

**INFLUENCE OF CHILD-FRIENDLY SCHOOL MODEL ON PUPILS'  
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY  
EDUCATION IN NJORO SUB-COUNTY'S SCHOOLS, KENYA**

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**A Research project submitted in partial fulfillment of the Requirements for  
the Award of the Degree of Master of Education in Curriculum studies,**

**UNIVERSITY OF NAIROBI**

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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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This research project has been submitted for examination with our approval as the University supervisors

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## **DEDICATION**

I dedicate this research report to my dear husband, James, my son, Maurice and my daughter Maurine for their support and perseverance when I was out of home to attend my classes. Their continued support cannot be underestimated.

## **ACKNOWLEDGEMENT**

I acknowledge the efforts of my supervisors Dr. Mercy Mugambi and Dr Rosemary Imonje, whose guidance, encouragement and intellectual critique enabled me to make progress from the beginning to the completion of this project.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CFS</b>	Child Friendly School
<b>CFSE</b>	Child Friendly School Environment
<b>CRC</b>	Convention on the Right of the Child
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KNEC</b>	Kenya national examination council
<b>MOE</b>	Ministry of Education
<b>NACADA</b>	National Campaign against Drug Abuse
<b>NGOs</b>	Non-Governmental Organizations
<b>ROSPA</b>	Royal society for prevention of Accident
<b>SPSS</b>	Statistical Package for Social Science
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Emergency Fund

## **ABSTRACT**

The purpose of the study was to investigate the influence of child-friendly school model on pupil's performance in KCPE in Njoro sub-county primary schools. The study was guided by four objectives. The objectives were; to determine the influence of the learning resources on pupils performance in KCPE, to determine influence of safety and health measures in the schools on pupils' performance in KCPE, to examine the influence of the teachers' training on pupils' performance in the KCPE and to establish the influence of the child-centered teaching /learning methods on pupils' performance in KCPE in Njoro sub-county. The study employed a descriptive survey design. The sample for the study comprised, 91 teachers and 400 pupils. Data was collected by using questionnaires. Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability. The collected primary data was processed and analyzed with the help of the statistical package for social sciences (SPSS) which is analytical tool. Data analysis was in form of descriptive statistics. The study findings were represented in form of statistical tables, pie chart and bar graphs. The study found that learning resources bring effective teaching which may improve pupils' performance in KCPE. The health and safety programs were found not so pronounced though there are indicators of the health and safety such as spacious classrooms security fences and water supply in most schools in the area under the study. Teachers' training enhances acquisition of skills and knowledge which may too lead to improvement of KCPE performance. The child -friendly teaching/learning methods was also found playing significant roles in improving the performance of KCPE in the area under the study. The study concluded that CFS model, if well adapted in the schools may have positive impact on KCPE performance. The study recommended that schools be provided with adequate learning resources by the government, the school management boards to put safety and health measures in the schools, teachers training to be emphasized, board of management of the schools and the teachers to embrace child friendly teaching learning methods.

## **CHAPTER ONE**

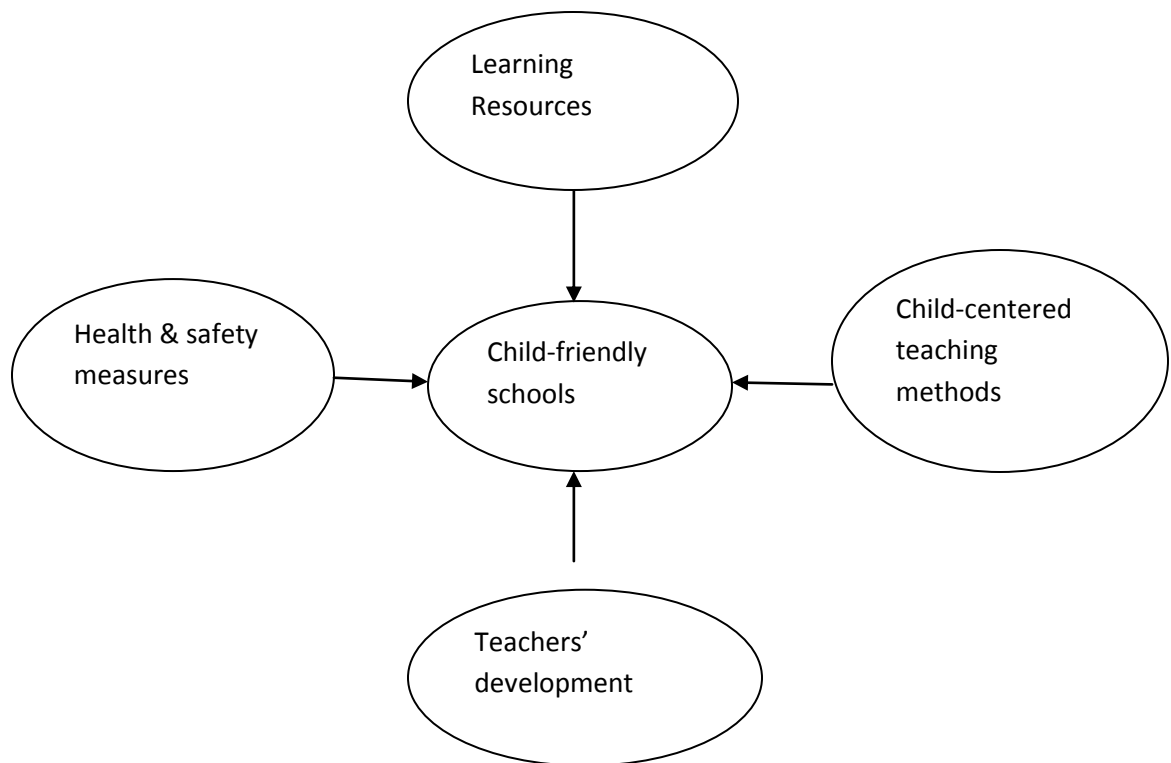
### **INTRODUCTION**

#### **1.1 Background to the study**

More than 40 years ago the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that ‘everyone has a right to education’. Education is a human right (Constitution of Kenya 2010). Koffi Annan (2010), further stated that; Education is a human right with an immense power to reform, on its foundation rests the cornerstones of freedom, democracy and sustainable development. He further argues that there is no higher priority, no mission more important than education. Education is a major contributor to economic growth .It is the route to national development and individual upward social mobility. It is the most effective weapon in fighting ignorance, poverty and diseases (Atkinson, 1987).

Globally countries are striving towards achieving the goal of providing education to its citizens, Education for All (EFA) without any discrimination. Participants in the World conference on Education for all assembled in Jomtien Thailand from 5th to 9th March 1990, recalled that education is a fundamental right for all people, women and men of all ages throughout the world. They agreed to universalize primary education and massively reduce illiteracy by the end of the decade and the child-friendly schools (CFS) have been found to be vehicle of achieving it (UNICEF 2005)

According to NGO Education Partnership,(Chika Peace Enueme,2000) child friendly school (CFS) recommendations are; one where the environment is conducive to learning with adequate learning resources, the staff is friendly and well developed and the health and safety needs of the children are adequately met. It is a school which is community based, recognizes all the rights of all children regardless of gender, religious and ethnic affiliation, physical and mental abilities/disabilities and any other differences. The child is center of learning in these schools. Figure 1.1, illustrates child-friendly model.



**Figure 1.1:** Child- friendly model.

According to America Institutes For Research (Child Friendly Schools Evaluation: Country Report for Nigeria, 2009), the Child Friendly Schools

initiative in Nigeria was developed as a partnership between the Ministry of Education, UNICEF, and other national and international organizations in response to the dire state of education in Nigeria in the 1990s.

Nigeria has made substantial progress toward the provision of schools that are child friendly. Most schools made an effort to reach out to enroll all students, including student with disabilities, and there seemed to be a positive attitude toward the provision of education for all.

The Rwanda National Building Code states that the school must be a healthy, clean, secure and learner protecting environment UNICEF( 2010).It should have adequate water and sanitation facilities, access to health and nutrition services, policies and code of conduct that enhances physical, psychological and emotional health of the teachers and the learners and education content and practices leading to knowledge, attitudes, values and life skills needed for self-esteem, good health and personal safety. Hence most of the schools in Rwanda have striven to achieve the child friendly schools

According to Ogola (2010) the introduction of FPE in Kenya public schools caused the strain on inadequate physical facilities and instruction materials that existed in the schools. There were issues associated with teaching- learning materials as a major challenge facing the public schools in Kenya, Okwach& George (1997). It emerged that textbooks were being shared in the ratio of one

textbook to five pupils. Sharing of textbooks affected their accessibility to the books while at home.

There were also issues of inadequate physical facilities. It emerged that most schools did not have adequate classrooms to accommodate the large number of pupils enrolled under the FPE programs. For instance, classrooms appeared to be generally congested and there was hardly any space for free movement during lessons. Also a number of classroom conditions were poor, for instance, lighting depended only on sunlight, which was sometimes inadequate. Also in some schools they had introduced school mats for children to sit on since there were no sufficient desks Ogola (2010).

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 (UNICEF, 2005).

The independent variables of the study will be learning resources, safety measures, teacher's training and teaching methods which have been identified as main components of the child friendliness in the school (Child friendly schools manual,2010) while the dependent variable will be pupils performance in KCPE.



Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning. According to UNICEF (2010) learning resources provide important opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills.

According to UNICEF (2009), the learning environment should be safe and protective .A child's ability to attain her or his full potential will largely depend on a safe and protective learning environment UNESCO (2001).The performance of individual is positively influenced by the safe and healthy environment Muiruri (2015)

Teachers' qualification or training, according to Konstantopoulos & Hedge (2004), impacts learning achievement and quality of teaching students in the classroom. Teacher training molds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted through teachers training. It also enhances their skills and knowledge.

The child-centered method of teaching is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student, but encourages participation, creativity, self-esteem, and psycho-social well-being of the learners. The approach also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement Slavin( 1996).

Njoro sub-county has about 96 schools with a population of about 49522 pupils (Njoro sub-county Education office). These schools were not spared too by the challenges that have been facing other schools in the country. Most schools in the sub-county lack adequate learning resources and physical facilities are sub-standards Onsarigo (2014)

The KCPE is a certificate awarded to students after completing the approved eight-year course in primary education in Kenya. The examination is supervised by the Kenya National Examination Council (KNEC), an examining body in Kenya under the Ministry of Education. A pupil's performance in KCPE determines which secondary school he or she attends. The top students have the choice of attending the prestigious national schools and usually have chance of joining institution of higher learning. KCPE, therefore, is the examination that determines the pupils that will transcend to the next level of education system in Kenya.

### **1.2 Statement of the problem**

KCPE plays a very significant role of determining the academic destiny of the pupils in Kenya Eshiwani (1993). When a pupil fails the KCPE it means the end of his/her academic life as he or she cannot be admitted to a secondary school which has sufficient learning resources to enable her/him join the institution of higher learning. Pupils scoring below 250 marks out of 500 marks in the KCPE are regarded to have failed and the community sees them as failure. In Njoro sub-county it has been observed by the stakeholders ranging from the sub-county

education officers to the parents that the performance of KCPE has been perturbing. The records from the sub-county education office show that the mean score of the KCPE has been below 250 marks for the past five years.

Njoro sub -county tend to lag behind in KCPE performance for the last five years, the transition rate to secondary is still low in this sub- county as compared with others as it is evidence in the table 1.1 from Nakuru county director office.

A research was therefore required to establish whether the child Friendly school model (CFS) could have a positive influence on the performance of the KCPE in the region.

**Table 1.1: KCPE mean scores in the neighboring counties.**

Sub-county	2011	2012	2013	2014	2015	Transition rate-2015
Nakuru	274.20	260.12	265.29	266.51	269.86	53.97%
Gilgil	254.26	261.78	259.91	257.74	257.04	51.40%
Nakuru North	262.99	268.99	268.95	272.68	278.24	55.65%
<b>Njoro</b>	<b>232.19</b>	<b>231.96</b>	<b>237.26</b>	<b>246.21</b>	<b>245.36</b>	<b>49.07%</b>

**Source-Nakuru county education office (2015)**

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of child –friendly school model on performance of K.C.P.E in Njoro Sub-county of Nakuru County

### **1.4 Objectives of the study**

The study aimed to achieve the following objectives;

- i. To determine influence of learning resources on pupils’ performance in KCPE in schools in Njoro sub-county.
- ii. To determine influence of safety and health measures in the school on pupils’ performance in KCPE in schools in Njoro sub-county.
- iii. To examine influence of teachers training on pupils’ performance in KCPE in schools in Njoro sub-county.
- iv. To establish the influence of child-centered teaching /learning methods on pupils’ performance in KCPE in schools in Njoro sub-county.

### **1.5 Research Questions**

**The study was guided by four research questions;**

- i. To what extent do learning resources in a school influence pupils’ performance in KCPE in schools in Njoro sub-county?
- ii. How do safety and health measures in the school influence pupils’ performance in KCPE in schools in Njoro sub-county?

- iii. To what extent does teacher training influence pupils' performance in KCPE in schools in Njoro sub-county?
- iv. How do child-centered teaching/learning methods influence pupils' performance in KCPE in schools in Njoro sub-county?

### **1.6 Significance of the study**

The study is expected to have many benefits. First and foremost, the study findings may add to the body of the knowledge in the field of the education and its' recommendations are anticipated to be informative to the stakeholders of the education such as the Quality Assurance and standards Officers might benefit because findings might help in improving the performance of national examinations. MOE can use findings and recommendations to provide in-service training to teachers.

Findings of the study may be used by the school board of management to improve infrastructure thus promoting the pupils health and well-being and developing a safer and protective spaces for children. Findings of the study might also form a data base for future researchers.

### **1.7 Limitation of the study**

One limitation of the study was traveling to remote schools in the sub county and weather conditions however the researcher was able to get to those schools through hiring motor bike. To control the attitudes of the respondents on the questionnaires the researcher ensured the confidentiality to the respondents.

### **1.8 Delimitation of the study**

The study targeted 98 primary schools with a population of 927 teachers and 5102 standard eight pupils in Njoro sub-county (Njoro-sub county office)

The study concentrated on variables; adequacy of learning resources, safety measures, teacher training and child friendly learning teaching methods and issues that are advocated by the child-friendly schools ignoring other factors that may contribute to poor performance .The study covered schools within Njoro Sub-county and respondents were teachers and standard eight pupils in Njoro sub-county primary schools as they are aware of child friendly measures.

### **1.9 Assumptions of the study.**

The study was based on the following assumptions;

- i. That the sampled schools provided the required data and that they represented the entire population.
- ii. That KCPE is an acceptable, reliable and accurate measure of academic performance.

### **1.10 Definition of significant terms**

**The following significant terms were used in the study.**

**Child- Centered methods** refer to ways of teaching in which the child's needs and wishes are considered most, they are more focus on the learner

**Child-Friendly School** refers to a school where the environment is conducive to learning and the health and safety needs of the children are adequately met.

**Health** refer to a state of physical, mental and social well-being and not merely the absence of disease or infirmity according to world health organization

**Influence** refer to, to have an effect on a particular situation and the way it develops

**Learning environment** refer to a formal or non-formal safety where children gain knowledge and the skills to use that knowledge in their daily lives and in their learning environment.

**Learning resources** refers to texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning

**A model** refers to all attributes of the represented thing, and relevant.

**Performance** refers to the scores which are below average, average or above average measured through an examination at KCPE for this particular study.

**Safety measures** refer to measures undertaken by learners, staff parents and other stakeholders to either minimize or eliminate risks conditions or threats that may cause accident, body injury as well as emotional and psychological distress.

**School** refers to any formal or learning environment where pre-school, primary, or secondary level education takes place.

**Training of teachers** refers as the processes of enhancing the professional knowledge, skills, and attitudes of the teachers.

### **1.11. Organization of the study**

The study is organized into five chapters: Chapter One is the introduction and comprises of background to the study, Statement of the problem, purpose of the study objectives of the study research questions, significant of the study, delimitation of the study, limitations of the study and definition of significant terms. Chapter Two includes materials on literature review with subsections on concept of child-friendliness, learning resources; safety measures teachers' training child-centered methods of teaching theoretical and conceptual framework.

Chapter Three covers the research methodology employed. The chapter deals with the research design and methodology, target population, sample and sampling

Procedures, research instruments, validity of the instruments, reliability of the

Instruments, data collection procedures and data analysis techniques .Chapter

Four consists of data analysis, interpretation and discussion of the findings.

Finally, chapter Five consists of summary of the findings, conclusion, and recommendations. Suggestions for areas of further research have also been presented



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review in this chapter is discussed under sub-headings such as, child friendly schools, the influence of learning resources, safety measures in the school, teachers training and child-centered teaching-learning methods on pupils' performance of the KCPE in primary schools in Njoro-sub- County. Theoretical and conceptual frameworks are drawn to show the influence of child friendly model school on pupils' performance of KCPE.

#### **2.2 Child-friendly schools**

The right to education does not only entail granting access to education but the quality of education and the learning environment are equally critical UNESCO (2007). It is important to access equitable and quality basic education as it is within the context of Education for All (EFA) goals and the Millennium Development Goals UNICEF (2009). A child-friendly school concept is based on the Convention of the Right of Children (CRC) and is a comprehensive approach which relates all aspect of reforms in education and which puts the child at the centre of the attention in all activities being organized and implemented at the school Christopher (2010). He further defines Child-Friendly School Environment (CFSE) as a school providing quality education to all children by addressing all the issues that have an impact on the welfare, the right and the friendly environment during the learning process for every child. A child friendly school approach involves six dimensions: an inclusive and child friendly classrooms,

quality teaching and learning, safe and protective school, equity and equality promoting school and enhancing community linkage and partnership.

