

**FACTORS INFLUENCING IMPLEMENTATION OF CHILD FRIENDLY
MODEL IN PUBLIC PRIMARY SCHOOLS IN NYANDO SUB-COUNTY,
KISUMU COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree
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DEDICATION

This research project is dedicated to my parents Francis Obonyo, Grace Obonyo, my wife Rachel, my children Milton, Suvie, Lizzysolvey and Stacy.

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

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LIST OF ABBREVIATIONS AND ACRONYMS

CFS	Child-Friendly School
CRC	Convention on Rights of the Child
EFA	Education for All
ESAR	Eastern and Southern African Region
IDEA	Individuals with Disabilities Education Act
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MOEST	Ministry of Education, Science and Technology
MOEYS	Ministry of Education Youths and Sports
SDGs	Sustainable Development Goals
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations Children’s Funds

ABSTRACT

The purpose of the study was to investigate the factors that influence the implementation of child friendly model in public primary schools in Nyando Sub-County, Kisumu County Kenya. The study was guided by four research objectives which sought to: establish how inclusive learning influences the implementation of Child Friendly Model in Public Primary Schools in Nyando Sub-County Kisumu County, determine the extent to which school safety influences implementation of Child Friendly Model in Public Primary Schools to determine how schools' sanitation influence the implementation of Child Friendly Model in Public Primary Schools and establish the influence of pupils' nutrition on the Implementation of Child Friendly Model in Nyando Sub-County Kisumu County. The study adopted descriptive survey design. The sample of the study comprised of 10 head teachers, 61 teachers and 1900 pupils from standard 6 to 7. Data were collected by use of questionnaires and observation schedule. Pre-testing was done to gauge the clarity and the relevance of the instrument items. The instruments were also validated and tested for reliability. The items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instrument. The data were coded and entered into the computer by use of Statistical Package for Social Science (SPSS) quantitative data were analyzed using descriptive statistics where frequencies and percentages were used to summarize the data. Qualitative data obtained from observation schedule were analyzed qualitatively through thematic analysis. Findings on inclusive learning and the Implementation of Child Friendly Schools Model of study revealed that inclusive learning was not fully practiced in most Public Primary schools as indicated by majority of the head teachers and teachers. On pupils' safety and implementation of the child friendly school model, the study revealed that there were still challenges on pupils' safety in schools as indicated by majority of head teachers and pupils. On the side of the role of sanitation and implementation of child friendly model the study revealed that sanitation in most Public Primary schools influence the implementation of Child Friendly School Model as indicated by majority of the head teachers, teachers and pupils. On pupils' nutrition and the implementation of child friendly school model in Public Primary schools, the study revealed that pupils' nutrition was not put into practice as indicated by majority of the head teachers, teachers and pupils. The study recommended that the government and the stakeholders to provide adequate inclusive learning resources, ensures that all pupils are safe in school, Ministry of Public Health to conduct frequent inspection on school sanitation and lastly the government and all stakeholders to ensure that school feeding programme is effective. The researcher takes exceptions to the fact that the study was conducted in Nyando Sub-County yet the implementation of the Child Friendly School Model in Public Primary school is a national one. The researchers therefore suggested that the study be conducted in the whole of Kenya to determine the actual factors influencing the implementation of Child Friendly School Model.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The foundation of every nation is the education of its young people. It is an activity designed to promote an individual with a basis of worthy independent life and to assist the individual in a continuous cultivation of abilities. Every person has an inherent right to learn. It is a way of shaping and meeting demands of the future generation of the society and the state as well (UNESCO, 2005).

The United Nations Human Rights (1948), the Jomtien Forum on Education for All, the convention on the Right of Child (1989), the World Education Forum; the Dakar framework of Action (2000), the United Nations Millennium Development Goals (2000) and the Kenya children Act (2001), all state and emphasize that good and quality education is a right to every child thus education is a right and key investment towards improving lives of people (UNESCO, 2006).

Child friendly School model operates in the best interest of the pupil by ensuring that environment in which education takes place are safe, healthy and protective (MOE, 2010). Barley (2001) find out that physical facility for learning such as classroom and furniture must be in good state to facilitate learning. Ogot (2005) also concur with him but added that accessible environment helps keep children

in school. The two authors (Barley, 2001; Ogot, 2005) confirmed that child friendly school is adopted to suit the diverse learners' needs.

Okpala (2006) also observed the same in Nigeria but added that such unfriendly school physical facilities compel teachers and learners to use a makeshift classrooms and improvise sitting facilities like stones instead of desks or chairs and such unattractive and unsafe nature of learning greatly contributed to low school attendance poor performance and eventual lead to school dropout mostly among the children from diverse background. Nduku (2006) reiterated that many schools in Nigeria have no adequate games and safe recreational facilities and this attract few children to school. This indicates that some school environments are not safe and conducive enough for learning.

Inclusive learning influences the implementation of child friendly school model, by ensuring that every child regardless of gender, physical and social attribute, intellectual status, linguistic background and children with special needs receive quality education (UNICEF, 2009). Chesire (2007) opines that inclusive learning aids implementation of child friendly school by restructuring school physical structures and facilities to make them accessible to all children including those from diverse backgrounds. Deluca (2007) also assert that, physically challenged students are being under identified or overtly excluded in school in Macedonia. The views of these three scholars confirm that, inclusive learning aims at creating systems that are flexible and supportive enough to meet the learning needs of

children with diverse background which is the main aim of implementing child friendly school model.

School safety is viewed as one of the major factors that influence the implementation of a child friendly school. Safe physical facilities play pivotal role in actualization of child friendly model by satisfying the physical and emotional needs (Squelch 2001). CFS becomes effective when there is provision of safe and secure physical structures such as classrooms, which are well maintained, adequate sanitary facilities like separate toilets for boys and girls which are in good condition and also provision of emotion needs such as creating pleasant surrounding a friendly atmosphere and inspiring environment. (Lupincci, 2002). This concurs with Kennedy (2003) who asserts that when the learning process is at the core of design priorities, there is significant likelihood that physical facilities will positively influence the performance. This view is also supported by Clark (2001) who pointed out that student who feels safe in school experience positive effect on their learning.

UNICEF (2010) pointed out that there is a very strong significant relationship between children health and their learning ability. It further noted that children who are unhealthy tend to have low contributions in class and achieve less in class work hence result to class repetition as compared to the healthy one. These clearly indicates that school with poor sanitation subject their pupils' to poor performance hence lack the mandate to provide quality education for all. It

concludes that sanitation is a pillar that makes the implementation of child friendly school a reality.

According to Kaad, (2010) provision of clean water, sanitation and proper practice of hygiene in schools help curb hygiene related diseases and these improve pupils' health and alternatively minimizes school absenteeism resulting from health related conditions. He further reiterated that pupils tend to discontinue their schooling and especially girls when they find the school to be unsafe, without clean water, clean toilet, does not cater for their privacy and limited to common supplies like sanitary towels.

Pupils' nutrition is viewed as an instrument of implementation of child friendly school. According to Blooms, (2009) adequate and a sufficient healthy intake of food is essential for brain function. Wolfe and Burkan (2000) observed that performance possibilities of children depend upon the health and well-being of the child. The two further observed that children provided with proper nutrition perform better on test and general class discussion. The findings of these two scholars conquered with studies carried out in Nigeria on influence of pupils' nutrition on child friendly school, which observe that inadequate nutrition keeps students from learning (UNICEF, 2010). However, the biggest challenge in education is not just a matter of getting children into school, but also to ameliorate the general quality of education addressing threats of participation, hence increasing retention rates, completion rates and achievement of learning

outcomes (UNICEF, 2009). School environment is therefore required to be well designed to enable them become more flexible, more welcoming and a place where children are committed to achieve their full potential academically, socially and morally.

In Malawi, according to ESAR (2006), irregular school attendance and good performance immensely depend on physical school infrastructure. It also observed that unavailability of water and inadequate sanitation facilities in schools contribute to low school access, low retention and poor performance and more so girls. It concluded that friendly inclusive learning should be prioritized to spur improvement on school physical facilities to increase access and to minimize school dropout more so the disadvantaged ones.

A study carried out in Nairobi by Wandawa (2012), on the role of head teachers on child friendly environment in public primary schools, showed that, schools that had adopted child friendly environment has high level of enrolment, low dropout and high completion rates. He also noted that children in schools which adopted child friendly environment were well behaved, had good performance due to the fact that they are always ready for learning except head teachers who felt that government should fund schools to enable them sustain this programme. He concluded that even though head teachers in public primary schools in Nairobi province had strived to provide child-friendly environment, sanitation facilities in schools in Nairobi are still wanting.

1.2 Statement of the problem

The Kenyan government recognizes that quality education is fundamental to the achievement of the Education for All (EFA) and vision 2030 (Republic of Kenya, 2012). The government has formulated educational policies which address access to school, for all school aged going children. For example, in 2003 the government of Kenya introduced free and compulsory primary education to allow all school aged children to be in school (Republic of Kenya, 2012). The question is, are the schools friendly to the children? This is a question of concern in Nyando Sub- County, Kisumu County because more pupils continue to drop out of school and some perform poorly in Kenya Certificate of Primary Education. The question of school being friendly to the children in Nyando Sub- County has triggered this study to establish the school factors influencing implementation of child friendly model in Nyando Sub-County, Kisumu County

1.3 Purpose of the study

The purpose of the study was to investigate the factors that influence the implementation of Child Friendly Model Programme in public primary schools in Nyando Sub-county, Kisumu County.

