

**SCHOOL-BASED FACTORS INFLUENCING INTEGRATION OF CHILD
RIGHTS EDUCATION IN PUBLIC PRIMARY SCHOOLS IN BUURI
DISTRICT, MERU COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my dear husband Erastus Gatobu for his support and understanding and to my children Abigael Kajuju and Alpha Kiogora. Special dedication to my parents John Mwirichia and Ann Mwirichia for having laid the foundation on my education upon which I built to this far that I have reached.

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To God be the glory.

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LIST OF ABBREVIATIONS AND ACRONYMS

UNESCO	United Nations Educational Scientific and Cultural Organization
UNCRC	United Nations Convention on the Rights of the Child
CRC	Convention on the Rights of a Child
FPE	Free Primary Education
MGDs	Millennium Development Goals
EFA	Education for All
KICD	Kenya Institute of Curriculum Development
UNGA	The United Nations General Assembly
UPE	Universal Primary Education
DEO	District Education Office
KEMI	The Kenya Education Management Institute
KAACR	Kenya Alliance for Advancement of Child Rights
SPSS	Statistical Package for Social Sciences

ABSTRACT

Teachers' qualifications, physical facilities, availability and effective use of instructional resources as well as teachers' workload contribute towards integration of child rights education. The purpose of this study was to investigate school-based factors influencing integration of child rights education in public primary schools in Buuri district, Meru County. In Buuri district, there has been cases of school dropouts as a result of early pregnancies, child labour, drug abuse among others (Buuri District Education Strategic Plan 2009-2013). There is no study that has been done in the area to find out the factors that influence child rights in the area. Teachers' qualifications, physical facilities, availability and effective use of instructional resources as well as teachers' workload contribute towards integration of child rights education. The study was based on social constructivist theory. The study adopted descriptive survey design. The study employed simple random sampling to sixteen head teachers, sixty three teachers and two hundred and twenty one pupils from various primary schools in Buuri district. The total sample size was three hundred respondents. Questionnaires and observation check list were used to collect data. A pilot study was undertaken to ensure validity and reliability of the instruments. Quantitative data was analyzed using descriptive statistics by use of frequencies and percentages. Qualitative data was organized into themes corresponding to the study objectives. The study noted that most teachers were professionally qualified. The results further indicated that professional qualification of a teacher in child rights education was vital for the integration of children's rights education in primary schools. In addition, the study established that physical facilities played an important role in the integration of child rights education in schools. The study findings also indicated that inadequate instructional materials in most schools in Buuri district were impacting negatively on the integration of child rights education. Finally, the results indicated that teachers in Buuri district were overloaded and this hampered integration of child rights education in schools. It was concluded that inadequate professional qualification of a teacher in child rights education was hampering the integration of children's rights education in primary schools. It was also concluded that availability of physical facilities in schools in Buuri district influenced the extent of integration of child rights education. The study further concluded that availability of instructional materials on child rights education influenced the extent to which child rights education was integrated in the school curriculum. Finally, it was concluded that the level of teachers' workload did not affect the extent to which child rights education was integrated in public primary schools. The study recommended that teachers should be encouraged to attend in service training on child rights education; more funds should be spent on acquisition of physical facilities and instructional materials and the ministry of education should employ more primary school teachers to ease the workload of current teachers. The study suggested that a similar study should be conducted

using different methodology and location; other studies should be conducted to evaluate the effectiveness of child rights education in primary schools on adherence to rights of the children; and that there was need for a study on the impact of child rights education on the general society.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

All children have a right to education (Ernst & Young, 2012). This means they are entitled to various effective learning environments not just the classroom or the school setting. Rowen (2007), asserts that school factors influencing integration of child rights education include the teaching personnel, physical facilities, instructional resources as well as attitude of both teachers and pupils.

One of the major documents on child rights is the United Nations Convention on the Rights of a Child (Child Rights Information Network, 2007). The convention spells out minimum standards as regards health, welfare and education. Member states of the convention are expected to formulate domestic laws, policies and carry out practices in line with these standards and principles. According to the Kenya Alliance for Advancement of Child Rights (KAACR), a right is an individual's entitlement in society that cannot be denied. Child Rights Education is the process of acquiring desired knowledge, skills and attitudes that enable one to uphold the rights and responsibilities of a child. According to the Child Rights Convention (CRC 1990), a child is any human being under the age of 18 years unless the relevant national law recognizes an earlier age of majority.

The United Nations General Assembly (UNGA) adopted the Convention on Rights of a Child (CRC) on November, 20th 1989. The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive, internationally binding agreement on the rights of children adopted by the UN general assembly in 1989. The agreement is made up of civil and political rights (for instance, treatment under the law), social, economic and cultural rights (for instance, adequate standard of living) and protection rights (from abuse and exploitation). The agreement recognizes the family as the fundamental societal unit and the natural environment that a child grows in.

According to UNESCO (2010), teachers are key partners in the integration of child rights education and thus appropriate training and support should be provided to improve teachers' capacity to understand similarities, differences and inequalities among children. Training should equip teachers with strategies to reduce learners' risks to violence; cover staff responsibility to report any violence; and detail the consequences of taking part in violence against children. Therefore, both teachers and school administrators should be well trained and equipped with knowledge to respond to children's needs (Save the Children Sweden, 2012).

The Committee on the Rights of the Child (2006), contends that pupils in many parts of the world are routinely subjected to both mental and physical violence in the name of discipline. Many children live in fear of being smacked, caned, punched, pinched, kicked, slapped, bogged, belted, battered or beaten by teachers,

parents, guardians and school administrators. In addition, mental torture is inflicted on children through actions or language meant to humiliate, belittle, threaten, scare or ridicule them. This is impunity on children's rights and denies them comfort in their learning environment; and especially when it happens at school; and abuses their right to learn (Viscardi, 2003).

According to Bishop (1985), a school curriculum should be beneficial to learners and society at large: a curriculum should be designed and developed to reflect and address major social and cultural needs of the society. As such, the Kenya Institute of Curriculum Development (KICD) has incorporated children rights in various syllabi at various levels of learning with the intention of creating awareness among stakeholders in issues related to children's rights (KIE 2002). To implement this syllabus effectively, teachers have been in-serviced to be equipped with the best methods of teaching to avoid the boring lecture method that makes learning boring and teacher-centered.

A baseline assessment study in Namibia (1992), identified individual learner characteristics, family background and school factors as affecting learners. The findings stated that school factors included teacher and classroom qualities, instructional materials, physical facilities and school administrative factors. According to the study, a child who enrolls in a school that has adequate physical facilities, and where teachers use adequate instructional materials like books, is

likely to improve in his/her physique through play, level of literacy and academic skills.

Among institutional factors influencing implementation of children's rights entails the administrative aspect. Most pupils fear reporting cases of violence from teachers due to fear of further intimidation from headteachers (SRSG on Violence Against Children, 2012). Though the Education Sector Policy (2011) incorporates formal guidance and counseling curricula that equip headteachers with tools that enable pupils express themselves effectively, the headteachers are complacent in or dismissive of pupils' opinions hence not granting children's right to be heard (Pinheiro, 2006). According to Moncrieff (2003), children's level of awareness on their rights is triggered by violence and other mistreatments.

The new Kenyan constitution, promulgated in 2010, has a comprehensive Bill of Rights for children among other persons. As stated in article 53, children have the right to free and compulsory education, right to protection from abuse, neglect or harmful cultural practices, all forms of violence, inhuman treatment and punishments, hazardous or exploitative labour, right to parental love and care (Republic of Kenya, 2010). Despite the enshrinement of child rights in Kenyan constitution, children continue to suffer violence, abuse and exploitation every day. The results of a survey by African Network for Prevention and Protection

Against Child Abuse and Neglect Kenya (2005), show that corporal punishment and other forms of child abuse are still used on children.

In May, 2004 for instance, it was reported in the East African standard that a teacher in Machakos primary school had been interdicted for sodomizing 36 boys from the school. Six standard 8 girls in one of the schools in Dagoretti district had been sexually abused and impregnated before even sitting their Kenya certificate of primary examination in the year 2012. The responsibility of the six pregnancies may be laid upon the teachers, mature men from the community or boys of their age. However, there is a clear indication that children are abused.

In Buuri district, there has been cases of school dropouts as a result of early pregnancies, child labour, drug abuse among others (Buuri District Education Strategic Plan 2009-2013). There is no study that has been done in the area to find out the factors that influence child rights in the area. According to Amimo (2012), in her research: School Factors Influencing Implementation of Child Rights Education in Schools in Athi River, she recommended that a similar study be done in other districts since very few studies have been done on the area yet there is a gap.

1.2 Statement of the problem

Article 53 of the Kenyan Constitution reiterates clearly and outlaws any form of abuse, violence, inhuman treatment or punishments, hazardous or exploitative

labour on children. Many cases are still reported as explained above while others remain unreported. Children are left to suffer physical, emotional and psychological injuries.

According to the Buuri District Education Strategic Plan (2009-2012), a large number of pupils have dropped from school as a result of early pregnancies, drug abuse and child labour. Ripples International Report (2012), has also revealed that in 2011, five girls had been raped in Gathuine sub-location, which is part of the district under study. In addition, the results of a survey done by African Network for Prevention and Protection Against Child Abuse and Neglect Kenya (2005), shows that corporal punishment is used in many schools in various forms. The above are clear indications of violation of children's rights, and especially in Buuri district.

Both Amimo (2012) and Ochuodho (2013), in their researches recommended that similar studies be carried out in other districts to fill the existing gap. The fact that no such a study has so far been carried out in Buuri district justifies this study.

1.3 Purpose of the study

The study investigated school-based factors influencing integration of child rights education in public primary schools in Buuri district, Meru County.

1.4 Objectives of the study

This study was guided by the following objectives;

- i. To establish the extent to which teachers' professional qualifications influence integration of children's rights education in public primary schools in Buuri district.
- ii. To establish the extent to which availability of physical facilities influence integration of children's rights education in public primary schools in Buuri district.
- iii. To examine the extent to which availability and effective use of instructional resources affects integration of child rights education in public primary schools in Buuri district.
- iv. To assess how teachers' workload influences integration of child rights education in public primary schools in Buuri district.

1.5 Research questions

The study sought to answer the following questions;

- i. How does teachers' level of professional qualification influence integration of children's rights education in public primary schools in Buuri district?

- ii. How much does availability of physical facilities and resources affect integration of child rights education in public primary schools in Buuri district?
- iii. How does availability and effective use of instructional resources affect integration of child rights education in public primary schools in Buuri district?
- iv. To what extent does teachers' workload affect integration of child rights education in public primary schools in Buuri district?

1.6 Significance of the study

This study may benefit policy makers in the Ministry of Education by providing them information on the school-based factors influencing implementation of child rights education in public primary schools and was at the same time to provide data for future reference by policy makers and other parties in the education sector. Curriculum developers at the Kenya Institute of Curriculum Development (KICD) may use the findings to formulate the most appropriate and effective child rights curriculum. The Kenya Education Management Institute (KEMI) may use the findings in designing training courses for both headteachers and teachers, suitable in addressing child rights together with coping strategies. The civil rights/organization may benefit from the findings to improve on their child rights protection strategies. The judiciary may also benefit from the findings in order to

become more strict when enforcing the law on child rights as enshrined in the Kenyan constitution.

