SCHOOL-BASED FACTORS INFLUENCING INTEGRATION OF CHILD'S RIGHTS IN PUBLIC PRIMARY SCHOOLS IN KAKAMEGA SOUTH SUB-COUNTY, KAKAMEGA COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been submitted for award of examination of any degree in any other university

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DEDICATION

This work is special dedication to my dear parents mother Anna Lihemo Mutamba and to the memory of my late father Andrew Mutamba for having for having laid the foundation on my education upon which I built to this far that I have reached.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANPPCAN	African Network for Prevention and Protection against Child Abuse and Neglect
CRC	Convention on the Rights of the Child
CRE	Child's Rights
GoK	Government of Kenya
HRE	Human Rights Education
INSET	In-service Training
KAACR	Kenya Alliance for the Advancement of
KEMI	Kenya Education Management Institute
KHRC	Kenya Human Rights Commission
OHCHR	Office of the High Commissioner for Human Rights
SPSS	Statistical Package for Social Science
ICESCR	International Covenant on Economic, Social and Cultural Rights
UDHR	Universal Declaration of Human Rights
UNDHRET	United Nations Declaration on Human Rights Education and Training
UNCRC	United Nations Convention on the Rights of the Child
USA	United States of America

UNESCO United Nation Education Scientific Cultural Organization

UNGA United Nations General Assembly

UNICEF United Nations Children's Fund

WPHRE World Programme for Human Rights Education

ABSTRACT

The purpose of this study was to investigate school-based factors influencing integration of child rights education in public primary schools in Kakamega South Sub-County. The study objectives were: to establish the influence of child-centred teaching strategies on the integration of Child's Rights, to establish the extent to which availability of physical facilities influences integration of Child's Rights, to determine the extent to which teacher training influences the integration of Child's Rights, and to examine the extent to which availability and effective use of instructional resources affects integration of Child's Rights. The study employed a descriptive survey design targeting all the 85 head teachers, 956 teachers and 1,907 class eight pupils in Kakamega South Sub-County. Out of the targetted population, seventeen (17) head teachers, ninety five (95) teachers, and 190 pupils from all the public primary schools were sampled. Questionnaires for head teachers, teachers and pupils were used for data collection. Instrument reliability was established at 0.80, 0.73, and 0.75 respectively. Data was both qualitative and quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis. Qualitative data was put under themes consistent with the research objectives. The study noted that most teachers were professionally qualified. The results further indicated that professional qualification of a teacher in child rights education was vital for the integration of children's rights education in primary schools. In addition, the study established that physical facilities played an important role in the integration of child rights education in schools. The study findings also indicated that inadequate instructional materials in most schools in Kakamega South Sub-County were impacting negatively on the integration of child rights education. It was concluded that inadequate professional qualification of a teacher in child rights education was hampering the integration of children's rights education in primary schools. It was also concluded that availability of physical facilities in schools influenced the extent of integration of child rights education. The study further concluded that availability of instructional materials on child rights education influenced the extent to which child rights education was integrated in the school curriculum. Finally, it was concluded that the level of teachers' training through in-service courses was important in the integration of child rights education. The study recommended that teachers should be encouraged to attend in service training on child rights education; more funds should be spent on acquisition of physical facilities and instructional materials and the ministry of education should facilitate teachers' in-service courses in primary schools. The study suggested that a similar study should be conducted in a different location.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education transcends access to formal schooling and embraces the right to a specific quality of education and a broad range of life experiences and learning processes that enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society Conventions on the Rights of the Child (CRC) general comment No. 1. 17 April 2001. Para.2-9). Many countries include in their Constitution specific provisions referring to non-discrimination, but while gender, ethnicity, race and religious beliefs are often cited as grounds for protection, specific references to disability are less common. Since the 1980s, constitutional and legislative changes in favour of persons with disabilities have been enacted in a number of countries, including Kenya. Research shows that, across regions, 39 states have adopted non-discrimination or equal opportunity legislation in the context of disability.

These reforms have been based upon international human rights instruments, including the Convention on the Rights of the Child. They were also influenced by the 1993 UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the work of the Special Rapporteur on Disability. The new Convention on the Rights of Persons with Disabilities also requires a re-examination of legislation and policies in all member States.

As a fundamental right, every child is entitled to a free and compulsory quality primary education, and access to free pre-primary, secondary and post-secondary education. Governments have a formal obligation to respect, protect and fulfill the right to formal and non-formal education without discrimination and exclusion, including during emergencies. Education policies should promote peace, mutual respect and environmental care (www.globaleducationfirst.org). According to the CRC, the education system must observe the: rights of child protection, rights to education, and rights to parental care.

However, there continues to be challenges in national integration and implementation such as the absence of explicit policies and detailed integration and implementation strategies for human rights education and the lack of systematic approaches to the production of materials, the training of teachers and the promotion of a learning environment which fosters human rights values (World Programme for Human Rights Education, 2010). Rowen (2007), asserts that school factors influencing integration of education include the teaching personnel, physical facilities, instructional resources as well as attitude of both teachers and pupils.

Teacher education emerges as significant factor in integrating Child Rights (Lansdown, 1999). Gerber concludes that the lack of teacher training remains one of the most significant obstacles to the effective integration and implementation of HRE (Gerber, 2008). The UNHCHR evaluation of the first phase of the World Programme for HRE noted that “the overall approach to teacher training seems ad

hoc" (UNHCHR, 2010). According to UNESCO (2010), teachers are key partners in the integration of Child's Rights Education and thus appropriate training and support should be provided to improve teachers' capacity to understand similarities, differences and inequalities among children. Therefore, both teachers and school administrators should be well trained and equipped with knowledge to respond to children's needs (Save the Children Sweden, 2012).

Some form of Human Rights Education (HRE) is clearly stated by the Universal Declaration of Human Rights (UDHR) (UN, 1948), in which Article 26 (2) demands that education, amongst other goals, should be directed to the strengthening of respect for human rights and fundamental freedoms. It should also promote understanding, tolerance and friendship among all nations, racial or religious groups, and should further the activities of the UN for the maintenance of peace. During the UN Decade for Human Rights Education (1995-2004), the Office of the High Commissioner for Human Rights (OHCHR, 1997) prepared guidance for governments, which included a definition of HRE as: training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes (UNDHRET) (UN, 2011). The clear intention here is to align the content, process and purpose to ensure coherence between the means and ends of Child Rights, with both focusing on children's capacity to act as rights-bearers and the defenders of others' rights (UNICEF, 2014).

The United Nations General Assembly (UNGA) adopted the Convention on the Rights of a child (CRC) on November 20th 1989 (information Network, 2008; KHRC, 2004). Globally, the CRC serves as a major point of reference in many issues relating to children. In Northeast Asian school system, child's rights education has been integrated starting from primary school, lower secondary and upper secondary curriculum. Global education strategy (2015-2020) recognizes the provision of infrastructure (such as school buildings) and instructional material resources as a fundamental part of the right to education.

Plan International's work (2014) therefore integrates infrastructure and instructional material resources into the wider strategic aim of quality and inclusive education for all. Infrastructure and instructional materials should be designed with the active engagement of children, parents and the community, to ensure that it is culturally appropriate, safe and inclusive for all children.

According to UNESCO (2014), the principles of the CRC should be integrated into the structure and practice of schools; and engagement of children in projects where human rights standards are implemented in practice. The Child Rights policy makers should align Child Rights with critical pedagogy, and integrate it within dominant educational discourses to avoid the risk of marginalizing the contribution of Child Rights (UNCEF, 2015). To integrate Child's Rights Education in this syllabus effectively, Lundy (2012) points out that there is need for adequate and systematic training on the CRC for staff and students including child-friendly material and initiatives to reach marginalized groups.

In China, the education reforms in 2001 introduced a credit system which included compulsory subjects “Morality and Society” for Primary, “Thought and Morality” for lower secondary and “Thought and Politics” for upper secondary which covers children and human rights extensively. In Taiwan, education is on the list of seven important issues in the National Curriculum Guidelines (Guimei, Choijoo, Goh, Hige, & Tang, 2013).

In USA school system, there are numerous programs and activities both curriculum and co-curriculum, such as performing arts, put in place to equip pupils with a clear know-how on human rights (Spero, 2012). In Bosnia, a curriculum for peace education covering children and other human rights has been implemented (ODIHR, 2009). Many African countries have also integrated Child’s Rights in the school curriculum (Keet & Carrim, 2006). Apart from integrating Child’s Rights in basic and tertiary education curricula, Tunisia set up a commission for the child and other human rights education in 1995 (Africa, 2009).

Uganda has also integrated Child’s Rights in her school curriculum (Horn, 2009). Kenya is a signatory to important human rights declarations which include; the Universal Declaration of Human Rights (UDHR) of 1948 and the Convention on the Rights of the Child (CRC) of 1989. Moreover, human rights are enshrined in the Kenyan constitution (2010) under the Bill of Rights (Reports, 2010). Kenya has shown its commitment on in schools by integrating Child’s Rights in the primary school curriculum in 2003 through 2006. In primary schools, Social

Studies curriculum has adapted a spiral approach to integrating Child's Rights from standard one to eight (Karugu, 2013).

