicated that they were not motivated enough to implement child friendly school approach in their school The study further revealed that the child friendly school approach was not easy in this district as it was demanding to implement and that there was Poor teachers- parents relationship which led to negative attitude of pupils to the teachers. Head teachers further added that Child friendly school approach will lead to better performance although there was low salary and workload. Majority (78.8 %) of pupils strongly agreed that their teachers liked teaching in their schools. It was also found out that it was very true that child friendly school model changes pupils as indicated by majority (59.4%) of teachers. Majority (81.7%) of pupils rated their teacher attitude towards their school being negative

Effect of instructional resources on the provision of child friendly school environment

On the influence of instructional resources on the provision of child friendly school environment in public primary schools, the study revealed that schools used textbooks as the instructional resources in their school as indicated by majority (87.5%) of head teachers. Majority (62.5%) of head teachers and majority (84.4%) of teachers indicated that the Pupil-textbook ratio in the school was 1:3 which shows that the scarcity of learning materials in the classrooms may have been the most serious impediment of the child friendly school environment. Head teachers indicated that the government provided textbooks to their school.

Majority 7(87.5%) of head teachers indicated that they provided their teachers and pupils with the text books and other learning materials they required in order to ensure curriculum delivery. It was further found out that textbooks were inadequate in their school as indicated by majority 192(62.7%) of pupils and majority 29(90.6%) of teachers which shows that better achievement levels may be associated with possession of school learning resources and access to reading materials in the school. Majority 18(56.3%) of teachers disagreed that instructional resources were adequate in their school.

Majority 19(59.4%) of teachers indicated that they were not provided with enough textbooks and exercise books. This shows that learning has been hampered as the learners were fully not involved in the process through the use of proper and variety of instructional materials in teaching. Findings further revealed that majority 16(50.0%) of teachers indicated that adequate reference books and prepared teaching aids should be provided to make learning learner friendly.

Effect of monitoring and evaluation to the provision of child friendly school environment

Majority (75.0%) of head teachers indicated that the ministry officers rarely visited their school. Evaluation may result to utilization of few available resources which are sometimes not utilized and this leads to or makes teaching and learning process to become ineffective. Majority (78.1%) of teachers indicate that they often evaluated their classes, majority (62.5%) of teachers indicated that their preparation documents were often checked by the head teacher. It was also found out that District Quality Assurance and Standards Officers inspect the school as indicated by majority (65.6%) of teachers. Majority (75.0%) of teachers indicated that head teacher do regular inspection in the school to ensure that learning is child friendly. Majority (81.3%) of teachers indicated that they were not assessed in the classroom while teaching by the Head teacher. The study further found out that majority (70.6%) of pupils indicated that their teachers ever asked them whether they liked school. Majority (68.6%) of pupils indicated that there were visitor who came to their class to monitor their learning

Teacher' level of preparedness on child friendly school environment and its provision in public primary schools

Findings on teacher preparedness on child friendly school environment influence its provision in public primary schools revealed that majority (50.0%) of head teachers were trained on inspection while the same number were not trained. Findings further show that majority (75.0%) of head teachers never visited teachers in class while teaching is in progress and they also thought that their teachers were well prepared to provide CFS environment. Majority (87.5%) of head teachers indicated that they

supported staff development through in-service training for the teachers. It was further found out that majority (65.0%) of pupils indicated that their teachers had attended training on child friendly school environment, majority (50.7%) of pupils indicated that they teachers do not tell them about training on child friendly school environment. This implies that teacher currently had to undergone a course on child friendly school approach. It was also found out that teachers had heard of child friendly school approach as revealed by majority (90.6%) of teachers. Majority (62.5%) of teachers had not received any training on child friendly school approach while majority (65.6%) of teachers indicated that their head teacher had talked to them about child friendly school in their school. The study also found out that teachers strongly agreed that their head teacher has talked to them about child friendly school

5.3 Conclusions

Based on the study findings, the study concluded that teachers' attitude on provision of child friendly school environment was low and that teachers liked the idea of child friendly school approach. It was also concluded that teachers were not motivated enough to implement child friendly school approach in their school The study further concluded that the child friendly school approach was not easy in this district as it was demanding to implement .

On the influence of instructional resources on the provision of child friendly school environment in public primary schools, the study concluded that schools used textbooks as the only instructional resources in their school. It was concluded that the Pupil-textbook ratio in the school was 1:3 which shows that the scarcity of learning materials in the classrooms may have been the most serious impediment of the child

friendly school approach and that the government provided textbooks to their school. The study further concluded that head teachers provided their teachers and pupils with the text books and other learning materials they required in order to ensure curriculum delivery although the textbook and other learning resources were inadequate in their schools. The study also concluded that teachers were not provided with enough textbooks and exercise books which hampered learning as the learners were fully not involved in the process through the use of proper and variety of instructional materials in teaching.