The study findings may also reveal the level of awareness on child rights education among children themselves, parents and guardians, teachers and other caretakers. The findings may then act as a guide on whether more awareness is necessary or not. It may therefore expose knowledge gaps that might form action points for further academic research. Education is an indispensable instrument for the attainment of the Millennium Development Goals (MDGs). Therefore, this study was a vital undertaking with the potential to expose the components of child rights education that may require more interventions.

1.7 Limitations of the study

The study was carried out in Buuri district which is quite a large area with schools far from one another. Some of the roads were impassable due to rain and so accessibility to these schools was difficult due to weather and distance between the schools. All the necessary respondents were also not reachable when needed. The researcher therefore administered questionnaires to sampled population and booked appointments with the persons or institutions to be visited through phone calls before the actual visits. This made it more economical in terms of time as well as finances.

1.8 Delimitations of the study

The study was carried out in public primary schools in Buuri district, Meru County, Kenya. It sought the extent to which teachers' professional qualifications influence integration of children's rights education; to establish how availability of physical facilities influence integration of child rights education; to examine the extent to which availability and effective use of instructional resources affect integration of child rights education; and to assess how teachers' workload influences integration of child rights education. The study targeted all the 78 public primary schools in the district, all headteachers, teachers and standard 8 pupils in Buuri district.

1.9 Assumptions

These are things that are somewhat out of the control of the researcher, but if they disappear the study would become irrelevant. The researcher made the following assumptions during the study:

1. All pupils were within the definition of a child by age
2. Child rights education was being integrated in all public primary schools in Buuri district
3. Headteachers received and disseminated the guidelines on integration of child rights education
4. All respondents were co-operative.

1.10 Definition of significant terms

This section defines the significant terms used in the study.

Child abuse refers to any physical, emotional or sexual mistreatment or neglect on a child.

Child labour refers to any hard or difficult work assigned to a child denying him/her a chance to play and interact with other children

Child rights education is the process of acquiring desired knowledge, skills and attitudes that enable one to uphold the rights and responsibilities of the child (KAACR).

Child's rights refer to the rights that children are entitled to and which they can legally claim from the provider, for instance, the state or from members of society.

Curriculum refers to the programme for instruction in a wider sense that all pupils study certain subjects or has certain educational experiences

Hazardous refers to having the ability to risk a person's life or health by causing illness or death

Influence refers to having power to affect a situation either positively or negatively.

Integration refers to the process of incorporating/infusing child rights education syllabus in implementing the curriculum.

School-based factors refer to factors that are generated from within the school.

1.11 Organization of the study

The study is organized into five chapters. Chapter One is the introduction which comprises of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definitions of significant terms. Chapter Two presents the literature review. The subtopics that were covered included introduction, extent to which teachers' professional qualification influences integration of child rights education, how availability of physical facilities influence integration of child rights education, extent to which availability and effective use of instructional resources affect integration of child rights education, how teachers' workload affects integration of child rights education, summary of literature review, theoretical and conceptual frameworks. Chapter Three focuses on research methodology highlighting the research design, target population, sampling techniques and sample size, research instruments, instruments' validity and reliability, data collection and data analysis procedures. Chapter Four presents data analysis, data interpretation and

discussion of the findings. Chapter Five captures summary of the findings, conclusions, recommendations and suggestions for further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review of various school-based factors that affect child right-based approach to education. The chapter reviews literature on teachers' qualification, physical facilities, instructional resources, and teachers' workload and their relation to integration of child rights education. Literature review will help to identify, appraise, select and synthesise all high quality research evidence and arguments relevant to the research question.

2.2 Teachers' professional qualifications and integration of child-rights education

According to Peterson and Deal (2004), teachers' professional training influences all aspects of a school including how staff respects pupils' rights and the mode of punishment given to children when they go wrong. The training also influences how teachers decorate their classrooms, how they emphasize on certain aspects of the curriculum and their readiness and willingness to adapt to change (Hargreaves, 1997). Redalen (2007), views teachers as the surest media that schools use to foster a sense of nationhood and serve as agents of social and economic change at both individual and societal levels. They therefore need frequent and adequate professional training. Datta (1984), sees the teacher, at both

primary and secondary school levels, as a disciplinarian, a surrogate parent, a judge, a nurse, a confidant and above all a mediator in learning who guides learners to achieve certification in education without instilling fear among the learners. As such, there should be peaceful co-existence in schools as well as observation and respect for children rights.

In West and Central African countries, due to civil servants' wage gaps, communities recruit untrained and under-qualified teachers to work in schools (UNESCO, 2010). Together with reduced length of pre-service teacher training in many countries, the teaching force lack classroom management skills. They also lack alternative ways to corporal punishment in instilling discipline. Teachers therefore feel insecure and are ill-prepared with subject content as well as classroom management practices (Save the Children Sweden, 2012). World Bank (2004), notes that teachers and learning environment affect implementation of children's rights education.

A research study by Okeyo (2013), recommends that the Teachers' Service Commission should organize periodical in-servicing of teachers and headteachers to impart them with more knowledge and skills on better ways of dealing with disciplinary cases instead of using corporal punishments on pupils.

2.3 Physical facilities and implementation of child rights education

Research has shown that the quality of physical facilities influences citizens' perception of a school and can serve as a point of community pride and increased support for public education. According to Tennessee Advisory Commission on Intergovernmental Relations (2003), it is unreasonable to expect positive results from programmes that operate in negative physical environment. Physical facility factors such as age and condition of buildings, maintenance quality, lighting, noise and quality of ventilation can affect a learner's health, safety, sense of self and psychological state.

A child-rights-based approach has the potential of contributing to the broader efforts of improving education quality and efficiency. Schools and classrooms that are protective, child-centered, inclusive and supportive of active participation have the potential of solving such problems as school-drop-outs, absenteeism and classroom boycotts that are very common in developing countries. A child rights based approach may also enhance morale, commitment and capacity. Negative attitudes can be changed through practicing conflict resolution, democracy, tolerance and respect in the classroom (Gurusinga, 2003).

Sifuna (2007), notes that while Free Primary Education (FPE) has increased school enrolment, it has as well created problems like exacerbating the problem of teaching and learning facilities. As a result of the FPE there is population influx in schools, resulting to congested classrooms and the existing facilities make but a

mockery of Free Primary Education Programme. Many School Management Committees feel that they are seriously constrained to offer pupils one of their rights-quality education-due to the state of some school buildings which apart from being scarce are as well dilapidated (Sifuna, 2007).

UNESCO (2004), reiterates that in low-income countries, increasing spending to provide more textbooks, reducing class size and improving teacher education and school physical facilities has a positive impact on learner's cognitive achievement. To achieve UPE, unprecedented refurbishing and building of classrooms is necessary in many countries. Clean water, sanitation and their access by learners are a must (UNESCO, 2004).

In most developing countries like Kenya, funding primary education suffers the cost of ineffectiveness coupled with dependency on central government revenues. In Kenya, school population is increasing at a higher rate than the physical facilities in these schools. This results to difficulties in implementing FPE due to shortage of classrooms, space, sanitation facilities (Muriuki, 2008). Okeyo (2013), in her study recommends provision of adequate physical facilities for effective learning.

2.4 Instructional resources and implementation of child rights education

Nkuuhe (1995), observes that pupils learn skill concepts and ideas better when they try them in practice. Instructional resources increase the quality of learning,

decrease the time taken for learners to attain desired goals and promote good reading habit. The learner is also able to study at his/her own pace thus increasing pupil participation and retention in class due to increased concentration. Provision of instructional materials like textbooks (both pupils' books and teachers' guides), class readers, wall maps and wall charts, dice, abacus among other instructional materials is the most effective way of contributing towards quality in education (Sekiwu, 2009).

Mahoney & Cairns (1997), contend that learning would be passive and boring if instructional resources are not incorporated in the learning process. Availability, proper organization and effective utilization of the resources coupled with appropriate teaching and learning strategies enhance the acquisition of subject matter and content. Bishop (1985), asserts that one of the fundamentals to the success of any curriculum implementation is the preparation and effective use of textbooks, teachers' guides and other teaching and learning materials.

The direct relationship between adequacy and effective use of instructional materials and improved learner performance is largely documented. Mwangi (1983), investigated factors affecting Mathematics performance in Kenya and found out that availability and effective use of practical resources like cards and dice for teaching probability, presence and use of graph books when teaching co-ordinates had strong positive effects on the learners' power to grasp the concepts.

It is therefore clear that instructional resources critically affect curriculum implementation.

2.5 Teachers' workload and how it influences integration of child rights education

UNESCO (2004), notes that teachers in most Sub-Saharan countries are overworked due to the high number of pupils an individual teacher handles in class. In Sub-Saharan Africa teacher-pupil ratio is 1:44 while in South and West Asia the ratio is 1:40. As stated in the Convention on Rights of a Child education is fundamental and any factor that negatively affects the quality of education affects child's right to access quality education negatively.

In Ghana, increased school dropout has been attributed to malhandling of pupils by teachers due to the populated classes that an individual teacher handles denying learners' individual attention. This in turn deprives learners the right to access education (World Bank, 2011). The learners are therefore denied other rights indirectly since education is an enabling right that enables one to access other rights like quality housing, good health, right to own property among others.

The implementation of FPE in Kenya in 2003 led to increased enrollment in all public primary schools. EMIS (2009) reported that primary school pupil population rose from 5.9 million in 2002 to 8.2 million in 2008. Such an influx has led to an overstretch in both facilities and resources – including human

resource. While the number of pupils increased, the number of teachers remained the same. In some schools, especially in slum areas, classes expanded to above 100 pupils (Chuck, 2009). An individual teacher handling this class finds it difficult to deliver lessons and mark pupils' books accordingly and this compromises the quality of education. The teacher's roles of surrogate parent, counselor, and mentor are under looked as the teachers try to implement the examinable part of the prescribed school curriculum. With the above challenges the teacher is unable to include every pupil in classroom participation during the lesson. Supervision of pupils becomes difficult, class management is poor and as a result indiscipline cases rise in most public primary schools. According to Imonje (2012), it is the role of the teacher to ensure that the free primary education programme is successfully implemented through organizing learning experiences, instructional strategies and resources; and managing the learning environment for the benefit of the pupil. However, due to high populations in Kenyan public schools Imonje's findings have not been effectively implemented. Ochuodho (2013), also recommended that the Ministry of Education and all other organizations work hand in hand to employ more teachers to reduce teachers' workload for effective implementation of curriculum.

2.6 Summary of literature review

Literature reviewed on similar studies revealed that for an effective child rights based approach in education to occur the school is a corner-stone in supporting

child rights education. It has emerged that major factors influencing the curriculum outcome relies heavily on children's rights convention and the Kenya constitution promulgated in 2010. Both scholars and researchers have revealed that teachers' qualifications, physical facilities, availability and effective use of instructional resources as well as teachers' workload contribute towards integration of child rights education.

