

**SCHOOL-BASED FACTORS INFLUENCING IMPLEMENTATION OF CHILD
RIGHTS EDUCATION IN PUBLIC PRIMARY SCHOOLS IN DAGORETTI
DISTRICT, NAIROBI, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of degree in any other University.

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DEDICATION

I dedicate this project to my late mother, Mrs. Rose Ochuodho, my supportive husband Mr. Tom Omollo and my children Hillary, Samuel and Ryan Mike.

ACKNOWLEDGEMENTS

I am grateful to the almighty God who gave me good health, wisdom, knowledge and strength to pursue my Masters studies. I also wish to thank all my relatives who were by my side and kept on encouraging me to move on and keep the academic fire burning.

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ABSTRACT

The purpose of this study was to investigate the school based factors that affect the implementation of child rights education in public primary schools in Dagoretti District, Nairobi County. The study sought to establish the administrative factors that influenced the implementation of child rights education in public primary schools in Dagoretti District and how the teacher- pupil ratio affected the same. The study also looked at the extent to which instructional facilities affected the implementation of child rights education and determined the teaching methods used in the implementation of child rights in public primary schools.

In total 417 teachers and 2,915 standard 8 pupils in all the 23 public primary schools in Dagoretti District were targeted. The study used the descriptive survey design and employed the use of two sets of questionnaires: a teachers and a pupil's questionnaire. Random sampling was adopted in the administration of the questionnaires. In total 70 teachers and 216 pupils participated in the study. The use of Statistical Package for Social Sciences was employed in the analysis of data. Quantitative data was generated from the close-ended questions while qualitative data was from the open-ended questions in both the questionnaires.

Findings of the study revealed that despite the teachers and pupils being knowledgeable on child rights there were cases of child abuse within and outside the school compound. Among the school based factors that influenced the implementation of child education in the public primary was administrative factors, coordination between the school administration and financial resources. High teacher – pupil ratio in public primary schools have contributed negatively to the implementation of child right education. Inadequacy of school facilities had further aggravated the situation with many cases of child abuse occurring within the school compound as result of this inadequacy. Inadequate toilet facilities were breeding ground for verbal abuses while the schools fields provided a fertile ground for physical and verbal abuse. In this study, girls experienced sexual abuse the most. The study found out that most of the teachers used only one teaching method which was mainly group discussion to impart knowledge to their pupils.

In conclusion, financial resources allocated to the primary schools affected greatly the implementation of child rights education with a high teacher-pupil ratio further aggravating the situation. With most of the public primary schools having inadequate instructional materials and with most of the teachers employing the use of only one form of teaching method the implementation of child's right education was greatly hampered in these schools.

The study recommends that adequate measures in schools be put in place to ensure the sustainable implementation of child right education. This should include the provision of enough financial resources to cater for the implementation of child rights education. The study also recommends that more teachers be posted to these primary schools and efforts be made to construct more classrooms. In addition to this, the Ministry of Education should move in and provide each and every pupil and the respective schools with adequate instructional material. Teachers on the other hand should be directed to ensure that they use various teaching methods with an aim of increasing the pupil's participation in the class setting.

TABLE OF CONTENTS

Content	Page
Declaration	ii
Dedication	iii
Acknowledgements.....	iv
Abstract	v
Table of Contents	vi
List of Tables	ix
List of Figures	x
List of Abbreviations and Acronyms	xi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	8
1.3 The Purpose of the Study	9
1.4 Objective of the Study	10
1.5 Research Questions	10
1.6 Significance of the Study	11
1.7 Limitations of the Study.....	11
1.8 Delimitation of the Study.....	11
1.9 Assumption of the Study.....	12
1.10 Definition of Significant Terms	12
1.11 Organization of the Study	14

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.....	16
2.2 Administrative Factors and Implementation of Children Rights Education.....	16
2.3 Influence of Teacher-Pupil Ratio in Implementing Child Right Education	19
2.4 School Facilities and Implementation of Child Right Education	21
2.6 Teaching Methods of Implementing Child Rights Education in School	23
2.7 Summary of Literature Review	25
2.8 Theoretical Framework.....	26
2.9 Conceptual Framework.....	27

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Target Population.....	29
3.4 Sample Size and Sampling Technique.....	30
3.5 Research Instruments	30
3.5.1 Validity of the Research Instruments.....	31
3.7 Data Analysis Techniques.....	33

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction.....	34
4.2 Demographic Information.....	34
4.2.1 Response Rate.....	34
4.2.2 Gender of Teacher Respondents	35
4.2.3 Education Level of the Teachers.....	36
4.2.4 Length of Time as a Teacher	37
4.3 Presence of Child Rights Education and Incidences of Child Abuse	37
4.3.1 Pupils knowledge of their Rights as Children.....	38
4.3.2 Child Rights that the Pupils would prefer.....	38
4.3.3 Teachers Understanding of Child Right Education	39
4.3.5 Emphasis on Implementation of Child Rights Education.....	41
4.3.6 Presence of Incidences of Child Abuse in the School	42
4.3.7 Types of Child Abuse in the Schools.....	43
4.4 Administrative factors influencing implementation of child’s right education	44
4.5 Effect of Teacher – Pupil Ratio on Child’s Right Education.....	46
4.5.1 Importance of Class Size	46
4.5.2 Pupils Comfort with the Class Size	47
4.5.3 Teacher – Pupil Ratio.....	48
4.6 Influence of school facilities on the implementation child’s right education.....	49
4.6.1 Adequacy of Instructional facilities and Implementation of Child right education.....	49
4.6.2 Condition of School Facilities	50

4.6.3 Pupils Response on Comfort of the Condition of their School Facilities	51
4.6.4 Adequacy of School facilities	52
4.7 Methods Used in Implementing Child’s Right Education	53
4.7.1 Number of Teaching Methods used in the Schools	53
4.7.2 Involvement of Pupils in the Classroom.....	54
4.7.3 Pupils liking of the Teachers Teaching Methods.....	54
4.7.4 Presence of Field Study	55
4.7.5 Teachers Teaching Methods	55
4.7.6 Tools of Learning needed	57
4.7.7 Cross tabulation of Teachers Teaching Method	57

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND
RECOMMENDATIONS**

5.1 Introduction.....	62
5.2 Summary of Findings.....	62
5.3 Conclusions.....	63
5.4 Recommendations.....	64
5.5 Suggestions for Further Study	66
REFERENCES.....	67

APPENDICES

Appendix I: Letter of Introduction to Respondents	72
Appendix II: Teacher Questionnaire.....	73
Appendix III: Pupils Questionnaire	77
Appendix IV: Letter of Authorization	80
Appendix V: Research Permit	81

LIST OF TABLES

Table	Pg
Table 4.1 Response Rate.....	35
Table 4.2 Gender of Teacher Respondents.....	35
Table 4.3 Length of Time as Teacher.....	37
Table 4.4 Pupils Knowledge of their Rights as Children.....	38
Table 4.5 Child Rights the Pupils would prefer.....	38
Table 4.6 Teachers Understanding of Child Right Education.....	39
Table 4.8 Emphasis on Implementation Child Rights Education.....	41
Table 4.9 Presence of Incidences of Child Abuse in the School.....	42
Table 4.11 Administrative Factors Influencing Implementation of Child’s Right Education.....	44
Table 4.12 Pupils Comfort with the Class Size.....	47
Table 4.13 Teacher – Pupil Ratio.....	48
Table 4.14 Adequacy of Instructional facilities and Implementation of Child right education.....	49
Table 4.15 Pupils Response on Comfort of the Condition of their School Facilities.....	51
Table 4.16 Adequacy of School Facilities.....	52
Table 4.17 Number of Teaching Methods used in the Schools.....	53
Table 4.18 Involvement of Pupils in the Classroom.....	54
Table 4.19 Pupils liking of the Teachers Teaching Methods.....	54
Table 4.20 Presence of Field Study.....	55
Table 4.21 Tools of Learning Needed.....	57
Table 4.22 Cross Tabulation of Teachers Teaching Method.....	57

LIST OF FIGURES

Figure	Pg
Figure 2.1 School Based Factors Influencing the Implementation of Child Right Education	27
Figure 4.1 Education Level of the Teachers	36
Figure 4.2 Importance of Class Size	46
Figure 4.3 Condition of School Facilities	51
Figure 4.4 Teachers Teaching Methods	56

LIST OF ABBREVIATIONS AND ACRONYMS

CRC	Convention on the Rights of a Child
CSO	Civil Society Organization
FPE	Free Primary Education
IRC	International Rescue Committee
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
K.I.E	Kenya Institute of Education
SPSS	Statistical Package for Social Science
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGA	The United Nations General Assembly
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education leads to individual freedom and empowerment, which in turn yields significant societal development gains and makes an individual self-reliant. It is the cornerstone that enables economic wealth, social prosperity and political stability of any society. Thus education is as a fundamental right across the globe and essential for the exercise of all human rights. All individuals are entitled to education (Ernst & Young, 2012).

Basic education forms the foundation for all levels of learning and development. It empowers and equips individuals with analytical capabilities, instills confidence and fortifies them with determination to achieve goal-setting competencies. It, therefore, plays a pivotal role in improving the socioeconomic condition of the nation. For any country to grow, it is imperative that it has in place a strong elementary school driven education system (Ernst & Young, 2012).

The United Nations Children's Fund (UNICEF) believes that the rights of the children are universal and can be fulfilled by governments as long as the governments demonstrate the will to enact their promises. There have been a number of important international meetings which have reaffirmed the commitment of governments and civil society organizations (CSO's) to child protection. They have even laid out plans of action to achieve it. These include the Yokohama World Congress against Commercial Sexual Exploitation of Children in 2001 and the United Nations General Assembly Special Session on Children in 2002 (UNICEF, 2004).

UNESCO emphasizes the importance of the early years to positively influence children in a long-lasting way. The first steps towards a lifetime of peaceful, non-violent activities, of respect for one-self and for others, and of appreciation of diversity may be taken during early childhood, as children begin to mature and put into place their cognitive and affective frameworks at an early age. From a child rights perspective, education is a particularly important intervention. Education is a right in itself, and it is also a means to fulfilling other rights. Some of these rights include; providing children with protection from physical harm and from exploitative work, giving them space and time to play and make friends, and encouraging them to express themselves. Education is also an enabling right in that literacy and numeracy assist children, youth and adults to access their range of other rights (IRC 2006).

The United Nations General Assembly (UNGA) adopted the Convention on the Rights of a child (CRC) on November 20th 1989. The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive, internationally binding agreement on the rights of children, adopted by the UN General Assembly in 1989. It is composed of the civil and political rights (like their treatment under the law), social, economic and cultural rights (like an adequate standard of living), and protection rights (from abuse and exploitation). Its preamble acknowledges the family as the fundamental unit of society and the natural environment for the growth and well-being of children. It further states that the family should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community. A child is defined in the UNCRC as a person under the age of 18 years.

The UNCRC has adopted an integrated and holistic approach to the rights of the child. It embraces economic, social, cultural, and political rights. Moreover, rights are not ranked in order of importance; instead they interact with one another to form dynamic parts of an integrated document.

According to a short review in *Ethiopian Journal of Education* (1969), a flourishing educational system is one where five component units namely: pupils, teachers, facilities, curriculum and administrators are healthy and where there is an effective and lively communication among the components. The review further stated that the opposite would occur even if only one of the five components is diseased.

A baseline assessment study in Namibia, (1992) identified the following as affecting learners: individual learner characteristics, family background and school qualities. The finding further stated that, the school quality is determined by: teacher qualities, classrooms, instructional materials, facilities and school administrative structures. Once the child enters school, the quality of school may influence his/her level of literacy and academic skills. The quality of school refers to the character of the instructional process experienced by each pupils and the school's efficacy in developing cognitive proficiencies.

No system will be able to fire its way to excellence to ensure every child receives the education that is their right. And no high performing system becomes so without authentic and respectful engagement with teachers and their organizations (Mauritius Institute of Education, 2001). To ensure a good quality education in schools, a head teacher and teachers are required to maintain the required standard and quality of

teaching. A headmaster is also needed for general administration of the school to ensure that quality education is imparted

In relation to children's rights, a major development within the Kenyan legislative context was the ratification of the United Nations Convention on the Rights of the Child in 1992. The Convention represents the most complete statement of children's rights and provides an internationally agreed framework of minimum standards necessary for the well-being of the child (UN, 1989; Children's Rights Alliance, 1998). The State, having ratified the Convention, has a binding obligation under international law to ensure that its terms are honoured, which means ensuring that the rights guaranteed by the Convention are accorded to all children in the Country.