1.4 Objectives of the study

The study aimed to achieve the following objectives.

- (i) To establish how inclusive learning influences the implementation of Child Friendly Model in public primary schools in Nyando Sub-county, Kisumu County, Kenya.
- (ii) To determine the extent to which school safety influences implementation of Child Friendly Model in public primary schools in Nyando Sub-county, Kisumu County, Kenya.
- (iii) To determine how schools' sanitation, influence the implementation of Child Friendly Model in in Nyando Sub-county, Kisumu County, Kenya.
- (iv) To establish the influence of pupils' nutrition on the implementation of Child Friendly Model in Nyando Sub-county, Kisumu County, Kenya.

1.5 Research questions

The study was guided by the following research questions:

- (i) How does inclusive learning influence the implementation of Child Friendly Model in public primary schools in Nyando Sub-county, Kisumu County, Kenya?
- (ii) To what extent does school safety influence the implementation of Child Friendly Model in public primary schools in Nyando Sub-county, Kisumu County, Kenya?

(iii) How does school sanitation influence the implementation of Child Friendly Model in Nyando Sub-county, Kisumu County, Kenya?

(iv) How does pupils' nutrition influence the implementation of Child Friendly Model in Nyando Sub-county, Kisumu County, Kenya?

1.6 Significance of the study

This study exposed various factors that influence implementation of Child Friendly Model. It may help children from diverse backgrounds to access quality education. The findings may help school management identify gaps in the implementation of Child Friendly School Model.

The study may also be useful to school administrators in providing enabling environment for learners to explore their talents and abilities. Educational policy makers may use the study in formulating more policies that may be used for the provision, improvement and implementation of a Child-Friendly Model. It may also be significant to the government in that, it may enable the government meet EFA goals which may help the government nurture more expertise who in turn will steer up the national development.

1.7 Limitations of the study

The study was only limited to public primary schools in Nyando Sub-County. Some respondents could give socially accepted response to please the researcher. To mitigate this, the researcher first briefed the respondents on the purpose of

data collection exercise and assured them that the information given remained confidential and their identity concealed.

1.8 Delimitations of the study

The study was conducted in public primary schools in Nyando Sub-county in Kisumu County. It looked into school based factors influencing CFS which include, inclusive learning, safety, sanitation and nutrition which touches on primary school level of education. It was also delimited to teachers, pupils and educational officers in Nyando Sub-County, Kisumu County, Kenya. All government policy guidelines that affect child friendly environment also formed basis upon which questionnaire items were drawn.

1.9 Assumptions of the study

Basic assumptions of the study were:

- i. The Child Friendly Model provides the most conducive environment for learning and teaching.
- ii. The respondents in the study would provide true information to the researcher.

1.10 Definition of significant terms

An Inclusive Child-friendly school refers to learning institutions that welcome all children regardless of their special needs and background in the society.

Child-friendly school refers to a school that guarantee each and every child a conducive environment for learning that is safe, protective and healthy.

Children with special needs refer to children who are emotionally, intellectually and physically unable. They may experience difficulties in learning; such children are often excluded from learning in regular schools.

Drop-out refers to pupils who withdraw from school before sitting for Kenya certification of primary education examination.

Model refers to a simplified representation used to explain the working of CFS.

Physical infrastructure refers to any structural facility used in the school to facilitate or improve teaching and learning in schools.

School refers to public primary school.

1.11 Organization of the study

The study is organized into five chapters. The first chapter of this study is the introduction. In this section, there is presentation of the background to the study, statement of the problem, purpose of the study, limitation of the study, basic assumption of the study and definition of the significant terms that were used.

The second chapter of the study focused on literature review which includes: the introduction, concept of Child Friendly Model, inclusion of pupils in schools, pupils' safety in schools, poor sanitation in schools and pupils' nutrition, summary of the related literature review, theoretical framework and conceptual framework.

The third chapter presented the research methodology focusing on the introduction, research design, target population of the study, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

The chapter four of the study comprised of data analysis, interpretation and discussion of the study findings guided by the objectives of the study. Chapter five presented summary of the study, conclusions and recommendations based on the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented literature of the child-friendly model concept, an inclusive child-friendly model, influence of pupils' safety in child-friendly model, influence of pupils' nutrition in child-friendly model and influence of sanitation in child-friendly model, summary of the related literature review, theoretical framework and conceptual framework. This is to provide a critical synthesis on what is written on the topic.

2.2 Concept of child-friendly school

The child-friendly school (CFS) programme recognizes and nurtures the achievements of children's basic rights. It demands that a school to be organized in a manner that is desirable to the child. Learning environment should be conducive with endowed adequate and appropriate physical infrastructure which are safe, protective and healthy to instigate learning. It also advocates for free and constructive expression of children. Learning environment must be attractive, encouraging and a safe place for children to learn, grow and develop (UNICEF, 2006).

Child Friendly School is built on the fact that various children bring diverse learning experiences from their homes and communities. This therefore enable them respect their uniqueness (MOE, 2010). Similarly, child friendly model harmonizes challenges children normally face at home and in the community which make it difficult for them to enroll, regularly attend school and perform well in the national examination. For instance, food shortage in the community is compensated by providing a well-balanced diet through school feeding programme which is essential for healthy growth and the development of children at school going age hence enable them stay in school and acquire desirable learning skills, knowledge and attitude. It further observed that child friendly model bonds the relationship between school and the community by holistically preparing community children who in turn pay back to the community by actively participating in building the community and the nation at large (MOEYS, 2007).

2.3 Role of inclusive learning and the implementation of child friendly schools

According to MOE (2010), inclusive learning and child right provide basis for the implementation of child friendly schools. It includes all children with or without special needs in the same classroom and also children with diverse backgrounds and abilities. Chesire (2007) observes that inclusive learning aims the implementation of school physical structures to make them more accessible to all children regardless of their backgrounds and abilities. It is anchored on the notion that every child deserves to be treated equally and to be given equitable opportunities and experiences. He further observed that inclusive learning and

child-friendly school create a fair level ground for learning. IDEA (2004), showed that individuals who are challenged tend to catch up faster in class work and do better when included in the general curriculum as opposed to when they are taken to special schools.

Studies by UNICEF on inclusive learning have shown that schools which practice equality effectively demonstrate and promote the rights and well-being of all learners irrespective of their gender, geographical background, socio-economic status, religion, ability or disability admit and retain more students (UNICEF, 2010).

According to ETF survey (2009), there are known children in communities who are at the age of going to school, but do not attend school because schools have not become more accepting to students of diverse backgrounds. Equity in child-friendly school is centered in human right principles in inclusion of social justice and fairness. It provides equal access, achievement of an individual's full potential in learning and inclusive education as the bridge between access and learning.

According to UNESCO (2007), inclusive learning provides a child with an education system which is essential to their life as enshrined in child rights. It ensures that all children to be provided with affordable quality education that arouse their intelligence to the maximum but safeguard their dignity. It further indicated that basic education immensely instigate economic, social and human

development through attainment of the fundamental learning skills like literacy, numeracy, life skills and improved health and nutritional status.

2.4 Pupils' safety and implementation of the child-friendly school

Pupils' safety in school is a fundamental and indispensable component of the implementing child friendly school (UNICEF, 2010). The nature of the school physical structures and the school fields determine the general health and safety of learners in the school. It confirms that learners' achievements could be influenced by school environment in anyway, positively or negatively. School safety threats and insecurity generally emanates from conditional and unconditional factors like strong wind, lightening, drowning, crime and even land slide (OECD, 2006).

According to UNICEF (2001) observed that the physical environment of many Nigeria schools were threatening due to their inadequacy and safety to the students. According to Maiyashi (2001) and Maduewasi (2005) confirmed that most schools in Nigeria operate in unconducive environment and they lack fundamental equipment and infrastructure which are essential for provision of quality learning. On the same note, world bank 2004 also reported on the inadequacy of the teaching and learning resources in schools in Nigeria. Enueme (2004), also confirmed that equipment and infrastructure of most public primary schools were insufficient. UNICEF (2000) rationalized that even through most

school facilities in Nigeria are inadequate but they are striving to offer education that is attractive and friendly to the learners.

Kirui (2011) observed that unsafe school instill fear on learners, disrupts learning, leads to destruction of resources and worst of all, lives are lost. Safety in schools is a necessary condition for a good learning environment which keeps children in school and provides better academic achievements. A safe school is one whose pupils' lives are not endangered within the school or even when they are at home. Claire (2011) argues that, out of school children are at risk of violence, radicalization, rape, prostitution, and among other life threatening activities. A safe environment is essential for students' wellbeing and achievements.

The Kenyan government is dedicated to ensure that all learners are safe and healthy when they are either inside the school or outside. Moreover, Ministry of Education Circular No. G9/169 emphasizes on safety in the physical infrastructure, school environment and the participation of school administrators in implementing the policies (Republic of Kenya, 2001). Knowledge of school safety laws and regulations provides administrators with the authority to know what is allowed, what is forbidden as well as what actions are considered to be an obligation of the school. According to Otieno (2010) it is emerging that most schools in Kenya have no capacity to handle emergencies, and are yet to implement safety standard manual produced two years ago.

The safety standard manual for learning institution in Kenya (2008), depicts physical infrastructures as facilities which include buildings such as classrooms, administration unit, washrooms, kitchen and recreational fields, equipment and many alien. These infrastructural facilities must be suitable, sufficient and set in the right place which are not risky to the pupils. Their rightful location in the school depict environment which are suitable, conducive and easy to maintain.

The school learning facilities environment should welcome and retain learners from diverse cultural backgrounds, varied socio- economic status into their premises which are devoid of risk and for school to offer quality education, they should be designed in a manner that suits minimum demand of learners, MOE (2010). UNICEF (2010) observes that clean water for drinking and handwashing is a basic necessity for school. It further noted that toilets for boys and girls should be separate and distance a part to provide safety and privacy. On the other hand, UNICEF (2010) also noted that health hazards which can arise from school physical infrastructure and playing fields need to be established well in advance for suitable remedy to be put in place. For instance, functional fire extinguishers, first aid kits should be readily available in the school and strategically placed. Schools can also be made safe and child friendly by proper landscaping the compound, designing suitable leading pavements, trimming the fence, flower, grass, wipe window panes and collecting and dumping waste materials properly (UNICEF, 2009).

EFA (1990) reiterated that Education for All is determined to do away with gender disparity among the children especially the disadvantaged ones like the orphaned and the vulnerable more so girls by the year 2015. It further affirms its commitment to eliminate all the barriers to education to enable access and complete basic, free, compulsory and qualitative primary education.

In Uganda a law has been implemented that assures child safety at school and at home. The MOES is determined to put into practice quality education for all by enabling their legislatures to enact irreducible safety measures guidelines which are child friendly to be used in schools and colleges. They include provision of the suggestion box, school facilities window should not be grilled among others (MOES, 2013).

2.5 Role of Sanitation and implementation of child-friendly school

According to UNICEF (2009), access to safe and adequate clean water and proper sanitation facilities are the elementary procedures for implementing child friendly schools. It continues confirming that proper sanitation and hygiene is the core of quality education since it determines the health of the pupils which in turn reflects on their concentration and absorption of the learnt content in class. It concluded that most public primary schools in sub-Saharan countries expose their pupils to health hazards by their failure to supply clean and safe water to their learners as opposed to schools in western countries. Bravy (2004) also added that school's sanitation in Africa is threatened by inadequate supply of clean and safe water.

UNICEF (2006) in its study on school sanitation, reveals that, more than fifty percent of public primary school in third world countries lack adequate sanitation and hygiene related facilities like separate toilets for girls and boys, handwashing facilities and supply of clean and safe water for drinking and handwashing.

The study further observed that such substandard sanitation and unhygienic conditions compel some pupils especially girls to withdraw from school because they fear being embarrassed due to the fact that their privacy and safety is not guaranteed. The study also confirmed that this is because girls need clean water to wash their hands after changing and besides that they also tend to shy off from sharing the same washrooms with boys hence influence the implementation of child friendly model. The sanitation facilities are potential risk to the health of the students. Most public primary schools have pit latrines which are not well maintained. Some schools have common toilet for both boys and girls. This poses problems to girls because their privacy and security are not safe guarded. Although there are some schools with separate toilets for girls and boys, but still girls complain of their security and privacy since they are without doors and adjacent to boys' toilets. He confirms that these may encourage boys to curiously peep into the girls' toilet when they are being used by girls (Bravy, 2004).

Bravy (2004), also added that schools which encourage sanitation, automatically promotes learner's health. He further observed that healthy learners attend schools regularly, absorb enough delivered content in class and perform better in

class work as opposed to unhealthy learners. A study on sanitation in schools in Angola by UNICEF also observed that proper sanitation lifts up health status of the pupils and learners in good health concentrate better than unhealthy pupils. It therefore concluded that for effective implementation of child friendly school model, schools' sanitation should be given a priority (UNICEF, 2009).

2.6 Pupils' nutrition and implementation of child friendly school

According to UNICEF (2010), pupils' nutrition and health is very fundamental in their intellectual development. It also observes that lack of enough nutrition to learners subject them to untold suffering and stress and this frustrate their effort to learn. Feinsterm (2006) also confirm that hungry and feeble learners usually loose hope in learning because of their low concentration in class and finally withdraw from school. This asserts that mental and emotional development of the child is largely dependent on good nutrition (UNICEF, 2010). Effective learning can take place when pupils are well prepared and given required opportunity to go to school regularly. It also observed that learning is interactive and these means that learners who are not well prepared and disturbed physically and psychologically have little to gain in class. It further said that pupils' health and nutrition is essential for effective learning since lack of enough nutrition leads to deficiency diseases which can stress and interfere with brain development of the child (MOE, 2010).

UNICEF (2010) points out that school should provide lunch programme to pupils so as to avoid deficiency diseases. This can minimize school absenteeism and dropout of pupils especially from disadvantage families. It is also indicated that schools can curb truancy by providing better nutrition to their pupils. It therefore shows that pupils nutrition has impact on the implementation of child friendly model (MOE, 2010).

2.7 Summary of the literature review

UNESCO (2001) report on child friendly school in Nigeria states that a child friendly school ensures quality education and positive learning for the child. Child friendly school is developed on the right based approach to guarantee all children equal opportunity to quality education. Despite the introduction of free primary education in Kenya which is viewed to propel the implementation of child friendly school, there are still quite a number of pupils who dropout (UNICEF, 2010).

Muclean and Kremer (2006) studies shows that CFS model seek to train teachers to better manage their classes so that every child gets same attention and in the long run reduce overcrowding of the classrooms. Other scholars on their studies on the role of head teachers in managing CFS in public primary schools in Nairobi found out that Child Friendly School had ameliorated retention level in school Wandawa (2013). This study differs with two (Muclean & Kremer, 2006; Wandawa, 2013) in the sense that it looks at the factors influencing the Child

Friendly School model while the two studies looked at management of CFS. The issue of child dropout has created a gap on the implementation of child friendly school hence trigger the research on factors influencing implementation of child friendly model.

2.8 Theoretical framework

This study employed the current multicultural education theory. The theory was developed by Jay (2003). It states that curriculum and institutional change is required to support the development of students from diverse ethnic and cultural backgrounds by providing child friendly school environment. The implementation of Child Friendly Model in public primary school provide equal opportunities for pupils to access quality education in a safe protective and healthy environment as opposed to the current educational curriculum structure which is oppressive and has an obstacle to students of diverse backgrounds to achieve their academic potential. Public primary school in Nyando Sub-County requires the implementation of child friendly school to facilitate access, retention, completion and attainment of quality education.

2.9 Conceptual framework

According to Sharon and Mathew (2011) a conceptual framework is a mechanism for aligning literature review, research design and methodology. The conceptual framework of the study is presented in figure 2.1 below.

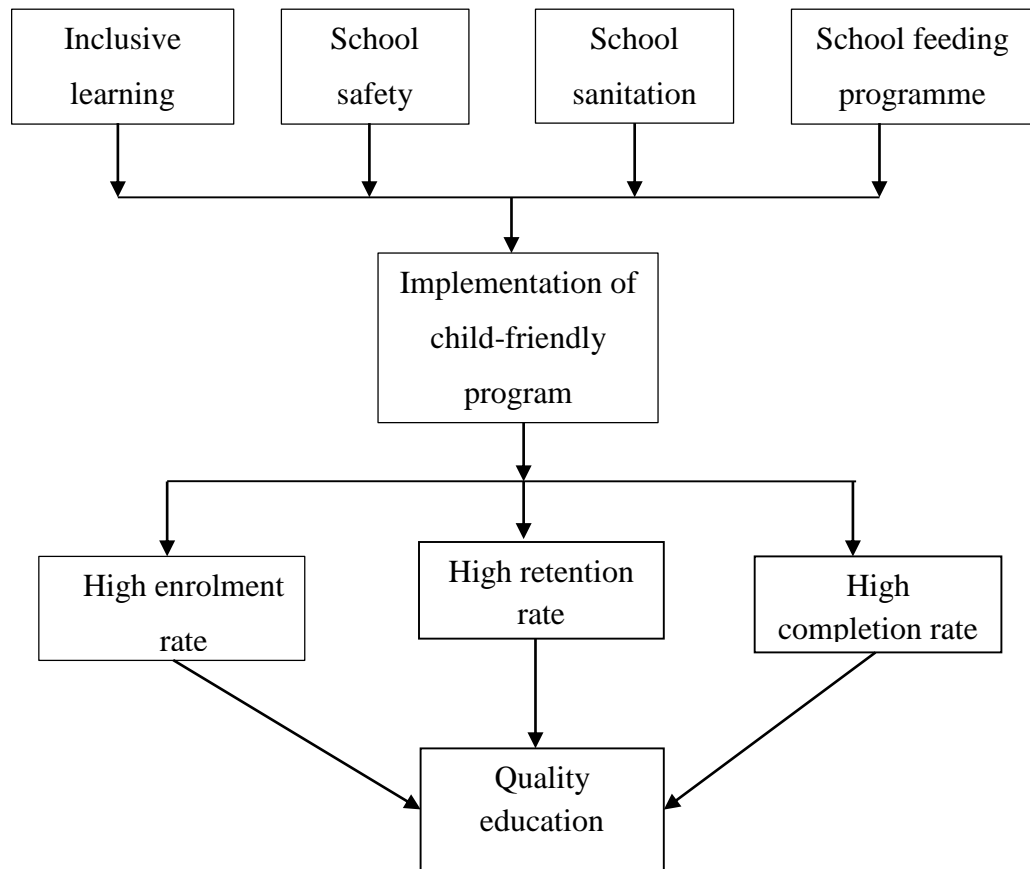


Figure 2.1 Interplay of factors influencing the implementation of Child friendly model.

This conceptual framework shows the relationship between variables of the study. The framework presents the factors that influence implementation of Child Friendly School programme. The framework shows that CFS programme is

influenced by inclusive learning, school safety, school sanitation and school feeding programme (independent variables). These independent variables have influence on the dependent variable of which is the implementation of Child Friendly model. The assessment of the study determines whether CFS programme has positive bearing on pupils` enrolment, retention, completion hence lead to no child out of school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main focus of this chapter is to describe the methodology which was used to collect data, research instruments, instrument validity, instrument reliability, and the data collection procedures and data analysis techniques.

3.2 Research design

The study adopted the descriptive survey design, Gay (2006), defines descriptive survey as a process of collecting data in order to test the hypothesis or to answer questions concerning the current status of the subjects. Orodho (2008), observes that descriptive survey intends to provide statistical information about aspects of education that interest policy makers and educators. It is appropriate in this study as it aims at establishing the status of the schools with regard to the implementation of child-friendly school program.

3.3 Target population

The target population consisted of all 102 registered public primary schools in Nyando Sub-County, Kisumu County. The target population includes 102 head teachers, 612 teachers and 19,000 pupils from class 7 and 8. The class 7 and 8 was selected because they have been in the school for a relatively longer period and hence could provide more reliable information on school factors influencing

implementation of child friendly school, (Statistical Return, SCDE’s office Nyando Sub-county, July 2016).

3.4 Sampling size and sampling procedure

The sampling procedure that the study adopted is one proposed by Mugenda and Mugenda (2003). According to them where the target population is above 30, sample between 10 to 30 percent may be used. The researcher therefore used 10 percent of 102 schools hence 10 schools were randomly sampled by designating unique number to each school on a piece of paper. The papers were the enfolded and dropped into a container. The container was shaken and a number was picked at random. This gave each school an equal chance to be selected (Mugenda & Mugenda, 2003). The researcher also used 10 percent for both teachers and pupils. Purposive sampling was used to sample 10 head teachers whose schools were sampled. This implies that 10 head teachers, 61 teachers and 1,900 standard 7 and 8 pupils were sampled for the study.

Table 3.1 A distribution table showing the sampled stakeholders

Stakeholders	Population	Sample	Percentages
Head teachers	102	10	10
Teachers	612	61	10
Pupils	19000	1900	10
Total	19714	1969	30

Source: Nyando Sub-County, TSC Staffing Officer

3.5 Research instrument for data collection

In this study, two instruments were used to collect data; questionnaires and observation schedule. The questionnaire consisted of section A and B. Section A consisted of background information about the respondents while section B consisted of both closed and open ended questions focusing on concept of Child Friendly School, inclusive learning, school safety, sanitation facilities and school feeding programme. The researcher used three types of questionnaires were used; the head teachers', teachers' and class eight and seven pupils' questionnaire. An observation schedule that contained areas of observation that includes; classrooms, sanitation facilities and school compound. Questionnaires for pupils, section A aimed at collecting background information. section B, sought to find out the availability of sanitation facilities, school feeding programmes, condition of classroom types of games they usually participate in. Questionnaires for teachers, section A aimed at collecting background information. Section B focused on teaching and learning resources. Questionnaire for head teachers, Section A contained background information. Section B was to find out staff establishment per gender, school enrolment, physical classrooms, toilets and type of fencing material used around the school compound.

3.6 Instrument validity

Validity is the extent to which a test measures what it is intended to measure (Kothari, 2004). The research devices were authenticated through the application

of content validity procedure. According to Tyler (1971) this is a judgment made better by a team of professionals and in this connection the researcher established content validity by seeking expert judgment from his supervisors while developing and revising research instruments. This was done by holding discussion, making relevant comments and suggestion that were harmonized with an intention of either reviewing them or adopting them for pilot study.

Besides that, one school with similar characteristic was sampled for piloting. Sampled questionnaire was administered to a small population around (1%), Andy (2007). Piloting is important because it helps in revealing deficiencies in testing a variable in a questionnaire, this help in their modification (Mugenda & Mugenda 2003).

3.7 Instrument reliability

Reliability is a measure of the extent to which instrument produce consistent results or data after repeated trials (Mugenda & Mugenda, 2003). To establish the reliability of the instrument, the measure should give consistent result from the tests. The researcher used test-retest technique to determine the instrument reliability through pre-testing of instrument. This involves administering the same instrument twice to the same group of respondents, allowing one week between the first and the second test. The score from both testing periods was then correlated by using the Pearson product moment correlation coefficient

formula. It is noted that correlation of 0.5 or higher is considered “acceptable” in most social science research situations.

Formulae;

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

Where;

x = scores of the first test

y = scores of the second test

$\sum xy$ = sum of gross product of the value of each variable

$\sum y$ = sum of y

N = number of pair scores

$\sum x^2$ = sum of x^2

$\sum y^2$ = sum of y^2

$(\sum x)^2$ = square of $\sum x$

$(\sum y)^2$ = square of $\sum y$

Source: Mugenda and Mugenda (2003)

The instruments were deemed reliable for use after achieving coefficient of above 0.5 (Mugenda & Mugenda, 2003)

3.8 Data collection procedure

A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) by the researcher. He then proceeded to

seek authority from the Kisumu County Director of Education, Kisumu County Commissioner and copies were sent to the Nyando Sub-County Director of Education and to the respective head teachers of sampled schools.

The researcher later visited the sampled schools to create rapport and made appointments with Head teachers. On the material days, the researcher created rapport with the respondents who were pupils and teachers and administered the questionnaire to them. For pupils, it was done in the class for twenty minutes, but for the teachers, in the staffroom. The researcher also made personal observation and filled in the observation schedule with regard to the implementation of child-friendly school program. These questionnaires were then collected immediately for analysis.

3.9 Data analysis techniques

Data from the field were cross examined to ascertain data accuracy, competency and identify items wrongly responded to and blank spaces. The research instruments were generated both qualitative and quantitative data from open and closed items respectively.

Quantitative data were then coded and entered to the computer for analysis using statistical package for social sciences (SPSS) version 22.0 software. This generated the frequencies and percentages which were used to discuss the findings. Frequency distribution tables were used to present the raw data while descriptive statistics such as percentages and frequencies were used to present the

qualitative data as required in the research questions. Quantitative data were analyzed according to the themes in the research objectives.

3.10 Ethical considerations

Mugenda and Mugenda (2013) noted that in a research process ethics are matters of principles sensitive to rights of others. In regards to professional conducts in any scientific action, there is need to observe competence, integrity, scientific responsibility, respect for people`s rights, dignity and social responsibility.

In order to observe these, the researcher would not reveal the names of the respondents, their residential areas or addresses and assure them of their privacy. The information given by the respondents were treated as private and confidential and only used for the study purposes. They were required to voluntarily participate in the exercise. Therefore, this showed that, the study was conducted in an ethical manner.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study investigated the school factors influencing the implementation of Child Friendly Model in Public Primary Schools in Nyando Sub-County, Kenya. The study especially investigated how inclusive learning, school safety, school sanitation and pupils' nutrition influencing the implementation of child Friendly School Model in Public Primary Schools in Nyando Sub-County in Kisumu County. This chapter presents the questionnaire return, demographic data and the analysis according to the research objectives.

4.2 Questionnaire return rate

The proportion of the questionnaire returned by the respondents is referred to as the questionnaire return rate. Out of 10 head teachers, 10 (100%) returned questionnaire. Out of 61 teachers issued with questionnaire, 58 (95%) returned questionnaires while 1,900 pupils issued with the questionnaires 1,862 (98%) percent returned the questionnaires. This return rate was above 80 percent and hence deemed for data analysis (Boyd, 2002).

4.3 Demographic information of respondents

The section presents the demographic information collected from head teachers, teachers and pupils in the following sub-sections.

4.3.1 Demographic Information of the head teachers

The demographic information of the head teachers was based on gender, age, duration they have served as teachers, the highest qualification and zone.

4.3.1.1 Gender of head teachers

The head teachers were asked to indicate their gender. Table 4.1 shows the gender of head teachers.

Table 4.1 Distribution of the head teachers by gender

Gender	Frequency	Percentage
Male	9	90.0
Female	1	10.0
Total	10	100.0

The result in the table 4.1 shows that majority (90.0%) of head teachers were male while (10.0%) were female. This indicates that there were more male head teachers than female head teachers in the schools. This does not comply with one third gender balance as stipulated in the constitution of Kenya. From the study findings the response presents a true fact on the ground in the Sub-County where most head teachers are male as shown in table 4.1

The head teachers were further asked to indicate their ages. Table 4.2 tabulates the findings.

4.3.1.2 Head teachers' age

Table 4. 2 Distribution of head teachers according to their ages

Age (Years)	Frequency	Percentage
36 – 40	1	10.0
41 – 45	1	10.0
46 – 50	1	10.0
51 and above	7	70.0
Total	10	100.0

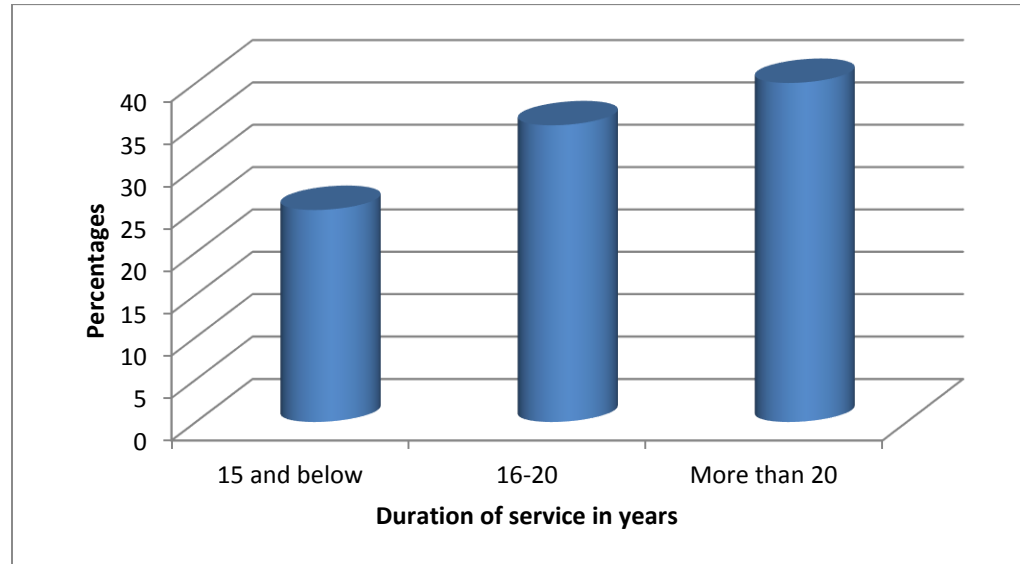
Table 4.2 shows that 7 (70%) of head teachers were above 51 years, 1(10%) of head teachers were aged between 46 and 50 years, 1 (10%) of head teachers were aged between 41 and 45. The study further indicates that 1 (10%) of the head teachers were in bracket between 36 and 40. Most of the head teachers according to the study findings were 40 years and above and were more mature enough to provide analytical opinion of factors influencing implementation of Child Friendly Model.

4.3.1.3 Duration head teachers had served as teachers

The research sought to find out duration head teachers had served as teachers.

Figure 4.1 represents head teachers' duration as teachers.

Figure 4.1 Distribution of head teachers according to duration as teachers



Data shows that 25.0 percent of head teachers had served as teachers for 15 years and below while majority of head teachers (75.0%) had served as teachers for 16 years and above. This betoken that most of the head teachers had adequate teaching experience to provide information on Child Friendly Model.

4.3.1.4 Head teachers' highest academic qualifications

The study also sought to establish the highest qualifications of the head teachers.

The data is shown in the table 4.3

Table 4.3 Distribution of head teachers according to highest academic qualifications

Response	Frequency	Percentage
P1	6	60.0
Diploma	2	20.0
B. Ed Degree	1	10.0
Master Degree	1	10.0
Total	10	100.0

The data indicates that (60%) of the head teachers had P1 education qualification, (20%) had diploma while B/Ed degree and master degree each had (10%) education qualification. This implies that the head teachers had credible education qualification required in public primary schools which could enable them address issues of child friendly model and hence were in a situation to provide relevant information on the factors influencing implementation of Child Friendly Model. Head teachers were also requested to specify their zones they reacted as shown below.

4.3.1.5 Head teachers' according to zone

The study also sought to establish the number of head teachers per zone. The data is presented in the table 4.4 below

Table 4.4 Distribution of head teachers according to zone

Zone	Frequency	Percentage
Awasi	3	30.0
Ahero	2	20.0
Nyang'ande	2	20.0
Rabuor	3	30.0
Total	10	100.0

Data shows that (30%) of head teachers were from Awasi zone, the same number of the head teachers were from Rabuor zone while (20%) of head teachers were from Ahero zone and the same percentage (20%) were from Nyang'ande zone. This implies that the study was fairly distributed among the respondents in all the zones in the Sub-County and this shows that there was good representation from all zones hence reflecting the true picture of the child friendly model in the whole Sub-County.

4.3.2 Demographic Information of teachers

The demographic data of teachers was centered on gender, age, duration they had served as teachers and the highest academic qualification.

4.3.2.1 Gender of teachers

Table 4.5 Distribution of teachers according to gender

Gender	Frequency	Percentage
Male	35	60.3
Female	23	39.7
Total	58	100.0

As presented in the table majority (60.3%) of teachers were male while 39.7 percent were female. The data showed male dominance in the Sub-County. This gender disparity was as result of more male teachers posted in the Sub-County probably because the Sub-County is a hardship area without hardship allowance.

Teachers were asked to indicate their age in years. The table 4.6 shows the dispersal of teachers according to age.

4.3.2.2 Age of teachers

Table 4.6 Distribution of teachers according to age

Age (Years)	Frequency	Percentage
25-35	21	36.2
36-45	20	34.5
45 and above	17	29.3
Total	58	100.0

Table 4.6 shows that (36.2%) of teachers were aged between 25 and 35 years, (34.5%) of teachers were aged between 36 and 45 years while 17 (29.3%) of teacher were aged above 45 years. This indicates that teachers were relatively old enough, mature and were able to handle challenging issues of child friendly school model hence were in a position to give relevant information on child friendly model.

Teachers were also asked to indicate their duration of service as a teacher. The findings were tabulated in table 4.7.

4.3.2.3 Duration of teachers in service

Table 4.7 Distribution of teachers according to their duration of service

Years	Frequency	Percentage
1-5	7	12.1
6-10	10	17.2
11-15	13	22.4
16 and above	28	48.3
Total	58	100.0

Table 4.7 shows that popularity of teachers had been teaching for 6 years and above. The finding implies that most teachers had been in service for more than five years. This enabled them to gather enough information on handling issues of child friendly school hence were in a better position to deliver relevant information on factors influencing the implementation of child welcoming model in public primary schools.

The researcher further sought to find out teachers' highest professional qualification.

4.3.2.2.4 Teachers highest professional qualification

Table 4.8 Distribution of teachers according to their highest professional qualification

Qualification	Frequency	Percentage
P1	35	60.3
Diploma	13	22.4
B. Ed Degree	7	12.1
Master Degree	3	5.2
Total	58	100.0

The table shows that majority (60.3%) of teachers had P1 level while (39.7%) of teachers had diploma and above. This indicates that teachers had required professional qualification to be in public primary schools which could enable them address issues of child friendly model and hence they could provide information on the factors influencing implementation of Child Friendly Model.

4.3.3 Demographic Information of Pupils

The demographic information of pupils was based on age, sex and class. Table 4.9 shows distribution of pupils according to their ages.

4.3.3.1 Age of pupils

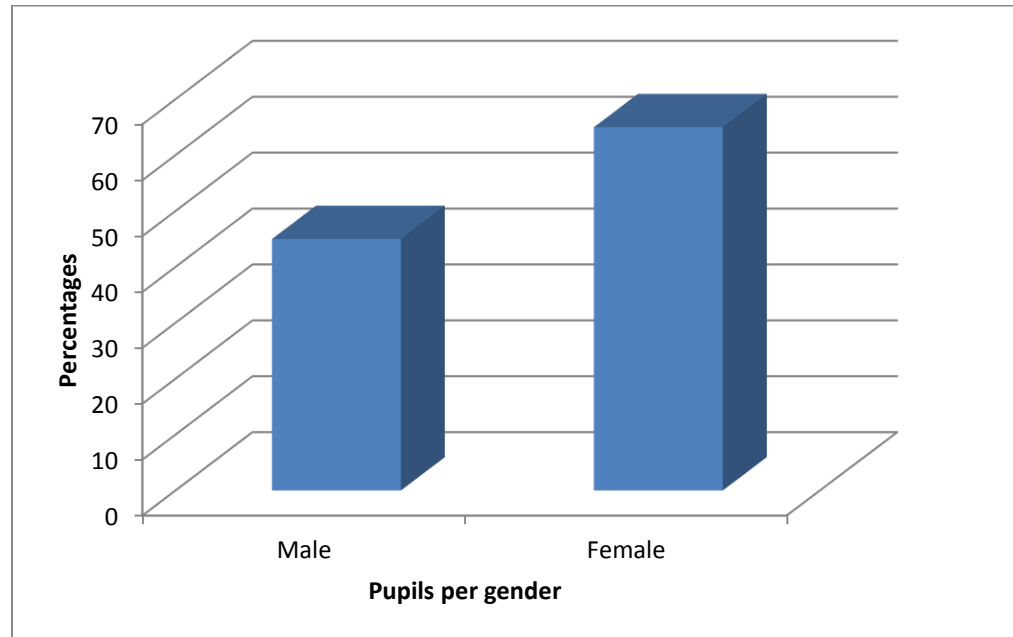
Table 4.9 Distribution of pupils according to age in years

Age (Years)	Frequency	Percentage
11-12	284	15.3
13-14	1220	65.5
15 and above	358	19.2
Total	1862	100.0

Table 4.9 shows that majority (65.5%) of the pupils were within the recommended age of between 13-14 years for primary pupils in class seven and eight. This implies that the pupils had been in the school for more than six years and had enough experience from school friendliness. This therefore could enable them to provide liable and relevant information on the factors influencing implementation of child friendly model. The pupils also asked to indicate their genders, pupils responded as shown in figure 4.2

4.3.3.2 Pupils according to gender

Figure 4.2 Distribution of pupils according to their gender



Majority (55%) of the pupils were female while 45 percent of the pupils were male. This indicates that, there were more female pupils in the sub-county than male pupils. This is probably because boys feel neglected and as a result some drop out of school while girls enjoy girl child education promotion.

Furthermore, the research also intended to find out the classes involved in providing the response.