Child-friendly schooling does not offer a ‘one-size-fits-all’ model but presents a “multidimensional concept of educational quality in a comprehensive, integrated way, allowing for proactive approaches to emerging concerns” (UNICEF ESARO 2009, xi). It is enabling of diverse regional and national expression.

The terminology of child-friendly education is thus marked by diverse usage. It has been described as having two primary (‘major’ or ‘basic’) characteristics and three (sometimes four) ‘key’ or ‘essential’ principles – which, in turn, inform a diverse range of key features variously referred to as ‘elements’, ‘dimensions’ or ‘defining characteristics’, i.e., operational components manifest in the actual functioning of schools and education systems (Shaeffer 2013; UNICEF undated a; UNICEF 2009 a; UNICEF 2012f; UNICEF EAPRO 2006; UNICEF ESARO 2009).

A child-friendly school concept is based on the Convention of the Right of Children (CRC) and is a comprehensive approach which relates all aspect of reforms in education and which puts the child at the centre of the attention in all activities being organized and implemented at the school. Therefore everything being accomplished in school and everyone involved in the realizing them should be around the interest of the learner (Chistopher, 2011).

### **2.3 learning resources and learner performance in KCPE**

According to Purves (1973) there is a positive association between availability of educational materials and pupil achievement. The teaching learning materials includes text books, wall charts, chalk and other reading materials. The availability of such materials has a positive effect on school effectiveness as it shows a direct and positive correlation with pupil's achievement in developing countries Farrell (1989).

According to the literature, physical facilities have impact on student achievement and behavior. Earthman (1998) found that differences in physical facilities, the availability of writing materials, and the level of teacher education serve as useful predictors of student learning outcomes. Heyneman (2004) found that the presence or absence of classroom equipment and learning supplies accurately predicted academic performance. More recently, Earthman's (1998) review of several studies of American schools demonstrated that, after controlling for educational program and teacher competency, a significant relationship existed between building age and student achievement. Likewise, ratings of building conditions showed a significant relationship between building conditions and student achievement Betts (2003) and Earthman (1998).

### **2.4 Safety and health measures in the school**

These are measures undertaken by the learners, staff, parents and other stakeholders to either minimize or eliminate risky conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress.

According to Onsarigo (2014), ROSPA gave the indicators of safe schools in England as; high retention rate, strong focus on teaching and learning reflected by better academic performance, high levels of interaction between school administrators, teachers, learners and the community, adequate and well maintained facilities.

According to Unicef (2009), the learning environment should be safe and protective. The Rwanda National Building Code states that the school must be a healthy, clean, secure and learner protecting environment (Unicef, 2010).It should have adequate water and sanitation facilities, access to health and nutrition services, policies and code of conduct that enhances physical, psychological and emotional health of the teachers and the learners and education content and practices leading to knowledge, attitudes, values and life skills needed for self-esteem, good health and personal safety.

A child's ability to attain her or his full potential will largely depend on a safe and protective learning environment. In the New Zealand sensible approach to health and safety in schools has been focusing on how the real risks are managed and has acted as internal motivator among the students UNESCO (2001).

A hazard can be defined as a natural or human made event that threatens to adversely affect human life to the extent of causing disaster. Meaningful teaching and learning takes place in an environment that is safe and secure to both learners and teachers. It is therefore important for education stakeholders to foster safe and

secure school environment to facilitate increase in learners' enrolment, retention and completion with good grades in the KCPE. According UNICEF (2010) in their manual on child friendly schools, the following factors which may contribute to hazardous situation should be prevented in the schools; Wet greasy spots, cluttered floors, poorly placed furniture such as desks, benches and tables, Insufficient lighting, Sitting carelessly on benches, rails or balconies and sharp instruments.

According to UNICEF (2010) and the department of education (1999), the indicators for guaranteeing safe and protective spaces for children include; Schools should have proper ventilation and lighting and enough space for 35-40 pupils. Classroom desks and other furniture should be sized to the age of the pupils. In the case of shared desks, each pupil to have enough space to do seatwork. The classrooms, facilities and premises should regularly be maintained and kept clean. The school should have a library for reading and studying, facilities and equipment of recreation and sports. There should be duly assigned personnel in charge of securing its premises, its properties and those of its pupils and teachers. Coordination with the local authorities to ensure the safety and protection of pupils should be ensured. The school should have a policy against discrimination with regard to gender, cultural origin, social status, religious belief and others. Teachers in the school should use non-threatening styles of discipline MOE (2001).

Muiruri (2015), established that the safety in any organization improve the performance as it reduces absenteeism and truancy in Kenya. Safe and protective policies in schools therefore will lead to, increased school attendance and reduction of truancy, enhanced retention rate as safe and protected children are able to pursue their education to completion.

According to a TSC/Circular No. 3/2010 on protection of pupils from sexual abuse, it affirms that sexual abuse against pupils affect them physically and psychologically and interfere negatively with their learning process. It therefore calls upon all teachers to protect pupils against sexual abuse and do everything possible to offer assistance to them in the event of abuse. It is the high time the silence on child sexual abuse was broken in order to create a conducive learning atmosphere in our schools thus raising the academic standards. The use of corporal punishment may hinder learning, encourage or lead children to drop out of school and generally undermine the purpose of education. The school management should therefore ensure that such forms of violence and harassment is minimized if not completely eradicated thus enhancing improved performance as many children would like to be in school.

UNICEF (2010) in their manual on child friendly schools, said that, the following factors which may contribute to hazardous situation should be prevented in the schools; Wet greasy spots, cluttered floors, poorly placed furniture such as desks,

benches and tables, Insufficient lighting, Sitting carelessly on benches, rails or balconies and sharp instruments.

The school should have coordination with the local authorities to ensure the safety and protection of pupils. The school should have a policy against discrimination with regard to gender, cultural origin, social status, religious belief and others. Teachers in the school should use non-threatening styles of discipline MOE (2001).

The increasing problem of drug abuse has become a major concern to school. According to NACADA (2006) drug abuse has a major effect on learners which includes poor mental health withdrawn symptoms, hallucinations and anxiety suicidal tendencies among others. Ultimately academic performance of learners abusing drugs will be adversely affected. This in turn will result to poor performance in the KCPE as most of the drug abusers when noticed are expelled from school only to come to sit for the exam at the end of the year. This affects the performance and lowers the mean scores as the concerned learners have not been attending classes.

Cigarette smoking is a pandemic among the youth. Statistics from the National Campaign against Drug Abuse (Nacada) estimates that close to one million school children smoke cigarette Nacada (2006). This figure is alarming in view of the young age of the smokers involved and the serious health problems they are exposed to at such a tender age. The school must endeavor to create a safe and

caring environment where learners and staff know the dangers of drug abuse and strive to make the school a drug free environment.

### **2.5 Teachers training and pupils' performance in KCPE**

According to Rivers (2005) training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences.

Training of teachers provides them with the knowledge, skill, and ability that are relevant to the professional life of a teacher. Training is of two type's pre-service and in-service training. Pre-service training is the training provided before employment of teachers and is generally a pre requisite for it. It is aimed at professional growth of the teacher and is planned and provided in such a way that it leads to the development in him a positive attitude towards education and towards improving his own performance in terms of better student learning (National Education policy (1998-2010)). In-service training is an ongoing process that goes on continuously throughout the educational life of a teacher it involves all those activities that contribute to professional growth and competence of an employee (National Education policy (1998-2010)).



Garry (2002) said that, with the rapid increase in human knowledge new approaches, new methods of teaching, and new avenues for the teachers are being introduced. If a teacher fails to keep himself in touch with these developments he is proving himself as inefficient and ineffective. In order to achieve this end it is necessary that a great many opportunities of in-service education should be provided for teachers.

The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective as indicated in the National Education Policy (1998-2010). Following a systemic review of a number of international studies on teacher training, Garry (2002) found that a variety of approaches are employed to encourage teachers to improve the quality of their teaching namely: short courses to train staff in discrete skills, in *situ* training for developing complex knowledge, attitudes and skills, consulting, peer assessment and mentoring, student assessment of teaching and comprehensive development programmes. His analysis of all the results indicates that a short, skills-based course alone is unlikely to produce significant changes. What does produce more lasting effects is a greater emphasis on helping working groups reflect collectively on their joint tasks. Other literature review confirms this Larsen & Wahlgren (2010), Wahlgren & Larsen (2009).

## **2.6 child-centered teaching-learning methods**

With the advent of the concept of discovery learning, many scholars today widely adopt more supple child-centered methods to enhance active learning Slavin(1996) Most teachers today apply the child-centered approach to promote interest, analytical research, critical thinking and enjoyment among children (Hesson& Shad (2007).

The overall evidence from a number of longitudinal studies in the US favors child-centered instructional approaches for children of lower income groups in specific subject areas Lim, & Morris. (2006)). Other studies have found that socio-economic status matters in determining whether child-centered programs affect learning achievement. Studies that examine the introduction of child-centered approach in middle-class children see no significant difference in learning achievement between these two approaches, Lim & Morris (2006).

A more recent study which compares children in child-centered pre-school programs against those in non-child-centered programs, found that children in latter fared better in mathematics tests but did not do so well in tests that tested for letters and reading. However, on others measures of motivational achievement children in child-centered programs fared much better. In this study there were no differences in the treatment effect between different socio-economic groups Purves (1973).

This may partly be explained by the fact that most assessments of child-centered and teacher facilitated approaches assess children of a higher age group. Ghaith (2003) for instance highlight that approaches that are more child-centered correlate negatively with science and math achievement in the Philippines. Other studies that examine issues of a more participatory nature, find that children do better on achievement tests in classrooms where more didactic approaches such as discussion and cooperative are followed Lockheed and Komenan (1989).

### **2.7 Summary of the reviewed literature and research gaps.**

A child friendly school approach involves an inclusive and child friendly classrooms, quality teaching and learning, safe and protective school, equity and equality promoting school and enhancing community linkage and partnership.

The learning resource should be adequate and the safety of the learners be assured for effective learning to take place. Non-violence environment built self confidence in the learners translating to improvement of the performance.

Training of the teachers enhances their skills, knowledge and ability. These create confidence to the teachers and motivate them resulting to the realization of the institution goals and improvement of the performance.

Child-centered teaching methods, broadly encompasses teaching that shift the focus of instruction from the teacher to the student. In original usage, child-centered learning aims in developing learner autonomy and independence by putting responsibility for the learning path in the hands of the learner. Child-

centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving.

The reviewed literature reveals that the government through the Ministry of Education MOE (2001) came up with a safety and standards manual in government institutions ,but the, Sanitation and hygiene standards remains a great challenge in most public schools with very high toilet pupil ratios and most schools lacking safe water for drinking and hand washing after visiting the toilet.

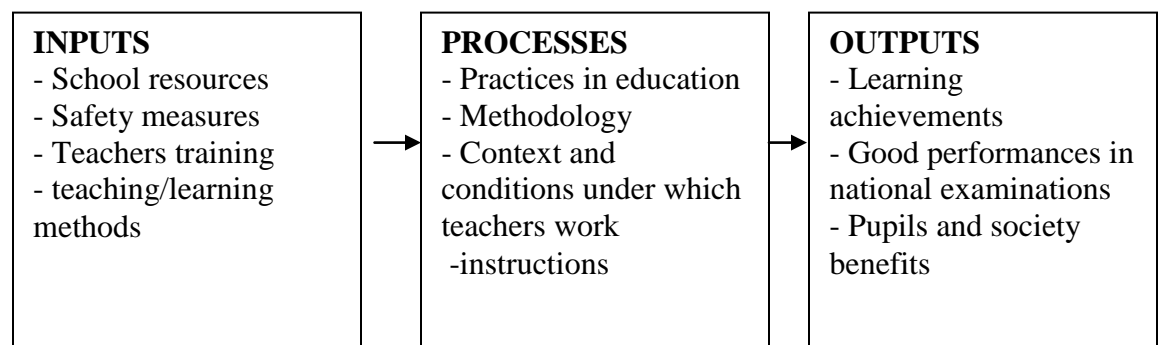
It is acknowledge that although there are good numbers of the studies that have covered issues of child-friendly schools no study have related them with the performance of pupils in their summative examination such as KCPE. For instance According to Farrell et.al, (1989), there is appositve association between availability of educational materials and pupil achievement but did not specify the type of achievement. Hesson& Shad (2007,) said that most teachers today apply the child-centered approach to promote interest, analytical research, critical thinking and enjoyment among children but did not relate it with the performance of the learners in their examination.

Teacher training moulds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted through teachers training, this is according to Garry (2002) he also failed to show whether the training of teachers has any influence in performance of summative examination. Although Muiruri (2015) showed that safety measures in the

organization can improve performance no statistical evidence he gave to relate it to the performance. It is against this background that this research intends to fill this gap by investigating the influence of child friendliness indicators on the performance of Kenya Certificate of Primary Education in primary schools in Njoro sub- County.

### 2.8 Theoretical frame work.

This study is based on theoretical model called process theory which main proponents were Vroom, Porter and Lawler in the year 1964. The theory holds that if an income is to be duplicated, so too must the process which originally created it and that there are certain constant necessary conditions for the outcome to be reached, McDowell and Oakes (1987). The study adapted process theory because it shows that performance is dependent on inputs as well as the processes as shown in figure 2.1



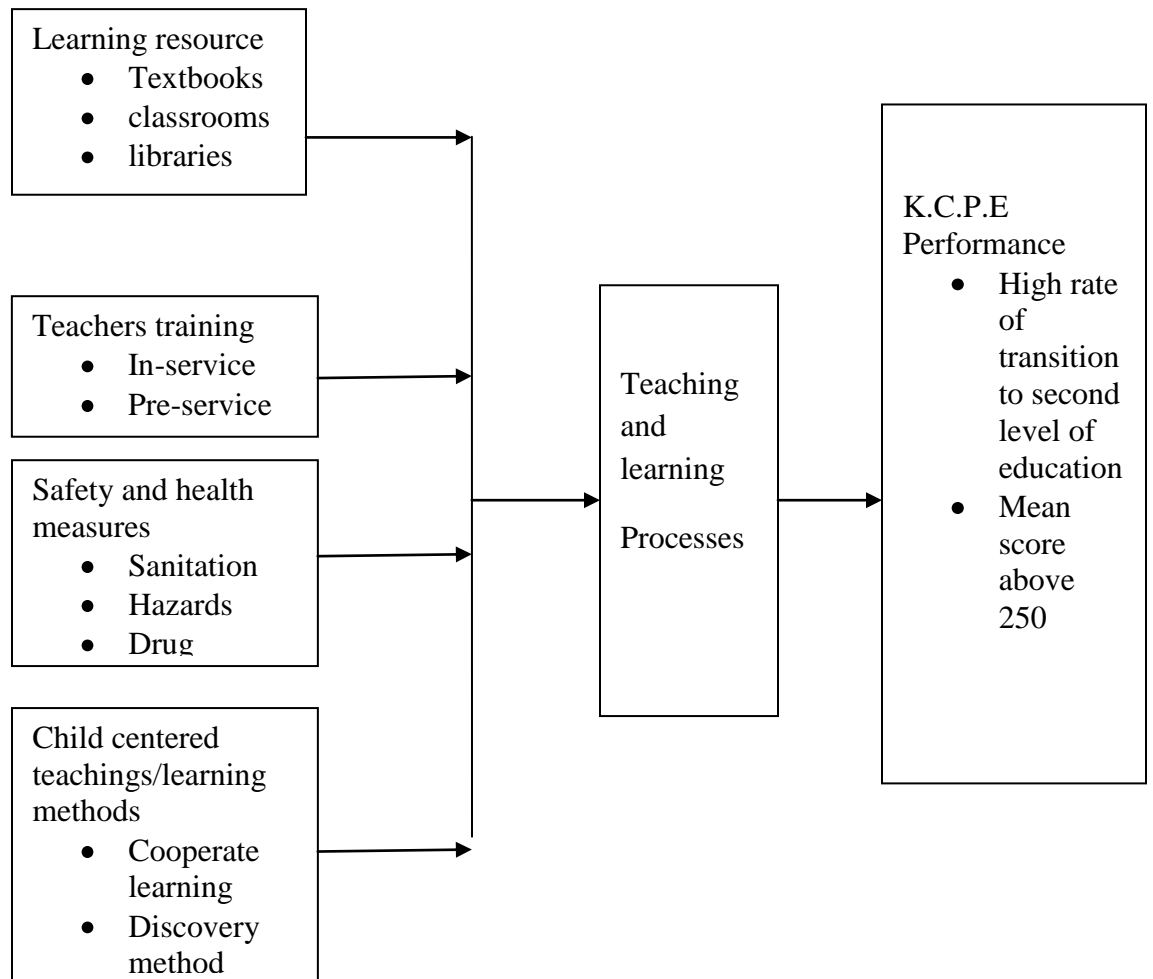
**Figure 2.1:** Education as a process according to vroom 1964.

The model presents education system in terms of inputs, processes and outputs. The inputs in this study may include child friendly schools, adequate learning

resources both human and physical, safety measures and teachers training, the school processes would be the policies and practices in the education system. The outputs also seen as outcomes in this study would mean good performance in national examination leading to greater achievements and positive attitude.