Amimo (2012), found out that both physical facilities and instructional resources were in adequate and that teachers were not competent in their training on children's rights. Learners' awareness of their rights also needs to be enhanced. Other researchers who have worked on similar studies include; Okeyo (2013) and Ochuodho (2013). Their studies have revealed that there exists cases of violation of child's rights in the districts they studied and they recommended similar studies to be done in other districts to fill the existing gap. However, such a study on children's rights has so far not been done in Buuri district, therefore; this necessitated the need for this study.

2.7 Theoretical framework of the study

This study was based on social constructivist theory. The proponent of the theory is Jean Piaget (1896-1980). According to Piaget learning by engaging learners is the best approach in learning. He notes that individuals construct new knowledge from their experiences. Constructivist learning is based on learners' active participation in problem solving and critical thinking regarding learning activities

that learners find relevant; and engaging their own knowledge by testing ideas and approaches based on their prior knowledge and experiences. Learners apply this to new situations integrating the new knowledge gained with pre-existing intellectual constructs as it is needed in child rights-based approach.

Provision of adequate, functional physical facilities, both adequate human and instructional resources and use of appropriate teaching methods like group discussions, drama, field trip, and experiments should be applied as advocated for by the constructivists' theory. The researcher therefore finds it the best theory for the study.

2.8 Conceptual framework of the study

This section presents the conceptual framework that was used in the study. The conceptual framework consists of the abstract representation of variables that will direct the collection and analysis of data in this study.

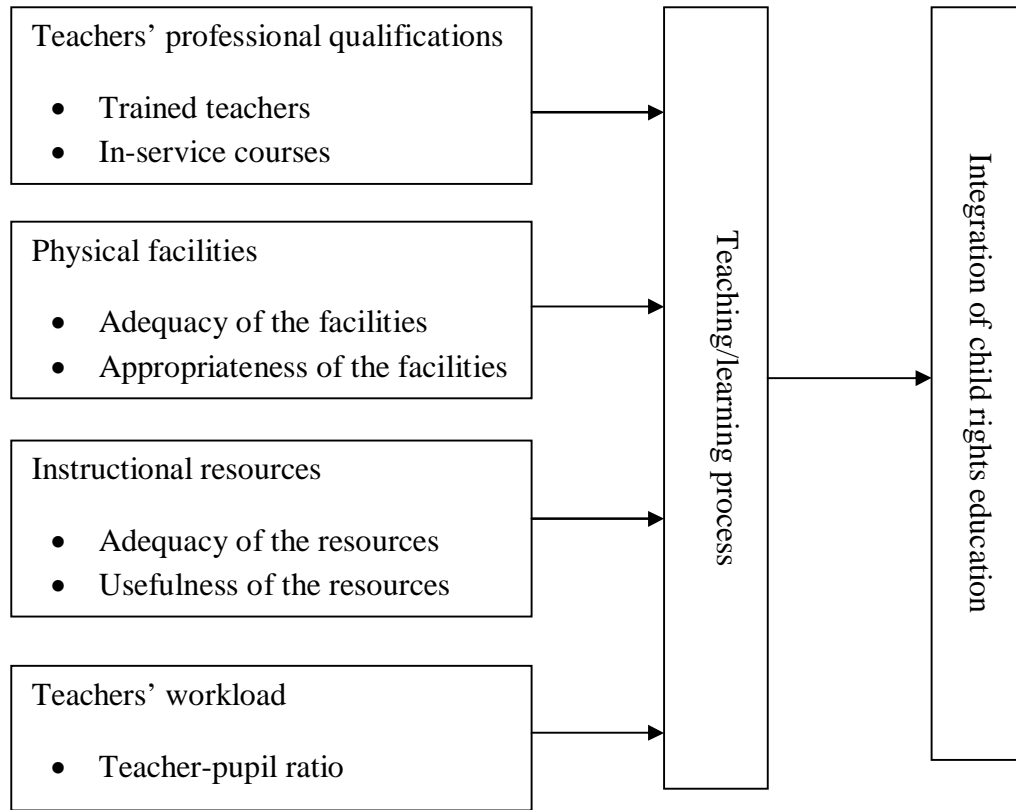


Figure 2. 1. School-based factors influencing integration of child rights education

The above conceptual framework shows clearly teachers' professional qualifications, availability of physical facilities, availability and effectiveness of instructional resources as well as teachers' workload have direct effects on child rights based approach in education. Professionally trained teachers who also attend in-service courses are likely to apply good teaching process that ensures that the learning process takes place efficiently and effectively. Consequently, such teachers are likely to integrate child rights education in the school curriculum. Adequate and appropriate physical facilities, when well used, will

ensure the comfort of the teachers and children and hence contribute to effective implementation of child rights education curriculum. Availability of functional and adequate instructional resources will ensure that teachers use varied pedagogical methods to instruct students and hence enhance the learning and teaching process of child rights education in the school. Low teacher to pupil ratio will result in increased workload for the teacher. This will in turn reduce the ability of the teacher to integrate child rights education in the curriculum. The primary aim of the study was to investigate the school-based factors that influence integration of child rights education, either positively or negatively, in public primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methods that were used in carrying out the study. It includes research design, target population, sampling techniques and sample size, research instruments, validity of the research instruments, reliability of the research instruments, data collection procedures and data analysis techniques.

3.2 Research design

Research design is the structure of an inquiry. It constitutes logical matter instead of a logistical one. It ensures that that the evidence collected answers the questions unambiguously. The study adopted descriptive survey design to investigate school based factors influencing integration of child rights education in Buuri district, Meru County. Kothari (2004) defines descriptive survey design as the collection of quantified data from a population for the purpose of describing the characteristics of that population. The design was deemed suitable since the respondents were observed and interviewed in a completely natural environment. It was also appropriate as it helped the researcher to gather data from a large sample of respondents within a short period of time and with minimal financial expenditure.

3.3 Target population

According to Mugenda and Mugenda (2003), a population is a complete set of individuals, events or objects with some common characteristics. Target population is the entire population to whom the results of the study may be generalized. This study targeted all the 78 headteachers, 627 teachers and 2210 standard 8 pupils in the 78 public primary schools in Buuri district (DEO's Office, Buuri district). The target population for the study therefore had 2915 respondents.

3.4 Sampling techniques and sample size

Orodho (2004) defines a sample as a small proportion of a target population. Sampling means selecting a given number of subjects from a defined population as a representative of that population. Mugenda and Mugenda (2003), states that in sampling a sample size of between 10 percent and 30 percent of the target population is acceptable. In this study the researcher opted to use simple random sampling, sampling 20 percent of the headteachers, 10 percent of the teachers and 10 percent of the pupils. Therefore, 20 percent of 78 schools gives 15.6 which when rounded off to whole number gives 16 schools, 20 percent of 78 headteachers giving 16 headteachers from the sampled schools, 10 percent of 627 teachers giving 63 teachers and 10 percent of 2210 class 8 candidates giving 221 pupils.ⁱ In total 300 respondents were considered for the study. Both male and female respondents were involved.

Table 3. 1: Sampling frame

Respondents	Population	Sample size	Percent
Headteachers	78	16	20
Teachers	627	63	10
Pupils	2210	221	10
Total	2915	300	40

3.5 Research instruments

The researcher employed questionnaires in collecting data. According to Mugenda and Mugenda (2003), questionnaires are suitable in obtaining important information about a population. The questionnaire is a preferable method because it allows the researcher to reach the respondents within a short time. It is also considered preferable due to the expansive nature of the study area as well as logistical issues involved. Questionnaires also ensure confidentiality of the respondents and can thus gather candid and objective responses. Each of the questionnaires (Head teachers questionnaire, Teachers' questionnaire and Pupils questionnaire) was divided into section A and section B. Section A covered demographic information of the respective respondents while section B provided information on school based factors influencing integration of child rights education. Section B covered professional qualification of the teachers, physical facilities, adequacy and effectiveness of instructional materials, and teachers' workload.

The researcher also used observation checklist to determine the actual status of physical facilities and instructional resources and their effective use in schools. Both the questionnaires and the observation checklist were prepared by the researcher. The two instruments provided both qualitative and quantitative data. Three sets of questionnaires were designed: headteachers', teachers' and pupils'; and the three were in line with the study variables. Each of the three had two sections: demographic section and information on school-based factors influencing integration of child rights education.

3.5.1 Validity of research instruments

Validity is the degree to which a test measures what it is supposed to measure (Best & Khan, 2006). In order to ensure validity of the instruments the researcher undertook a pilot study. This helped the researcher to identify any ambiguous or wrong wordings in the instrument for corrections. A 1 percent of the sample size was used for piloting as recommended by Mugenda and Mugenda (2003). The pilot population was not considered in the real study. The researcher also sought supervisory advice from the supervising lecturers on the validity of the instruments. The piloting results helped the researcher to test the logistics and to gather information that was aimed at improving the quality and efficiency of the research design.

3.5.2 Reliability of the research instruments

An instrument is reliable if it can measure a variable accurately and consistently obtaining the same results under the same conditions over a number of trials (Orodho, 2004). To establish reliability of the instruments the researcher used test-retest method in the pilot study. The questionnaires were administered to the same group of respondents twice at an interval of one week. The two sets of scores were recorded and correlated to get the reliability coefficient using Pearson's Product Moment Correlation Coefficient Formula.

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

Where x = first set of scores

y = second set of scores

$\sum x^2$ = summations of pre-test scores squared

$\sum y^2$ = summations of re-test scores squared

$\sum xy$ = summations of paired products of x and y scores

n = the number of pairs of observation

Source: Orodho (2004).

A correlation coefficient above 0.80 was sufficient enough to judge the instrument as reliable (Mugenda and Mugenda, 2003). This study obtained a correlation coefficient of 0.85 for head teachers' questionnaire, 0.83 for teachers questionnaire and 0.84 for pupils' questionnaire. This was deemed sufficient to judge the instruments as reliable.

3.6 Data collection procedure

The researcher sought authorization to conduct the research from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought a letter of consent from the Director of Education in Meru County and the DEO, Buuri district. The researcher then approached head teachers of randomly selected schools and explained to them the purpose of the study. Assuring confidentiality, the researcher distributed the instruments to the respondents with the assistance of 2 research assistants. The researcher and the assistants collected the filled-in questionnaires later for data analysis.

3.7 Data analysis techniques

Data analysis is the process of bringing order and meaning to raw data collected (Mugenda & Mugenda, 2003). The filled-in questionnaires were coded to enable the responses to be grouped into various categories and entries were made in the Statistical Package for Social Sciences (SPSS). Quantitative data were analyzed using descriptive statistics by use of frequencies and percentages. Qualitative data were organized into themes corresponding to the study objectives. Content analysis was then used for analysis and tabulated data was computed using the SPSS computer programme.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis, interpretation and discussion of findings on the basis of the study objectives. The study investigated school-based factors influencing integration of child rights education in public primary schools in Buuri district, Meru County. The first objective sought to establish the extent to which teachers' professional qualifications influence integration of children's rights education in public primary schools in Buuri district. The second objective examined the extent to which availability of physical facilities influence integration of children's rights education in public primary schools. The third objective investigated the extent to which availability and effective use of instructional resources affects integration of child rights education. The fourth objective assessed how teachers' workload influences integration of child rights education in public primary schools. Quantitative data were analyzed using descriptive statistics such as frequencies, means, standard deviations and percentages, and inferential statistics such as chi-square analysis. Qualitative data were organized into themes corresponding to the study objectives.

4.2 Response rate

The researcher recorded 100 percent response rate to various study instruments as shown in table 4.1.

Table 4. 1

Response rate

Study instrument	Respondents	Frequency	Percent
Head teachers' questionnaire	Head teachers	16	100
Teachers' questionnaire	Teachers	63	100
Pupils' questionnaire	Pupils	221	100
Observation guide	Schools	16	100

This was made possible by the fact that the researcher administered the instruments in person and allowed respondents enough time to respond to the items prior to collecting them.

4.3 Demographic characteristics of respondents

The study respondents included primary school head teachers, teachers and pupils. Table 4.2 is a summary of demographic characteristics of head teachers sampled.

Table 4.2

Demographic data of head teachers

Demographic data	Variables	Frequency	Percent
Gender	Male	12	75.0
	Female	4	25.0
Educational level	certificate	2	12.5
	Diploma	7	43.8
	B.Ed	5	31.3
	ATS	2	12.5
Years of experience	Less than 5 years	5	31.3
	6 to 10 years	1	6.2
	11 to 15 years	7	43.8
	16 to 20 years	3	18.7
Years of service in current school	Less than 5 years	12	75.0
	6 to 10 years	3	18.8
	11 to 15 years	1	6.3

N=16

Table 4.1 shows that 75 percent of the primary school head teachers sampled were males. Given that the percentage obtained in this study is greater than two thirds for male, it implies that there is gender imbalance in primary school leadership among primary schools in the district. This contravenes the 2010 Constitution that requires gender balance among all public jobs with either gender not holding more than two thirds of the positions.

The results show that all head teachers sampled had undergone a training in education course. The results show that 12.5 percent of head teachers were certificate holders, 43.8 percent of them were diploma holders, 31.3 percent were bachelor of education degree holders and 12.5 percent were ATS. According to Meador (2014) all principals in school want all of their teachers to be great teachers. This implies that the head teachers in the district are in a better position to understand the rights of the pupils and to steer their respective schools towards upholding the rights of children through provision of the necessary facilities and leadership. This assertion concurs with Hargreaves (1997) finding that training influences teachers readiness and willingness to adapt to change.

The data shows that most (68.7 percent) of the respondents sampled had served as head teachers for more than five years, 6.3 percent had served between 6 and 10 years, 43.8 percent had served between 11 to 15 years and 18.8 percent had served between 16 and 20 years). This implies that they had the necessary experience and skills to ensure that children rights are upheld in their respective schools. Even though 31.3 percent of the respondents had served as head teachers for less than five years, this does not imply that they cannot lead their schools to implement the necessary curricula that promote children's rights. Their experience was enough to help them adopt strategies that promote children's rights. The results also show that most 75 of the head teachers had served in their

current schools for less than five years. Table 4.3 shows the demographic characteristics of teachers sampled in this study.

Table 4. 3
Demographic characteristics of teachers

Demographic data	Variable	Frequency	Percent
Gender	Male	26	41.3
	Female	37	58.7
	Total	63	100.0
Educational level	P1	38	60.3
	ATS	10	15.9
	Diploma	7	11.1
	B.Ed	8	12.7
	Total	63	100.0
Teaching experience	Less than 5 years	6	9.5
	6 to 10 years	12	19.0
	11 to 15 years	18	28.6
	16 to 20 years	11	17.5
	over 20 years	16	25.4
	Total	63	100.0

N=63

The results show that 41.3 percent of teachers in Buuri district were males while 58.7 percent were females. This implies that schools in the district had attained the 2010 Kenyan Constitutional threshold requirement where either gender should

not hold more than two thirds in public offices. It should however be noted that female teachers are significantly more than male teachers.

The data show that most teachers sampled had undergone teaching professional training. The data shows that 60.3 of them were holders of P1 certificate. This implies that the teachers were in a better position to implement the curriculum in their respective schools since in Kenya the minimum teacher qualification to teach in primary school is P1 (<http://education.stateuniversity.com/>).

Most (90.5 percent) of the sampled teachers 19.0 percent had served 6 to 10 years, 28.6 percent had served between 11 to 15 years, 17.5 percent had served between 16 to 20 years while 25.4 percent had served over 20 years had a teaching experience of more than five years. This implies that they had the necessary experience to implement any changes in the curriculum including integration of children's rights issues. Table 4.4 is a summary of the pupils' demographic data.

Table 4. 4
Pupils' demographic data

Demographic data	Variables	Frequency	Percent
Gender	Male	117	52.9
	Female	104	47.1
Age	Below 13 years	47	21.3
	13-15 years	167	75.6
	16-18 years	7	3.2
Type of school	day	221	100.0

The data shows that there was gender balance among primary schools in Buuri district. However, male (52.9 percent) pupils are slightly more than girls (47.1 percent). This data supports Juma (2012), findings that there are more male students than female students in Kenyan schools. The data also show that 75.6 percent of the respondents are aged between 13 and 15 years. This implies that if children's rights are being integrated in their school curriculum, these pupils are able to note them out.

4.4 Influence of professional qualifications on integration of children's rights education.

Qualified teachers are in a better position to know and integrate children rights in public primary schools. This study sought to establish the extent to which teachers' professional qualifications influence integration of children's rights education in public primary schools in Buuri district. The head teachers were asked to indicate their level of agreement, (strongly agree, agree, not sure, disagree and strongly disagree) with various statements related to professional qualification and integration of children's rights education in their schools. Their responses are illustrated in figures 4.1 to 4.4. Figure 4.1 shows the extent to which head teachers agreed with the assertion that teachers in their schools are professionally qualified.

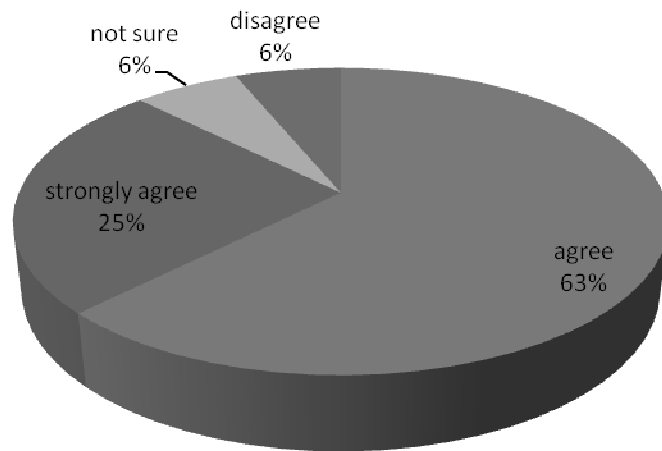


Figure 4. 1. Teachers in the school are professionally qualified

The data shows that 25 percent of the head teachers strongly agreed while 63 percent agree that teachers are professionally qualified. This implies that most teachers in primary schools in Buuri district were able to integrate children’s rights education in the school curriculum. This assertion is based on Peterson and Deal (2004), argument that teachers’ professional training influences all aspects of a school including how staff respects pupils’ rights and the mode of punishment given to children when they go wrong. Table 4.5 shows teacher training in relation to child rights education.

Table 4. 5**Teacher training in relation to child rights education**

Teacher training	Variables	Frequency	Percent
Number of untrained teachers	0-5	63	100.0
Number of trained teachers	6-10	37	58.7
	11-15	26	41.3
Adequacy of training	Adequately	36	57.1
	Inadequately	27	42.9
Frequency of in-servicing	Very often	27	42.9
	Rarely	36	57.1
Attended child rights training	Yes	48	76.2
	No	15	23.8

N=63

The data shows that all schools sampled had less than five untrained teachers. The data further showed that most schools (58.7 percent) in the district had between six and ten trained teachers while 41.3 percent of the schools had between eleven and fifteen trained teachers. This implies that in most schools teachers were overloaded and this might impact negatively on the integration of child rights education in schools. The results also show that 42.9 percent of teachers were often trained while 57.1 percent were rarely trained in child rights education. This implies that a significant number of teachers are equipped with the necessary skills and knowledge on teaching child rights education. This assertion is based

on Hargreaves (1997), argument that training influences how teachers decorate their classrooms, how they emphasize on certain aspects of the curriculum and their readiness and willingness to adapt to change. The data further shows that most teachers (57.1 percent) rarely went for in service on child rights education. This implies that most teachers may not have been equipped with current skills and techniques of teaching child rights education in schools. This assertion supports UNESCO (2010), report that reduced length of pre-service teacher training in many countries makes the teaching force to lack classroom management skills. The results also show that most teachers (76.2 percent) had attended child rights training. This is impressive though the number which indicated that teachers were adequately trained in child rights education (57.1 percent) was lower than this. This indicates that some of the training provided to teachers was inadequate to provide the necessary skills for teaching child rights education.

The study also investigated the extent to which teachers were trained. Figure 4.2 shows the extent to which head teachers agreed with the assertion that teachers in their respective schools had been adequately trained on child rights education.

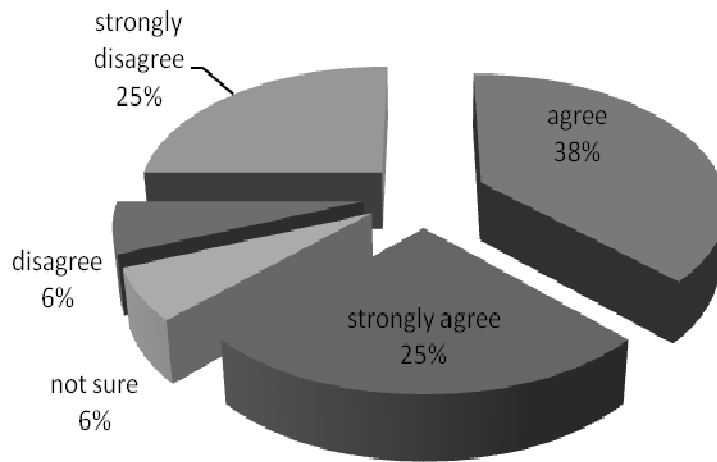


Figure 4. 2. Teachers in the school have been adequately trained on child rights education

The results show that 25 percent of the head teachers strongly agreed while 38 percent of them agreed that teachers in their respective schools had been adequately trained on child rights education. This implies that most schools in Buuri district had teachers who were well trained to integrate children's rights education. However, the 25 percent of them who strongly disagreed and 6 percent who disagreed that teachers in their respective schools were adequately trained on child rights education is significant. This finding supports Okeyo (2013), recommendation that the Teachers' Service Commission should organize periodical in-servicing of teachers and head teachers to impart them with more knowledge and skills on better ways of dealing with disciplinary cases instead of using punishments on pupils.

The study also sought to establish extend to which head teachers agreed that teachers attended in servicing courses on child rights education. Figure 4.3 shows the results on this issue according to head teachers.