The GoK also recognizes the fact that teachers should be professional and well trained. This must include the provision of adequate pre-service and in-service teacher training. Besides, it recognizes Scholars such as Commenus (1670-1992) Rousseau (1712-1778) and Foebel (1782-1852) Jean (Piaget 1896-1980) who championed the right to education as a basic foundation for all levels of learning and development. Through the Kenya Institute of Curriculum Development (KICD), the GoK also recognizes the sentiments of Bishop (1985) that a school curriculum should be beneficial to learners and society at large. As such, the KICD has integrated Child Rights in various syllabi at various levels of learning (KIE 2002; Republic of Kenya, 2010). In any country, and especially where material resources are scarce, the key resource in the learning environment is teachers themselves. It is important that teachers have a commitment to teaching all children. Where teachers can receive relevant pre-service and in-service training and have access to continuing support, they are well placed to become leaders and pacesetters in inclusive education.

Despite the variety of sources of advice and guidance on HRE and the CRC, the Conventions on the Rights of the Child has consistently advised member states, Kenya included, that they are not doing enough to address the children's rights agenda in education (Lundy, 2012; World Bank, 2012; UNICEF, 2015). In this

study, the researcher seeks to find out forms in which Child's Rights are being abused in Kenyan schools.

The results of the survey by African Network for Prevention and Protection against Child Abuse and Neglect Kenya (2005), show that corporal punishment and other forms of child abuse are still used on children. Basing on the results of survey done by African Network for prevention and protection against child abuse and neglect Kenya (2012), in Kakamega South Sub-County, there have been cases on forms of children being exposed to physical and mental violence where teachers still apply corporal punishment to children. Besides, some children are denied their rights to education by teachers and parents too.

This comes out clearly in terms of absenteeism where children are sent out school by teachers against the education policies which lead to school drop outs, early pregnancies, child labour, and drug abuse among others. This is also an indicator of lack of parental care. There is no study that has been done in the area to find out the factors that influence the integration of Child's Rights in education in the area. According to Amimo (2012), in her research in schools in Athi River, she recommended that a similar study be done in other counties since very few studies have been done on the area yet there is a gap. This reckons the need for this study.

1.2 Statement of the problem

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

children. Many cases are still reported, others remain unreported. Children are left to suffer physical, emotional and psychological injuries (Amimo, 2012).

The results of the survey done by African Network for Prevention and Protection (ANPPCAN) against child abuse and neglect Kenya (2012), show that there are still major gaps in Kakamega South Sub-County, in ensuring that the education provides "adequate and systematic training on the Child's Rights for staff, parents and students. There have been cases on forums of children being exposed to physical and mental violence where teachers still apply corporal punishment to children. Besides, some children are denied their rights to education by teachers and parents too.

This comes out clearly in terms of absenteeism where children are sent out school by teachers against the education policies which lead to school drop outs, early pregnancies, child labour, and drug abuse among others. This is also an indicator of lack of parental care. The above are clear indications of violation of children rights is especially Kakamega South Sub-County (African Network for Prevention and Protection against Child Abuse and Neglect Kenya, 2012). There is no study that has been done in the area to find out the factors that influence integration child's rights education in the area.

According to Amimo (2012), in her research in schools in Athi River, she recommended that a similar study be done in other counties since very few studies have been done on the area yet there is a gap. This reckoned the need for this study.

1.3 The purpose of the study

The purpose of this study was to investigate the school based factors influencing the integration of child's rights education in public primary schools in Kakamega South Sub-County, Kakamega County, Kenya.

1.4 Objectives of the study

The study was set to achieve the following objectives:

i. To establish the influence of child-centred teaching strategies on the integration of Child's Rights in public primary schools in Kakamega South Sub- County.

ii. To establish the extent to which availability of physical facilities influences integration of child's rights in public primary schools in Kakamega South Sub-County.

iii. To determine the extent to which teacher training influences the integration of child's rights in primary school in Kakamega South Sub-County.

iv. To examine the extent to which availability and effective use of instructional resources affects integration of child's rights in public primary schools in Kakamega South Sub-County.

1.5 Research questions

The following research questions were formulated from the objectives of the study:

i. What is the influence of child-centred teaching strategy on the integration of Child's Rights in public primary schools curriculum?

ii. How much does availability of physical facilities affect the integration of child's rights in public primary schools in Kakamega South Sub-County?

iii. To what extent do teachers training influence the integration of child's rights in public primary schools in Kakamega South Sub-County?

iv. To what extent does the availability of instructional resources in public primary schools influence the integration of Child's Rights?

1.6 Significance of the study

This study would provide the information to the research and evaluation department of Kenya Institute of Curriculum Development (KICD) on the problems that teachers are experiencing in integration of education. The study would also provide rich data for policy utilization in the area of education as well as expose gaps which may require to be filled for proper integration of education. The information for this study could also be used by Ministry of Education (MoE) when organizing for In-service Training (INSET) programmes for the primary school teachers. The suggested solutions would assist both the head teachers and teachers to foster the implementation of education. Teachers being the cornerstone of the implementation of child's right education in schools would be able to learn and adopt better approaches in addressing the school based factors that hinder the implementation of education in the school curricula.

1.7 Limitations of the study

In this study, the researcher experienced a problem of controlling the respondents' unwillingness to provide truthful and sensitive information on Child's Rights. In addition, the researcher encountered the problems of some of the head teachers in selected schools failing to allow access to Child Rights Education documents. These were some of the major limitations to the study. The researcher mitigated this by assuring them of the confidentiality of their identity and the use to which their answers would be put, which would be the research only.

1.8 Delimitation of the study

This study was limited to 956 teachers and 1,907 class eight pupils in Kakamega South Sub-County, Kakamega County (District Enrolment Report, 2015).

1.9 Assumptions of the study

The study basically assumed that the education being integrated in all the primary schools in and Kakamega South Sub-County had a major role to play in the upholding Child's Rights.

1.10 Definition of significant terms

The following are the significant terms

Child's rights integration refers to the education processes where broad range of life skills and competencies are infused into the syllabus at primary level to

build links with other educational programmes like Child Rights and all other subjects.

Child's rights practices refers to the alignment of the content, process and purpose to ensure coherence between the means and ends of Child Rights, with both focusing on children's capacity to act as rights-bearers and the defenders of others' rights.

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

Curriculum refers to the program for instruction in which other programmes are infused, planned and guided by the teachers for pupils to learn at school.

Instructional resources refers to items that are used as sources of information for teachers and pupils to enhance learning like teachers, course books and other reference texts

School based factors refer to what happens within the school set up influencing the integration of Child Rights.

Teaching strategies refers to the process of applying the most appropriate method for the learner's specific objectives, learning styles and context by an experienced professional teacher.

1.10 Organization of the study

This study is organized in five chapters. Chapter one is introduction covering the background to the study, the problem statement, the purpose of the study, objectives, research questions, and the limitations of the study. Chapter Two is on literature review of the study and sought to understand the objectives of the study by looking at the existing literature on school based factors influencing the integration of child's rights education. This chapter also comprises theoretical and conceptual framework. Chapter Three explains the research methodology. Chapter Four presents findings from data analysis, interpretation and discussions. Chapter Five covers the summary of the study, conclusions and recommendations. Suggestions for further research have also been presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature. It contains the following themes: Overview of child's rights education, the influence of child-centred teaching strategy on the integration of Child's Rights in primary school curriculum, the influence of physical facilities on the integration of Child's Rights, the influence of teacher training on integration of Child's Rights in primary school curriculum, and the influence of the availability of instructional resources on the integration of Child's Rights in primary school curriculum. Besides, there is the summary of the literature review, theoretical framework and conceptual framework.

2.2 Overview of Child's Rights

Many countries include in their Constitution specific provisions referring to non-discrimination, but while gender, ethnicity, race and religious beliefs are often cited as grounds for protection, specific references to disability are less common. Since the 1980s, constitutional and legislative changes in favour of persons with disabilities have been enacted in a number of countries, including Kenya. Research shows that, across regions, 39 states have adopted non-discrimination or equal opportunity legislation in the context of disability.

These reforms have been based upon international human rights instruments, including the Convention on the Rights of the Child. They were also influenced by the 1993 UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the work of the Special Rapporteur on Disability. The new Convention on the Rights of Persons with Disabilities also requires a re-examination of legislation and policies in all member States.

During the UN Decade for Human Rights Education (1995-2004), the Office of the High Commissioner for Human Rights (OHCHR, 1997) prepared guidance for governments, which included a definition of HRE as: training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes (UNDHRET) (UN, 2011). The clear intention here is to align the content, process and purpose to ensure coherence between the means and ends of Child Rights, with both focusing on children's capacity to act as rights-bearers and the defenders of others' rights (UNICEF, 2014). Child's Rights Education programmes should build links between health, social welfare and education. Education processes must integrate the broad range of life skills and competencies. Advocacy and campaign activities at the national and global level should draw on evidence and experience from Plan International's education programmes (Plan International, 2014). Child's Rights Education standards have an important part to play in encouraging governments to review and improve their education provision to more fully meet children's rights. The Child Rights

advocates argue that the curriculum must align Child Rights with critical pedagogy, and position it within dominant educational discourses (Alderson, 1999).