## **2.9 Conceptual framework of the study**

According to Kombo (2006), a conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation. He further says it is a researchers tool intended to assist the researcher to develop awareness and understanding of the situation under study and to communicate it. Figure 2.2 shows a model of the conceptual frame work of the study in the question



**Figure 2.2: Conceptual framework.**

From the conceptual framework model the independent variables are child-friendly characteristics such as; Safe and protective environment, Learners should be protected against harm, violence and all sorts of abuse. Training of teachers, the quality of education depends on the ability, effective and efficiency of teachers which are enhanced by training. Adequate learning resource, the

teaching/learning materials should be adequate, exciting and stimulating. On the other hand the dependent variable is KCPE performance.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the research design, target population, sample size, sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical consideration

#### **3.2 Research design**

According to Orodho (2005), research design refers to all the procedures selected by a researcher for studying a particular set of question or hypothesis. It is a program to guide the researcher in collecting, analyzing and interpreting observed facts. In this study, the researcher adopted a descriptive survey to investigate the influence of child friendly school model on pupils' performance of KCPE in primary schools of Njoro Sub County.

The descriptive survey design adopted in this study as it is accurate, precise and valid in presentation of variables relevant to the study Kothari (2008). It is the most appropriate design to collect data from groups of people. Descriptive studies are not only restricted to fact finding but may often result in the information of important principles of knowledge and solutions to significant problems as stated by Kerlinger (1986). Descriptive survey design involved use of questionnaires to a sample of class eight pupils and teachers to collect information about their

opinions on influence of child friendly school model on pupils performance in KCPE.

### **3.3. Target population**

According to Kitchenham and Pfeeger (2002) a population refers to an entire group of Individuals, events or objects having a common observable characteristic. Kombo and Tromp (2006) define a population as a group of individuals, objects or items from which samples are taken for measurement.

The study target population was 927 teachers and 5102 pupils in standard eight who are in five educational divisions of Njoro sub-county (Njoro sub-county office 2015). This is because teachers are the ones who interact most with the pupils, they are also implementers of the indicators of child friendly schools. The pupils on the other hand are key in the study as they are most affected and in a position to give data required.

### **3.4 Sample size and sampling procedure**

Orodho and Kombo (2002), defines a sample as part of large population which is thought to be a representative of the larger population. Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group.

Stratified random sampling procedure was used to achieve appropriate representation of the population.

A sample size was determined by using Nassiuma's (2009) formula;

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where

n= sample,

N=population size,

C=coefficient of variation (0.5

e = margin of error (0.05)

Therefore the sample size for teachers was 91 and that of the standard eight pupils was 400

### **3.5 Research instruments**

The research instruments in this study were unstructured and structured questionnaires which were administered to pupils & teachers sampled from primary schools in Njoro sub- County. According to Mugenda and Mugenda (2003) questionnaire are suitable for collecting primary data in survey studies due to reasoning that respondent are not localized at one point. Orodho (2005) observed that a questionnaire helps to save time and has no interview bias.

### **3.6 Instruments validity**

Validity refers to ascertaining whether an item measures what it intends to measure. It is therefore the degree to which the instruments measures what it

purports to measure and consequently permits appropriate interpretation of scores Orodho (2005). Though there are various types of validity examples content validity and face validity, this study took to determine the content validity by seeking expert opinion as well as carrying a pilot study. The researcher used random sampling method to select teachers and pupils from one school which was a pilot school and was not used in the study. The results from pilot study were similar after administering the instruments two times a span of two weeks. This helped in determining the validity of the instrument. The professional judgment of the research supervisors also helped in validating the instrument. They checked to ensure that the questions contained were clear and precise.

### **3.7 Instrument reliability**

Reliability is simply a measure of the consistency of the questionnaire. To determine reliability test retest method was used which according to Mugenda and Mugenda (2003) it is the mostly used. The researcher administered the same instrument twice in a period of two weeks and correlates the score outcomes. The Pearson's Product Moment Correlation Coefficient formula, shown below, was be used to get the correlation coefficient

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

Where n=Number of scores

x=First set of score

y=second of score

$\Sigma xy$ =sum of the product of the first and second scores

$\Sigma x$ = sum of the first set of the scores

$\Sigma y$ = sum of the second set of the scores

$\Sigma x^2$ =sum of square of first set of scores

$\Sigma y^2$ =sum of square of the second set of scores

The calculated values r was 0.81 for both questionnaires of teachers and pupils.

The correlation coefficient hence was 0.81. According to Mugenda and Mugenda (2003), a reliability coefficient of 0.7 to 1.00 it is considered acceptable. Therefore the instrument was considered reliable to be used in the study.

### **3.8 Data collection procedures**

The authority to collect data and permit was obtained from National Commission for Science, Technology and Innovations (NACOSTI). Permission for time off to collect data by the researcher was obtained from the Njoro sub-county Education office, Njoro. Data was collected through the use of questionnaire after obtaining permission from the relevant authority.

The questionnaires were administered by the researcher and were collected immediately the respondents filled them to avoid manipulation and loss of questionnaires.

### **3.9 Data analysis techniques**

Data processing and analysis seek to provide answers to research questions and fulfill research objectives. It involves examining what has been collected and

making deductions and inferences (Kombo & Tromp, 2006). Data analysis entailed both quantitative and qualitative procedures. Qualitative data obtained from unstructured questionnaire was analyzed qualitatively through thematic analysis based on the researcher question. Quantitative data was analyzed using descriptive statistics in the form of frequency distribution tables and percentages with the aid of Statistical Package for Social Sciences (SPSS Version 17). The information was then presented in form of tables, bar graphs and pie chart.

### **3.10 Ethical consideration**

This study applied the principles of voluntary participation. The researcher fully informed the research respondents the procedures involved in the research and were given their consent to participate. The researcher treated the respondents with respect and courtesy. All sources of information were acknowledged and referenced.

## **CHAPTER FOUR**

### **DATA ANALYSIS INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

The chapter represents the study findings and discussions resulting from the analysis. The chapter first presents questionnaires return rates, the respondents' background information which is followed by the descriptive and inferential findings. The findings and associated discussions are presented in the line with the study objectives.

#### **4.2 Questionnaire return rate**

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. Out of 91 questionnaire given out to the teachers only 9 were not returned which mean the return rate was 90.10% .while those of the pupils only 28 out of 400 were not returned translating to 93% return rate .According to Mugenda and Mugenda (2003) the response rate of 70% and above is the excellent for data analysis and report hence the questionnaire return was considered appropriate. The high rate of return was associated to the fact that the researcher was the one who was administering questionnaires personally.

#### **4.3. Demographic information of the respondents**

This part outlines the information of the respondent regarding the gender, education background, period one has been in the school and the KCPE performance of the school they are in. The information was collected from both pupils and teachers.

### 4.3.1 Demographic information of the teachers

The demographic information of the teachers was based on gender, education and level length of the stay in the school.

**Table 4.1: Distribution of respondent by genders.**

	Teachers		Pupils	
	Frequency	%	Frequency	%
Male	37	45.1	192	51.6
Female	45	54.9	180	48.4
Total	82	100.0	372	100.0

It was found that majority of the teachers in Njoro sub –county are females which comprises 54.9% while the male counterparts 45.1%. The study indicated that both gender is represented in the teaching of the public primary schools in Njoro sub-county and hence the data collected cannot have gender biasness. The study also established that, the boys comprised 51.6 % while girls were 48.4 %. This showed there is no much gender disparate as far as provision of education is concerned in Njoro sub-county



### **The teachers' qualification level**

The section presents the qualification level of the teacher. The figure 4.2 illustrates the result of the analysis of the qualification levels of the teachers.

**Table 4.2: The qualification level of the teachers.**

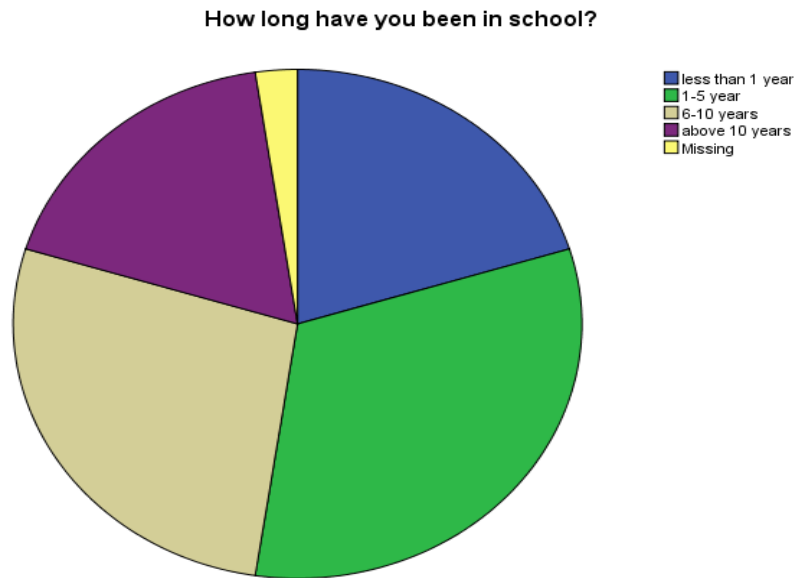
	Frequency	%	Valid %	Cum %
P1 certificate	20	23.8	24.4	24.4
Diploma	34	40.5	41.5	65.9
Degree	19	22.6	23.2	89.0
post graduate degree	9	10.7	11.0	100.0
Total	82	97.6	100.0	

The study found that 24.4% of the respondents have PI certificate, 41.5% have diploma, 23.2% have degree certificate while 11.0% have post graduate degree certificate. The findings imply that trained teachers are the one who are engaged in the teaching in public primary schools in Njoro sub-county. It also implies there is teacher development from PI to diploma to degree and to post graduate degree.