4.3.3.3 Pupils according to class

Table 4.10 Distribution of pupils according to class

Class	Frequency	Percentage
Seven	937	50.3
Eight	925	49.7
Total	1862	100.0

Table 4.10 shows that (50.3%) of the pupils were from class seven while (49.7%) were from class eight. This implies that class eight and seven pupils have been in school for more than six years and hence were able to give information on factors influencing implementation of Child Friendly Model in public primary schools.

4.4 Inclusive learning and the implementation of child friendly school model

One of the objectives of this study was to establish how inclusive learning influenced the implementation of child friendly school model. The researcher posed items to head teachers, teachers and pupils to establish how inclusive learning influenced the implementation of Child Friendly Model. Head teachers were asked to indicate whether inclusive learning was put in place in their schools. The data is tabulated in table 4.11

Table 4.11 Head teachers' responses on inclusive learning on Child Friendly Model

Response	Yes	%	No	%
Are there disability friendly facilities in the schools e.g. ramps, adaptive toilets	3	30%	7	70%
Does your school have a functional children's government which addresses pupils' problem affecting them.	4	40%	6	60%
Do you re-admit school dropout (e.g. due to early pregnancy, truancy, child labour)	7	70%	3	30%
Are there school policy against discrimination	8	80%	2	20%

Data in table 4.11 shows that majority (70%) of head teachers signposted that disability friendly facilities were inadequate, 60% of the head teachers indicated that most public primary schools do not have functional children's government which address pupils' problems, 70% indicated that they do re-admit school dropout while 80% indicated that there was school policy against discrimination. The findings indicated that most schools have not prioritized inclusive learning as an element of child friendly school by eliminating barriers to access to school facilities, promoting free expression through their children's government, giving another chance for children to continue with their learning and put into use formulated school policies against discrimination. These findings are in line with

UNICEF (2009) that observed that schools lack adequate inclusive learning facilities and opportunities to meet the need of learners.

UNESCO (2005) also adds that schools and education system should provide the situations and resources necessary for achieving the quality standards of a child-friendly school. When teachers were asked to indicate the same, they responded as table 4.12.

Table 4.12 Teachers’ response on inclusive learning on Child Friendly School Model

Statement	Yes	%	No	%
Are all physical facilities friendly to all children?	12	20.7%	46	79.3%
Does the school re-admit school drop out	4	84.5%	9	15.5%
Do promotion of pupils who began class one eight years ago, complete school and sit for K.C.P.E.	7	44.8%	32	55.2%

The data in table 4.12 displays that majority (79.3%) of teachers indicated that they did not have physical facilities friendly to all children, 84.5 percent of teacher indicated that they re-admitted school dropout while 55.2 percent of teachers indicated that not all pupils who started class one completed school and sat for KCPE after eight years. Findings clearly evidenced that many schools have not equalized the opportunity of inclusive learning as an integral part of child friendly schools, since most of the physical facilities are not friendly to the

learners and also annual promotion of pupils to the next class was not automatic. The findings were in agreement with UNESCO (2004) that points out that learners have diverse needs and this poses big challenge in creating a friendly environment to all. This implies that most public primary school in the Sub-County are non-compliance to inclusive learning that affect implementation child friendly school model. It might be so because teachers had not been prepared enough to provide inclusive learning.

The researcher further sought to establish from pupils how inclusive learning influenced implementation of child friendly model.

Table 4.13 Pupils’ response on inclusive learning

Statement	Yes	%	No	%
Does your school provide inclusive learning?	906	48.7%	956	51.3%
Does your school re-admit school drop out	1,367	73.4	495	26.6%
Are your classrooms easily accessible to all	1427	76.6%	435	23.4%

The data in table 4.13 revealed that majority (51.3%) of the pupils indicated that their schools do not provide inclusive learning, 73.4 percent of the pupils indicated that their schools re-admit school dropout while 76.6 percent of the pupils indicated that their classrooms are easily accessible. It emerged from the study that most schools’ environments were not adapted to suit the various needs of the children from diverse background. UNESCO (2001) also adds that, in order

to appeal and keep children from sidelined and left out groups, education system should respond plially to the circumstances and needs to add all learners for easy realization of a child friendly school.

4.5 School safety and the implementation of the child-friendly school model

To establish the influence of school safety and the implementation of the Child Friendly School Model, the researcher posed items to the head teachers, teachers and pupils. Data is presented in table 4.14.

Table 4.14 Head teachers’ response on school safety Child Friendly Model

Statement	Yes	%	No	%
Are the school physical infrastructure regularly inspected by public health officers	6	60%	4	40%
Is the school well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security?	1	10%	9	90%
Are all visitors screened and leave their details at the gate before entering compound	0	0.0%	10	100%

Data in table 4.14 shows that, head teachers popularly indicated that school physical infrastructure are regularly inspected by public health officers, 90 percent of head teachers revealed that public primary schools in Nyando Sub-County are not well fenced to deter unauthorized entry into compound with only one entry point to the compound manned by security guards while all head

teachers indicated that visitors were neither screened at all nor leave their details at the gate before entering the compound in public primary schools in Nyando Sub-County. This implies that nearly all public primary school had not complied with pupils' safety guideline thus creating safety threats to both teachers and learners. This is contrary to Syder (2010) who advocated for monitoring to limit access to school to promote safety of pupils and staff as well as require visitors to sign in for them to access school compound hence affect implementation of Child Friendly Model.

The researcher also sought to establish from teachers how school safety influences implementation of Child Friendly School Model. Table 4.15 presents the findings.

Table 4.15 Teachers' responses on school safety and Child Friendly Model

Statement	Yes	%	No	%
School fence deter unauthorized entry	2	3.4%	56	96.6%
All classrooms are in good condition	4	20.7%	46	79.4%

Data shows nearly all (96.6%) of teachers showed that school fences are porous and cannot deter entry of unauthorized persons while 79.4 % of teachers indicated that all classrooms are not in good condition. These findings indicated that most schools operate in unconducive environment which subject teachers and pupils

into fear of being invaded by unknown people. This is due to the fact that school fences are porous and cannot deter entry of unauthorized persons.

Further findings show that some classrooms were dilapidated and put lives of teachers and pupils at risk of being attacked. These are in line with UNICEF (2004) that observed that, a safe school environment is the one that protect teachers and pupils from physical harm or injury. These reveals that school safety significantly influence the implementation of a Child Friendly School.

When pupils were asked how their safety influences implementation of Child Friendly School, they responded as table 4.16 below.

Table 4.16 Pupils’ responses on how school safety influence child friendly model

Statement	Yes	%	No	%
School have fire extinguisher	0.0	0%	1862	100.0%
Schools have safe playing field	1460	78.4%	402	21.6%

Data in table 4.16 shows that all pupils indicated that nearly all public primary schools in Nyando Sub-County have no fire extinguishers while 78.4 Percent of the pupils indicated that all public primary school in Nyando Sub-County had safe playing field. From the findings, it is clear that all public primary schools in Nyando Sub-county lack fire extinguishers. This indicated that there were possibilities that most schools lack knowhow on firefighting techniques hence

make schools to be unsafe for learning in case of fire outbreak. It significantly shows that school safety influences the implementation of Child Friendly Model.

4.6 Role of sanitation and implementation of child friendly model

To establish the influence of sanitation on implementation of child friendly school, the researcher posed items to the respondents that sought to establish how sanitation influence implementation of child friendly school model.

Head teachers were requested to indicate the role of sanitation on the implementation of Child.

Table 4.17 Head teachers’ responses on the role of sanitation on the implementation of Child Friendly Model

Response	Yes	%	No	%
School sanitation affect the school attendance	8	80%	2	20%
School Provide girls above ten years with sanitary towels regularly	2	20%	8	80%
Availability of adequate hand washing facilities	3	30.0%	7	70.0%

Data in table 4.17 shows that, head teachers popularly indicated that school sanitation affect school attendance. This indicates that schools in the area that experienced low attendance, enrollment and completion rate were due to the fact that they do not practice proper sanitation. The findings were supported by UNICEF (2010) which revealed that, absence of safe water and hygiene facilities in learning institutions lead to irregular school attendance by the pupils

particularly girls during their menses and these even force some of them to drop out of schools which is against Child Friendly School policy.

Further findings revealed that, some schools in the area rarely provide the girls above ten years with sanitary towels. This implies that those schools discourage girls from attending schools and this even compel some of them to drop out of school altogether. The findings are in line with the Snel (2004) who observed that lack of menstruation hygiene management resources may affect girls' participation in school activities due to fear of leakages and consequently lead to irregular attendance of school.

On availability of adequate hand washing facilities, the findings reveal that hand washing facilities were inadequate and this put some of these schools at risk of contracting and spreading diseases. These diseases could easily keep these children out of school. The finding clearly shows that school sanitation provides the basis for the effective implementation of a Child Friendly Model.

To find out teachers' perception on the relationship between the role of sanitation and implementation of Child Friendly Model, they responded.

Table 4.18 Teachers' responses on the sanitation on the implementation of Child Friendly Model

Response	Frequency	Percentage
Adequate hand washing facilities	18	31.0
Inadequate hand washing facilities	40	69.0
Total	58	100.0

Data in table 4.18 shows that majority (69.0%) of teachers indicated that hand washing facilities were inadequate while 31.0 percent of teachers indicated that hand washing facilities were adequate. This shows that some schools perpetuate substandard sanitation conditions which therefore make the school environment unsafe for learning and where infectious diseases are transmitted. These therefore results to chronic absenteeism of the pupils.

UNICEF (2006) concurred with these and reiterated that good sanitation and hygiene standards have an influence on school attendance and the school dropout. A joint scheme at the world education forum held in Dakar (2000) opines that provision of operational school sanitation is an important scheme for achieving education for all. This is what Child Friendly School advocates for.

When pupils were asked on role of sanitation in the implementation of child friendly model, they responded as shown in table 4.19.

Table 4.19 Pupils’ responses on the role of sanitation on Child Friendly Model

Response	Yes		No	
	F	%	F	%
Sanitation affect your school attendance	1367	73.4%	495	26.6%
School provide sanitary towels to girls above 10 years regularly	440	23.6%	1422	76.4%

Data shows that majority (73.4%) of pupils indicated that sanitation affects the school attendance, 26.6% of pupils did not see any effect of sanitation in their school attendance while 23.6 percent of the pupils indicated that school provide girls above ten years with sanitary towels regularly. This shows that some schools in the area register low attendance, enrolment and completion rate due to the fact that their sanitation conditions are substandard. UNICEF (2006) observes that once sanitation is substandard, occupants are more likely to spend more time in health facilities. From the findings, it is proven, that sanitation has direct influence on the implementation of Child Friendly School which look at the interest of the learners. This implies that school sanitation plays a major role in the implementation of child friendly model.

4.7 Pupils’ nutrition and implementation of child friendly Model

To establish the influence of pupils’ nutrition on the implementation of child friendly model, the researcher posed items to the respondents that sought to

establish how pupils' nutrition influence the implementation of child friendly school model. Table 4.20 presents the findings.

Table 4.20 Head teachers' responses on pupils' nutrition

Responses	Yes		No	
	F	%	F	%
School have regular feeding programme	0	73.4%	10	100.0%
Regular deworming of pupils at school	5	50.0%	5	50.0%

Data shows that all head teachers indicated that there were no regular feeding programmes at school while 50.0 percent of head teachers indicated that their schools organized for regular deworming of pupils at school. This implies that schools' subject pupils to nutritional deficiencies illness resulting to school absenteeism and eventually school dropout. Miguel (2008) confirmed that, poor nutrition can leave students susceptible to illness leading to school absenteeism and indirectly impacts on performance. Providing school meals is therefore vital in nourishing children. This is contrary to the aim of Child Friendly School which advocates for child seeking, retaining and completion. It is clearly evidenced that school nutrition significantly influences the implementation of Child Friendly model.

Further findings also revealed that a half of the schools do not organize for regular deworming of pupils at school. This indicates that schools expose pupils to infestation by intestinal helminths which deprives the children from good nutrition hence negatively impacts on education by hindering child development as well as school attendance. Studies by Aiken (2005) confirmed that school based deworming substantially improves health, nutrition and school participation of treated children. This indicates that school based deworming reserve the rights of pupils' nutrition which directly influence the implementation of Child Friendly School.

Table 4.21 Teachers' responses in pupils' nutrition

Responses	Yes		No	
	F	%	F	%
School have regular feeding programme	0	0.0%	58	100.0%
Regular deworming of pupils at school	28	48.3%	30	51.7%

Data in table 4.21 shows that all of teachers indicated that schools have no regular feeding programme while 51.7 percent, revealed that there was no regular deworming of pupils at school. This implies that pupils in the school were most likely to be malnourished, unhealthy and attend school irregularly. This is confirmed by the study done by Radden (2002) who opines that children in schools with feeding programs attend school regularly than those without feeding programmes.

Further findings showed that school deworming was irregular in most schools. This implies that pupils were at risk of getting worms which absorb essential food nutrients in their body resulting to malnutrition, unhealthy living and irregular attendance to school. Lack of nutrition is now observed to hinder learning. This therefore shows that nutrition is very essential in the implementation of Child Friendly Model.

To find out pupils' perception on the influence of nutrition on the implementation of child friendly model, their rejoinders were tabulated in the table 4.22 below.

Table 4.22 Pupils' responses on their nutrition

Responses	Yes		No	
	F	%	F	%
School with regular feeding programme	0	0.0%	1862	100.0%
Regular deworming of pupils at school	895	48.1%	967	51.9%

Data 4.22 shows that all pupils indicated that their schools had no regular feeding programme while majority (51.9%) of pupils indicated that their schools had regular deworming of pupils contrary to what head teachers and teachers indicated. The findings implies that schools are most likely to put the lives of pupils at risk. Due to the fact that, underfeeding leads to nutritional deficiencies among school-aged children. This is because children take a long time in school when they are hungry. Feinstern (2006) observed that nutrition deficiencies early

in life can affect the cognitive of school-aged children. This therefore shows that failure of schools to provide feeding programme negatively impacts on pupils' nutrition and hence influence the implementation of Child Friendly Model.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and present conclusion recommendations of the study and suggestion for further research

5.2 Summary of the study

The purpose of the study was to investigate the factors that influence the implementation of Child Friendly Model in public primary schools in Nyando Sub-County, Kisumu County. The study guided by four research objectives, objective one sought to establish how inclusive learning influences the implementation of Child Friendly Model in public primary schools in Nyando Sub-County, Kisumu County. Research objectives two, determine the extent to which school safety influences implementation of child friendly schools in public primary schools, research objective three, sought to determine how school sanitation influences the implementation of Child Friendly School Model in Nyando Sub-County, Kisumu County and the last research of objective sought to establish the influence of pupils' nutrition on the implementation of child friendly school model in Nyando Sub-County, Kisumu County. The study adopted descriptive survey design. The sampling technique employed was simple random sampling. The sample for the study comprised of 10 head teachers, 58 teachers and 1862 pupils. Data was collected by use of questionnaire and observation

schedule and analyzed using the Statistical Package for Social Science (SPSS). Pre-testing was done to gauge the clarity and the relevance of the instrument items. The instruments were also validated and tested for reliability. Items that were found to be inadequate for measuring variable were rejected or modified to improve the eminence of the research instrument.

Influence of inclusive learning on the implementation of Child Friendly Model

Findings revealed that inclusive learning is not fully practiced in most schools due to the fact that there were inadequate disability friendly facilities as indicated by majority 7(70%) of head teachers, majority 6(60%) of head teachers also indicated that schools do not have functional children`s government. Majority of head teachers 7(70%) and 8(80%) indicate that school re-admitted school drop-out and respectively had school policy against discrimination. Majority 46(79.3%) of teachers indicated that not all physical facilities friendly to all pupils, majority 49(84.5%) of teachers indicate that school re-admit school drop-out and majority 32(55.2%) of teachers also indicate that not all pupils who started class one eight years ago, complete school and sit for KCPE which implies that most school do not practice inclusive learning. The study further indicated that majority 956(51.3%) of pupils showed that their school did not provide inclusive learning, this implies that school which did not fully practice inclusive learning do not effectively implement Child Friendly Model.

School safety and implementation of the Child-Friendly school

Majority 6(60%) of head teachers indicated that school physical infrastructure were regularly inspected by public health officer. This implies that school safety is a factor that influence the implementation of Child Friendly School Model, though majority of head teacher (90%) also indicated that their schools are not well fenced to deter unauthorized entry into the compound with only one gate and compound manned by security guard. All head teachers indicated that neither visitors were screened nor did they leave their details at the gate before entering the compound. This implies that there was a big challenge on school safety in most public primary schools.

It was further found out that school safety in public primary schools were not adequately addressed by curriculum implementers. (79.4%) of teachers also indicated that some classrooms for learning were not safe. This implies that some pupils did not find their schools friendly to them hence influence the implementation of the curriculum model.

All pupils indicated that their school did not have fire extinguishers as safety measure in case of fire outbreak. It is also revealed in the research that (78.4%) of pupils agreed that playing fields of most public primary schools are safe. This implies that safe playing fields in the public primary school encourage pupils to come to school and in the long run embrace Child Friendly School Model.

Role of sanitation and implementation of child friendly school model

Majority (80.0%) of the head teachers indicated that school sanitation influences the implementation of child friendly school model. It also revealed that (80.0%) of head teachers indicated that they do not adequately provide girls above ten years with sanitary towels. The outcomes also exposed that majority (70.0%) of the head teachers also indicated that hand washing facilities were not adequate.

The study further indicated that majority (69.0%) of teachers indicated their school had no adequate hand washing facilities hence put their school at risk. The study also further found out that (73.4%) of pupils indicated that sanitation affected their attendance. This implies that school sanitation influences the implementation of Child Friendly Model.

Pupils' nutrition and implementation of Child Friendly Model

Majority of head teachers indicated that their schools had no regular feeding programme. The study revealed that pupils' nutrition in public primary schools had not been adequately addressed. The outcomes also exposed that (50.0%) of the head teachers indicated that there was regular deworming of pupils at school. All teachers indicated that there was no regular feeding programme of pupils at schools. This also confirms head teachers ideas that public primary schools do not offer feeding programme for the pupils. Findings revealed that school do not offer feeding programme. Pupils indicated that schools do not offer regular deworming.

5.3 Conclusions

Established on the study outcomes, the study resolved that inclusive learning could be one of the appropriate approaches for the implementation of child friendly model if all the inclusive learning requirements were met. It was also concluded that school playing fields were safe and enhanced enrolment and retention in school which in turn influence the implementation of child friendly school model.

On the pupils' safety in the side of fire outbreak, the study concluded that schools had no safety measures put in place to handle fire outbreaks. The study further concluded that public primary school infrastructures were regularly inspected by public health officers but still some posse challenges on pupils' safety in the school hence influence implementation of Child Friendly Model.