The new Kenyan constitution as promulgated in 2010 confers several rights to the child. The rights of the child as stated in Article 53. of the Kenyan constitution are the rights to:- to free and compulsory basic education; to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour; to parental care and protection, and freedom. The constitution states that a child's best interests are of paramount importance in every matter concerning the child (Republic of Kenya, 2010).

Despite this enshrinement of the child rights in our constitution, children continue to suffer violence, abuse and exploitation every day. It is clear that more effort is needed if we are to succeed in protection of every child from exploitation, violence, abuse and neglect. Parents, the extended family and close friends are perceived as the most important influencers of children's lives and those whose views most influence the

decisions of the children. Beyond this immediate circle, a child's school is one of the best environments that the child's right can be nurtured.

Administrative factors that influence implementation of child education include keeping of records relating to child right issues. With the introduction of free primary education in Kenyan public primary schools in 2003, Teacher-Pupil ratio increased and classes are of between 70-90 pupils for one teacher. This greatly affects the teacher's quality in treating each and every pupil as unique individual. Effective implementation of the pupil's rights requires manageable classrooms where pupils are given individual attention.

According to Lewis as cited by Stephen (1986), facilities, equipment, materials, manpower, curriculum and financial inputs required for running educational activities, the process of implementation of school curriculum such as the role of teachers and school headmaster, the involvement of pupils and community in the process of education, the time spent in the class, and techniques of material utilization are significant school-based factors or variables that determine implementation of child right education.

Although the level of material inputs in school determines the quality of school, Fuller (1986) states three non-material inputs that contribute to school quality. These include; Teacher quality (schooling, social background, verbal proficiency, and motivation of teachers). Teacher behavior in classroom (the efficient use of instructional time, the level of performance standards and expectations set for pupils, the extent to which teachers evaluate learner's performance and teachers ability to motivate learners) and organization of the school (which includes the headmaster management capability, feeling of

camaraderie among teachers, norms of achievement set by headmaster and school's legitimacy in the community).

Teachers are expected to show respect and empathy for each child, and encourage all of the children to do the same while at the same time impacting on children the need for being tolerant and develop their sense of self worth by encouraging, recognizing and praising them. It is imperative that the teacher accepts all the children under their care despite their weakness and should not condemn, ridicule, reject or laugh at them. This can be greatly affected if a teacher to pupils' ratio is not addressed. The task of teaching can understandably be overwhelming as the contribution that teachers make in impacting knowledge cannot be overstated. Teachers themselves live through stressful experiences, and yet they bravely continue working under difficult and challenging circumstances.

With the introduction of child rights education in the primary school curriculum the children are now expected to be more aware of their rights than the children before them. Therefore, in the classroom and school setting children are expected to be conversant with their rights and uphold and defend them. The knowledge of their rights should protect them against drugs and sexual abuse.

The children's Act of 2013 re-emphasises the right of the child to survival, development, participation and protection from abuse and neglect as stipulated in the Kenyan constitution 2010. The Kenyan government notes the need to protect children and uphold their rights as a sign of goodwill to the international community which Kenya is a signatory. Despite the government efforts to list various methods of teaching, most

teachers tend to mainly use the lecture method that in turn makes learning process quiet teacher centered and boring. Pupils tend to forget the lesson soon after they are taught.

The study identified various teaching methods that teachers use in implementation of child rights education and their merits and demerits. The incorporation of the rights of the child in various syllabi with intention of creating awareness among stakeholders in related issues to children's rights (KIE, 2002). The Kenya Institute of Curriculum Development (KICD) in seeking to address the emerging issues in the area of children's rights has tirelessly endeavored to make publications to address the child rights issues. The institution has framed the rationale to categorically state rights education as: ensuring that the rights are protected and promoted, enhancing awareness of rights of children hence there is greater respect for and adherence to human rights and assisting children to understand their duties and responsibilities.

A case of six standard eight girls of year 2012 in one of the schools in a divisions in Dagoretti District which is my study locale getting pregnant at a tender age of primary school (12-14 years) was reported. This is a clear indication that many school pupils continue to be abused sexually despite child rights education in place. While doing this it is important to note that the there are school based factors that affect the implementation of the child's right education curriculum in schools.

This study established the administrative factors that influence the implementation of child's right education in public primary schools in Dagoretti District and find out how the child teacher ratio affects the implementation of the same. The study will further seek establish how the school conditions and facilities affect the implementation child's right

education in public primary schools and also determine the teaching methods used in implementing child rights education in these schools. These facilities include the playground to enable learners play freely and socialize, availability of adequate space for parade and school gatherings, level of classroom space and furniture for each pupil to ensure comfort as they learn, availability of library in the school, condition and adequacy of sanitation facilities availability of water points and presence of security through fencing of school compound.

1.2 Statement of the Problem

Though there have been various academic works that have been carried out on the various aspects of child rights education in the school curricula, this study did not come across any scholarly work that focuses on the influence of school based factors on implementation of child rights education in public primary schools. Ojukwu (2004), Mwamuye (2006), Maina (2008) and Amino 2012 have done research in both primary and secondary schools concerning awareness, extent of implementation of child rights, parent's attitudes and perception in child rights education and school factors influencing the implementation of child rights education. Despite this, the researcher notes that, in Dagoretti District children rights continue to be abused. The school going children seem to be ignorant of their rights despite the fact that child's right education is part of their curricula. Through this study the researcher sought to address this issue and hopes to unearth the school based factors that affect the implementation of child rights education curriculum in public primary schools in Dagoretti District.

Despite Article 52 of the Kenyan Constitution outlawing abuse, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour on the child

many cases are still reported of children who suffer injuries physically and emotionally as a result of corporal punishment. The results of a survey done by African Network for Prevention and Protection Against Child Abuse and Neglect Kenya (2005) shows that corporal punishment is used in various forms such as smacking, pulling ears or hair, scolding, cuffing, kneeling on rough surfaces, standing for a long time, isolation, denial of essential services like going to the toilet and denying them food. This shows that there is a problem in implementation of child right education.

A case of six standard 8 girls of year 2012 getting pregnant at a tender age of primary school (12-14 years) as reported in one of the schools in a Division in Dagoretti District which is my study locale, is a clear pointer that many children continue to be abused sexually despite the effort to ensure that they are aware of their rights from curriculum. Caning is also still rampant in the school corridors, a clear pointer to abuse of child rights. The problem of child rights being abused lays a foundation to this study hence justifies my research.

1.3 The Purpose of the Study

The purpose of this study was to investigate the school based factors that affect the implementation of child rights education in public primary schools in Dagoretti district, Nairobi County.

1.4 Objective of the Study

The study was set to achieve the following objectives:

- i. To establish the administrative (authority, coordination, initiative) factors that influences the implementation of child rights education in public primary schools in Dagoretti District.
- ii. To establish how the teacher- pupil ratio affects the implementation of child rights education in public primary schools in Dagoretti District.
- iii. To establish the extent to which instructional facilities affect the implementation child rights education in public primary schools in Dagoretti District.
- iv. To determine the teaching methods used in implementing child rights education in public primary schools in Dagoretti District.

1.5 Research Questions

The following were the research questions:

- i. Which administrative factors influence the implementation of child rights education in public primary school?
- ii. How does the teacher-pupil ratio affect the implementation of child rights education?
- iii. To what extent do instructional facilities in the school affect the implementation of child's right education?
- iv. Which teaching methods are used in implementing child rights education in public primary schools?

1.6 Significance of the Study

This study provides policy makers with feedback information on the school based factors influencing implementation of child right education in public primary schools while at the same time forming a data bank for future reference by the policy makers and other interested parties in the education sector. The study also provides information that could be referred to in future and form a basis for recommendation for any relevant adjustments towards the integration of child right education in primary schools syllabus. The schools administration may find valuable information that may be used to foster the implementation of the child's right education. Teachers being the cornerstone of the implementation of child's right education in schools may be able to learn and adopt better approaches in addressing the school based factors that hinder the implementation of child rights education in the school curricula.

1.7 Limitations of the Study

The limitations of this study included: availability of some of the school head teachers and teaching staff was an obstacle during data collection forcing the researcher to make several trips and attempts in getting their indulgence. This caused the field study to be more time consuming and expensive. The researcher made arrangements in advance to enquire about the availability or book appointments through phone calls before visiting.

1.8 Delimitation of the Study

The study targeted all the 23 public primary schools in Dagoretti District. The teachers, standard seven and eight pupils were the target respondents. The study also sought the views of education officers, quality assurance and standard officers based in the district. The study lays focus on the school based factors influencing implementation of child

rights education in public primary schools and overlooked other factors that emerged which included child's family contribution to child right education.

1.9 Assumption of the Study

The study basically assumed that the child rights education was being implemented in all the primary schools in Dagoretti District and that Education has a major role to play in the upholding of these Rights of the Child.

1.10 Definition of Significant Terms

Child refers to any human being under the age of 18 years unless the relevant state law recognizes an earlier age of majority

Child Abuse physical, sexual or emotional maltreatment or neglect of a child or children.

Child rights refer to rights a child is entitled to and which a child can legally claim from the state or members of society.

Human Rights of children with particular attention to the rights of special protection and care afforded to minors, including their right to association with both parents, human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights, and freedom from discrimination on the basis of the child's race, gender, sexual orientation, gender identity, national origin, religion, disability, color, ethnicity, or other characteristics.

Child Rights Education refers to the process of acquiring knowledge, skills and desired attitudes that enable one to uphold rights and responsibilities of a child.

The teaching and practice of children's rights in schools and educational institutions, as informed by and consistent with the United Nations Convention on the Rights of the Child. When fully implemented, a children's rights education program consists of both a curriculum to teach children their human rights, and framework to operate the school in a manner that respects children's rights.

Curriculum refers to the program for instruction in wider sense that all pupils study certain subjects or have certain educational experiences.

Discipline refers to assertion of will-power over more base desires and is usually understood to be synonymous with self control.

Implementation refers joining with something already in existence, example teaching or inclusion of child rights education in the already existing curriculum.

Sexual Violence any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to school, home and work.

1.10 Organization of the Study

This study is composed of five chapters. Chapter one gives the background to the study, the problem statement and the purpose of the study. It also highlights the objectives and research questions as used in this study. The limitations that were encountered during the study are also highlighted.

Chapter two offers the literature review of the study and has sought to understand the objectives of the study by looking at existing literature on school based factors and implementation of child rights education. These are arranged from a global to a region context and then discussed from the Kenyan context. The theoretical framework and the conceptual framework also appear in this chapter.

Chapter three is composed of the research methodology and highlights the research design, target population, sample size and sampling technique, research instruments, data collection and data analysis procedures.

Chapter four gives the presentation, analysis and interpretation of data as collected from the field study. The data is presented in five sections in line with the study objectives. Section 1 discusses the -demographic information of respondents, section 2 offers information on the presence of child rights education and incidences of child abuse, section 3 gives the administrative factors influencing implementation of child rights education, section 4 discusses the influence of school facilities on the implementation of child rights while section 5 looks at the methods used in implementing child rights education.

The final chapter of this study is chapter five. This chapter gives the summary of the study and makes conclusions to the study. Thereafter the recommendations and suggestions for further studies are discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers the literature review of the study. In many countries there has been a failure to acknowledge the complexity of the barriers impeding children's access to school, to listen to the concerns expressed by children themselves concerning their education, to build a culture of education in which all children are equally respected and valued, to address children's rights in education or to embed schools as vibrant centres for community action and social development. It is imperative that school based factors influence the implementation of child rights education in schools be understood. This chapter focuses on the various school based factors that impact on the child rights based approach to education.

2.2 Administrative Factors and Implementation of Children Rights Education

In the education sector governments bear the primary responsibility to provide schools, train teachers, develop the curriculum, monitor standards, eliminate discrimination and promote equal opportunity of access. The government offers a policy framework that guides the implementation of the school curricula. The schools administration ability to meet the laid down framework and obligations with regard to educational rights may face several obstacles (UNICEF, 2007) which include lack of resources, lack of authority, poor coordination between the schools administration and lack of initiative and authority.

In very many schools, the failure to adapt to the needs of children results in high levels of dropout and repetition in grade levels. Children themselves cite violence and abuse, discriminatory attitudes, an irrelevant curriculum and poor teaching quality as major

contributory factors in the inability to learn effectively and in subsequent dropout (Save the Children Fund, 2007). A rights-based approach is cost-effective, economically beneficial but and also more sustainable.

Blandford (1998), states that there are instances when assertive discipline is applied it neglects the rights of learners. These rights include; the right to be listened to, the right to participate, and the right to express needs which may conflict with school or classroom norms without fear of punishment. Nevertheless, positive changes in learner behaviour have been noted in primary schools where assertive discipline was implemented (Blandford, 1998). Despite this, all countries in Europe, along with other countries like Israel and Japan, have abolished corporal punishment as it is considered an infringement on the rights of the child (Skiba and Edl, 2004).

The Human Rights Watch Report (2001) found that South African girls encounter sexual violence and harassment at school impeding their realization of the right to education. It is alarming to note that in most of the poor schools there was little or no monitoring of the ongoing on the school premises during and after school hours. For girls in particular there are high levels of sexual violence and abuse. Girls were being sexually abused in toilets or secluded classrooms in schools where there was no supervision.

In South Africa, many preventive measures were introduced into schools to help tackle these issues of rights abuse within the school compounds. The presence of a police officer within the school compound was mooted. This was noted would help prevent troubling situations from escalating, and that police officers can be “adopted” through the *Adopt-a-cop* programme for the school (Segoe and Mokgosi, 2006).

The presence of police officers within the school compound helped to deal with gangs within the school. Cases of gang related crimes within the school reduced and so did threats, intimidation and harassment which had been known to engender fear, and result in the absenteeism of both educators and learners (Segoe and Mokgosi, 2006).

UNICEF and UNESCO (2007) note that where resources are scarce, the requirement to make education universally available can mean a reduction in the per capita funding for each child leading to higher teacher-student ratios, overcrowded classes, fewer materials and resources per class, and lower building standards thereby sacrificing quality for access to education. Scarce resources can lead to trade-offs, such as the decision to invest in primary education at the cost of limiting access to secondary education, or to postpone the development of educational opportunities for children with disabilities. In such cases, a child's right to access to education is an overriding concern. Whenever possible, efforts should be made to increase the budgetary allocation to ensure there is access to quality education for all children. A tendency to discriminate must be guarded against, and governments may need to ensure that funding is dedicated to the provision of education without discrimination on any grounds (UNICEF and UNESCO, 2007).

Weak governance in schools reduces the impact of additional education expenditure. Indeed, the highly-centralized governance structures in many developing country education systems are seen as producing weak teacher incentives and a pedagogical approach that does not match student needs (Chaudhury et al, 2006).

The level of provision of primary education must be consistent with the numbers of children entitled to receive it. The learning atmosphere is crucial to a child's rights based approach to education. The learning environment should be physically and economically accessible. Accessibility of schools is critical. Schools must be within safe physical reach. They must also be affordable to all (Committee on Economic, Social and Cultural Rights. 1999).

2.3 Influence of Teacher-Pupil Ratio in Implementing Child Right Education

UNESCO (2004) notes that the pupil/teacher ratios remain higher than is desirable in many countries of sub-Saharan Africa (regional median: 44:1) and South and West Asia (40:1) and this had an overbearing on the quality of education. Access to quality education is fundamental as stated in the Convention of the Child's Right and therefore any factor that affects the quality of education affects the child's right to access to quality education.

In Ghana, poor pupil teacher ratios, particularly in relation to the numbers of trained teachers, have been attributed as a contributor to increased school dropouts. This in turn deprives the child of access to education (World Bank, 2011). Pupil-teacher ratio is a global measure of the human resources brought to bear, directly and indirectly, on the quality of a child's education.

In 2003 the implementation of FPE led to increased enrollment in all public schools in Kenya from 5.9 million in 2002 to 8.2 million in 2008 incorporating an additional 2.3 million Kenyans into the school system (EMIS, 2009). Such increased enrollment has led to an overstretch in school facilities and teaching materials, overcrowding, high Pupil-

Teacher Ratio (PTR) and poor learning environments. There has been a huge strain on the quality of education that schools provide. While the number of pupils increased the number of teachers did not. Classes were expanded to over 100 pupils in some schools, especially in the case of slum areas (Chuck, 2009).

The increase in enrolment has occurred in the background of un-expanding infrastructure this has seen several facilities being overstretched including the human resource (teachers) and thus the teachers – pupil ratio has increased from 1:45 to 1:80 in most public primary schools and this has compromised the quality of education. Teacher's resource is one of the most important inputs for quality learning outcomes, as the teacher is at the heart of implementation process (Republic of Kenya, 2005). It is a role of the teacher to ensure that the free Primary education program is successfully implemented through organizing, learning experiences, liaising instructional strategies and materials and managing the learning environment for the benefit of the pupil (Imonje, 2007). Thus a high teacher-pupil ratio has a negative impact on the rights of a child to quality education.

Since the introduction of the Free Primary Education, the government has always advocated that all primary schools enroll all children of school going age without discrimination. Hence, over age, children in Dagoretti who were willing to attend were enrolled including street children previously exposed to drugs. With the FPE initiative the district recorded a high percentage of class increase leading to over - crowding, high pupil teacher ratio, overstretched materials and facilities (Republic of Kenya, 2005). With increased enrollment due to FPE the number of teachers declined by 5.4% decline was due to freeze in employment there has been a growing demand of the increased

enrolment. Teachers in the district like other districts in Nairobi have had to handle a PTR of 80 pupils and beyond whose admission include over age, youth, street children, abandoned orphans and even children with disabilities. This in turn has compromised the ability of teachers to fully include the participation of all the pupils during class activities. Supervision of the pupils has become difficult and the rate of indiscipline in public primary schools has risen.

2.4 School Facilities and Implementation of Child Right Education

A child-rights-based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency. Schools and classrooms that are protective, inclusive, child-centered, democratic and supportive of active participation have the potential of solving problems such as non-attendance, dropout and low completion rates, which are common in developing countries. Child-centered content and teaching/learning processes appropriate to the child's developmental level, abilities, and learning style promotes effective learning. A child-rights-based approach may also enhance teacher capacity, morale, commitment, status and income. Negative attitudes may be altered through the practice of conflict resolution, democracy, tolerance and respect in the classroom (Gurusinga, 2003).

School facility factors such as building age and condition, quality of maintenance, temperature, lighting, noise, colour, and air quality can affect student health, safety, sense of self and psychological state. Research has also shown that the quality of facilities influences citizen perceptions of schools and can serve as a point of community pride and increased support for public education. The quality of the learning environment is known to affect teacher behaviour and attitudes toward continuing to teach and thus a possible

cause of bias of pupils by the teacher. It is unreasonable to expect positive results from programs that have to operate in negative physical environments (Tennessee Advisory Commission on Intergovernmental Relations, 2003).

UNESCO (2004), states that in low-income countries, increasing spending to provide more textbooks, reduce class size and improve teacher education and school facilities has a positive impact on learners' cognitive achievement. To achieve UPE, unprecedented refurbishing and building of classrooms is needed in many countries. Clean water, sanitation and access pupils are vital (UNESCO, 2004).

Sifuna (2007), notes that while primary education has increased participation, it has at the same time created considerable problems. It has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils classrooms are congested and the existing facilities make a mockery of Free Primary Education programme. Many school management committees feel that they are seriously constrained to offer pupils one of their rights to quality education due to the state of learning facilities which a part from not being enough are dilapidated (Sifuna, 2007).

In most developing countries such as Kenya, funding for primary education suffers from cost ineffectiveness and dependency on central government revenues. In Kenya the number of schools is growing slowly than pupils. As a result the implementation of FPE is faced with a shortage of classrooms, space and facilities such as books (Muriuki, 2007). Increased pupil enrolment demands adequate instructional materials and lack of the same render teaching and learning ineffective. Nkuuhe (1995) observes that pupils learn skill concepts and ideas when they try them in practice. Instructional materials increase the quality of learning, decrease the time taken for learners to attain desired

goals and promote good reading habits and the learner is capable of studying at his or her own pace thus increasing pupils participation. Provisional of instructional materials, particularly textbooks, is the most effective way of contributing to the education quality (Sekiwu, 2009).

2.6 Teaching Methods of Implementing Child Rights Education in School

Educating children on their human rights require more than a tradition teaching style: something more than chalk, talk and textbooks. In other words, imparting children with their knowledge on their rights and how to uphold and demand for them require methods which are more than didactic teaching and deductive learning. Positively, they require students to work in small groups or in pairs, with a great deal of interaction, discussion and negotiation among themselves and they require various highly structured exercises and activities.

In the process of teaching human rights to children, teachers must get to involve the children. The 'experience-centered curriculum' is an attempt to sensitize young people and getting them involved (Wolsk, 1975). Through the awareness of one's own behaviour and that of others, young people arrive at a better understanding of their motivations and feelings. Consciousness of oneself opens the possibility for change. Understanding of the motivations and feelings of their classmates leads to their fuller acceptance. One way of teaching child rights in the classrooms is to divide it into units. Each then begins with an 'experience situation', shared by all members of the group. Afterwards the participants describe and analyse their reactions, their feelings, and their experience and become aware both of themselves and of the many possible ways to react to the same situation.

This is intended to stimulate certain kinds of behaviour necessary for child rights understanding (UNESCO, 1979).

Teaching methods adopted to teach child rights must involve activities and exercises that foster the children rights. Examples of such exercises and activities, with particular reference to studying child, include; pupils being given a collection of news paper cuttings, and asked to rank them in the order in which they find them interesting; or a collection of photographs, and asked to list the questions which these raise; or a series of facts, and asked to rank them in order of significance; or a number of personalized short stories, and asked to rank these in the order in which they seem to raise really important issues; or several quotations from the Universal Declaration of Human Rights, and asked to arrange these in a flowchart, to show which rights are in their view connected to, or derived from, or which other rights they don't enjoy (UNESCO, 2004).

Pupils continually have to give reasons for their choices, and they expect and require reasons from each other. It is helpful at their early stage, however, if the various items can be given to the students in a form which permits the categorizing to be physical as well as intellectual e.g. each separate quotation, fact, photograph, story, etc. being ideally printed on its own separate piece of paper or card. The sorting of the items then involves the muscles of the body as well as the reasoning of the mind. This physical involvement acts partly as a substitute for, but also partly as an actual stimulus to, mental activity and theoretical discussion.

Another type of activity which helps to unblock or unfreeze pupils minds is the drawing of pictures, and/or the interpretation of pictures. With regard to the general subject area of rights and fundamental freedoms, students can be asked to draw their image of justice,

order, law, oppression, etc. More concretely, they can be asked to draw particular examples of these abstract ideas. Either way they can work within a particular genre e.g; poster, flow-chart, postage-stamp, cartoon, strip-cartoon, collage, wall-chart, and so on. This enhances the forum for the pupils to much more readily learn from each other, and communicate to each other, if they have pictorial illustrations created by themselves as visual aids (UNESCO, 1979).

2.7 Summary of Literature Review

The literature review indicates that for an effective child rights based approach in education to occur the school is a cornerstone in child development. It has emerged that the administrative factors, the teacher pupil-ratio, the school facilities and the methods of teaching impact on child rights education. Despite the Kenya Constitution taking into consideration the rights of the child, the researcher noted that in public primary schools the situation was wanting. There exist cases of child rights abuse and neglect.

Studies undertaken on the above mentioned school factors have concerned themselves more on pupils performance and not on child rights implementation. An example is a recent study by Duflo, Dupas and Michael Kremer (2012) looked at school Governance, teacher Incentives and pupil-teacher ratios and their effective on improving pupils test score and teachers performance and fell short of reflecting how these factors influence child right education. This therefore provides a necessity for a study to establish how the school based factors affect the implementation of child right education.

2.8 Theoretical Framework

The study was based on the Social Constructivist Theory. The Social Constructivism theory of Jean Piaget (1896-1980) states that learning by engagement of learners is the best approach in learning. Piaget notes that individuals construct new knowledge from their experiences.

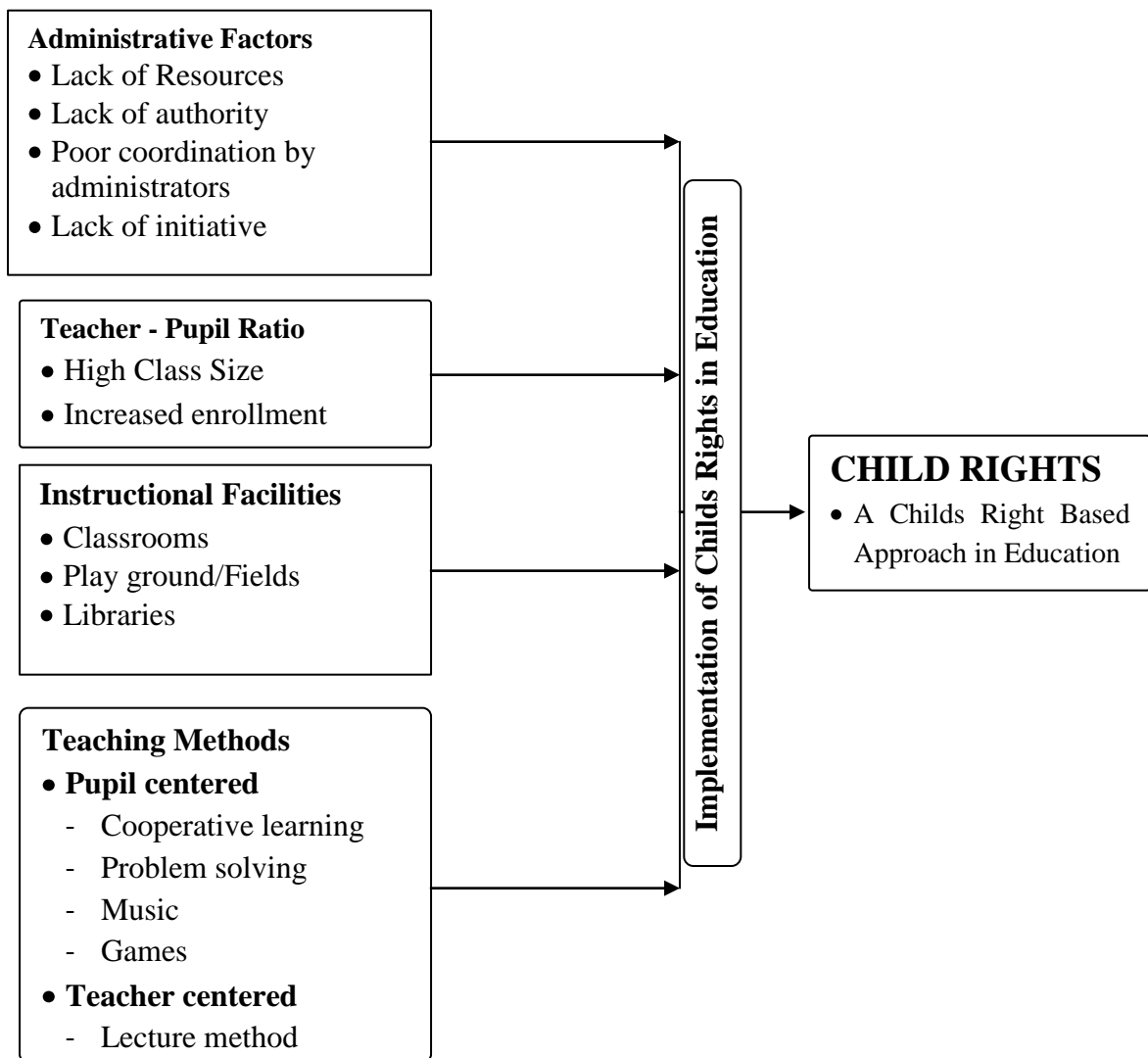
Constructivist theory best suit this study because it's the best in implementing Child Right Education. This is because constructivist learning is based on learners, active participation in problem solving and critical thinking regarding learning activities which they find relevant and engaging their own knowledge by testing ideas and approaches based on their prior knowledge and experiences, applying this to new situations and integrating the new knowledge gained with pre-existing intellectual constructs as necessary in Child Right Education scenario. Provision of facilities and use of correct teaching methods like field-trips, group discussions are best learners are engaged as advocated for by the constructivists' theory.

2.9 Conceptual Framework

This section gives the conceptual framework of the study and one that is clearly captured in the literature review in chapter two.

Figure 2.1 offers the conceptual framework for this study.

Figure 2.1 School Based Factors Influencing the Implementation of Child Right Education



Administrative factors affect, teacher-pupil ratio, school facilities and the methods of teaching adopted by the teachers have a direct bearing on a child's right based approach to education. The four factors determine whether a child's right based approach to education is effective or not. The fundamental aim of this study is to determine the school based factors influencing implementation of child rights' education in public primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design, target population, sample and sampling procedures, research instruments, instruments validity and reliability, data collection procedures and data analysis procedures.

3.2 Research Design

A research design is a logical and valuable way of looking at the world. In this study the researcher used the descriptive survey design. Descriptive surveys enable gathering of data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events (Cohen L. and Marion, 2007). In this study the descriptive survey design enabled the researcher to look into a wide range of school based factors that influence the implementation of child rights education.

3.3 Target Population

Mugenda and Mugenda (1999), states that, a population is a complete set of individual cases or object with some common observable characteristics. The study targeted all the 23 public primary schools in Dagoretti District with 417 teachers and 2,915 standard 8 pupils (TAC's office Riruta Zone, February 2013).

3.4 Sample Size and Sampling Technique

A sample is a portion or subset of a larger group called a population (Fink, 2003). Sampling is a research technique used for selecting a given number of subjects from a target population as a representative of the population. Mugenda & Mugenda (1999) suggest that in descriptive survey design samples obtained should be at not less than 10% off accessible population. In this case the researcher administered 100 teacher questionnaires and 330 pupils' questionnaires and which met the 10% threshold as set out by Mugenda & Mugenda (1999).

In all the schools visited the teacher respondents were selected through a random sampling procedure and the same was applied for the standard eight pupils.

3.5 Research Instruments

The study employed the use of two sets of questionnaires which included a teachers and a pupil's questionnaire. Due to the expansive nature of the study area and due to logistical issues the questionnaires were considered ideal. They enabled the researcher to be able target as many respondents as possible a situation that would have been hampered had the study employed several sets of instruments. Questionnaires gather data over a large sample. A questionnaire has a diverse number of merits upon which a researcher may opt to use it as an instrument to collect data. The two sets of questionnaires were a pupils and a teachers' questionnaire. The questionnaires were designed in line with the objectives of the study.

The teacher questionnaire was divided into two sections: Section A contained the demographic information of the teacher and Section B which contained questions on administrative factors, teacher pupil ratio, school facilities and methods used in implementation of child right education.

The pupil questionnaire consisted of questions on information of the pupils on administrative factors, teacher-pupil ratio, schools facilities and methods used in implementing child rights education.

3.5.1 Validity of the Research Instruments

Validity is the ability to measure what it is intended to measure. Gromm (2008), instrument validity concerns with the level of accuracy to which the particular instrument actually measures what it is meant to measure.

In order to enhance construct validity of the research instruments, the researcher undertook a pilot study to gauge the suitability of the instruments. This gave the projection of the content validity. As recommended by Orodho (2004), 1% of the entire sample size was used for pilot test and improvements were done. Supervisors from the Department of Educational Administration and Planning University of Nairobi also assisted in evaluation of the instruments validity.

3.5.2 Reliability of the Instrument

A test is reliable when it measures what it purports to measure consistently (Best & Kahn, 1980). Reliability refers to precision consistency and accuracy of the research instrument. It is the measure of the degree to which a research instrument yields consistent result of data after repeated trials. During the pilot study the researcher adopted the test-retest

technique to test reliability of the questionnaires. The questionnaires were administered to the same sample on two different occasions on a time span of 1 week. After administration of the questionnaires, a correlation coefficient was calculated to indicate the relationship between the two tests of scores using the Pearson Product Correlation Coefficient. The Pearson Coefficient correlation yielded a 0.81 of teachers questionnaire and 0.78 of the pupils questionnaire and thus the values indication of reliability of the instruments which are accepted for any test (Gay 2006).

3.6 Data Collection Procedures

Upon receiving authorization for research from the National Council of Science and Technology (NCST), after getting a letter of introduction from the university the researcher approached the County Commissioner of Education's Office (Nairobi County) and the district education officer Dagoretti District and obtained the necessary authority to proceed with the study. The researcher later approached the school authorities and informed them of the purposes of the study. Upon getting consent from the relevant head teachers the researcher commenced the field work.

The teacher questionnaires were administered to randomly selected teachers. Administration of the pupils questionnaires involved organization with class teachers who allowed the researcher to randomly select the pupils and their participation sought. All the pupils who accepted to participate in the study answered the questionnaires during break time and over lunch break and such there was minimal interference with their class time.

3.7 Data Analysis Techniques

Quantitative analysis data was driven from the demographic section of the questionnaires and other closed questions were analyzed using descriptive statistics using percentages and frequencies.

Qualitative data generated from the open ended questions in the research instruments, was organized in themes and patterns categorized through content analysis and tabulated data was then computed using the Statistical Package for Social Science (SPSS), Mugenda and Mugenda (1999).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents and discusses the analysis of data collected from various respondents who filled the questionnaires. The respondents were classified into two categories: the teachers and the pupils. The structured questions generated quantitative data, while the unstructured questions generated qualitative data. The quantitative data was analyzed using descriptive statistics and has been presented in the form of tables, percentages, graphs and charts. The qualitative data was analysed through the use of content analysis. Results of the data analysis provided information that formed the basis for discussion, conclusion, and interpretation of the findings and recommendations of the study.

4.2 Demographic Information

4.2.1 Response Rate

The researcher administered eighty (80) questionnaires to randomly selected respondents who were primary school teachers in Dagorretti public primary schools and three and thirty (330) questionnaires to randomly selected pupils. The teacher questionnaires were administered and collected on the same day they had been administered. For the pupils questionnaires the researcher arranged with the various school heads and was allocated some time during the lunch and after classes to self administer the questionnaires.

Table 4.1 Response Rate

Response	Teachers		Pupils	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Responded	70	74.3	216	65.5
No Response	10	25.7	114	34.5
Total	80	100	330	100

The table indicates that the response rate was seventy four point three (74.3%) percent for the teachers and sixty five point five (65.5%) for the pupils. With study focusing on school based factors influencing implementation of child rights' education in public primary schools in Dagorretti District, this response rate was considered acceptable.

4.2.2 Gender of Teacher Respondents

Table 4.2 Gender of Teacher Respondents

Gender	Frequency	Percentage (%)
Male	18	25.7
Female	52	74.3
Total	70	100

In this study the highest number of teacher respondents was the female teachers who composed 74.3% of the study while the male were 25.7%.

The high percentage of female teachers that participated in the study (74.3%) struck the researcher who decided to investigate the results. The research was able to find out that most of the teachers in the area of study were female though not with this proportion. The researcher was able to find out that many male teachers felt that life in Nairobi is rather expensive and therefore preferred teaching in rural areas. For the female teachers it was

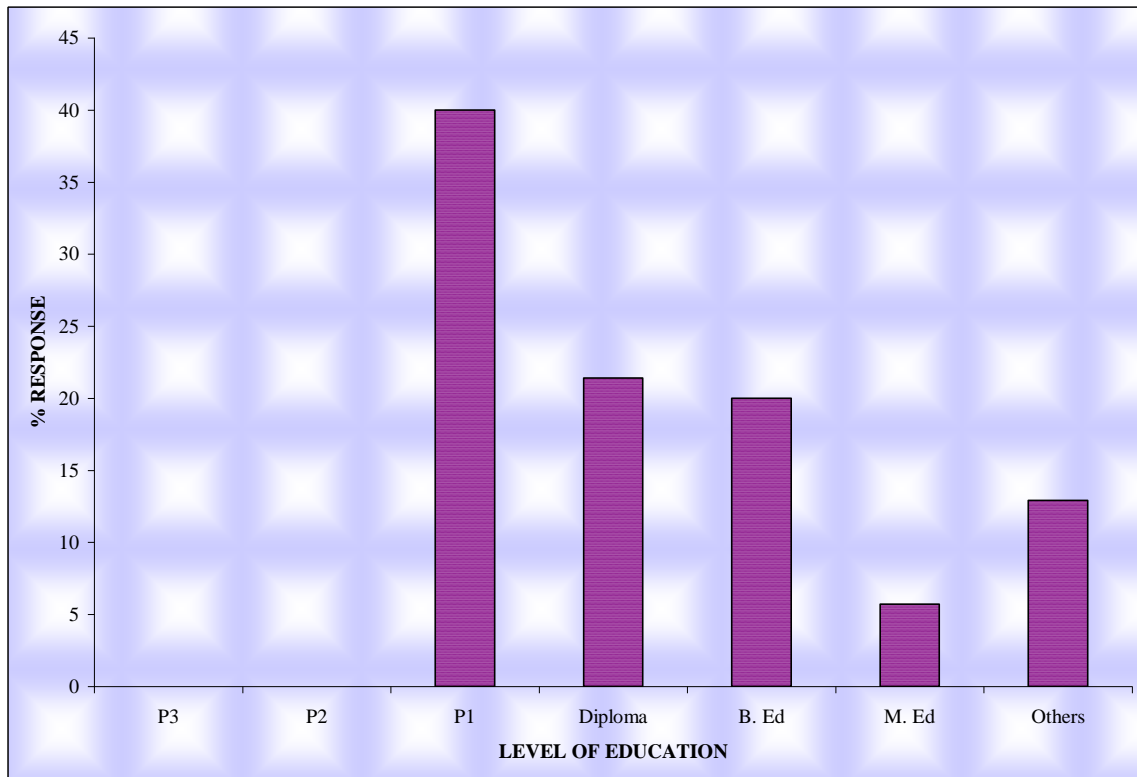
different as many female teachers were married with their husbands working in Nairobi and thus preferred to live closer to their families.

4.2.3 Education Level of the Teachers

This section gives the findings on the education level of the teachers.

As indicated in figure 4.1 most of the teacher respondents (40%) were P1 teachers while 21.4% were diploma holders with 20% having a Degree in Bachelor of Education. Respondents who responded by ticking on the others category were 12.9% (n =9) with 6 of the respondents in this category indicating they were senior approved teachers and the other 2 were having a Masters degree in Arts and 1 had attained his A level.

Figure 4.1 Education Level of the Teachers



There were no P2 and P3 teachers and this is attributed to change in policy in the Ministry of Education that has pushed for the abolishment of these two positions from the teaching profession.

4.2.4 Length of Time as a Teacher

Table 4.3 Length of Time as Teacher

Age Bracket	Frequency	Percentage (%)
0 -5 yrs	19	27.1
6-10 yrs	24	34.3
11-20 yrs	16	22.9
21-30 yrs	11	15.7
31 and Above	0	0.0
Total	70	100

The findings of the study and as indicated by table 4.3 show that most of the teacher respondents, 34.3%, had been working as teachers for between 6- 10 years while 27.1% for 0 – 5 years, 22.9% for 11 – 20 years and 15.7% for more 21 – 30 years. None of the teachers had been in service for more than 31 years. The table below shows the distribution of participants in terms of duration of service in years. As can be seen from the figure 4.3 majority of the teachers (73.9%) had served as teachers for more than 6 years and this gave the researcher the confidence that the teachers had enough experience and as such were in a position to offer valuable information regarding the research topic.

4.3 Presence of Child Rights Education and Incidences of Child Abuse

This section offers general findings on the presence of child rights education and incidences of child abuse within the public primary school in Dagorretti District.

4.3.1 Pupils knowledge of their Rights as Children

Table 4.4 Pupils Knowledge of their Rights as Children

Response	Frequency	Percentage (%)
Yes	216	100
No	0	0
Total	216	100

When the pupils were asked, *Do you know that you have rights as a child?*, all of them answered in the affirmative a confirmation of their knowledge of the existence of child rights. (Table 4.4)

4.3.2 Child Rights that the Pupils would prefer

In view of addressing the research objectives, the study sought to find out opinions of the pupils in regard to the rights that they would prefer extended to them. This section highlights these findings.

Table 4.5 Child Rights the Pupils would prefer

Right Preferred	Frequency	Percentage (%)
To ask Questions	30	13.9
To get learning Tools	59	27.3
Right to play	29	13.4
Right to Study	98	45.4
Total	216	100

When the question: *If you are given an opportunity to choose your rights, which rights would prefer?*, was asked; 45.4% of the pupil respondents chose the right to study while 27.3% chose get learning tools, 13.9% to ask questions and 13.4% the right to play.

In line with Article 3 of the Convention on the Rights of the Child (2005) the best interests of the child become a primary consideration. The findings in this section indicate that the pupils have rights and in their best interest there is need to support them to realise their rights.

4.3.3 Teachers Understanding of Child Right Education

In this section the study highlights the teachers understanding of child right education.

Table 4.6 Teachers Understanding of Child Right Education

Response	Frequency	Percentage (%)
Yes	70	100
No	0	0
Total	70	100

As can be seen from table 4.6, all the teachers were aware of what child right education meant. Their knowledge of the what child right education therefore gives an assurance that the answers and opinions offered can be relied on as they were all knowledgeable of the subject matter which concerned child rights education.

4.3.4 Teachers Training on Child Right education

The importance of teacher well-trained teachers in the implementation of child rights education cannot be overruled. In an effort to address the research objectives the study looked at the teachers training on child right education.

Table 4.7 Teachers Training on Child Right Education

Response	Frequency	Percentage (%)
Yes	40	57.1
No	30	42.9
Total	70	100

The findings of the study show that majority of the teachers had received some training on child rights education. As shown in table 4.8, 57.1% of the teacher respondents had received training on child right education while 42.9% had not.

The researcher found the high number of teachers who had no training on implementing child right education alarming and a hindrance to the effective implementation of child right education in primary schools in Dagorretti. As noted by the Global Campaign for education (2012), presence of quality teachers determines whether and how well the children learn. Teacher training has a strong and clear impact on the quality of education that they offer. In essence it is a fact that teachers determine the quality of education and therefore their training on the implementation of child right education is important.

According to Bressoux (1996) and Dildy (1982) teacher training increases pupils performance and where teachers are adequately trained their ability to enhance knowledge is enhanced. This clearly indicates that the high presence of teachers who were untrained on child rights education was a hindrance to the provision of child rights education in the schools.

4.3.5 Emphasis on Implementation of Child Rights Education

Professionals working with children have an important role in advocating and laying emphasis on the implementation of child right education. This is achieved by taking a proactive approach towards recognizing the rights of all children; and responding by trying to change systems, policies and individuals. Child advocacy involves raising the status of children, increasing their self-determination and the responsiveness and accountability of institutions affecting them. This section dwells on emphasis laid on child right education by the school administrators.

Table 4.8 Emphasis on Implementation Child Rights Education

Response	Frequency	Percentage (%)
Yes	41	58.6
No	29	41.4
Total	70	100

Table 4.8 indicates that most of the teacher respondents, 58.6%, indicated that in their schools there was emphasis on child rights education while 41.4% indicated that no emphasis was laid on the implementation of child rights education.

Some of the teacher respondents who claimed that there was no emphasis on the implementation of child rights education in their schools blamed this on school programme. They stated that the school programme was too tight to have time for emphasizing on “non-academic” issues. With child rights education being none examinable, several teachers felt that it was a waste of time to dwell on it as it would not improve in any way the pupil’s performance in K.C.P.E. Thus the lack of emphasis on child rights education in some of the schools.

Teachers who indicated that there was emphasis on child rights education in their schools stated that, by emphasizing on child rights education they were empowering their pupils. By so doing the pupils were encouraged to report on issues that affected them and this ensured more protection for them.

4.3.6 Presence of Incidences of Child Abuse in the School

Table 4.9 Presence of Incidences of Child Abuse in the School

Response	Teachers		Pupils	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	40	57.1	118	54.6
No	30	42.9	98	45.4
Total	70	100	216	100

From the findings of the study it is evident that cases of child abuse exist within the various primary schools in Dagorretti. In both categories (teachers and pupils) majority of the respondents indicated that there was child abuse within the schools. Among the teachers 57.1% indicated of the presence of child abuse while among the pupils 54.6% indicating of the same. The pupils had 45.4% who indicated that there were no cases of child abuse while 42.9% of the teachers indicated that there were no cases of child abuse within the school.

4.3.7 Types of Child Abuse in the Schools

Table 4.10 Types of Child Abuse in the Schools

Abuse	Frequency	Percentage (%)
Verbal	29	29.6
Sexual	5	5.1
Drugs	13	13.3
Physical	51	52.0
Total	98	100

Among the pupils who indicated that child abuse existed, and as shown in the table above, physical abuse was the most rampant form of abuse within the schools with 52% of the respondents giving its existence. Verbal abuse was the second most rampant form of child abuse within the schools with 29.6% of the pupil respondents indicating of its existence while drugs abuse had 13.3% and sexual abuse 5.1%.

The teachers indicated that most of the child abuses indicated above occurred amongst the pupils and outside the class settings. A few of the teachers indicated that they were aware of girls who had been sexually abused by relatives at home. In one case the teacher respondent indicated that one of the pupils had been constantly sexually harassed by her step father. Discussions with a few of the pupils revealed that girls suffered the most when it came to all forms of abuse within the school settings. Verbal attacks were high among the girls while physical abuse was high among the boys. All cases of sexual of abuse in this study were on the girls. Sexual harassment was perpetuated by the boys on the girls. One girl admitted to having been forced into sexual intercourse by a class bully. Apparently this happened in the classroom after the other class members had left for home. For fear of further harassment the girl never got to report of the incidence.

This is a clear indication that despite the presence of child rights education in schools all forms of abuses still persisted within the schools. From the findings of this study it is correct to say that the checks and measures against child abuse within the schools were highly non-functional and thus the presence of these abuses amongst the pupils.

4.4 Administrative factors influencing implementation of child’s right education

Table 4.11 Administrative Factors Influencing Implementation of Child’s Right Education

Factor		Very Great Extent	Great Extent	Little Extent	Not at All	Total
Financial Resources	Frequency	20	30	18	2	70
	%	28.6	42.9	25.7	2.9	100
Administrative Authority	Frequency	18	38	12	2	70
	%	25.7	54.3	17.1	2.9	100
Coordination between the school administration	Frequency	18	34	12	6	70
	%	25.7	48.6	17.1	8.6	100
Lack of Initiative	Frequency	13	17	23	17	70
	%	18.6	24.3	32.9	24.3	100

The table highlights the findings on the school administrative factors that affect child rights education in public primary schools in Dagoretti. The schools administrative authority emerged as one of the major factors that affected the implementation of child’s right education. Most of the respondents, 54.3%, indicated that this influenced child rights education to a great extent while 25.7% at very great extent and 17.1% indicating that influenced it at little extent. Coordination within the school administration ranked second with 48.6% of the teacher respondents ranking it at great extent, 25.7% very great extent while 17.1% ticked on the little extent and 8.6% on not at all. Financial resources

had 42.9% of the respondents indicating great extent, 28.6% very great extent, 25.7% little extent and 2.9% not at all. Lack of initiative among the school administration staff had 32.9% indicating that this had little influence on the implementation of child rights, 24.3% not at all while another 24.3% indicated great extent and 18.6% to very great extent.

Several of the teacher respondents indicated that the implementation of child rights in schools is a task that required partnership between several players with the school administration being at the centre of the coordination. The teacher respondents were of the opinion that since the pupils spent most of their time in the school the school administration had the biggest role to play in the implementation of Childs right education. With lack of enough financial resources the school administration could not afford mobilization beyond the school setting.

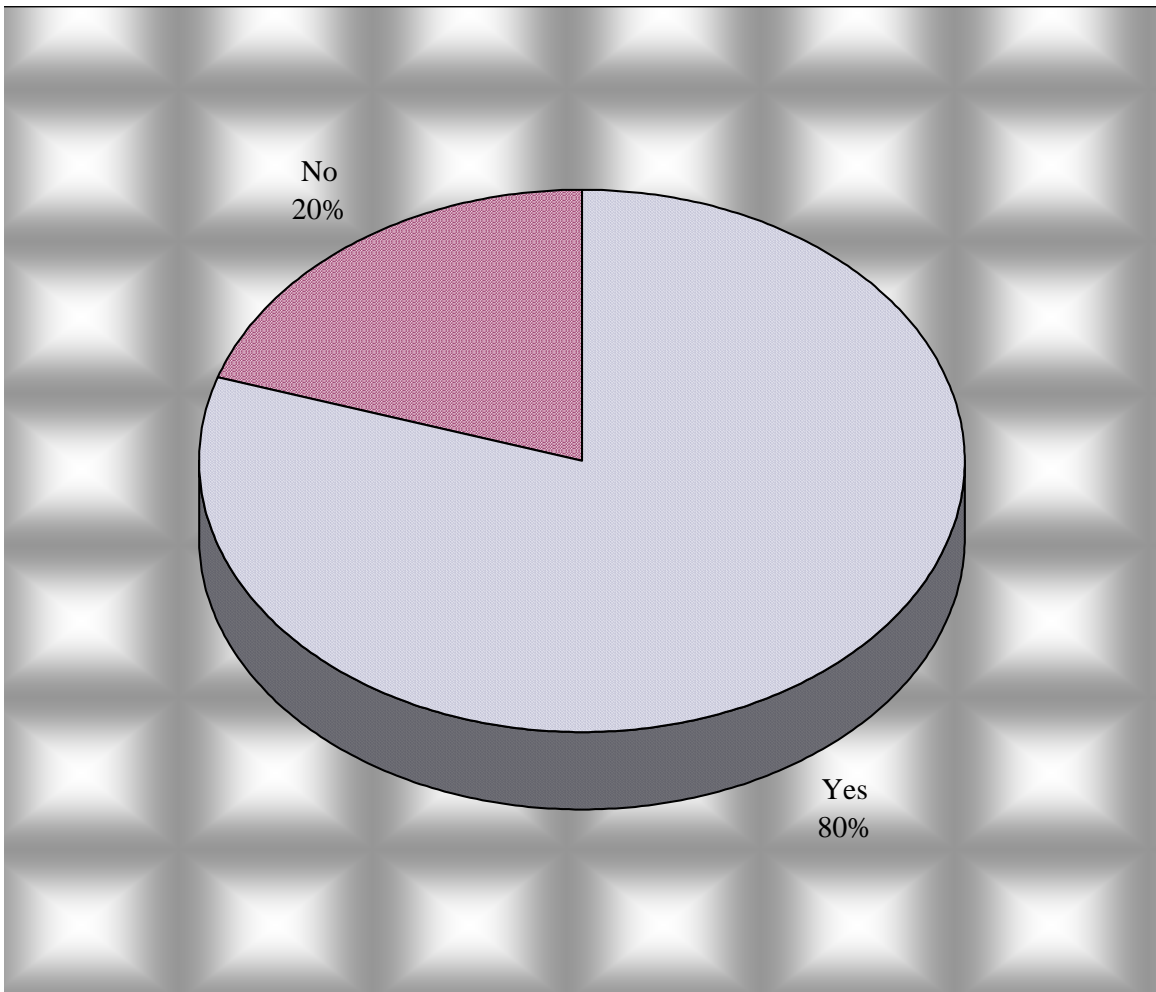
Enrollment was considered as the first major step of implementation of child rights education and this could only be achieved through cooperation of the school administration. School administrators who refused to enroll all pupils who had sought primary school enrolment were considered as an impediment to the implementation of child rights education. Further to this, there were school administrators who were not good enforcers of the various school policies and government directives and were considered as contributing to laxity within their schools. In the end child education in the school setting ended up not being enforced and monitored. This is because the school administrators were the ones who were best placed to coordinate the pupils and the teachers.