### **Teachers' working experience**

The section intended to find out how long the respondent has stayed in the school which was to give vast knowledge the respondent have with the school. The

figure 4.1 shows the result of the analysis of how the respondent has stayed in the school.



**Figure 4.1: Distribution of teachers' based on working experience.**

The findings showed that most of the respondents have stayed in the school for more than one year as a portion with less than one year is smaller as compared with the portion with more than one year. Hence their responses can be relied on as they have vast experience in their respective schools.

### **KCPE performance**

This section wanted to establish the mean performance of the KCPE in Njoro sub-county for the past five years. It also give suggestions that were commonly given by the respondents (teachers).

**Table 4.3: Mean score of Njoro sub-county for the past five years.**

	N	Min	Max	Mean	Std. Dev
What is the means core of the school for the past five years?	82	201.59	347.77	243.636	49.11667

The study established that the mean score of the schools in the past five years as 243.636 with the standard deviation being 42.63170. The minimum score being 201.59 and the maximum being 347.77. This showed that there are some schools that perform exemplary well but other schools perform below average. This agreed with concerns of the education stakeholders particularly the sub county education director in Njoro sub-county who said the performance of KCPE in the county is below average and information in Nakuru county education office 2015.

The table 4.4 shows the suggested ways of improving the KCPE in the area under the study.

**Table 4.4: Suggested ways of improving KCPE performance**

- 
1. Creation of conducive learning environment
  2. Increase teachers' training
  3. Having many workshops and seminars of teachers
  4. Provide adequate learning resources to schools
  5. Motivating teachers and pupils
  6. Sensitizing the entire school community on the importance of the education to the community
  7. Benchmarking in performing sub-county
  8. Use of effective teaching/learning methods
  9. Completion of syllabus in time
  10. Sponsoring learners who have passed KCPE and cannot afford secondary schools fees
- 

All of the commonly suggested ways of improving KCPE entirely revolve around indicators of CFS model hence the study agreed with the fact that if CFS model is adapted it may improve the KCPE performance in the area under the study.

#### **4.4 Analysis of the study variables**

In this section, the views of the respondents were presented relatively to some indicators of the CFS which were learning resources, safety and health measures in the school, teachers' training, and methods of teaching. It also viewed the independent variable, the performance of the KCPE. The findings are presented in form of measures of central tendency (mean) and measures of variation (standard deviation).

#### 4.4.1 Adequacy of learning resources and pupils KCPE performance

The responses of the teachers regarding the learning resources are as tabulated in the table 4.5.

**Table 4.5: Learning resources from the teachers.**

	N	Min	Max	Mean	Std. Dev
Adequate learning resources bring effective teaching	82	2	5	4.73	.522
Effective teaching can improve KCPE performance	82	2	5	4.67	.568
Our school has adequate learning resource?	82	1	5	2.23	1.103
KCPE performance is influenced by learning resources	80	1	5	4.13	.905

The study finding revealed that most respondent agreed that learning resources bring the effective teaching, mean=4.73 std deviation=0.522, which can improve the KCPE performance, mean=4.67 std deviation=0.568.They also concurred that the KCPE performance is influenced by learning resources, mean=4.13 std deviation 0.905. Most of the teachers disagree the statement that their school have adequate learning resources, mean=2.23 with std deviation of 1.103.

According to Kerlinger, (1978) relative small standard deviation across most of the propositions implied that respondents held close opinions regarding the same statement.

The response of the pupils regarding learning resources is displayed in the table, 4.6 which mainly shows the situation of adequacy of the learning resources.

**Table 4.6: Distribution of the text books.**

Book ratio	Frequency	%
1:1	54	14.5
1:2	96	25.8
1:3	150	40.3
1:4	72	19.4
Total	372	100.0

The study found that 14.5% of pupils do not share the textbook, 25.8% of pupils shared one text books between two, 40.3% shared one textbook among three and 19.4% shared a textbook among four. This implied that there is inadequate textbooks in schools as it is only 14.5% of the learners can access the textbooks freely

**Table 4.7: The usage of teaching aids.**

How often teaching aids are used	Frequency	%	Cumulative %
very often	78	21.0	21.0
Often	94	25.3	46.2
Rarely	198	53.2	99.5
Never	2	.5	100.0
Total	372	100.0	

The study found that only 21% of the teachers use very often the teaching aids, 25.3% often uses the teaching aids ,53.2% rarely uses the teaching aids and 0.5% never uses the teaching aids. This showed that most teachers do not use the teaching aids or relevant learning resources as only 46.2% often uses the teaching aids.

The study therefore established there is inadequate learning resources Njoro sub-county which negates the child-friendly model. According to UNICEF (2010) the major indicator of CFS model is the adequate learning resources which are with agreement Farrell (1989) who said that there is positive association between the availability of education materials and pupils' achievement.

#### 4.4.2 Safety and health measures and pupils KCPE performance

The responses of the teachers regarding the health and safety measures are as tabulated in the Table.4.8.

**Table 4.8: Safety health measures and KCPE performance.**

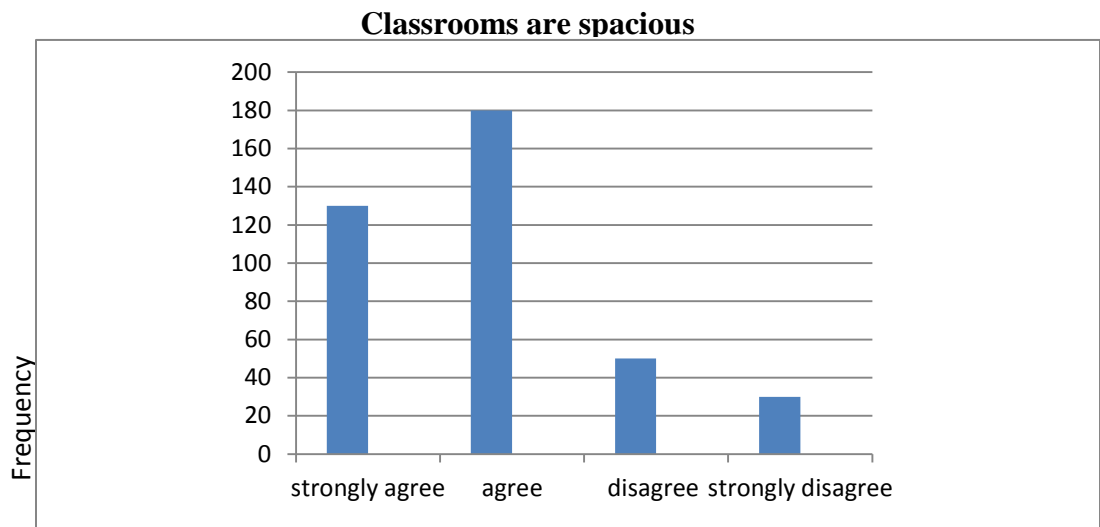
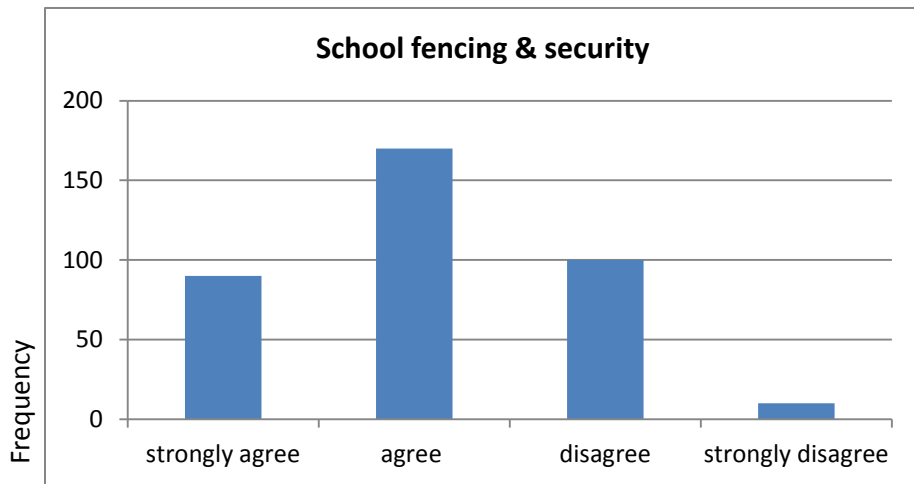
	N	Min	Maxi	Mean	Std. Dev
Our school has health and safety measures program	82	1	5	2.17	1.195
Our school has adequate water supply?	82	1.00	5.00	2.2317	1.10329
Our school is well fenced and security ensured?	82	1.00	23.00	3.4268	2.53874
Our school is free from addictive substances?	82	1.00	5.00	3.1341	.93969
Safety and health measures may improve KCPE performance	82	1.00	5.00	4.01	.8240

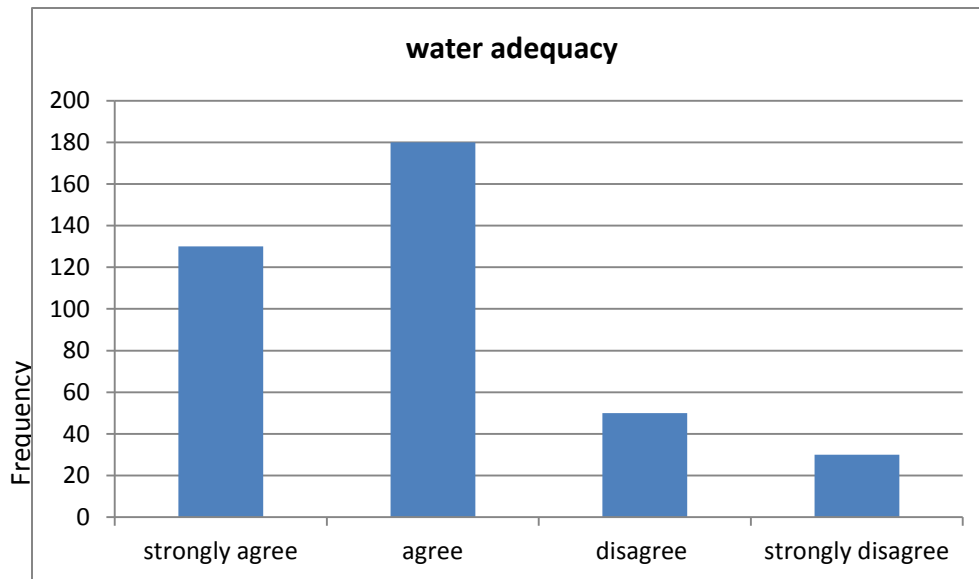
The study established that most of the respondents disagreed that their school have health and safety programs,( mean=2.17, std deviation= 1.195) , that ,their schools have adequate water supply ( mean=2.2317, std deviation =1.1027) . On issues of fence and the drugs majority of the respondents agreed with the statements that the school is well fenced (mean=3.43) and that their school is free



from addictive substances (mean=3.13).Most respondent (mean=4.01) agreed that health and safety measures may improve the KCPE performance in their schools.

The pupils' response to the indicators of the health and safety in the school is as shown in the bar graphs in figure 4.2





**Figure 4.2: Safety and health measures in the school.**

The findings from the pupils responses shows that most schools in the Njoro sub-county have spacious classrooms, are well fenced with good gates and have adequate water supply.

The study therefore found that there are some safety measures in the schools in Njoro sub-county though much need to be done on establishing and sensitizing on issues of health and safety. Health and safety measure is one of the indicators of CFS model.

The study agreed with UNESCO (2001) which said that child’s ability to attain his or her full potential largely depends on a safe and protective learning environment and also concurred with Muiruri (2015) who found that performance of an individual is positively influenced by safe and healthy environment.

Although NACADA (2006) states that the schools cigarette smoking is a pandemic among the youth the study found different among the youth in Njoro sub-county primary schools.

#### 4.4.3 Teachers training and pupils KCPE performance

This section presents the opinions of the respondents in respect to the training and performance of the KCPE in Njoro sub-county. The results are outlined in table 4.9.

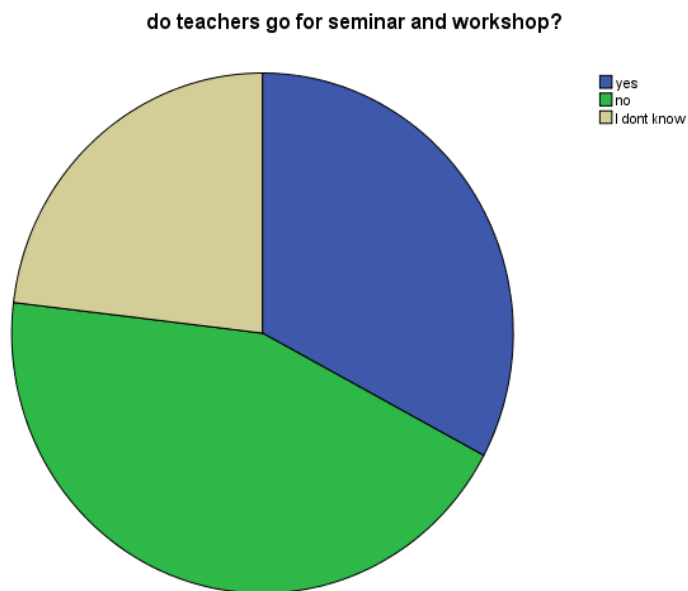
**Table 4.9: Training and KCPE performance.**

	N	Min	Max	Mean	Std. Dev
Training enable acquisition of skills and knowledge	82	2	5	4.46	.819
Training enhances efficiency in teaching	82	.53	5.00	3.6893	.99479
Teachers attend seminars and workshop	82	1.00	4.00	2.024	1.01361
Training of the teachers help in improvement of the KCPE performance	81	1	5	4.33	.791

The study revealed that training enable acquisition of skills and knowledge (mean=4.46, std deviation=0.19). Most respondents (mean=3.6893) also agreed that training enhances efficiency in teaching, however the respondents (mean=2.024, std deviation= 1.01361) disagreed that the teachers attend seminar

and workshop. The respondents also (mean=4.33 std deviation=0.791) most agreed that KCPE performance may be improved by teachers training.

The pupils' response to the training of the teachers was as shown in the pie chart in the figure 4.3.



**Figure 4.3: Response of pupils on teachers' training.**

The 'yes' portion(blue) which represented 122 pupils (32.8%) agreed that their teachers attend seminars and workshops regularly. The 'No 'portion (green) which represented 164 pupils (44.1%) said that their teachers do not attend seminars and workshops regularly. 86 learners (23.1%) do not know whether their teachers attend seminars and workshop.

The study implied that most teachers in the area under the study do not attend the seminars and workshop to enhance their skills and yet training of teachers is one of the indicators of CFS model UNICEF (2010).

The study agreed with Avalos (2010) who said the training and development enhance professional knowledge skills and attitudes of the educators so that might in turn improve the learning of the students. It also agreed with National Education policy of 1998-2010 which states that training of teachers provide them with knowledge, skills and ability relevant to their professional life which lead to effectiveness and competency translating to improvement of performance of the students.

#### **4.4.4: Child-friendly teaching/learning methods and pupils KCPE performance**

This section seek the opinion of the participants regarding the child-friendly teaching /learning methods and the performance of KCPE. The table 4.10 outlined the results of the finding.

**Table 4.10: Child-friendly methods and KCPE performance.**

	N	Min	Max	Mean	Std. Dev
child- centered methods enhances memory	82	2	5	4.48	.741
Child-centered teaching/learning methods motivate learners	82	1	5	4.52	0.841
child-centered can improve KCPE performance	82	2	5	4.40	.718

The respondents agreed with the suggestions that the child-centered teaching/learning methods enhances memory (mean=4.48) and motivates learners (mean=4.52). The respondents also concurred that these methods can improve the performance of the KCPE in the area under the study (mean=4.40). The standard deviation was below 1.00 which implies that the respondent did not have the diverged opinions Kerligler(1986).

The response of the pupils regarding the child-centered teaching/ learning methods is tabulated in the figure 4.11.The researcher wanted to verify from the learners whether these methods are being used by the teachers.

**Table 4.11: Pupil's response on CFC methods**

---

	N	Min	Max	Mean	Std. Dev
Our teachers use teaching aids when teaching us.	372	1.00	4.00	2.2492	.79706
Our teachers give us work to work as group.	372	1.00	4.00	4.0508	.70524
Our teachers allow us to discover some things by ourselves.	372	1.00	4.00	3.9285	.86498

---

From the findings the most pupils agreed that teachers uses group work (mean=4.0508, std deviation=0.70524) and discovery methods ( mean=3.9285std deviation 0.86498) .However ,most pupils disagree that the teachers uses teaching aids when teaching (mean=2.2492 ,std deviation=0.79706).

The study agrees with Slavin (1996) who state that the the child-centered teaching/ learning methods of teaching is more effective since it does not centralized the flow of knowledge from the lecturers to the students but encourages participation creativity self-esteem pscho-social well-being and motivates goal oriented behavior among student hence the method is very effective in improving student achievement.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter represents the summary of the findings, conclusions drawn and recommendations were made. The aforementioned were in line with the study objectives.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the influence of the child-friendly model on pupils' performance in KCPE in Njoro sub- county schools. The study was guided by four objectives. The objectives were; to determine the influence of the learning resources on pupils performance in KCPE, to determine influence of safety and health measures in the schools on pupils' performance in KCPE, to examine the influence of the teachers' training on pupils' performance in the KCPE and to establish the influence of the child-centered teaching /learning methods on pupils' performance in KCPE in Njoro sub-county. The study employed a descriptive survey design. The sample for the study comprised, 91 teachers and 400 pupils. Data was collected by using questionnaires. Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability.