In any country, and especially where material resources are scarce, the key resource in the learning environment is teachers themselves. It is important that teachers have a commitment to teaching all children. Where teachers can receive relevant pre-service and in-service training and have access to continuing support, they are well placed to become leaders and pacesetters in inclusive education

2.3 Influence of teaching strategies on the integration of child's rights

Education should be about children's rights; that it should be conducted through a process which respects children's rights; and that it should aim to secure children's commitment and capacity to act for children's rights (UNESCO, 2012). Since the approval by the United Nation of the convention on the Right of the Child in 1989, various efforts have been made to provide Child's Rights Education in schools (Howe & Covell, 2007). A number of interactive teaching strategies can be used when teaching human rights to a wide variety of people. Not all methods are appropriate for all types of audience. Instructors should, therefore, be flexible and adopt their teaching methods appropriately where necessary (McQuoid-Mason, 1995).

The following techniques have been proved appropriate for education because they encourage critical thinking (OHCHR, 2004): Brainstorming, Case studies,

Closings, Child Rightsative Expression, Debates and Negotiations, Discussion, Dramatizations, Energizers, Films and Videos, Field Trips, Games, Hearing and Tribunals, Icebreakers and Introductions, Interpretation of Images, Interviews, Jigsaw Activities, Journal writing, Media, Mock Trials, Open-Ended Stimulus, Presentations, Research Projects, Ranking and Defining Exercises, Simulations, Storytelling, Surveying Opinion and Information Gathering, Webbing Activities (Human Right Resource Center, 2007).

UNESCO (2012) reports that the best approach to Child's Rights Education should be one that ensures all the components and processes of education including curricula, materials, methods and training are conducive to the learning of child's rights. This is in line with Katoch, (2015) who contend that for the child to be taught effectively effective strategies should be employed and that there should be enough instructional resources. A study conducted in Canada by Froese-Germain, et al. (2013) shows that school-based human right education project are effective method of teaching as an extension of the curriculum. Empirical studies on teaching strategies of are very few especially in African contexts. This research intends to fill this gap by basing on Plan International (2014) which advocates for child-centred teaching strategies.

2.4 Physical Facilities and Integration of Child's Rights

Recent Research has shown that the physical facilities influences the people's perception of a school and can serve as a point of achievement and promotes education. According to Tennesse Advisory Commission on the

Intergovernmental Relations (2003), it is absurd to expect good performance from Curriculum that operates in unsafe environments, Physical factors like the lighting System, Buildings and Ventilation that can affect a learners psychological state as well as health. A Child – rights based approach Contributes to better results and efficiency, good classes that are child centred have the capability of retention of learners and enhance morale and commitment. Conflict resolution is promoted, and child's open to air their views and tolerance leading to respect in the classroom (Gurusinga, 2013).

Unesco (2014) reiterates that In low income Countries, increasing spending is to provide text books. And to improve teachers Education and school facilities that has a positive impact on the learners' ability. To achieve FPE) , Building of classrooms is necessary in many Countries, Clean water sanitation and their access is mandatory (UNESCO, 2004). Sifuma (2007) notes that while free primary Education (FPE) has increased school enrollment , it has a well created problems like poor teaching and learning facilities resulting from congestion and strain on existing facilities. Kenya as a developing country suffers the cost of ineffectiveness coupled with dependency on central government revenues. The population has risen at the expense of physical facilities, resulting to poor implementation of FPE due to lack of classrooms. Space for expansion and sanitation facilities (Muruki 2008) Okeyo (2013) in her study recommends provision of adequate Physical facilities effective.

2.5 The extent to which teacher training courses influence the integration of Child's Rights in primary school curriculum.

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

The journey between integration and implementation is a long and complex one (Gerber, 2008). Lundy et al. and Gerber agree that teacher education emerges as significant factor in integrating Child Rights (Lundy et al., 2012; Gerber, 2008). Gerber concludes that the lack of teacher training remains one of the most significant obstacles to the effective integration and implementation of HRE (Gerber, 2008). The UNHCHR evaluation of the first phase of the World Programme for HRE noted that "the overall approach to teacher training seems ad hoc" (UNHCHR, 2010). Morgan and Kitching's (2006) evaluation of an HRE initiative across the North and South of Ireland identified teacher training as one of the main priorities for action. Globally, it is estimated that an additional 1.6 million teachers, as well as 3.7 million replacement teachers, were to be recruited in order to achieve universal primary education by 2015.

Globally, it is estimated that an additional 1.6 million teachers, as well as 3.7 million replacement teachers, were to be recruited in order to achieve universal primary education by 2015. In order to fulfill the right to education, governments are to ensure that sufficient budget and incentives are in place to recruit, train and retain an adequate number of professional teachers, particularly females, who receive adequate pay and enjoy good working conditions (World Bank, 2014). In Tanzania, for example, the government phased its school fee abolition over several years, whilst reducing the risks to quality by improving teacher deployment and the procurement of textbooks and learning materials, as well as by strengthening the management capacity at the local level (World Bank, 2014). The GoK also recognizes the fact that teacher training, when well-designed, can have a positive impact (Andreopoulos, 2002).

2.6 Influence of the availability of instructional resources on the integration of child's rights education

Mahoney and Caims (1997) learning would be passive and boring if instructional resources are not incorporated in the learning process. Availability, organization and effective utilization of the resources coupled with appropriate teaching and learning strategies to enhance the acquisition of the subject matter and content

Provision of instructional materials like text books (both pupils books and teacher guides) class readers, wall maps and wall charts, abacus among other instructional materials is the most effective way of contributing towards quality in education as far as child rights integration (Sekiwu, 2009). The clear intention here is to align

the content, process and purpose to ensure coherence between the means and ends of Child Rights, with both focusing on children's capacity to act as rights- bearers and the defenders of others' rights (UNICEF, 2014).

The success of Education depends on the availability of instructional resources: teachers and material resources. Material resources are items that are used as sources of information for teachers and pupils to enhance learning. Orodho (1996) says that there is a strong association between resources and pupils' achievement. Textbooks availability has been shown to be consistently related to achievement in less industrialized countries and access to reading materials is positively related to pupils' achievement. A study carried out in Canada indicated that despite teachers reporting that they teach in school, fewer than half (48%) agreed that there are sufficient resources to support it (Froese-Germain, Riel, & Théoret, 2013). This is in agreement with Ochuodho (2013) study at Dagoretti, Kenya which revealed that there were inadequate instructional materials and that most teachers used only discussion method for the implementation of education.

UNESCO (2012) reports that, currently, there are many print materials available, audio-visual and international documents that can be used for teaching child rights. In addition, many organizations have a variety of resources available online that is useful in teaching Child Rights. A good example is National Peace Corps Association, which offers the following classroom materials for teaching child rights; Lesson Plans, Curriculum and Teaching Materials, Global Classroom Connections, Resource Collections and Virtual Libraries, Interactive and

Informational Websites, Classroom Programs and Presenters, Art, Film, and Video Resources, Media Sources for Global Educators, Global Statistics and Facts for Educators (National Peace Corps Association, 2015). Amnesty international provides a wide range of curriculum resources on human rights designed for both primary and secondary levels (Amnesty International, 2009).

2.7 Summary of the literature review

Education should be about children's rights; that it should be conducted through a process which respects children's rights; and that it should aim to secure children's commitment and capacity to act for children's rights (UNESCO, 2012). Instructors should, therefore, be flexible and adopt their teaching methods appropriately where necessary (McQuoid-Mason, 1995). In very many schools, the failure of the head teachers to adapt to the set policy frame work on the needs of children results in high levels of dropout, poor performance, and repetition in grade levels (Skiba and Edl, 2004). Besides, lack of teacher training remains one of the most significant obstacles to the effective integration and implementation of HRE (Gerber, 2008). The success of Child Rights, therefore, depends on the availability of instructional resources: teachers and material resources. Orodho (1996) says that there is a strong association between resources and pupils' achievement. Hence, teachers' quality has to be improved by pre-service and in-service training in addition to academic qualification.

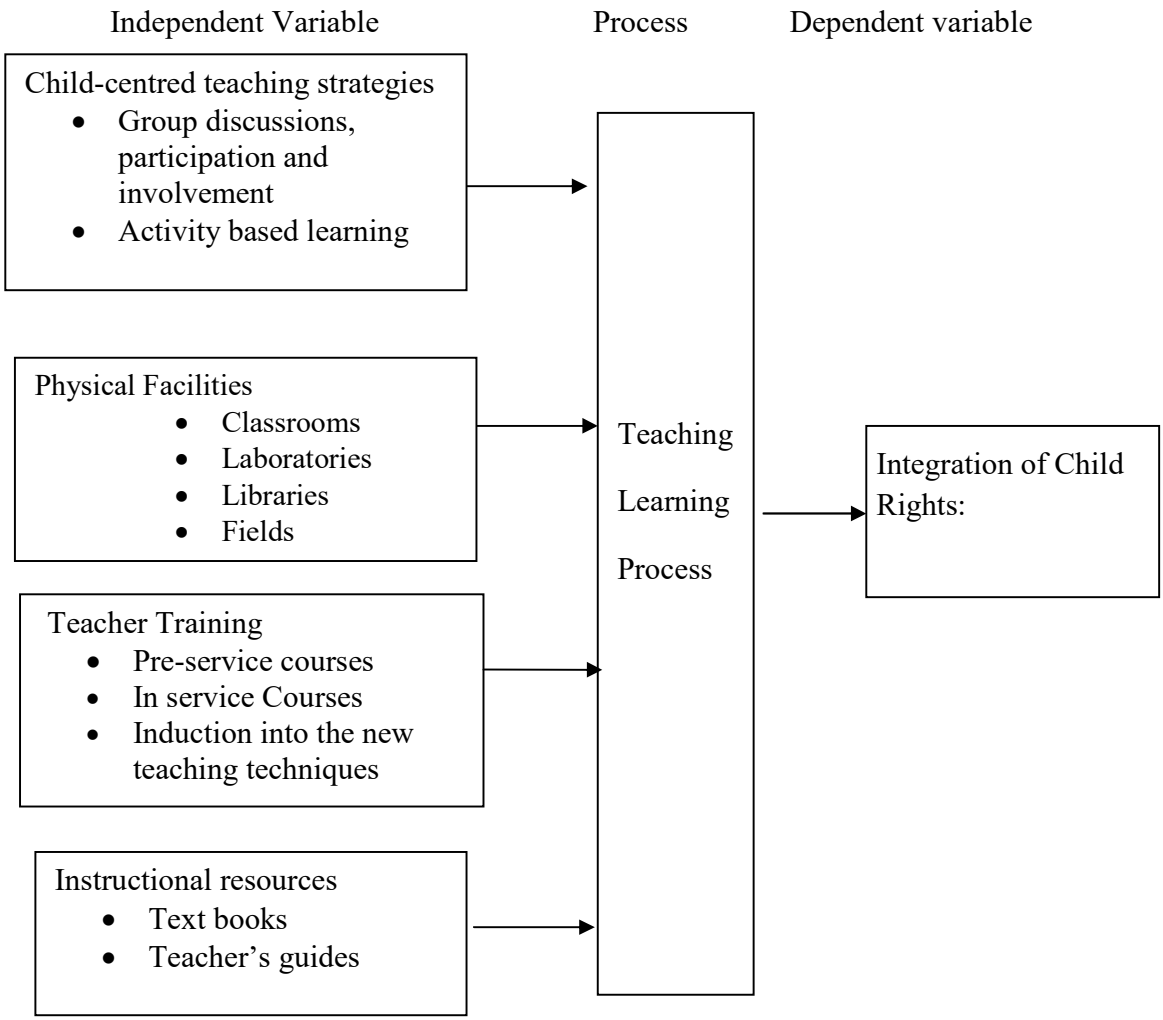
2.8 Theoretical framework of the study

The constructivist learning theory of Jean Piaget (1896-1980) is found to be relevant for this study. According to constructionists, learning is a constructive process in which the learner is actively involved in learning experiences. The suitability of this theory is further enhanced by the fact that social constructionists are associated with pedagogic approaches that promote participatory methods of teaching (KHRC, 2004; KIE, 2001). This theory can be supported by critical pedagogy theory by Paulo Freire (1974) which provides the theoretical foundation for the integration of Children Rights Education (Meintjes, 1997; Suarez, 2007). This means the teaching strategies should not be limited to interactive strategies but should include all those which are effective in promoting awareness of the Child's Rights. For teachers to be able to apply a mix of effective teaching strategies in the classroom they need to master the content to be taught. Successful integration depends on: legal policy frame work, the head teacher, qualified teachers, and school environmental factors as the social constructionists' research demonstrated (Saylor and Alexander, 1973).

2.9 Conceptual framework on school based factors influencing integration of Child

The conceptual framework shows the relationship between schools based factors and the integration of Child's Rights Education in various situations in public primary schools.

Figure 2.1: School based factors influencing integration of Child Rights



Source: Adapted from Seidman, Lonnie & Loretta (2005)

The above conceptual framework shows clearly child-centred teaching strategies, availability of physical facilities and teacher training as well as effectiveness of instructional resources have direct effects on child rights based approach in schools for effective child rights integration. Adequate and appropriate facilities when well used will ensure the comfort of the teachers and children therefore

contribute to effective integration of child rights in curriculum. Availability of functional resources will ensure that teachers use varied instructional teaching structures to enhance the learning and teaching process of child rights in the school. The aim of the study is to investigate the school factors that influence the integration of child rights either positively or negatively in public primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, details on how the research was conducted are presented. The chapter is divided into the following sections: the research design, target population, sample and sampling technique, research instruments, reliability and validity of instruments, data collection procedures and methods of data analysis.

3.2 Research design

The study adopted descriptive survey design. Kothari (2004) defines descriptive survey design as the collection of quantified data from a population for the purpose of describing the characteristics of that population. The design was relevant since the respondents were observed and interviewed in a completely natural environment. It was also appropriate as it helped the researcher to gather data within a short period of time and with minimal financial expenditure.

3.3 Target Population

Mugenda and Mugenda (2003), state that, a population is a complete set of individual cases or object with some common observable characteristics. The target population for this study was 85 head teachers, 956 teachers and 1,907 class eight pupils in Kakamega South Sub-County, Kakamega County (District Enrolment Report, 2015).

3.4 Sampling Techniques and sample size

Mugenda and Mugenda (2003) states that in sampling, a sample size of between 10 percent and 30 percent of the target population is acceptable. In this study the researcher opted to use simple random sampling and stratified sampling, sampling 20 percent of the head teachers, 10 percent of the teachers and 10 percent of the pupils. The pupil respondents were chosen using stratified random sampling technique which allowed the separation of boys and girls on the basis of gender. In total 302 respondents were considered for the study.

Table 3.1

Sampling frame

Respondents	Population	Sample size	Percent
Head teachers	85	17	20
Teachers	956	95	10
Pupils	1907	190	10
Total	**2948**	**302**	**40**

3.5 Research instruments

Two questionnaires were used in carrying out the research and facilitate gathering of information. Mugenda and Mugenda (2003) state that questionnaires are commonly used to obtain important information because they can be developed to address a specific objective. In this study the questionnaires were used to collect

information on children rights awareness, instructional resources, teaching strategies and perception of teachers towards teaching Children Rights Education as outlined in the objectives. Questionnaires contained both closed and open ended items. The closed items sought to collect the respondent's demographic information. The open-ended questions contained items that intended to seek respondents' opinion on children's right awareness in primary schools.

Questionnaires seeking children rights awareness were of two types, one for the teachers and the other for the pupils. Perception questions were drawn from the Human Rights Education Attitude Scale (HREAS), originally developed by Karaman-Kepenekçi in 1999 (Gundogdu, 2011). The drafting of the research instruments to be used in data collection was done in collaboration with the supervisors.

3.5.1 Validity of research instruments

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

research design. The content validity was established by supervisors who were consulted to give their judgment and advice.

3.5.2 Reliability of the research instruments

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

$$r = \frac{\Sigma xy - (\Sigma x)(\Sigma y)/N}{\sqrt{[\Sigma x^2 - (\Sigma x)^2/N][\Sigma y^2 - (\Sigma y)^2/N]}}$$

Where r = degree of relationship between odd and even numbers

Σx = sum of odd number scores
Σy = sum of even number scores
$(\Sigma y)^2$ = square of Σy
$(\Sigma x)^2$ = square of Σx
Σx^2 = sum of square of x
Σy^2 = sum of square of y
Σxy = sum of product of x and y
N = number of paired odd and even numbers

Source: Best and Khan (2006).

A correlation coefficient above 0.70 was sufficient enough to judge the instrument as reliable (Best and Khan, 2006). This study obtained a correlation coefficient of 0.80 for head teachers' questionnaire, 0.73 for teachers' questionnaire and 0.75

for pupils' questionnaire. This was deemed sufficient to judge the instruments as reliable.

3.6 Data collection procedure

After getting a letter of introduction from the university, the researcher sought for authorization to conduct the research from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought a letter of consent from the Director of Education in Kakamega County and the DEO, Kakamega South district. The researcher then approached head teachers of randomly selected schools and explained to them the purpose of the study. Upon getting consent from the relevant head teachers the researcher commenced with the field work. The head teachers' and teachers' questionnaires were administered to randomly selected respondents. All the pupils who were chosen to participate in the study answered the questionnaires during break time and over lunch break for minimal interference with their class time. The researcher collected the filled-in questionnaires later for data analysis.

3.7 Data analysis techniques

Data analysis based on the research objectives. Completed questionnaires were checked and edited for completeness and consistency. The data were then summarized, coded, edited and then the information synthesized to reveal the essence of data. The issues requiring open-ended questions were analyzed qualitatively. Data were then analyzed both manually and by use of Statistical

Package for Social Sciences (SPSS) (Mugenda & Mugenda, 2003). In interpreting the results, the frequency with which the idea appeared were interpreted as a measure of importance using tables, percentages and frequencies.

3.8 Ethical considerations

The researcher sought for clearance from the University and got the permit prior to the commencement of the research from the National Commission for Science, Technology and Innovation. A courtesy call was also made to the District Education Officer before embarking on final research. The interviewees were informed in advance before the data collection date. The researcher visited the schools selected and gave out the questionnaires. Those who were accepted to participate in this study were assured that their responses were used for the purposes of the study only and that confidentiality would be highly maintained. Once filled in, the researcher collected the questionnaires after a week.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter gives a detailed analysis of the research findings on the school based factors influencing the integration of child's rights education in public primary schools in Kakamega South Sub-County, Kakamega County, Kenya. Presented are the findings on questionnaire return rate, the influence of child-centred teaching strategies on the integration of Child's Rights in public primary schools, the extent to which availability of physical facilities influences integration of child's rights in public primary schools, the extent to which teacher training influences the integration of child's rights, and the extent to which availability and effective use of instructional resources affects integration of child's rights in public primary schools in Kakamega South Sub-County. Data was analyzed both manually and by use of SPSS computer programme. In interpreting and presenting the results, the frequency with which the idea appeared were interpreted as a measure of importance using tables, percentages and frequencies.

4.2 Questionnaire return rate

A total of 17 head teachers' questionnaires, 95 teachers' questionnaires and 190 class eight pupils' questionnaires were issued to the respondents. All head

teachers' questionnaires were returned back dully filled in, representing 100 percent. For the teachers, only 84 questionnaires were returned back, representing 88.4 percent. Besides, the pupils' questionnaires that were returned back added to 160, giving a total of 84.2 percent. The overall return number was 261 out of 302 representing 86.4 percent. The return rate was considered reliable for the purpose of study because it was above 70.0 percent (Best & Kahn, 2006). The data collected was tabulated as per the questionnaires systematically covering all the items as per the research objectives.

4.3 Demographic data of the respondents

It was essential for the study to gather data on head teachers', teachers' and pupils' background. Pupils' background in terms of gender, age and type of school they belong in the sub-county besides head teachers' and teachers' academic and professional qualifications were captured. These directly or indirectly would have an influence on the integration of child's rights education in public primary schools in Kakamega South Sub-County, Kakamega County, Kenya. The head teachers', teachers' and pupils' demographic data are summarized as follows:

4.3.1 Gender of the respondents

Gender was considered important in this study because it could directly or indirectly influence the integration of childs' rights education in public primary schools. According to Hugh and Hawes (2004) education must be a priority area for ensuring a strong foundation for development of both genders. Education

transcends access to formal schooling and embraces the right to a specific quality of education and a broad range of life experiences and learning processes that enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society Conventions on the Rights of the Child (CRC) general comment No. 1. 17 April 2001. Para.2-9). As a fundamental right, every child is entitled to a free and compulsory quality primary education. Governments have a formal obligation to respect, protect and fulfill the right to formal and non-formal education without discrimination and exclusion, including during emergencies. The researcher included the gender of the respondents in order to establish the magnitude to which the integration of child rights education was influenced by school based factors in public primary schools.

Table 4.1

Distribution of head teachers, teachers and pupils by gender

Gender	**HTs**		**Teachers**		**Pupils**	
	No.	**%**	**No.**	**%**	**No.**	**%**
Male	11	64.7	50	59.5	95	59.4
Female	6	35.5	34	40.5	65	40.6
Total	**17**	**100.0**	**84**	**100.0**	**160**	**100.0**

Table 4.1 shows that the head teachers (64.7%), teachers (59.5%), and pupils 59.4%) for this study were predominantly male. This data supports Juma (2012),

findings that there are more male pupils and teachers in Kenyan schools than females. One gender dominating in a given school can influence the integration of child's rights in education. Empirical evidence shows that female head teachers and teachers tend to think people regard them as weaker sexes who cannot even manage a school. With this belief at their back, they tend to work very hard in order to fight the stereotype. Subsequently, the female head teachers and teachers are more likely to influence girls on the issues of child rights at the end as they fight male domination.

4.3.2 Pupils' age

The age of the pupils was also a factor to consider. Data from the respondents was tabulated in Table 4.2.

Table 4.2

Pupils' age

Age	**Pupils**	
	n	**%**
Below 13 years	53	33.1
13-15 years	100	62.5
16-18 years	7	4.4
Total	**160**	**100.0**

The data from Table 4.2 shows that 62.5 percent of the respondents are aged between 13 and 15 years. This implies that if children's rights are being integrated in their school curriculum, these pupils are able to note them out because they are of age.

4.3.3 Type of school pupils belong in

The type of school pupils belong in indicates whether the child has been given good experience, knowledge and understanding when it comes to matters of child rights in schools. Pupils were required to indicate their type of school and the data collected is in Table 4.3.

Table 4.3

Distribution of pupils by type of school

Classes	**Pupils**	
	n	**%**
Day	103	64.3
Boarding	57	35.7
Total	**160**	**100.0**

From Table 4.3, the results indicate that a majority of the pupils were in Day Schools (64.3%) and the least in Boarding Schools (35.7%). The response from the pupils indicates that they have a rights-based understanding of education which emphasizes training, human capital investment, and containment of young people and their socialization. Judging from pupils' representation in both types of schools, it shows that parents, too, have demands of the education system. Most parents want schools that will equip their children for a successful life, and hence expect those schools that will provide their children with the knowledge, skills, and confidence that will help them gain employment and achieve economic

success. The parents also know that children's best interests in education must be a primary consideration and that the child's evolving capacities must be respected.

4.3.4 Head teachers' and teachers' academic and professional qualifications

Academic and professional qualification of teachers was also a factor to consider in this study. Academic and professional qualifications of the head teachers and teachers could determine how appropriately they vary leadership styles and teaching and learning methodologies to integrate child rights in education. Teachers' and head teachers' academic and professional qualifications are shown in Table 4.4.

Table 4.4

Academic and professional qualifications of teachers and head teachers

Qualifications	**Teachers**		**Head teachers**	
	Frequency	**%**	**Frequency**	**%**
B.Ed	16	19.0	3	17.8
Diploma	26	31.0	7	41.1
P 1	40	47.6	7	41.1
Form 4	2	2.4	0	0.0
Total	**84**	**100.0**	**17**	**100.0**

Results from Table 4.4 show that majority of the teachers (47.6%) and head teachers (41.1%) were B.Ed degree holders. There were no teachers and head

teachers with M.ED degree. However, this implies that they had the necessary experience to implement any changes in the curriculum including integration of child's rights issues. The overall management of pupils in public primary schools is vested in the hands of teachers. It is, therefore, imperative that head teachers and teachers be persons with good education and sufficient practical knowledge that allows them to interpret Parliamentary Acts and other policies which relate to Child Rights Education in schools.

According to UNESCO (2007) head teachers and teachers are faced with the task of ensuring that all children have a right to learn. This assertion concurs with Halverson, Grigg, Pritchett and Thomas (2005) findings that head teachers and teachers have to ensure there are conducive learning conditions in schools. Besides, Tableman (2004) and Muchiri (1998) state that both teachers and head teachers require training in the field of educational administration and planning which is a professional course at Masters Level, one of the most effective means of promoting children's understanding of the reciprocal basis of rights is to create an environment where their own rights are respected. Through this experience, they develop the capacities to exercise responsibility.

To better understand the extent to which teachers' professional qualifications influence integration of child's rights education, a chi-square analysis was carried out. Table 4.5 shows the chi-square for the relation between integration of child rights education and professional qualification of teachers.

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

Table 4. 5

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

	Value	**df**	**Asymp. Sig. (2sided)**
Pearson Chi-Square	15.663(b)	1	.000
Likelihood Ratio	15.657	1	.000
N of Valid Cases	160		

The results show the professional qualification of teachers was significantly related to the integration of child rights education in the school curriculum, X2(1, N=160) =15.663, p=0.00. Thus, professionally qualified teachers were required for effective integration of child rights education in the school curriculum.

4.3.5 Head teachers' and teachers' duration of service

Head teachers' and teachers' duration of service would be appropriate in determining how experienced they are in dealing with Acts and other policies which relate to Child Rights Education in schools. Duration of service would indicate training skills they have had to bear responsibility for preparing lessons, teaching, grading work, maintaining positive classroom discipline and creating

opportunities for children to express views and keeping the classrooms in order. Through this experience, they develop the capacities to exercise responsibility. Head teachers' and teachers' duration of service is presented in Table 4.6.

Table 4.6

Teachers' and head teachers' response on duration of service

Duration of service	**Teachers**		**Head teachers**	
	Frequency	**%**	**Frequency**	**%**
Below 1 year	6	7.2	0	0.0
2-5 years	6	7.2	3	17.6
6-10 years	16	19.0	4	23.5
11-15 years	40	47.6	2	11.8
16-20 years	9	10.7	8	47.1
Above 20	7	8.3	0	0.0
Total	**84**	**100.0**	**17**	**100.0**

Table 4.6 indicates that a majority of teachers (47.6%) and head teachers (47.1%) had served for more than 15 years. These teachers and head teachers, therefore, had good information about the school-based factors influencing the integration of child rights in education. These head teachers and teachers have been faced with the task of ensuring that all children have a right to learn by maintaining appropriate management approaches. The data shows that most had the necessary

experience and skills to ensure that children rights are upheld in their respective schools. Even though 17.6 percent of the respondents had served as head teachers for less than five years, this does not imply that they cannot lead their schools to implement the necessary curricula that promote children's rights. Their experience was enough to help them adopt strategies that promote children's rights.

4.3.6 Head teachers' years of service in the current school

Head teachers' years of service in a particular school was found to have an influence on the integration of child rights in education. Therefore, the study was to establish whether head teacher's years of service in the current school creates a school environment in which children's rights are respected and also whether it is more likely to enhance respect for the role of the teacher in terms of capacity-building such as teacher training or curriculum development. The results were then tabulated as shown in Table 4.7.