On the influence of monitoring and evaluation to the provision of child friendly school environment, the study concluded that the Ministry officers rarely visited the school. The study further concluded that teachers often evaluated their classes and that teacher's preparation documents were often checked by the head teacher. It was also concluded that District Quality Assurance and Standards Officers inspect the school. The study also concluded that majority of teachers were not assessed in the classroom while teaching by the Head teacher.

On teacher preparedness on child friendly school environment and its provision in public primary schools, the study concluded that the head teachers never visited teachers in class while teaching is in progress and they also thought that their teachers were not well prepared to provide CFS environment. It was also concluded that teacher currently had to undergo a course on child friendly school approach. The researcher concluded that teachers had not received any training on child friendly school approach.

On physical facilities it was found that the most essential and basic physical facilities like classrooms, school compound and toilets were very inadequate.

5.4 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- (i) The government and all the stake holders to motivate teachers by giving them incentives and doing reprisals.
- (ii) The government and all the stakeholders to ensure that all the instructional resources are provided to all schools.
- (iii) The Ministry of Education to conduct frequent monitoring to track a program progress towards reaching its objectives and to guide management decisions
- (iv) The Quality Assurance and Standards to ensure that every teacher undergo a refresher course on child friendly school approach.
- (iv) The government and all the stakeholders to ensure that physical facilities are provided and are up to date.

5.5 Suggestions for Further Research

This researcher takes exception to the fact that the study was conducted in Igembe North district yet the provision of child friendly school environment in public primary schools is a national one. The researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the actual factors on provision of child friendly environment.

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APPENDICES

Appendix 1: A letter of introduction

UNIVERSITY OF NAIROBI,
DEPARTMENT OF EDUCATION'
BOX 30179,
NAIROBI.

TO ALL HEADTEACHERS,
IGEMBE NORTH PUBLIC PRIMARY SCHOOLS,
..... PRIMARY SCHOOL.

REF: PARTICIPATION OF RESEARCH ON CHILD FRIENDLY SCHOOLS

I am a master of education student at the University of Nairobi carrying a study on school factors influencing the Provision of child friendly school environment in Igembe north district Meru county Kenya. I seek your permission to administer the attached questionnaires to be filled .I assure you that your identity and your responses will be treated with utmost confidentiality. The responses will only be used for the purpose of this study. Your assistance will be highly be appreciated

Yours faithfully,

Geoffrey Mwenda Kanamba

APPENDIX II: OBSERVATION GUIDE ON PHYSICAL FACILITIES

Name of the school.....Zone.....

Physical facilities

Class rooms

- 1 .Number of class rooms.....
2. Condition of the classroom, permanent, semi permanent, mud walled.
3. Are classrooms adequate for all learners?
4. Are classrooms well maintained?
5. Are classrooms friendly for learners with disability?
6. Are the classrooms well ventilated?

Toilets

7. Number of toilets: For boys.....For girls.....Total.....
8. Conditions of the toilet. Do they have good floor and well set and secure holes.
9. Are there separate toilets for children with disabilities?

School compound

10. Is the playground spacious?
11. Is the playground safe for the learners?
12. Is the compound fenced?
13. Is there a gate?
14. General outlook.....

Water

Is there water in school?

APPENDIX III: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

Your school has been selected to participate in this study about child friendly schools. You are kindly requested to answer the following questions. The researcher would want to assure you that the information gathered will be kept confidential and strictly used for the purpose of this research. Your honest will contribute to the success of this study. This interview schedule is an attempt to find ways of improving child friendly schools implementation.

Section A: Demographic data

1. Zone Gender.....
2. What is your age?
3. How long have you been a teacher?
4. What is your present highest professional qualification?
5. What is your teachers' attitude on provision of child friendly school environment?
How do you rate it?
6. Do teachers find child friendly school approach a burden? Give reasons to your answer.
7. What instructional resources do you use in your school?
8. What is the pupil-textbook ratio in your school?
9. Which learning materials does the government provide to your school?

10. Do you provide your teachers and pupils with the text books and other learning materials they require in order to ensure curriculum delivery?
11. How frequently do the ministry officers visit your school?
- 12 .How often do you prepare your teachers on external inspection?
- 13 .How frequently do you evaluate the instructional program and overseeing modification?
13. Are you trained on inspection? Please explain.
14. Do you ever visit teachers in class while teaching is in progress? How do you do that?
15. Do you think your teachers are well prepared to provide CFS environment?
16. Do you support staff development through in-service training for the teacher?
Please explain.

APPENDIX III: QUESTIONNAIRES FOR TEACHERS

You are kindly requested to complete these questionnaires. The information provided is strictly for purpose of research and will be treated with confidentiality

Section A: Demographic data.

1. District.....
2. Gender: male () female ()
3. Age: less than 25() 25-35 () 35-45 () 45 and above ()
4. How long have you been teaching? 1-2 yrs () 3-5yrs () 6-15yrs () 15and above ()

Section B: information on attitudes of teachers and child friendly schools

5. Do you like the idea of child friendly school approach? Yes () No ().
6. Are you motivated enough to implement child friendly school approach in your school. Yes () No ()
7. Child friendly school model changes pupils' behavior. Very true () true () false ()
8. What is your general attitude on implementing child friendly schools approach?