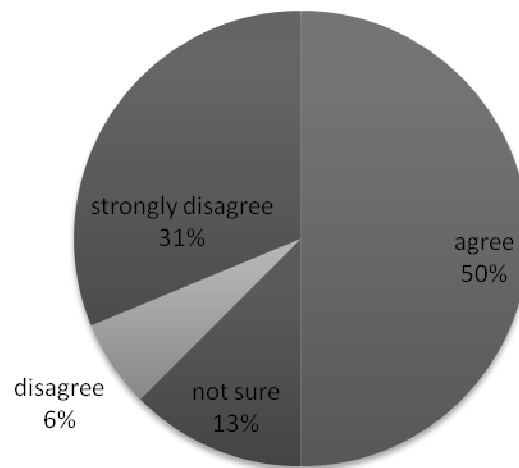


Figure 4. 3. Teachers go for in-servicing on child rights education often

The results show that 50 percent of the sampled schools had their teachers go for child rights education regularly. However, the rest of the schools seemed not to support in-service training of teachers on children’s rights education. This implies that about half of schools in the district did not value in-servicing of teachers on child rights education. It could therefore be asserted that in such schools teachers were less equipped with current skills necessary for the integration of children’s rights education in the school curriculum. This is in line with Save the Children Sweden (2012) argument that regular training instills teachers with current subject content as well as classroom management practices.

Redalen (2007), views teachers as the surest media that schools use to foster a sense of nationhood and serve as agents of social and economic change at both individual and societal levels. Their training helps in attaining these goals. Thus, the study explored the extent to which head teachers agreed with the assertion that teachers had ever had training on child rights education. Figure 4.4 illustrates the results.

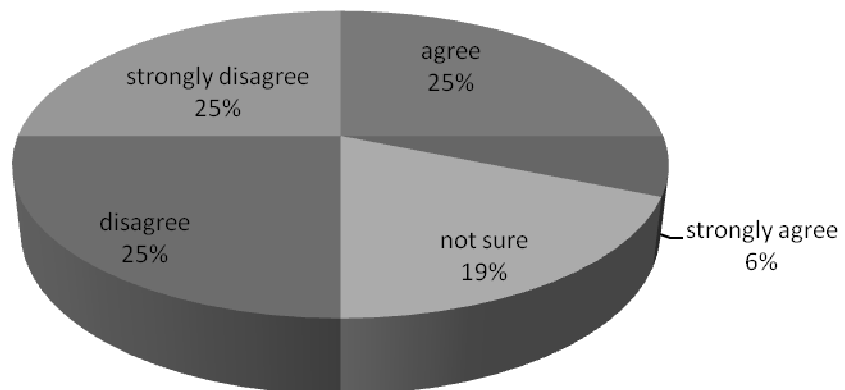


Figure 4. 4. Teachers have never had any training on child rights education

The figure shows that only 25 percent of the head teachers strongly disagreed and 25 percent disagreed that teachers have never had any training on child rights education. This indicated that about half of teachers in the district did not attend in-service training on child rights education. Given that 19 percent of the head teachers did not know whether teachers had undergone training on child rights education implied that the head teachers were not in touch with skills of their

teachers. Thus, there was need of establishing the extent to which teachers were skilled in children rights education.

To better understand the extent to which teachers' professional qualifications influence integration of children rights education, a chi-square analysis was carried out. Table 4.6 shows the chi-square for the relation between integration of child rights education and professional qualification of teachers.

Chi-square test for integration of child rights education and professional qualification of teachers

Table 4. 6

Chi-square test for integration of child rights education and professional qualification of teachers

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.635(b)	1	.000
Likelihood Ratio	21.626	1	.000
N of Valid Cases	221		

The results show the professional qualification of teachers was significantly related to the integration of child rights education in the school curriculum, $X^2(1, N=221)= 21.635, p=0.00$. Thus, professionally qualified teachers were required for effective integration of child rights education in the school curriculum.

4.5 Influence of physical facilities on integration of children's rights education.

The study sought to establish the influence of physical facilities on integration of children's rights education in public schools in Buuri district. Adequate facilities ensure that the learning environment was comfortable to the learner (Ananda, 1990). Table 4.7 is a summary of the findings obtained from head teachers on the influence of physical facilities on the integration of children's rights education in public schools in Buuri district.

Table 4. 7

The influence of physical facilities on the integration of children's rights education (based on head teachers)

Physical facilities and child rights education	Yes		No	
	Frequency	Percent	Frequency	Percent
Availability of physical facilities largely affects integration of child rights education	14	87.5	2	12.5
The school has adequate physical facilities for the integration of child rights education	9	56.3	7	43.7
The physical facilities available in the school are effective (in good usable conditions)	9	56.3	7	43.7

It is apparent from the respondents that availability of physical facilities largely affects integration of child rights education in schools within the district. This is because 14 (87.5%) of the respondents agreed that physical facilities play an important role in the integration of child rights education in schools. This finding supports Tennessee Advisory Commission on Intergovernmental Relations (2003), which argued that it is unreasonable to expect positive results from programmes that operate in negative physical environment. It should however be noted that 12.5 percent of the respondents were of the opinion that physical facilities were not the main determinant of the integration of child rights education in schools. This implies that there were other factors which may affect the integration of child rights education in schools.

The results further showed that 56.3 percent of the respondents felt that their schools had adequate physical facilities for integration of child rights education. However, 43.7 percent of the respondents feel that their schools had inadequate physical facilities for integration of child rights education. Given that most respondents believe that availability of physical facilities were essential for integration of child rights education, it can be asserted that some schools were unable to integrate child rights education due to inadequate physical facilities. This assertion is supported by the finding that 43.7 percent of the respondents indicated that physical facilities available in their schools were ineffective. The results concur with Sifuna (2007), who noted that inadequate facilities constrain

teachers in their effort to offer pupils one of their rights-quality education-due to the state of some school buildings which apart from being scarce are as well dilapidated.

Research has shown that the quality of physical facilities influences citizens' perception of a school and can serve as a point of community pride and increased support for public education. This study investigated the influence of physical facilities on child rights education. Table 4.7 shows the influence of physical facilities on child rights education according to teachers.

Table 4. 8

The influence of physical facilities on the integration of children's rights education (based on teachers)

Physical facilities and child rights education		Frequency	Percent
Physical facilities affects integration of child rights education	Yes	56	88.9
	No	7	11.1
Effect of physical facilities on integration of child rights education	Don't know	8	12.7
	Affects students' comfort	1	1.6
	Inability to play	4	6.3
	Interferes with teaching/learning	50	79.4
Physical facilities are adequate	Yes	41	65.1
	No	22	34.9
Physical facilities condition	Good condition	53	84.1
	Poor condition	10	15.9

The data shows that most teachers (88.9 percent) believe that presence or lack of physical facilities affected integration of child rights education. Most (79.4 percent) of those who believed that presence or lack of physical facilities affects integration of child rights education indicated that this is because it interferes with teaching/learning. This concurs with UNESCO (2004), report which reiterated that in low-income countries, increasing spending to provide more textbooks, reducing class size and improving teacher education and school physical facilities has a positive impact on learner's cognitive achievement. Most of the teachers (65.1 percent) indicated that their schools had adequate physical facilities to integrate child rights education. In addition, the data showed that most teachers (84.1 percent) are of the opinion that their schools' physical facilities were in good condition. This implied that teachers were able to implement child rights education due to availability of physical facilities.

Pupils were also involved in the investigation on availability of physical resources. Table 4.8 provides a summary of the findings.

Table 4. 9**Availability of physical resources (pupils)**

Physical resources	Variables	Frequency	Percent
How comfortable are you with physical facilities in school	Very comfortable	102	46.2
	Fairly comfortable	88	39.8
	Not comfortable	31	14.0
Have enough desks in school	Yes	138	62.4
	No	83	37.6
Have enough toilets in school	Yes	104	47.1
	No	117	52.9

The data shows that 46.2 percent of the pupils were very comfortable while 39.8 percent of them were fairly comfortable with physical facilities in their schools. In spite this, 62.4 percent of the pupils indicated that they lacked enough desks in schools. This could be impacting negatively on their comfort. The results further showed that most schools (52.9 percent) had inadequate toilets. Based on these results it could be asserted that most schools had inadequate physical facilities. This could be impacting negatively on the integration of child rights education.

Observations were also made on the availability of various physical facilities. The results are summarized in table 4.9 below.

Table 4. 10**Availability of physical resources (based on observation)**

Physical facilities	Variables	Frequency	Percent
Have separate toilets for boys and girls	Available	16	100.0
Have tap water	Available	15	93.8
	Not available	1	6.3
Have spacious standardized classrooms	Available	16	100.0
Have spacious play ground	Available	14	87.5
	Not available	2	12.5
Have a library	Not available	16	100.0
Have enough desks/tables and chairs/seats	Available	15	93.8
	Not available	1	6.3

N=16

The data showed that all schools had separate toilets for boys and girls. The data also shows that 93.8 percent of the schools in Buuri district had tap water. In addition, the results showed that all schools in the district had standardized classrooms. The data also indicated that 87.5 percent of the schools had a spacious playground but none of them had a library. This is a contradiction to the finding among 5 percent of the pupils who indicated that their schools had a library (table 4.12). Finally, the data showed that 93.8 percent of schools had adequate desks/tables and chairs/seats (1 desk for every three pupils or two chairs per table for every two students). This is also contradiction to finding among 36.7 percent of the pupils who indicated that they have inadequate desks. Mawaniki

and Mwangi (2011) pointed out that lack of school resources affect performance in schools. The factors specified as school resources are:- classroom size, text books, library, laboratory facilities and visual aids.

In order to establish the statistical significance of the correlation between physical facilities and integration of child rights education in the school curriculum, a chi square test was undertaken. Table 4.11 provides a summary for the finding.

Table 4. 11**Chi-square analysis of integration of child rights education and physical facilities**

Variable	Analysis	Value	df	Asymp. Sig. (2-sided)
Student comfort with physical facilities	Pearson Chi-Square	6.531(a)	2	.038
	Likelihood Ratio	7.171	2	.028
	Linear-by-Linear Association	5.641	1	.018
	N of Valid Cases	221		
Enough toilets	Pearson Chi-Square	44.693(b)	1	.000
	Likelihood Ratio	47.851	1	.000
	Fisher's Exact Test			
	Linear-by-Linear Association	44.491	1	.000
	N of Valid Cases	221		
Availability of a library	Pearson Chi-Square	6.314(b)	1	.012
	Likelihood Ratio	9.889	1	.002
	Fisher's Exact Test			
	Linear-by-Linear Association	6.286	1	.012
	N of Valid Cases	221		

The data showed the comfort of students was significantly related to the integration of child rights education in the school curriculum, $X^2(2, N=221)=6.531, p=0.04$. Thus, student comfort was imperative for the integration of child rights education in the school curriculum.

The results showed that the availability of enough toilets was significantly related to the integration of child rights education in the school curriculum, $X^2(1, N=221)= 44.693, p=0.00$. Thus, availability of enough toilets was integral for the integration of child rights education in the school curriculum.

The data also showed availability of a library was significantly related to the integration of child rights education in the school curriculum, $X^2(1, N=221)= 6.314, p=0.01$. Thus, availability of a well equipped library was important for the integration of child rights education in the school curriculum.

4.6 Effects of instructional resources on integration of child rights education

The effects of instructional resources on integration of child rights education was mainly established from deductions. The study sought from head teachers the extent to which schools had books to facilitate integration of child rights education. Figure 4.5 shows the extent to which reference books were available in schools.

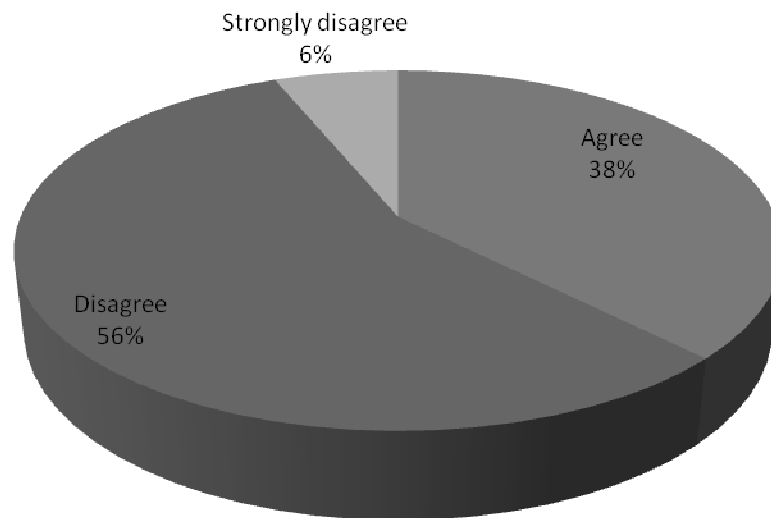


Figure 4. 5. The extent to which reference books were available

The results showed that 6 percent of the respondents strongly disagreed while 56 percent of them disagreed that their schools had adequate reference books. This indicated that most (62 percent) of the schools lacked reference books for integrating child rights education. This implied that schools might not integrate child rights education effectively due to lack of books. This assertion is in line with Sekiwu (2009), who argues that provision of instructional materials like textbooks (both pupils' books and teachers' guides), class readers, wall maps and wall charts, dice, abacus among other instructional materials is the most effective way of contributing towards quality in education.

The study further sought to establish the availability of audio visual materials for teaching child rights education in schools. The results are summarized in figure 4.6.

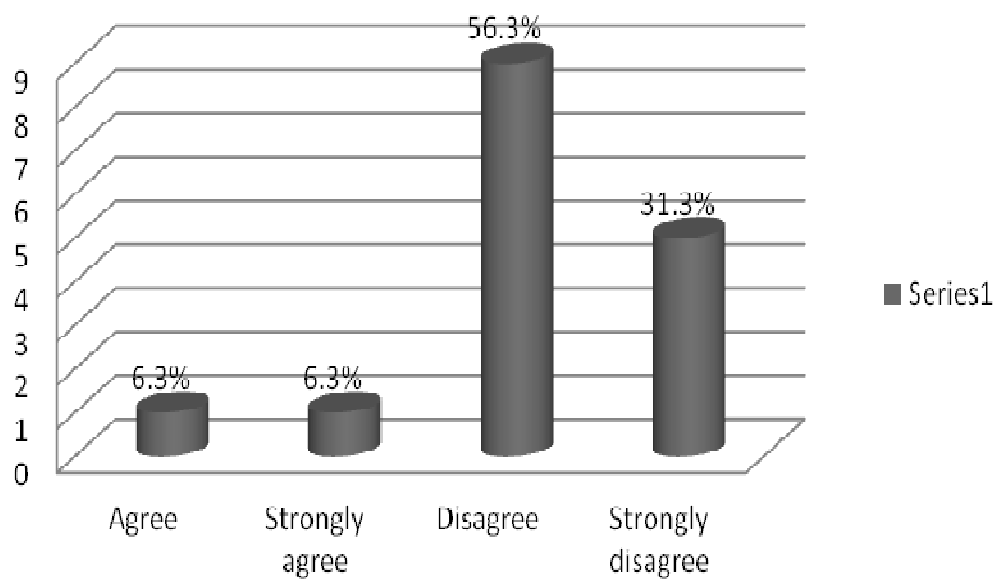


Figure 4. 6. Availability of audio visual material

The results show that 56.3 percent of the respondents disagreed and 31.3 percent strongly disagreed that their schools had audio visual materials. This implies that most (87.6 percent) of the schools lacked audio visual materials for teaching child rights education. This implied that teaching of child rights education was ineffective in most schools. This finding was supported by findings from the teachers who indicated that 61.9 percent of schools lacked audio visual resources as shown in table 4.10.

Table 4. 12

Audio-visual resources

Audio-visual resources	Frequency	Percent
Computer	24	38.1
None	39	61.9
Total	63	100.0

N=63

From Table 4.10 only 38.1 percent of schools had audio-visual resources (computer).

The study also sought to establish from head teachers the extent of availability of teachers' guides for integrating child rights education in schools. Figure 4.7 shows the summary of the findings.

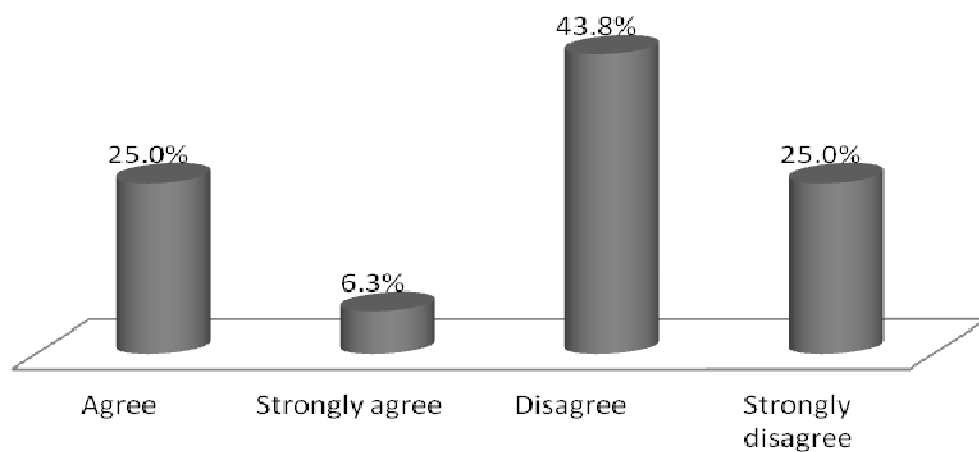


Figure 4. 7. Availability of teachers' guides

The results indicated that 25 percent of the head teachers agreed that their schools had teachers' guides and 6.3 percent of them strongly agreed that their schools had teachers' guides. However, 43.8 percent of the respondents disagreed that their schools had teachers guides and 25 percent strongly disagreed that their schools had teachers' guides. This implied that most teachers lacked formal reference materials to guide their implementation of child rights education curriculum. This finding differs from the results obtained from teachers. According to table 4.11, 37 (58.7 percent) of teachers indicated that schools had adequate teachers' guides to implement child rights education. Since teachers are the ones who use guides, it can be asserted that most of schools had adequate teachers' guides to implement child rights education. This is important in active learning process. This assertion is based on Mahoney and Cairns (1997), argument that learning would be passive and boring if instructional resources are not incorporated in the learning process.

The study sought to establish adequacy of teachers' guides in schools. Table 4.11 shows the findings on this issue.

Table 4. 13

Adequacy of teachers' guides

		Frequency	Percent
Teachers' guides are adequate	Yes	37	58.7
	No	26	41.3
	Total	63	100.0

N=63

The data showed that only 41.3 percent of teachers indicated that their schools had inadequate teachers' guides to implement child rights education. This implied that there was need for the schools to buy teachers' guides to implement child rights education.

The study also sought to establish the availability of books and other materials for integrating child rights education in schools. Figure 4.8 provides a summary of the findings.

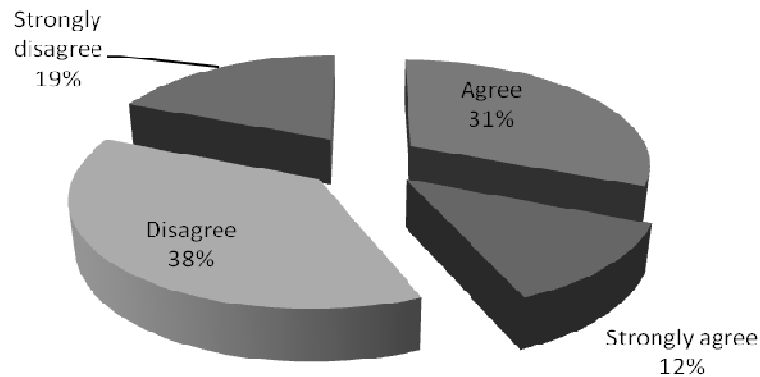


Figure 4. 8. Availability of books and other materials

The data showed that 57 percent of the schools had books and other materials for integrating child rights education in the school curriculum. However, 43 percent of the schools had no books and other materials. This implied that such schools were not able to integrate child rights education effectively. These results slightly differ from what was obtained from teachers. Based on table 4.11, only 30 (47.6 percent) of teachers indicated that schools had books and other materials for integrating child rights education in the school curriculum. This implied that successful implementation of child rights education was not possible in most schools. This assertion concurs with Bishop (1985) who argued that one of the fundamentals to the success of any curriculum implementation is the preparation and effective use of textbooks, teachers' guides and other teaching and learning materials.

The study further sought to establish the availability of other instructional materials in schools. Table 4.13 provides a summary of the findings.

Table 4. 14

Availability of other instructional materials

Availability of other instructional materials	Frequency	Percent
Available	30	47.6
Not available	33	52.4

N=63

The results showed that 52.4 percent of schools lacked other instructional materials for integrating child rights education in the school curriculum. This implied that most schools needed to buy more instructional materials. The teachers also indicated that some of the instructional materials found in schools include constitutional booklet, learning/play materials, course books, and syllabus book.

The study also investigated the ratio of child rights texts books to children. Figure 4.9 provides a summary of the findings from teachers.

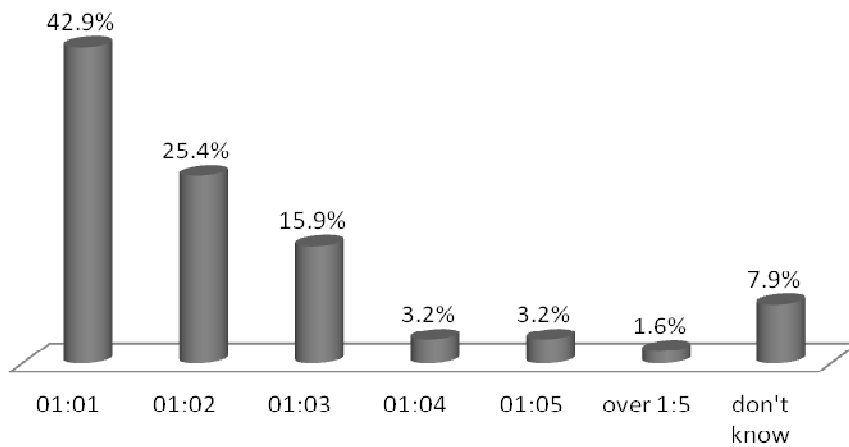


Figure 4. 9. The ratio of child rights text books to children

The data shows that most schools (68.3 percent) had a ratio of child rights texts books to children of 1:2 and below. According to Moulin et al (2009) textbook to pupil ratio of 1:2 and below significantly improves performance of pupils in primary school examinations. This implies that most schools were well equipped with child rights texts books. This indicated that pupils were able to at least access reading materials on child rights education.

Pupils were also involved in the investigation on availability of instructional resources. Table 4.13 provides a summary of the findings.

Table 4. 15**Availability of instructional resources (pupils)**

Resources	Variable	Frequency	Percent
Have a library in school	Yes	11	5.0
	No	210	95.0
Rating of books in the library	Old but useful	10	4.5
	New	1	.5
School provide materials that promote pupil right education	Yes	165	74.7
	No	56	25.3

The data showed that only 5 percent of the schools in Buuri district had a library. Of these, 90.9 percent had old but useful books. This differs from observation made that indicated that none of the schools had a library ((table 4.8). The data also showed that schools provided materials that promoted pupil rights education.

Observations were also made to establish the availability of instructional materials in schools. Table 4.14 provides observational summary.

Table 4. 16

Availability of instructional resources (based on observation)

Instructional resources	Variable	Frequency	Percent
Have child rights education reference books	Available	7	43.8
	Not available	9	56.3
Have audio materials	Available	6	37.5
	Not available	10	62.5
Have audio-visual materials	Available	2	12.5
	Not available	14	87.5
Have counting abacus	Available	5	31.3
	Not available	11	68.8

The data showed that only 43.8 percent of the schools had child rights education reference books. In addition, only 37.5 percent of schools had audio materials and 12.5 percent had audio visual materials. The results also showed that 68.8 percent of the schools lacked the counting abacus. These results indicated that instructional materials were inadequate in schools. This might have been hampering effective integration of child rights education in most schools in Buuri district.

In order to evaluate the significance of instructional materials in the integration of child rights education, a chi square test was done. Table 4.17 provides a summary of the findings.

Table 4. 17

Chi square for relation between instructional materials and integration of child rights education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.780(b)	1	.000
Likelihood Ratio	50.869	1	.000
Linear-by-Linear Association	51.545	1	.000
N of Valid Cases	221		

The results showed that availability of instructional materials was significantly related to the integration of child rights education in the school curriculum, $X^2(1, N=221)= 51.780, p=0.00$. This implies that availability of instructional material is vital for the integration of child rights education in schools.

4.7 Influence of teachers' workload on integration of child rights education

The study also sought to establish the influence of teachers' workload on integration of child rights education in public primary schools in Buuri district.

Table 4.15 provides a summary of the findings.

Table 4. 18**The influence of teachers' workload on integration of child rights education (head teachers)**

Workload and child right education	Variable	Frequency	Percent
The integration of child rights education is below expectation because teachers are overloaded	Agree	4	25.0
	Strongly agree	8	50.0
	Disagree	4	25.0
	Total	16	100.0
The teachers are comfortable with the workload in the school and therefore find it easy to integrate child rights education	Agree	4	25.0
	Strongly agree	1	6.3
	Disagree	6	37.5
	Strongly disagree	5	31.3
	Total	16	100.0
There are not enough teachers in the school and therefore child rights education has not been integrate in the school	Agree	5	31.3
	Strongly agree	7	43.8
	Disagree	2	12.5
	Strongly disagree	2	12.5
	Total	16	100.0

The data showed that teachers' workload hampered integration of child rights education in schools. This is because 75 percent of the respondents indicated that integration of child rights education was below expectation because teachers were

overloaded. The data further showed that most teachers (68.8 percent) were uncomfortable with their current workload. This further indicated that teachers were overloaded and therefore paid little attention to integration of child rights education in the school curriculum. The results further showed that most schools (75 percent) lacked enough teachers, therefore, child rights education had not been integrated in the schools. This explained why teachers were overloaded. This finding supported UNESCO (2004) findings that teachers in sub-Saharan Africa are overworked. The study also investigated teacher’s workload among teachers themselves. Table 4.16 is a summary of the findings.

Table 4. 19

Influence of teachers’ workload on integration of child rights education (teachers)

Workload and child rights education	Variable	Frequency	Percent
Satisfactorily integrate child rights education	Yes	57	90.5
	No	6	9.5
How comfortable are you with the syllabus workload	Very comfortable	24	38.1
	Comfortable	34	54.0
	Not comfortable	5	7.9
Get time to integrate child rights education	Yes	49	77.8
	No	14	22.2

The data showed that 90.5 percent of the teachers satisfactorily integrated child rights education. In addition, 38.1 percent were very comfortable and 54 percent of them were comfortable with the syllabus workload. This differs from what was obtained from head teachers who (68 percent) indicated that teachers were uncomfortable with their current workload. However, only 77.8 percent of the teachers got time to integrate child rights education as they implement school curriculum. This implied that teachers might have been unwilling to integrate child rights education as they implemented school curriculum given that they were overworked.

Table 4.17 shows descriptive statistics for the number of teachers versus the number of students.

Table 4. 20

The number of teachers versus the number of students

	N	Minimum	Maximum	Mean	Std. Deviation
Number of teachers	63	1	15	6.65	4.735
Number of students	63	22	360	140.89	121.494
Valid N (listwise)	63				

The data shows that for a mean of 140.89 (approximately 141) students, there were 6.65 (approximately 7) teachers. This translates to about one teacher for every twenty pupils (This was calculated from the total number of teachers and pupils' as reported by respondents). This is lower than the UNESCO's 1:44 pupil teacher ratio that is considered high. However, it should be noted that the ratio

might be higher if the ratio is analyzed on the basis of subjects taught. This implied that schools had inadequate number of teachers in relation to number of lessons. This indicated that teachers might have had greater workload which interfered with integration of child rights education. Pupils were also involved in the investigation of teachers' workload in relation to integration of child rights education. Table 4.18 provides a summary of the findings.

Table 4. 21

Teachers' workload in relation to integration of child rights education (pupils)

		Frequency	Percent
Have enough teachers for all subjects	Yes	90	40.7
	No	131	59.3
Taught child rights	Yes	143	64.7
	No	78	35.3
Take notes on child rights education	Yes	153	69.2
	No	68	30.8

The data showed that most schools (59.3 percent) had inadequate teachers for all subjects. This finding concurs with Ochuodho (2013) who established that schools are inadequately equipped with teachers and hence most teachers are overworked and are unable to implement school curriculum effectively. However, the data showed that most pupils (64.7 percent) were taught child rights and that

69.2 percent of them took notes on child rights education. This implied that in most schools child rights education was being integrated in the school curriculum.

In order to establish the relationship between teachers' workload and the integration of child rights education, a chi square analysis was carried out. Table 4.22 shows a summary of the findings.

Table 4. 22
Chi square for the relation between teacher workload and integration of child rights education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.635(b)	1	.000
Likelihood Ratio	21.626	1	.000
Linear-by-Linear Association	21.537	1	.000
N of Valid Cases	221		

The data showed teacher workload was significantly related to the integration of child rights education in the school curriculum, $X^2(1, N=221)= 21.635, p=0.00$. Thus, teachers who are overloaded are unlikely to integrate child rights education in the school curriculum.

4.8 Chapter summary

This chapter presented data analysis, interpretation and discussion of the study findings. The study noted that most teachers are professionally qualified. The results further indicated that professional qualification of a teacher in child rights

education is vital for the integration of children's rights education in primary schools. In addition, the study established that physical facilities play an important role in the integration of child rights education in schools. The study findings also indicated that inadequate instructional materials in most schools in Buuri district were impacting negatively on the integration of child rights education. Finally, the results indicated that most teachers in Buuri district did not get time to integrate child rights education while implementing school curriculum even though they indicated that they were not overloaded.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the study, conclusions and recommendations arrived at, as well as suggestions for further studies.

5.2 Summary of the study

The purpose of this study was to investigate school-based factors influencing integration of child rights education in public primary schools in Buuri district, Meru County. In Buuri district, there had been cases of school dropouts as a result of early pregnancies, child labour, drug abuse among others (Buuri District Education Strategic Plan 2009-2013). Review of related literature indicated that for an effective child rights based approach in education to occur the school is a corner-stone in supporting child rights education. The literature review revealed that teachers' qualifications, availability of adequate physical facilities, availability and effective use of instructional resources as well as teachers' workload contribute positively towards integration of child rights education. The study was based on social constructivist theory which is based on learners' active participation in problem solving and critical thinking regarding learning activities that learners find relevant; and engaging their own knowledge by testing ideas and approaches based on their prior knowledge and experiences. The study adopted descriptive survey design to investigate school based factors influencing

integration of child rights education in Buuri district, Meru County. The study sampled head teachers, teachers and pupils from various primary schools in Buuri district. Questionnaires and observation check lists were used to collect data. A pilot study was undertaken to ensure validity and reliability of the instruments. Quantitative data was analyzed using descriptive statistics and inferential statistics. Qualitative data was organized into themes corresponding to the study objectives. The analysis was guided by study objectives.

The study first sought to establish the extent to which teachers' professional qualifications influence integration of children's rights education in public primary schools in Buuri district. The study established that most teachers were professionally qualified. Study further established that most schools in the district had over five trained teachers. The study also established that most of teachers in the district were trained in child rights education. However, the data indicated that most teachers rarely went for in service on child rights education. The study also established that most teachers had attended child rights training. The results also indicated that only half of the sampled schools have had their teachers attend child rights education regularly. A chi square analysis indicated that teachers' professional qualification is statistically related to the integration of child rights education in the school curriculum.

The study further sought to establish the extent to which physical facilities influence integration of children's rights education in public primary schools in

Buuri district. The study established that most of head teachers and teachers agreed that physical facilities play an important role in the integration of child rights education in schools. The results further established that most head teachers and teachers felt that their schools have adequate physical facilities for integration of child rights education. This finding was supported by the results obtained from pupils, most of whom, indicated that they were comfortable with physical facilities in their schools. However, the study established that most schools in Buuri district had inadequate toilets. Chi square analysis showed that physical facilities are statistically important for the integration of child rights education in the school curriculum.

In addition, the study examined the extent to which availability and effective use of instructional resources affects integration of child rights education in public primary schools in Buuri district. The study established that most of the schools lacked reference books for integrating child rights education. In addition, the study found that most of the schools lacked audio visual materials for teaching child rights education. The results also showed that most of schools lacked sufficient teachers' guides. The study also established that some schools had inadequate teachers' guides to implement child rights education. The study also found out that some of the schools had no books and other materials to integrate children rights education. The study however established that most schools had a lower child rights texts books to child ratio of 1:2 and below. A chi square

analysis established that availability of instructional resources was statistically important for the integration of child rights education in the school curriculum.

Finally, the study assessed how teachers' workload influences integration of child rights education in public primary schools in Buuri district. The study established that even though teachers were not overloaded most of them did not find time to integrate child rights education as they implemented school curriculum. This hampered integration of child rights education in schools. The data further indicated that most teachers were comfortable with their current workload. The study further established that most schools lacked enough teachers and hence child rights education had not been integrated in the schools. However, most teachers satisfactorily integrated child rights education. In addition, most of them indicated that they were comfortable with the syllabus workload. Most of teachers reported that they got time to integrate child rights education as they implemented school curriculum. A chi square analysis indicated that teachers' workload was statistically related to the integration of child rights education in the school curriculum.

5.3 Conclusion

The findings on the first objective indicated that most schools did not have teachers who were adequately trained in child rights education. However, the study established that most teachers had attended child rights training. A chi square analysis indicated that professional qualification of teachers is statistically

significant in the integration of child rights education in the school curriculum. Based on this, it was concluded that inadequate professional qualification of a teacher in child rights education hampers the integration of children's rights education in primary schools.

The findings on the second objective showed that physical facilities play an important role in the integration of child rights education in schools. However, some schools in Buuri district lacked enough physical facilities for integration of child rights education. A chi square analysis indicated that physical facilities in schools were statistically significant in the integration of child rights education in the school curriculum. On this basis it was concluded that availability of physical facilities in schools in Buuri district influenced the extent of integration of child rights education.

The findings on the third objective established that most schools in Buuri district lacked reference books, sufficient teachers' guides and other materials for integrating child rights education. This affected integration of child rights education in schools negatively. A chi square analysis indicated that availability of instructional materials in schools was statistically significant in the integration of child rights education in the school curriculum. Thus, it was concluded that availability of instructional materials on child rights education influences the extent to which child rights education is integrated in the school curriculum.

The findings on the fourth objective indicated that the integration of child rights education was below expectation because teachers did not get time to integrate child rights education while implementing school curriculum even though it was established that teachers were not overwhelmed by the teaching workload. A chi square analysis indicated that teachers' workload was statistically significant in the integration of child rights education in the school curriculum. Thus, it was concluded that the level of teachers' workload did not affect the extent to which child rights education was integrated in public primary schools.

5.4 Recommendations

Based on the study findings the following recommendations were made:

- i. Primary school head teachers should encourage their teachers to regularly attend in service training on child rights education at KEMI. This will equip teachers with current skills and knowledge on child rights education.
- ii. The government should fund primary schools through CDF to enable them acquire and provide physical facilities that enhance integration of child rights education.
- iii. The head teachers should use part of FPE funds to acquire more instructional materials for integrating child rights education such as reference books, text books, audio visual materials and teachers' guides on child rights education.

- iv. The Ministry of Education should employ more primary school teachers to ease the workload of current teachers in order to enhance child rights education.

5.5 Suggestions for further studies

The following suggestions were made for further study:

- i. A similar study to establish school factors that influence integration of child rights education in schools should be conducted using different methodology and location.
- ii. A study should be conducted to evaluate the effectiveness of child rights education in primary schools on promoting the rights of the children.
- iii. There is need for a study on the impact of child rights education on creating awareness on child rights.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Jane Wanja Mwirichia
University of Nairobi
Department of Educational Administration & Planning
P.O. Box 30197
NAIROBI

TO:

THE D.E.O
Buuri District,
P.O Box 4019,
Timau-Meru

Dear Sir/Madam,

**RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH
STUDY ON FACTORS INFLUENCING INTEGRATION OF CHILD
RIGHTS EDUCATION IN PUBLIC PRIMARY SCHOOLS IN BUURI
DISTRICT, MERU COUNTY.**

I am a Post Graduate Student at the University of Nairobi pursuing a Master of Education Degree in Curriculum Studies. I hereby request for your permission to carry out the above mentioned study in the district. The research is for academic purpose and all identities will be treated with utmost confidentiality. To ensure this, no name of a respondent or institution should be written on the questionnaire.

I look forward to your positive response towards my request. Thanks in advance.

Yours faithfully

Jane Wanja Mwirichia

E55/66050/2011

APPENDIX II

HEADTEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on school-based factors influencing integration of child rights education in public primary schools in Buuri district, Meru County, Kenya. You are expected to tick (✓) the appropriate response and explain or specify where space is provided. For anonymity purposes please do not write your name or that of your school in any part of the questionnaire.

Section A: Demographic information

1. What is your gender? Male () Female ()

2. What is your educational level?

Certificate () Diploma () B.Ed () M.Ed ()

Others (specify)

3. How long have you served as a headteacher?

Less than 5 years () 6-10 years () 11-15 years () 16 years and above ()

4. How long have you served in the current school?

Less than 5 years () 6-10 years () 11-15 years () 16 years and above ()

Section B: Information on School Based Factors Influencing Integration of Child Rights Education

Below is a likert scale that you have to tick (√) appropriately. Please read it carefully. The following scale will help you in rating. 1=Agree 2=Strongly agree 3=Not sure 4=Disagree 5=Strongly disagree

No.	Teacher(s) qualification	1	2	3	4	5
1.	Teachers in the school are professionally qualified					
2.	Teachers in the school have been adequately trained on child rights education					
3.	Teachers go for in-servicing on child rights education often					
4.	Teachers have never had any training on child rights education					
	Physical facilities					
5.	Availability of physical facilities largely affects integration of child rights education					
6.	The school has adequate physical facilities for the integration of child rights education					
7.	The physical facilities available in the school are effective (in good usable condition(s))					
No.	Teachers' qualification	1	2	3	4	5

	Instructional resources					
8.	My school has many reference books to integrate child rights education					
9.	There are audio-visual materials for teaching child rights education					
10.	There are many teachers' guides in the school to integrate child rights education					
11.	There are no books and other materials to integrate child rights education					
	Teachers' workload					
12.	The integration of child rights education is below expectation because teachers are overloaded					
13.	The teachers are comfortable with the workload in the school and therefore find it easy to integrate child rights education					
14.	There are not enough teachers in the school and therefore child rights education has not been integrated in the school.					

Thank you for your cooperation

APPENDIX III

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on school-based factors influencing integration of child rights education in public primary schools in Buuri District, Meru County, Kenya. Please tick (✓) or fill in the required information. The information collected will only be used for the purpose of this study. Your identity will be kept confidential, so do not write your name anywhere in the questionnaire.

Section A: Demographic information

1. What is your gender? Male() Female ()
2. What is your educational level?

P1() ATS() Diploma() B.Ed() M.Ed()
3. How long have you been a teacher?

Section B: Information on School Based Factors Influencing Integration of Child Rights Education

4. How many trained and untrained teachers are among the staff?

Trained Untrained

5. How adequate have you been trained on child rights education?

Adequately () Not adequately ()

6. How often have you gone for in-service on child rights education?

Very often () Rarely ()

7. Have you attended any child rights training? Yes() No ()

Physical facilities

8. (i) Do you think presence or lack of physical facilities affects integration of child rights education? Yes () No()

(ii) If Yes, how

9. Does the school have adequate physical facilities to integrate child rights education? Yes() No ()

10. How would you rate the condition of the physical facilities in your school (buildings, toilets, tables, desks, chairs etc)?

Good condition () Poor condition () Pathetic condition. ()

Adequacy and effectiveness of instructional materials

11. What is the ratio of child rights text books to children in your class?

1:1 1:2 1:3 1:4 other

specify.....

12. What audio-visual resources are found in your school?

13. Do you have adequate or inadequate teachers' guides to implement child rights education?

14. Are there other instructional materials for integrating child rights education in your school? Yes () No ()

(ii) If yes, specify

Teachers' workload

15. Do you integrate child rights education satisfactorily according to syllabus content? Yes () No()

16. How comfortable are you with the syllabus workload?

Very comfortable () Comfortable () Not comfortable ()

17. Do you get time to integrate child rights education as you implement school curriculum? Yes() No ()

18. What is the average teacher to pupil ratio in your school?

Thank you for your co-operation

APPENDIX IV

PUPILS' QUESTIONNAIRES

This questionnaire aims at collecting information on school-based factors influencing integration of child rights education. All the information obtained was used for the purpose of the study and was treated with absolute confidentiality. Do not write your name anywhere in the questionnaire. Please respond to all the questions as honestly as possible by putting a tick (✓) on the most appropriate response and explain or specify where space is provided.

Section A: Demographic information

1. What is your gender? Boy () Girl ()
2. What is your age? Below 13 years() 13-15 years()
16-18 years () Above 18 years ()
3. What is the type of your school? Day () Boarding ()

Section B: Information on School Based Factors Influencing Integration of Child Rights Education

4. How comfortable are you with the physical facilities in your school?
Very comfortable () Fairly comfortable () Not comfortable ()
(ii) Give reasons

5. Do you have at least one desk for every three pupils in your school? Yes () No ()
6. Do you think the number of toilets in your school is enough for both boys and girls?
Yes () No ()
7. Do you have a library in your school? Yes () No ()
(ii) If Yes, how would you rate the books there?
Old but useful () Old and useless () New ()
8. Does the school provide you with materials that promote your right to education as a child? Yes() No()
9. Do you have enough teachers for all subjects in your school? Yes() No()
10. Have they offered you child rights education as a lesson? Yes() No()
11. Do you take down notes on child rights education? Yes () No ()

Thank you for your co-operation

APPENDIX V

OBSERVATION GUIDE

The following are areas that the researcher observed on the ground. This was to establish the availability and effectiveness of both physical facilities and instructional materials in public primary schools to facilitate integration of child rights education

Physical facilities	Available	Not available	Functionality/condition
Separate toilets for boys and girls			
Running water (taps)			
Spacious standardized classrooms			
Spacious play ground			
Library			
Adequate desks/tables and chairs/seats			
Instructional materials			
Child rights education reference books			
Audio materials e.g. radio			
Audio-visual materials			
Counting abacus			

APPENDIX VI : RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref. No.

Date:

9th May, 2014

NACOSTI/P/14/2046/1342

Jane Wanja Mwirichia
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing integration of child rights education in public primary schools in Buuri 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 **31st December, 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.


Said Hussein
SAID HUSSEIN
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

APPENDIX VII : RESEARCH PERMIT

THIS IS TO CERTIFY THAT:	Permit No. : NACOSTI/P/14/2046/1342
MS. JANE WANJA MWIRICHIA	Date Of Issue : 9th May, 2014
of UNIVERSITY OF NAIROBI, 2136-60200	Fee Received : Ksh 1,000.00
meru, has been permitted to conduct	
research in Meru County	
on the topic: SCHOOL-BASED FACTORS	
INFLUENCING INTEGRATION OF CHILD	
RIGHTS EDUCATION IN PUBLIC PRIMARY	
SCHOOLS IN BUURI DISTRICT, MERU	
COUNTY, KENYA	
for the period ending	
31st December, 2014	
Applicant's Signature	Full Secretary
	National Commission for Science, Technology and Innovation