4.5 Effect of Teacher – Pupil Ratio on Child’s Right Education

4.5.1 Importance of Class Size

The researcher sought to find out whether the class size had any effect on implementation of child rights education by asking the question: *As far as child right education is concerned, do you think the class size matters?* Most of the respondents, 80%, were of the view that it had an effect while 20% were the only one who thought that class size had no effect on child right education. (Figure 4.2)

Figure 4.2 Importance of Class Size



Most of the teachers indicated that with large class sizes the teachers were over strained and hence could not give individual attention to all the pupils especially the weak ones. This in turn had contributed to low participation of many pupils in the classroom and hence poor performance.

In line with this, Abbey (2003) had noted that since the introduction of free primary education there were very many congested classes and this hindered effective learning. Important to note is that in one of the schools visited the classrooms were not congested and the enrolment was not high. The teachers in the school stated that the reason for low enrolment was because there were many private schools in the area and many parents preferred the private schools for lower primary because they felt education standards in public primary schools had been compromised due to the high teacher-pupil ratio.

4.5.2 Pupils Comfort with the Class Size

Table 4.12 Pupils Comfort with the Class Size

Response	Frequency	Percentage (%)
Yes	130	60.2
No	86	39.8
Total	70	100

When the pupils were asked whether they were comfortable with the number of pupils in their class i.e. the class size, 60.2% said yes while 39.8% indicated no. This data is captured in table 4.12.

4.5.3 Teacher – Pupil Ratio

Table 4.13 Teacher – Pupil Ratio

Teacher – Pupil Ratio	Frequency	Percentage (%)
1:35	3	4.3
1:40	7	10.0
1:45	10	14.3
1:50	15	21.4
1:55	2	2.9
1:60	17	24.3
1:65	4	5.7
1:70	9	12.9
1:80	3	4.3
Total	70	100

From the findings of the study most of the schools had a high teacher pupil ratio with 85.7% of the schools having a teacher for more than 45 pupils. Most of them the teacher – pupil ratio was 1:60 with 24.3% of the schools having this ratio while 21.4% had the ratio at 1:50, 14.3% at 1:45, 12.9% at 1:70, and 10% with a teacher pupil ratio of 1:40. Three of the teachers indicated that they had a pupil teacher ratio of 1:80 while a similar number indicated that the teacher pupil ratio was 1:35. (Table 4.13)

The researcher on further inquiries from the area District Education Officer learnt that schools that were close to slums had a high enrolment rate as most of the parents within these settings could not afford private schools. Several teachers also indicated that they are not able to enhance discipline as the teacher-pupil ratio is high and thus strictness in the classes cannot be adhered to. One of the teacher respondents clearly stated that cases

of indiscipline in schools within the area were very high the most common being theft of books, bags, pens and pullovers.

4.6 Influence of School Facilities on the Implementation of Childs Right Education

This section looks at the adequacy of school facilities and their influence of the implementation of the child right education. Emphasis is laid on the physical school facilities.

4.6.1 Adequacy of Instructional Facilities and Implementation of Child Right Education

Table 4.14 Adequacy of Instructional Facilities and Implementation of Child Right Education

Response	Frequency	Percentage (%)
Yes	64	91.4
No	6	8.6
Total	70	100

Does the adequacy of school facilities affect the implementation of child rights education? This question was raised in order to find out the opinion of the teachers on importance of school facilities in the implementation of child right education.

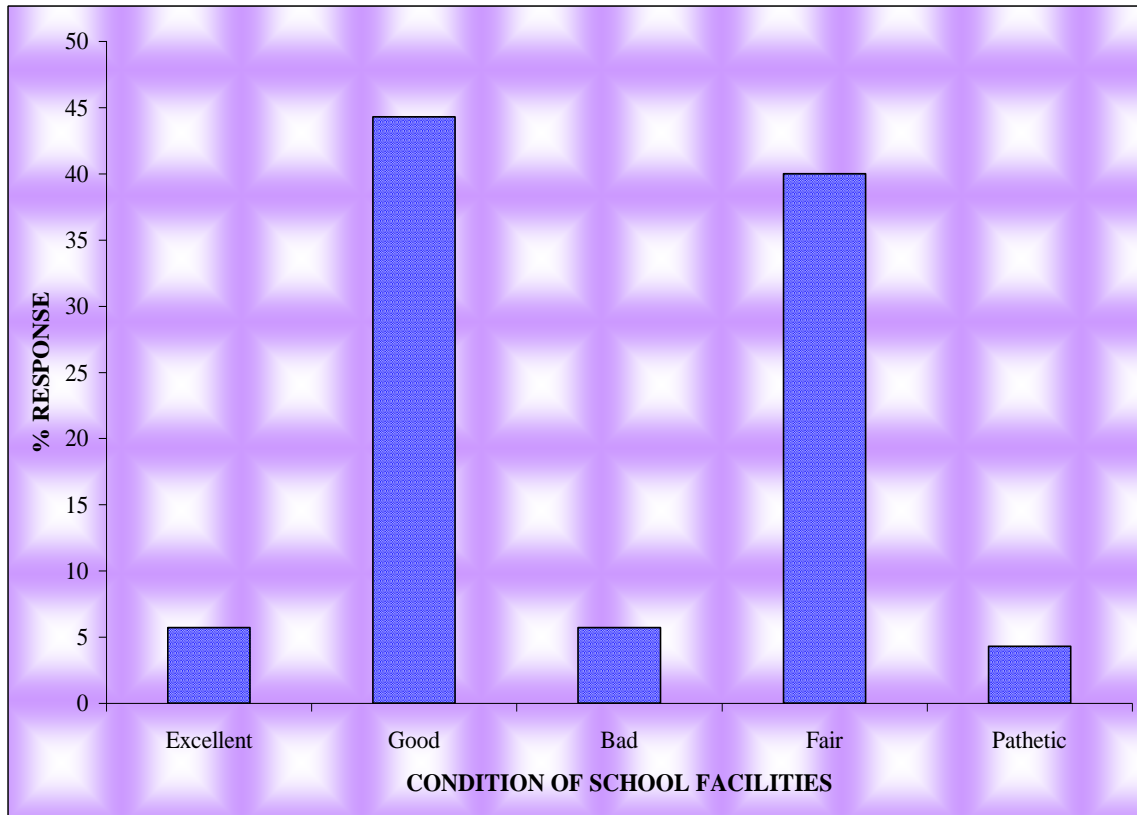
As shown in table 4.14, 91.4% of the teachers felt that adequacy of school facilities affected the implementation of child rights education while 8.6% were of a contrary opinion. Most of the teachers felt that when school facilities are adequate learning is more effective and children are able to use the available resource without straining. Most of the teachers stated that inadequacy of school facilities negatively affects the implementation of child right education as the children are forced to scramble for the inadequate resources.

In one of the schools there was a case of a girl who had been humiliated by some of her colleagues while answering to a call of nature. The colleagues felt she had taken too long in the toilet despite her knocking back they pushed the door open while she was answering the call of nature. Feeling embarrassed the girl opted to stay out of school. It took the intervention of her parents to get her back to school and this was after organizing for her transfer to a neighbouring school. The researcher was able to observe that during break time there was overcrowding within the school fields and disharmony in the children activities as all kinds of games and sports were undertaken on the same pitch. Football was the main sporting activity and in many cases children playing on the same field had been knocked down as the boys played their game.

4.6.2 Condition of School Facilities

Figure 4.3 indicates that most of the teacher respondents, 44.3%, considered the condition of the school facilities to be good while 40% considered them fair, 5.7% considering them excellent, 5.7% fair and 4.3% pathetic.

Figure 4.3 Condition of School Facilities



4.6.3 Pupils Response on Comfort of the Condition of their School Facilities

Table 4.15 Pupils Response on Comfort of the Condition of their School Facilities

Response	Frequency	Percentage (%)
Yes	105	48.6
No	111	51.4
Total	216	100

As can be deduced from table 4.18, most of the pupil respondents, 51.4%, were not comfortable with the conditions of the school facilities. Only 48.6% of the respondents were comfortable with the conditions of their schools facilities.

Some of the reasons that were put forward as being contributors to the pupils not being comfortable with the conditions of the facilities in the school included; toilets not being

very clean, lack of a school library, lack of water to flush the toilets and lack of a school fence and breakdown of water tanks among others.

4.6.4 Adequacy of School facilities

Table 4.16 Adequacy of School Facilities

Response	School Field	Toilets	Library
Adequate	78.5	41.0	13.5
Inadequate	21.5	59.0	86.5
Total	100	100	100

Table 4.16 above highlights the adequacy of selected school facilities which included the school field, toilets and library. The school fields were considered adequate by most of the pupils, 78.5%, while 21.5% felt they were not adequate. The research study revealed that the school toilets and libraries were not adequate and in some schools the school library was non existence. On the library, 86.5% considered it inadequate with 13.5% considering it adequate while the toilets had 59% of the respondents considering it as inadequate and 41% considered it adequate.

Though the school fields were adequate, the researcher observed that the school field was one of the areas within the school compound that physical and verbal abuses were mostly perpetuated. As the children played others took advantage to instill physical harm on their colleagues with some of them choosing to retaliate through verbal abuse. In all schools visited there were long queues and scrambling at the toilets immediately at the start of break time and the start of lunch break as children sought the use of these facilities. It is during this time that quarrels on the use of facilities arose and in several occasions had degenerated to verbal and physical abuse.

4.7 Methods Used in Implementing Child’s Right Education

This section gives and discusses the findings on the teaching methods used in the various schools in Dagorretti and also discusses the methods that the teachers adopted in fostering child right education among the pupils.

4.7.1 Number of Teaching Methods used in the Schools

Table 4.17 Number of Teaching Methods used in the Schools

Number	Frequency	Percentage (%)
One	48	68.6
Two	19	27.1
More than 2	3	4.3
Total	70	100

The findings of the study as indicated in the table above, show that most of the teachers used only one teaching method in the classrooms. In this study 68.6% of the respondents used only one teaching method while 27.1% of the respondents employed the use of two teaching methods and 4.3% of used more than 2 teaching methods.

This is an indication that most teachers did not employ the use of separate education pedagogy to accommodate the different kind of learners in their classes. What emerges here is that the teachers used a pedagogy that did not meet the needs of the slow learners and the weak students. In essence the quality of education was compromised by this teaching pedagogy and by extension the rights of the children to quality education were not being enhanced.

The next section takes a look at the teachings methods used in the classrooms.

4.7.2 Involvement of Pupils in the Classroom

Table 4.18 Involvement of Pupils in the Classroom

Response	Frequency	Percentage (%)
Yes	33	47.1
No	37	52.9
Total	70	100

The findings of the study indicate that most of the teachers 52.9%, did not employ the pupil's participation while teaching in the classroom. Teachers who involved their pupils in the class work were only 47.1% of the teacher respondents.