Section C: Information on instructional resources.

1. Instructional resources are adequate in your school? Strongly Agree () Agree ()
Disagree () Strongly Disagree
10. How do you consider the status of instructional materials in your school?
Adequate () inadequate ()

11. Are you provided with enough textbooks and exercise books? () No ()
12. What is the average pupil-textbook ratio in your class? 1:1() 1:2() 1:3 ()
13. What instructional materials should be provided to make learning learner friendly.....

Section D: Information on monitoring and evaluation

14. The district quality assurance and standards officers do inspect our school .Strongly Agree () Agree () Disagree () Strongly Disagree ()
15. Does the head teacher do regular inspection in the school to ensure that learning is child friendly? Yes () No ()
16. How often do you evaluate your class? Very often () Often () Rarely ()
17. How often are your preparation documents checked by the head teacher?
Very Often () Often () Rarely () Never ()
18. Have you been assessed in the classroom while teaching by the Head teacher
19. How often have you been inspected in class by external inspectors?
Very Often () Often () Rarely () Never ()

Section E: Information on teachers' preparedness on child friendly school.

20. Have you heard of child friendly school approach? Yes () No ()

21. Have you received any training on child friendly school approach? Yes () No ()

22. If yes in 2 above how long did the training take?

23. The head teacher has ever talked to you about child friendly school .Strongly Agree () Agree () Disagree () Strongly Disagree.

24. Has the head teacher ever talked to you about child friendly school in your school? Yes () No ().

APPENDIX IV: QUESTIONNAIRES FOR PUPILS

You are kindly requested to answer the following questions. The researcher would want to assure you that the following information gathered will be kept confidentiality and strictly used only for the purpose of the study .Your honesty will contribute to the success of the study.

Section A. Demographic data

Please respond by putting tick where appropriate. Do not write your name

Name of the school.....District.....Age.....

Sex: Male () Female () class.....

Section B: information on teachers' attitude.

1. Your teachers like teaching you . Strongly Agree () Agree () Disagree () Strongly Disagree ()

2 .How do you rate your teacher attitude towards your school? Positive () Negative ().

3. What are your teachers' attitudes towards teaching in your school?

Section C: Information on instructional resources.

4. Are textbook adequate in your school? Yes () No ().

5. What is the ratio of the textbook in your class? 1:1 () 1:2 () 1:3 () 1:4 ()

6. How often do teachers come with teaching aids in class? Very Often () Often () Rarely () never ()

7. Are you provided with reference materials like dictionaries in your school in your class? Yes () No ().

Section D: Information on monitoring and evaluation.

8. How often does your head teacher visit your class to check on your learning? Very often () Often () Rarely () Never ()

9. Do your teachers ever ask you whether you like school? Yes () No ()

10. Has any visitor ever come to your class to monitor your learning? Yes () No ()

11 .How often do you do your exam? Very often () often () rarely ()

Section E: information on teachers' preparedness on child friendly school environment

12. Have your teacher gone to any training on child friendly school environment? Yes () No ()

13. If yes in 2 above did they tell you about it? Yes () No ()

14. Has any organization come to talk to your teachers on child friendly school approach? Yes () No ()

15. Do you think teachers in your school have knowledge on child friendly school? Yes () No ()

16. If yes in 8 above, give reason to your answer.....

APPENDIX V: NAMES OF THE SCHOOLS INVOLVED IN THE STUDY

School	Enrolments
8. Matirine	680
1. Kawiru	768
2. Karichu	572
3. Kanathu	715
4. Kalankware	700
5. Kamiruru	768
6. Baibariu	496
7. Murera	572

APPENDIX VII: RESEARCH PERMIT

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

RESEARCH CLEARANCE PERMIT

Serial No. A-2908

CONDITIONS: see back page

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.

THIS IS TO CERTIFY THAT:

MR. GEOFFREY MWENDA KANAMBA
of UNIVERSITY OF NAIROBI, 0-60600
maua, has been permitted to conduct
research in Meru County
on the topic: SCHOOL FACTORS
INFLUENCING PROVISION OF CHILD
FRIENDLY SCHOOL ENVIRONMENT IN
PUBLIC PRIMARY SCHOOLS IN IGEMBE
NORTH DISTRICT, MERU COUNTY,
KENYA.

for the period ending:
30th November, 2014

Permit No. : NACOSTI/P/14/3054/3108
Date Of Issue : 18th August, 2014
Fee Received : Ksh 1,000

Applicant's Signature _____ **Secretary** _____
National Commission for Science, Technology & Innovation

APPENDIX VIII: RESEARCH AUTHORISATION



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:

18th August, 2014

NACOSTI/P/14/3054/3108

Geoffrey Mwenda Kanamba
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School factors influencing provision of child friendly school environment in public primary schools in Igembe North District, Meru County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Meru County for a period ending **30th November, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Meru 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
Meru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified