DETERMINANTS OF CHILD FRIENDLY SCHOOL PROGRAMME IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE STUDY OF NAIROBI PRIMARY SCHOOL
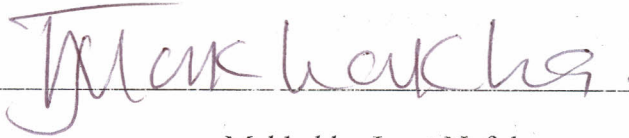
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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of a Degree of Master of Education in Curriculum Studies
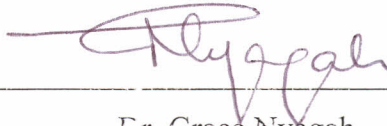
University of Nairobi

2012

DECLARATION

This research project is my original work and has not been presented for award of a Degree in any university

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This research project has been submitted for examination with my approval as university supervisors.
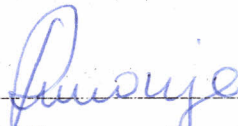
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DEDICATION

This project is dedicated to my beloved husband Mr. Ewing Makhakha Mwombe, my children Immaculate, Nancy, Ruth, late Peter, Joydona and master Paul Walutsachi. My family stood with me at all times including harsh moments, my husband taught me to acknowledge my past without regrets handle my present with confidence and prepare for the future with optimism.

ACKNOWLEDGMENT

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LIST OF ABBREVIATIONS AND ACRONYMS

ALP   Accelerated Learning Programme

CFS   Child Friendly Schools

CFSI   Child Friendly School Initiatives

CSR   Class-Size Reduction

DQASO   Directorate of Quality Assurance and Standards

ECD   Early Childhood Development

EFA   Education For All

FPE   Free Primary Education

HPS   Health Policy in Schools

KESSP   Kenya Education Sector Support Programme

MDG   Millennium Development Goals

MoE   Ministry of Education

NFE   Non Formal Education

PTA   Parents and Teachers Association

SPSS   Statistical Package for Social Sciences

TRACE   The Right of All Children to Education

TSC   Teachers Service Commission

UNESCO   United Nations Educational Scientific and Cultural Organization

UNICEF   United Nations Children's Education Fund

UPE   Universal Primary Education

ABSTRACT

The Child Friendly School concept addresses the rights of every child to education. It also addresses the learning needs of every child regardless of their vulnerabilities. It focuses on the teacher by equipping him/her with a positive attitude and concern to develop the salient abilities/talent in the child. The general objective of this study was to find out the determinants of Child Friendly School programme implementation in public primary schools in Kenya: a case study of Nairobi Primary School. The specific objectives were to establish the effect of school policies and administrative support towards implementing a Child Friendly School programme, to assess the school environment influence in the implementation of a Child Friendly School programme, to determine the teachers preparedness in implementing a Child Friendly School programme in Nairobi Primary School and to propose ways for implementation of Child Friendly School programme in Nairobi Primary School. The study was a case study. The sample sizes of this study were 18 teachers, 80 pupils and a head teacher. This gave a sample size of 90 respondents. This study utilized questionnaires for the teachers. Key informants were used on the subordinate staff. Observation was done by the researcher, a focus group discussion was done on the head teacher and the interview schedule for the teachers and pupils was administered to collect data. Reliability of the instrument was done through calculating the Pearson's product moment's correlation. The validity was done by conducting a pilot study on 2 schools that were not included in the actual study. Both qualitative and quantitative techniques were used to analyze data. The Statistical Packages for Social Sciences (SPSS) software package was utilized in analyzing the data. The data was presented in frequency tables. The study was intended to benefit the policy makers in the Ministry of Education, academic scholars, researchers and pupils. The findings showed that Nairobi Primary School is not gender sensitive in staffing policies. The study also concluded that there is no conduction of regular campaigns to encourage parents to enroll their inclusive learners. This affects the implementation of child friendly school programme.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a fundamental right for all children (UNICEF, 2009) and it is the key to progress by individuals, communities and countries. According to a UNICEF estimate of 130 million children in less industrialized countries are not attending school, about 60% are girls. Majority of them come from Sub-Saharan Africa, where 45% girls and 39% boys are not in school (World Bank, 2005). This is violation of basic human rights and it is therefore a responsibility of the government to support education, a central element in meeting basic human needs. Every child has a right to education as a basic human right. It was in recognition of this right that the Kenyan Government, in 2003, opened doors to education for all under Free Primary Education (FPE) programme (Manual Child Friendly School, 2010).

The global community reunited in Dakar, April 2000, to assess progress of the EFA decade and to renew its commitment to Education for All by 2015. Strategies for meeting this goal are outlined in the Dakar Framework for Action, Education for All: Meeting our Collective Commitments, and include the creation of safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning which are the components of child friendly school. Specifically, the Dakar Framework calls for policies and codes of conduct that

enhance the physical, social and emotional health of teachers and learners (Jomtien 1990).

A global survey of the child friendly school concept and its application within UNICEF programs reveals a weakness in approach where there has been a tendency to underemphasize the determinants of implementation of CFS in education system. This is the purpose for this research. Despite the gap in approach, the model is progressing steadily from an estimated 33 countries in 2004 to 56 countries in 2007. The challenge with the model is along on defining characteristics which are varying from 6 to 16 depending on the context (UNICEF, www.unicef.org).

The CFS concept addresses the rights of every child to education. It also addresses the learning needs of every child regardless of their vulnerabilities. It focuses on the teacher by equipping him/her with a positive attitude and concern to develop the salient abilities/talent in the child. This is amplified through the interactive learner friendly teaching methodology which equips the teacher with a variety of teaching approaches that stimulate the learner's interest. The teacher is encouraged to be a facilitator and to create a learning environment that allows learners to discover knowledge to share it with colleagues. A health and nutrition promoting school and community and child participation and two way communication between schools and parents.' according to (Manual Child friendly school, 2010).

Jyvaskla (1991) asserts that teachers need to have a positive attitude towards a new idea to create a new mode of teaching. Problems of implementation were alleviated by keeping all the staff and parents informed of all the new activities. Delft (2004) said after training the attitude to the teachers and experimental groups improved significantly.

Ministry of Education, Science and Technology, Mozambique, (2008) asserts that the Child-Friendly School (CFS) model in Mozambique responds to this need to transform schools. The CFS approach aims to improve the quality of education provided in primary schools through the implementation of a multi-sectoral minimum quality package. This minimum quality package will promote improvements in schools ranging from rehabilitation of damaged classrooms, provision of separate sanitation facilities for girls and boys and supporting child centred teaching approaches in well managed classrooms to health screening of children and life skills education, among many other crucial interventions. This package will be implemented in all primary schools in seven model districts in Mozambique over four years (in the North, Centre and South of the country) with the goal of increasing learning outcomes for children as well as increasing the level of enrolment, retention and completion.

When FPE was declared UNICEF successfully advocated for the inclusion of most of its child friendly interventions and key strategies in the new education sector support plan (KESSP). It then became essential for UNICEF to shift from

programs of making child friendly towards helping to build Kenyan national capacity to reproduce child friendly school model countrywide. Quality in these models sets the school apart as a community that pursues learning and linking the schools to a wider community from which it derive its sense of engagement with reality and confirms the relevance of its curriculum KESSP (2005). The Child-Friendly School concept was introduced in Kenya in 2002 and implemented on a pilot basis by the Ministry of Education, with the support of UNICEF, in 11 districts: Nairobi, Turkana, West Pokot, Kwale, Isiolo, Marsabit, Moyale, Mandera, Wajir, Garissa and Ijara. In 2010, the Ministry rolled out the programme on a national scale. The concept aims at encouraging child-centered learning by addressing all facets of education, including the environment, issues of equity and equality, and the wholesome development of the child. To make our schools truly child-friendly we need to address the child in a holistic manner (UNICEF, 2008).

The study was carried out in Nairobi Primary School, Nairobi County, Kenya. Nairobi primary school was started in 1902 by European school settlers. It has 36 streams with an average of 50 pupils per class. It has both the government and Parents Teachers Association (PTA) teachers. The school has the child friendly school programme running. Nonetheless there have been some challenges faced in taking on the spirit of the programme. The school has not been able to create strong linkages with the community and partners, especially in areas where poverty is high. There are few trained teachers who are not enough to implement the programme. The school is struggling to enhance equity and equality. This is

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particularly in handling the inclusive learners. There is stigmatization of the challenged pupils. The teachers feel that the CFS classroom organization approach is time wasting. A report from the deputy head teacher (Njoroge, 2012).

1.2 Statement of the Problem

Inclusive learner friendly environment is a virtue and the key that promotes access to quality education and high retention among pupils; yet this has not been so. According to Kenya Education Sector Support Programme KESSP (2005) implementation of Free Primary Education facilitated overcrowding in the classrooms making learning uncomfortable. Learners either learn while standing or in overcrowded on their desks. Admission of over age children to the school system, threaten the younger children and hence bullying creeps in the school (UNESCO, 2008). Poor sanitation has also been observed as a result of over used facilities.

Furthermore, gender bias in teaching and learning process and in learning materials where prejudice and discrimination are done unintentionally (UNESCO, 2001) causes discomfort among learners in public primary schools. Teachers have found teaching such ages not an easy task especially where classes are large in size and it may be difficult for the learner teachers to establish the difference among the learners. Including children with diverse backgrounds and abilities in classes often means more work. Nairobi primary school is preferred for this study because

it is a multicultural school that has many pupils from all over the country. It thus reduces the cultural bias.

1.3 Purpose of the study

The purpose of the study was to establish the determinants of Child Friendly School programme implementation in Nairobi Primary School, Nairobi County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To establish the impact of school policies towards Child Friendly School programme implementation in Nairobi Primary School.

ii. To examine the influence of school environment on the Child Friendly School programme implementation in Nairobi Primary School.

iii. To evaluate the teachers preparedness in Child Friendly School programme implementation in Nairobi Primary School.

iv. To recommend ways for Child Friendly School programme implementation in Nairobi Primary School.

1.5 Research Questions

The study was guided by the following research questions.

i. What is the effect of school policies towards Child Friendly School programme implementation in Nairobi Primary School?

ii. How does the school environment influence Child Friendly School programme implementation in Nairobi Primary School?

iii. How is the teachers' preparedness in Child Friendly School programme implementation in Nairobi Primary School?

iv. Which are the ways for Child Friendly School programme implementation in Nairobi Primary School?

1.6 Significance of the Study

The findings of the study will give enlightenment on the role played by the teachers in enhancing Child Friendly School in public primary schools in Nairobi. The findings publication can be used for future reference.

The findings will enlighten various organizations involved in education improvement in the country such as UNESCO, UNICEF and other NGO's who have interest in improving schools. The result assists school administrators in dealing with constraints or drawbacks like finance, tools and instruments.

1.7 Limitations of the Study

The study assumed homogeneity of the factors. The study assumed that the data collected from the random sampling shall be representative of the population. It also assumed that the respondents accurately and truthfully responded to the questions.

1.8 Delimitations of Study

The study was carried out in Nairobi primary school. The study targeted Nairobi primary school because it is multicultural. This reduced the cultural bias. The study targeted head teacher, teachers, pupils and the subordinate staff in studying the determinant for implementation of Child Friendly School programme in Nairobi primary school.

1.9 Assumptions of the Study

The study was based on the assumptions that;

i.   Important determinants for implementing a Child Friendly School programme are observed in Nairobi Primary School.

ii. There are no challenges facing the teachers in implementation of a Child Friendly School programme in public primary school in the area and the country at large.

1.10 Definition of Key Terms

The following were the definition of terms used in the study.

Child Friendly School: This refers to one where the environment is conducive to learning, the staff are friendly and the health and safety needs of the children are adequately met.

Inclusive Education: refers to the enrollment and teaching of all children without regard to physical, intellectual, social, emotional ethnic, cultural, religion or other characteristics in the same learning environment.

Implementation: refers to realization of an application or execution of a Child Friendly schools in Primary Education, it involves idea, model, design, specification and policy.

1.11 Organization of the Study

The study comprises of five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, basic assumptions, and definition of terms and organization of the study. Chapter two comprises of literature review of relevant literature related to this study, previous studies and highlights the theoretical and conceptual frameworks. Chapter three deals with research methodology covering: research design, sampling procedures, research instruments and their validity and reliability, procedures of data collection and methods of data analysis. Chapter four will comprise of findings and discussions which will be generated by the study. Chapter five will present summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the variables affecting the implementation of child friendly school programme. These include the school policies and administrative support, school environment and teachers preparedness in implementing child friendly school programme. The section also explains the theoretical framework and conceptual framework. The literature review presents previous studies and highlights the research gaps in them. It criticizes the previous work.

2.2 Child Friendly School in Kenyan schools

The Child-Friendly School concept was introduced in Kenya in 2002 and implemented on a pilot basis by the Ministry of Education, with the support of UNICEF, in 11 districts: Nairobi, Turkana, West Pokot, Kwale, Isiolo, Marsabit, Moyale, Mandera, Wajir, Garissa and Ijara. In 2010, the ministry rolled out the programme on a national scale. The concept aims at encouraging child-centred learning by addressing all facets of education, including the environment, issues of equity and equality, and the wholesome development of the child (UNICEF, 2005).

"To make our schools truly child-friendly we need to address the child in a holistic manner," says Elias Noor, UNICEF Education Specialist. "We must go beyond academics and even recognize head teachers not only for producing impressive

KCPE results, but for improving on the thematic areas of CFS, such as creating equity and equality and promoting hygiene and sanitation in schools".

In Githioro Primary School in Central Kenya, for instance, students and teachers have focused on improving the school's environment. They have set up a tree nursery and planted trees in the compound, where each student adopts a tree and cares for it. From the sale of seedlings from the tree nursery, the school has been able to sponsor three students to secondary school. In addition, pupils are taking the lessons home by planting trees in their compounds.

Significant progress has been made in the past decade towards fulfilling Millennium Development Goal 2 (MDG 2) -- universal access and completion of primary school by 2015 -- even though the related interim target of MDG 3 -- gender parity in primary and secondary education by 2005 -- was not achieved globally. (UNICEF, 2005) many countries have scored impressive gains in both enrolment and closing the gender gap in education.

Recent data show a decrease in the number of children not enrolled in school, from 94 million in 2002 to 75 million in 2006. However, far too many children who are enrolled still fail to complete their education, dropping out due to poor school quality and other factors. At any given time, the number of children attending school is far less than the number enrolled, since dropping out of school is not immediately reflected in enrolment data.

An estimated 115 million primary- school-age children were not attending school in 2002 (UNESCO- UIS & UNICEF, 2005), and around 101 million were not attending school in 2006 (UNICEF, forthcoming). In addition to poor education quality, such persistent challenges to school attendance as child labour, HIV and AIDS, civil conflict, natural disasters, chronic environmental degradation and deepening poverty continue to threaten gains in school enrolment and completion rates in many countries.

The challenge in education is not simply to get children into school, but also to improve the overall quality of schooling and address threats to participation. If both quality and access are tackled, children who are enrolled in primary school are likely to continue, complete the full cycle, achieve expected learning outcomes and successfully transition to secondary school.

There is an organic link between access and quality that makes the latter an integral part of any strategy for achieving the education MDGs and Education for All (EFA) goals. School quality must therefore be of central interest to policymakers and practitioners concerned with the low primary education survival and completion rates in various regions of the world. In West and Central Africa, for instance, only 48.2 per cent of the children enrolled in the first grade survive to the last grade of primary school. The comparable survival rate for countries in Eastern and Southern Africa is 64.7 per cent.

These trends have given rise to concerted efforts to tackle the issue of quality in basic education worldwide, with such agencies as UNICEF intensifying their work to address education quality more systematically. It is in this context that UNICEF's strategy and programming have evolved over time, culminating in Child-Friendly School (CFS) models as comprehensive ways of dealing with all factors affecting quality.

Like most reality-based innovations, the CFS models are not simply an abstract concept or a rigid methodological prescription. They represent pragmatic pathways towards quality in education that have evolved (and are still evolving), from the principle of education as a human right to a child-centered ideology that regards the best interest of the child as paramount at all times. This makes the child central to the educational process and the main beneficiary of key decisions in education. But it does not mean that CFS models are inflexible ideological blueprints. Because they are grounded in the reality of resource constraints and lack of capacity for designing and implementing ideal solutions, they adhere to the principle of 'progressive realization' of children's right to quality education. CFS advocates are willing to negotiate priorities regarding what is in the best interest of the child and make trade-offs based on what is feasible for schools and education systems to accomplish within a given time frame, using available resources and capacities.

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Despite the numerous developments, there is a clear recognition that more work in this area remains to be done. Among others the issues of financial planning and the cost-effective use of available resources for scaling-up implementation of teacher training in participatory approaches and strengthening of the monitoring and supervision capacity at national and local levels have emerged as common factors across the various countries (UNICEF, 2009).

Building on existing MOE structures, Kenya started its school cluster approach in 2002 to support schools dealing with an influx of students resulting from the free primary education policy. The cluster model consists of 4 – 7 schools and includes early childhood development (ECD) and Non Formal Education (NFE) facilities. The model offers itself as an integrated and sustainable teacher support system that promotes CFS (UNICEF, 2009).

2.3 School policies and administrative support towards implementing
Child Friendly School programme

The use of administrative support staff in schools has increased significantly in recent years and there has been much discussion of their role and the tasks they could or should be carrying out. The Department for Education and Skills had introduced a number of strategies designed to ease the bureaucratic burden of teachers, thereby releasing time for them to devote themselves to their key task of teaching. The Better Regulation Task Force made a number of recommendations on reducing 'Red Tape Affecting Head Teachers' (Ornstein & Hunkins 2003) and in small schools, extra funds were made available through the Small Schools Fund. For all schools, advice and recommendations on reducing the administrative tasks carried out by teachers and head teachers have been forthcoming from several sources.

The prevailing rationale is that schools are by far the government service most accessible to the majority of children across the country. In 2003, South Africa had

roughly 28,000 schools that served 11.5 million children (Giese, Meintjes, Croke and Chamberlain, 2003). Education for All (EFA), a global initiative to support the Millennium Development Goal of Universal Primary Education (UPE), has also helped to swell attendance rosters by pressuring governments to meet international targets (KESSP, 2005).

The policy-push has led to the development of various models for creating this particular type of service-oriented school, referred to in this paper as the "caring schools movement."Diverse organisations such as UNICEF, Save the Children, and the Children's Institute at the University of Cape Town each support different models that seek to install, support or streamline a "caring function" within schools, particularly in poor rural and township areas (Ornstein & Hunkins, 2003).

The models embrace similar goals for any school seeking to be a "caring school", goals that emphasize the health, safety and psychosocial well being of all learners. For most models, this means improving school security, remaining committed to child rights, increasing children's access to healthcare, and solidifying linkages with government and community resources (Giese, Meintjes, Croke and Chamberlain, 2003). Organisations and schools go about fulfilling these goals through standard interventions like boosting the school feeding programme and helping children secure.

The teacher problems can lead or contribute to low teacher morale leading to teacher attrition, teacher absenteeism and a low quality of education delivered to

children. Where teachers are not present in the classroom or are de-motivated, this will have a direct negative impact on the quality of education which will lead to increased repetition and drop out, thus threatening primary completion and the achievement of CFS (Barber & Mourshed, 2007).

2.4 School environment influence in the implementation of Child Friendly School programme

Education facilities are linked to quality in terms of human resources and in-school resources. According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb (2002) observed that in many countries, teachers are paid relatively low salaries compared with other sectors or they are not paid regularly.

UNICEF (2009) further observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe water. In addition, separate toilets or latrines should be available for girls and boys, privacy, cleanliness and safety major considerations when planning location and design of facilities.

According to Lizettee (2000) the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack

of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005). In particular girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they don't they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

The gender inequities pervading society are carried into the school environment. This is evidenced in school processes such as teaching, teacher–student interaction, school management, and the plan and design of the physical infrastructure. Teaching and learning materials, for example, may contain gender stereotypes (FAWE, 2001). Teachers are not always aware of the gender specific needs of both girls and boys. School management systems may not sufficiently address gender constraints such as sexual harassment, and many schools do not have adequate or separate toilets for girls and boys. As a result, the schools do not provide a gender responsive environment for effective teaching and learning to take place.

According to Ngales (2005) in a study on school pupils towards health, dignity and well being in Ethiopia, it was found that female pupils indicated that they often

missed classes during menstruation or because culturally restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all. In addition, female boarding schools pupils mentioned that they feared using latrines at night due to poor lighting. The study concluded that girls' performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

The World Health Organization (WHO) recommends utilizing important health issues as entry points in developing HPS (Health Policy in Schools) interventions. Reports on the efficacy of HPS initiatives are encouraging in most cases, and show positive impact on school-health policies; teachers' knowledge, attitudes and behaviors; students' healthy behaviors and health status and parents' knowledge, behavior change and engagement.

The Government of Kenya, through the Ministry of Education, recognizes the merits of HPS as demonstrated in two ministry documents – 'School Health Policy Document' and the 'Child Friendly School'. The Ministry of Public Health and Sanitation has identified the healthy settings approach with a focus on HPS as one of its policies for implementation. However, no reports on successful implementation of the HPS initiative in Kenya are available despite the role HPS plays in improving both health and academic performance among its students.

The African Population and Health Research Center (APHRC), in collaboration with the FRESH approach recommend availability of the following four

components in schools: Health-related policies. School-based policies that should ensure a safe and secure physical and a positive psychosocial environment. State and institutional policies need to be modified to give teacher candidates additional time with actual students through both an internship and a period of residency (Wanyama, 1996).

2.5 Teachers preparedness in implementing Child Friendly School programme

The teacher training equips the teacher with the necessary skills in order to be flexible in teaching situation. Retraining is required for teachers to be able to handle the several changes introduced in CFS approach. Given the vital role in implementation, teachers need appropriate and relevant training to be able to handle curriculum implementation (Bandura, 1999).

Application of the research and knowledge base about child and adolescent development is the missing element in most teacher preparation programs. It can not be assumed that teacher candidates will automatically be able to transfer information to classroom practice; they must be shown how. Teacher programs need additional modules on child and adolescent development that are embedded longitudinally in the course of teacher development diversity in learners and risk to positive development (Gabriel, 2000).

Knowledge about child and adolescent development must be presented according to the developmental stage of the adult learner. Teachers need a deep

understanding of child and adolescent development research. Novice teachers in particular need basic information connected to case studies first and practicum experiences later with concrete examples of how real children and adolescents actually respond to various instructional strategies (Wanyama, 1996).

Ngales (2005) states that curriculum is not so much what is found in the printed guide as what the teacher makes of it in the classroom. Child Friendly School approach will be successful when the teacher efficiently implement curriculum. Rombo (1989) says that teachers are central in any curriculum implementation as they receive interpret and implement the objective of any learning activity, educational programme remain unfulfilled without the active co-operation of classroom teachers.

Wanyama (1996) notes that the more qualified and better trained a teacher is the easier it is to effect curriculum implementation. Teachers require appropriate and relevant training to be able to handle new curriculum. This is important because the teacher is the one who translates broad, general curriculum goals into instructional objectives (Gichuki, 2007).

Attitudes are personal biases preferences and subjective assessments that predispose one to act or respond in a predictable manner. Social learning theory provides some of the theoretical foundation for why participating teaching techniques works. Bandura (1999) shows that people learn what to do and how to act by observing others, positive behaviours are reinforced by the positive or

negative consequences viewed of experienced directly by the learner. According to Bandura (1999) retention of behavior patterns constructor theory provides another rational. Social interaction and the active engagement of the child in problem solving with peers and adults is the foundation of the developing mind (Vygtsky, 1998).

In order to teach well it is essential to know how to motivate and support children. Teachers are respected and their professional skills natured through training and ongoing support. They use a variety of methodologies that engage the student as a n active participant in the learning process and not merely a passive recipient of information. The benefits of improving teacher classroom management skills are enormous values are not taught. Teachers who are courteous, prompt, enthusiastic, calm, patient and organized provide examples for their students through their own behavior. Teachers who demonstrate their abilities to work with different learners, different personalities and different disposition model for children the skills they will need to successfully navigate their new environment (UNICEF, 2008).

In-service training includes professional development for teachers who are already working in the classroom; teachers are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance. Increasing awareness about inclusive education improves the confidence of teachers in their ability to teach students with diverse learning needs which is a requirement for

child friendly school implementation. According to UNICEF (2008) in-service programs should integrate knowledge about the benefits of Child Friendly School.

Trained teachers are more likely than those who are not specifically trained in this learning area to implement programs as intended that is to teach all of the required content and to use effective, high quality teaching and learning methods (Kann, 1995). According to Oluoch (1982) teachers must be learners throughout their professional lines. The teacher is the main agent in any educational curriculum implementations; the teacher therefore requires adequate pre-service training to be able to handle curriculum implementation effectively. The teacher arranges the classroom environment in ways which enable learners to learn more quickly and efficiently that would have done alone (Wanyama, 1996).

Enueme (2002) is in line with UNICEF recommendation that CFS is influenced by the teachers teaching experience that those with high teaching experience accepted the UNICEF recommendation for CFS; she said that the acceptance level of teachers with 26 years of experience and above it highest. Experienced teachers to be given the opportunity to help in the planning and implementation phase (Adamaechi and Romaine, (2000).

The CFS models recognize the central role of the teacher as the wellbeing of the child. This then implies a need to safeguard the rights and professional wellbeing of the teacher through a well-designed teacher management and support system.

Clearly quality education requires competent, motivated, well trained, adequately rewarded and well supported teachers. This in turn requires reform in the policies, systems and strategies relating to teacher management and support in many countries. (UNICEF, 2004) Training patterns, remunerations packages and other professional reward systems as well as mentoring and support mechanism for teachers have to be reviewed. Capacity also needs to be strengthened in the schools, teachers training and support institutions, school management bodies and inspections/ supervision authorities; in order to promote and sustain reforms that support teachers in delivering quality education for all our children.

The quality of teacher training dictates the quality of teaching moves to reduce the length and quality of pre-service teacher training to cut costs and meet the demand for 18 million new teachers by 2015, are damaging the quality of teaching and learning. When teachers are not adequately trained, children are denied their right to a quality education (UNICEF, 2004).

2.6 Theoretical Framework

This study was guided by Institutional change theory by MerrileeHenk (1970). Public education has been evolving with society since its conception, and reform efforts continue to drive that evolution. Reform efforts that do not address reform from a systemic perspective have overwhelmed public education institutions (Gabriele, 2000). He described the existing failure of many reform efforts as, "... forgotten innovations that continue to live in schools where they were introduced

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with great fanfare . ... schools are like archeological sites; digging would reveal layer after layer of fossilized school reforms and obsolete programs" (Jones, 2007, p34). This can be related to determinants of implementing child friendly school in Nairobi school.

Jones (2009) described institutional theory as emphasizing the influence that an organization's cultural environment has on organizational structure and behavior, and it seeks to understand the ways in which cultural rules from the environment shape or constrain organizational action" (Huerta and Zuckerman, 2009). These are the factors that child friendly programme seeks to uphold.

Established institutions, operating with rules and rituals that have come to represent legitimate schooling, become role models for other institutions seeking legitimacy. But not all institutions want to maintain the status quo and are constrained by societal and institutional norms. Huerta and Zuckerman (2009) cited the example of charter schools seeking to break away from the "long-standing institutionalized patterns of teaching and learning..." The institutionalization of the public school system has provided direction and limitations concurrently. These can be related to the improved system of learning in child friendly school programme.

2.7 Conceptual Framework

Figure 2.1: Conceptual Framework

Inputs	Process	Output

```
┌──────────────────────────┐      ┌────────────────────────────────┐
│ School policies support  │      │ ■ Teacher – pupil interaction  │
└──────────────────────────┘      │ ■ Setting of school goals/     │        ┌─────────────────────┐
                                  │   vision/mission               │        │  CHILD FRIENDLY     │
┌──────────────────────────┐      │ ■ Team building and team       │───────▶│                     │
│ School environment       │─────▶│   work in school               │        │     SCHOOL          │
└──────────────────────────┘      │ ■ Learners' participation in   │        └─────────────────────┘
                                  │   improvisation of teaching    │
┌──────────────────────────┐      │   and learning aids.           │
│ Teacher's preparedness   │      └────────────────────────────────┘
└──────────────────────────┘
```
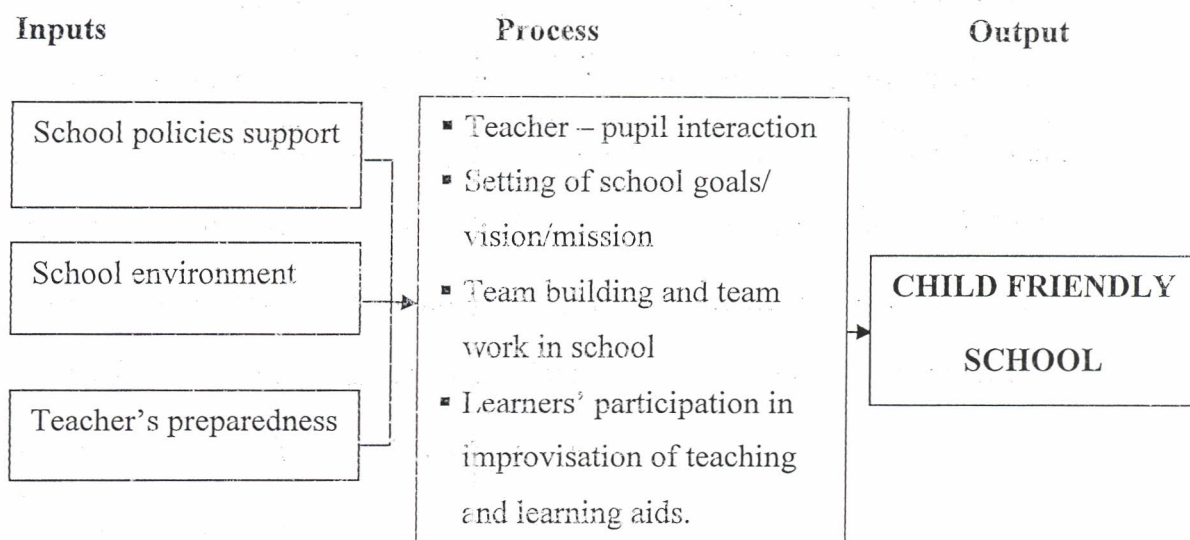
The conceptual framework in figure 2.1 shows the dependent variable: Child Friendly School implementation is determined by a number of independent variables which include: School policies and administrative support, school environment and teacher's preparedness. These independent factors singly or jointly affect Child Friendly School programme implementation in public primary schools. Negative attitude of the teachers towards Child Friendly School means that very few activities may take place. This will affect the implementation process negatively; implying that the set objectives for the programme may not be achieved. The inputs are supported by the intervening variables that include relationships, classroom interactions, classroom composition, learning materials, resources, evaluation and seating arrangement.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design and research methodology employed in this study. This is set out in sections under headings containing study site, research design, target population, sampling for the study, data collection instruments and procedure and finally the data analysis and presentation methods used in the study.

3.2 Research Design

The study was a case study. A case study method is that "it investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 2009).Inferences about relations among variables are made, without direct intervention from concomitant variation of independent and dependent variables (Paton, 2002).In this case study, variables were investigated without any manipulation or alteration and case study methodologies was used in exploring the determinants of implementing Child Friendly Schools programme in Nairobi primary school.

3.3 Target Population

According to Jwan (2010) population is the entire group of individuals, events or objects with some common observable characteristics. The study population was drawn from Nairobi primary school, Nairobi Kenya. It is a mixed boarding and

day school and with a multicultural background thus it can represent all types of schools. The study involved the pupils, teachers, headteacher and the subordinate staff of Nairobi primary school.

3.4 Sample Size and Sampling Procedures

Sampling is a research technique used for selecting a given number of subjects from a target population as representatives of that target population (Paton, 2002). According to (Kothari, 2002) the sample of 50% is considered representative since a representative study should be at least 30% of the target population. Therefore the head teacher and 30% of the 60 teachers were selected through simple random sampling. This gave a sample of 1 head teacher and 18teachers. The teachers were used in this study because they gave data on the implementation of Child Friendly School in Nairobi primary school. The teachers were randomly selected. There are about 50 pupils in each class. The pupil's sample comprised 50% of the 160 pupils to get 80 pupils respondents.

Table 3.2 Sample size

Respondents	Population	Sample size
Head teacher	1	1
Teachers	60	18
Pupils	160	80
Total	221	99

3.5 Data Collection Instruments

This section presents the research instruments, the validation and reliability assurance of the research instruments. The study applied triangulation in the research instruments. It involved the use of questionnaire, interview schedule, focus group discussion and the key informants.

In developing the questionnaires' question items, the fixed choice and open-ended formats of the item were used. This format was used in all categories. The questionnaires were formulated in an English language. The questionnaires adopted both open-ended and closed-ended questions. Open-ended and closed-ended questions allows every possible question to have a response (Jwan, 2010).

A semi-structured interview guide was administered to knowledgeable persons, including the head teacher, school workers. This was necessary to enable the collection concerning Child Friendly School implementation concepts in the school.

The researcher used observation to physically check the indicators of the Child friendly school programme. The schedule had instructions to guide on what to be checked under the indicators. This helped to enrich the findings which had been left out in the other instruments.

A FGD guide was developed to elicit information on the issues. The guide was used to administer FGDs with two groups of informants: the school community

around and heads of department. The community provided information about their experience regarding their relation with the school.

An interview schedule was also used for the teachers and the pupils to solicit for more information that wouldn't have been captured by the other instruments. They were able to give information concerning the programs run in implementing the Child Friendly School in Nairobi primary school.

3.5.1 Validity of Research Instruments

According to Fraenkel and Wallen (2000) validity is the quality attributed to proposition or measures to the degree to which they conform to establish knowledge or truth. In order to test the validity of the instrument to be used in the study, the test- retest method was used. The instruments were administered twice within an interval of two weeks in two schools. The Instruments were applied on 10 teachers from Kileleshwa primary school and Daima primary school in Umoja in Nairobi. These schools were chosen because they are currently implementing the child friendly school program and therefore the teachers were informed of what is needed. The teachers were randomly selected. The schools were not involved in the actual study.

Content validity of the instrument was done by discussing the items in the instrument with the supervisor from the department and colleagues. The researcher thus determined the validity of the research instruments. The researcher

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reconstructed the instruments according to the suggestions, clarifications and other inputs from the supervisor. These suggestions helped to make necessary changes.

3.5.2 Reliability of the Instrument

Reliability refers to the level of agreement between test scores. Coefficient of reliability is the coefficient of correlation between two tests. Jwan (2010).Pearson's product moment's correlation (r) was used to determine the coefficient stability of the data collection instrument. Borg and Gall, 1996) say that Pearson's Product moment coefficient of correlation is one of the best-known measures of association.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[NX^2 - (\Sigma X)^2][NY^2 - (\Sigma Y)^2]}}$$

Where r = Pearson r

Σx = The sum of raw X scores

Σy = The sum of raw Y scores

Σxy = The sum of the product of each X times each Y

ΣX^2 = The sum of the square of each X- score

ΣY^2 = The sum of the squares of each Y – score.

N = The number of paired x & y scores

Kerlinger (1978).

The reliability was calculated and was found to be 0.788 between the two tests. A reliability of at least 0.5 was considered high enough for the instrument to be used for the study, Kerlinger (1978).

According to Mugenda and Mugenda (1999) the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To test the reliability of the instrument to be used in this study, internal consistency technique was used where the internal consistency of data was determined from scores obtained from a single test administered by the researcher to a sample of subjects.

3.6 Data Collection Procedures

The first step was to get a permit from the National Council for Sciences and Technology. Authority to conduct the research was obtained from the District Commissioner and District Education officer Nairobi. The researcher visited the target school and requested for permission to carry out the research from the headteacher. When this was granted, the researcher administered the questionnaires to the respective respondents and agreed on collection date. The researcher ensured that the questionnaires were filled properly before collection. The interviews were carried out at the convenience of the respondents.

3.7 Data Analysis Techniques

Data was processed (edited, classified and coded) and entered into the computer for analysis. Statistical Package for Social Sciences (SPSS) was used in the processing and analysis of the data collected. This study was expected to generate both qualitative and quantitative data which according to Kothari (2008) are

appropriately analyzed using descriptive statistics, that is, graphical and numerical methods, measures of central tendencies as well as measures of variability.

Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages that were presented using charts and graphs. Quantitative data was analyzed by regression analysis where the factors affecting implementation of Class friendly school was correlated. Document analysis was used to supplement the sources of information.

Qualitative analysis was involved using content analysis. It involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context. Jwan (2010) submits that content analysis is used to determine the presence of certain words or concepts within texts or sets of texts, establishing categories and then counting the number of instances when those categories are used in a particular item or text.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter deals with data findings and discussion. The data presented includes effect of school policies and administrative support towards implementing Child Friendly School programme, assess the school environment influence in the implementation of Child Friendly School programme, determine the teachers preparedness in implementing Child Friendly School programme in Nairobi primary School and propose ways for implementation of Child Friendly School programme in Nairobi primary School.

4.2 Response rate

Eighteen questionnaires were administered, filled and returned. This represented a 100.0 percent response rate, which is considered satisfactory to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. According to Mugenda and Mugenda (1999) a 50 percent response rate is adequate, 60.0 percent good and above 70.0 percent rated very good. This implies that basing on this assertion; the response rate in this case of 100.0 percent is very good. The study interviewed 80 pupils from Nairobi school, used focused group discussion on the school community and the key informant's interview on the head teacher and the school workers.

4.3 Demographic information

The study on demographic information involved looking at working experience of the teachers, the gender of the teacher respondents.

4.3.1 Duration of teachers time worked at the school

In order to achieve the main aim of the study the researcher sought demographic information of the respondents, the information included level of education of the teachers. Majority of the teachers 50.0 percent (9) had worked for more than 6 years. They are followed by 44.0 percent (8) who had worked in the schools for a period of over 11 years at the time of the study. This implies that the study sample had enough experience to know the factors affecting the implementation of the child friendly school programme in Nairobi primary school.

Table 4.1 Working experience of the teachers

Duration in years	Frequency	Percentage
1 – 5 years	1	6.0
6 – 10 years	9	50.0
11 – 15 years	4	22.0
16 years and above	4	22.0
Total	18	100.0

4.3.2 Gender of the teacher respondents

Majority of the teachers 72.0 percent 13 were female while 28.0 percent (5) were male at the time of the study. This implies that the gender balance among the teachers is not observed in Nairobi primary school. This is contravening the requirement of implementing the child friendly school programme.

Table 4.2 Gender of teachers respondents

Gender	Frequency	Percentage
Female	13	72.0
Male	5	28.0
Total	18	100.0

4.4 Effect of school policies and administrative support towards implementing child friendly school

School policies and administrative support was a variable studied by the researcher to get to know its effect on implementing child friendly school in Nairobi primary school. The researcher studied the schools inclusive of gender-sensitive staffing policies, extent to which the school policies support the implementation of CFS in the school and conduction of regular campaigns to encourage parents to enroll their children.

The study started by studying the school's inclusive of gender-sensitive staffing policies and the results are presented in Table 4.3.

Table 4.3 School's inclusive of gender-sensitive staffing policies

Response	Frequency	Percentage
Yes	4	22.0
No	10	56.0
I don't know	4	22.0
Total	18	100

Table 4.1 shows that 56.0 percent (10) of the respondents disagreed that the school's inclusive of gender sensitive staffing policies is observed. They are followed by 22.0 percent (4) who agreed that their school has inclusive of gender sensitive staffing policies. This is affecting the implementation of the child friendly school programme since the employment of the teachers in the school is not gender balanced. Through the key informant interview with the headteacher, the issue of gender insensitive was also highlighted. This finding is reflected in FAWE study which noted that the gender inequities pervading society are carried into the school environment. This is evidenced in school processes such as teaching, teacher–student interaction, school management, and the plan and design of the physical infrastructure. Teaching and learning materials, for example, may contain gender stereotypes (FAWE, 2001).

The extent to which the school policies support the implementation of CFS in the school was then put into perspective. The results are presented in Table 4.4.

Table 4.4 Effect of school policies support on the implementation of child friendly school

School policies support	Frequency	Percentage
To a very large extent	9	50.0
To a large extent	6	33.0
To a very small extent	2	11.0
To a small extent	1	6.0
Total	**18**	**100.0**

Table 4.2 shows that majority of the respondents 83.0 percent (15) said that the effect of school policies support on the implementation of child friendly school is at a large extent. The other 17.0 percent (3) said its effect it on a small extent. This finding is supported in the African Population and Health Research Center (APHRC), in collaboration with the FRESH approach who recommends availability of the following four components in schools: Health-related policies. School-based policies that should ensure a safe and secure physical and a positive psychosocial environment.

The researcher then sought to know the conduction of regular campaigns to encourage parents to enroll their children. The results are presented in Table 4.5.

Table 4.5 Conduction of regular campaigns to encourage parents to enroll their children

Campaigns	Frequency	Percentage
Strongly disagree	10	56.0
Disagree	4	22.0
Undecided	3	17.0
Agree	0	0.0
Strongly agree	1	5.0
Total	**18**	**100.0**

Table 4.5 shows that a majority 78 0 percent (14) of the respondents disagreed that there is conduction of regular campaigns to encourage parents to enroll their children. This definitely affects the implementation of child friendly school programme.

The researcher then sought to know the availability of the copies of documents or resources that address inclusive education. The results are presented in Table 4.6.

Table 4.6 Availability of the copies of documents or resources that address inclusive education

Response	Frequency	Percentage
Strongly disagree	12	67.0
Disagree	2	11.0
Undecided	1	5.0
Agree	0	0.0
Strongly agree	3	17.0
Total	**18**	**100.0**

Table 4.6 shows that a majority 78.0 percent (14) of the respondents disagreed that there is availability of the copies of documents or resources that address inclusive education. Only 17.0 percent (3) agreed that there is availability of the copies of documents or resources that address inclusive education. This finding was confirmed by the teachers through the interview schedule that was conducted. The heads of department said that this affects the implementation of child friendly school programme.

4.5 School environment influence on the implementation of child friendly school programme

The researcher then sought to investigate the school environment influence on the implementation of child friendly school programme. The study investigated the school's facilities meeting the needs of all learners, the school having a welcoming, healthy and clean environment, steady supply of clean, safe drinking water and guidance and counseling of learners.

The researcher started by investigating the school's facilities meeting the needs of all learners. The results are shown in Table 4.7.

Table 4.7 School's facilities meeting the needs of all learners

Response	Frequency	Percentage
Strongly disagree	8	44.0
Disagree	5	28.0
Undecided	0	0.0
Agree	3	17.0
Strongly agree	2	11.0
Total	18	100.0

Table 4.4 shows that 72.0 percent (12) of the respondents disagreed that the school facilities meet the needs of the learners. The head teacher highlighted the importance of the school having the required school facilities as paramount in the implementation of the child friendly school programme. Therefore the availability of the school facilities can not be ignored.

The researcher then investigated if school has a welcoming, healthy and clean environment. The results are shown in Table 4.8.

Table 4.8 School having a welcoming, healthy and clean environment

Response	Frequency	Percentage
Yes	6	33.0
No	12	67.0
I don't know	0	0.0
Total	**18**	**100.0**

Table 4.8 shows that majority 67.0 percent (12) of the respondents disagreed that the school has a welcoming, healthy and clean environment. This finding is highlighted by Ngales (2005) in a study on school pupils towards health, dignity and well being in Ethiopia, it was found that female pupils indicated that they often missed classes during menstruation or because culturally restrictions

combined with poor hygiene and lack of privacy prevented them from using latrines at all. This affects the smooth running of the school programmes.

The researcher then investigated steady supply of clean, safe drinking water as a factor influencing implementation of child friendly school; the results are presented in Table 4.9.

Table 4.9 Steady supply of clean and safe drinking water

Response	Frequency	Percentage
Strongly disagree	10	55.0
Disagree	2	11.0
Undecided	0	0.0
Agree	3	17.0
Strongly agree	3	17.0
Total	18	100.0

Table 4.9 shows that 66.0 percent (12) of the respondents disagreed that there is steady supply of clean and safe drinking water. This is a requirement for proper implementation of child friendly school programme. The findings indicate that Nairobi primary school has not fully implemented the programme. UNICEF (2009) observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe

water. In addition, separate toilets or latrines should be available for girls and boys, privacy, cleanliness and safety major considerations when planning location and design of facilities.

The researcher then investigated the school focus on teamwork among teachers and learners as a factor influencing implementation of child friendly school; the results are presented in Table 4.10.

Table 4.10 School focus on teamwork among teachers and learners

Teamwork	Frequency	Percentage
Strongly disagree	5	28.0
Disagree	2	11.0
Undecided	2	11.0
Agree	4	22.0
Strongly agree	5	28.0
Total	**18**	**100.0**

Table 4.10 shows that 50.0 percent (9) of the respondents agreed that the school focuses on teamwork among teachers and learners. The school is therefore not concentrating on what exactly the child friendly school programme entails. The school workers complained that the administration does not involve them in the making of the decisions that affect them. They school policies are only but

imposed on them. The school should therefore observe the requirements for implementation of the child friendly school programme that touched on the importance of team work.

4.6 Teachers preparedness in implementing child friendly school programme

The researcher investigated the teacher's awareness of the meaning of child friendly school programme, teacher's knowledge on handling the physical, emotional and learning disability and teachers can identify culture and gender bias in teaching materials, the school environment and their own teaching.

The researcher started by studying teacher's awareness of the meaning of child friendly school programme. The results are presented in Table 4.11.

Table 4.11Teacher's awareness of the meaning of child friendly school programme

Teachers awareness	Frequency	Percentage
Yes	4	20.0
No	14	80.0
Total	18	100.0

Table 4.11 shows that a majority 80.0 percent (14) of the respondents disagreed that the teachers are aware of the meaning of child friendly school programme.

This is a major drawback to the implementation of the CFS programme. The teacher is the main agent in any educational curriculum implementations; the teacher therefore requires adequate pre-service training to be able to handle curriculum implementation effectively. The teacher arranges the classroom environment in ways which enable learners to learn more quickly and efficiently that would have done alone (Wanyama, 1996).

Teacher's knowledge on handling the physical, emotional and learning disability was then studied. The findings are presented in Table 4.12.

Table 4.12 Teacher's knowledge on handling the physical, emotional and learning disability

Response	Frequency	Percentage
Strongly agree	2	11.0
Agree	3	17.0
Undecided	2	11.0
Disagree	6	33.0
Strongly disagree	5	28.0
Total	18	100.0

Table 4.12 shows that according to the teachers, majority 71.0 percent (12) disagreed that they have knowledge on handling the physical, emotional and

learning disability. This is a prerequisite of the implementation of the child friendly school programme.

The researcher then investigated the teachers' ability to identify culture and gender bias in teaching materials, the school environment and their own teaching. The findings are presented in the table 4.13 below.

Table 4.13 Teachers can identify culture and gender bias in teaching materials, the school environment and their own teaching

Response	Frequency	Percentage
Strongly agree	4	22.0
Agree	2	11.0
Undecided	0	0.0
Disagree	8	45.0
Strongly disagree	4	22.0
Total	18	100.0

Table 4.13 shows that a majority 53.0 percent (9) of the teacher respondents disagreed that the teachers can identify culture and gender bias in teaching materials, the school environment and their own teaching. Only 33.0 percent (6) of the teachers think that their colleagues can identify culture and gender bias in

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teaching materials. This is highlighted by Wanyama (1996) who notes that the more qualified and better trained a teacher is the easier it is to effect curriculum implementation. Teachers require appropriate and relevant training to be able to handle new curriculum. This is important because the teacher is the one who translates broad, general curriculum goals into instructional objectives (Gichuki, 2007).

4.7 Propose ways for implementation of child friendly school programme

The researcher suggested the right ways for the implementation of child friendly school programme. The suggestions were from the interviewing and documented materials. Some of the suggestions include the school working with the community groups and making sure they know about child friendly school programme, the school developing an active and authentic assessment, the school should promote equity and equality and gender balance of the teachers and pupils should be observed.

The researcher started by proposing the school working with the community groups and making sure they know about child friendly school programme. The findings are presented in Table 4.14.

Table 4.14 School working with the community groups

Response	Frequency	Percentage
Strongly agree	11	61.0
Agree	3	17.0
Undecided	1	5.0
Disagree	3	17.0
Strongly disagree	0	0.0
Total	**18**	**100.0**

Tables 4.14 show that a lot of the teachers propose that the school should work with the school community. This is indicated by a majority 78.0 percent (14) agreed that for a fulfilled implementation of the child friendly school programme, the school should work with the community groups. A health and nutrition promoting school and community and child participation and two way communication between schools and parents.' according to (Manual Child friendly school, 2010).

The proposal of school having an active and authentic assessment was then studied. The findings are presented in Table 4.15.

Table 4.15 School should have an active and authentic assessment

Response	Frequency	Percentage
Strongly disagree	0	0.0
Disagree	0	0.0
Undecided	2	12.0
Agree	6	33.0
Strongly agree	10	55.0
Total	**18**	**100.0**

Table 4.15 shows that 88.0 percent (16) of the teachers said that the school should have an active and authentic assessment for a proper implementation of the child friendly school programme. This was also echoed by the head teacher through the key informant interview. Therefore the teachers should concentrate in having a proper evaluation system in the school for a proper implementation of the child friendly programme.

The respondents suggested that the school should promote equity and equality. The findings are presented in Table 4.16.

Table 4.16 School should promote equity and equality

Response	Frequency	Percentage
Strongly disagree	1	5.0
Disagree	0	0.0
Undecided	0	0.0
Agree	3	17.0
Strongly agree	14	78.0
Total	**18**	**100.0**

Table 4.16 shows that 95.0 percent (17) of the teachers agreed that the school should promote equity and equality in the school. This will improve the implementation of the CFS programme. The interviewing of the school workers also supported the proposal. They said that this will improve togetherness among the school employees.

The respondents suggested that there should be gender balance of teachers and pupils in the school. The findings are presented in Table 4.17.

Table 4.17 Gender balance of teachers and pupils in the school

Response	Frequency	Percentage
Strongly disagree	4	22.0
Disagree	5	28.0
Undecided	1	5.0
Agree	3	17.0
Strongly agree	5	28.0
Total	**18**	**100.0**

Table 4.17 shows that 47.0 percent (8) of the teachers said that there should be a gender balance of teachers and pupils in the school. The pupils too highlighted that there was no gender balance of teachers and pupils. There are more male teachers than female. This is a factor that can not be ignored for easy implementation of the programme.

The respondents suggested that there should be pupil's participation in the CFS programme. The findings are presented in Table 4.18.

Table 4.18 Pupil's participation in the CFS programme

Response	Frequency	Percentage
Strongly disagree	2	11.0
Disagree	3	17.0
Undecided	0	0.0
Agree	6	33.0
Strongly agree	7	39.0
Total	**18**	**100.0**

Table 4.18 shows that a majority 72.0 percent (13) of the teachers agreed that there should be pupil's participation in the CFS programme in the school. The pupils too highlighted that there was discrimination and they do not understand what the child friendly programme really means. This must be the reason that is causing the slow implementation of the programme in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

5.2 Summary

The study aimed to find out the determinants of implementation of child friendly school programme in public primary schools in Kenya: a case study of Nairobi primary school. The researcher singled out four determining factors for implementation of child friendly school programme in schools.

This study on effect of school policies and administrative support towards implementing Child Friendly School programme in Nairobi Primary School found that a majority 56.0 percent (10) of the respondents disagreed that the school's inclusive of gender sensitive staffing policies is observed. A majority of the respondents (83.0 percent (15) said that the effect of school policies support on the implementation of child friendly school is at a large extent. The other 17.0 percent (3) said its effect it on a small extent. The study also shows that a majority 78.0 percent (14) of the respondents disagreed that there is conduction of regular campaigns to encourage parents to enroll their children. This affects the implementation of child friendly school programme.

This study on school environment influence in the implementation of Child Friendly School programme in Nairobi Primary School shows that 72.0 percent (12) of the respondents disagreed that the school facilities meet the needs of the learners. Those who agreed were only 28.0 percent (5). A majority 67.0 percent (12) of the respondents disagreed that the school has a welcoming, healthy and clean environment. A few 33.0 percent (6) agreed that the school has a welcoming, healthy and clean environment. A majority 66.0 percent (12) of the respondents disagreed that there is steady supply of clean and safe drinking water. Only 34.0 percent (6) agreed that the school has a steady supply of clean and safe drinking water. This is a requirement for proper implementation of child friendly school programme. The findings indicate that Nairobi primary school has not fully implemented the programme. A half 50.0 percent (9) of the respondents agreed that the school focuses on teamwork among teachers and learners. The school is therefore not concentrating on what exactly the child friendly school programme entails.

This teachers preparedness in implementing Child Friendly School programme in Nairobi Primary School study indicated that a majority 80.0 percent (14) of the respondents disagreed that the teachers are aware of the meaning of child friendly school programme. This is a major drawback to the implementation of the CFS programme. A majority 71.0 percent (12) disagreed that they have knowledge on handling the physical, emotional and learning disability. This is a requirement of

the implementation of the child friendly school programme. A majority 53.0 percent (9) of the teacher respondents disagreed that the teachers can identify culture and gender bias in teaching materials, the school environment and their own teaching.

Teachers propose that the school should work with the school community. This is indicated by a majority 78.0 percent (14) who agreed that for a fulfilled implementation of the child friendly school programme, the school should work with the community groups. A majority 88.0 percent (16) of the teachers said that the school should have an active and authentic assessment for a proper implementation of the child friendly school programme. This was also echoed by the head teacher through the key informant interview. A majority 95.0 percent (17) of the teachers agreed that the school should promote equity and equality in the school. This will improve the implementation of the CFS programme. The interviewing of the school workers also supported the proposal. They said that this will improve togetherness among the school employees. 47.0 percent (8) of the teachers said that there should be a gender balance of teachers and pupils in the school. The pupils too highlighted that there was no gender balance of teachers and pupils. There are more male teachers than female. This is a factor that can not be ignored for easy implementation of the programme.

5.3 Conclusions

This study on effect of school policies and administrative support towards implementing Child Friendly School programme in Nairobi Primary School found

can conclude that as the school is not gender sensitive in staffing policies. The effect of school policies support on the implementation of child friendly school is at a large extent. The study also concluded that there is no conduction of regular campaigns to encourage parents to enroll their children. This affects the implementation of child friendly school programme.

This study on school environment influence in the implementation of Child Friendly School programme in Nairobi Primary School concludes that the school facilities do not meet the needs of the learners. The school does not have a welcoming, healthy and clean environment. There is no steady supply of clean and safe drinking water as required by the requirements in the implementation of a child friendly school programme. The findings indicate that Nairobi primary school has not fully implemented the programme. The school does not focus on teamwork among teachers and learners. The school is therefore not concentrating on what exactly the child friendly school programme entails.

This teacher's preparedness in implementing Child Friendly School programme in Nairobi Primary School study indicated that the teachers are not aware of the meaning of child friendly school programme. This is a major drawback to the implementation of the CFS programme. The teachers do not have knowledge on handling the physical, emotional and learning disability. This is a requirement of the implementation of the child friendly school programme. They can not identify culture and gender bias in teaching materials and the school environment.

This study proposes ways for implementation of Child Friendly School programme in Nairobi Primary School. Teachers propose that the school should work with the school community The school should work with the community groups. The school should have an active and authentic assessment for a proper implementation of the child friendly school programme. This was also echoed by the head teacher. A majority of the teachers agreed that the school should promote equity and equality in the school. This will improve the implementation of the CFS programme. The interviewing of the school workers also supported the proposal. They said that this will improve togetherness among the school employees. There should be a gender balance of teachers and pupils in the school. The pupils too highlighted that there was no gender balance of teachers and pupils. There are more female teachers.

5.4 Recommendations

There should be organization of seminars through the Directorate of Quality Assurance and Standards officers to inform the teachers of the meaning of a child friendly school programme and its necessary implementation requirements.

The Ministry of Education through the Quality Assurance and Standards officers should encourage the school management to observe the determinants for the implementation of the child friendly school programme.

The school management should organize meeting to sensitize the learners on the factors and importance of the child friendly programme. This can be done through

inviting the DQASO officers to enlighten the pupils on what they ought to observe in implementing the programme in the school.

Although teachers who are in-serviced are awarded certificates, the certificates are not recognized for promotion purposes hence they opt to attend degree/maters courses which would earn them promotion. TSC should recognize them.

The school management should support the training of teachers by including a fund for their training in the budget. This will enable them to teach effectively and for all children to realize their right to a quality education.

5.5 Suggestions for further research

The researcher recommends the following areas for further research:

i.   A similar study to be taken in other schools to know whether similar results will be obtained.

ii. The effect of improper implementation of child friendly school programme and its influence on academic performance.

iii. A study should be carried out on the benefits gained from CFS training by teachers and its implementation towards vision 2030.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

University of Nairobi,

P.O. Box 29012,

Nairobi.

Dear Respondent,

I am a student from University of Nairobi pursuing a Masters Degree in Curriculum Studies. I am carrying out a research entitled:

"Determinants of Child Friendly School programme implementation in public primary schools: A case study of Nairobi primary school"

Please assist me by responding to the interview. The interview is meant to help in fulfilling the research objectives. The researcher assures you confidentiality of the identity.

Yours Faithfully,

Makhakha Janet Nafula

Reg No. E55/74829/09

APPENDIX II: TEACHER'S QUESTIONNAIRE

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate determinants of implementation of Child Friendly School programme in public primary schools in Kenya: a case of Nairobi Primary School. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

SECTION A: GENERAL INFORMATION OF RESPONDENT

Please indicate

1. What is your gender?

   Male ☐   Female ☐

2. How many years have you taught in this school?

   1 to 3 years ☐   4 to 5 years ☐

   5 to 10 years ☐   Above 10 years ☐

3. How many years have you been teaching?

   Below 5 years ☐

   5 -10 years ☐

   Above 10 years ☐

SECTION B: SCHOOL POLICIES AND ADMINISTRATIVE SUPPORT TOWARDS IMPLEMENTING CHILD FRIENDLY SCHOOL

4. Do you think school policies and administrative support has influence on implementation of Child Friendly School?

   Yes ▭   No ▭   I don't know ▭

5. The school has an inclusive gender-sensitive staffing policies?

   Yes ▭   No ▭   I don't know ▭

6. To what extent do you think school policies support the implementation of CFS in your school?

   To a very large extent ▭   To a very small extent ▭

   To a large extent ▭   To a small extent ▭

7. To what extent do you think school policies are relevant in support of the implementation of CFS in your school?

   To a very large extent ▭   To a very small extent ▭

   To a large extent ▭   To a small extent ▭

8. The table below shows to what extent the school policies and administrative support towards implementing child friendly school, tick according to your level of agreement

STATEMENT	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The school has a mission and vision statement	1	2	3	4	5
School has policies on Child Friendly education	1	2	3	4	5
The school conducts regular campaigns to encourage parents to enroll their children	1	2	3	4	5
Has copies of documents or resources that address inclusive education	1	2	3	4	5
School administrators and teachers understand importance of inclusive education	1	2	3	4	5

9. In your opinion, how can the school policies and administration support the implementation of CFS in your school?

....