4.7.3 Pupils liking of the Teachers Teaching Methods

Table 4.19 Pupils liking of the Teachers Teaching Methods

Response	Frequency	Percentage (%)
Yes	106	49.1
No	110	50.9
Total	70	100

The findings on table 4.22 above are based on responses on the question: *Do you like the way teachers teach inside the classroom?*

Most of pupil respondents (50.9%) indicated that they did not like the way teachers taught them within the classroom while 49.1% indicated that they liked the way teachers taught them within the classroom. The researcher notes that in all schools where the teachers – pupil ration was 1: 40 or lower the pupil respondents were comfortable with the way the teachers taught them. All the schools that the teachers had indicated a high teacher pupil ration 1: 65 and above the pupils did not like the teachers teaching methods.

4.7.4 Presence of Field Study

Table 4.20 Presence of Field Study

Response	Frequency	Percentage (%)
Yes	77	35.5
Occasionally	68	31.6
Not at All	71	32.9
Total	216	100

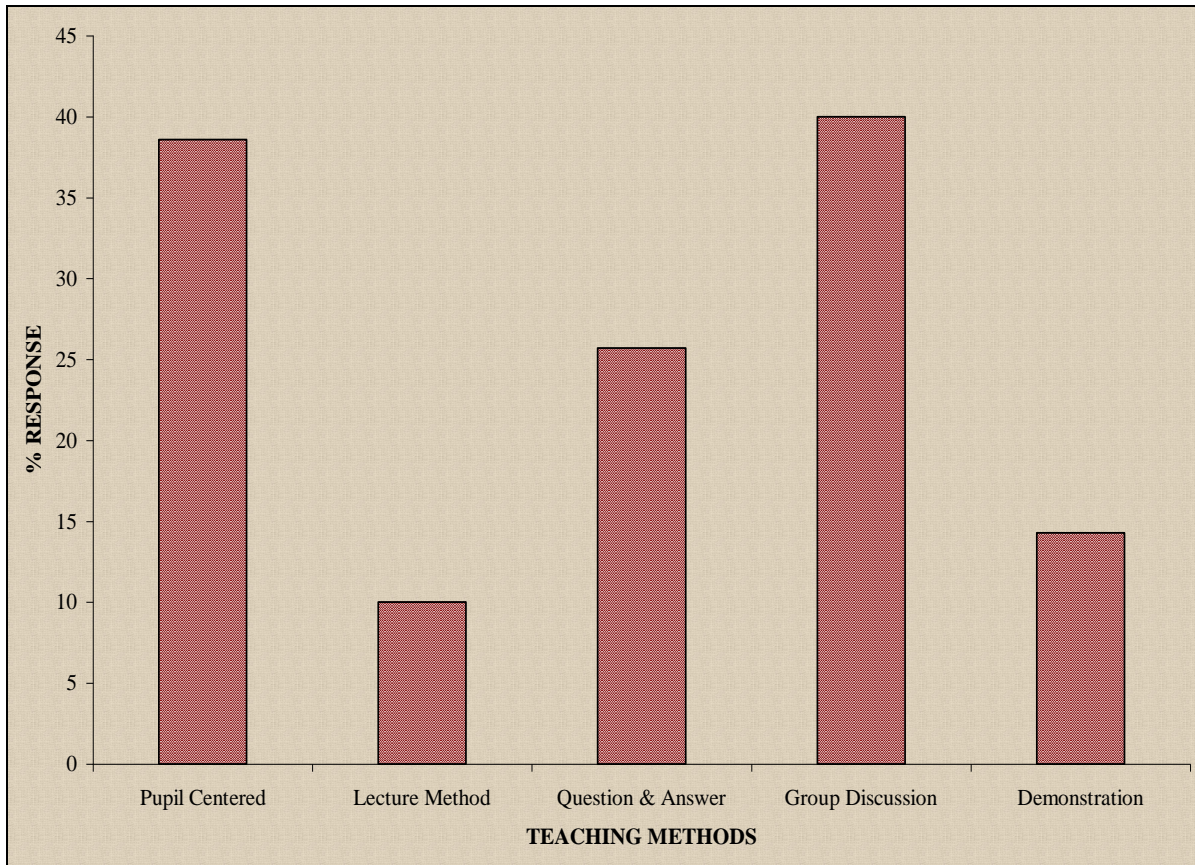
In this study most of the pupils (35.5%) indicated that the teacher took them to places outside the school to study with 31.6% admitting to having benefited from the same on several occasions. Only 32.9% of the respondents indicated that their teachers had never taken them to places outside the school to study..

4.7.5 Teachers Teaching Methods

As can be seen from figure 4.4 below, most of the teacher respondents, 40%, used group discussion as the main teaching method while 38.6% used the pupil centered approach with 25.7% using question & answer, 14.3% using demonstration, and 10% using the lecture method.

Child right education in the schools was taught through social studies lessons on rights of the child. There were teachers who empowered the children by encouraging them to engage the school administration in matters pertaining to their social life.

Figure 4.4 Teachers Teaching Methods



Most of the teachers used to take some time during their lesson to encourage the pupils to talk about the issues that were affecting them. In one of the schools the administration had fixed a lesson for each class which acted as a forum where the pupils could discuss and deliberate on their issues. This was noted to have contributed greatly into enhancing the pupil's participation in the classroom.

4.7.6 Tools of Learning needed

Table 4.21 Tools of Learning Needed

Learning Tools	Frequency	Percentage (%)
Visual Equipments	43	19.9
Pictures	14	6.5
Musical Instruments	86	39.8
Sport Equipment	73	33.8
Total	216	100

When the pupils were asked what learning tools they needed 39.8% indicated musical instruments, 33.8% indicated sports equipment. 19.9% indicated visual equipment and 6.5% indicated pictures.

4.7.7 Cross tabulation of Teachers Teaching Method

Table 4.22 Cross Tabulation of Teachers Teaching Method

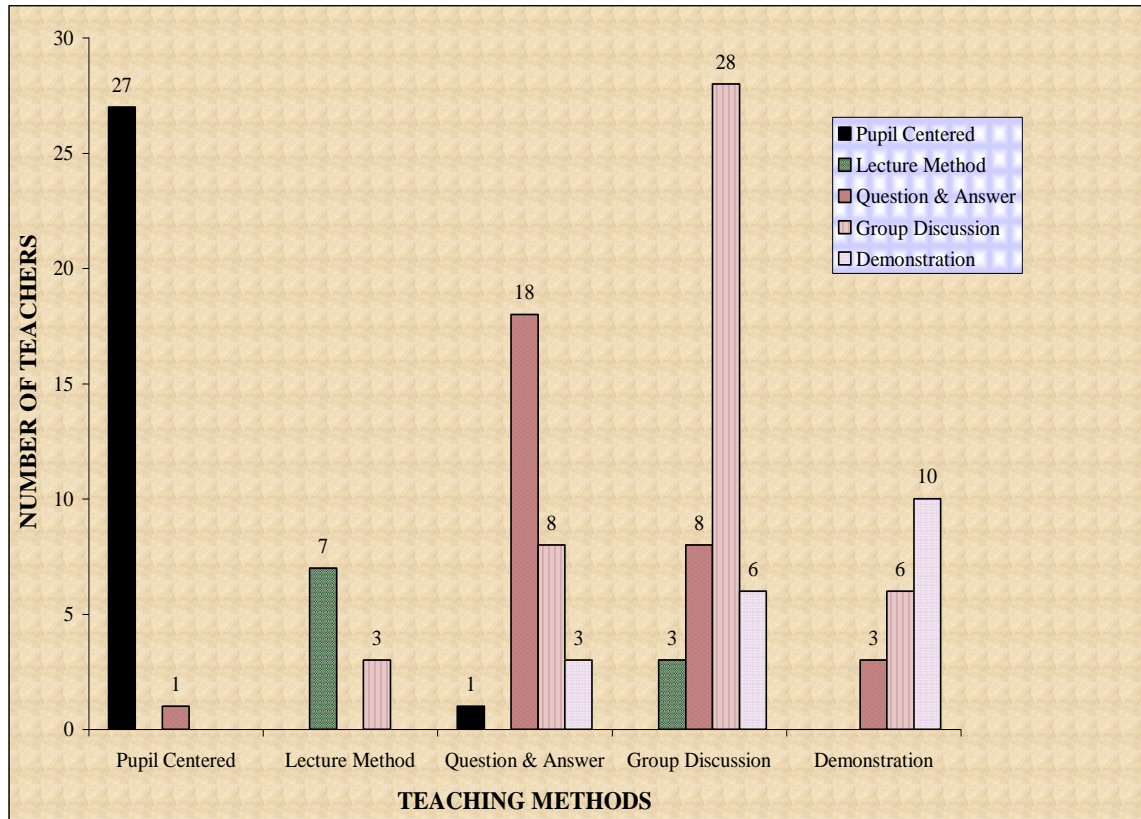


Figure above show a cross tabulation of the teachers teaching methods. The data indicated that teachers who used group discussion also employed other teaching methods to educate the pupils, out of all the teachers (n= 28) who undertook group discussion 8 also used question and answer, 6 also used demonstration while 3 employed the use of lecture methods of the 18 teachers who adopted the question and answer teaching method 3 also used demonstration while one had also adopted the pupil centered approach of teaching. The teachers who had adopted the pupil centered approach only three had also adopted a different teaching method which was group discussion.

Findings of this study showed that the lecture method is the most frequently employed teaching technique. This is because most teachers consider it is an economical means of transmitting factual information to a large audience, although there is no guarantee that effective learning will result. The didactic approach to teaching primarily involves lecturing and is essentially teacher-centred (Entwistle, 1997). Fry, Ketteridge & Marshall (2003) reminds us that although the lecture remains a major method of teaching, and is still recognized “as a useful teaching tool” as it can provide a framework of ideas and theories but it needs to be complemented by interaction and pupil-oriented strategies due to concentration span and lack of participation.

a) Administrative factors and implementation of child’s right education

From the findings of the study school administrative authority major factor that affected the implementation of child’s right education while coordination within the school administration ranked second. Financial resources allocated to the school from the ministry too influenced the implementation of child right education in a great way with lack of initiative among the school administration staff also playing a part. Some of the

teachers stated that implementation of child rights in schools required partnership between several players with the school administration being at the centre of the coordination. They had the view that since the pupils spent more daytime at school than at home, then school administration had a bigger role to play in the implementation of Child's right education than the parents. On the other hand, turning away children who had sought enrolment for one reason or the other was seen as an impediment to the implementation of child rights education. With lack of enough financial resources the school administration could not afford mobilization beyond the school setting. School administrators who failed to enforce the various school policies and government directives pertaining to child right education were viewed as contributing to laxity within their schools. In the end child right education in the school setting ended up not being enforced and monitored. This is because the school administrators were the ones who were best placed to coordinate the pupils and the teachers.

b) Influence of Teacher - Pupil Ratio on the Implementation of Child's Right Education

In this study 80% of the teacher respondents indicated the class size had an influence on the implementation of child right education. Teachers indicated that with large class sizes the teachers were over strained and hence could not give individual attention to all the pupils especially the weak ones. This in turn had contributed to low participation of many pupils in the classroom and hence poor performance. From the findings of the study most of the schools had a high teacher pupil with 85.7% of the schools having a teacher for more than 45 pupils. For most of the schools the teacher – pupil ratio was 1:60 with 24.3% of the schools having this ratio while 21.4% had the ratio at 1:50, 14.3% at

1:45, 12.9% at 1:70, and 10% with a teacher pupil ratio of 1:40. Three of the teachers indicated that they had a pupil teacher ratio of 1:80 while a similar number indicated that the teacher pupil ratio was 1:35. The researcher was able to learn that schools that were close to slums had a high enrolment rate as most of the parents within these settings could not afford private schools. Several teachers also indicated that they are not able to enhance discipline as the teacher-pupil ratio is high and thus strictness in the classes cannot be adhered to. Within these schools indiscipline was high with the most common form of indiscipline being theft of books, bags, pens and pullovers.

c) Influence of School Facilities on the Implementation Child's Right Education

From the findings of this study 91.4% of the teachers felt that adequacy of school facilities affected the implementation of child rights education. With adequate school facilities learning is more effective and children are able to use the available resource without straining. While inadequacy of school facilities negatively affected the implementation of child right education as the children are forced to scramble for the resources. The study found cases of child abuse as a result of inadequacy of resources especially the toilets. In this study 44.3% of the teachers respondents considered the condition of the school facilities to be good while 40% considered them fair, 5.7% considering them excellent, 5.7% fair and 4.3% pathetic. On the other hand school fields were considered adequate by most of the pupils while school toilets and library were not adequate and in some schools the school library was non existence.

d) Methods used in implementing child's right education

In this study 68.6% of the teacher respondents used only one teaching method while 27.1% of the respondents employed the use of two teaching methods and 4.3% of used

more than 2 teaching methods. 40% of the teachers used group discussion as the main teaching method while 38.6% used the pupil centered approach, 25.7% used question and answer, 14.3% using demonstration, and 10% using the lecture method. Child right education in the schools was taught through social studies lessons on rights of the child. There are teachers who empowered the children by encouraging them to engage the school administration by reporting cases of abuse. In one of the schools the administration had fixed a lesson for each class which acted as a forum where the pupils could discuss and deliberate on their issues. This greatly enhanced pupil's participation in the classroom. Pupils indicated that the learning tools that they were in need of were musical instruments, sports equipment and visual equipments.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusions, and recommendations based on the data gathered during the field study in Dagoretti District. The purpose of the study was to establish the school based factors influencing Implementation of child rights' education in public primary schools.

5.2 Summary of the Study

This section will offer a summary of the findings in line with the specific objectives of the study. The purpose of this study was to investigate the school based factors that affect the implementation of child rights education in public primary schools in Dagorretti District, Nairobi County. The study sought to establish the administrative factors that influenced the implementation of child rights education in public primary schools in Dagoretti District and how the teacher- pupil ratio affected the same. The study further delved on the extent to which instructional facilities affected the implementation of child rights education and determined the teaching methods used in the implementation of child rights in public primary schools.

Findings of the study revealed that despite the teachers and pupils being knowledgeable on child rights there were cases of child abuse within and outside the school compound. Among the school based factors that influenced the implementation of child education in the public primary was administrative factors, coordination between the school administration and financial resources. High teacher – pupil ratio in public primary schools have contributed negatively to the implementation of child right education.

Inadequacy of school facilities aggravated the situation with many cases of child abuse occurring within the school compound as result of this inadequacy. Inadequate toilet facilities were breeding ground for verbal abuses while the schools fields provided a fertile ground for physical and verbal abuse. In this study, girls experienced sexual abuse the most. The study found out that most of the teachers used only one teaching method which was mainly group discussion to impart knowledge to their pupils. In the next two sections the study gives the conclusions and recommendations of this study in line with the findings of the study.

5.3 Conclusions

Despite the teachers being knowledgeable on child right education and the pupils being aware of their rights, this study revealed that cases of child abuse are still rampant in public primary schools in Dagorretti District. Child abuse in these schools is manifested in various forms which include verbal abuse, sexual harassment, drug abuse and physical assault from bullies. Lack of adequate financial resources geared towards the implementation of child right education was a common phenomenon among all the public primary schools. Most of the schools also suffer from a high teacher - pupil ratio and the instructional facilities were inadequate in all the schools. The teachers teaching methods were not geared towards addressing child right education but were more towards addressing the high class sizes. The researcher noted that implementation of child right education requires that priority be given to children's issues, particularly in the light of the principle of the "best interests of the child" and the school administration should be at the forefront of coordinating and emphasizing on child right education.

5.4 Recommendations

a) Administrative factors and implementation of child's right education

There is need for the various school administration to tackle the factors that are hindering legislative and policy reform in child right education and further to this they should enforce any provided legal safeguards. The researcher recommends that schools administration be empowered and well financed to tackle child abuse for the schools going children. School administrators should be given freedom not only to partner with individuals or organizations in child right education but to also seek for funds to sustain it. At the same time there should be motivational measures and recognition for schools administrators and school teachers who successfully foster child right education within their pupils. The researcher also recommends that child right education be introduced as an examinable subject in the primary school curricula.

b) Influence of Teacher - Pupil Ratio on the Implementation of Child's Right Education

The researcher recommends as a matter of urgency Ministry of Education and all other related organizations work hand in hand to reduce the high teacher – pupil ratio by employing more teachers. In the meantime there is need to peg teachers benefits on the number of students under their watch i.e. for schools where the teacher – pupil ratio is high the salary should also be high.

c) Influence of School Facilities on the Implementation Child's Right Education

There is need for the modernization of all school facilities within the primary schools. The researcher recommends that the black boards within these schools be upgraded to white boards as some of the teachers had shied away from using the traditional chalk and

duster claiming that they were no longer in the business dirtifying themselves. There should be greater emphasis on the number of toilets provided in the schools with more toilets facilities being allocated to girls than boys. In the past management and construction of school facilities have traditionally been entirely the responsibility of the government through the Ministry of education, there is need for school administration to be given a free hand raising funds to ensure that their public school facilities are educationally adequate.

d) Methods used in Implementing Child's Right Education

In view of the fact that there were teachers who had not undergone any form of training on child right education there is need for a paradigm shift. A well laid out training framework for all primary school teachers and retraining of teachers on child right education will not only build capacity but will go a long way in enhancing child right education in schools.

There is need for a shift from the 'teacher as expert' role in which more didactic teaching methods are used, to 'teacher as facilitator of learning' in which teachers guide learners towards resources and sources of knowledge just as much as being the sources of knowledge themselves. This is not to demean the teacher's expertise or clinical knowledge however or to say that we do not need to use didactic methods when appropriate, but is imperative that teachers understand that the body of knowledge is developing and changes rapidly today than ever before. This therefore calls for teachers to constantly administer pedagogical skills that the pupils can easily associate with and in this way increase pupils participation in the class.

5.5 Suggestions for Further Study

The researcher finds need for a study to be undertaken to assess the importance of child right on the children so as to guide decision makers when formulating policy regarding rights of the child. There is also need to undertake a study to establish the challenges that face the government faces in the implementation of government policy in relation to the rights of the child. The role of the civil society and non-governmental organizations cannot be ignored in championing for human rights. There is need therefore for an academic perspective as to how the civil rights organization and nongovernmental organizations can contribute to the implementation of child right education. Finally, in consideration that child abuses still occur in public primary schools, there is need for a study to determine the implementation of child right education in schools for the physically handicapped and visual impaired children.

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APPENDICES
APPENDIX I
LETTER OF INTRODUCTION TO RESPONDENTS

Lorna Awuor Ochuodho
University of Nairobi
Department of Educational Administration and Planning
P.O. Box 30197 – 0100
Nairobi

To:

The Respondents

**RE: SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF
CHILD RIGHTS EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
DAGORETTI DISTRICT**

I am a post graduate student at the University of Nairobi pursuing a Master of Education degree in Curriculum studies. I am conducting a research on the above topic. I am kindly requesting you to respond to the questionnaire attached as honestly as possible.

The information you will give will be used for research purpose only and your identity will be held in total confidence and used only for the purpose of the study.

The names and institutions of the respondents shall not be written on the questionnaires.

I look forward to your honest participation.

Thank You in Advance

Lorna Awuor Ochuodho

APPENDIX II

TEACHER QUESTIONNAIRE

The questionnaire is aimed at collecting information about school based factors influencing implementation of child rights in public primary schools in Dagoretti District, Nairobi, Kenya. The information you will give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly.

Respond to each item by putting a tick (✓) on the appropriate response and explaining / specifying where space is provided.

Section A: Demographic Information

1. Gender

a) Male

b) Female

2. Level of Education

a) P1

b) P2

c) P3

d) Diploma

e) B.Ed

f) M.Ed

e) Others (specify).....

3. Years served as a teacher

4. Years you have served in the current school

5. Do you have any training on child rights education?

a) Yes

b) No

6. Does your school emphasize on implementation of child rights education?

a) Yes

b) No

ii) If No, Why?

.....

Section B: Factors influencing implementation of Child Rights Education

7. Do you understand what child rights education is?

8. To what extent do each of these factors influence implementation of child rights education?

Factor	Very Great Extent	Great Extent	Little Extent	Not at All
Resources				
Administrative Authority				
Coordination between school administration				
Lack of Initiative by the school administration				

9. Briefly Explain.....

.....

10. What is the average teacher-pupil ratio in your school?.....

.....

11. How does this influence the quality of education?.....

.....

12. Do all the pupils in your class get to be involved during class hours?

a) Yes

b) No

13. i) As far as child right education is concerned, do you think the class size matters?

a) Yes

b) No

ii) If yes, how?

14. From your own personal experience how has teacher-pupil ratio affected the implementation child right education in your school?

.....

15. i) Does the adequacy of school facilities affect the implementation of child rights education?

a) Yes

b) No

ii) Explain your answer

16. What is the condition of your school facilities?

a) Excellent

b) Good

c) Bad

d) Fair

e) Pathetic

17. i) Has there been any incidence of child abuse in your school?

a) Yes

b) No

ii) If Yes, please expound.

18. Which teaching method(s) do you use in the classroom?.....

19. How do you assist your pupils to understand their rights?

.....

APPENDIX III

PUPILS QUESTIONNAIRE

The questionnaire is aimed at collecting information about school based factors influencing implementation of child rights in public primary schools in Dagoretti District, Nairobi, Kenya. The information you will give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly.

Respond to each item by putting a tick (✓) on the appropriate response and explaining / specifying where space is provided.

QUESTIONS

1. What class are you in?
2. Do you know that you have rights as a child?
 - a) Yes
 - b) No
3. If you are given an opportunity to choose your rights, which rights would you prefer?
 - a). To ask questions
 - b). To get learning tools
 - b). Right to play
 - d). Right to study
4. Have you ever had opportunities to ask your teacher questions regarding your rights?
 - a) Yes
 - b) Occasionally
 - c) Not at all
5. How would you feel if you were offered an opportunity to study outside the classroom?
 - a) Good
 - b) Excited
 - c) Bored

- d) Bad
6. Does your teacher ever take you to places outside the school to study?
- a. Yes
- b) Occasionally
- c) Not at all
7. Do you like the way the teachers teach inside the classroom?
- a) Yes
- b) No
8. What tools of learning do you need?
- a). Visual equipments
- b). Pictures
- c). Musical instruments
- d). Sports equipment
9. i) Do you feel comfortable with the condition of facilities in your school?
- a) Yes
- b) Not really
- c) No
- ii) Give Reasons
10. Do you think the size of your school field is enough for all the pupils in your school?
- a) Yes
- b) No
11. Do you feel comfortable with the cleanliness of your school premises?
- a) Yes
- b) No
12. Do you feel comfortable with the number of pupils in your class?
- a) Yes
- b) No
13. Do you think the number of toilets in your school is enough?
- a) Yes

b) No

14. Does your school have a library?

a) Yes

b) No

15. If your school has a library do you find materials that promote your rights as a child

a) Yes

b) No

16. i) Are there cases of abuse child rights in your school?

a) Yes

b) No

ii) If Yes, which ones?

a) Verbal

b) Sexual

c) Drugs

d) Physical

APPENDIX IV
LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/560**

Date: **26th April, 2013**

Lorna Ochuodho Awuor
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated *22nd April, 2013* for authority to carry out research on *"School-based factors influencing implementation of child rights education in public primary schools in Dagoretti District, Nairobi, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30th June, 2013.**

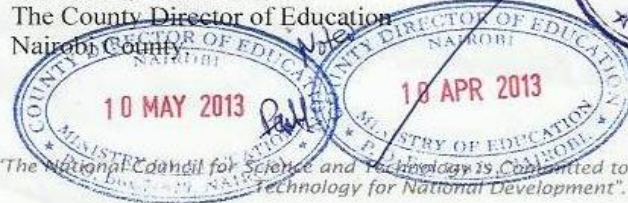
You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

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

DR M.K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The County Commissioner
The County Director of Education
Nairobi County



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

**APPENDIX V
RESEARCH PERMIT**

PAGE 2 PAGE 3


Research Permit No. NCST/RCD/14/013/560
Date of issue 26th April, 2013
Fee received KSH. 1,000


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Lorna Ochuodho Awuor
of (Address) University of Nairobi
P.O.Box 92-0902, Kikuyu.
has been permitted to conduct research in

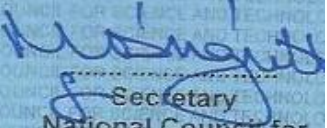
Location	District
Nairobi	County

on the topic: School-based factors influencing implementation of child rights education in public primary schools in Dagoretti District, Nairobi Kenya.

for a period ending: 30th June, 2013.





**Applicant's
Signature**


**Secretary
National Council for
Science & Technology**

CONDITIONS

- 1. You must report to the District Commissioner and the District 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 with-out 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK605513mt10/2011 **(CONDITIONS—see back page)**