

**SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF CHILD -
FRIENDLY PROGRAMMES IN PUBLIC PRIMARY SCHOOLS IN
KANGUNDO SUB-COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this project to my dear parents, who educated me from meager resources, and did all what they could to ensure that I acquire education.

May Almighty God Bless them.

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I wish to express my sincere gratitude to God Almighty for granting me grace and good health to undertake this study. Glory to his Holy Name.

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TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of contents	v
List of tables	x
List of figures	xiii
Abbreviations and acronyms.....	xiv
Abstract	xv

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	8
1.3 Purpose of the study.....	8
1.4 Objectives of the study.....	9
1.5 Research questions	9
1.6 Significance of the study.....	10
1.7 Limitation of the study	11
1.8 Delimitations of the study.....	11
1.9 Assumptions of the study.....	12

1.10 Definition of operational terms.....	12
1.11. Organization of the study.....	13

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	14
2.2. Child friendly schools’ policy.....	14
2.3 School physical infrastructure and child friendly school	15
2.4 School and community linkages and child friendly school	15
2.5 Psycho-social and service delivery child friendly school	17
2.6 Teaching and learning materials and child friendly school	18
2.7 Influence of child-centred teaching methodologies on and child friendly school.....	19
2.8 Theoretical framework.....	20
2.9 Conceptual framework.....	23

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	25
3.2 Research design	25
3.3 Target population.....	25
3.4 Sample size and sampling techniques.....	26
3.5 Data collection instruments.....	26
3.6 Validity of the instruments.....	27

3.7 Reliability of the instruments.....	27
3.8 Data collection procedure.....	28
3.9 Data analysis techniques.....	29

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	30
4.2 Response rate.....	30
4.3: Demographic data of the respondents.....	30
4.4 School physical infrastructure and the implementation of child friendly school	37
4.5 School and community linkages and the implementation of child friendly school.....	42
4.6 Psycho-social support and the implementation of child friendly school.....	46
4.7 Teaching and learning materials and the implementation of child friendly school.....	52
4.8 Child centred teaching methodologies and child friendly schools.....	56

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	63
5.2 Summary of the study.....	63
5.3 Conclusions.....	66
5.4 Recommendations	68
5.5 Areas for further research.....	69
REFERENCE.....	70

APPENDICES

Appendix A Letter of introduction.....	72
Appendix B Headteachers' questionnaire	73
Appendix C Pupils' questionnaire	78
Appendix D Pupils focus group discussion guide	82
Appendix E Teachers' questionnaire	83
Appendix F: Authorization letter	89
Appendix G: Research permit	90

LIST OF TABLES

Table	Page
Table 4.1: Distribution of the headteachers by gender.....	31
Table 4.2: Distribution of the headteachers by age.....	31
Table 4.3: Distribution of the headteachers by profession.....	32
Table 4.4: Distribution of the headteachers by duration in the current school.....	32
Table 4.5: Distribution of the teachers by gender.....	33
Table 4.6: Distribution of the teachers by age.....	34
Table 4.7: Distribution of the teachers by profession.....	34
Table 4.8: Distribution of the teachers by years served in the current school.....	35
Table 4.9: Distribution of the pupils by gender.....	36
Table 4.10: Distribution of the pupils by age.....	36
Table 4.11: Distribution of the pupils by class.....	37
Table 4.12 Head teachers’ responses on the adequacy facilities in the school.....	38
Table 4.13 Teachers responses on the adequacy facilities in the school.....	39
Table 4.14 Pupils responses on the adequacy facilities in the school.....	40
Table 4.15 Overall status of physical infrastructure in the school.....	41
Table 4.16 Community involvement in the implementation of child friendly school in the school.....	42
Table 4.17 School/community linkages and the implementation of child friendly school.....	43

Table 4.18 Teachers responses on school/community linkages and the implementation of child friendly school.....	44
Table 4.19 Pupils responses on school/community linkages and the implementation of child friendly school.....	45
Table 4.20 Extent that psycho-social and service delivery practiced in the school.....	47
Table 4.21 Head teachers’ responses on psycho-social support and the implementation of child friendly school.....	48
Table 4.22 Teachers’ responses on psycho-social support and the implementation of child friendly school.....	49
Table 4.23 Pupils’ responses on psycho-social support and the implementation of child friendly school.....	51
Table 4.24 Head teachers’ responses on the adequacy of teaching and learning materials in the school.....	52
Table 4.25 Teachers’ responses on the adequacy of teaching and learning materials in the school.....	53
Table 4.26 Pupils responses on the adequacy of teaching and learning materials in the school.....	54
Table 4.27 Teachers responses on the average pupil-textbook ratio in the class.....	55
Table 4.28 Head teachers responses on child centred teaching methodologies and child friendly schools.....	57

Table 4.29 Teachers responses on child centred teaching methodologies and child friendly schools.....	58
Table 4.30 Pupils responses on child centred teaching methodologies and child friendly schools.....	59
Table 4.31 Pupils responses on how effective of child centered teaching methodologies influence implementation child friendly in the schools.....	60
Table 4.32 Pupils rate on school in focusing child centred teaching methodologies.....	61
Table 4.33 Teachers rate on school in focusing on the needs of the students.....	61
Table 4.34 Teachers responses on the extent that child centered teaching methodologies is used/practised in the schools.....	62

LIST OF FIGURES

Figure	Page
Figure 2.1: Interrelationship between organizational culture and teachers' job commitment.....	23

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
CFS	Child-Friendly Schools
CRC	Convention of the Right of Children
CSIE	Centre for Studies on Inclusive Education
DPEP	District Primary Education Program
EFA	Education for All
FPE	Free Primary Education
HIV	Human Immune Virus
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programme
MDGS	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology And Innovation
NGO	Non Governmental Organizations
PSS	Psychosocial Support
SACMEQ	Southern and East Africa Consortium for Morning Education
SPSS	Statistical Package For Social Sciences
TIQET	Integrated Quality Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children’s Fund
UPE	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate school factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya. The study was guided by five research objectives: To establish how adequacy of physical facilities, school/community linkage psycho-social teacher and provision of teaching and learning materials influenced the implementation of child friendly schools programmes while research objective five sought to assess on child centred teaching methodologies and the implementation of child friendly schools' in Kangundo Sub County. The study was carried out by use descriptive survey design. The target population comprised of all the 68 public primary schools in Kangundo Sub-county Machakos County. The sample was 20 headteachers, 100 teachers and 364 class 7 and 8 pupils. Data was collected using questionnaires and focus group discussion and analysed by use of descriptive statistics. Findings revealed that schools had inadequate classroom, desks, water and electricity as indicated by majority of head teachers. It was also found out that physical infrastructure in the schools were inadequate as indicated by majority 15(75.0%) of head teachers and majority 58(68.2%) of teachers. Half of headteachers 10 (50.0%) and majority of teachers 54(63.5%) indicated that community involvement in the implementation of child friendly school in the school was effective. Majority 260(77.6%) of pupils disagreed that their parents were supportive in doing homework and that their community ensure they had a child friendly school. Majority 209(62.4%) of pupils agreed that their parents were concerned with their friendly environment. The scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model. Based on the study findings, the study concluded that schools had inadequate classroom, desks, water and electricity. It was also concluded that the classrooms in the school were not adequate. It was also concluded that psycho-social and service delivery was practiced to a very great extent in the schools. The study concluded that performance was determined by the wellbeing of a child at home and in the community and that psychosocial support ensures socially and emotionally support for pupils. It was also concluded that teachers helped pupils to understand hard topics. The study recommended that an effort to be made by the school administration to change the attitudes of all members of the school community so that whatever is done is done in the best interests of the learner. Schools should implement student-centred learning process as it allows students to actively participate in discovery learning processes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Child friendly school (CFS) programmes takes cognizance of the rights of the children irrespective of their gender, religious and ethnic affiliation, physical and mental abilities and any other inferences. The concept of child friendly school was introduced in 1999 by the Education Section in United Nations Children's Fund (UNICEF), (UNICEF, 2006). The programme is based on the principles of children's rights as expressed in the Convention on the Rights of the Child (CRC) (1990) and other international human rights including the Declaration of Education for All (EFA) (UNICEF, 2006).

Child-Friendly Schools programme promote quality teaching and learning processes that include gender-sensitive, individualized instruction, and support the abilities of teachers to apply active, cooperative and democratic learning methods. Child-Friendly Schools encourage gender-sensitive learning by providing a secure and intellectually challenging educational setting for both girls and boys (Alina, 2010). Alina further points out that this learning encompasses personal empowerment and social responsibility and ensures that children are provided with relevant and flexible gender-responsive curricula, as well as professionally

capable and committed teachers, however when this does not happen children are not exposed to friendly learning environment.

UNICEF (2010) reiterates that a child friendly school should provide a comprehensive quality framework for school policies, teaching learning facilities and community in support of children's right to health, protection and development to their fullest potential. In an ideal Child Friendly School ,the school or teachers are expected to enhance learning through provision of the five themes in a child friendly school approach which are; managing an inclusive child friendly school, a safe and protective school, an equity and equality promoting school, health and nutrition promoting school and enhancing school-community linkage and partnership (UNICEF, 2010).

Sweden and United Kingdom implemented child friendly school which has increased participation rates to above 50% (Abdurrahman (2012). The elitist nature of education system was criticized for creating an internal system of selection, which inhibited access to education, and created inequality (George, 2013). The British system of education adopted in Kenya produced almost similar results. In Asian countries, more public investments were made in creation of child friendly school in primary and secondary education after 2nd world war.

Singapore and South Korea adopted policies aimed at increasing quality and access to child friendly schools (Katz, 2011). Such policies included provision of physical facilities, human resources and community support to schools. Yet such

policies did not guarantee increased access to education as participation rates in education remained below 50%, however, countries like Japan took urgent measures to increase child friendly schools through increased public investment e.g. questions have been raised, however, about the quality and relevance of education system in countries such as Japan and Korea (Shirley & Miskop 2010).

The Children Friendly School policy in South Africa faced many challenges which included lack of physical facilities, human resources and lack of community support among others (Alina, 2010). In Tanzania, Child Friendly School policy increased the school enrollment drastically from 435, 441 in 2003 to 2,222,403 in 2008 proportion of boys and girls enrolled in primary school was almost equal. Primary and secondary school examination pass rate in these child friendly school have been decreasing in primary schools from 61% in 2005, to 53% in 2008. For instance, secondary school enrolment rose from 38% in 2003 to 21% in 2009 (Alina, 2010). On the other hand, primary school enrollment increased to 93% in 2008 from 59% in 2000. Despite these achievements in Tanzania the challenges of physical facilities affects the participation and completion of basic education (MoE, 2009).

According to Acklers and Hardman,(2001) the policy of child friendly school in Uganda promoted good quality teaching and learning processes with individualized instruction. These processes were appropriate to each child developmental level, abilities and learning style. With active co-operation and

democratic learning methods, they provided structural content and good quality materials and resources. Child friendly school enhances teacher capacity, morale, commitment, status and income and their own recognition of child rights. In this institution promoted quality learning outcomes by defining and helping children learn what they need to learn and teaching them how to learn (Acklers & Hardman, 2001).

In provision to school factors for child friendly schools which includes, proper physical facilities which need to be adequate for all children, enough human resources in correct ratios that is teacher to pupils ratio 1:40, enough teaching and learning resources, positive community, support to school, government funding to school, supervisor who is necessary for spiritual guidance, school discipline, well defined roles of the school administration, finally the parents' role in the school (UNESCO, 2011). According to a research by Patrinos (2002), there is broad consensus across all CFS programmes that community partnership is the 'key building block' to realizing CFS goals. While no systematic evaluation has been done of community outreach, anecdotal evidence suggests that failure to involve parents and community members effectively blocks progress on the other four dimensions. Abotsi (2013) indicated that most parents seem to be all in matters of their children welfare in schools. More often, they do not understand the dynamics of children's attendance and learning and genuinely make decisions about monitoring and promoting their progress,

Psychosocial teacher support is a scale of care and support which influences both the individual and the social in which people live and ranges from care and support offered by caregivers, family members, friends, neighbours, teachers, health workers, and community members on a daily basis but also extends to care and support offered by specialized psychological and social services (Del Rosso, & Marek, 2006). Student-centered learning also referred to as student-centered learning; also called child-centered learning, is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators (Abotsi, 2013).

The most common features of child friendly school includes influence decisions about the community, with express opinion on the kind of school parents they want, free parent participation in school, community social life, pupils in these schools, receives basic services such as health care, education and shelter (UNESCO, 2011). There is provision and drinking of safe water and proper access to proper sanitation to all in the compound. The government ensures that there is protection of children from all kind of exploitation violence and abuse, ensuring that children walk safely in the school and meet friendly who they can play freely.

The child friendly school framework is located within a quality framework which holistically and functionally defines quality in education (Alina, 2010). This quality framework addresses various dimensions of quality to include the quality

of the school addressing the physical, psycho-social and service delivery part of the infrastructure, the quality of the learners, teachers, parents, the home/family and community (Abotsi, 2013).

The problem of performance of pupils' in Kenya Certificate of Primary Education (KCPE) is not just a result of non-attendance of class attendance but also is associated with the pupil, the home, the school and neighborhood in the home and school where the school is situated (Njeru & Orodho, 2005). The factors responsible for low pupil enrolment in the unfriendly child schools across various regions, those that tends to be common especially in ASAL areas, is poverty at the household level, low premium attached to education in particular, retrogressive socio-cultural traditions, religious values and practices.

Though there was a dramatic pupils' increase in enrollment in the child friendly school, there exist deep and severe regional and gender disparities in these child friendly school. The ASAL regions especially North Eastern, Eastern and Rift-valley provinces have been found to conspicuously lag behind in educational access and participation and further exhibit most severe gender disparities in favour of the boy child. Physical facilities have been cited as one of the factors leading to implement of children friendly school and present of man powers leads to good exam performance by the pupils, high performance in these schools it is a significance to achieving the Millennium Development Goals (MDGs) (UNICEF, 2011). Adequate teachers, adequate teaching and learning resources, spaced

classrooms guidance and counseling are factors that influence the child friendly school and brings about good exams performance by the pupils in schools.

Machakos County has a few primary schools either (public or private) which have child friendly school and performs well in the national examinations. In Kangundo Sub-county head teachers face challenges in setting child friendly schools. This pose more challenges to the region. This triggered the researcher to carry out study on school factors that influence the influence of child friend schools (Abotsi, 2013). This pose more challenges to the region. A report from Kangundo Sub-county education office (2011) shows that the 68 regular public primary in the sub county have been implementing child friendly school programmes so as to retain children even though they record cases of some schools enrolling large numbers of pupils while others enroll a very small number of pupils. This shows that there is need to research and get to the roots as way there are a few child friendly school s in Kangundo Sub County. Kanamba study on school factors influencing provision of child friendly school environment in public primary schools in Igembe North District, Meru County, Kenya (2014) found out that physical facilities in the schools studied were not accommodative, while Kanamba found out that school compound were not adapted to child friendly schools. The study by Kanamba (2014) found that many schools were not child friendly since they did not have adequate facilities, teachers and teaching learning resources.

1.2 Statement of the problem

The government of the Republic of Kenya has expressed her commitment to the provision of quality education for all based on the understanding that education is a basic human right and an ingredient for socio-economic development. To increase access and participation, the government has placed emphasis on creation of child friendly programmes in schools (Kanamba, 2014). Headteachers face challenges in creating child friendly schools, more pupil continue to drop out of school, perform poorly in Kenya Certificate of Primary Education since there are not child friendly (George, 2013). Pupils walk long distances to neighbouring schools leaving their own village schools. This study therefore sought to establish the school factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya

1.3 Purpose of the study

The purpose of the study was to investigate school factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives.

- i. To establish how adequacy of physical facilities influence the implementation of child friendly school programmes in Kangundo Sub County.
- ii. To assess how school/community linkage influence the implementation of child friendly schools programmes in Kangundo Sub County.
- iii. To assess how psycho-social teacher support influence the implementation of child friendly schools programmes in Kangundo Sub County.
- iv. To determine how provision of teaching and learning materials influence the implementation of child friendly schools programmes in Kangundo Sub County.
- v. To assess how child centred teaching methodologies influence implementation of child friendly schools' in Kangundo Sub County.

1.5 Research questions

The following research questions was guided the study

- i. How do physical facilities influence the implementation of child friendly school programmes in Kangundo Sub County?

- ii. To what extent does school/community linkage influence the implementation of child friendly school programmes in Kangundo Sub County?
- iii. What is the influence of psycho-social support on the implementation of child friendly school programmes in Kangundo Sub County?
- iv. How does provision of teaching and learning resources influence the implementation of child friendly schools' in Kangundo Sub County?
- v. What is the influence of child centred teaching methodologies influence the implementation of child friendly schools programmes in Kangundo Sub County.

1.6 Significance of the study

The findings may be used by the Ministry of Education's policy makers and educational planners on ways of improving accessibility, retention and participation of pupils in improvement in academic achievement in public primary schools, and also develop an education system that is friendly to all pupils. The ministry inputs are vital to the educational planners' in-order to set realistic targets, making accurate estimate and allocations for the various requirements in the implementation of school sanitation facilities moreover. The findings of this study may serve as a resource for future studies in same area. The school headteacher may be better informed by the findings of this study on the importance of creation of child friendly school.

1.7 Limitation of the study

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003). There were cases of some respondents giving minimal cooperation, fearing that the study would detect their administrative incompetence. This was mitigated by ensuring them that the information given was to be kept confidential. It was also possible that some teachers were not given honest information for fear that they were exposing negative qualities of their schools. The researcher however assured respondent that findings would be used for academic purpose only.

1.8 Delimitations of the study

The study was confined to public primary schools in Kangundo sub-county only Private institutions were not included. The scope of the study was delimited to Kangundo Sub-County, other than the whole Machakos County. Only a few schools were selected since it was not possible to include all the schools of Kangundo Sub-County in the study. The study was delimited to selected school factors that influence the implementation child friendly school which are physical infrastructure school/community linkages, psycho-social and service delivery, teaching and learning materials and teacher – pupil interaction.

1.9 Assumptions of the study

The study was based on the following assumptions

- That the headteachers are aware of the child friendly school policy
- That the schools in the subcounty have implemented the child friendly policy in their schools
- That all the respondents will cooperate in providing responses to the research items.

1.10 Definition of significant terms.

Child centred teaching methodologies refers to an approach to education focusing on the needs of the pupils, rather than those of others involved in the educational process

Child friendly school refers to this study, a safe place where children go to be taught.

Physical infrastructure refers to facilities that the school requires for effective learning.

Psycho-social support refers to meeting emotional, social and physical needs of the children despite the difficulties they have faced in life

School and community linkage refers to relationship of the school with the community

Teaching and learning instructional materials refers to availing the materials in the classrooms for both teachers and learners for the educational process.

1.11. Organization of the study

The study was organized in five chapters. Chapter one, introduction it is be made up of background to the study, statement of the problem, purpose and objectives of the study, research questions significance of the study, limitations and delimitations of the study, assumptions of the study and definitions of significant terms as there are used in the study. Chapter two, the literature review. The chapter presents the concept of child friendly schools, policy, school physical infrastructure and child friendly school, school/community linkages and child friendly school, psycho-social support and child friendly school, provision of teaching and learning materials and child friendly school, theoretical framework and conceptual framework. Chapter three, the research methodology. The chapter highlighted the research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques. Chapter four consisted of data analysis and interpretation while chapter five consisted of summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of the project presents the literature review. The chapter presents the concept of child friendly schools, literature on school physical infrastructure and child friendly school, school/community linkages and child friendly school, psycho-social and service delivery child friendly school and teaching and learning materials and child friendly school. The chapter further presents the theoretical and conceptual framework of the study.

2.2. Child friendly schools policy

Child-friendly schools (CFS) are a means of transporting the concept of Child Rights into classroom practice and school management (Christopher, 2001). Recognizing the inherently interactive and integrated nature of the CFS concept is critical to creating child-friendly learnings. It is also proving to be a challenge on how best to determine where, when, and how limited resources should be applied dimension by dimension and cumulatively in order to ensure the best results, as well as the degree to which these results are truly making the school child-friendly and ensuring the rights of children to a basic education of good quality (Abdurrahman, 2012). A child friendly school policy involves six dimensions: an inclusive and child friendly classrooms, quality teaching and learning, safe and

protective school, equity and equality promoting school and enhancing community linkage and partnership (Claire, 2011).

2.3 School physical infrastructure and child friendly school

According to Patrinos (2002) school physical facilities are the platform on which most learning takes place. School infrastructure affect quantitative growth and the provision of quality education. George (2013) revealed that schools in Ghana that had been established in rural communities are faced with problems of poor infrastructure, lack of material input, inadequate logistics and lack of qualified personnel which has led to poor academic performance. These factors were seen to impede the implementation of child friendly schools.

A study carried out by UNESCO (2011) in Bangladesh and India indicated that in Bangladesh school head teachers have planted chalkboards around the classrooms at the children's level so that the children can use the chalkboard for planning, drawing and problem solving. In India the report indicate that District Primary Education Program (DPEP) make schools available to children within 1km of their residence even in the remotest areas where school buildings are especially designed and constructed with child- friendly element (UNESCO, 2011).

2.4 School and community linkage and child friendly school

Schools should purposely develop a school/community plan which can be utilised as a tool for mobilising for quality education and provides an opportunity to clear

definition of roles and responsibilities of various partners. It deals with the whole child, and young person, before, during and after class, is family focused supportive of parents, encourages local partnerships in school-based management and governance, works with others with constant attention to children and young people's rights, to promote child-friendly spaces, integrated psycho-social support and eliminate gender-based violence, for the safety and well-being of all girls and boys and young people. The community should be involved in activities which improve the performance of girls, boys and young people (Christopher, 2011).

Patrinos (2002) found that there is broad consensus across all CFS programmes that *community partnership* is the 'key building block' to realizing CFS goals. While no systematic evaluation has been done of community outreach, anecdotal evidence suggests that failure to involve parents and community members effectively blocks progress on the other four dimensions. By including them, however, substantial progress can be made in the other four CFS dimensions. The challenge is to make participation meaningful (George, 2004). Most CFS attention is going precisely to this aspect by building community capacity for school-based management through committees, PTAs, and education boards; for CFS 'visioning' and mapping exercises; and for generating and monitoring school development plans, especially through the school self-assessment process (Patrinos, 2002).

Abotsi (2013) found that most on often parents seem to fall off in matters of the their children welfare in schools. More often, they do not understand the dynamics of children's attendance and learning and genuinely make decisions about monitoring and promoting their progress. Less positively, however, there is a broad lack of tracking and reporting on the diversity of types, experiences, and processes of community participation (Abotsi, 2013).

2.5 Psycho-social support and child friendly school

Many experienced educators and school managers find that the learning abilities of children are directly related to their wellbeing at home and in the community. Children who are affected by violence, poverty and hunger, displacement or illness in the home often struggle to reach their full learning potential (Ahmed, 2004). On the other hand, children whose emotional, social and physical needs are met within a caring may go on to reach this potential, despite the difficulties they have faced in life.

Del-Rosso and Marek (2006) view, psychosocial refers to the close connection between psychological aspects of human experience and the wider social experience. Psychosocial support is a scale of care and support which influences both the individual and the social in which people live and ranges from care and support offered by caregivers, family members, friends, neighbours, teachers, health workers, and community members on a daily basis but also extends to care

and support offered by specialized psychological and social services (Del Rosso, & Marek, 2006)..

By mainstreaming psychosocial support (PSS) we try to make sure that children feel socially and emotionally supported in every part of life – at home, in the classroom, on the playground, in the street, on the way to school, at the clinic, at the soup kitchen, at the kids club, etc. Mainstreaming psychosocial support means making sure that this “stream or river” of wellbeing flows widely, strongly and continuously in and around the child (Macrae, Anthony & Zwi, 2007).

Obonyo (2009) revealed that a school that has mainstreamed psychosocial support becomes a centre of care and support as it takes special interest in learners’ needs and comes up with programmes for example school feeding that address such needs. An effort is made to change the attitudes of all members of the school community so that whatever is done is done in the best interests of the learner. Such a school is a child-friendly one in which learners feel cared for. The focus is on the holistic needs of learners while building a caring school community (Obonyo, 2009).

2.6 Teaching and learning materials and child friendly school

Chistopher (2011) found that instructional resources are very essential because they make teaching more effective, meaningful, increase learners motivation and concentration span and simplify concept (Chistopher, 2011). In Indonesia for

example, there is strong evidence that increasing provision of instructional materials especially textbooks is the most effective way of raising the quality of primary education. The scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model (Chistopher, 2011). UNESCO (2005a) states that their survey found that over half grade six pupils in Malawi, Mozambique, Uganda, Tanzania and Zambia reported learning in classrooms that did not have single book shelf or reading corner as part of an enabling literate . In these and other African countries, between 25% and 40% of teachers reported that they did not possess a book guide in the subject they taught (Claire, 2011). Bonnet's study also reiterates that availability of teaching and learning materials especially textbook make a difference on the achievement of pupil's studies.

2.7 Influence of child-centred teaching methodologies and child friendly school

Student-centered learning also referred to as student-centered learning; also called child-centered learning, is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators (Abotsi, 2013). Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class;

cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching (Abotsi, 2013).

Student-centred learning allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students spend the entire class time constructing a new understanding of the material being learned in a proactive way. A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student-centred classroom, and provide students with varied tools, such as task- and learning-conscious methodologies, creating a better environment for students to learn, with the use of valuable learning skills, students are capable of achieving lifelong learning goals, which can further enhance student motivation in the classroom (Abotsi, 2013).

2.8 Theoretical framework

This study adopted humanistic theory of human need as proposed by Maslow in 1943. Maslow acknowledged that people have a variety of needs that differ in immediacy and which need satisfying at different times. He arranged these needs

in a hierarchy , whereby the more basic needs towards the bottom take precedence over those higher up for instance, everyone needs to have their achievements recognized, but will put this need to one side if they are starving hungry). Maslow believed that those who satisfied all their needs might become self-actualisers: rare, remarkable people who fulfill their potential completely. Maslow's great concern was for humanistic education and so his thinking focused on the individuals needs. Maslow identified five levels of basic human needs: physiological, safety, belonging and love, esteem and self-actualization as well as cognitive and aesthetic needs. The theory of hierarchy of human's needs becomes the root of objectives in humanistic learning. This theory –proposed by Abraham Maslow, the founder of humanistic psychology-views that human has hierarchical needs from basic to highest ones. Biological needs becomes the first and basic as it is the fundamental aspect of all living organisms, such as animals and especially humans. This need is physical, physiological and instinctive in nature. Emotional and affective needs come later, and then followed by intellectual one. Self actualization becomes the highest level of human's need. By self-actualization human can reach peak experience in his life. This theory is rooted from its pluralistic ontological view of human's psyche that consist of mind, consciousness and will. Weaknesses of Humanistic Theory. With the good, always comes the bad, and this theory is no different. The biggest criticism of humanistic thought appears to center around its lack of concrete treatment approaches aimed at specific issues. With the basic concept behind the theory

being free will, it is difficult to both develop a treatment technique and study the effectiveness of this technique.

Secondly, there are those who believe humanistic theory falls short in its ability to help those with more severe personality or mental health pathology. While it may show positive benefits for a minor issue, using the approach of Roger's to treat schizophrenia would seem ludicrous. Finally, humanistic theory makes some generalizations about human nature that are not widely accepted as complete. Are people basically good or are there some individuals who are not capable of this? Can we adequately argue that everyone follows the same levels as Maslow explained, or are these levels, and even what they stand for, determined by the individual? Why do some people seem to make negative choices even when positive solutions are staring them in the face? These questions plague humanistic thought and the difficulty in researching the theory does not provide any freedom. Despite these problems, humanistic theory has been incorporated into many differing views on psychotherapy and human change. Many argue now that a humanistic undertone in treatment provides a nice foundation for change. While it may not be sufficient, it may still be necessary for a significant personality change to occur. This study adopted this theory because children need to experience security, physical wellbeing, need to love and be loved, need to belong, need to achieve competence, need to know; need to experience beauty and order. These factors have an influence on how pupils perform in schools.

2.9 Conceptual framework

A conceptual framework is a conception or model of what is out there that the researcher plans to study, and of what is going on with these things and why. It is a tentative theory of the phenomena that the researcher is investigating. The conceptual framework for the study is presented in Figure 2.1

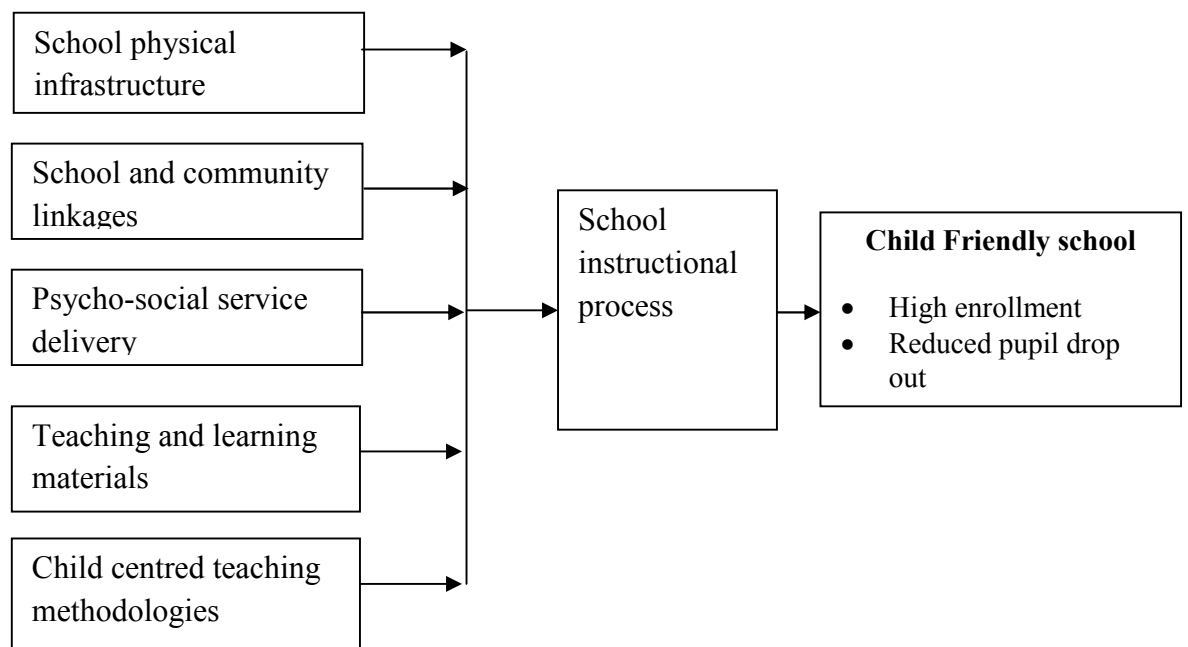


Figure 2.1:
Interrelationship between organizational culture and teachers' job commitment

Figure 2.1 presents the diagrammatical framework for the study on school factors influencing the implementation of child friendly school in Kangundo Sub-county Machakos County. The framework shows that in the implementation of child friendly school is influenced by factors such as school physical infrastructure,

school/community linkage, psycho-social, service delivery, teaching and learning materials and Child centres teaching methodologies. These are the independent variables of the study. When these variables are in place there will be a child friendly school which will lead to quality education and good performance of pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The chapter presents research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

The research design used in this study was descriptive survey. Descriptive survey is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. Descriptive survey also can be used to investigate a phenomena by collecting samples to analyze and discover occurrences. This research design was deemed suitable to the study as the researcher determined the influence of school factors on the implementation of child friendly school in Kangundo Sub-county Machakos County.

3.3 Target population

The target population comprised of all the 68 public primary schools in Kangundo Sub-county Machakos County. The target population included 68 head teachers, 336 teachers and 3,648 pupils from class 7 and 8. The class 7 and 8 pupils was selected since they have been in the school for a relatively longer period and

hence could provide more reliable information on the school factors influencing the implementation of child friendly school.

3.4 Sample size and sampling procedure

The sampling procedure that the study adopted is one proposed by Mugenda and Mugenda (2003). According to them where the target population number is above 30, sample of between 10 to 30 percent may be used. The researcher therefore used 30 percent of the 68 schools hence 20 schools were randomly sampled. The researcher also used 30 percent for teachers and 10 percent pupils of classes 7 and 8. This implied that 20 headteachers, 100 teachers and 364 class 7 and 8 pupils were sampled. To sample the 20 Headteachers the researcher picked a list of the schools, write names on pieces of paper and then randomly select 20 schools. The class seven and eight pupils were selected by use of systematic simple random sampling.

3.5 Data collection instruments

Data in the study was collected using questionnaires and focus group discussion. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The questionnaires for Headteachers, teachers and pupils contained five major sections. Part A had the demographic information, Part B had items school physical infrastructure and child friendly school, Part C had items on school/community linkages and child friendly school D had items on psycho-social and service delivery child friendly school while section E have

items on teaching and learning materials and child friendly school. The focus group discussion guide had one section focusing on the objectives of the study.

3.6 Validity of the instruments

According to Kombo and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure. A pre test was conducted in a neighboring district and involved 3 headteachers, 3 teachers. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments. The researcher used content validity to check whether the objectives are represented in the research instruments. The supervisors who are experts in the area of study were validated the instruments through expert judgment (Kombo & Tromp, 2009).

3.7 Reliability of the instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials. Test -retest method was used to determine the reliability of the instrument. This involved administering the same instrument twice to the same group of subjects. The researcher administered questionnaire after two weeks after administering the first time. The computation of Pearson's

Correlation Co-efficient (r) between scores from both testing period was employed as shown by the formulae (Gay, 1976).

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

X = odd scores

Y = Even scores 7452

ΣX = sum of X scores

According to Mugenda and Mugenda (1999) a coefficient of 0.70 or more, shows that there is high reliability of data hence a reliability coefficient of above 0.7 render the instruments reliable for use in data collection. A coefficient of 0.79 was realized in the instruments hence they were deemed reliable.

3.8 Data collection procedure

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to report to the District Commissioner and District Education Officer, Kangundo Sub County, and thereafter visits to the headteachers of selected schools to be allowed to do the study on the agreed days. The researcher created rapport with the respondents and assure them that strict confidentiality was maintained in dealing with their identities. The completed questionnaires were collected once filled out.

3.9 Data analysis techniques

After the data is collected cross-examination was done to ascertain their accuracy, completeness and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was entered into the computer for descriptive analysis using the Statistical Package for Social Sciences (SPSS) version 17.0 software. This generated the frequencies and percentages that was presented in the frequency distribution tables.

Qualitative was analyzed following the steps suggested by Miles and Huberman (1994). Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures namely data reduction, data display and conclusion drawing/verification. The first step, mass of qualitative data was reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on. In this step, the researcher tried and discarded all irrelevant information. In data display step, the researcher drew conclusions from the mass of data. Miles and Huberman (1994) suggest that a good display of data, in the form of tables, charts and other graphical formats is essential. In the third step, the researcher drew conclusion and or verification. The researcher used the data to develop conclusions regarding the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Presented in this chapter are data analysis, presentation and interpretation of finding. The chapter presents the response rate, demographic data of the respondents and the analysis of the data based on the researcher questions. Frequency distribution tables were used in the writing the report.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 20 headteachers, 100 teachers and 364 class 7 and 8 pupils sampled in the study, 20 headteachers, 85 teachers and 335 class 7 and 8 pupils returned the questionnaires. The return rate was deemed adequate for data analysis.

4.3: Demographic data of the respondents

4.3.1 Demographic data of the headteachers

The demographic data of the headteachers was based on their gender, age, their professional, and number of years they had been in the current school. To establish the gender of the headteachers, they were asked to indicate their gender.

Table 4.1: Distribution of the headteachers by gender

Gender	f	percent
Male	14	70.0
Female	6	30.0
Total	20	100.0

Results in Table 4.1 shows that majority (70.0%) of headteachers were male while (30.0%) of headteachers were female. This shows that there were more male principals than female headteachers in the schools.

Asked to indicate their age, the head teachers responded as Table 4.2

Table 4.2: Distribution of the headteachers by age

Age	f	percent
26 – 30 years	7	35.0
31 – 35 years	7	35.0
Over 36 years	6	30.0
Total	20	100.0

Data shows that 30.0% of headteachers were aged over 36 years, 35.0% of headteachers were aged between 26 and 30 years while the same number of headteachers were aged between 31 and 35 years. This implies that the head teachers were relatively old to understand the school factors influencing implementation of child-friendly programmes in public primary schools.

Table 4.3 tabulates head teachers profession level

Table 4.3: Distribution of the headteachers by profession

Profession	f	percent
PI	10	50.0
Graduate	10	50.0
Total	20	100.0

Data shows that (50.0%) of head teachers had PI education level while the same number if head teachers were graduates. This implies that the head teachers had the required profession to be in primary schools.

The responses were asked to indicate the duration they had in the current school, they responded as Table 4.4

Table 4.4: Distribution of the headteachers by duration in the current school

Years	f	percent
Below 5 years	4	20.0
6 -10 years	11	55.0
11 – 15 years	5	25.0
Total	20	100.0

Data shows that majority (55.0%) of head teachers had served in the current school for between 6 and 10 years, (20.0%) of head teachers for less than 5 years while (25.0%) of head teachers had served in the current school for between 11 and 15 years. Data shows that the headteachers had been in the current school for

considerable number of years and hence were in a position to provide information on school factors influencing implementation of child-friendly programmes in public primary schools.

4.3.2 Demographic data of the teachers

The demographic data of the teachers was based on their gender, age, their professional, and number of years they had been in the current school.

To establish the gender of the teachers, they were asked to indicate their gender.

Table 4.5: Distribution of the teachers by gender

Gender	f	percent
Male	36	42.4
Female	49	57.6
Total	85	100.0

Table 4.5 shows that majority (57.6%) of teachers were female while (42.4%) of teachers were male. This shows there were more female teachers than male teachers in the schools.

Table 4.6 Presents the age of teachers

Table 4.6: Distribution of the teachers by age

Age	f	percent
Below 25 years	9	10.6
26 – 30 years	45	52.9
31 – 35 years	31	36.5
Total	85	100.0

Table 4.6 shows that (10.6%) of teachers were aged below 25 years, (52.9%) of teachers were in the age bracket of 26 and 30 years while 31(36.5%) of teachers were aged between 31 and 35 years. This implies that the teachers were relatively old to understand the school factors influencing implementation of child-friendly programmes in public primary schools.

Teachers' profession level is tabulated in table 4.7

Table 4.7: Distribution of the teachers by profession

Profession	f	percent
PI	58	68.2
Graduate	27	31.8
Total	85	100.0

Findings in Table 4.7 shows that majority (68.2%) of teachers had PI level while (31.8%) of teachers were graduates. This shows that the teachers had the required profession to be in primary schools.

Table 4.8 tabulates the number of years teachers had served in the current school

Table 4.8: Distribution of the teachers by years served in the current school

Years	f	percent
Below 5 years	8	9.4
6 -10 years	51	60.0
11 – 15 years	26	30.6
Total	85	100.0

Results of Table 4.8 shows that majority (60.0%) of teachers had served the current school for between 6 and 10 years, (9.4%) of teachers for less than 5 years while (30.6%) of teachers had served in the current school for between 11 and 15 years. Data shows that the teachers had been in the current school for considerable number of years and hence were in a position to provide information on school factors influencing implementation of child-friendly programmes in public primary schools.

4.3.3 Demographic data of the pupils

The demographic data of the pupils was based on their gender, age, and their class. To establish the gender of the pupils, they were asked to indicate their gender. Table 4.9 tabulates the findings.

Table 4.9 Distribution of the pupils by gender

Gender	f	percent
Male	209	62.4
Female	126	37.6
Total	335	100.0

Table 4.9 shows that majority (62.4%) of pupils were male while (37.6%) of pupils were female. This shows that there were more male pupils than female pupils in the schools.

Table 4.10 tabulates age of the pupils

Table 4.10: Distribution of the pupils by age

Age	f	percent
11 – 13 years	157	46.9
14 – 16 years	178	53.1
Total	335	100.0

Data shows that (53.1%) of pupils were aged between 14 and 16 years while (46.9%) of pupils were aged between 11 and 13 years. This shows that pupils were in the age bracket that would understand the school factors influencing implementation of child-friendly programmes in their primary schools.

Table 4.11: Distribution of the pupils by class

Class	f	percent
Seven	77	23.0
Eight	258	77.0
Total	335	100.0

Findings in Table 4.11 shows that majority (77.0%) of pupils were in class eight while (23.0%) of pupils were in class seven. Finding shows that pupils had been in primary school for considerable number of years and hence were in a position to provide information on school factors influencing implementation of child-friendly programmes in public primary schools.

4.4 School physical infrastructure and the implementation of child friendly school

The purpose of the study was to find out the school factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya. Specifically, the study sought to establish the how school physical infrastructure influence the implementation of child friendly school. Data is presented in the following section:

Table 4.12 tabulates head teachers responses on the adequacy of facilities in the schools.

Table 4.12 Head teachers' responses on the adequacy facilities in the school

Facilities	Very adequate		Adequate		Not Adequate		Not Available	
	f	%	f	%	f	%	f	%
Classroom	0	0.0	6	30.0	14	70.0	0	0.0
Desks	0	0.0	5	25.0	15	75.0	0	0.0
Toilets	0	0.0	7	35.0	13	65.0	0	0.0
Playground	4	20.0	2	10.0	7	35.0	7	35.0
Water	1	5.0	6	30.0	5	25.0	8	40.0
Electricity	0	0.0	5	25.0	12	60.0	3	15.0

Table 4.12 shows that majority (70.0%) of head teachers indicated that they had inadequate classroom, majority (75.0%) of head teachers indicated that desks were not adequate, (65.0%) of head teachers indicated that toilets were not adequate. Data further shows that (40.0%) of head teachers lacked water in the school while majority 12 (60.0%) of head teachers had inadequate electricity in their school. This implies that school had inadequate physical facilities that were the platform on which most learning takes place.

When teachers were asked to indicate on the same, they responded as Table 4.13

Table 4.13 Teachers responses on the adequacy facilities in the school

Facilities	Very adequate		Adequate		Not Adequate		Not Available	
	f	%	f	%	f	%	f	%
Classroom	0	0.0	9	10.6	76	89.4	0	0.0
Desks	0	0.0	6	7.1	79	92.9	0	0.0
Toilets	0	0.0	18	21.2	67	78.8	0	0.0
Playground	0	0.0	14	16.5	71	83.5	0	0.0
Water	0	0.0	61	71.8	24	28.2	0	0.0
Laboratories	0	0.0	6	7.1	26	30.6	53	62.4
Libraries	0	0.0	36	42.4	0	0.0	49	57.6
Electricity	0	0.0	0	0.0	22	25.9	63	74.1

Findings shows that majority (89.4%) of teachers indicated that the classrooms in their school were not adequate, majority (92.9%) of teachers indicated that desks were not adequate, majority (78.8%) of teachers indicated that they had inadequate toilets. Data further shows that majority (83.5%) of teachers had inadequate playgrounds, majority (71.8%) of teachers had adequate water while majority (74.1%) of teachers indicated that they had no electricity in their schools. This implies that schools lacked facilities that facilitated child friendly schools. Similar results were observed by Abotsi (2013) who found that most on often parents seem to fall off in matters of the their children welfare in schools. More often, they do not understand the dynamics of children's attendance and learning and genuinely make decisions about monitoring and promoting their progress.

Less positively, however, there is a broad lack of tracking and reporting on the diversity of types, experiences, and processes of community participation.

When pupils were asked to indicate on the same, they responded as Table 4.14

Table 4.14 Pupils responses on the adequacy facilities in the school

Facilities	Very adequate		Adequate		Not Adequate		Not Available	
	f	%	f	%	f	%	f	%
Classroom	30	9.0	101	30.1	152	45.4	52	15.5
Desks	0	0.0	50	14.9	285	85.1	0	0.0
Toilets	0	0.0	50	14.9	285	85.1	0	0.0
Playground	0	0.0	26	7.8	284	84.8	25	7.5
Water	0	0.0	76	22.7	126	37.6	133	39.7
Laboratories	0	0.0	0	0.0	209	62.4	126	37.6
Libraries	0	0.0	0	0.0	152	45.4	183	54.6
Electricity	0	0.0	0	0.0	209	62.4	126	37.6

Table 4.14 shows that (45.5%) of pupils indicated that classroom were not adequate, majority (85.1%) of pupils indicated that toilets and desks were not adequate. Majority (84.8%) of pupils indicated that play grounds were not adequate. Majority (62.4%) of pupils indicated that laboratories and electricity were not adequate while majority (54.6%) of pupils indicated that they lacked libraries in their schools. This shows that schools had inadequate facilities that affected the implementation of child friendly schools. The findings are in line with UNESCO (2011) in its study in Bangladesh and India which indicated that in Bangladesh school head teachers have planted chalkboards around the classrooms

at the children’s level so that the children can use the chalkboard for planning, drawing and problem solving.

The researcher further sought to establish the overall status of physical infrastructure in the school. Table 4.15 tabulates the responses

Table 4.15 Overall status of physical infrastructure in the school

Respondents	Adequate		Inadequate	
	f	percent	f	percent
Head teachers	5	25.0	15	75.0
Teachers	27	31.8	58	68.2

Table 4.15 shows that majority (75.0%) of head teachers and majority (68.2%) of teachers indicated that physical infrastructure in their school were inadequate. This implies that physical infrastructure in the school were inadequate to facilitate the implementation of child friendly schools.

The above findings concur with Patrinos (2002) who found that school physical facilities are the platform on which most learning takes place .School infrastructure affect quantitative growth and the provision of quality education. The also agree with George (2013) who revealed that schools in Ghana that had been established in rural communities are faced with problems of poor infrastructure, lack of material input, inadequate logistics and lack of qualified

personnel which has led to poor academic performance. These factors were seen to impede the implementation of child friendly schools.

4.5 School and community linkages and the implementation of child friendly school

To establish the influence of school/community linkages to the implementation of child friendly school, the researcher posed items to head teachers, teachers and pupils on the same. Data is presented in the Table 4.16

Table 4.16 Rate of the community involvement in the implementation of child friendly school in the school

Respondents	Effective		Not effective	
	f	percent	f	percent
Head teachers	10	50.0	10	50.0
Teachers	54	63.5	31	36.5

Results in Table 4.16 shows that majority (50.0%) of head teachers and majority (63.5%) of teachers indicated that community involvement in the implementation of child friendly school in the school was effective. This agrees with Patrinos (2002) who found that that there is broad consensus across all CFS programmes that community partnership is the ‘key building block’ to realizing CFS goals.

Table 4.17 tabulates head teachers responses on school/community linkages and the implementation of child friendly school.

Table 4.17 Head teachers’ responses on school/community linkages and the implementation of child friendly school

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
My school has very supportive parents	3	15.0	5	25.0	12	60.0
School management supports child friendly programmes	2	10.0	12	60.0	6	30.0
Community involvement in school activities improve the performance	0	0.0	9	45.0	11	55.0
My school has established community partnership	6	30.0	7	35.0	7	35.0
Parents involvement in school activities improve the academic performance	10	50.0	8	40.0	2	10.0

Data shows that majority (60.0%) of head teachers disagreed that their school had very supportive parents, the same number of head teachers agreed that school management supports child friendly programmes. Majority (55.0%) of head teachers disagreed that community involvement in school activities improve the performance while majority (50.0%) of head teachers strongly agreed that parents involvement in school activities improve the academic performance. Schools

should purposely develop a school/community plan which can be utilised as a tool for mobilising for quality education and provides an opportunity to clear definition of roles and responsibilities of various partners.

Table 4.18 tabulates teachers' responses on the same items

Table 4.18 Teachers responses on school/community linkages and the implementation of child friendly school

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
My school has very supportive parents	0	0.0	22	25.9	63	74.1
School management supports child friendly programmes	0	0.0	71	83.5	14	16.5
Community involvement in school activities improve the performance	49	57.6	36	42.4	0	0.0
My school has established community partnership	36	42.4	49	57.6	0	0.0
Parents involvement in school activities improve the academic performance	63	74.1	22	25.9	0	0.0

Findings in Table 4.18 shows that majority (74.1%) of teachers disagreed that their school had very supportive parents, majority (83.5%) of teachers agreed that school management supports child friendly programmes. Majority (57.6%) of teachers strongly agreed that community involvement in school activities improve

the performance, the same number of teachers agreed that their school had established community partnership while majority (74.1%) of teachers strongly agreed that parents involvement in school activities improve the academic performance. This agrees with Abotsi (2013) who found that most often parents seem to fall off in matters of their children welfare in schools. Table 4.19 tabulates pupil's responses on school/community linkages and the implementation of child friendly school.

Table 4.19 Pupils responses on school/community linkages and the implementation of child friendly school

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
My parents are supportive in doing homework	50	14.9	25	7.5	260	77.6
My community ensure I have a child friendly school	0	0.0	75	22.4	260	77.6
My parents involvement in school activities improve my performance	129	38.5	126	37.6	80	23.9
PTA community ensure my friendly	100	29.9	235	70.1	0	0.0
My parents are concerned with my friendly	126	37.6	209	62.4	0	0.0
Performance is determined by the wellbeing of a child at home and in the community	131	39.1	154	46.0	50	14.9

Table 4.19 shows that majority (77.6%) of pupils disagreed that their parents were supportive in doing homework and that their community ensure they had a child friendly school. Majority (70.1%) of pupils agreed that PTA community ensure their friendly, majority (62.4%) of pupils agreed that their parents were concerned with their friendly while (46.0%) of pupils agreed that performance was determined by the wellbeing of a child at home and in the community. This implies that Most CFS attention is going precisely to this aspect by building community capacity for school-based management through committees, PTAs, and education boards. The findings are in line with Chistopher, 2011) who found that the community should be involved in activities which improve the performance of girls, boys and young people. The above findings are also in line with Patrinos (2002) found that there is broad consensus across all CFS programmes that *community partnership* is the ‘key building block’ to realizing CFS goals. While no systematic evaluation has been done of community outreach, anecdotal evidence suggests that failure to involve parents and community members effectively blocks progress on the other four dimensions.

4.6 Psycho-social support and the implementation of child friendly school

To examine the Psycho-social support and the implementation of child friendly school, the researcher posed items to the respondents to determine the same. Data is presented in the following section:

Table 4.20 Extent that psycho-social and service delivery practiced in the school

Respondents	Very great extent		Great extent	
	f	percent	f	percent
Head teachers	11	55.0	9	45.0
Teachers	63	74.1	22	25.9

Findings in Table 4.20 shows that majority (55.0%) of head teachers and majority (74.1%) of teachers indicated that psycho-social and service delivery was practiced to a very great extent in the school. This implies that learning abilities of children were directly related to their psycho-social at home and in the community. Ahmed, (2004) found that children who are affected by violence, poverty and hunger, displacement or illness in the home often struggle to reach their full learning potential. On the other hand, children whose emotional, social and physical needs are met within a caring may go on to reach this potential, despite the difficulties they have faced in life.

Table 4.21 tabulates head teachers responses on psycho-social support and the implementation of child friendly school

Table 4.21 Head teachers’ responses on psycho-social support and the implementation of child friendly school

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
Performance is determined by the wellbeing of a child at home and in the community	10	50.0	7	35.0	3	15.0
My school children are affected by poverty and hunger	3	15.0	4	20.0	13	65.0
My teachers provides psychological services to pupils	3	15.0	14	70.0	3	15.0
Psychosocial support ensures socially and emotionally support for pupils	10	50.0	6	30.0	4	20.0
My teachers provide social support to pupils	10	50.0	3	15.0	7	35.0
My school pupils feel cared for	8	40.0	10	50.0	2	10.0

Data shows that majority (50.0%) of head teachers strongly agreed that performance was determined by the wellbeing of a child at home and in the community, psychosocial support ensures socially and emotionally support for pupils and that their teachers provide social support to pupils, the same number of head teachers agreed that their school pupils felt cared for. Majority (70.0%) of

head teachers agreed that their teachers provides psychological services to pupils while majority (65.0%) of head teachers disagreed that their school children were affected by poverty and hunger. This agrees with Ahmed, (2004), who indicated that, children whose emotional, social and physical needs are met within a caring may go, on to reach this potential, despite the difficulties they have faced in life.

When teachers were asked to indicate the same, they responded as Table 4.22

Table 4.22 Teachers’ responses on psycho-social support and the implementation of child friendly school

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
Performance is determined by the wellbeing of a child at home and in the community	68	80.0	17	20.0	0	0.0
My school children are affected by poverty and hunger	0	0.0	14	16.5	71	83.5
I provide social services to pupils	25	29.4	60	70.6	0	0.0
I provide psychological services to pupils	22	25.9	63	74.1	0	0.0
Psychosocial support ensures socially and emotionally guidance and counseling	40	47.1	45	52.9	0	0.0
My adjusted pupils feel cared for in our school	22	25.9	63	74.1	0	0.0

Findings in Table 4.22 show that majority (80.0%) of teachers strongly agreed that performance was determined by the wellbeing of a child at home and in the community, majority (83.5%) of teachers disagreed that their school children were affected by poverty and hunger. Data further shows that majority (70.6%) of teachers agreed that they provided social services to pupils, majority (74.1%) of teachers agreed that they provided psychological services to pupils and that their adjusted pupils felt cared for in their school while (52.9%) of teachers agreed that psychosocial support ensures socially and emotionally. This shows that schools had mainstreamed psychosocial support for a centre of care and support as it takes special interest in learners' needs and comes up with programmes.

According to Del-Rosso and Marek (2006) psychosocial support is a scale of care and support which influences both the individual and the social in which people live and ranges from care and support offered by caregivers, family members, friends, neighbours, teachers, health workers, and community members on a daily basis but also extends to care and support offered by specialized psychological and social services.

Table 4.23 Pupils’ responses on psycho-social support and the implementation of child friendly school

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
I’m happy given food at school	131	39.1	153	45.7	51	15.3
I am offered guidance and counseling services in my school	105	31.3	230	68.7	0	0.0
My teachers ensures I am happy at school	230	68.7	30	9.0	75	22.4
My school is a child-friendly one and I feel cared for	25	7.5	235	70.1	75	22.4

Findings shows that (45.7%) of pupils agreed that they were happy given food at school, majority (68.7%) of pupils agreed that they were offered guidance and counseling services in their school, the same number of pupils strongly agreed that their teachers ensured they were happy at school while majority (70.1%) of pupils agreed that their school was a child-friendly one and they felt cared for. This implies that the school had an effort for the best interests of the learner.

The findings are in line with Obonyo (2009) that revealed that a school that has mainstreamed psychosocial support becomes a centre of care and support as it takes special interest in learners’ needs and comes up with programmes for example school feeding that address such needs. An effort is made to change the attitudes of all members of the school community so that whatever is done is done in the best interests of the learner. Such a school is a child-friendly one in which

learners feel cared for. The focus is on the holistic needs of learners while building a caring school community (Obonyo, 2009).

4.7 Teaching and learning materials and the implementation of child friendly school

To examine the influence of teaching and learning materials and the implementation of child friendly school, the respondents were asked to respond to the items that sought the same. Data is presented in the following section:

Table 4.24 Head teachers' responses on the adequacy of teaching and learning materials in the school

Teaching and learning materials	Very adequate		Adequate		Not Adequate		Not Available	
	f	%	f	%	f	%	f	%
Attendance registers	8	40.0	9	45.0	3	15.0	0	0.0
Maps	0	0.0	5	25.0	13	65.0	2	10.0
Textbooks	1	5.0	7	35.0	12	60.0	0	0.0
Charts	0	0.0	5	25.0	15	75.0	0	0.0
Chalkboards	1	5.0	6	30.0	13	65.0	0	0.0
Teaching aids	0	0.0	8	40.0	12	60.0	0	0.0
Dictionaries	0	0.0	7	35.0	13	65.0	0	0.0

Data shows that (45.0%) of head teachers indicated that attendance registers were adequate in their school. Majority (65.0%) of head teachers indicated that maps,

chalkboards and dictionaries were not adequate in the school. Majority (60.0%) of head teachers indicated that they had inadequate textbooks and teaching aids. This shows that school had instructional resources that were very essential as they made teaching more effective, meaningful, increase learners motivation. Chistopher (2011) found that instructional resources are very essential because they make teaching more effective, meaningful, increase learners motivation and concentration span and simplify concept

Table 4.25 Indicates teachers’ responses on the same item

Table 4.25 Teachers’ responses on the adequacy of teaching and learning materials in the school

Teaching and learning materials	Very adequate		Adequate		Not Adequate		Not Available	
	f	%	f	%	f	%	f	%
Attendance registers	40	47.1	27	31.8	18	21.2	0	0.0
Maps	18	21.2	16	18.8	51	60.0	0	0.0
Textbooks	0	0.0	9	10.6	76	89.4	0	0.0
Charts	0	0.0	0	0.0	85	100.0	0	0.0
Chalkboards	0	0.0	63	74.1	22	25.9	0	0.0
Teaching aids	0	0.0	22	25.9	63	74.1	0	0.0
Dictionaries	0	0.0	22	25.9	63	74.1	0	0.0

Data shows that (47.1%) of teachers indicated they had very adequate attendance registers, majority (60.0%) of teachers indicated that they had in adequate maps, majority (89.4%) of teachers indicated that had inadequate textbooks. Data further

shows that teachers indicated they had inadequate charts while (74.1%) of teachers indicated they had inadequate teaching aids and dictionaries.

Table 4.26 Tabulation of pupils' response

Table 4.26 Pupils responses on the adequacy of teaching and learning materials in the school

Teaching and learning materials	Very adequate		Adequate		Not Adequate		Not Available	
	f	%	f	%	f	%	f	%
Exercise books	235	70.1	100	29.9	0	0.0	0	0.0
Maps	129	38.5	206	61.5	0	0.0	0	0.0
Textbooks	131	39.1	52	15.5	152	45.4	0	0.0
Charts	0	0.0	126	37.6	183	54.6	26	7.8
Chalkboards	75	22.4	0	0.0	260	77.6	0	0.0
Teaching aids	0	0.0	260	77.6	75	22.4	0	0.0
Dictionaries	50	14.9	154	46.0	131	39.1	0	0.0

Results of Table 4.26 shows that majority (70.1%) of pupils had very adequate exercise books, majority (61.5%) of pupils indicated they had adequate maps. Data further shows that majority 183(54.6%) of pupils indicated that had inadequate charts, majority (77.6%) of pupils had inadequate chalkboards, the same number of pupils indicated that teaching aids were adequate in the school while (46.0%) of pupils had adequate dictionaries. Availability of teaching and learning materials especially textbook make a difference on the achievement of pupil's studies.

The researcher further sought to examine the average pupil-textbook ratio in the class, teachers were asked to indicate the same. Table 4.27 presents the findings

Table 4.27 Teachers responses on the average pupil-textbook ratio in the class

Response	f	percent
1:2	6	7.1
1:4 and above	79	92.9
Total	85	100.0

Data shows that majority (92.9%) of teachers indicated that one text book was shared by four and above pupils while 67.1% of teachers indicated that one book was meant for two students in the class. The scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model.

The findings agree with Chistopher (2011) who states that the scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model. The findings are also in line with UNESCO (2005) that their survey found that over half grade six pupils in Malawi, Mozambique, Uganda, Tanzania and Zambia reported learning in classrooms that did not have single book shelf or reading corner as part of an enabling literate . In these and other African countries, between 25% and 40% of teachers reported that they did not possess a book guide in the subject they taught (Claire, 2011). Bonnet’s study

also reiterates that availability of teaching and learning materials especially textbook make a difference on the achievement of pupil's studies.

4.8 Child centred teaching methodologies and child friendly schools

Student-centered learning also referred to as student-centered learning; also called child-centered learning, is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. The following section presents findings on child centred teaching methodologies and child friendly schools.

Table 4.28 Head teachers' responses on child centred teaching methodologies and child friendly schools

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
My school focus activities from the teacher to the learners or teachers use learners centre methodology	6	30.0	10	50.0	4	20.0
Pupils in my school are able to solve problem on their own	3	15.0	5	25.0	12	60.0
Pupils in my school are able to answer questions on their own	9	45.0	10	50.0	1	5.0
Pupils in my school work in teams on problems solving	14	70.0	6	30.0	0	0.0
Pupils spend class time constructively solving problems	11	55.0	6	30.0	3	15.0
My school has a better environment for pupils to learn	7	35.0	7	35.0	6	30.0

Data in Table 4.28 shows that majority (50.0%) of head teachers agreed that their school focus activities from the teacher to the learners or teachers use learners centre methodology and that pupils in their school were able to solve problem on their own. Majority (70.0%) of head teachers strongly agreed that pupils in their school work in teams on problems solving while (55.0%) of head teachers strongly agreed that pupils spent class time constructively solving problems.

When teachers were asked to indicate the same, they were asked to indicate the same. Data is tabulates in Table 4.29

Table 4.29 Teachers responses on child centred teaching methodologies and child friendly schools

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
My school focus activities from the teacher to the learners or teachers use learners centre methodology	51	60.0	34	40.0	0	0.0
Pupils in my school are able to solve problem on their own	63	74.1	22	25.9	0	0.0
Pupils in my school are able to answer questions on their own	8	9.4	71	83.5	6	7.1
Pupils in my school work in teams on problems solving	77	90.6	8	9.4	0	0.0
Pupils spend class time constructively solving problems	79	92.9	6	7.1	0	0.0
My school has a better environment for pupils to learn	0	0.0	85	100.0	0	0.0

Findings in Table 4.29 shows that majority (60.0%) of teachers strongly agreed that their school focus activities from the teacher to the learners or teachers use

learners centre methodology, majority (74.1%) of teachers strongly agreed that pupils in their school were able to solve problem on their own. Majority (83.5%) of teachers agreed that pupils in their school were able to answer questions on their own, majority (92.9%) of teachers strongly agreed that pupils spend class time constructively solving problems while all teachers agreed that their school had a better environment for pupils to learn. This shows that the school used Pupil-centered teaching methods, in which pupils solve problems, answer questions, formulate questions of their own, discuss, and explains in which pupil work in teams on problems

Table 4.30 Pupils response

Table 4.30 Pupils responses on child centred teaching methodologies and child friendly schools

Statement	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
My teachers help me to understand hard topics	183	54.6	75	22.4	77	23.0
I am able to solve problem and answer questions on my own	52	15.5	208	62.1	75	22.4
We work in teams on problems solving	235	70.1	100	29.9		
I spend the entire class time constructively	183	54.6	52	15.5	100	29.9
My school create a good environment for me to learn	230	68.7	75	22.4	30	9.0

Results in Table 4.30 shows that majority (54.6%) of pupils strongly agreed that their teachers help them to understand hard topics, majority (62.1%) of teachers agreed that they were able to solve problem and answer questions on their own, majority (70.1%) of pupils strongly agreed that they worked in teams on problems solving while (68.7%) of teachers strongly agreed that their school created a good environment for them to learn. This implies that pupils spend the entire class time constructing a new understanding of the material being learned in a proactive way.

The researcher further sought to examine how effective of child centered teaching methodologies influence implementation child friendly in the schools. Table 4.30 presents pupils responses on the same.

Table 4.31 Pupils responses on how effective child centered teaching methodologies influence implementation child friendly in the schools

Response	f	percent
Effective	209	62.4
Not effective	126	37.6
Total	335	100.0

Table 4.31 shows that majority (62.4%) of pupils indicated that child centered teaching methodologies influence implementation child friendly in the schools was effective while (37.6%) of pupils indicated that it was not effective. This shows that the methodologies were effective in ensuring child friendly in the schools.

Asked to rate the school in focusing child centred teaching methodologies. Pupils responded as Table 4.32

Table 4.32 Pupils rate on school in focusing child centred teaching methodologies

Response	f	percent
High	178	53.1
Low	157	46.9
Total	335	100.0

Results in Table 4.32 shows that majority (53.1%) of pupils indicated that school was high focusing child centred teaching methodologies while (46.9%) of pupils indicated that it was low.

Table 4.33 Teachers rate on school in focusing on the needs of the students

Response	f	percent
Very effective	14	16.5
Effective	71	83.5
Total	85	100.0

Data in Table 4.35 shows that majority (83.5%) of teachers indicated that school was effective in focusing on the needs of the students while (16.5%) of teachers indicated that their school was very effective in focusing on the needs of the students. This shows that the school had an approach to education focusing on the needs of the students.

Table 4.34 presents teachers rate on the extent that child centered teaching methodologies is used/practised in the schools

Table 4.34 Teachers responses on the extent that child centered teaching methodologies is used/practised in the schools

Response	f	percent
Great extent	54	63.5
Less Extent	31	36.5
Total	85	100.0

Table 4.34 shows that majority (63.5%) of teachers indicated that that child centered teaching methodologies was used/practiced in the schools for a great extent while (36.5%) of teachers indicated to a less extent. This implies that child-centered teaching methods shift the focus of activity from the teacher to the learners.

Student-centred learning allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students spend the entire class time constructing a new understanding of the material being learned in a proactive way. A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student- centred classroom, and provide students with varied tools, such as task- and learning-conscious methodologies, creating a better environment for students to learn, with the use of valuable learning skills, students are capable of achieving lifelong learning goals, which can further enhance student motivation in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of the study was to investigate school factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya. The study was guided by five research objectives. Research objective one sought to establish how adequacy of physical facilities influence the implementation of child friendly school programmes, research objective two sought to assess how school/community linkage influence the implementation of child friendly schools programmes , research objective three sought to assess how psycho-social teacher support influence the implementation of child friendly schools programmes, research objective four sought to determine how provision of teaching and learning materials influence the implementation of child friendly schools programmes while research objective five sought to assess how child centred teaching methodologies on the implementation of child friendly schools' in Kangundo Sub County.

Findings revealed that schools had inadequate classroom, desks, water and electricity as indicated by majority of head teachers. It was also found out that majority 76(89.4%) of teachers indicated that the classrooms in their school were not adequate, majority 79(92.9%) of teachers indicated that desks were not adequate, majority 67(78.8%) of teachers indicated that they had inadequate toilets. Data further shows that majority 71(83.5%) of teachers had inadequate playgrounds, majority 61(71.8%) of teachers had adequate water while majority 63(74.1%) of teachers indicated that they had no electricity in their schools.

It was also found out that physical infrastructure in their school were inadequate as indicated by majority 15(75.0%) of head teachers and majority 58(68.2%) of teachers. Majority 10(50.0%) of head teachers and majority 54(63.5%) of teachers indicated that community involvement in the implementation of child friendly school in the school was effective. Data further revealed that majority 12(60.0%) of head teachers disagreed that they school had very supportive parents. Majority 11(55.0%) of head teachers disagreed that community involvement in school activities improve the performance while majority 10(50.0%) of head teachers strongly agreed that parents involvement in school activities improve the academic performance.

Majority 260(77.6%) of pupils disagreed that their parents were supportive in doing homework and that their community ensure they had a child friendly school. Majority 235(70.1%) of pupils agreed that PTA community ensure their friendly. Majority 209(62.4%) of pupils agreed that their parents were concerned

with their friendly. The study found out that psycho-social and service delivery was practiced to a very great extent in the school.

Data shows that majority 10(50.0%) of head teachers strongly agreed that performance was determined by the wellbeing of a child at home and in the community, psychosocial support ensures socially and emotionally support for pupils. Majority 14(70.0%) of head teachers agreed that their teachers provides psychological services to pupils while majority 13(65.0%) of head teachers disagreed that their school children were affected by poverty and hunger.

The researcher further revealed that 153(45.7%) of pupils agreed that they were happy when given food at school, majority 230(68.7%) of pupils agreed that they were offered guidance and counseling services in their school. Majority 51(60.0%) of teachers indicated that they had inadequate maps, majority 76(89.4%) of teachers indicated that had inadequate textbooks. Data further shows that teachers indicated they had inadequate charts. Majority 79(92.9%) of teachers indicated that one text book was shared by four and above pupils. The scarcity of learning materials in the classrooms was the most serious impediment of the child friendly school model.

It was also found out that majority 10(50,0%) of head teachers agreed that their school focus activities from the teacher to the learners or teachers use learners centre methodology and that pupils in the school were able to solve problem on

their own. Majority 14 (70.0%) of head teachers strongly agreed that pupils in their school work in teams on problems solving.

The researcher further found out that teachers helped pupils to understand hard topics as indicated by majority 183(54.6%) of pupil. It was also found out that child centered teaching methodologies influenced implementation child friendly in the schools was effective. Majority 71(83.5%) of teachers indicated that school was effective in focusing on the needs of the students. The study also found out that child centered teaching methodologies was used/practiced in the schools for a great extent as indicated by majority 54(63.5%) of teachers.

5.3 Conclusions

Based on the study findings, the study concluded that schools had inadequate classroom, desks, water and electricity. It was also concluded that the classrooms in the school were not adequate. It was also concluded that physical infrastructure in the school were inadequate. The researcher concluded that community involvement in the implementation of child friendly school in the school was effective. It was also concluded that school management supports child friendly programmes. The study concluded that parents were supportive in doing homework and that the community ensures they had a child friendly school. The study also concluded that PTA community ensures their friendly. It was also concluded that psycho-social and service delivery was practiced to a very great extent in the schools.

The study concluded that performance was determined by the wellbeing of a child at home and in the community, psychosocial support ensures socially and emotionally support for pupils and that teacher provided social support to pupils. The researcher concluded that pupils were offered guidance and counseling services in their school.

It was further concluded that the scarcity of learning materials in the classrooms was the most serious impediment of the child friendly school model. The study also concluded that schools focused activities from the teacher to the learners or teachers use learners centre methodology. Pupils in their school were able to solve problem on their own. It was also concluded that teachers helped pupils to understand hard topics. The study lastly concluded that child centered teaching methodologies influenced implementation child friendly in the schools was effective.

5.4 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations:

- (i) An effort to be made to change the attitudes of all members of the school community so that whatever is done is done in the best interests of the learner.
- (ii) Instructional resources to be provided as they are very essential because they make teaching more effective and meaningful.
- (iii) Student-centred learning process to be implemented as it allows students to actively participate in discovery learning processes.
- (iv) The government and all the stake holders to motivate teachers by giving them incentives and doing reprisals.
- (v) The government and all the stakeholders to ensure that all the instructional resources are provided to all schools.
- (vi) The Ministry of Education to conduct frequent monitoring to track a program progress towards reaching its objectives and to guide management decisions.
- (vii) The Quality Assurance and Standards to ensure that every teacher undergo a refresher course on child friendly school approach.
- (viii) The government and all the stakeholders to ensure that physical facilities are provided and are up to date.

5.5 Areas for further research

The following areas were suggested for further study:-

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

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APPENDICES
APPENDIX A
LETTER OF INTRODUCTION

Kitheka Joseph Musila
Department of Educational
Admin & Planning
University of Nairobi,
P.O Box 30197
Nairobi

The headteacher,

_____ primary school.

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a student at the University of Nairobi currently pursuing a Masters' degree in Educational Administration. I am carrying out a research on **“School factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya.”** Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. You are assured that your identity will remain confidential. Do not write your name anywhere in this questionnaire.

Thank you for your cooperation.

Kitheka Joseph Musila

APPENDIX B

HEADTEACHERS QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the school factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya. The information you give will be used for the purpose of the study only and your identity will remain confidential. Therefore, do not write your name.

Please tick (✓) to indicate your answer

Part A: Demographic information

1. What is your gender: Male Female

2. What is your age?

Below 25 years 26 – 30 years 31 – 35 years

3. What is the level of your profession?

Untrained PI

SI/SII/ Graduate

4. How long have you been a headteacher in this school?

Below 5 years 6 -10 years 11 – 15 years

Part A: School physical infrastructure and the implementation of child

friendly school

5. Indicate the adequacy of the following facilities in your school

Facilities.	Very adequate	Adequate	Not Adequate	Not Available
Classroom				
Desks				
Toilets				
Playground				
Water				
Electricity				

6. How do you rate the overall status of physical infrastructure in your school?

Adequate [] Inadequate []

Part B: School/community linkages and the implementation of child friendly

school

7. How do you rate the community involvement in the implementation of child friendly school in your school?

Very effective [] Effective [] Not effective []

8. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	My school has very supportive parents					
b.	School management supports child friendly programmes					
c.	Community involvement in school activities improve the performance					
d.	My school has established community partnership					
e.	Parents involvement in school activities improve the academic performance					

Part C: Psycho-social support and the implementation of child friendly school

9. To what extent does psycho-social and service delivery practiced in your school?

Very great extent [] Great extent []

Less Extent [] No extent []

10. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	Performance is determined by the wellbeing of a child at home and in the community					
b.	My school children are affected by poverty and hunger					
c.	My teachers provides psychological services to pupils					
d.	Psychosocial support ensures socially and emotionally support for pupils					
e.	My teachers provide social support to pupils					
f.	My school pupils feel cared for					

Part D: Teaching and learning materials and the implementation of child friendly school

11. Indicate the adequacy of the following teaching and learning materials in your school

Teaching and learning materials	Very adequate	Adequate.	Not Adequate.	Not Available
Attendance registers				
Maps				
Textbooks				
Charts				
Chalkboards				
Teaching aids				

Dictionaries				
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Part E Child centred teaching methodologies and child friendly schools

12. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	My school focus activities from the teacher to the learners or teachers use learners centre methodology					
b.	Pupils in my school are able to solve problem on their own					
c.	Pupils in my school are able to answer questions on their own					
d.	Pupils in my school work in teams on problems solving					
e.	Pupils spend class time constructively solving problems					
f.	My school has a better environment for pupils to learn					

Thank you for your cooperation

APPENDIX C

PUPILS QUESTIONNAIRE

Please tick (✓) to indicate your answer

Part A: Demographic information

1. What is your gender: Male Female

2. What is your age?

Below 10 years 11 – 13 years 14 – 16 years

Above 16 years

3. What is your class?

Seven Eight

Part A: School physical infrastructure and the implementation of child friendly school

4. Indicate the adequacy of the following facilities in your school

Facilities	Very adequate	Adequate	Not Adequate	Not Available
Classroom				
Desks				
Toilets				
Playgrounds				
Water				
Laboratories				
Libraries				
Electricity				

Part B: School/community linkages and the implementation of child friendly school

5. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	My parents are supportive in doing homework					
b.	My community ensure I have a child friendly school					
c.	My parents involvement in school activities improve my performance					
d.	PTA community ensure my friendly					
e.	My parents are concerned with my friendly					

Part C: Psycho-social support delivery and the implementation of child friendly school

6. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	Performance is determined by the wellbeing of a child at home and in the community					
b.	I'm happy given food at school					
c.	I am offered guidance and counseling services in my school					
d.	My teachers ensures I am happy at school					
e.	My school is a child-friendly one and I feel cared for.					

Part D: Teaching and learning materials and the implementation of child friendly school

7. Indicate the adequacy of the following teaching and learning materials in your school

Teaching and learning materials.	Very adequate	Adequate.	Not Adequate.	Not Available
Exercise books				
Maps				
Textbooks				
Charts				
Chalkboards				
Teaching aids				
Dictionaries				

Part E Child centred teaching methodologies

8. How effective is child centered teaching methodologies influence implementation child friendly in your schools?

Most effective [] Effective []

Not effective []

9. How do you rate your school in focusing child centred teaching methodologies?

Very high [] High []

Low [] Very low []

10. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	My teachers help me to understand hard topics					
b.	I am able to solve problem and answer questions on my own					
c.	We work in teams on problems solving					
d.	I spend the entire class time constructively					
e.	My school create a good environment for me to learn					

Thank you for your cooperation

APPENDIX D

PUPILS' FOCUS GROUP DISCUSSION GUIDE

Focus group discussion questions

- i. What is the status of the physical facilities in the school (probe on availability, safety of the school facilities?)
- ii. What is the relationship between the school and the community? (probe on whether there is good cooperation between the school and the community)
- iii. How does the school ensure provision of psycho-social services to the pupils? (probe on different psycho-social support for example guidance and counselling)
- iv. What is the status of teaching and learning resources in the school? (probe on availability, adequacy, safety)
- v. How are the teaching methodologies in the school (probe on the whether they are child friendly or not)

APPENDIX E

TEACHERS QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the School factors influencing implementation of child-friendly school programmes in public primary schools in Kangundo Sub-county, Kenya. The information you give will be used for the purpose of the study only and your identity will remain confidential. Therefore, do not write your name.

Please tick (✓) to indicate your answer

Part A: Demographic information

1. What is your gender: Male Female

2. What is your age?

Below 25 years 26 – 30 years 31 – 35 years

3. What is the level of your profession?

Untrained PI

SI/SII/ Graduate

4. How long have you been a teacher in this school?

Below 5 years 6 -10 years 11 – 15 years

Part A: School physical infrastructure and the implementation of child friendly school

5. How do you consider the status of physical infrastructure in your school?

Adequate Inadequate

6. Indicate the adequacy of the following facilities in your school

Facilities.	Very adequate	Adequate.	Not Adequate.	Not Available
Classroom				
Desks				
Toilets				
Playgrounds				
Water				
Laboratories				
Libraries.				
Electricity				

Part B: School/community linkages and the implementation of child friendly school

7. How do you rate the community involvement in the implementation of child friendly school ?

Very effective [] Effective [] Not effective []

8. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements.

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	My school has very supportive parents					
b.	School management supports child friendly schools					
c.	Community involvement in school activities improve the academic performance					
d.	My school has established community partnership					
e.	Parents involvement in school activities improve the performance					

Part C: Psycho-social support delivery and the implementation of child friendly school

9. To what extent does Psycho-social teacher support carried out in your school?

Very great extent [] Great extent []

Less Extent [] No extent []

10. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements.

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	Performance is determined by the wellbeing of a child at home and in the community					
b.	My school children are affected by poverty and hunger					
c.	I provide social services to pupils					
d.	I provide psychological services to pupils					
e.	Psychosocial support ensures socially and emotionally guidance and counseling					
f.	My adjusted pupils feel cared for in our school					

Part D: Teaching and learning materials and the implementation of child friendly school

11. What is the average pupil-textbook ratio in your class?

1:1 [] 1:2 [] 1:3 [] 1:4 and above []

12. Indicate the adequacy of the following teaching and learning materials in your school

Teaching and learning materials	Very adequate	Adequate	Not Adequate	Not Available
Attendance registers				
Maps				

Textbooks				
Charts				
Chalkboards				
Teaching aids				
Dictionaries				

Part E Child centred teaching methodologies and child friendly schools

13. To what extent are child centered teaching methodologies used/practised in your schools?

Very great extent [] Great extent []

Less Extent [] No extent []

14. How do you rate your school in focusing on the needs of the students?

Very effective [] Effective []

Not effective []

15. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	My school focus of activity from the teacher to the learners or teachers use learner centred					

	methodology					
b.	Pupils in my school are able to solve problem on their own					
c.	Pupils in my school are able answer questions on their own					
d.	Pupils in my school work in teams on problems solving					
e.	Pupils spend class time constructively solving problems					
f.	My school has a good environment for students to learn					

Thank you for your cooperation

APPENDIX F: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No:

Date: **10th June, 2015**

NACOSTI/P/15/5982/6104

Joseph Musila Kitheka
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **30th September, 2015**.

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

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





DR. M. K. RUGUTT, PhD, HSC,
DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

APPENDIX G: RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MR. JOSEPH MUSILA KITHEKA of UNIVERSITY OF NAIROBI, 1050-90115 Kangundo, has been permitted to conduct research in Machakos County</p> <p>on the topic: SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF CHILD-FRIENDLY PROGRAMMES IN PUBLIC PRIMARY SCHOOLS IN KANGUNDO SUB-COUNTY, KENYA</p> <p>for the period ending: 30th September, 2015</p> <p> Applicant's Signature</p>	<p>Permit No : NACOSTI/P/15/5982/6104 Date Of Issue : 10th June, 2015 Fee Recieved :Ksh. 1000</p> <p></p> <p> Director General National Commission for Science, Technology & Innovation</p>
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<p>CONDITIONS</p> <ol style="list-style-type: none">1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research; Failure to do that may lead to the cancellation of your permit2. Government Officers will not be interviewed without prior appointment.3. No questionnaire will be used unless it has been approved.4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.	<p> REPUBLIC OF KENYA</p> <p> National Commission for Science, Technology and Innovation</p> <p>RESEARCH CLEARANCE PERMIT</p> <p>Serial No. A 5263</p> <p>CONDITIONS: see back page</p>
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