On the role of sanitation, the study concluded that school sanitation affects pupils' attendance in public schools. The study also concluded that most public primary schools did not provide girls above ten years of age with sanitary towels. This therefore posse an impact of greater magnitude to the implementation of Child Friendly Model. It is further concluded that for effective implementation of child friendly model, sanitary towel provision in public schools should be reinforced to enable teenage girls attend school regularly.

The study concluded that pupils' nutrition in public primary school was not put into practice. Even though deworming of pupils was done at school to some extent, there was no feeding programme at all in all public primary school.

5.4 Recommendations

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

- (i) The government and all stakeholders to immediately provide adequate inclusive learning resources to all public primary Schools, to enable children from diverse background to gain access to schools.
- (ii) Board of managements to fence the schools properly leaving only one entry, guarded by security personnel screening all visitors and vehicles entering the schools to ensure safety of pupils and teachers.
- (iii) Ministry of public health, to conduct frequent inspection on school sanitation facilities, so that they can advise school administration accordingly on sanitation matters, to reduce chances of outbreak of infectious diseases.
- (iv) The government to roll out feeding programme to all schools in time to improve pupils nutrition so as to eliminate cases of deficiency diseases in school.

5.5 Suggestions for Further Research

The research takes exception to the fact that the study was done in Nyando Sub-County yet the implementation of the Child Friendly School Model in public primary school is a national one. The researcher therefore suggested that the study be conducted in the whole of Kenya to determine the actual factors influencing the implementation of Child Friendly School Model.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,
Department of Education,
Administration and Planning,
P. O. Box 30179,
NAIROBI.

To All Head teachers,
Nyando Sub-County,
Public Primary Schools.

RE-PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a master of education student at the University of Nairobi carrying a study on Factors Influencing Child Friendly Model in Public Primary schools in Nyando Sub-County, Kisumu County, Kenya. Your school has been selected for the study. I kindly, request for your participation in the study.

Yours Faithfully

Obonyo George Otieno

Student

APPENDIX II: QUESTIONNAIRE FOR THE HEAD TEACHERS

This questionnaire is developed to gather information about your school. The study aims at assessing the status of public primary schools on the factors influencing implementation of a Child Friendly School Model in Nyando Sub-County, Kisumu County. Tick [] the appropriate response.

Section A: School Particular.

1. Please provide the following information,

(a) Date of the establishment of the school _____

(b) In which zone is your school? _____

(c) What is the present pupil enrolment per agenda _____

(d) What is the present teachers' establishment per gender?

Male _____ Female _____ Total _____

Section B: Implementation of Child Friendly Programme.

2. What is the current enrolment in class one and class eight respectively in this school?

Class One _____ Class Eight _____

3. What is the teacher pupil ratio in this school?

1:45 [] 1:55 [] 1:65 [] Others [] specify _____

4. (a) Do pupils who start class one complete school and sit for KCPE in this school?

Yes [] No []

(b) If No, give reasons _____ and by what percentage?

Above 70% [] Between 50-69% [] Between 49-20% []

Below 20% []

5. (a) Does this school have functional children's government which addresses problems affecting them?

Yes [] No [] Somehow []

(b) If Yes, how often do they meet?

Monthly [] Termly [] Yearly []

6. Are there disability friendly facilities and equipment in your school e.g. ramps, adaptable toilets, braille materials, hearing aid, clearly defined paths?

Yes [] No [] Somehow []

7. Which corrective measures do you use in this school for indiscipline cases?

Guidance and counseling [] Gymnastics []

Others, Specify _____

8. Which safety measures have you put in place in this school?

(a) Fire extinguisher Yes [] No []

(b) Fire escape Yes [] No []

(c) Lightening arrester Yes [] No []

(d) Drills Yes [] No []

- | | | |
|-------------------------|---------|--------|
| (e) First aid kit | Yes [] | No [] |
| (f) Proper school fence | Yes [] | No [] |
| (g) Lockable gate | Yes [] | No [] |
| (h) School watchman | Yes [] | No [] |

9. How do you ensure that this school is free from hazardous materials

10. Does this school have policies against discrimination with regard to gender, cultural origins, social status, religious beliefs and other differences?

Yes []

No []

11. Do your school have duly signed personnel in-charge of security?

Yes []

No []

12. Do your school give a second chance to school drop-outs (e.g. due to pregnancy, truancy, child labour)?

Yes []

No []

To some extent [] Specify _____

13. (a) How many toilets in use, do you have in the school for pupils?

Boys _____ Girls _____ Total _____

(b) Are the toilets well maintained?

Yes [] No []

14. Does the school provide the following nutritional services?

(a) Feeding programme Yes [] No []

(b) Deworming Yes [] No []

(c) Vitamin A supplements Yes [] No []

15. (a) Does your school have access to safe and clean drinking water?

Yes [] No []

(b) If Yes, are there adequate and separate facilities for drinking water and washing?

Yes [] No []

16. Use the following Key to rate the following aspects of child friendly school. Tick (✓) appropriately.

1. Strongly Agree 2. Agree 3. Not Agree 4. Don't know

Aspects of CFS environment	1	2	3	4
Child friendly school encourages enrolment				
Child friendly school encourages retention				
Child friendly school improves performance				
Child friendly school provides safe environment for learning				

APPENDIX III: QUESTIONNAIRES FOR TEACHERS

The purpose of this questionnaire is to gather the information on the factors influencing child friendly school model in public primary school in Nyando Sub-county, Kisumu County, Kenya. You are requested in the study by filling the questionnaire. Kindly respond to all the items in the questionnaire.

Section A: Demographic Data

1. What is your age in years?

Below 25 years [] 26-30 years [] above 35 years []

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

Below 1 year [] 1-5years [] above 6 years []

3. What is your profession qualification?

P1 [] Diploma [] B.Ed degree []

Section B: Questions on Child Friendly School Model.

1. (a) Does the school physical facilities friendly to all children?

Yes [] No []

(b) If Yes, how many class rooms have ramps at the door?

Some [] All [] None []

2. How many classrooms are in good condition?

All [] Some [] None []

3. Is the school properly fenced?

Yes [] No []

4. (a) Does the school have separate toilets for girls and boys?
- Yes [] No []
- (b) If Yes, are they well maintained?
- Yes [] No []
5. How often does the school provide girls above ten years with sanitary towels?
- Monthly [] Termly [] Yearly []
6. (a) Does the school sanitation affect pupils' attendance?
- Yes [] No []
- (b) If Yes, which area mostly affect their school attendance?
- Toilets hygiene [] Safe water supply [] Others, specify _____
7. (a) Does the school have hand washing facilities?
- Yes [] No []
- (b) If Yes, do pupils use them?
- Yes [] No []
- (b) If No, give reasons why they are not being used by the pupils.
- _____
8. Does the school have regular feeding programme?
- Yes [] No []
9. How many times does the school organize for deworming of pupils in a year?
- Thrice [] Twice [] Once [] None []

10. Does your school give a second chance to school drop-out?

Yes []

No []

11. In your own opinion, do you think all school should implement child friendly school?

Yes []

No []

Give reason(s) _____

APPENDIX IV: QUESTIONNAIRES FOR PUPILS

The purpose of this questionnaire is to gather the information on the factors influencing child friendly school model in public primary school in Nyando Sub-county, Kisumu County, Kenya. You are requested in the study by filling the questionnaire. Kindly respond to all the items in the questionnaire.

Section A: Personal Information.

1. What is your age in years?

11-12 []

13-14 []

15 and above []

2. What is your gender?

Male []

Female []

Section B: Questions on Child Friendly School Model.

1. How would you like your school to be?

Child friendly []

Unfriendly []

2. Does your school admit school drop-outs?

Yes []

No []

3. (a) Does your school have access to safe and clean drinking water?

Yes []

No []

(b) If Yes, are there adequate facilities for hand washing?

Yes []

No []

4. (a) How many toilets do you have in school?

Adequate []

Inadequate []

(b) Do you have separate toilets for boys and girls?

Yes []

No []

5. Does your school have fire extinguisher?

Yes []

No []

6. How many times have your school been trained on firefighting techniques since 2015?

Once []

More than once []

None []

7. Do you have feeding programme in your school?

Yes []

No []

8. (a) How often do you attend school per month?

Between 15-18 days []

Above 19 days []

(b) If you don't attend school regularly, give reasons why?

9. Are your classrooms easily accessible?

Yes []

No []

10. How do you rate your school in terms of school friendliness?

High []

Moderate []

Low []

APPENDIX V: LETTER OF AUTHORIZATION



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/17/93479/19020**

Date: **7th September, 2017**

Obonyo George Otieno
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

following your application for authority to carry out research on "*Factors influencing implementation of child friendly model in public primary schools in Nyando Sub County, Kisumu County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **5th September, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**


Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

APPENDIX VI: RESEARCH PERMIT


THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/17/93479/19020**
MR. OBONYO GEORGE OTIENO **Date Of Issue : 7th September,2017**
of UNIVERSITY OF NAIROBI, 27-40101 **Fee Received :Ksh 1000**
Ahero,has been permitted to conduct
research in Kisumu County
on the topic: FACTORS INFLUENCING
IMPLEMENTATION OF CHILD FRIENDLY
MODEL IN PUBLIC PRIMARY SCHOOLS IN
NYANDO SUB COUNTY, KISUMU
COUNTY, KENYA
for the period ending:
5th September,2018



Applicant's Signature **Director General**
National Commission for Science,
Technology & Innovation

CONDITIONS

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2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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