....

SECTION C: SCHOOL ENVIRONMENT IN THE IMPLEMENTATION OF CHILD FRIENDLY SCHOOL

10. The school facilities has met the needs of all learners?

    Yes ▭   No ▭   I don't know ▭

11. The school has a welcoming, healthy and clean environment?

    Yes ▭   No ▭   I don't know ▭

12. There is a steady supply of clean, safe drinking water and serves or sells healthy, nutritious food?

    Yes ▭   No ▭   I don't know ▭

13. To what extent do you think school environmet support the implementation of CFS in your school?

    To a very large extent ▭   To a very small extent ▭

    To a large extent ▭   To a small extent ▭

14. The table below shows to what extent the which school environment affect the implementation of child friendly school, tick according to your level of agreement

STATEMENT	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Teachers pose counseling skills and identify help with learners	1	2	3	4	5
Has process and procedures to help teachers and non-teaching staff, parents and children to work together	1	2	3	4	5
The school focuses on teamwork among teachers and learners	1	2	3	4	5
Ha links with existing health authorities who provide period health services for children	1	2	3	4	5
The school shows respect for children of all religions	1	2	3	4	5

SECTION D: EFFECT OF TEACHERS PREPAREDNESS IN IMPLEMENTING CHILD FRIENDLY SCHOOL

15. The teachers can explain the meaning of child friendly school programme.

    Yes ☐   No ☐   I don't know ☐

16. The teachers believe that all children can learn.

    True ☐   False ☐   I don't know ☐

17. Teachers are involved in identifying school-age children who are not in school and work with families to get them enrolled.

    Yes ☐   No ☐   I don't know ☐

18. The teachers have knowledge about diseases that cause physical, emotional and learning disabilities and help unhealthy learners to get proper care.

    Strongly agree ☐   Agree ☐   Undecided ☐

    Disagree ☐   Strongly disagree ☐

19. The teachers can identify culture and gender bias in teaching materials, the school environment and their own teaching and can correct this bias.

    Yes ☐   No ☐   I don't know ☐

20. In your opinion, how can teacher be prepared for realization of smooth implementation of CFS in the school?

    ....

    ....

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SECTION E: SUGGEST WAYS FOR IMPLEMENTATION OF CHILD FRIENDLY SCHOOL PROGRAMME

21. The school should work with the community groups and make sure they know about CFS.

    Yes ☐   No ☐

22. The table below shows the factors relating to ways for implementation of child friendly school programme, tick according to your level of agreement

STATEMENT	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The school should have an active and authentic assessment	1	2	3	4	5
There should be a policy formulation process advocacy	1	2	3	4	5
The school should promote equity and equality	1	2	3	4	5
Gender balance of teachers and pupils should be observed	1	2	3	4	5
Pupils participation in CFS programme should be observed	1	2	3	4	5

APPENDIX III: KEY INFORMANTS INTERVIEW GUIDE

School management

i.   To establish the effect of school policies and administrative support towards implementing Child Friendly School programme in Nairobi Primary School.

ii. To evaluate the school environment influence in the implementation of Child Friendly School programme in Nairobi Primary School.

iii. To establish the teachers preparedness in implementing Child Friendly School programme in Nairobi Primary School.

iv. To suggest proper ways for implementation of Child Friendly School programme in Nairobi Primary School.

Subordinate staff

i.   To establish the effect of school policies and administrative support towards implementing Child Friendly School programme in Nairobi Primary School.

ii. To evaluate the school environment influence in the implementation of Child Friendly School programme in Nairobi Primary School.

iii. To establish the teachers preparedness in implementing Child Friendly School programme in Nairobi Primary School.

iv. To suggest proper ways for implementation of Child Friendly School programme in Nairobi Primary School.

APPENDIX IV: OBSERVATION SCHEDULE

Dimensions	Key indicators	Very Good	Good	Satisfactory	Unsatisfactory
Leadership, management and community involvement	• Schools development plan • BOG meeting • Staff development • PTA meetings • School records • Pupil involvement				
Curriculum organization and implementation	• Curriculum documents • Timetables • Departmental meetings • Curriculum leadership				
Teaching, learning and assessment	• Quality of teacher • Lesson structure • Teacher-student ratio • Instructional material • Student participation				

	• Assessment procedures • Classroom display				
Infrastructure and school facilities	• Condition of buildings • Classroom space • Storage areas • Sporting facilities • Recreational areas • Water and sanitation • Safety and security • Toilet facilities				

APPENDIX V: INTERVIEW SCHEDULE FOR ADMINISTRATION

The following questions will guide the researcher during the interview sessions with head teacher and pupils:

i. What is the effect of school policies and administrative support towards implementing Child Friendly School programme in Nairobi Primary School?

    _____

    _____

ii. How does the school environment influence in the implementation of Child Friendly School programme in Nairobi Primary School?

    _____

    _____

iii. How are the teachers preparedness in implementing Child Friendly School programme in Nairobi Primary School?

    _____

    _____

iv. What are the proper ways for implementation of Child Friendly School programme in Nairobi Primary School?

    _____

    _____

APPENDIX VI: FOCUS GROUP DISCUSSION GUIDE

	A safe and protective school	
Indicator	Comment	
	Reporting systems/mechanisms and enforcement in place	
	State of buildings/grounds according to minimum standards	
	Protective policy at school level (participation of children)	
	An equity and equality promoting schools	
Indicator	Comment	
	Number of schools with a female teacher assigned to girl/children issues	
	Percentage of schools with life-skills based education programme	
	A health promoting schools	
Indicator	Comment	
	Number of schools with separate permanent toilet. Pupil ratio by gender utilization, e.g. toilet for	
	A health promoting schools	
Indicator	Comment	
	Number of schools with separate permanent toilet.	

	Pupil ratio by gender utilisation, e.g. toilet for	
	School/community linkages and partnerships Three new indicators proposed: a. % of schools with school councils/PTAs and % of women members in the school councils/PTAs b. % of school councils/PTAs with annual plan of action **c. % of school councils/PTAs that submit annual report to the local community**	
Indicator	Comment	
	Functional representative school/community structures in place	
	Number of community groups actively participating in regular (monthly) meetings, school development activities	
	Number of quarterly monitoring reports documented by the community	
	Use of monitoring reports by the community in planning, reviewing strategies/activities etc.	
	Number of women assuming critical leadership roles	
	Existence and use of a framework for planning at school/community level	
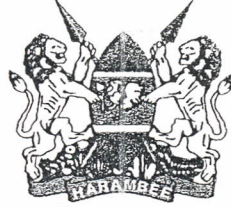
NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

Our Ref: **NCST/RCD/14/012/886**

Date: **2nd July 2012**

Janet Nafula Makhakha
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Determinants of implementation of child friendly school programme in public primary school programme in public primary schools in Kenya; A case study of Nairobi Primary School,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **31st August, 2012.**

You are advised to report to **the Head teacher, Nairobi Primary School, Nairobi** 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 Head teacher
Nairobi Primary School
Nairobi.

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

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14/012/886
Date of issue   2nd July, 2012
Fee received   KSH. 1,000

THIS IS TO CERTIFY THAT:-

Prof./Dr./Mr./Mrs./Miss/Institution

Janet Nafula Makhakha

of (Address) University of Nairobi

P.O. Box 30197-00100, Nairobi.

has been permitted to conduct research in

Location

District

Province

Nairobi

on the topic: Determinants of implementation of child friendly school programme in public primary school programme in public primary schools in Kenya: A case study of Nairobi Primary School

Applicant's Signature

Secretary National Council for Science & Technology

for a period ending: 31st August, 2012

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