### **5.2.1 Learning Resources and learners performance in KCPE**

The finding agreed that t learning resources bring the effective teaching as majority (86.6%) of the respondent agreed with it. The majority (82.6%) also concurred that the KCPE performance is influenced by learning resources.

The study found that 14.5% of pupils do not share the textbook, 25.8% of pupils shared one text books between two, 40.3% shared one textbook among three and 19.4% shared a textbook among four. This implied that there is inadequate textbooks in schools as it is only 14.5% of the learners can access the textbooks freely.

### **5.2.2 Safety and health measures and learners performance in KCPE**

The study established that 10.7 %of the respondents strongly disagreed that their school have health and safety programs, 17.9% of the respondents disagreed that their schools have safety and health measures,25% of the respondents were not sure whether their schools have health and safety measures,32.1% of the respondents agreed that their schools have health and safety measures,11.1% of the respondents strongly agreed that their schools have health and safety measures. This implied that the health and safety measures are not much emphasized in most schools in the Njoro sub-county. The findings from the pupils responses shows that most schools in the Njoro sub-county have spacious classrooms, are well fenced with good gates and have adequate water supply. The

study therefore revealed that although the safety and health programs are not much emphasized there are indicators of safety and health in the schools.

### **5.2.3 Teachers training and pupils' performance**

The respondents (91.5%) admitted that training help in acquisition of the skills and the knowledge. This showed that the training is vital for acquisition of the knowledge and skills. The respondents (86.7%) also concurred with the suggestion that training of the teachers help in the improvement of the KCPE the standard deviation of 0.791also indicated that respondent had similar opinions. The pupils' response on whether the teachers attend the seminar and workshops showed that majority of the teachers do not attend them.

### **5.2.4 Child- centered methods and learner performance in KCPE**

The respondents agreed with the suggestion that the child-centered teaching/learning methods enhances memory (89.6%) and also concurred that these methods can improve the performance of the KCPE in the area under the study (88.0%). The standard deviation was below 1.00 which implied that the respondent did not have the diverged opinions.

## **5.3 Conclusion of the study**

Based on the findings of the study, the study concluded the learning resources, safety and health measures, teachers training and the child-centered teaching/ learning methods bring effective teaching and can improve the pupils' performance in KCPE. That there are inadequate learning resources and majority

of teachers do not attend seminars and workshops training that can enhance their skills and knowledge.

#### **5.4 Recommendations**

Based on the findings and conclusion of the study, the study came up with the following recommendations;

- i. The government and stakeholders to ensure there are adequate learning resources in the primary schools.
- ii. The schools management board to put safety and health measures programs in schools and sensitize teachers and pupils about them
- iii. The government and the school management board to ensure there are training sessions regularly for the teachers
- iv. The teachers to use the child-friendly teaching/learning methods of teaching
- v. The teachers and the school management to embrace child-friendly model in their schools

### **5.5 Suggestion for further research**

This researcher concentrated only on some indicators of child-friendly model whereas there are so many other indicators of the model. The researcher therefore suggested that a study be conducted on other indicators of the model. Also a further study is required to find out ways of improving the performance in Njoro sub-county.

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## APPENDICES

### Appendix i: Letter of introduction

University of Nairobi,

P.O Box 30197,

Nairobi

To all Head teachers

Njoro sub-county

P.O Box.....

**Njoro.**

Dear Sir / Madam

#### **RE: Permission to Administer Questionnaires to your school**

I am a post graduate student at University of Nairobi department of education Administration and planning, pursuing a masters of Education degree. I am carrying out a research on **influence of child-friendly school model on pupils' performance in Kenya Certificate of Primary Education in Njoro Sub-county's schools, Kenya**

In this regard, I request for permission and support in carrying out the study in your school. The information given will be used for purposes of this study and your identity will remain confidential

Yours Faithfully

Purity.N.Njogu



## **Appendix ii: Research questionnaire for teachers**

The questionnaire forms an integral part to the study of influence of child-friendly school model on the performance of Kenya Certificate of Primary Education (K.C.P.E) in public primary schools in Njoro sub-county of Nakuru county, Kenya “. You are kindly requested to fill in the questionnaires by putting a tick (√) against your purported or write on the provided place.

### **Section A**

#### **Respondents’ Background Information**

1. Gender:            Male            [ ]    Female            [ ]

2. Highest education qualifications?

PI certificate [ ]    Diploma        [ ]

Degree            [ ]    Post-Graduate Degree            [ ]

3. How long have you worked in the school?

Less than 1 year                                1 – 5 years

5 – 10 years                                        above 10 years

4. Please indicate the KCPE performance in mean score for the following years;

2012 .....  
2013 .....  
2014 .....  
2015 .....

In the following sections, kindly indicate your level of agreement with the statements under each variable. The level of agreement is on a 5-point scale as illustrate hereunder.

**1: Strongly Disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly Agree**

**Section B: Learning resources**

---

**5   4   3   2   1**

---

1. Adequate learning resources are helpful in effective teaching
2. Effective teaching can improve the performance of KCPE
3. Our school has adequate learning resources
4. The performance of the KCPE in our school is mostly influenced by the learning resources available in the school

---

**Section C: Safety and health measures**

---

**5   4   3   2   1**

---

5. Our school has health and safety programs.
  6. Our schools has spacious classrooms
  7. Our school is well fenced and security is ensured
  8. The school has adequate water supply
  9. Our school is free from addictive substances
-

**Section C: Training**

---

5 4 3 2 1

---

- 9. Training enables acquisition of skills and knowledge.
- 10. Training enhances efficiency in teaching.
- 11. In our school teachers are trained on safety and attends seminars & workshops.
- 12. Training of teachers help in improvement of the KCPE performance

---

**Section D: child-friendly teaching and learning methods**

---

5 4 3 2 1

---

- 16. Child-centered teaching and learning methods enhances memory.
- 17. Child-centered teaching and learning methods motivates learners.
- 18. Child-centered teaching and learning methods can improve the KCPE performance.

---

19. Suggest ways of improving KCPE performance in schools in Njoro sub-County

- i. ....
- ii. ....
- iii. ....
- iv. ....

### **Appendix iii: Questionnaires for pupils**

You are kindly requested to answer the following questions. The researcher would want to assure you that the following information gathered will be kept confidentiality and strictly used only for the purpose of the study .Your honesty will contribute to the success of the study.

#### **Section A. respondents' background information data**

Please respond by putting tick where appropriate. Do not write your name

Gender: 1.Male ( ) 2. Female ( )

#### **Section B: Learning Sources.**

1. Are textbook adequate in your school?

1. Yes ( ) 2. No ( ).

2. What is the ratio of the textbook in your class?

1. 1:1 ( ) 2. 1:2 ( ) 3.1:3 ( ) 4.1:4 ( )

3. How often do teachers come with teaching aids in class?

1. Very Often ( ) 2. Often ( ) 3.rarely ( ) 4.never ( )

4. Are you provided with reference materials like dictionaries in your school in

1.Yes ( ) 2.No ( ).

**Section c: Safety and health measures.**

5. Our classrooms are spacious.      1. Strongly agree ( ) 2. Agree ( )

3. Disagree ( ) 4. Strongly Disagree

6. Our school has adequate water supply.

1. Strongly disagree ( ) 2. disagree ( ) 3. agree ( ) 4. Strongly agree

7. Our school has sufficient latrines /toilets for both girls and boys.

1. Strongly disagree ( ) 2. disagree ( ) 3. agree ( ) 4. Strongly agree

8. Our school is well fenced and secure.

1. Strongly disagree ( ) 2. disagree ( ) 3. agree ( ) 4. Strongly agree

**Section D: Training**

9. Our teachers go for seminars and workshop regularly.

1. Yes ( ) 2. No ( ) 3. I don't know

**Section E: child friendly teaching and learning methods.**

10. Our teachers use teaching aids when teaching us.

1. Strongly disagree ( ) 2. Disagree ( ) 3. Agree ( ) 4. Strongly agree

11. Our teachers give us work to work as group.

1. Strongly disagree ( ) 2. Disagree ( ) 3. Agree ( ) 4. strongly Agree

12. Our teachers allow us to discover some of the things by our self.

1. Strongly disagree ( ) 2. disagree ( ) 3. Agree ( ) 4. Strongly agree

**Thank you for your time**

## Appendix iv ; Research permit



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TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No: **NACOSTI/P/16/71740/12633**

Date: **25<sup>th</sup> July, 2016**

Purity Nyaguthii Njogu  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of child friendly school model on pupils' performance in Kenya Certificate of Primary Education in Njoro Sub County Schools, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **25<sup>th</sup> July, 2017.**

You are advised to report to the **County Commissioner and the County Director of Education, Nakuru 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.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nakuru County.

The County Director of Education  
Nakuru County.

www.nacosti.go.ke