Table 4.7

Head teachers' number of years in current school

No. of yrs in school	Head teachers	
	Frequency	**%**
1-5	7	41.2
6-10	5	29.4
11-15	3	17.6
16 and above	2	11.8
Total	**17**	**100.0**

From Table 4.7, a majority of teachers (41.2%) had just taught for 1-5 years in the current school. Head teachers' experience in the current station shows how they emphasize on certain aspects of the curriculum and their readiness and willingness to adapt to change. This implies that most of these head teachers ought to be careful to equip themselves with current and previous information in the about child's rights education in school. This was a clear indicator that some were still settling and adapting to the trend of their schools in accordance to the strategies they had developed.

4.4 Influence of teaching strategies on the integration of child's rights

Education should be about children's rights; that it should be conducted through a process which respects children's rights; and that it should aim to secure children's commitment and capacity to act for children's rights (UNESCO, 2012). A number of interactive teaching strategies can be used when teaching human rights to a wide variety of people. Not all methods are appropriate for all types of audience. Teachers were to indicate the teaching strategies they employ in class and data was recorded in Table 4.7.

Table 4.7

Teachers' response on teaching strategies

Strategy	**Teachers**	
	Frequency	**%**
Teacher-centred	41	48.8
Learner-centred	43	51.2
Total	**84**	**100.0**

Results from the table show that a majority (51.2%) of teachers used learner-centred although some (48.8%) used teacher-centred. Instructors should, therefore, be flexible and adopt their teaching methods appropriately where necessary. However, learner-centred technique has been proved appropriate for education because it encourages critical thinking (OHCHR, 2004).

4.5 Physical Facilities and Integration of Child's Rights

Adequate facilities ensure that the learning environment was comfortable to the learner (Ananda, 1990). The study sought to establish the influence of physical facilities on integration of child's rights education in public primary schools in Kakamega South Sub-County.

4.5.1 Teachers' and head teachers' response on the influence of physical facilities on integration of child rights education

Recent research has shown that the physical facilities influence the people's perception of a school and can serve as a point of achievement and promotes education. Physical factors like the lighting system, buildings and ventilation can affect learners' psychological state as well as health. To capture information on the influence of physical facilities on the integration of children's rights education, the teachers and head teachers were to give their response.

Table 4.9

Teachers' and head teachers' response on the influence of physical facilities

Physical facilities and child rights education	Head teachers				Teachers			
	Yes		No		Yes		No	
	F	%	F	%	F	%	F	%
Availability of physical facilities largely affects integration of child rights education	15	88.2	2	11.8	80	95.2	4	4.8
The school has adequate physical facilities for the integration of child rights education	9	52.9	8	47.1	70	83.3	14	16.7
The physical facilities available in the school are effective (in good usable conditions)	9	52.9	8	47.1	3	3.6	81	96.4
	n=17				n=84			

It is apparent from the respondents that availability of physical facilities largely affects integration of child rights education in schools within the sub-county. This is because 15 (88.2%) of the head teachers and (95.2%) of teachers agreed that physical facilities play an important role in the integration of child rights education in schools. This finding supports Tennessee Advisory Commission on Intergovernmental Relations (2003), which argued that it is unreasonable to expect positive results from programmes that operate in negative physical environment. It should however be noted that some of the respondents were of the

opinion that physical facilities were not the main determinant of the integration of child rights education in schools. This implies that there were other factors which may affect the integration of child rights education in schools. Given that most respondents believe that availability of physical facilities were essential for integration of child rights education, it can be asserted that some schools were unable to integrate child rights education due to inadequate physical facilities. The results concur with Sifuna (2007), who noted that inadequate facilities constrain teachers in their effort to offer pupils one of their rights-quality education-due to the state of some school buildings which apart from being scarce are as well dilapidated. Research has shown that the quality of physical facilities influences citizens' perception of a school and can serve as a point of community pride and increased support for public education.

4.5.2 Pupils' response on availability of physical resources

Pupils were also involved in the investigation on availability of physical resources. They were to indicate whether physical facilities are available in the school. Data captured was then tabulated in Table 4.10

Table 4.10: Availability of physical resources

Physical resources	Variables	Frequency	Percent
Have enough desks in school	Yes	60	37.5
	No	100	62.5
Have enough toilets in school	Yes	75	46.9
	No	85	53.1

The data shows that 62.5 percent of the pupils indicated that they lacked enough desks in schools. This could be impacting negatively on their comfort. The results further showed that most schools (53.1%) had inadequate toilets. Based on these results it could be asserted that most schools had inadequate physical facilities. This could be impacting negatively on the integration of child rights education.

4.5.4 Pupils' response on comfortability of physical resources

Pupils were also to indicate how comfortable they are with the physical facilities in the school. Data was recorded in Table 4.11.

Table 4.11

Pupils' response on comfortability of physical resources

Physical resources	Variables	Frequency	Percent
How comfortable are you with physical facilities in school	Very comfortable	73	45.6
	Fairly comfortable	63	39.4
	Not comfortable	24	15.0

The data shows that 45.6 percent of the pupils were very comfortable while 39.4 percent of them were fairly comfortable with physical facilities in their schools. This could be impacting negatively on the integration of child rights education.

In order to establish the statistical significance of the correlation between physical facilities and integration of child rights education in the school curriculum, a chi-square test was undertaken. Table 4.12 provides a summary for the finding.

Table 4.12

Chi-square test for integration of child rights education and physical facilities

Variable	Analysis	Value	df	Asymp. Sig. (2sided)
Pupils comfort with physical facilities	Pearson ChiSquare	4.728(a)	2	.038
	Likelihood Ratio	5.192	2	.028
	Linear-by-Linear Association	4.084	1	.018
	N of Valid Cases	160		
Availability of physical facilities	Pearson ChiSquare	32.357(b)	1	.000
	Likelihood Ratio	34.643	1	.000
	Fisher's Exact Test Linear-by-Linear Association	32.211	1	.000
	N of Valid Cases	160		

The data showed the comfort of students was significantly related to the integration of child rights education in the school curriculum, X2(2, N=160)= 4.728, p= .038. Thus, student comfort was imperative for the integration of child rights education in the school curriculum.

The results showed that the availability of enough toilets and desks was significantly related to the integration of child rights education in the school curriculum, X2(1, N=160)= 32.357, p=0.00. Thus, availability of enough toilets and desks was integral for the integration of child rights education in the school curriculum.

4.6 Teacher training in relation to child rights education

According to UNESO (2010), teachers are key partners in the integration of child rights and thus appropriate training and support should be provided to improve teachers capacity to understand similarities differences and inequalities among children. Training should equip teachers with strategies to reduce learners needs risks to violence, cover staff responsibility to report any violence and detail the consequences against children. Therefore, both teachers and administrators should be well trained and equipped with knowledge to respond to children's needs (Save the Children, 2012). The lack of teacher training remains one of the most significant obstacles to the effective integration and implementation of HRE (Gerber, 2008). Teachers and there head teachers were to give their response on teacher training in public primary schools in Kakamega South Sub-County.

4.6.1 Teachers' response on training

This study sought to establish the extent to which teachers' training could influence integration of children's rights education in public primary schools. Teachers were asked to indicate whether they are trained or untrained. Data obtained was then tabulated.

Table 4.13

Teachers' response on training

Response	**Teachers**	
	Frequency	**%**
Trained	53	58.3
Untrained	35	41.7
Total	**84**	**100.0**

The data shows that 58.3 percent of the teachers stated that they are trained. This implies that only a selected percent of teachers in primary schools in Kakamega South Sub-county were able to integrate children's rights education in the school curriculum. Peterson and Deal (2004), argues that teachers' professional training influences all aspects of a school including how staff respects pupils' rights and the mode of punishment given to children when they go wrong.

4.6.2 Head teachers' response on teacher training

Globally, head teachers play key role in schools to ensure that teachers are recruited in their schools in order to achieve universal primary education. In order

to fulfill the right to education, head teachers are to ensure that sufficient budget and incentives are in place to in their schools, through the Ministry of Education, to enhance capacity building of the teachers and retain an adequate number of professional teachers. The GoK also recognizes the fact that teacher training, when well-designed, can have a positive impact on the integration of child's rights education in the school curriculum (Andreopoulos, 2002). The head teachers were asked to indicate their level of agreement, (1=Agree, 2=strongly Agree, 3=not sure, 4=disagree, and 5=strongly agree) with various statements related to professional qualification and integration of children's rights education in their schools. Their responses are as tabulated in Table 4.14.

Table 4.14

Head teachers' response on teacher training

Teacher training		**Head teachers**	
	Variable	**Frequency**	**Percent**
All teachers have undergone training	Strongly disagree	1	5.9
	Disagree	10	58.8
	Agree	4	23.5
	Strongly agree	2	11.8
	Total	17	100.0
Teachers go for in-service courses to enhance child rights	Strongly disagree	0	0.0
	Disagree	1	5.9
	Agree	10	58.8
	Strongly agree	6	35.5
	Total	17	100.0

The results also show that most teachers (58.8 percent) had not attended child's rights training. The numbers of the head teachers who indicated that teachers attended in-service courses in child rights education were not impressive.. In Tableman's best practice brief (2004), head teachers are accountable to improving teachers' performance. School heads need to become familiar with leadership as a discipline to practice, learn their strengths and weaknesses infuse themselves with best practice so that they can provide leadership that best fits their circumstances, and work diligently to perfect and implement the behaviours that will enable deep sustained improvement in integration of CRE in education curriculum (Yulk, 2005).

4.6.3 Teachers response on training adequacy

Teachers were to indicate their training adequacy on the integration of child rights education and the data obtained was recorded.

Table 4.15: Teachers' response on training adequacy

Variable	**Teachers**	
	Frequency	**%**
Adequately trained	53	58.3
Inadequately trained	35	41.7
Total	**84**	**100.0**

The results also show that 58.3 percent of teachers were adequately trained. This implies that a significant number of teachers were equipped with the necessary skills and knowledge on teaching child rights education. Hargreaves (1997)

argues that training influences how teachers decorate their classrooms, how they emphasize on certain aspects of the curriculum and their readiness and willingness to adapt to change.

4.7 Influence of instructional resources on integration of Child's Rights Education

Mahoney and Caims (1997) learning would be passive and boring if instructional resources are not incorporated in the learning process. Availability, organization and effective utilization of the resources coupled with appropriate teaching and learning strategies is the most effective way of contributing towards quality in education as far as child rights integration (Sekiwu, 2009; UNICEF, 2014). The study was to look at the extent to which the availability of instructional resources influences the integration of Child's Rights in primary school curriculum. The effects of instructional resources on integration of child rights education was mainly established from deductions.

4.7.1 Head teachers' response on the influence of instructional resources on integration of Child's Rights Education

Head teachers are critical to the attainment of child's rights in school. Child's rights depend on whether the heads management approach is inclusive or exclusive of teachers' and parents' involvement. If the head teachers' don't take CRE seriously, it might be difficult for the school to achieve its objectives on CRE. The study sought from head teachers the extent to which schools had books to facilitate integration of child rights education.

Table4.16: Influence of instructional resources on Child's Rights Education integration

School based factor influencing CRE integration		Head teachers	
	Variable	Frequency	Percent
My school has many reference books	Strongly disagree	1	5.9
	Disagree	10	58.8
	Agree	4	23.5
	Strongly agree	2	11.8
	Total	17	100.0
There are many wall maps, wall charts, globes,etc	Strongly disagree	5	29.4
	Disagree	10	58.8
	Agree	1	5.9
	Strongly agree	1	5.9
	Total	17	100.0
There are audio-visual materials for teaching child rights education	Strongly disagree	5	31.3
	Disagree	10	56.3
	Agree	1	6.3
	Strongly agree	1	6.3
	Total	17	100.0
There are many teachers' guides in the school to integrate child rights education	Strongly disagree	5	29.4
	Disagree	7	41.2
	Agree	4	23.1
	Strongly agree	1	6.3
	Total	17	100.0
There are no books and other materials to integrate child rights education	Strongly disagree	4	23.1
	Disagree	6	35.3
	Agree	5	29.4
	Strongly agree	2	11.8
	Total	17	100.0

The results showed that 5.9 percent of the respondents strongly disagreed while 58.8 percent of them disagreed that their schools had adequate reference books. This indicated that most (64.7 percent) of the schools lacked reference books for integrating child rights education. This implied that schools might not integrate child rights education effectively due to lack of books. Besides, the results show that 58.8 percent of the respondents disagreed and 29.4 percent strongly disagreed that their schools had audio visual materials. This implies that most (88.2 percent) of the schools lacked audio visual materials for teaching child rights education. This implied that teaching of child rights education was ineffective in most schools. The results also indicated that 23.1 percent of the head teachers agreed that their schools had teachers' guides and 6.3 percent of them strongly agreed that their schools had teachers' guides. This implied that most teachers lacked formal reference materials to guide their integration of child rights education curriculum.

In addition, the data showed that 58.4 percent of the schools had books and other materials for integrating child rights education in the school curriculum. However, 41.2 percent of the schools had no books and other materials. This implied that such schools were not able to integrate child rights education effectively. Instructional resources are so important in active learning process. This assertion is based on Mahoney and Cairns (1997), argument that learning would be passive and boring if instructional resources are not incorporated in the learning process. This assertion is also in line with Sekiwu (2009), who argues that provision of

instructional materials like textbooks (both pupils' books and teachers' guides), class readers, wall maps and wall charts, dice, abacus among other instructional materials is the most effective way of contributing towards quality in education.

4.7.2 Teachers' response on the adequacy of instructional facilities and integration of Child's Right Education

The study also sought to establish teachers' respond on the adequacy of instructional facilities in order to find out their opinion. The data collected was then tabulated in Table 4.17.

Table 4.17: Adequacy of instructional facilities and integration of Child's Right Education

Adequacy of instructional facilities	**Teachers**	
	Frequency	**Percent**
Adequate	14	16.7
Inadequate	70	83.3
Total	**84**	**100.0**

The data showed that 83.3 percent of teachers indicated that their schools had inadequate instructional facilities for integration of child rights education. This implied that there was need for the schools to buy important teachers' instructional facilities in the integration of child rights education. This is because adequacy of instructional facilities affects the integration of child rights education.

4.7.3 The ratio of child rights text books to children

The study also investigated the ratio of child rights texts books to children. Table 4.18 provided a summary of the findings from teachers.

Table 4.18: The ratio of child rights text books to children

Ratio	Frequency	Percent
01-01	4	4.8
01-02	8	9.5
01-03	30	35.7
01-04	38	45.2
01-05	2	2.4
Don't know	2	2.4

N=84

The data shows that most schools (45.2 percent) had a ratio of child rights texts books to children of 1:4 and below. According to Moulin et al (2009) textbook to pupil ratio of 1:2 and below significantly improves performance of pupils in primary school examinations. This implies that most schools were not well equipped with child rights texts books. This indicated that pupils were not able to at least access reading materials on child rights education.

4.8 Chapter summary

This chapter presented data analysis, interpretation and discussion of the study findings. The analysis was guided by study objectives. The study first sought to

establish the extent to which teachers' professional qualifications influence integration of children's rights education in public primary schools in Kakamega South Sub-County. The study established that most teachers were professionally qualified. Study further established that most schools in the Sub-County had trained teachers. The study also established that most of teachers in the sub-county were trained in child rights education. However, the data indicated that some teachers did not go for in service on child rights education. The study also established that most teachers had attended child rights training.

The study further sought to establish the extent to which physical facilities influence integration of children's rights education in public primary schools in Kakamega Sub-County. The study established that most of head teachers and teachers agreed that physical facilities play an important role in the integration of child rights education in schools. The results further established that most head teachers and teachers felt that their schools have inadequate physical facilities for integration of child rights education. This finding was supported by the results obtained from pupils, most of whom, indicated that they were not very comfortable with physical facilities in their schools.

In addition, the study examined the extent to which availability and effective use of instructional resources affects integration of child rights education in public primary schools in Kakamega South Sub-County. The study established that most of the schools lacked reference books for integrating child rights education. In addition, the study found that most of the schools lacked audio visual materials

for teaching child rights education. The results also showed that most of schools lacked sufficient teachers' guides. The study also established that some schools had inadequate teachers' guides to implement child rights education. The study also found out that some of the schools had no books and other materials to integrate children rights education. The study however established that most schools had a lower child rights texts books to child ratio of 1:4 and below. The study further established that most schools lacked enough teachers and hence child rights education had not been integrated in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of this study was to investigate school-based factors influencing integration of child rights education in public primary schools in Kakamega South Sub-County. In Kakamega South Sub-County, there had been cases of school dropouts as a result of early pregnancies, child labour, drug abuse among others. Review of related literature indicated that for an effective child rights based approach in education to occur the school is a corner-stone in supporting child rights education. The literature review revealed that teachers' qualifications, availability of adequate physical facilities, availability and effective use of instructional resources as well as teachers' training contribute positively towards integration of child rights education.

The study was based on social constructivist theory which is based on learners' active participation in problem solving and critical thinking regarding learning activities that learners find relevant; and engaging their own knowledge by testing ideas and approaches based on their prior knowledge and experiences. The study

adopted descriptive survey design to investigate school based factors influencing integration of child rights education in Kakamega South Sub-County. The study sampled head teachers, teachers and pupils from various primary schools in Kakamega South Sub-County. Questionnaires were used to collect data. A pilot study was undertaken to ensure validity and reliability of the instruments.

Quantitative data was analyzed using descriptive statistics and inferential statistics. Qualitative data was organized into themes corresponding to the study objectives. The analysis was guided by study objectives. The study first sought to establish the extent to which teachers' professional qualifications influence integration of children's rights education in public primary schools in Kakamega South Sub-County. The study established that most teachers were professionally qualified.

Study further established that most schools in the Sub-County had trained teachers. The study also established that most of teachers in the sub-county were trained in child rights education. However, the data indicated that some teachers did not go for in service on child rights education. The study also established that most teachers had attended child rights training. A chi square analysis indicated that teachers' professional qualification is statistically related to the integration of child rights education in the school curriculum.

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

Kakamega Sub-County. The study established that most of head teachers and teachers agreed that physical facilities play an important role in the integration of child rights education in schools. The results further established that most head teachers and teachers felt that their schools have inadequate physical facilities for integration of child rights education. This finding was supported by the results obtained from pupils, most of whom, indicated that they were not very comfortable with physical facilities in their schools. This finding was supported by the results obtained from pupils, most of whom, indicated that they were comfortable with physical facilities in their schools. However, the study established that most schools in Kakamega South Sub-County had inadequate toilets and desks. Chi square analysis showed that physical facilities are statistically important for the integration of child rights education in the school curriculum.

In addition, the study examined the extent to which availability and effective use of instructional resources affects integration of child rights education in public primary schools in Kakamega South Sub-County. The study established that most of the schools lacked reference books for integrating child rights education. In addition, the study found that most of the schools lacked audio visual materials for teaching child rights education. The results also showed that most of schools lacked sufficient teachers' guides. The study also established that some schools had inadequate teachers' guides to implement child rights education. The study also found out that some of the schools had no books and other materials to

integrate children rights education. The study however established that most schools had a lower child rights texts books to child ratio of 1:4 and below. The study further established that most schools lacked enough teachers and hence child rights education had not been integrated in the schools.

5.3 Conclusion

The findings on the first objective indicated that most schools did not apply child-centred learning although teachers were adequately trained in teaching/learning methodologies. Based on this, it was concluded that inadequate professional qualification of a teacher in child rights education hampers the integration of children's rights education in primary schools.

The findings on the second objective showed that physical facilities play an important role in the integration of child rights education in schools. However, some schools in Kakamega South Sub-Ccounty lacked enough physical facilities for integration of child rights education.

On this basis it was concluded that availability of physical facilities in schools in Kakamega South Sub-County influenced the extent of integration of child rights education.

The findings on the third objective indicated that the integration of child rights education was below expectation because teachers did not get time to attend most of the in-service trainings on how to integrate child rights education while

implementing school curriculum even though it was established that teachers were not overwhelmed by the teaching workload. Thus, it was concluded that the level of teachers' workload did not affect the extent to which child rights education was integrated in public primary schools.

The findings on the fourth objective established that most schools in Kakamega South Sub-County lacked reference books, sufficient teachers' guides and other materials for integrating child rights education. This affected integration of child rights education in schools negatively. Thus, it was concluded that availability of instructional materials on child rights education influences the extent to which child rights education is integrated in the school curriculum.

5.4 Recommendations of the study

Based on the study findings the following recommendations were made:

i. Primary school head teachers should encourage their teachers to regularly attend in service training on child rights education at KEMI. This will equip teachers with current skills and knowledge on child rights education.

ii. The government should fund primary schools through CDF to enable them acquire and provide physical facilities that enhance integration of child rights education.

iii. The head teachers should use part of FPE funds to acquire more instructional materials for integrating child rights education such as

reference books, text books, audio visual materials and teachers' guides on child rights education.

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

5.5 Suggestions for further studies

The following suggestions were made for further study:

i. A similar study to establish school factors that influence integration of child rights education in schools should be conducted using different methodology and location.

ii. A study should be conducted to evaluate the effectiveness of child rights education in primary schools on promoting the rights of the children.

iii. There is need for a study on the impact of child rights education on creating awareness on child rights.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

Mutambo Cecilia
Department of Educational Administration & Planning
University of Nairobi
P.O. BOX 30197
Nairobi

Dear Respondent

RE: REQUEST TO FILL IN THE QUESTIONNAIRE

I am a student of the University of Nairobi undertaking a Master of Education and currently gathering data for the research project. In connection to this I am requesting you to provide the required information in the questionnaires to the best of your knowledge. The information you provide will be used for research purpose only and your identity will be held confidential. Therefore no name should be written on the questionnaires.

Thank you in advance for your co-operation.

Yours Faithfully,

Cecilia

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at collecting data on school-based factors influencing integration of education in public primary schools in Kakamega South Sub-County Kakamega County, Kenya. The data will be used for academic purpose only, and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated. Where appropriate use a tick (√).

Section A: Personal data

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

2. What are your academic qualifications? Secondary education ( ) Diploma ( ) Bachelor Degree ( ) Post-graduate degree ( ) Other ( )

Specify …….

3. What is your teaching experience in years? (……)

School factors influencing Integration of child rights.

4. What methods do you use when teaching?

Lecture ( ) Group Discussion ( ) Debates and Negotiations ( ) Dramatizations ( ) Films and Videos ( ) Field Trips ( ) Lesson interpretation ( ) Open-Ended Stimulus ( ) Presentations ( )

5. How is the lesson conducted in class? Teacher centred ( ) Child-centred ( )

Strategies used to teach child rights

On a scale of 1-5, indicate how often you use the following strategies to teach child rights education using a tick. (1=Never, 2=rarely, 3=Not sure, 4=Often, 5=Very often)

Teaching Strategy	Frequency	Teaching Strategy	Frequency
Lecture method		Debates	
Discussions		Modeling	
Brainstorming			
Dramatization			

Physical facilities

8. Do you think presence or lack of physical facilities affects integration of child rights? Yes ( ) No ( ). If yes, How……

9. Does the school have adequate facilities to integrate child rights?

Yes ( ) No ( )

10. How would you rate the Condition of the Physical facilities in your school? Buildings, Toilets, desks Chairs etc.

Good Condition ( ) Poor Condition ( ) Bad Condition ( )

11. What are the effects of physical facilities on integration of child rights education? Affects students' comfort ( ) Inability to play ( ) Interferes with

teaching/learning ( ) Don't know ( )

Teacher Training

6. How many teachers are trained ( ) Untrained ( )

7. How adequate have you been trained on child rights?

Adequately ( ) not adequately ( )

Adequacy and effectiveness of Instructional materials

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

☐ 1:1 ☐ 1:2 ☐ 1:3 ☐ 1:4

12. Do you have adequate or Inadequate teachers guides to implement child rights Yes ( ) No ( )

13. Are there other instructional Materials for Integration of child rights in your school (Yes ( ) No ( ) If yes Specify ……

14. Are the resources available for you and the learners? Yes ( ) No ( )

15. On a scale of 1-5, indicate how often you use the following resources to teach Child Rights using a tick. (1=Never, 2=Rarely, 3=Not sure, 4=Often,5=Very often)

Teaching Strategy	**Frequency**	**Teaching Strategy**	**Frequency**
Films and Videos		Songs and dance	
Field Trips		Story telling	
Games		Composition	
Hearing and Tribunals		Poems	
Resource persons			

Thank you for your cooperation

APPENDIX III

HEAD TEACHERS QUESTIONNAIRE

Please respond to the questionnaire as honestly as possible by putting a tick (√) on the most appropriate response and explain or specify where space is provided.

SECTION A: Demographic Information

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

   Certificate ( ) Diploma ( ) B. Education ( ) M. Education ( )
3. How long have you served as a head teacher?

   Less than 1 year ( ) 2-5 ( ) 6-10 ( ) 11-15( ) 16-20 ( ) 20 years and above ( )

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

SECTION B. Information on School Based Factors Influencing Child Rights Integration

Below is a likert scale- tick (√) appropriately. Please read it carefully.

Use 1= Agree 2=strongly Agree 3=not sure 4=disagree 5=strongly agree

No.		1	2	3	4	5

	Child Centred Teaching Strategies					
1	Teachers use Group work in classes					
2	Learners participate fully in discussions					
	Physical Facilities					
4	Availability of physical facilities largely affects integration of child rights					
5	The school has adequate facilities for integration of child rights.					
6	The physical facilities in the school are affective in good condition) instructional					
7	resources					
	Teachers Training					
8	All teachers have undergone training					
9	Teachers go for in-service courses to enhance child rights					
10	**Instructional resources**					
11	My school has many reference books					
12	There are many wall maps, wall charts, globes,etc					
13	There are audio-visual materials for teaching child rights education					
14	There are many teachers' guides in the					

15	school to integrate child rights education There are no books and other materials to integrate child rights education					

APPENDIX IV

PUPILS' QUESTIONNAIRE

Please respond to all the questions as honestly as possible by putting a tick (√) on the most appropriate response and explain or specify where space is provided.

Section A: Demographic information

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

Section B: Information on school based factors influencing integration of Child Rights

4. How Comfortable are you with Physical facilities in your school? Very Comfortable ( )

   Fairly Comfortable ( ) Not Comfortable ( ) ii) Give reasons

5. Do you have at least one desk for every three pupils in your school? Yes ( ) No ( )
6. Do you think the number of toilets in your school is enough for both boys and girls? Yes ( ) No ( )

7. Do you have a library in your School? Yes ( ) No ( ) If Yes, How would you rate the books there? Old but useful ( ) New ( )

8. Does the school promote you with the right materials? Yes ( ) No ( )

9. Do you have enough teachers for all subjects Yes ( ) No ( )

10. Do you take down notes on child rights? Yes ( ) No ( )

Thank you for your cooperation.

APPENDIX V

AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref: No. **NACOSTI/P/16/69904/11846**

Date: **13th July, 2016**

Cecilia Shabanga Mutamba
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"School based factors influencing integration of childs rights in public primary schools in Kakamega South Sub County, Kakamega County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **12th July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega 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. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

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

APPENDIX VI

RESEARCH PERMIT

CONDITIONS

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 10104

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. CECILIA SHABANGA MUTAMBA
of UNIVERSITY OF NAIROBI,
411471-50100 KAKAMEGA,has been permitted to conduct research in ***Kakamega County***

on the topic: ***SCHOOL BASED FACTORS INFLUENCING INTEGRATION OF CHILDS RIGHTS IN PUBLIC PRIMARY SCHOOLS IN KAKAMEGA SOUTH SUB COUNTY KAKAMEGA COUNTY KENYA***

for the period ending:
12th July,2017

Permit No : NACOSTI/P/16/69904/11846
Date Of Issue : 13th July,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation