

**IMPLEMENTATION OF CHILD-FRIENDLY SCHOOLS INITIATIVE  
AND ITS INFLUENCE ON QUALITY EDUCATION IN PRIMARY  
SCHOOLS IN NAIROBI AND KAJIADO COUNTIES, KENYA**

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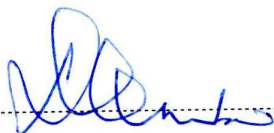
**DECLARATION**

I declare that this is my original work and has not been presented in any other university or institution for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data, pictures or tables have been borrowed from other sources including internet, they are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

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## **DEDICATION**

This thesis is dedicated to my late grandmother Ruth Wanjiru for taking care of me during my early childhood with a lot of love and dedication, my parents Mr and Mrs Eldard Ngatunyi for the sacrifices they made in order to educate me and my husband and children for their unwavering support throughout my studies.

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**ABBREVIATIONS AND ACRONYMS**

<b>AIR</b>	American Institute for Research
<b>ATS I</b>	Approved Teachers I
<b>ATS II</b>	Approved Teachers II
<b>BoM</b>	Board of Management
<b>CDE</b>	California Department of Education
<b>CFS</b>	Child-Friendly Schools
<b>CFSI</b>	Child-Friendly Schools Initiative
<b>CQASOs</b>	County Quality Assurance and Standards Officers
<b>CRC</b>	Convention on the Rights of the Child
<b>DQASOs</b>	District Quality Assurance and Standards Officers
<b>EFA</b>	Education For All
<b>FPE</b>	Free Primary Education
<b>GPA</b>	Grade Point Average
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KEPSHA</b>	Kenya Primary Schools Heads Association
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>LASSI</b>	Learning and Study Strategies Inventory
<b>LRC</b>	Learning Resource Centre
<b>MDG</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology

<b>NACOSTI</b>	National Council for Science and Technology
<b>NESP</b>	National Education Sector Plan
<b>PA</b>	Parents Association
<b>ROK</b>	Republic of Kenya
<b>SACMEQ</b>	Southern African Consortium for Monitoring Educational Quality
<b>SNE</b>	Special Needs Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teacher Service Commission
<b>UNCRC</b>	United Nations High Commissioner for Refugees
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Education Fund
<b>USAID</b>	United States Agency for International Development

## ABSTRACT

The quality of education provided in Kenyan public primary schools is reportedly on a downwards trend. It is out of this concern that the Ministry of Education, in partnership with United Nations Children's Education Fund (UNICEF) introduced the Child-Friendly schools initiative as an intervention aimed at improving the quality of education provided in terms of the environment, processes, content and learners. The purpose of this study was to establish the implementation of child friendly schools initiative (CFSI) and its influence on the quality of education. Further, the study sought to examine the following objectives: To establish the implementation of inclusion of learners with special needs in regular schools and its influence on the quality of education; to find out the quality of education in public primary schools; to determine the implementation of active participation of parents, pupils and the community in school governance and how it had influenced the quality of education, to establish the implementation of effectiveness in teaching and learning and its influence on the quality of education; to determine the implementation of gender sensitivity and its influence in the quality of education and to find out the implementation of creating hygienic, safe and protective school environments and its influence on the quality of education in public primary schools in Nairobi and Kajiado counties. The study was informed by the Social Systems theory and the rights-based approach to education. This study is significant in that it may inform the Ministry of Education on the influence of CFSI on the quality of education. This research adopted mixed methods design specifically the explanatory sequential design. The study was carried out in Nairobi and Kajiado Counties. The sample size comprised of 25 headteachers, 150 teachers, 300 pupils and 4 QASO's. Purposive sampling was used to select pupils and QASO's while stratified random sampling was used to select teachers. Data was collected by use of questionnaires, an interview guide and an observation checklist. Content validity was determined through expert judgement and Cronbach's Coefficient Alpha was used to establish the reliability of instruments. Qualitative data was analysed thematically while Quantitative data was analysed using descriptive statistics namely, means and percentages. For inferential statistics, simple linear regression was used. The major finding of this study is that all the five CFSI dimensions positively influenced the quality of education. The study recommends that schools should have committees in place to oversee the implementation of the CFSI dimensions.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter consists of the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations and delimitations, assumptions, theoretical and conceptual framework and operational definitions of terms.

#### **1.1 Background to the Study**

The Child Friendly Schools (CFS) initiative was introduced worldwide by the United Nations Children's Education Fund (UNICEF) in 1990 in response to the United Nations Convention on the Rights of Children. The convention on rights of children argues that every child has a right to an education of high quality (American Institute for Research [AIR], 2009). The Child-Friendly schools initiative is a rights-based approach to education that strives to ensure that every child enjoys basic education of good quality.

Child-friendly schools encompass multiple dimensions, which include inclusiveness, active participation of parents, pupils and the community in the school governance, effectiveness in teaching and learning, gender sensitivity and provision of safety, protection, nutrition and health. These dimensions are expected to translate into quality education in terms of the environment, learners, content and processes (Katz, 2011; UNICEF, 2009). The five dimensions are seen as pathways to quality education. The indicators of quality education include the school environments, processes used in the

classrooms, the content taught and the learners. The implementation of the five child-friendly schools dimensions is envisioned as a vehicle towards the provision of quality education which entails school environments, processes and content that are child-friendly (UNICEF, 2009). The quality of education according to the child-friendly manual entails school environments, content and processes that are inclusive (accommodate learners with special needs), gender sensitive, effective, safe, protective and hygienic. It also entails looking into the learners' health and nutrition (UNICEF, 2009). Under inclusiveness, Child-Friendly schools are child-seeking. This means that they look for children who are out of school and welcome them regardless of their disabilities (UNICEF, 2009). Once enrolled, children are assisted to stay in school, attend regularly and excel in their studies. Child-friendly schools cater for the individual needs of learners. The need for inclusive education is pressing.

According to United Nations Educational, Scientific and Cultural Organization [UNESCO] (2012), there are over seventy million children who do not attend school worldwide. Such children miss out on the private and public benefits of education. Child-friendly schools strive to provide quality education by utilizing processes such as flexible teaching methods, together with social support, which eventually make the learning experiences of all children rewarding (Clair, 2011). When schools implement the dimension of inclusiveness, they are expected to provide quality education by ensuring the physical environment is disability friendly to enable learners with special needs to independently and safely navigate the school compound. The learners

are provided with specialized teaching and learning resources and are taught by specialized teachers (UNICEF, 2009).

The second dimension of child-friendly schools is active participation of parents, pupils and the community in school governance. According to UNICEF (2009) the dimension of active participation in school governance maintains that the parents and pupils should be active participants in the school's decisions making. Pupils should be allowed to democratically choose the school prefects. The parents should also be involved in school activities and actively participate in various school committees. Involving parents in the learning activities of their children promotes students' achievement (Epstein, 1995). According to the rights-based approach to education, active participation of parents, pupils and the community is a pathway to quality education as it enables mobilisation of resources which are used to improve the school environment by maintaining various physical facilities and buying of teaching and learning resources. It also ensures that the welfare of learners is taken care of such as lunch, counselling and healthcare and parental support (UNICEF, 2009).

Effectiveness in teaching and learning is a dimension of the child-friendly schools. It focuses on quality education because it ensures that the learning environment is conducive and the processes used in teaching and learning are child-friendly. Quality learning environment is reflected by the availability of adequate learning resources. A study on effects of resources reported that learners whose schools did not have classroom materials were more likely to

attain lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000). A quality learning environment ensures that classes accommodate the right number of pupils. A study done by Willms (2000) noted that there is a relationship between class size and student achievement. It also observed that large classes hinder the application of processes such as child centred pedagogy and result in low academic achievement. The dimension of effectiveness in teaching and learning is a pathway quality education because it improves the processes used in the classroom and the content taught (UNICEF, 2009). The dimension on effectiveness in teaching and learning emphasizes on the use of child-centred teaching and the use of active, cooperative methods of teaching. It also works to strengthen the capacity of teachers and exposure of learners to relevant and appropriate curriculum (Clair, 2011).

Gender sensitivity is one of the dimensions of Child-Friendly schools. It focuses on the varying needs of boys and girls and promotes enrolment and equal participation and performance. This dimension aims at provision of quality education by ensuring that learning resources and processes used in class should not be gender biased (Clair, Miske & Patel, 2010). Gender equality is a key requirement to quality basic education. It was also a goal of Education for All (goal 5) and one of the elements of the Millennium Development Goals. Great progress has been attained to sustain progress towards the EFA and MDG goals of enrolling and retaining boys and girls in schools, but it is important to introduce new teaching pedagogies, new ways of learning that enable girls and boys to develop and learn equally (Oxfam,

2005). Gender sensitivity is a pathway to quality education because it ensures that the school environment and the teaching and learning processes and learning resources are gender sensitive (UNICEF, 2009).

Health, nutrition, Safety and protection in school environments is another dimension of the Child-Friendly school initiative (Bernard, 1999). According to the child friendly schools manual, all children have a right to healthy and safe learning environment at school (UNICEF, 2009). Such an environment is a pathway to quality education by being concerned about the whole child and taking care of the physical and psychological well-being of all learners as well as meeting health, nutritional and safety needs of learners that may hinder positive learning outcomes (AIR, 2009). CFS strive to fulfil this dimension by providing health and nutrition services in the schools, clean water and adequate sanitary facilities, handling cases of learners who are emotionally and physically abused and the safety of physical space in the school (UNICEF, 2009). Addressing the factors mentioned above has been reported to increase the quality of education by increasing learner's attendance, participation, and educational performance (Glewwe & Miguel, 2008). Meeting the health and nutrition needs of learners contributes to quality education by promoting regular school attendance Fuller and Clarke (1994). A study done on safe school environments revealed that safe and peaceful learning environments encouraged regular school attendance and promoted students' academic achievement (Sutton, 1999).

The studies reviewed demonstrate that effective implementation of the CFS dimensions may translate to quality education provision and that is the focus of this study. In sum, the CFS framework uses a multidimensional approach to transform schools systematically towards quality education by looking into all factors that influence the welfare of the learner (Clair, 2011). It focuses on the improvement of schools environment, processes used in the class, content taught and the learners' health and nutritional needs so as to give an educational experience that enables all pupils to attain their maximum potential (AIR, 2009).

The idea of CFS was started by UNICEF in the 1990s at the beginning of the new millennium, the concept continued to gain momentum. The countries using the CFS model globally have increased from 33 in 2004, to 56 in 2007. By 2010, one hundred and fifty four developed and developing countries had adapted CFS worldwide. UNICEF supports the implementation of the CFS dimensions (UNICEF, 2010). In Philippines, CFS initiative was started in 1999 in 131 schools in the poorest district. The main objective was to improve the quality of basic education. UNICEF has supported the CFS initiative in Philippines by providing libraries, computers and training in CFS pedagogical methods (UNICEF, 2009). As a result of implementing the CFS dimensions it was reported that the quality of learning processes, school environment and students' achievement had improved.

In Nicaragua, CFS was implemented in 2001. The main focus was to improve pupils' health and provide a hygienic school environment. Other CFS

dimensions were gradually implemented. By 2009, three hundred and forty-three schools were implementing the CFS dimensions. The quality of learners in terms of regular school attendance was observed (UNICEF, 2009). In Nigeria, there are one hundred and fifty- four primary schools practicing the CFS framework. UNICEF has given great support in terms of infrastructural development, material resources, libraries and also training teachers on CFS teaching methodologies such as active learning. Most schools in Nigeria have made great strides in providing quality learning environments and increased academic achievement (AIR, 2009).

In South Africa, CFS has improved the health and nutrition of children. This has translated to regular school attendance and the pupils are motivated to learn. Parents and pupils have been encouraged to participate in the school governance. Learners therefore enjoy the parental support which has increased the pupils' academic achievement (Collins, 2011).

### **1.1.1 Implementation of Child-Friendly schools Initiative in Kenya**

UNICEF in partnership with the government of Kenya initiated the Child-Friendly School (CFS) concept in 2002. The main objective of the CFS programme was to promote the provision of rights-based quality primary education among the marginalised areas such as the urban slums, arid and semi-arid areas and pockets of poverty. This was guided by the rights-based child-friendly framework that consists of five dimensions which include inclusiveness, gender sensitivity, effectiveness and active involvement of parents and students in school governance and provision of safety, protection,

health and nutrition in school environments (MoEST, 2013). Both MoEST and UNICEF worked to promote the CFS dimensions with a focus on the most vulnerable areas such as the ASAL areas and the urban slums. The main concern was the low quality of education provided in the public primary schools in the vulnerable areas which included the school environments, the processes used in the classrooms, the content taught and the learners' health and nutrition (UNICEF, 2009).

Piloting was done in eleven districts in the country, namely: Mandera, Wajir, Marsabit, Turkana, West Pokot, Ijara, Garissa, Isiolo, Moyale, Kwale and Nairobi. In 2008, an evaluation was carried out in the eleven districts. From the evaluation it was noted that learning environments had improved. Teachers were more friendly and democratic and the students' academic performance had improved. It was evident that CFS had the capacity to enhance the chances of achieving the Education for All (EFA) and the education related Millennium Development Goals. The CFS framework also promoted a more participatory and comprehensive way to plan for quality education (MoEST, 2013).

Following the recommendations made by the evaluation report, CFS was rolled out by the Ministry of Education through the directorate of Quality Assurance and standards to all public primary schools countrywide in 2008. The implementation of Child-Friendly schools initiative was done through the cluster approach. The cluster approach involved the establishment of Learning Resource Centres (LRC) where teachers met to develop low-cost teaching and

learning materials in a relatively accessible school. It was anticipated that this would improve the teaching and learning processes. At policy level, a CFS manual was developed to capture the MoEST's core definition of CFS and the roles of various stakeholders (UNICEF, 2010).

The CFS was mainstreamed into the educational policies such as the National Education Sector Plan (NESP) 2013-2018. The NESP 2013-2018 included CFS as a strategy to address the rights of children to good quality education. The NESP 2013-2018 states that 'the government has embraced UNICEF's Child-Friendly Schools (CFS) model which provides the most appropriate vehicle for improvement of the quality of education in Kenya today' (MOEST, 2015). The Sessional Paper No 14 of 2012 entitled "Reforming Education and Training" calls for all primary schools to be child friendly. The Basic Education Act, 2013 actualizes the Sessional paper no 14 by establishing the Education Standard and Quality Assurance Council (ESQAC). Its mandate is to set educational standards and monitor the quality of education provided in basic education institutions (ROK, 2013). The Kenya vision 2030 Medium Plan II on Education and Training calls for schools to be child friendly in order to provide globally competitive quality education and training (MoEST, 2015).

For sustainability at school level implementation, the Kenya Primary Schools Heads Association (KEPSHA) took ownership of the roll out process through an agreement that involved MOEST, KEPSHA and UNICEF. Significant capacity building efforts were undertaken to train teachers to prepare

affordable teaching and learning resources. From 2009 to 2013, extensive sensitization workshops were conducted to provide training on the CFS concepts to all District Quality Assurance and Standards Officers (DQASOs) and County Quality Assurance and Standards Officers (CQASOs). Efforts were also made to train head teachers through the MoEST, UNICEF and KEPSHA partnerships and also through the KEPSHA Regional as well as the National Annual Delegates' Conferences. The CFS concept was also introduced in the Primary Teachers Training Colleges' curriculum so as to build local capacity and also mainstream the concept in the education system. In 2011, Action Research was integrated into CFS as a cheaper but more practical mode of implementation.

The right to quality education and standards is supported by various international legal frameworks such as convention on the Right of the Child, Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights (Benard, 1999). The international legal framework concerned with the quality of education is supported by international political commitments such as the World Declaration on Education for All (Jomtien, Thailand, 1990) and the Dakar Framework for Action, of which Kenya is a signatory. Both take cognizance of quality education as an important component towards attainment of education for all. Dakar Framework insists that quality is at the heart of education. The policy framework is expected to streamline the implementation of CFS dimensions which will result to quality education provision. The focus is to provide

quality learning environments, processes, content and learners' health and nutrition (UNICEF, 2009)

Concerns of poor quality basic education have been highlighted at international, regional and national levels. In the Asia-pacific region, a review of the EFA goal 6, on improvement of quality education reported that many pupils lacked the most basic literacy and numeracy skills (Adam, 1993). In Latin-America and the Caribbean, a study on guaranteeing the quality of education for all revealed that the state of education was poor and schools experienced many challenges (Education for All/ Regional Project in Education for Latin America and the Caribbean- EFA/PRELAC, 2007). In the Middle East and North Africa, improving the quality of education is being prioritized as a matter of urgency. An assessment done by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), revealed that in some countries, less than 10 per cent of the students attained the standards expected in the curriculum (Spaul, 2012).

The 2005 and 2012 (EFA) Global Monitoring Reports, noted that the quality of education in most Sub-Saharan countries is very poor. The poor quality of education is reflected by insufficient learning resources, inadequate infrastructure, inappropriate teaching methods, and poor health of learners, unsafe and uncaring school environments and overcrowded classes (UNESCO, 2012). CFS framework compensates for any challenges in the homes and community that might hinder children to enrol in school, attend regularly and excel in their studies (UNICEF, 2009). When free primary

education was reintroduced in Kenya in 2003, UNICEF successfully advocated for inclusion of its CFS interventions and key strategies in the Kenya Education Sector Support Programme (KESSP) plan. This was to mitigate the challenges arising from the increased enrolment of pupils in public primary schools as a result of FPE in a way of facilitating whole school improvements. Free Primary Education policy increased the enrolment in primary schools by almost 50 per cent from 5.9 million in 2003 to 9.38 million (Kenya National Bureau of Statistics, 2011). The increased enrolment brought issues of the quality of education such as inadequate textbooks, overcrowded classrooms, inadequate infrastructure and insufficient sanitary facilities (Lacrampe, 2017).

All these factors work against the provision of quality education and hence compromise the education standards. The Education for All assessment in 2010 reported that despite Kenya having made major progress towards the achievement of the goals during the first decade, the quality of education was still low (UNESCO, 2012). Among the most affected are the marginalised groups in the non-formal settlements and arid and semi-arid regions in Kenya (MoEST, 2013). UNICEF and MoEST targeted these areas so as to improve the quality of education by making the schools child-friendly. Earlier reports before the CFS intervention reported that the infrastructure in most public schools in the non-formal settlements and the arid and semi-arid schools was in a sorry state.

Concerns of quality education have also been expressed by other scholars, stakeholders and the United Nations agencies such as Education in Crisis, 2016; MoEST, 2014; UNICEF, 2014; Glennester et al; 2011; Sifuna, 2007 as cited by (Lacrampe, 2017). Several studies reported that the classes were dilapidated and lacked enough facilities. Others had been closed down indefinitely by public health officers due to health and safety concerns. It also revealed the high class-pupil ratio which made the classes unmanageable (Anyango, 2001; Orina, 2005; Nkonge, 2010).

A study by Okumu (2015) noted that although there was increased enrolment in schools, majority of the children were learning far less than what they ought to be learning in school. Nkonge (2010) reported that most public primary schools have inadequate learning environments, use inappropriate teaching methods, unmotivated teachers and some learners are malnourished and some have ill health. He observes that enhancement of the quality of education should be based on developing educational systems that are integrated and that respond to the multiple obstacles to children's learning. One of the deprivations that most Kenyan children suffer from is the inability to participate in or receive quality education, particularly those from Asal areas and the slums (MoEST, 2014). In Particular, the public primary schools in Kajiado and those in the informal settlements in Nairobi were identified as having uncondusive learning environments and had learners who were living in difficult circumstances (UNICEF, 2009). The MGD report for Kenya (2007) quoted in UNESCO (2012) reported that public primary schools in Kajiado had serious challenges of providing quality education. It highlighted

concerns on the inadequate physical facilities, water and sanitation and poor health of learners. The MoEST (2009) also reported the poor quality of education provided in Nairobi slums which was characterised by overcrowded classes, poor sanitation, and inadequate infrastructure.

Deliberate efforts to make existing schools to Child-Friendly ones was UNICEF'S major focus in Kenya. These efforts focused on teaching and learning processes and schools that promote more interesting learning, providing learners with a highly participative learning process in a resource rich environment that is facilitated by well trained teachers. The goal of rights-based approach to education which informs CFS is to ensure all children receive basic quality education (UNICEF, 2009; UNESCO, 2007). Ten years since the CFS was rolled out nationally, there is a need of establishing the status of implementation of the CFS dimensions and establish their influence on the quality education in Kenya bearing in mind that it was an intervention for improving the quality of education.

## **1.2 Statement of the Problem**

Ideally, Child-Friendly schools are expected to provide high quality education through the implementation of the five dimensions. The quality of education provided in Kenya's public primary schools is however, on a downward trend. This is demonstrated by various reports that reveal the poor state of public primary schools in terms of unsuitable learning environments, lack of children's safety and protection while in school, malnourishment, ill-health of children and poor learning outcomes. Considering that CFS has been in

existence for 10 years since it was rolled out nationally, of concern to this study is the status of implementation of the CFS dimensions. Since the CFSI was an intervention strategy aimed at improving the quality of education, the study seeks to establish its influence on the quality of education. Majority of the studies reviewed focused on the influence of CFSI on students' performance in Kenya Certificate of Primary Examination. The pertinent question that this study seeks to answer is, to what extent has the CFS dimensions been implemented and how have they influenced the quality of education provided in public primary schools in the selected counties?

### **1.3 Purpose of the Study**

The purpose of this study was to establish the implementation of the Child Friendly Schools dimensions and their influence on the quality of education provided in public primary schools in Nairobi and Kajiado counties with a view to inform policy and practice.

### **1.4 Objectives of the Study**

The study sought to address the following objectives:

- i) To establish the implementation of inclusion of learners with special needs in regular schools and its influence on the quality of education.
- ii) To find out the quality of education provided in public primary schools.
- iii) To determine the implementation of active participation of parents, pupils and the community in school governance and its influence on the quality of education.

- iv) To establish the implementation of effective teaching/learning and its influence on the quality of education.
- v) To determine the implementation of gender sensitivity and its influence on the quality of education.
- vi) To find out the implementation of provision of safety, protective, health and nutrition in schools and its influence on the quality of education in public primary schools in Nairobi and Kajiado counties.

### **1.5 Research Hypothesis and Question**

The study sought to test the following 5 hypothesis and one question.

**H0<sub>1</sub>:** Implementation of inclusion of learners with special needs has no statistically significant influence on the quality of education.

**H0<sub>2</sub>:** Implementation of active participation of parents, pupils and the community in school governance has no statistically significant influence on the quality of education.

**H0<sub>3</sub>:** Implementation of effective teaching and learning has no statistically significant influence on the quality of education.

**H0<sub>4</sub>:** Implementation of gender sensitivity has no statistically significant influence on the quality of education.

**H0<sub>5</sub>:** Implementation of provision of safety, protection, health and nutrition in schools has no statistically significant influence on the quality of education in public primary schools in Nairobi and Kajiado counties.

#### **Research Question:**

What is the quality of education provided in public primary schools?

### **1.6 Significance of the Study**

The study may be of great use to school managers, teachers, MoEST officials, pupils, parents and the community in various ways. To school managers, the study may provide information that can be used to create more Child-Friendly learning environments. Findings of the study may lead to high quality physical facilities and learning resources thus improving the learning environment which will in turn enable learners to realize their full potential. Findings of the study may be used by the schools' board of management to improve infrastructure and make it safe and protective for the pupils. The interests and welfare of learners with special needs may also be given priority in order to make the school friendly and accommodative.

Findings of the study may help curriculum developers to include new and relevant content in relation to life skills education, health and sanitation studies in the curriculum as CFS recognizes such efforts as key interventions in promotion of children's right to hygienic and clean environments. The pupils may also be the direct beneficiaries of the study's recommendations because their right to quality education may be actualized. The study is also significant to the parents and community because it may inform them on how to be involved and supportive to the schools. The study also adds to the existing body of knowledge on the influence of Child-Friendly school initiative in the provision of quality education in public primary schools in Kenya.

### **1.7 Limitations**

- i) The respondents' attitudes limited them from giving objective and honest responses. The researcher however created a good rapport with the respondents and they participated in the study confidently.
- ii) The respondents' availability was a challenge and scheduled appointments were cancelled several times. This delayed the data collection. However the researcher was flexible enough and fitted in the respondents' schedule.

### **1.8 Delimitations of the Study**

- i) The study was conducted in public primary schools in Kajiado and Nairobi Counties. Private primary schools were excluded because they have different mechanisms of enhancing the quality of education.
- ii) The study was carried out in schools in Kajiado and Nairobi Counties. The schools may be unique and different from schools in other regions in the country and therefore the findings can only be generalized with caution.
- iii) There are several other factors influencing the quality of education; however this study only focused on the influence of the Child-Friendly dimensions.

### **1.9 Assumptions**

The study assumed that

- i) All the selected public primary schools had implemented the Child-Friendly Schools dimensions according to UNICEF-MoEST manual.
- ii) The selected schools had embraced the CFS initiative and apart from being interested and positive about reforming their schools, the

administrators had the necessary skills and knowledge of creating Child-Friendly schools.

### **1.10 Theoretical Framework**

This study was based on the social systems theory which was initially developed by Bertalanffy (1968) and later improved by Katz and Kahn (1978). This theory posits that all systems have a combination of parts whose functions are interdependent. A system is a set of things or parts forming a whole. Systems can either be closed or open. Open systems interact with the environment while closed systems have no interaction with their environment. The social systems theory deals with open systems.

The open systems theory argues that the uniqueness of organizations is determined by the unique environment in which they operate in and considering that they are structured to accommodate the unique challenges and opportunities. The open system framework posits that all social organizations share certain characteristics. Open systems organizations receive human and material resources (inputs) and transform them into products and services, (outputs) using internal, social and technological processes (throughputs).

The study used the child friendly schools framework by Unicef which is a rights-based approach to education (UNICEF, 2009). The framework has five key dimensions which include inclusiveness, effective teaching and learning, healthy, safe and protective learning environments, gender equality and active participation of parents and students in school governance. The five dimensions of CFS are the inputs which all CFS strive to achieve.

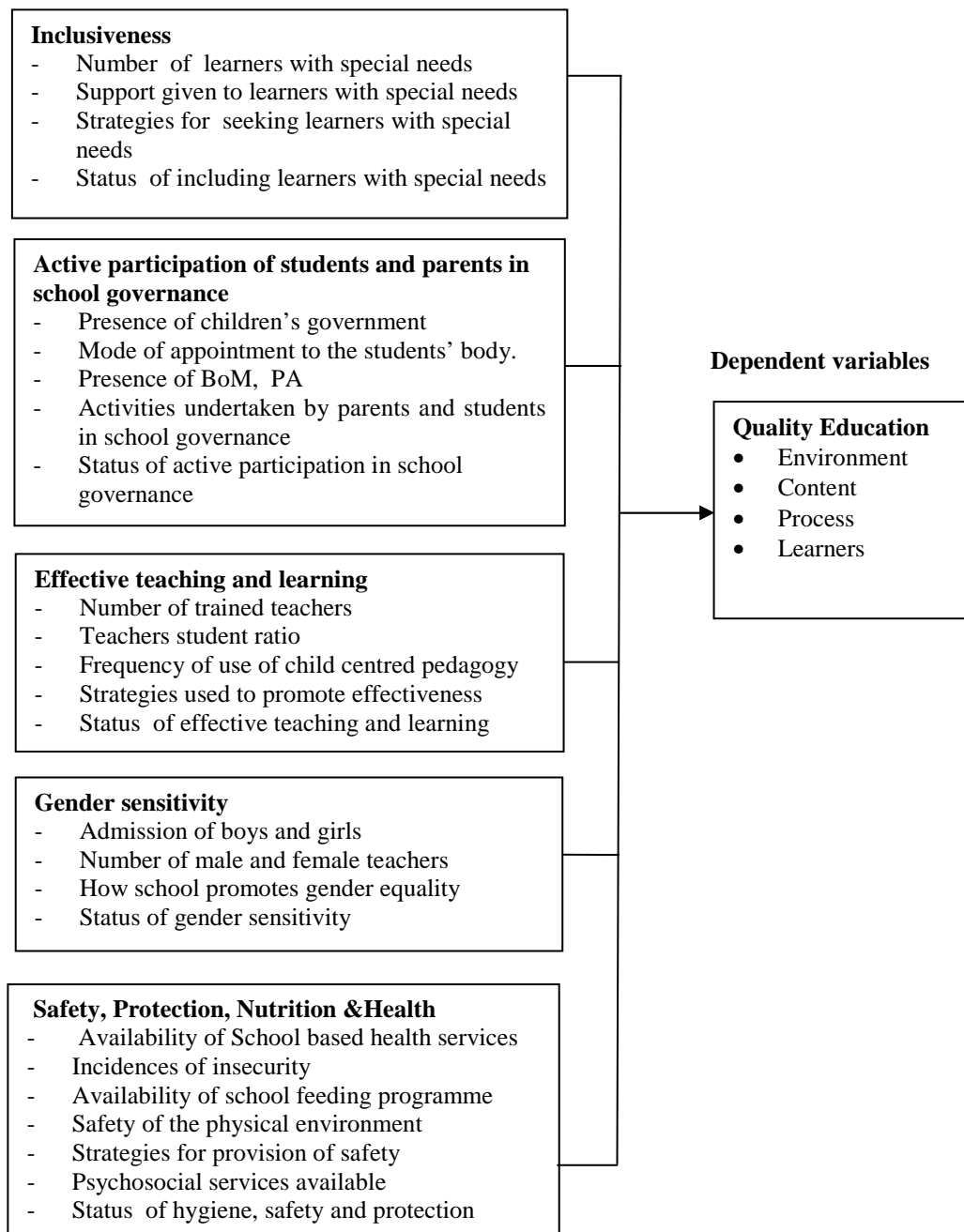
These dimensions are implemented in the schools and classrooms through various processes. For inclusiveness, schools seek out children and welcome all learners regardless of disability, economic status, ethnicity or religion. Under the principle of healthy, safe and protective environments the learners are supported both physically and emotionally. The schools also look into the learners' health and meet their nutritional needs. The lessons are child centred and encourage active and cooperative learning. The school management should involve learners and their parents in school governance and in decision making and in other things that affect them. When all this is done the learning environment will be conducive as learners will be well supported, included, engaged and challenged. This will create conducive learning environments where learners will have opportunities for better learning and high quality learning outcomes. The staff will be friendly and helpful and pupils and their parents will be consulted in decision making so that all decisions are made for the best interests of learners. This will ensure that no oppressive or harsh rules are made which can lead to pupils' protests.

Active participation of parents, pupils and the community in school governance enables all stakeholders to be supportive of the school and this will ensure smooth running of the school. Implementation of the CFS dimensions creates conducive learning environments, quality learners, and processes. These dimensions are interdependent and work together towards facilitating the learners to achieve their whole potential and provision of quality education.

## 1.11 Conceptual Framework

### Independent variables

#### CFS Dimensions



*Figure 1.1: A model showing the CFS dimensions and quality education*

The dimensions of Child-Friendly schools are inclusiveness (inclusion of learners with special needs in regular schools), active participation of students and parents in school governance, effective teaching and learning, gender sensitivity and healthy, safe and protective learning environments. These dimensions are interactive, complement each other and also overlap to some extent. There is anticipation that the implementation of one of the dimensions causes a chain reaction which marks the beginning of another dimension. Figure 1.1 illustrates how application of the CFS dimensions leads to quality education. Inclusiveness, as one of the dimensions, emphasizes that schools should be accessible and should welcome all children without any discrimination. It also encourages schools to look for out of school children with the aim of admitting them in their schools. Child-Friendly schools should respect the diverse groups of learners and ensure equality of learning of all children (for example girls, children of minority ethnic groups and children with special needs among others.) Inclusive schools should also respond to diversity by meeting the differing needs of children. Inclusiveness increases the number of learners accessing education especially the disadvantaged children and provides quality learning environments.

Within a school, child-centeredness is practised in pedagogical approaches where teachers use child centred methods of teaching such as active and cooperative learning which are carried out in a hygienic, secure and protective learning environment. Child centred teaching methods promote critical thinking, problem solving and teamwork which promote quality students outcomes.

The Child centred dimension also maintains that all decisions made should be for the best interests of the child. Child-Friendly schools are concerned about the welfare of the children and provide the necessary support services for the learners. This includes providing health services such as dental, sight and hearing check-ups, deworming and providing basic first aid. Some pupils and members of staff are trained to give First Aid. The schools have well equipped first aid kits. Learners are also taught basic hygiene and how to control and prevent contraction of diseases such as Malaria, HIV and AIDS, Cholera, and others. The school also provides a safe and hygienic environment that ensures learners are not at risk of contracting diseases.

The school also provides well balanced meals to needy learners as well as give them vitamin supplements. When schools meet the health and nutrition needs of learners, they get quality learners who are healthy, well-nourished and motivated to learn. Unhealthy and hungry pupils cannot learn well. Efforts are made to provide a safe and protective school environment. Child friendly schools provide safety and protection to the learners both in the classrooms and in the school compound. The school strives to ensure that the infrastructure meets the set safety standards and provides adequate physical facilities like classes and toilets. A child friendly school environment is supposed to be safe and peaceful and therefore, corporal punishment is prohibited. Elimination of child abuse is encouraged and various policies are put in place to guide all stakeholders on this issue.

Psychosocial support services are provided to learners who require them. This is expected to translate into a quality learning environment that promotes positive learning outcomes as well as quality learners who feel safe, protected and supported. The school management encourages involvement of pupils and parents in meaningful school governance. This means that pupils and parents are active participants in the decision making process. Together, the CFS dimensions improve the quality of learners, the environment and the processes used in classroom. All these are significant outcomes because they improve the quality of education. This dynamic provide pupils with a better opportunity to learn and perform well academically as well as succeed in life.

### **1.12 Operational Definition of Terms**

**Active participation** – it is a core dimension of CFS which refers to decentralization of school management. Parents, pupils and the communities are involved in meaningful school governance and are consulted in decision making processes.

**Child-Friendly school concept** – it is a right based approach to education whose main dimensions are inclusiveness, effectiveness in teaching and learning, gender equality, hygienic, safe and protective environments and active participation of parents and students in school governance.

**Child-friendly schools initiative** – it is a programme that was introduced by UNICEF whose main aim was to improve the quality of basic education through its five dimensions.

**Effective teaching and learning** – This refers to a school whose educators put emphasis on child centred pedagogy and active learning, focus on teacher

development, effective instructional supervision and monitoring students' progress.

**Health** – It refers to one's physical and mental state as well as the social wellbeing and not merely the absence of an ailment. It also includes hygienic conditions in the school environment.

**Inclusiveness** – it refers to regular schools proactively seeking, welcoming and admitting all children regardless of their disabilities.

**Nutritional needs** – This refers to food requirements in terms of amount and quality. Learners need to eat a well- balanced meal and in proportions that make them feel satisfied.

**Quality education** – it refers to holistic education given to learners. It is concerned with the learner's health and nutrition. It also ensures that learners regularly attend school and are supported by families and the community. It also refers to application of teaching/learning processes through which trained teachers use child centred pedagogies and school environments that are hygienic, safe, protective and gender sensitive and content which is relevant and age appropriate.

**School environment** – It is a setup where children are impacted with knowledge and the skills and is made up of infrastructure, teachers, pupils and material resources for teaching and learning.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter discusses the literature that explains the objectives of the research and brings out the gaps existing in literature. It has discussed the implementation of the Child-Friendly school dimensions and their influence on the quality of education.

#### **2.2 Child-Friendly School's Concept**

Most children in the world encounter similar experiences of schooling but face different circumstances due to the differences in facilities, resources and learning experiences. UNICEF introduced the Child Friendly Schools (CFS) initiative which is a multidimensional concept of educational quality and addresses the total needs of children as learners (UNICEF, 2009). It is a holistic, system-wide approach to improving educational quality and places the child at the centre of the educational reform. The Child Friendly Concept was developed within a rights-based framework which serves as a tool that may be used to pull together the various dimensions so as to improve educational quality namely; the learners, processes, content and the environment. These dimensions include inclusiveness, effectiveness in teaching and learning, gender sensitivity, safe and protective school environments and active participation of parents and students in school governance (Aguilar, 2004; UNICEF, 2009). CFS set strong conditions for learning which translate to strong academic, social and emotional outcomes that are assessed at student and school levels (Katz, 2011).

### **2.3 Implementation of Inclusion of Learners with Special Needs in Regular Schools and its influence on the Quality of Education**

Inclusiveness is a fundamental component of the Child-Friendly Schools. It aims at reaching out to all excluded children, particularly children from poor families, rural areas, urban slums, minorities and learners with special needs. The principle of inclusiveness guides the CFS to respect all children and rules out the practices of excluding, discriminating or stereotyping on the basis of difference. Therefore, CFS responds to diversity by striving to meet the different needs and circumstances of learners. They respect diversity and ensure equality of learning of all children regardless of gender, social class, ethnicity, and ability (UNICEF, 2009). Child-Friendly Schools are also child-seeking and are therefore expected to actively get involved in identifying excluded children and get them admitted in the schools and ensure they complete the whole primary school cycle (AIR, 2009). Inclusive education is a system where learners with disabilities learn with other regular learners in the mainstream classrooms (MOE, 2009; ROK, 2005).

Hammarberg (1997) observed that education is a fundamental right for children and that every child has unique characteristics, interests, abilities and needs. The principle of non-discrimination together with recognition of the uniqueness of every child formed the basis of the Salamanca Statement, which articulates a strong case for inclusiveness, to ensure that learners with special needs can learn in regular schools. The 23rd Article of the Convention on Children's Right states that governments should take responsibility for ensuring that children with disabilities effectively access and receive

education, and other necessary services. The services should be provided in a conducive manner that enables the child to achieve the fullest possible social integration and individual development (UNESCO, 2012). A study by Manduku, Gichaba and Cheruse (2012) on the assessment of effects of child-friendly schools on learners' performance in selected public primary schools in Londiani established that 83.3% of the teachers strongly agreed that their schools did not discriminate on the basis of difference. Mariam (2010) also noted that CFS had put in place policies which did not exclude learners with special needs. The Child-friendly schools manual insists that learners with special needs should learn in the regular schools and advocate for non-discrimination. It notes that learners with special needs should not be excluded and discriminated against on the basis of difference (UNICEF, 2009).

CFS puts great emphasis on children's right to an education of good quality. In order to give good service to children, schools must be experienced by the learners, their parents and entire families as welcoming and inclusive of learners with diverse backgrounds. The school is child-seeking, meaning that it does not just passively wait for learners to enrol but engage in activities for seeking out all eligible children for admission (UNICEF, 2010).

Child-Friendly schools initiative advocates for enrolment of children with special needs in the regular schools. The effect of including such learners with special education needs in the regular classroom is said to have positive results to those learners. Inclusive education is an approach in which learners with special needs in education are provided with education in the mainstream

classrooms. The Ministry of Education in Kenya envisions inclusive education as a vehicle towards the achievement of the EFA goals (MOE, 2009).

The government is emphasizing on inclusive education through regular schools for children with SNE instead of the common practice of enrolling such learners in special schools or in special units within the regular schools. Due to increased demand for special needs education and in compliance with the international development, the government has adopted inclusive education (MOE, 2009). This approach is expected to increase access to education for learners with special needs. Inclusive education focuses on restructuring of the education system in regards to physical facilities, curriculum, instruction and other aspects that prevent children from enrolling in schools of their choice and convenience (MOE, 2009; Chabbott, 2008).

Children with special needs require specialized aids for movement, reading, writing and hearing. These specialized aids include braille machines, spectacles, white canes and hearing aids among others. Allen and Schwartz (2000) asserted that teachers should ensure that adapted material resources are put in place for smooth inclusion. Eleweke and Rodda (2002); Anderson and Mundy (2014) established that insufficient facilities and shortage of relevant teaching and learning materials are some of the main obstacles for the implementation of inclusive education in developing countries.

Teaching and Learning materials help learners to comprehend various concepts through the use of various senses. Use of resources help them to understand the concept being taught and enables them see learning more real

and it motivates them to participate in the learning. Clarissa (2009) notes that learning materials should be bought and be used in the classroom in the learning processes. This ensures that the teachers have enough teaching and learning materials that are used in the learning processes and therefore enable learners understanding.

Anderson and Mundy (2014) noted that children with special needs often need specialized aids to move about, to read and write or to hear. For example, children with severe paralysis of the lower limbs required wheelchairs; those who were visually impaired require braille machine, spectacles, and white canes, while those with hearing impairments require hearing aids where necessary. They however noted that the physically handicapped and the hearing impaired had no specific resources put in place for them. In particular, the physically handicapped had been left to cope with the undesirable structures and barriers that inhibit their movements. Classrooms were not put in place to suit their needs thus, denying them accessibility and equalization of opportunities.

The inclusion of students with varying learning needs in the same classroom gives rise to numerous challenges. Simple teaching materials that could ordinarily be made locally, such as maps, charts and other illustrative devices are not available in many educational institutions in developing countries (Eleweke & Rodda, 2002).

The shortage of teaching and learning resources as well as other facilities are major impediments to the implementation of inclusive education. Olaka (2016) noted that the quality of the services for learners with special needs in Homa Bay is adversely affected by acute shortage of specialized resources and equipment. Effective implementation of inclusive education in Kenya is hampered by inadequate facilities, teaching and learning materials and lack of equipment and sees CFSI as an intervention (MOE, 2009). Nyaigoti (2013) established that material resources in classes were not structured to accommodate learners with special needs or they were not adequate. The study by Nyaigoti (2013) focused on institutional factors influencing the implementation of inclusive education. The study did not establish the implementation status of inclusive education in the school. It also did not seek to establish the influence of inclusive education on the quality of education. The study used survey design. The current study therefore sought to establish the status of implementation of inclusive education and also determine its influence on the quality of education.

A study by Kanamba (2014) on the factors that influence the provision of child-friendly schools model in primary schools in Igembe district, Kenya found that in the 68 schools that were surveyed, none of the schools had provided adapted toilets to cater for learners who were physically challenged. The study by Kanamba (2014) focused on the factors that influence the provision of child-friendly schools but did not find out the status of the implementation which this study seeks to establish. The CFSI focuses on training teachers to improvise learning resources using local materials.

The studies by Nyaigoti (2013) and Kanamba (2014) used descriptive survey design. The current study used mixed method, specifically the explanatory sequential.

Physical facilities and teaching/learning resources play a vital role in achieving inclusive education. According to Chabbott (2008), the quality and adequacy of physical facilities, equipment, teaching and learning materials determine how effectively inclusive education is to be implemented. Physical facilities include adapted toilets, pavements, chairs and desks, ramps, spacious classrooms and level playgrounds. Kochung Report, cited in (Ministry of Education, 2009) observed that, pupils with special needs require a disability friendly environment to increase their functional potential. Inappropriate infrastructure like buildings and schools' ability to procure the necessary physical facilities for special needs children were barriers to effective inclusive education.

Studies by Kadima (2006) and Kithuka (2008) found out that physical facilities were inadequate; classrooms were overcrowded while toilets were narrow and had no seats for comfortable use by special needs learners. The two studies focused on the factors influencing the implementation of inclusive education but did not establish the extent to which schools were implementing the dimension of inclusive education, which the current study sought to do. According to Kadima (2006) and Kithuka (2008) schools need to be restructured to cater for all learners.

According to UNESCO (2012) there are notable difficulties faced by learners with special needs and teachers in inclusive settings such as physical accessibility. Some areas in the school are not accessible to a number of learners, especially those who are physically impaired. UNESCO points out that in poorer communities, especially in rural areas, school environments are not accessible mostly because buildings are poorly maintained and therefore unhealthy and unsafe for all pupils. Eleweke and Rodda (2002) observe that most schools in the low income areas of Uganda are not equipped to respond to special needs. They further note that specialized resources are a major obstacle to the provision of inclusive education of high quality.

According to Anderson and Mundy (2014) there are many barriers such as lack of wide doors and passageways, stairs, no ramps and recreational areas in most schools in the developing countries. In Kenya, the learning environment, as well as the location of schools; buildings; amenities; and furniture pose accessibility challenge to learners with special needs and disabilities (Chabbott, 2008). The ministry of education advises that the school compounds where children with special needs operate should enable them to access education with no hindrance (MOE, 2009; ROK, 2005). The CFSI strives to ensure that schools admit learners with special needs and also ensure the physical infrastructure is disability friendly.

Teachers regard themselves as poorly prepared for inclusive education because they lack the necessary training (Malone, 2001). Professional development of teachers is crucial in order to achieve inclusive education.

Avramidis (2000); Opdal and Wormnaes (2001), have indicated the benefit of professional development in the creation of positive attitudes towards inclusion. This consists of both the initial and continuous training of teachers, the practice of in-service seminars and distance learning. These approaches ensure a wide distribution of teachers with skills in special needs education in all schools. These teachers can then be resource persons to train others in the inclusive education practices (Karugu, 2001). According to Skjorten (2001), teacher education will need to introduce radical changes so as to prepare teachers to be able to cope with the challenges of inclusive education. Ainscow (2003) advocated for the inclusion of a component of special needs education at various levels of teacher training. Training in the area of special education enhances understanding and creates positive attitudes towards inclusion according to Powers (2002).

Stakes and Hornby (2000) advocate that teachers should carry out assessments in order to identify, individual learning styles so as to meet their needs. Child centred teaching approaches may not be possible due to the big class sizes that some schools have to deal with (Gyimah, 2006). Florian and Davis (2004) observed that the 'teaching approaches and strategies themselves were not adequately differentiated from those that are used to teach all learners to justify categorization as specialist pedagogy'. This view, notwithstanding, Florian (2008) observes that what works for some learners does not work with others. This therefore means that if all children are to access the school curriculum and succeed academically, some form of differentiation will be necessary.

The child-friendly schools manual notes that the training of all teachers at pre-service and in-service levels should include the issue of education of children with special needs, so that teachers are well equipped to work in an inclusive environment UNICEF (2009). It further points out that among the issues that should be addressed include the methodology to be adopted for identifying children with special needs; classroom management; use of appropriate pedagogies; skills for adopting curriculum; developing of teaching-learning materials that are multi-sensory in nature; and how to evaluate the learners (UNICEF, 2009).

For proper implementation of inclusive education in the classrooms, teachers should provide an effective and stimulating learning environment for all children. In addition, teaching experience and training significantly influence teachers' attitudes (Meng, 2008). Although it is essential for inclusive classes to have skilled and trained teachers, there is a shortage of inclusive teacher training programmes. This is a problem that needs to be solved if the quota of trained teachers is to be achieved (Hossain, 2004; Kibria, 2005). In addition, support personnel such as audiologists, psychologists, speech and language pathologists, communication support workers and interpreters are very few in most of the developing countries (Eleweke & Rodda, 2002).

Vann (1997) noted that learners with special needs do not always get the full attention of the teachers and are not able to achieve their full potential. According to AIR (2009), in an evaluation of CFS, in Guyana and South Africa, learners with disabilities were frustrated due to lack of specialized

teachers. The physical infrastructure of the school was also not friendly for the physically challenged learners. In the six schools evaluated, very few had successfully included learners with special needs and were providing quality education.

In Kenya, training of teachers on inclusion is integrated in pre-service and in-service courses (Ministry of Education, 2003). However, not many teachers in public primary schools have skills to handle learners with special needs because of having been trained in primary teacher colleges where pedagogy of inclusion is inadequate (MOE, 2013). This means that majority of teachers in public primary schools lack the necessary knowledge and skills for inclusion. McKenzie (2010) established in Victoria, Australia, that teachers are likely to resist inclusive practices on account of lack of adequate training on special needs education. There is need to incorporate special education curriculum in teacher training colleges if the knowledge is to reach all primary school teachers.

Kadima (2006) established that special needs children were not adequately catered for in public primary schools due to lack of specialized skills and knowledge on inclusion. This has seen many special needs children unable to access schooling in normal learning settings.

Mwangi (2014) in his study on the influence of child-friendly schools on pupils participation in Mathare informal settlement also revealed that majority of the teachers were not adequately trained to handle learners with special needs. This study failed to establish the status of implementation of child-

friendly dimensions. It also focused on the influence of CFSI on pupil's participation. The current study established the implementation of CFSI dimensions and their influence on the quality of education.

Child-friendly schools were introduced by MoEST to ensure that enough teachers are trained to handle the various categories of learners with special needs. Efforts have been made to provide in service trainings and workshops to teachers on inclusive education and child friendly practices (MoEST, 2013). Child friendly schools are child-seeking. This requires teachers to be proactive and go out in the community to look for learners with special needs who are not yet enrolled in schools (UNICEF, 2009).

The aspect of child-seeking makes child –friendly schools different from non-CFS schools who passively wait for students to visit schools and seek admission. Koskey (2017) did a study on the influence of schools' inclusiveness on the learning environment in public primary schools and reported that majority of the headteachers 59(79.8%) disagreed that teachers reached out to the community to encourage enrolment of children with disabilities. The study by Koskey (2017) used concurrent mixed methods. The current study used explanatory sequential mixed method. In Thailand, the global evaluation report indicated that 68% of the school heads said that teachers went out into the community to encourage enrollment of children with disabilities who were not yet enrolled in schools (AIR, 2009). According to UNICEF (2009), rights-based or child-friendly schools should be child-seeking schools.

This entails actively identifying excluded children and getting them enrolled in schools. It is further explained that ones in schools, the children should be treated as subjects with rights and the state as duty-bearers with the obligation to fulfil the rights. Bernard (2005) notes that child friendly schools should not passively wait for learners to enroll but should engage in activities for seeking out all eligible learners including those with special needs for admission.

The monitoring and evaluation report on the implementation of CFS in Kenya by the MoEST (2013) did not capture the inclusion of learners with special needs. It dealt with inclusive classrooms which were concerned with active participation of learners in the learning process. Further, there is paucity of literature on the status of implementation inclusive education in public primary schools. This leaves a gap of knowledge on the extent of implementing inclusive education in Public Primary Schools.

#### **2.4 Active Participation of Parents, Pupils and the Community in School Governance and its Influence on the Quality of Education**

Active participation is a key CFS dimension. It recognizes children as rights holders and those who facilitate their rights as duty bearers, each having a say in the form and substance of his or her education (UNICEF, 2009). The aim of participation is to enable all children to claim their right to a quality education. Parents and guardians are enabled to hold schools and governments accountable in the provision of quality education.

The convention on the rights of the child (CRC) declares that children have the right to participate in issues that affect their lives. Children are also prepared to take on additional roles of responsibility as they grow. The CFS concept aims at improving the education quality by placing the learner at the centre of education reform (Miske, 2011). Collaboration among parents, students, teachers and school managers is very effective in resource mobilization in order to support learning in schools (Coleman, 1990).

Pupils should be allowed to participate in school governance and in the implementation of decisions since they are affected directly (Katz, 2011). Schools have intelligent people whose ideas are important for the daily operations. Learners, teachers and prefects, have the potential to give advice effectively on various issues that affect schooling and the quality of learners. Their input in terms of ideas, suggestions, insights and contributions cannot be ignored (Clair, Miske & Patel, 2010). Involving learners in decision making ensures that their welfare is given first priority and also enlists cooperation and good discipline among the learners (Collins, 2011).

Pupils who are involved in the classroom and in other school activities feel safe, engaged and supported. They also have a positive perception about the school. The Basic Education Act, 2013 established the involvement of all stakeholders in the Management of schools (ROK, 2013). The constitution of Kenya 2010 emphasizes the participation of all people (including children) in public life and children's right (ROK, 2010). Despite the policies on child participation, there is a gap between policy and practice (Lacrampe, 2017).

Due to the need of children participation in school governance, 47 children's governments were set up in all the 47 counties. The children's government in primary schools is as a result of the child-friendly framework (Olengarum, 2014). Primary schools in Kenya used the prefecture system which was not popular and effective because students were hardly engaged. The students council system has been used in tertiary colleges and secondary schools and a decrease in indiscipline has been reported (MoEST, 2014; Olengarum, 2014). This is what prompted the need to engage learners in primary schools through children's government with members democratically elected by the pupils (MOEST, 2014). A study by Noor (2017) reported that majority of the headteachers indicated that they did not allow the officials of the children's government take part in the management of the school. Evaluations of CFS in several countries revealed that children had a better understanding about children's right. They had also become more confident and had improved their communication skills (Chege, 2008).

Community involvement in education and in school life improves children's welfare in school. Communities support schools by assisting teachers in the classrooms, improving the school infrastructure, ensuring regular provision of clean water and sanitation and giving financial and in-kind support (AIR, 2009). Musila (2015) observes that community involvement improves quality of learners. According to Limo, Jelimo and Kipkoech (2016), some of the schools have not been able to establish strong linkages with the community and other partners especially in poverty stricken areas such as the urban slums and Asal areas.

The findings concur with Limo, Jelimo, & Kipkoech (2016) who observed that the minimal interaction between the schools and the community resulted to lack of support by the community. The study used pragmatic design, however the present study used explanatory sequential mixed method design. Nduku (2003) noted that there was need for enhanced school-community relations. Musila (2015) reported that 60% of the headteachers disagreed that the community supported the school in various projects. The study by Musila (2015) focused on school factors that influenced implementation of child-friendly schools. The study did not establish the status of implementation of the child-friendly schools dimensions, which the present study sought to do. The study concentrated on participation of parents and the community and left out the pupils. The Basic Education Act (2013) provides for the school-community collaboration in school management. It is important to note that community participation in schools is hard to implement and sustain and yet it is very crucial and essential in the sustained provision of quality education (Benard, 1999). This therefore calls for child-friendly schools to devise ways of reaching to the community as the benefits of school-community partnerships are numerous and cannot be ignored.

Democracy is the best leadership style for schools. This is because schools are open systems with many interrelated parts. There is a very strong belief that schools can no longer be managed by one person only (James & Connolly, 2000). Collaboration and involvement of all stakeholders at the school level, leads to an overall improvement in school performance and promotes the quality of learners in the school in terms of health, nutrition, school attendance

and discipline. Collaboration in the school's planning process leads to ownership and sustainability of plans. This finally has an impact on the overall school environment.

From the foregoing discussion, it is clear that good democratic leadership is strongly associated with good schooling (James & Connolly, 2000). Despite the fact that parental involvement is a key CFS concept, parents are still not involved in meaningful school governance. Parents interviewed reported that their main involvement was in the provision of labour and materials (UNICEF, 2009; Alina, 2010). In many secondary schools, teaching and learning conditions and practices are discriminatory and not democratic (UNICEF, 2009), and learners are hardly involved in decisions concerning their own education (Clair, Miske & Patel, 2010).

Naido (2005) observes that parents are supposed to play a more dynamic role in the education of their children. Teachers, pupils and the parents gain from increased parental involvement which alleviates challenges such as provision of learning materials and indiscipline (Lemmer, 2007). A study by Kanamba (2014) revealed that good teacher-parent relationship resulted in pupils having positive attitudes towards the teachers, improved discipline and high achievement. According to Jeynes (2003), parental involvement in the supervision of their children's homework improved their academic achievement. Parental involvement in school governance enables the schools to meet the nutritional needs of learners. Learners' nutritional needs are likely to affect class attendance and general school participation (UNICEF, 2009).

Provision of school meals has proved to improve school attendance and academic achievement (Lloyd, 2005).

In Kenya, low community and parental participation in schools are evident. Nduku (2003) observes that there is a need for more interaction between parents and the schools. Schools should welcome parents in well organised meetings and meaningfully engage them in decision making especially on matters concerning their children. Kibet (2010) investigated the role of parents in enhancing the quality of education in pre-school and found out that parental involvement was low. This study by Kibet focused on pre-schools and used the ex post facto design. The present study was based in primary schools and used explanatory sequential mixed method design. Parental involvement has been low and limited to enrolling their children to school and paying school fees since independence (Oketch & Rollerston, 2007). The introduction of free primary education in 2003 further reduced parental participation in school matters. A good number of parents believed that the government had relieved them all the responsibilities pertaining to their children's education (UNESCO, 2005). The studies reviewed indicate low participation of parents in meaningful school governance. In Kenya, various efforts have been made to improve the quality of education but none has focused on using parental involvement beyond providing funds for schools. The Basic Education Act (2013) provides for parents to be represented in the schools' boards of management and also establishment of a parents association.

It is expected that parents will use the two platforms to exercise their right to active participation in meaningful school governance. The CFSI strives to involve all stakeholders in school governance as a strategy to improve quality education. Most studies reveal that the biggest challenge is ensuring that pupils, parents and the community are involved in meaningful school governance. The studies reviewed did not establish the status of implementation of active participation in school governance. A study by Kibet (2010) was based in pre-schools and used expost facto design. The studies also did not establish the influence of active participation on the quality of education. This study therefore sought to find out the implementation of active participation of parents, learners and the community in meaningful school governance and further investigate its influence on the quality of education.

## **2.5 Effectiveness in Teaching and Learning and its influence on the Quality of Education**

Child-friendly schools emphasis on the use of child-centred teaching and learning. This is a teaching method where the pupils are actively involved in the learning process. It involves active and cooperative learning. The teacher plays the part of a facilitator. The CFS emphasis that teaching and learning should be child-oriented and customized to the learning needs of individual learners (UNICEF, 2009). The choice of the teaching and learning methodology is based on what is best for the learner as they work to acquire the skills, knowledge and attitude as guided in the curriculum (Miske, 2011).

Many scholars have underscored the fact that children's active participation in the learning process improves their ability to comprehend and remember the content taught (Katz, 2011). A study comparing children in child-centred with non-child-centred pre-school in Los Angeles found that children in child-centred classes performed better in maths tests but poorly in English (Stipek *et al.*, 1995). Several studies from the United States favour child-centred instructional approaches (Schweinhart & Weikart, 1993). Other studies by Fuller and Clarke (1994) found that learners perform far much better in achievement tests in classrooms that are more child-centred.

A study by Ninnes (2012) in Timor Leste noted one method of ensuring effectiveness in teaching and learning is placing the child at the centre and encouraging cooperation and democracy in the learning process. In the classroom environment, teachers in CFS demonstrate a commitment to create child-friendly classrooms that encourage student to student and student to teacher interaction. The learning environment should be physically and psychologically safe. The learners are encouraged to be critical and creative. Teachers are required to give feedback to pupils concerning tasks given promptly and in a friendly manner (UNICEF, 2009). The CFS advocates for evaluation using continuous assessment tests and other practical methods instead of summative examinations. Colby (2000) noted that many teachers still used the traditional paper and pencil tests of factual knowledge that promotes rote-learning. Katz (2011) observes that another important process that promotes effective teaching and learning is the continuous assessment of the learners as a way of monitoring their progress.

Teachers and learners in Malawi reported that continuous assessment tests were done regularly and learners were involved in monitoring their learning progress (Miske, 2011). At school level the school should be committed to promote professional development for teachers. A study by Naoreen, Aslan, Arshad and Nau, (2011) in Singapore found out that teachers who were on staff development programmes were better and more productive than those who were not on any staff development programme. However, Kanamba (2014) reported that 62.2% of the teachers in Meru, had not received any training throughout the year.

A study by Njogu (2016) in Njoro, also found that majority of the teachers did not attend any trainings or seminars. An evaluation of CFS in Phillipines revealed that in order for schools to enhance effectiveness, they had embarked on capacity building that enables teachers and headteachers to comprehend child development which is critical for planning and selection of the appropriate teaching practices. In-service courses are important because they keep teachers abreast with new knowledge and practices in the field (Avalos, 2010). The CFS manual requires schools to conduct frequent in-service trainings for teachers in order to keep them abreast with new knowledge and skills (UNICEF, 2009). A CFS evaluation in South Africa reported that most teachers indicated that they were provided with ongoing opportunities to better their teaching methodology through seminars, workshops and in-house trainings. Majority of the teachers agreed that the trainings opportunities had improved their teaching (UNICEF, 2010).

According to the child-friendly schools manual, learners should be provided with adequate textbook in order to improve the effectiveness of teaching and learning (UNICEF, 2009). Katz (2011) also noted that learners should be given text books as a way of improving effectiveness of teaching and learning. A study by Njogu (2016) in Njoro found that the pupil text book ratio was 1:3. Kanamba (2014) also revealed that in Meru, the pupil text book ratio was 1:3 while Musila (2015) reported that the pupil textbook ratio in Kangundo was 1:4. Kanamba (2014) reported that one of the challenges of achieving effectiveness in teaching and learning in Meru is lack of adequate learning resources such as textbooks for teachers and pupils.

The three studies by Njogu, Musila and Kanamba used descriptive survey design. The present study used the mixed methods design specifically explanatory sequential method. The three studies focused on the pupil-textbook ratio but did not look into the reference books for teachers which the present sought to investigate. A study by Muthima and Mutinda (2015) on adequacy and quality of teaching and learning resources provided by the free primary education programme in public primary schools in Ndaragwa, revealed that 93.1% of teachers indicated that the reference books for teachers were inadequate. The study used cross-sectional survey design. From the literature most of the studies did not focus on the teachers' reference books which the present study sought to do. Clair (2011) reported that teachers indicated that they did not have teachers' guidebooks for the subjects they taught.

Textbooks for teachers and pupils are said to facilitate the learning process and improve performance. Textbooks are effective in improving the quality of education (Christopher, 2011). The Child centred pedagogy is highly emphasized in the CFS, however an evaluation by MoEST (2013) indicates that most teachers were still using the traditional teacher- centred methods. As a result MOEST recommended that teachers should be trained on the use of child centred pedagogy. A study by Chege (2008) reported that in Kenya, most teachers in upper primary were not using child-centred teaching methods. This study therefore seeks to follow up on the extent to which child-centered pedagogy is being used in upper primary. Ninnes (2012) noted that CFS in Timer Leste had exposed teachers to a wide range of new teaching methods such as participatory and child-centred methods.

Two studies by Doherty and Hilberg (2007) in lower grade classes in Latin-America noted that child centred pedagogy increased pupils achievement. In Philippines a shift from the teacher-centred to child-centered teaching was reported in the CFS as reported by one respondent in an interview. He said,

Previously teachers would give a lecture on a given topic and the pupils would listen and try to understand what the teacher was explaining. Now teachers have a variety of teaching methods and strategies to choose from, opting for the most suitable one for the lesson at hand and the one that attracts the interest of the students in order to maximize the attainment of objectives.” (Osher, 2009)

A study done in Macedonia reported that CFS improved their effectiveness in teaching by revision of the curriculum in all subjects and including life skills-based education in the primary education curriculum. It further notes that

school managers go beyond the traditional focus and become instructional leaders (Clair, 2011).

## **2.6 Gender Sensitivity and its influence on the Quality of Education**

Gender sensitivity is a key dimension of Child-Friendly Schools. It emphasizes that both girls and boys must have equal opportunities to participate fully in a school environment that caters for the basic and varying needs of girls and boys and the dynamics in female-male relationships, and also be provided resources and learning experiences that facilitate the realization of human rights that are not gender biased (UNICEF, 2010). Gender equality is an important aspect of quality basic education. It is one of the goals of Education for All (goal 5) and it was a key element of the Millennium Development Goals. Although great progress has been achieved, to sustain progress toward the goals of Education for All and the Millennium Development Goals of enrolling and retaining all girls and boys in school, it is important to develop new teaching methodologies, new ways of learning, and curricula that enable girls and boys to grow, develop, and learn as equals (Oxfam, 2005). Boys and girls are all negatively affected by gender expectations and gender bias in schools.

This differentiation translates into gender bias and affects girls and boys negatively when one group or the other can access more or better educational resources than the other or when several grown-ups and peers, especially those who are powerful or admired, enact gender-differentiated patterns of instruction or interaction (Kendall & O’Gara, 1996).

Child-friendly schools promote equality in enrolment, retention and achievement of both boys and girls. The schools are required to have policies that enforce policies on equality in enrolment and achievement. Chege (2008) did an evaluation of CFS in Kenya and found out that gender equality and equity had been achieved. A study by Manduku et.al (2016) on assessment of the effects of child-friendly schools on learners' performance in Londiani reported that 91.67% of the headteachers agreed that their schools had put in place measures and policies that promoted gender equality in enrolment and achievement.

In many instances there is a lack of gender responsiveness in the classroom environment, the curriculum, the teaching pedagogy, the teaching and learning materials, and in school management systems (Mlama, 2005). Barriers to access and quality of education, especially for girls, affect all areas of life and exist in all levels of education. Therefore, educational access and quality should to be addressed by multiple interventions in the various contexts such as socio-economic, ethnic, religious, and any other. They also need to be addressed at the individual level of the learner, the learners' interactions in the classroom with the teacher and with each other, in school, and at the level of the school within the community and the national system in which each school is embedded (INEE, 2010).

Socially constructed ideas of gender affect educational access and learning and therefore gender-responsive schools should address all these issues. Child-Friendly Schools address these issues by posing questions such as how the

curriculum is affected by gender; how the teacher's interactions with students are affected by gender; and whether the school environment is safe for both boys and girls (Halai, 2010)

Gender equality in education addresses the varying needs of girls and boys and encourages enrolment and equal participation. Creating a gender-responsive environment requires restructuring the culture, practices, and policies of the education system so as to meet the varying needs and capacities of all pupils (INEE, 2010). It is worth noting that separate toilets for boys and girls were reported to have contributed to gender-responsivity in Kenya's public primary schools (MoEST, 2013).

A study by Anjali (2017) on the UNICEF policy on child-friendly schools practices in Sunshine Boarding school in Nepal found out that the school had separate toilets for boys and girls. It was however observed that the male and female staff shared a common toilet. This was a case study of Sunshine boarding school. The study was purely qualitative and used observations and interviews only. The present study used mixed methods specifically the explanatory sequential design.

In Rwanda, there were separate toilets for boy and girls (UNICEF, 2009). Kanamba (2014) noted that they were separate toilets for boys and girls. A high ratio of girls to toilet facilities was however reported and was singled out as a barrier for girls' regular attendance in school. The study by Kanamba did not explore other gender issues in education as prescribed by the CFS manual which the present study sought to do.

A gender-responsive school is one in which individual needs of both girls and boys are taken into consideration in academics, as well as in the social and physical environment of the school, and in the neighbouring community. For instance, the classroom can be arranged in a gender-responsive manner by putting girls' and boys' seats and desks in a way that encourages girls to speak out and overcome shyness (Mluma et al., 2005).

A school with a gender-responsive environment makes sure that each pupil has access to a safe and clean school environment, and puts into consideration the different needs of boys and girls. For example, a gender-responsive environment will avail clean, private latrine options for girls, and provide clean water (UNICEF, 2009). Equity in the learning process means that all learners are exposed to the same curricula regardless of their gender (although coursework may be taught differently so as to accommodate different learning styles and needs). All boys and girls should be free to learn, explore and also develop skills in academic and extracurricular activities (United States Agency for International Development [USAID], 2008). Anjali (2017) found that boys and girls were given equal opportunities in class activities. An evaluation of CFS in Nigeria reported that the school heads said that male and female learners were treated equally and were encouraged to participate in school activities. The students also agreed that boys and girls were given treatment opportunities to succeed (UNICEF, 2009).

Developing gender-responsive curriculum and textbooks is an important step towards gender equality in classrooms. Textbooks and other materials used for teaching and learning can perpetuate gender stereotypes through pictures and text that portray gender-bias of men and women (e.g., images of boys learning science or math and girls cleaning houses or cooking). A gender-responsive curriculum will also put into consideration what images of masculinity and femininity pupils are bringing with them to school and in the class (INEE, 2010).

It is also necessary to make sure that the content and the teaching process is gender-responsive and gender -equitable. Given the interrelationship between curriculum, learning, assessment, and teaching, addressing gender equity in professional development involves paying attention to pedagogy, curriculum content as well as learning resources, the learning environment, language of instruction and methods used to evaluate and assess learners (Oxfam, 2005). It is especially important for trainers to remind teachers about gender-equitable pedagogy, because teachers have the daunting task of developing self-awareness about their teaching practices. This involves teachers' assessing their own gender bias and also teaching pupils how to identify gender bias themselves (AIR, 2009).

Materials used for teacher training should be gender-responsive so that all pupils are exposed to teaching methods that are not gender biased and are free from stereotypes. Teachers should be trained on how to use inclusive teaching methods to help integrate pupils marginalized due to ethnicity, poverty, or

gender discrimination (USAID, 2008). International research has demonstrated unequivocally how important teacher behaviour is as well as classroom pedagogy in order to move towards gender equality in education (UNESCO, 2012).

Teachers' beliefs and practices in the classes are rooted in wider social and cultural beliefs about males and females and their ability to go through education and excel academically (Halai, 2010). Lack of proper training in gender awareness may cause teachers to inadvertently reinforce gender stereotypes in the classes (USAID, 2008). For example, in Malawi, researchers have noted that teacher behaviour negatively affects girls more than boys (Kendall, 2006). This potentially contributes to increased dropout rates among girls in primary school and decreased enrolment in secondary school. It is therefore important that teachers get to know how their own perceptions or expectations affect pupils in the classroom environment, including the way they assess learners and how they give feedback. Teachers and all education stakeholders should learn how to identify and deal with gender bias (USAID, 2008).

All stakeholders in the school, including parents and community members can assist in the development of fair policies and practices that will ensure schools have safe, gender-responsive environments (AIR, 2009). Stakeholders or duty bearers include pupils, parents, community members, teachers and head teachers, and the government. Each group of duty bearers has a critical role of creating and supporting a gender-sensitive education system at all levels.

At the school level, pupils, teachers, and head teachers play a key role of ensuring that the classes, curriculum and processes used are respectful, ethical, and gender-sensitive. However, the efforts towards creating gender-sensitivity in the curricula, pedagogies and in school environments must be supported by all stakeholders (Mlama et al., 2005)

Better school environment improves girls' school attendance, enrolment, career goals and examination results. Thus schools need to take a realistic course of action to benefit learners (Oigara, 2011). According to Sommer (2011) lack of separate toilets for females and males causes girls to be absent from schools. This is because of lack of privacy especially during their menstruation period. In Rwanda girls are advised not to go to school during their menstrual period days which sometimes may lead to increased school drop rate (UNICEF, 2009).

Child-friendly schools strive to provide a gender-sensitive classroom environment by ensuring that the curriculum, teaching methodology, teaching and learning resources, classroom arrangement and the teachers are gender responsive (Mlama, 2005). Gender training for teachers is important because they usually interpret the curriculum according to their own beliefs and perceptions and may not be aware of the discriminatory messages they pass to the students through textbooks and teaching methods (Ginsburg & Kamat, 2009).

An evaluation by UNICEF (2009) on CFS in Macedonia reported that the text books for grade one up to grade eight learners were not gender responsive and highlighted some issues such as the presence of males and females characters not being equal, female characters were given supporting roles and there were very few female textbook authors. Bernard (2005) conducted a study in Cambodia on the effects of CFS model and reported that the CFS schools were devoted in creating gender responsive school environments by training teachers to be gender sensitive in the teaching processes and the language they used.

In Nigeria, the CFS initiative began in 2002, with the goal of building 600 child-friendly schools by 2007 with gender equity as the key dimension. However, the schools achieved an increase in the overall enrolment rate in child-friendly schools but did not manage to reduce the gender gap (UNICEF, 2009). A study by Okeke and Rufai (2003) attempted to find out the effectiveness of child friendly, gender-sensitive schools, and its impact on pupil achievement. The study, however, concentrated on girls' achievement and relied on a systematic, longitudinal analysis of pupils' grades from school-based, teacher-made, end-of-school-year promotion examinations to make judgments about the progress of pupils' academic achievement. In Kenya, a study by Chege (2008) on the evaluation of CFSI in Kenya reported that CFSI had managed to raise the girls' profiles within the schools. Gender equity and equality was also noted. However, in terms of the boarding facilities, the boys' facilities were neglected compared to the girls'.

Chege (2008) found that gender equality had been attained but also noted that girls needed more private toilets. The present study adopted a mixed method design as opposed to the longitudinal and descriptive and involved boys and girls. The study also explored the status of gender equality and responsiveness in the school and classroom environment and their influence on the processes used in the class.

### **2.7 Safety and Protection, Nutrition and Health and its influence on the Quality of Education**

The term health outlines potential relationships between spiritual health interventions and behavioural, emotional and physical health outcomes (MoEST, 2013). Good health, nutrition and hygiene have a direct influence on the learning outcomes. This is because they maximize the possibility of synergy, improve academic performance and also enhance retention and transition (Whitman & Aldinger, 2009). Improving the health and nutrition gives the greatest educational benefits to the poor and the most vulnerable children.

In as far as health is concerned, the CFS manual states that schools must be hygienic and have adequate water and sanitation facilities. The school is not a source of illness but instead facilitates and promotes good health. The school should also have a well-equipped first aid kit and a few teachers and pupils trained on giving first aid. The school should be linked to a local health facility where learners can be taken in case of sickness (UNICEF, 2009). Learners should be taught how to control and prevent some of the infectious diseases and proper hygiene (Glewwe & Miguel, 2008).

Therefore CFS should provide life skills-based health education. Physical education should also be frequently taught as it promotes good health. The school should be able to provide psycho- social support to learners through guidance and counselling services (UNICEF, 2009). These services promote the physical as well as the psycho-socio emotional health of the children. The school should also organize to de-worm the learners with the consent of the parents (Jukes, Drake & Bundy, 2007). Child-friendly schools strive to meet the nutritional needs of learners where necessary. Some learners come from homes that are not able to provide the children with a single meal. The school should be able to identify such children and plan to provide a well- balanced meal to the learners. Nutritional supplements can also be provided to such learners (UNICEF, 2010). School feeding programmes positively influence school attendance, enrolment and academic performance (Adelman, Gillian & Lehrer, 2008).

Provision of health services in schools contributes to learning by reducing the rates of absenteeism and poor attention in class. Sick children cannot be able to attend school regularly. Studies from China, Guinea, India and Mexico reported that children's sickness is the major cause of absenteeism (Carron & Chau, 1996). School-based health interventions improve academic performance in developing countries. School – based deworming programmes in Guinea, were reported to have increased academic performance and the quality of learners (Williams & Leherr, 1998).

According to Paternite (2005), schools should provide health services such as assessment, prevention, intervention and guidance and counselling services. These services ensure that schools are able to provide safe and healthy learning environments for all learners. Health services provided in schools also address pupils' behaviour and discipline, and contribute to promote pupils learning outcomes. Learners cannot achieve much in school if they are struggling with health issues. Specifically, sick children are not able to concentrate in schoolwork and so perform poorly in academics as well as in social interaction (Clemencia, 2014).

Nutrition from food is critical for both physical and mental function and growth. Although adequate nutrition is critical for the body and mind to function, it is less attainable by some pupils due to a number of factors, such as socio-economic status, cultural barriers, and specific preferences (UNICEF, 2010). Many of the academic and behavioural obstacles that pupils face in the classroom are fuelled by inadequate nutrition and lack of understanding about what nutrition is all about and its importance (Snow, 2011). Attempting to fix the issue of undernourishment is critical in the quest for advancements in all areas of school achievement and the assurance of bright futures for all pupils. Children who are undernourished have been found to have significant difficulties in school achievement, in both academic and behavioural areas (Jukes, Drake & Bundy, 2007). Institutional-based feeding programmes have a positive influence on school attendance, enrolment and achievement in learning (Adelman, Gillian & Lehrer, 2008).

Reports from the global evaluation on CFS show that nearly all schools had feeding programmes as a key service towards promotion of student engagement and learning (AIR, 2009). CFS ensures children safety and protection while in school. The school compound must be safe for children to walk around and play. It should be well fenced and the gate well manned to monitor the people coming in and out, it should not have open ditches or holes (UNICEF, 2009). The school buildings should comply with the building regulations and school safety manual. Learners should be protected from abuse and harm. There should be clear channels of reporting abuse or harm (Pinheiro, 2006). As such, CFS does not tolerate harassment and antisocial behaviour. Non-violent discipline is applied and teachers are not allowed to use corporal punishment or use abusive language to the learners. The classrooms should be well ventilated and well lit (UNICEF, 2009). They should also not be overcrowded and the recommended class- pupil ratio of 1:40 adhered to. Codes of conduct protecting learners from sexual harassment, abuse, bullying, corporal punishment, stigma and discrimination should be established and enforced. The schools should be drug free zones and alcohol use should be prohibited. The learners should feel safe when in school in order to maximize their full potential (UNICEF, 2009; MoEST, 2013).

Safety is a basic and fundamentally important need. Lack of safety undermines learning, teaching and healthy development of learners. For a long time, schools have paid a lot of attention to physical safety while ignoring social and emotional safety. Bullying contributes to pupils feeling unsafe socially, emotionally and physically. It also makes pupils feel unsafe in school

and as result it affects their learning ability and healthy development. Schools should work with families and community leaders in order to create safe, caring school communities (Pineiro, 2006).

Learning environments are made up of physical, psychosocial and service delivery elements. Studies have shown that the quality of the physical facilities affect learning (Carron & Chau, 1996; Willms, 2000). The conditions in the class like lighting, ventilation, floor surface, proper roofing and walls also affect learning. The class size also influences performance. A study done by Willms (2000) showed that there is a relationship between class- size and students' performance.

According to the MoEST (2013), construction and safety manual, an appropriate school infrastructure should be well lit, well ventilated and durable. Classrooms should be able to accommodate the recommended number of 40 pupils. This in turn improves the learning environment and prolongs the lifespan of the building. The doorways should be enough for emergency purposes, open outwards and should not be locked from outside at all when pupils are inside. The classroom windows should not have grills and should easily open. Floors should be level and be kept clean to avoid falls. Floors should be cemented to prevent generation of dust which can be a health risk to teachers and learners. A healthy and safe environment will promote teaching and learning and eventually the learner's performance will improve (Rimer, et. al., 2002).

The furniture used in classrooms especially the desks should be suitable for use by both boys and girls. Poorly made or unsuitable desks can cause physical deformities such as curvature of spine, contraction of chest and roundness of shoulders. Such deformities will lower the learners' self-esteem and will adversely interfere with teaching and learning leading to poor learning outcomes. Psychosocial elements such as peaceful and safe learning environments influence the learner's participation and achievement in class. Issues of bullying, sexual harassment and corporal punishment affect the quality of the learning environment (Pigozzi, 2000). According to Kanamba (2014) corporal punishment was still rampant in most schools. The literature reviewed has shown the importance of hygienic, safe and protective school environments. The present study seeks to find out the levels of hygiene, safety and protection in the school and classroom environments as a principle of CFS.

## **2.8 The Quality of Education provided in Public Primary Schools**

There is no universally acceptable definition for quality education (Adam, 1993). Many scholars have come up with many definitions of education. This study used the UNICEF definition of quality education which is rights-based and also used in the child friendly schools framework and the Dakar framework (Chabott, 2008; UNICEF, 2009). UNICEF recognizes five dimensions of quality namely; environment, content, learners, processes and outcome.

The five dimensions are founded on the rights of the whole child (UNICEF, 2009). Dakar Framework insists that quality is at the heart of education.) The focus is to provide quality learning environments, processes, content and learners' health and nutrition. The UNICEF definition of quality focuses on expanding the quality of education definition from the popular measure of cognitive abilities done through examinations (Chabbott, 2008). School quality should not only be defined in terms of cognitive abilities of learners but should also include non-cognitive measures with a focus on holistic development of every child (Reddy, 2007). Of concern should be the learning environment, the teaching and learning process, the content and as well as the learners.

The right to quality education and standards is supported by various international legal frameworks such as convention on the Right of the Child, Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights. The international legal framework concerned with the quality of education is supported by international political commitments such as the World Declaration on Education for All (Jomtien, Thailand, 1990) and the Dakar Framework for Action, of which Kenya is a signatory. Concerns of poor quality basic education have been highlighted at international, regional and national levels. In the Asia-pacific region, a review of the EFA goal 6, on improvement of quality education reported that many pupils lacked the most basic literacy and numeracy skills.

In Latin-America and the Caribbean, a study on guaranteeing the quality of education for all revealed that the state of education was poor and schools experienced many challenges (EFA/PRELAC, 2007). In the Middle East and North Africa, improving the quality of education is being prioritized as a matter of urgency. An assessment done by the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ), revealed that in some countries, less than 10 per cent of the students attained the standards expected in the curriculum (Spaul, 2012).

In discussing the quality of learners, UNICEF (2009), notes that UNICEF'S framework on quality identifies health, nutrition and regular school attendance as important indicators of quality education. The health and nutrition status of learners affect their consistency in school attendance, concentration in class and general participation in school. Provision of school meals and medical facilities like first aid kit, school health unit can be provided by parents and community partnership (Lloyd, 2005). The child-friendly schools are guided by the CRC which emphasize the importance of children's right to participate in school governance.

In developing countries, it has become increasingly evident that that education expansion without adequate attention to education quality is an inefficient social investment (UNESCO, 2005). The 2005 and 2012 (EFA) Global Monitoring Reports, noted that the quality of education in most Sub-Saharan countries was very poor.

The poor quality of education is reflected by insufficient learning resources, inadequate infrastructure, inappropriate teaching methods, and poor health of learners, unsafe and uncaring school environments and overcrowded classes (UNESCO, 2012). Children in Kenya especially the vulnerable from the Asal areas and the informal settlements are deprived access to quality education (Save the child, 2006; MoEST, 2014). The children who attend school regularly also face the issue of getting low quality education. The low quality of education is reflected in poor teacher management, weak financial management and control systems, wastage and high number of dropouts, high teacher-pupil ratio, overcrowded classes, unfit teacher training programmes, inadequate infrastructure especially in Asal areas and failure to cater for the educational needs of vulnerable children and poor assessment methods (MoEST, 2012). Concerns of quality education have also been expressed by other scholars, stakeholders and the United Nations, Academy such as Education in Crisis, 2016; MoEST,2014; UNICEF,2014; Glennester et al; 2011; Sifuna ,2007 as cited by (Lacrampe, 2017).

The Free Primary Education policy increased the enrolment in primary schools by almost 50 per cent from 5.9 million in 2003 to 9.38 million (Kenya National Bureau of Statistics, 2011). The increased enrolment brought issues of the quality of education such as inadequate textbooks, overcrowded classrooms, inadequate infrastructure and insufficient sanitary facilities. The government, in partnership with UNICEF, introduced the CFS initiative to improve the quality of education.

Manduku et al (2016) did a study on effects of child-friendly schools on learner's performance in selected public primary schools in Londiani sub-county which reported that infrastructural facilities were not friendly to learners who were physically impaired. The study also established that implementation of child-friendly model improved students' performance in K.C.P.E. Similarly, Koskey (2016) found that the physical facilities in most of the school were not designed to accommodate all learners especially those who were physically challenged.

According to Kadima (2006) and Kithuka (2008) schools need to be restructured to cater for all learners. Similarly, according to UNESCO (2011) there are notable difficulties faced by children with special needs and teachers in inclusive settings such as physical accessibility which schools should address when they go inclusive. Kanamba (2014) reported that the pupil textbook ratio was 1:3 while Musila (2015) reported that pupil textbook ratio was 1:4. Kanamba (2014) revealed that good teacher-parent relationship resulted in pupils having positive attitudes towards the teachers, improved discipline and high achievement. The studies reviewed focused on the students' performance in KCPE as a measure of quality. The Dakar framework expanded the quality of education to go beyond test scores. The present study therefore focused on the quality indicators given by UNICEF and Dakar framework namely learners, processes, content and environment. The studies reviewed mostly used descriptive survey. The present study used mixed method design specifically explanatory sequential.

## **2.9 Summary of Literature Reviewed and Research Gaps**

A critical review of past literature shows that a number of conceptual and contextual research gaps existed in relation to the Child-Friendly schools dimensions and their influence on the quality of education. The monitoring and evaluation report on the implementation of CFS in Kenya by the MoEST (2013) did not capture the inclusion of learners with special needs. It dealt with inclusive classrooms which were concerned with active participation of learners in the learning process. Most of the literature is on studies done in other counties. The Global evaluation of CFS did not include Kenya.

Further, there was paucity of local literature on the status of implementation of inclusion of learners with special needs in public primary schools. Most of the studies focused on establishing factors influencing the implementation of inclusion of learners with special needs; Nyaigoti (2013), Kanamba (2014), Musila (2015). This left a gap of knowledge on the status of implementation of inclusion of learners with special needs in public primary schools which this study sought to fill. The studies reviewed did not establish the influence of CFS on the quality of education. A study done by Mwangi (2014) focused on the influence of CFS model on pupils' participation. Another study by Njogu (2016) focused on the influence of CFS model on students' performance in KCPE. The present study therefore sought to fill the gap of establishing the influence of CFS on the quality of education. Most of the studies used descriptive design. The present study used mixed method design specifically explanatory sequential.

Most of the studies reviewed on active participation of parents and pupils in school governance focused on factors influencing the implementation of active participation of parents, children or the community in school governance. They did not establish the status of implementation namely Musila (2015), Kanamba (2014), Obonyo (2017). A study by Kibet (2010) was based in pre-schools and used *expost facto* research design. The present study was based in primary schools and used mixed method. Studies on CFS reviewed did not find out its influence on the quality of education which the current study investigated.

Concerning the implementation of effectiveness in teaching and learning, a study by Okeke and Rufai (2003) attempted to find out the effectiveness of child friendly, gender-sensitive schools, and its impact on pupil achievement. The study, however, concentrated on girls' achievement and relied on a systematic, longitudinal analysis of pupils' grades from school-based, teacher-made, end-of-school-year promotion examinations to make judgments about the progress of pupil's academic achievement. This study adopted a mixed method design as opposed to the longitudinal one. The study focused on students' achievement while the present study focused on the quality of education. Studies by Njogu (2016) and Manduku et al (2016) also looked into the influence of CFS on students' achievement. The present study established the influence of implementation of effectiveness in teaching and learning on the quality of education.

On the implementation of gender sensitivity, one study reviewed by Anjali (2017) was a case study of Sunshine Boarding school and was purely qualitative. Only interviews were conducted to collect data. The present study used mixed method where both qualitative and quantitative data was collected. Other studies reviewed used descriptive survey design. Studies by Manduku et al (2016), Kanamba (2014), Musila (2015) did not establish the status of implementation of gender sensitivity. The studies reviewed explored the influence of gender sensitivity on students' academic performance or completion rates of girls.

Studies reviewed on the health, nutrition and safe and protective school environments focused on assessing whether schools are compliant with the set policies but did not find out the influence on the quality of learning environment which this study sought to explore. Studies by Njogu (2016), Obonyo (2016) and Kanamba (2014) did not find the status of implementation and also the influence of health, nutrition, safety and protection on the quality of education. The study by Kanamba (2014) did not explore other gender issues apart from the toilet issue. The present study therefore sought to fill the gaps identified on gender sensitivity.

While studies have been conducted in Kenya on factors that promote quality education, (Anyango, 2001; Orina, 2005; Nkonge, 2010), the researcher did not come across any that addresses all the factors in the rights-based Child-Friendly schools framework.

UNICEF (2009) notes that Child-Friendly schools are characterized by strong democratic leadership, inclusiveness, gender sensitivity, safe and protective schools, health and nutrition promotion and use of child centred pedagogy. Further, the researcher did not find any study that investigated the influence of the CFS dimensions on provision of quality education in Kenya. There is insufficient empirical data on the extent to which CFS dimensions are influencing quality education in the developing countries. It is due to this paucity of studies that prompted this study to fill the research gap on the influence of Child-Friendly schools initiative in provision of quality education in public primary schools in Nairobi and Kajiado, Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the overall methodological framework. It covers the research design, study locale, variables, target population, sampling procedures, sample size, instruments, data collection procedures, validity, reliability, piloting, data analysis and ethical issues.

#### **3.2 Research Design**

To achieve the study objectives, the researcher used mixed methods design specifically the explanatory sequential design. This design has two phases. The first phase involved collection of quantitative data first and the second phase involved collecting qualitative data to explain or elaborate on the quantitative results. A general picture of the research problem through the results of quantitative data is given. The qualitative data is then used to refine, extend or explain the general picture (Creswell & Plano, 2011).

The design allowed the researcher to examine the influence of CFSI on the provision of quality education from quantitative data, collected through questionnaires in the first phase and also from qualitative data collected through interviews and observations in the second phase. It also enabled the researcher to determine the status of child friendliness in public schools and how the CFS dimensions were being implemented both quantitatively and qualitatively.

Therefore, this design enabled the researcher to refine quantitative results by using the qualitative data. Through this design the researcher gathered pertinent information from various stakeholders regarding the influence of CFSI on provision of quality education in a general way and also in a more detailed manner. This is important because the design puts together various strengths and non-overlapping weaknesses of quantitative methods (large sample size, trends, generalizations) with those of qualitative methods (small sample size, details, in depth) (Patton, 1990). The design allowed the researcher to comprehensively bring out evidence-based developing trends of providing quality education as experienced in the CFS.

### **3.3 Location for the Study**

The study was conducted in two selected counties in Kenya, namely; Kajiado and Nairobi. UNICEF & MoEST's main focus was on improving the quality of education in the marginalised areas such as the urban slums and Asal areas through the CFSI. In Particular, the public primary schools in Kajiado and those in the informal settlements in Nairobi were identified as having uncondusive learning environments and had learners who were living in difficult circumstances (UNICEF, 2009; UNESCO, 2012; MoEST, 2009)

### **3.4 Target Population**

The study was carried out in 110 public primary schools situated in the informal settlements of Nairobi and 90 public primary schools in Kajiado that were implementing the Child-friendly schools initiative.

Therefore the target population for the study comprised of 200 public primary schools head teachers. A total of 1201 class 7 and 8 teachers were targeted for the study of which 722 were in Nairobi and 479 were in Kajiado. The target population for pupils comprised of 2396 Class 7 and 8 pupils, of whom, 1439 were in Nairobi and 957 were in Kajiado. A total of 14 County Quality Assurance and Standards Officers (CQASO's) were targeted for the study of which 9 were in Nairobi and 6 in Kajiado.

### **3.5 Sampling Techniques and Sample Sizes**

#### **3.5.1 Sampling Techniques**

##### **Schools**

First, the researcher obtained a list of 110 public primary schools in the non-formal settlements in Nairobi that were implementing the CFS dimensions from Nairobi county education office. Similarly a list of 90 public primary schools implementing CFS was obtained from Kajiado county education office.

The schools were listed according to their respective sub-counties hence each sub-county formed a stratum. Through proportionate allocation, the number of schools to be selected from each sub-county was obtained. Orodho (2009) notes that proportionate sampling provides a sample that is proportional to its size in the population. Simple random sampling was used to select the specific schools to be included in the study. This was done by writing the names of the schools in a given sub-county on small papers. The papers were then folded and put in a container where they were shuffled.

The number of papers picked was according to the required number of schools. (See Table 3.1) The papers were picked randomly. This procedure was used for all the sub-counties.

### **Sampling of respondents**

#### **Head Teachers**

All the head teachers of the selected schools were included in the study. Head teachers were included in the study because they are in charge of the schools.

#### **Teachers**

From a target population of 1201 teachers, 12.5% were sampled as study respondents which was 150 teachers. A sample size of 10% is the minimum acceptable sample size for small samples (Gay, 1992). Through proportionate allocation ( $150 \div 1201 \times 722$ ) resulted to 90 teachers in Nairobi. In Kajiado,  $150 \div 1201 \times 479$  resulted to 60 teachers. To get the number of teachers in Nairobi per school, 90 teachers were divided among the 15 schools which resulted to 6 teachers per school. In Kajiado 60 teachers were divided among the 10 schools which resulted to 6 teachers per school. From each of the sampled schools in each sub-county, 6 teachers were selected. Stratified random sampling based on gender was used to select the specific study respondents. Stratified random sampling allows all the sub-groups to be represented in the study (Amin, 2005). This was done by first establishing the number of male and female teachers in class seven and eight.

Six papers were written yes (3 for male and 3 for female) and the remaining were written no. The papers were put in two separate boxes, one for the male teachers and the other one for the female teachers. After shuffling the papers, the teachers were requested to pick one paper each from the respective boxes. The teachers who took the papers written yes were selected to participate in the study. This procedure was repeated in all the schools.

### **Pupils**

From a target population of 2396 pupils, 12.5% which was 300 were selected to participate in the study. A sample size of 10% is the minimum acceptable sample size for small samples (Gay, 1992). Through proportionate allocation (300 divided by 2396, multiplied by 1439) equals to 180 pupils in Nairobi. In Kajiado (300 divided by 2396, multiplied by 957) equals to 120 pupils. To get the pupils to be selected per school in Nairobi, 180 pupils were divided among the 15 schools which resulted to 12 pupils. In Kajiado, 120 pupils were divided among the 10 schools which resulted to 12 pupils. Therefore 12 pupils were selected to participate in the study in each sampled school.

Pupils from standard seven and eight were sampled purposively. The two classes were chosen because they would comprehend the questions better so as to give objective and accurate responses. Purposive sampling allows the researcher to use the cases that have the required information (Mugenda & Mugenda, 2003). Stratified random sampling based on gender was used to select 12 pupils from class 7 and 8 who participated in the study.

Stratified sampling enables the researcher to have the desired representation from various subgroups in the population (Mugenda & Mugenda, 2003). The pupils from class 7 and 8 who were present that day were used. They were divided into two groups according to gender. Twelve papers were written yes and the rest were written no. Six papers were put in the girls' box and the other 6 were put in the boys' box. The pupils were requested to pick a paper from the respective boxes. The pupils who picked the papers written yes were selected for the study. This procedure was used to select pupils from all the schools.

### **County Quality Assurance and Standards Officers**

CQASO's were included in the study because they are in-charge of maintaining quality education standards in the schools. Purposive sampling and proportionate random sampling were used to select the CQASO'S. Purposive sampling allows the researcher to use the cases that have the required information (Mugenda & Mugenda, 2003). Proportionate random sampling ensures that all the sub-groups are represented in the sample according to their population sizes (Orodho, 2009).

### **3.5.2 Sample Size**

#### **Schools**

From a total of 200 schools, 25 schools which were 12.5% of the total number of schools participated in the study. A sample size of 10% is the minimum acceptable sample size for small samples (Gay, 1992).

From Nairobi, 15 (13.6%) schools drawn from the informal settlements were selected for the study while in Kajiado 10 (11.11%) schools participated in the study.

### **Headteachers**

Head teachers from the sampled schools participated in the study because they are in charge of the schools and therefore have first- hand information on what goes on in the school. 15(13.6%) headteachers from Nairobi and 10(11.11%) from Kajiado participated in the study. This gave a total of 25(12.5%) headteachers out of 200 from the two counties.

### **Teachers**

Teachers from the sampled schools were involved in the study because they facilitate the teaching and learning in the schools. They are also in regular contact with the school environment, the pupils, parents and the school management. From a target population of 1201, those who participated in the study were 150 (12.5%) teachers of which 90 teachers were in Nairobi and 60 were in Kajiado. A sample size of 10% is the minimum acceptable sample size for small samples (Gay, 1992). Six teachers from each of the sampled schools participated in the study.

### **Pupils**

Pupils from the sampled primary schools participated in the study because they are the recipients of the services provided in the school and so were better placed to give information that would be valuable for the study.

From a target population of 2396, those selected to participate in the study were 300 (12.5%) of which 180 were in Nairobi and 120 were in Kajiado. A sample size of 10% is the minimum acceptable sample size for small samples (Gay, 1992). Twelve pupils from each of the sampled schools participated in the study.

### **County Quality Assurance and Standards Officers**

Nairobi has 9 CQASO's and Kajiado has 5 making a total of 14. A total of 4 (28.6%) CQASO'S in the two counties participated in the study of whom 2(14.3%) were in Nairobi and 2 (14.3%) were in Kajiado. CQASO's were included in the study because they are in charge of monitoring and maintaining the quality of education standards in the schools.

**Table 3.1:**

#### *Sample Size*

County	Respondents							
	Head teachers		Teachers		Pupils		CQASO	
	No.	%	No.	%	No.	%	No.	%
Nairobi	15	13.6	90	12.5	180	12.5	2	14.3
Kajiado	10	11.11	60	12.5	120	12.5	2	14.3
<b>Total</b>	<b>25</b>	<b>24.71</b>	<b>150</b>	<b>25</b>	<b>300</b>	<b>25</b>	<b>4</b>	<b>28.6</b>

### **3.6 Research Instruments**

The researcher used the following instruments to collect data.

1. Child Friendly School and Quality Education Questionnaire for Head teachers.
2. Child Friendly School and Quality Education Questionnaire for Teachers.

3. Child Friendly School and Quality Education Questionnaire for Pupils.
4. Child Friendly School and Quality Education Observation Checklist.
5. Child Friendly School and Quality Education Interview Guide for CQASO'S

**i) Child-Friendly school and Quality Education questionnaire for head teachers**

The first section of the questionnaire sought demographic information of the respondents. The second section asked pertinent information on the status of implementation of CFS dimensions in schools and the quality of education. This was done using a five point Likert scale as well as open and close ended questions.

Questionnaires were used for this study because it is an inexpensive way to gather data from a potentially large number of respondents. Mugenda and Mugenda (2003) observe that it is the only feasible way to reach a number of reviewers large enough to allow statistical analysis of the results.

**ii) Child-Friendly school and Quality Education questionnaire for teachers**

The first section of the questionnaire sought background information of the teachers. The second section sought pertinent information on the status of implementation of the CFS dimensions in their school and the quality of education. This was established by using a five point likert scale as well as open and close-ended questions.

**iii) Child-Friendly school and Quality Education questionnaire for pupils**

The first section sought the background information of the pupils. The second part sought pertinent information on the status of the implementation of CFS dimension and the quality of education using a five point likert scale and open and close- ended questions.

**iv) Child-Friendly school and Quality Education observation checklist**

The observation checklist checked whether schools had complied with the CFS dimensions. This included the safety and protection measures taken by the school, quality and adequacy of physical infrastructure, learning resources, inclusion of learners with special needs and measures taken to accommodate them, provision of healthcare, hygiene, and clean water. Mugenda and Mugenda, (2003) note that a researcher utilizes an observation checklist to record what he or she observes during data collection. The researcher used a checklist of compliance to CFS dimensions.

**v) Child Friendly School and Quality Education Interview Guide for CQASO'S**

An interview guide was used as a follow up on the implementation of CFS dimensions and the strategies that were being used. Creswell & Plano (2011) note that interviews allow for further probing and clarifications. This is in line with the research design that was used which was explanatory sequential whereby; after collection of quantitative data, qualitative data was collected through interviews for further probing.

### **3.6.1 Validity**

Content validity was got by seeking expert judgement from the researcher's supervisors, who are lecturers in Kenyatta University, Department of Educational Management, Policy and Curriculum Studies as proposed by Mertens (2005). They assessed and rated the relevance of the content used in the questionnaires, interview schedule and observation checklist. The researcher then computed a content validity index. The rating scale was 1-not relevant, 2-somewhat relevant, 3-quite relevant, 4-highly relevant (Waltz et al, 2005). Items with a content validity index of 0.75 and above were retained. Items below 0.75 were modified or discarded based on the expert's recommendations (Amin, 2005).

### **3.6.2 Reliability**

The researcher used the internal consistency technique. This entailed administering a single test to a sample of subjects. The scores obtained in one item in the instrument were correlated with the other items in the instrument. Cronbach's Coefficient Alpha was computed to determine how the items correlate among themselves. Reliability co-efficient above 0.7 for all questionnaires. Gay (1992) observes that a correlation co-efficient of 0.7 and above can be regarded as a high reliability.

### **3.6.3 Piloting**

A pilot study was conducted before the actual research in order to ensure that all the research instruments gave the information needed (Bryman 2001; Gorard, 2003).

The research instruments were pretested in three different schools in Kajiado and Nairobi counties that were not part of the main study. Thirty participants per group took part in the pilot study as recommended by (Hertzog, 2008).

### **3.7 Data Collection Procedures**

Data collection was done in three phases as recommended by Orodho (2009) namely, pre-field logistics, fieldwork logistics and post field logistics. Each phase is discussed below.

#### **Pre field phase**

In this phase, the researcher checked the physical layout of the questionnaires to ensure they were neat and easy to use. All the questionnaires to be distributed were given an identification number. The researcher ensured that proper spacing between words was done and also verified the clarity of the instructions and explanations given. A research permit was obtained from National Council for Science and Technology (NACOSTI). An approval letter from the university was also sought. The researcher also sought clearance from Kenyatta University Ethical Review Committee. The researcher prepared a work plan showing details of various activities and tasks to be done throughout the research process. It also showed the timeframe for accomplishing various phases of the research as well as the parties that would be involved.

#### **Fieldwork logistics**

This is the actual fieldwork exercise. The researcher made reconnaissance visits to the selected schools to familiarize her with the geographical area.

The researcher also created a good rapport with the respondents so as to build their trust and cooperation. Once a good rapport was created, the researcher issued the questionnaires to the respondents. The duly filled questionnaires were collected after two weeks. The researcher embarked on carrying out the interviews after analysing the quantitative data.

### **Post- field logistics**

After collecting the instruments from the field, the researcher checked their completeness and then edited and coded them. Completed instruments were numbered appropriately in readiness for analysis.

### **3.8 Data Analysis**

The objectives 1,3,4,5 and 6 generated quantitative data which was analysed using descriptive statistics namely; frequencies, percentages and means (Creswell & Plano, 2011) and the inferential statistic used was simple linear regression. The level of significance was 0.001( $p < 0.001$ ). Objective 2 generated quantitative data which was analysed using descriptive statistics namely means and percentages. The findings of the study were presented in tables, figures and graphs. All the six objectives generated qualitative data which was analysed thematically and was presented in textual and pictorial form.

### **3.9 Logistical and Ethical Considerations**

This study was conducted in an ethical manner where the researcher obtained: authority to conduct the research from Kenyatta university Graduate school, ethical approval and clearance from Kenyatta University Ethics Review

Committee; research permit from National Commission for Science, Technology and Innovation (NACOSTI), permission from Nairobi and Kajiado counties, education departments and from the respective schools.

The researcher also enlisted informed consent from the teachers, headteachers and CQASOs. Permission to use pupils for the study was sought from their parents or guardians through an assent form. The researcher also ensured confidentiality by instructing the respondents not to include their names on the data instrument. The researcher also observed mien and decorum by displaying desirable mannerisms as well as good behaviour. The researcher acknowledged all writings and research work cited to avoid plagiarism. The logistics of conducting the research was coordinated by the researcher in collaboration with the administrators of the respective schools.

### **3.9.1 Care and Protection of Research Participants**

All headteachers, teachers and pupils were given an equal opportunity to be sampled to participate in the study. The researcher enlisted informed consent from the teachers, headteachers and CQASOs. This entailed taking them through the informed consent before participating in the study. They were made to understand the objectives of the study and made an independent decision on whether to participate in the study or not. The participants' responses were kept confidential and used for research purposes only. The participants were instructed not to include their names in the data instruments. Permission to use pupils for the study was sought from their parents or guardians through an assent form.

### **3.9.2 Protection of Research Participants' Confidentiality**

The protection of research participant's confidentiality was assured by:

- Ensuring that those who had access to the data collected maintained confidentiality. The information shared was not disclosed in a way that that could reveal the identity of the respondent.
- Maintaining confidentiality of records. This entailed separation of data from identifiable individuals or source and storing the code linking data to individuals securely.
- Ensuring anonymity of individual participants and schools in the dissemination of the study to protect their identity.
- Presenting the study findings in ways that did not disclose the identity of the participants.

### **3.9.3 Informed Consent**

An informed consent form for CQASOs, headteachers and teachers was provided. This form contained all aspects of ethical considerations. Refer to Appendix V and VI.

### **3.9.4 Assent Form**

A pupils' assent form was provided since the study was using pupils who are minors as key participants. The assent form is provided in Appendix VII and contains the necessary ethical considerations.

### **3.9.5 Parent's Consent Form**

The permission of Parents of the pupils selected to participate in the study was sought. The consent form is provided in Appendix XI and contains the necessary ethical considerations.

### **3.9.6 Community Consideration in the Research**

Permission to conduct the research in the Nairobi and Kajiado was sought from the respective county education offices. The research findings would be shared with the participating schools. They would also be shared with the quality assurance and standards offices for purposes of improvement of education quality and also share the status of implementation of the CFSI dimensions in their respective counties.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

The purpose of this study was to establish the implementation of the Child-Friendly School dimensions and their influence on the quality of education provided in public primary schools in Nairobi and Kajiado counties with a view of informing policy and practice.

#### **4.2 Response Rate**

Questionnaires were distributed among 25 headteachers, 150 teachers and 300 pupils. The questionnaires that were returned were 25 from headteachers, 126 from teachers and 256 from pupils. The response rate for head teachers' questionnaires was 100%, for teachers was 85.33% and for pupils was 84%. The response rate for all the questionnaires was acceptable. Baruch and Holton (2008) note that the acceptable response rate for questionnaires in social sciences is 52.7% and above.

This chapter presents findings, interpretation and discussion along the following thematic areas which are informed by the study objectives.

- i) The implementation of inclusion of learners with special needs in regular schools and its influence on the quality of education.
- ii) The quality of education provided in public primary schools.
- iii) The implementation of active participation of parents, pupils and the Community in school governance and its influence on the quality of education

- iv) The implementation of effectiveness in teaching and learning and its influence on the quality of education.
- v) The implementation of gender sensitivity and its influence on quality of education.
- vi) The implementation of provision of safety, protection, health and nutrition in schools and its influence on the quality of education provided in public primary schools in Nairobi and Kajiado counties.

### **4.3 Demographic Information**

The study collected demographic information from study respondents namely; head teachers, teachers and pupils. The demographic items captured in the study include respondents' gender, age, and education and periods of time they were involved in certain activities.

#### **4.3.1 Gender of Respondents**

The study sought to find out the gender of the respondents and the results obtained are shown in Table 4.1

**Table 4.1:***Gender of Respondents*

County	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
<b>Head teachers</b>						
Male	9	36	6	24	15	60.0
Female	6	24	4	16	10	40.0
Total	15	60	10	40	25	100.0
<b>Teachers</b>						
Male	39	30.95	24	19.05	63	50
Female	38	30.16	25	19.84	63	50
Total	77	61.11	49	38.89	126	100.0
<b>Pupils</b>						
Male	74	28.91	53	20.70	127	49.61
Female	78	30.47	51	19.92	129	50.39
Total	152	59.38	104	40.62	256	100.0

**a) Gender of the Headteachers**

With regard to the gender of headteachers, Table 4.1 shows that majority 15(60%) of the head teachers were male, of whom 9(36%) were in Nairobi and 6(24%) were in Kajiado. 10(40%) of the headteachers were female, of whom 6(24%) were in Nairobi and 4(16%) were in Kajiado.

**Gender of the Teachers**

Concerning the gender for teachers, Table 4.1 shows that there were 63(50%) male teachers who participated in the study, of whom 39(30.95%) were from Nairobi and 24(19.05%) were from Kajiado. Similarly, there were 63(50%) female teachers of whom 38(30.16%) were from Nairobi and 25(19.84%) were from Kajiado.

### Gender of the Pupils

With regard to the gender for pupils, Table 4.1 reports that majority 129 (50.39%) of the pupil respondents were female while 127(49.61%) were male.

### 4.3.2 Age of Respondents

The respondents were asked to indicate their ages and the results are shown in Table 4.2

**Table 4.2:**

#### *Age of Respondents*

Age	Male		Female		Total	
	n	%	n	%	n	%
<b>Head teachers</b>						
20 - 30 Years	0	0.0	0	0.0	0	0.0
31 - 40 Years	2	8.0	0	0.0	2	8.0
41 - 50 Years	6	24.0	4	16.0	10	40.0
51 - 60 Years	7	28.0	6	24.0	13	52.0
Over 60 Years	0	0.0	0	0.0	0	0.0
<b>Total</b>	15	60.0	10	40.0	25	100.0
<b>Teachers</b>						
20 - 30 Years	16	12.70	15	11.90	31	24.60
31 - 40 Years	18	14.29	18	14.29	36	28.58
41 - 50 Years	6	4.76	34	26.98	40	31.74
51 - 60 Years	6	4.76	13	10.32	19	15.08
Over 60 Years	0	0.0	0	0.0		0.0
<b>Total</b>	46	36.51	80	63.49	126	100.0
<b>Pupils</b>						
11 years	0	0.0	0	0.0	0	0.0
12 years	12	4.68	5	1.95	17	6.64
13 years	57	22.27	64	25.00	121	47.27
14 years	58	22.66	58	22.66	116	45.31
15 years	0	0.0	2	0.78	2	0.78
<b>Total</b>	127	49.61	129	50.39	256	100.0

**a) Age of Headteachers**

Regarding the age of headteachers, the results in Table 4.2 show that majority 13(52%) of the head teachers were between 51-60 years old, of whom 7(28%) were male and 6(24%) were female. Those between 41-50 years old were 10(40%) of the headteachers of whom 6(24%) were male and 4(16%) were female. Only 2(8%) of the headteachers were 31-40 years old and both were male. The results show that there were no head teachers who were 30 years old and below.

**b) Age of Teachers**

With regard to the teachers, Table 4.2 shows that 40(31.74%) of the teachers were 41-50 years old of whom 34(26.98%) were female and 6(4.76%) were male. 36(28.58%) of the teachers were 31-40 years old, of whom 18 (14.29%) were male and another 18(14.29%) were female. A minority 19(15.08%) of the teachers were between 51-60 years old of whom 6(4.76%) were male and 13(10.32%) were female.

**b) Age of Pupils**

Concerning the age for pupils, Table 4.2 reports that 121(47.27%) of the pupils who participated in the study were 13 years old while 116(45.31%) of the pupils were 14 years old.

### 4.3.3 Highest Professional Qualifications of the Respondents

The headteachers and teachers were further required to indicate their highest professional qualifications. The professional qualifications were categorized into; PhD, M.Ed, B.Ed, Diploma, PGDE, ATS1, ATS2, P1 and any other not among the listed. The results are reported in Table 4.3

**Table 4.3:**

*Highest Professional Qualifications for Head teachers and Teachers*

	Headteachers				Headteachers					
	Nairobi		Kajiado		Nairobi		Kajiado		Total	
	Males		Males		Females		Females			
	n	%	n	%	n	%	n	%	n	%
PhD	0	0	0	0	0	0	0	0	0	0
M/Ed	4	16	3	12	2	8	1	4	10	40
B/Ed	5	20	3	12	4	16	3	12	15	60
Diploma	0	0	0	0	0	0	0	0	0	0
ATS1	0	0	0	0	0	0	0	0	0	0
ATS2	0	0	0	0	0	0	0	0	0	0
P1	0	0	0	0	0	0	0	0	0	0
Total	9	36	6	24	6	24	4	16	25	100

	Teachers				Teachers					
	Nairobi		Kajiado		Nairobi		Kajiado		Total	
	Males		Males		females		Females			
	n	%	n	%	n	%	n	%	n	%
PhD	0	0	0	0	2	1.59	0	0	2	1.59
M/Ed	8	6.35	3	2.38	9	7.14	2	1.59	22	17.46
B/Ed	5	3.97	3	2.38	4	3.17	5	3.97	17	13.49
Diploma	7	5.56	6	4.76	11	8.73	3	2.38	27	21.43
ATS1	6	4.76	2	1.59	3	2.38	3	2.38	14	11.11
ATS2	9	7.14	5	3.97	6	4.76	4	3.17	24	19.05
P1	4	3.17	5	3.97	3	2.38	8	6.35	20	15.87
Total	39	30.95	24	19.05	38	30.16	25	19.84	126	100

**a) Highest Professional qualifications of Headteachers**

On the aspect of the highest professional qualifications obtained by headteachers, Table 4.3 shows that the highest professional qualification was M/Ed and the lowest was B/Ed. There were 10(40%) of the headteachers who had M/Ed as their highest professional qualifications of whom 7(28%) were male and 3(12%) were female of whom, 6(24%) were in Nairobi and 4(16%) were in Kajiado. However majority, 15(60%) of the head teachers had Bachelors of Education degree as their highest academic qualifications of whom 8(32%) were male and 7(28%) were female and 9(36%) were in Nairobi and 6(24%) in Kajiado. There were no head teachers with PhD, Diploma, ATSI, ATS2 or P1 certificates in Nairobi and Kajiado.

**b) Highest Professional qualifications for Teachers**

With regards to teachers, Table 4.3 shows that that highest professional qualification was PhD while the lowest was P1. The findings indicate that 2(1.59%) of the teachers had PhD and both were female from Nairobi County. Those with P1 were 20(15.87%) of whom 9(7.14%) were male and 11(8.73%) were female. There were 27(21.43%) teachers who had diplomas as their highest professional qualifications of whom 13(10.32%) were male and 14(11.11%) were female.

The head teachers were asked to indicate the number of years they had served in their current stations. The results obtained are reported in Table 4.4

**Table 4. 4:***Number of Years Headteachers Had Been in the Current Station***n=25**

Number of years served in the current station	Nairobi		Kajiado				Total			
	Male		Female		Male		Female		Total	
	n	%	n	%	n	%	n	%	n	%
1-5 years	2	8	1	4	1	4	1	4	5	20
6-10 years	2	8	2	8	2	8	2	8	8	32
10-15 years	4	16	3	12	2	8	1	4	10	40
Over 15years	1	4	0	0	1	4	0	0	2	8

According to Table 4.4, majority 10(40%) of head teachers had been in their current school as head teachers for 10-15years. Of which 6(24%) of these headteachers were male and 4(16%) were female. Only 2(8%) of the headteachers had served in their current schools for over 15years and both were male. One was in Nairobi County and the other one was in Kajiado County.

Concerning the gender for head teachers, the findings of this study show that there were more male head teachers who participated in the study than the female head teachers. According to CFS manual, the dimension on gender equality emphasizes that schools should give equal opportunities to both males and females in various positions in schools (UNICEF, 2009). The findings for gender of teachers show that there was an equal representation of both genders in the study. The findings on gender for pupils show that although there were more female pupils who participated in the study, the representation of both genders was almost equal.

Concerning the age of headteachers, the findings of this study show that all the age groups were represented in the study except for those below 30yrs. The findings on teachers' age show that all the teachers' age groups were represented in the study. The findings on pupils' age show that they had attained the recommended age of 13 and 14 years to be in class 7 and 8 respectively. This can be attributed to the fact that according to Kenya's Basic Education Act, 2013 the minimum age for admission into a primary school in Kenya is six years (ROK, 2013). The pupils sampled were from class 7 and 8 so they are expected to be 13 and 14 years old.

The findings on headteachers' highest professional qualification indicate that all the headteachers had met the minimum requirements needed to head a primary school in Kenya. According to the Career Progression Guidelines for teachers, a primary school headteacher must be in possession of a Bachelors of Education Degree (Teachers Service Commission, 2017). The Child-Friendly Schools Manual notes that the school heads must have adequate qualifications and training to be able to implement the CFS dimensions effectively and exercise authority in a positive manner. Having the required professional qualifications also enables school heads to cope with and win the respect and support of teachers, pupils and the local community (UNICEF, 2009). The findings on headteachers' professional qualification indicate that all the headteachers had the potential to implement the CFS dimensions and transform schools to become child-friendly.

The findings on teachers professional qualifications indicate that all the teachers who participated in the study had attained the minimum qualifications required to teach in Primary Schools in Kenya. According to Career Progression Guidelines for teachers in Kenya, the minimum professional qualification for a primary school teacher in Kenya is a P1-Primary Teacher Education Certificate (TSC, 2017).

The CFS manual notes that teachers are central to the school reform and that the success of implementing Child-Friendly schools models depends on the professional qualifications of teachers. The manual further notes that teachers in CFS should have the requisite level of education and training required for teachers (UNICEF, 2009). Teachers with the required professional qualifications are able to operate effectively within the challenging rights-based, child-centred and interactive pedagogy that is at the heart of the Child-Friendly Schools (UNICEF, 2009). The findings on teachers' qualifications indicate that all teachers had the professional qualifications required to implement the CFS dimensions and provision of quality education.

The findings on the number of years headteachers had been in their current stations indicate that the headteachers had been in their current stations long enough to be able to give accurate information concerning the implementation of Child-friendly schools initiative in their schools.

#### 4.4 Implementation of inclusion of learners with special needs in regular school and its influence on the Quality of Education

The first objective sought to establish the implementation of inclusion of learners with special needs in regular public primary schools and its influence on the quality of education provided. Inclusion of learners with special needs is a fundamental component of Child- Friendly Schools. It seeks to ensure that every child, regardless of their special needs and disabilities amongst other factors, has access to basic education of high quality. This dimension helps in meeting the fundamental human right of education for all children. To address this objective, the study sought to find out the type of inclusion adapted by the schools. The data was sought from headteachers and the results are reported in Table 4.5

**Table 4.5:**

*Type of Inclusion Adapted by Schools n=25*

Type of Inclusion Adapted	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
School has a Special Unit	2	8.00	1	4.00	3	12.00
Learners with special needs learn in regular classes	13	52.00	9	36.00	22	88.00
Any other Inclusions	0	0.00	0	0.00	0	0.00
Total	15	60.0	10	40.0	25	100

The results in Table 4.5 show that the regular schools had embraced inclusion as reported by majority 22(88%) of the headteachers who indicated that their schools included learner's with special needs in the regular classes. Of the schools that admitted learners with special needs in regular classes, 13(52%) were in Nairobi and 9(36%) were in Kajiado County. The findings in Table 4.5 indicate that there more schools in Nairobi including learners with special in regular classes than in Kajiado.

Table 4.5 shows that only 3 (12%) schools, 2 (8%) in Nairobi and 1(4%) in Kajiado had Special Units. Figure 4.1 shows a special unit for mentally challenged learners in a regular school.



**Figure 4.1: A special unit for mentally challenged learners in a regular school**

The study sought to find out from the headteachers, the categories of learners with special needs enrolled in the regular schools. The results are captured in Table 4.6

**Table 4.6:***Categories of Learners with Special Needs***n=25**

Categories of learners with special needs admitted	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
Visually impaired learners	6	24.00	3	12.00	9	36.00
Physically challenged learners	10	40.00	8	32.00	18	72.00
Hearing impaired learners	5	20.00	4	16.00	9	36.00
Mentally handicapped learners	7	28.00	4	16.00	11	44.00
Intellectually challenged	9	36.00	6	24.00	15	60.00
Any other Special learners enrolled	0	0	0	0	0	0

Table 4.6 shows that among the various categories of learners with special needs, majority 18(72%) of the schools had physically challenged learners enrolled in schools, of which 10(40%) were in Nairobi and 8(32%) were in Kajiado. The schools that had admitted intellectually challenged learners were 15(60%), of whom 9(36%) were in Nairobi and 6(24%) were in Kajiado. Table 4.6 also shows that 11(44%) of the schools had mentally handicapped learners, 7(28%) in Nairobi and 4(16%) in Kajiado. The schools that had visually impaired learners were 9(36%) of which, 6(24%) in Nairobi and 3(12%) in Kajiado. The schools that had learners with hearing impairments were 9(36%) of which, 5(20%) were in Nairobi and 4(16%) in Kajiado. The results in Table 4.6 show that regular Public Primary schools in Nairobi and Kajiado admitted various categories of learners with special needs.

The study sought to establish whether the schools provided any support services for learners with special needs from headteachers and the results are captured in Table 4.7

**Table 4.7:**

*Does the School Provide any Support Services for the Learners with Special Needs?*

**n=25**

	Yes		No	
	n	%	n	%
Does the School provide support services for learners with special need	17	68	8	32

According to the results in Table 4.7, the schools provided support services for learners with special needs as shown by majority 17(68%) of the head teachers. However, 8(32%) of the headteachers indicated that no support services were provided for learners with special needs by their schools.

The researcher further sought to establish from the headteachers, the types of support services provided to learners with special needs. Among the support services provided by schools included:

- Adapting learning and teaching resources for learners with special needs.
- Organizing guidance and counseling sessions for learners with special needs.
- Providing extra time for learning to the learners with special needs.
- Teaching Braille and provision of braille machines

- Teaching sign language
- Physiotherapy services
- Provision of porridge and lunch

The study sought to find out from the headteachers, the strategies that schools had put in place to seek for learners with special needs. Through an open-ended question in the questionnaire, the headteachers were required to state the strategies and the responses are reported in Table 4.8.

**Table 4.8:**

*Strategies in Place to Seek for Learners with Special Needs*

**n=25**

<b>Strategies in place to seek for learners with special needs</b>	<b>n</b>	<b>%</b>
Sensitization of parents and encouraging them to enroll children with special needs to schools during parents meetings	10	40
Facilitating friendly environment for learners with special needs	1	4
Providing guidance and counseling to parents and children with special needs	1	4
Sensitization of parents through public baraza about educating children with special needs	12	48
Public advocacy in collaboration with other bodies	1	4

The results in Table 4.8 show that there were two common strategies used by schools to seek for learners with special needs. Table 4.8 shows that 12(48%) of the headteachers used sensitization of parents in public baraza about educating learners with special needs. 10(40%) of the headteachers sensitized parents and encouraged them to enroll children with special needs during parents meetings.

The study sought to find out from the headteachers, the measures the schools had put in place to ensure that learners with special needs were not discriminated against while in school. The headteachers were required to state the strategies they had put in place to ensure learners with special needs were not discriminated. The results obtained indicated that the most commonly used strategies were:

- Creation of awareness and sensitizing all stakeholders in the school about learners with special needs.
- Giving equal opportunities for participation in co-curricular activities to all pupils including those with disabilities.
- Ensuring that learners with special needs are represented in the prefects' council.
- Provision of equal learning opportunities for all learners regardless of their disabilities.

The study then sought to establish from the headteachers, the inclusion of learners with special needs in regular public primary schools and the results are shown in Table 4.9. The responses from headteachers were obtained from questions using 5-point likert scale (1 - 5). The scale was; 5 for Strongly the Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for strongly disagree. The items generated continuous data. Means of various indicators were established. The scale used to interpret the implementation according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4.9*****Implementation of Inclusion of Learners with Special Needs in Regular Schools*****n=25**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Mean</b>	<b>Standard Deviation</b>
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>		
The school admits learners with special needs	6	24	13	52	2	8	3	12	1	4	3.8	1.08
Teachers seek out for children with special needs who are no yet enrolled in schools	0	0	0	0	4	16	9	36	12	48	1.68	0.75
All stakeholders are sensitized on inclusion of learners with special needs	10	40	10	40	1	4	4	16	0	0	4.04	1.06
The school has a policy on inclusion of learners with special needs	8	32	9	36	2	8	5	20	1	4	3.72	1.24
Learners with special needs are not discriminated against in the school	17	68	8	32	0	0	0	0	0	0	4.68	0.48
Overall Implementation											3.58	0.92

It is explicit from Table 4.9 that learners with special needs were not discriminated against in the schools as shown by 17(68%) and 8(32%) of the headteachers, who strongly agreed and agreed respectively that learners with special needs were not discriminated against in the schools. In terms of means, the indicator that stated that learners with special needs were not discriminated against had the highest mean (4.48) which indicated very high implementation.

According to Table 4.9, the schools admitted learners with special needs as reported by 6 (24%) and 13(52%) of the headteachers who strongly agreed and agreed respectively that schools admitted learners with special needs. The results in Table 4.9 indicate that in majority of the schools, teachers did not seek out for children with special needs who were not yet enrolled in schools, as reported by 12(48%) and 9(36%) of the headteachers who strongly disagreed and disagreed respectively that teachers seek out for children with special needs who were not yet enrolled in schools. In terms of means, the indicator that stated that teachers seek out for children with special needs who were not yet enrolled in schools had the lowest mean (1.68) which indicated very low implementation.

According to an interview with one QASO officer, this observation could be attributed to the fact that many teachers had heavy workload and therefore did not get time to go door to door in the community.

Another QASO officer said,

Proactively seeking out pupils from their homes is a good idea but I don't think we are ready for it now.... Teachers are overworked and not motivated to go that extra mile. You also know, the insecurity in this country especially here in the slums complicates the issue further not forgetting that not all homes will be welcoming.

According to Table 4.9, the overall implementation of inclusion of learners with special needs in regular schools had a mean of 358, which indicated high implementation. To test the null hypothesis: Implementation of inclusion of learners with special needs has no statistically significant influence on the quality of education, simple linear regression was used.

Firstly, the relationship between the independent and dependent variables was established. The scale used was; 0.10 to 0.29-weak correlation, 0.30 to 0.49-medium correlation, 0.50 to 1.0-strong correlation according to (Cohen, 1988). The percentage of variance in the dependent variable as a result of the independent variable was also established. The results are recorded in Table 4.10.

**Table 4. 10**

*Model Summary for Implementation of Inclusion of Learners with Special Needs in Regular Primary Schools and its Influence on the Quality of Education*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.756 <sup>a</sup>	.571	.552	3.91147

a. Predictors: (Constant), implementation of inclusion of learners with special needs

The results shown on Table 4.10 indicate that R was 0.756 which means that there was a strong and positive relationship between the dependent and independent variables. The R Square was 0.571, indicating that 57.1% of the variance in the dependent (quality of education) was as a result of the independent variable (implementation of inclusion of learners with special needs). This implied that the model was fit to make predictions.

Analysis of Variance (ANOVA) was done to establish the significance level. A significance level that is equal or less than 0.001, ( $p < 0.001$ ) indicates that there is a statistical significance. The results are recorded in Table 4.11.

**Table 4. 11**

***ANOVA<sup>a</sup> on the Inclusion of Learners with Special Needs and Quality of Education***

Model		<b>Sum Squares</b>	<b>of Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
	Regression	468.350	1	468.350	30.612	.000 <sup>b</sup>
1	Residual	351.890	23	15.300		
	Total	820.240	24			

a. Dependent Variable: quality of education

b. Predictors: (Constant), implementation of inclusion of learners with special needs

The results on Table 4.11 show that the significance level was 0.000, ( $p < 0.001$ ) implying that implementation of inclusion of learners with special needs in regular schools had a statistically significant influence on the quality of education. The null hypothesis was therefore rejected.

**Table 4.12**

*Coefficients<sup>a</sup> for the Implementation of Inclusion of Learners with Special Needs and Quality Education*

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	77.445	6.739			11.492	.000
1	implementation of inclusion of learners with special needs	1.192	.215	.756	5.533	.000

a. Dependent Variable: Quality of education

Table 4.12 shows that the predicted quality of education is equal to 77.44 +1.192. This means that the quality of education increased by 1.192 for each unit of increase of the implementation of inclusion of learners with special needs.

The findings on the types of inclusion show that majority of schools admitted learners with special needs in the regular classrooms. Koskey (2017) in her study on the influence of schools' inclusiveness in the learning environment in Public Primary Schools in Nandi North Sub-county, found that majority of learners with special needs were learning in the mainstream classes.

A study by Manduku, Gichaba and Cheruse (2016) on assessment of effects of child-friendly schools on learner's performance in selected Public Primary schools in Londiani Sub-County also reported that schools had embraced inclusion of all learners regardless of their differences in abilities in the mainstream classrooms. Inclusion of learners with special needs in the regular classes is in tandem with the CFS manual which requires all schools to be open and welcoming to all children regardless of their abilities or disabilities. It further notes that the rights-based approach to education which informs the child friendly schools stresses that all children have a right to quality education since they are right holders (UNICEF, 2009). The National Special Education Policy framework for Kenya, also recommends that learners with special needs should learn with the regular learners in the mainstream classrooms (MOE, 2009).

The findings on special units show that a few schools had special units. Special units are classes set aside where learners with severe disabilities are taught alone without mixing with other learners (MOE, 2009). The National Special Education Policy framework for Kenya notes that learners with severe disabilities such as the mentally challenged and hearing impaired may be

unable to learn in the regular classes. In such cases, the National Special Education Policy framework for Kenya recommends that such learners can learn in special units or classes in the mainstream schools (MOE, 2009).

Mariga, McConkey and Myezwa (2014) point out that the use of special classes or units may result to exclusion. They advise that learners in the special classes or units should graduate after some time and learn in the regular classes. Alternatively, learners with severe impairments can attend some subjects in the special classes but spend most of the time in the regular classrooms (Mariga et al, 2014).

The findings on the categories of learners admitted in regular schools indicate that regular schools were enrolling children in the schools regardless of their disabilities or special needs in education. Some schools had admitted various categories of learners. The results on the enrolment of various categories of learners with special needs in regular schools indicate conformity with the Child-Friendly Schools' framework which recommends that schools should admit all learners regardless of their disabilities (UNICEF, 2009).

The findings of this study show that majority of schools provided support services for learners with special needs. The child friendly schools manual observes that beyond class, inclusive schools should provide other support services (UNICEF, 2009). Peresuh and Borchan (1998) in their study on special education in Zimbabwe reported that in Zimbabwe, students with visual and auditory challenges had access to resource rooms where they learnt sign language and braille to supplement the mainstream provision.

Child friendly schools are required to ensure that the learners with special needs are comfortable in the regular schools. The findings on the support services for learners with special needs show that the schools provided the recommended and relevant support services for learners with special needs. They are expected to be provided with all the essential services they require in order to achieve their full potential. Some of the basic services include counselling, physiotherapies, meals, individualized learning and clinical assessments (UNICEF, 2009). The global evaluation report on CFS recommended that schools should encourage inclusiveness by waiving school fees, introducing school feeding programs, offering transport for learners with disabilities, conducting home visits and use of multi-grade learning system for learners with special needs (AIR, 2009).

The findings on strategies for seeking out learners with special needs show that schools were not proactive in seeking for learners with special needs who were not yet enrolled in schools. They simply wait for parents in school or in community gatherings. The Child--Friendly Schools Manual recommends that teachers in Child Friendly Schools should be proactive and seek out for learners with special needs who are not yet enrolled in schools (UNICEF, 2009). This involves going door to door in the residential places. The aspect of seeking out learners with SNE is what makes CFS different from non CFS. It is also important to note that some parents with children living with special needs may not be willing to take them to school. Such Learners may denied their right to education and that is where CFS comes in.

The results on the measures schools had put in place to ensure non-discrimination of learners with special needs, indicate that the schools were committed in ensuring that learners with special needs were not discriminated against in the school. The principle of non-discrimination articulates that learners with special needs should be accommodated in the regular schools and treated without discrimination. The 23<sup>rd</sup> Article of the Convention on Children's Rights states that learners with disabilities should access education in a conducive environment that enables the children to achieve the fullest possible social integration and individual development (UNESCO, 2012).

The findings on whether learners with special needs were discriminated against in schools indicate that majority of the schools did not discriminate learners with special needs. Similarly, a study by Manduku, Gichaba and Cheruse (2012) on assessment of effects of Child-Friendly Schools on learners' performance in Londiani Sub-County reported that majority (83.3%) of the teachers strongly agreed that their schools did not discriminate on the basis of difference.

Mariam (2010) in her study on quality education through Child-Friendly Schools also noted that CFS had put in place policies which did not exclude learners with special needs. The Child-friendly schools manual recommends that learners with special needs should learn in the regular schools and advocates for non-discrimination. It notes that learners with special needs should not be excluded and discriminated against on the basis of difference (UNICEF, 2009).

The findings on admission of learners with special needs in the regular school show that majority of regular schools admitted learners with special needs. The findings on admission of learners with special needs in regular schools show compliance to the policy that directed all schools to adapt the Child Friendly Schools Initiative and accept all learners regardless of their disabilities (MoEST, 2012). Inclusion of learners with special needs in regular schools is further supported by the Constitution of Kenya, the Children's Act and Persons with Disabilities Act. Inclusive education is an approach in which learners with disabilities are provided with education in the mainstream classrooms (MOE, 2009). The Ministry of Education in Kenya considered inclusive education as a vehicle towards the achievement of the EFA goals.

The findings on seeking out for learners with special needs show that majority of the schools did not seek out for learners with special needs who were not yet enrolled in schools. This is an indication that teachers were not proactive in seeking out for learners with special needs who were not enrolled in schools. The findings on seeking out for children with special needs who were not enrolled in schools concur with Koskey (2017) whose study on the influence of schools' inclusiveness in the learning environment in Public Primary Schools in Nandi North Sub-county, found that majority of the headteachers disagreed that teachers reached out to the community to encourage enrolment of children with disabilities.

The results on schools not seeking out for learners with special needs who were not yet enrolled in schools, is contrary to the practice in Thailand as reported in the global evaluation report which indicated that 68% of the school heads said that teachers went out into the community to encourage enrollment of children with disabilities who were not yet enrolled in schools (AIR, 2009).

According to Child-friendly schools manual, rights-based or child-friendly schools should be child-seeking schools. This entails actively identifying excluded children and getting them enrolled in schools. It is further explained that once in schools, the children should be treated as subjects with rights and the state as duty-bearers with the obligation to fulfil the rights (UNICEF, 2009). Bernard (2005) in his summary paper on Child-friendly schools notes that child friendly schools should not passively wait for learners to enroll but should engage in activities for seeking out all eligible learners including those with special needs for admission. According to Miske (2011), stakeholders in child-friendly schools are supposed to actively seek out all eligible learners for enrolment. Once enrolled, the school ensures that children stay in school and attend regularly. The findings indicate that the overall implementation of inclusion of learners with special needs was high. This is in compliance with the CFS framework (AIR, 2009).

The findings on the model summary Table 4.10 show that there is a strong and positive relationship between the implementation of inclusion of learners with special needs and quality of education. The results show that the model was fit to make predictions.

The findings on inclusion of learners with special needs and its influence on quality education concur with Koskey (2017) who established that there was a positive relationship between inclusiveness and the school learning environment. The rights-based approach to education requires schools to provide disability friendly learning environments, where learners with special needs are enabled to achieve their full potential (UNICEF, 2009). The findings of ANOVA on the influence of implementation of inclusion of learners with special needs and quality education show that implementation of inclusion of learners with special needs positively influenced the quality of education. The findings of coefficients show that an increase in implementation of inclusion of learners with special needs increased the quality of education. The 23<sup>rd</sup> Article of the Convention on Children's Rights states that governments should take responsibility for ensuring that children with disabilities effectively access and receive education and other necessary services. The services should be provided in a conducive manner that enables the child to achieve the fullest possible social integration and individual development (UNESCO, 2012).

#### **4.5 Quality of Education in Public Primary Schools in Nairobi and Kajiado Counties**

The second objective sought to establish from the headteachers, the quality of education provided in regular schools in reference to inclusion of learners with special needs. A 5-point Likert scale was used as follows; 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The items generated continuous data.

The results are reported in Table 4.13. Means of various indicators were worked out. The scale used to interpret the levels of quality education according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4.13:**

*Quality of Education in Terms of Disability Friendly Learning Environment in Public Primary Schools in Nairobi and Kajiado counties*

n=25

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std Deviation
	n	%	n	%	n	%	n		n	%		
The school has adapted toilets for learners with special needs	2	8	2	8	8	32	8	32	5	20	2.52	1.16
The school has enough specialized teaching resources for learners with special needs	1	4	7	28	8	32	7	28	2	8	2.92	1.04
Learners with special needs are encouraged to participate in co- curricular activities	10	40	9	36	4	16	2	8	0	0	4.08	0.95
The school has ramps for use by physically challenged persons	2	8	3	12	5	20	8	32	7	28	2.40	1.26
The school provides counselling services to pupils with special needs and their parents	9	36	9	36	6	24	1	4	0	0	4.04	0.89
Teachers and pupils are friendly to learners with special needs	8	32	9	36	5	20	3	12	0	0	3.88	1.01
The school has enough adapted desks and chairs for learners with special needs	2	8	2	8	5	20	12	48	4	16	2.44	1.12
The school has enough special needs teachers to handle learners with special needs	3	12	9	36	2	8	5	20	6	24	3.40	0.96
Overall Quality											3.21	1.05

Table 4.13 shows that learners with special needs were encouraged to participate in co-curricular activities, as indicated by 10(40%) and 9(36%) of the headteachers who strongly agreed and agreed respectively that learners with special needs were encouraged to participate in co-curricular activities. In terms of means, the quality indicator on learners with special needs being encouraged to participate in co-curricular activities had a mean of 4.08 which was rated as high quality. Table 4.13 also shows that schools provided counselling services to pupils with special needs and their parents as shown by 9(36%) headteachers who strongly agreed and another 9(36%) who agreed that their schools provided counselling services to pupils with special needs and their parents. In terms of means, the quality indicator on provision of counselling services to pupils with special needs and their parents had a mean of 4.04, which indicated high quality of education.

On the aspect of adapted desks and chairs, 4(16%) and 12(48%) of the headteachers strongly disagreed and disagreed respectively that the schools had enough adapted desks and chairs for use by learners with special needs. In terms of means, the quality indicator on provision of adapted desks and chairs had a mean of 2.44 which indicated low quality. On whether schools had ramps for use by the physically challenged, 7(28%) and 8(32%) of the headteachers strongly disagreed and disagreed respectively that the schools had provided ramps for use by the physically challenged persons. In terms of means, the quality indicator on provision of ramps for use by the physically challenged had a mean of 2.40, which was rated as low quality of education.

The findings on provision of ramps were further confirmed by the observation results which showed that some schools did not have disability friendly infrastructure as shown in Figure 4.2 where a school had steep stairs and had no provision of ramps. However, some schools had made ramps as shown in Figure 4.3 which makes the mobility of learners who are physically handicapped easy since they are able to navigate the school compound with minimal or no assistance at all.



***Figure 4.2: A School with steep stairs and no provision of ramps for the Physically Impaired***



***Figure 4.3: A school with a ramp to cater for physically challenged learners who use wheelchairs as well as the Visually Impaired***

The findings in Table 4.13 report that 5(20%) and 8(32%) of the headteachers strongly disagreed and disagreed respectively that schools had adapted toilets for learners with special needs. In terms of means, the quality indicator on provision of adapted toilets had a mean of 2.52, which indicated low quality. According to Table 4.13, on average, the quality of education in terms of being disability friendly had a mean of 3.21, which indicated the quality was moderate or average.

The study sought to establish from the headteachers, the quality of education in terms of the physical facilities, teaching and learning resources. A 5-point Likert scale was used as follows; 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The results are reported in Table 4.14.

Means of various indicators were worked out. The scale used to interpret the levels of the quality of education according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone & Bonne, 2012).

**Table 4. 14:***Quality of Education in Relation to Physical Facilities, Learning Resources in Public Primary Schools in Nairobi and Kajiado*

n=25

Physical facilities and resources	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean	Standard Deviation
	n	%	N	%	n	%	n	%	n	%		
School location in conducive for learning	13	52	9	36	0	0	3	12	0	0	4.28	0.98
School compound is attractive and welcoming	10	40	12	48	0	0	3	12	0	0	4.16	0.94
There are garbage bins in designated areas	12	48	13	52	0	0	0	0	0	0	4.48	0.51
School buildings are clean and well maintained	6	24	12	48	3	12	4	16	0	0	3.80	1.00
Classrooms are properly roofed, have strong walls and cemented floor	7	28	13	52	1	4	4	16	0	0	3.92	1.00
Classrooms are well ventilated	13	52	12	48	0	0	0	0	0	0	4.52	0.51
Each pupil has a desk and chair	11	44	11	44	1	4	2	8	0	0	4.24	0.88
Each class has a chalkboard that is put in a place where all pupils can see clearly	15	60	10	40	0	0	0	0	0	0	4.60	0.50
The classrooms are clean and organized	4	16	6	24	0	0	7	28	8	32	2.58	0.95
Each class is provided with chalk, duster and other teaching materials	11	44	11	44	0	0	3	12	0	0	4.20	0.96
Overall Quality											4.08	0.82

Table 4.14 reports that 15(60%) and 10(40%) of the headteachers strongly agreed and agreed respectively that the classrooms had chalkboards that were placed where all pupils could clearly see. In terms of means, the quality indicator on chalkboards had a mean of 4.60 which indicated very high quality. On whether classrooms were well ventilated, Table 4.14 reports that 13(52%) and 12(48%) of the headteachers strongly agreed and agreed respectively that the classrooms were well ventilated. In terms of means, the indicator on ventilation of classrooms had a mean of 4.52, which indicated very high quality. The findings in Table 4.14 show that 7(28%) and 8(32%) of the headteachers strongly disagreed and disagreed respectively that the classrooms were clean and well organized. The quality indicator on the cleanliness and organization of classrooms had a mean of 2.58, which indicated low quality. However, on average, the quality of the physical facilities and learning resources was high as indicated in Table 4.14, with a mean of 4.08.

The study sought to find out through observation, the adequacy of the physical facilities and learning resources. The results are reported in Table 4.15. The scale used was 1-1.80 (not available), 1.81-2.60 (not adequate), 2.61-3.40 (neutral), 3.41-4.20 (adequate) and 4.21-5 (very adequate) according to Boone and Bonne (2012).

**Table 4.15:***Adequacy of the Physical Facilities and Teaching/Learning Resources:**Observation Results*

n=25

Physical facilities and teaching/learning resources	Very adequate		Adequate		Neutral		Not adequate		Not available		Total	Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%			
Offices and staffrooms	5	20	11	44	1	4	8	32	0	0	3.52	1.16	
There is a library	2	8	3	12	1	4	12	48	7	28	2.32	1.18	
Desks and chairs	11	44	11	44	1	4	2	8	0	0	4.24	.88	
Clean water for drinking and washing	4	16	9	36	2	8	10	40	0	0	3.28	1.17	
Playground	14	56	11	44	0	0	0	0	0	0	4.56	.51	
First aid boxes	0	0	5	20	0	0	13	52	7	28	2.12	1.05	
Teaching/learning resources are displayed	2	8	6	24	2	8	10	40	5	20	2.60	1.29	
Garbage bins	10	40	9	36	1	4	5	20	0	0	3.96	1.14	

Table 4.15 shows that majority 14(56%) and 11(44%) of the schools had very adequate and adequate playgrounds respectively. The mean for adequacy of playgrounds was 4.56, indicating very adequate.

Results on adequacy of desks and chairs show that 11(44%) of the schools had very adequate desks and chairs and another 11(44%) schools had adequate desks and chairs. Desks and chairs had a mean of 4.24, which indicated very adequate. According to Table 4.15, it was observed that 13(52%) of the schools did not have adequate first aid boxes and in 7(28%) of the schools the first aid boxes were not available.

The mean for adequacy of First aid boxes was (2.12) which indicated not adequate. The observation results on libraries show that libraries in 12(48%) of the schools were not adequate and in 7(28%) schools, the libraries were not available. The mean for adequacy of libraries was low (2.32) which indicated not adequate. The study sought to establish from the headteachers the classroom-pupil ratio. The results are reported in Table 4.16.

**Table 4.16:**

*Classroom-Pupil Ratio*

n=25

Class-Pupil Ratio	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
1:1-40	2	8	1	4	3	12
1:41-50	4	16	3	12	7	28
1:51-60	5	20	4	16	9	36
1:61-70	3	12	2	8	5	20
1:71 and above	1	4	-	-	4	4

Table 4.16 shows that majority of the schools had more pupils in a class than the recommended number of 1:40 by the Ministry of Education. Only 2(8%) of the headteachers in Nairobi and 1(4%) in Kajiado indicated that the classroom/pupil ratio was 1:1-40. The ratio of 1:51-60 was the most common as indicated by 5(20%) of headteachers in Nairobi and 4(16%) in Kajiado. 4(16%) of the headteachers in Nairobi and 3(12%) in Kajiado indicated the classroom/pupil ratio as 1:41-50. A classroom/pupil ratio of 1:61-70 was reported by 3(15%) of the headteachers in Nairobi and 2(8%) in Kajiado. A classroom-pupil ratio of 1:71 and above was reported by 1(4%) of the headteachers in Nairobi while in Kajiado there was none. The findings in Table 4.16 show that the classroom/pupil ratios were higher in Nairobi than in Kajiado.

The study sought to find out from the headteachers, the Toilet-Pupil ratio for girls and the results are reported in Table 4.17.

**Table 4.17:**

*Toilet-Pupil Ratio for Girls in Nairobi and Kajiado Counties*

**n=25**

Toilet-Pupil Ratio	Nairobi		Kajiado		Total	
	N	%	n	%	n	%
1:1- 25	2	8	1	4	3	12
1:26-35	6	24	4	16	10	40
1:36-45	4	16	2	8	6	24
1:46-55	2	8	2	8	4	16
1:56 and above	1	4	1	4	2	8

Table 4.17 shows that majority of the schools in Nairobi and Kajiado had high toilet-pupil ratios. Only 2(8%) of schools in Nairobi and 1(4%) in Kajiado had attained the recommended toilet- pupil ratio which is 1:25. Majority 6(24%) of the schools in Nairobi and 4(16%) in Kajiado had a toilet- pupil ratio of 1:26-35. Those who indicated that the toilet-pupil ratio was 1:36-45 were 4(16%) in Nairobi and 2(8%) in Kajiado. Those who indicated that the toilet/pupil ratio was 1:46-55 were 2 (8%) of the headteachers in Nairobi and another 2(8%) in Kajiado. Only 1(4%) of the headteachers in Nairobi and another 1(4%) in Kajiado indicated that the toilet-pupil ratio was 1: 56 and above. The study sought to find out from the headteachers the toilet-pupil ratio for boys. The results are reported in Table 4.18.

**Table 4. 18:**

*Toilet -Pupil Ratio for Boys in Nairobi and Kajiado*

**n=25**

Toilet-Pupil Ratio	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
1:1- 30	3	12	2	8	5	20
1:31-40	7	28	4	16	11	44
1:41-50	3	12	3	12	6	24
1:51-60	2	8	1	4	3	12

Table 4.18 shows that majority of the schools in Nairobi and Kajiado had high toilet-pupil ratios. Only 3(12%) of the headteachers in Nairobi and 2(8%) in Kajiado indicated that the toilet/pupil ratio was 1:1-30.

Those who indicated that the toilet-pupil ratio was 1:31-40 were the majority as indicated by 7(28%) of headteachers in Nairobi and 4(16%) in Kajiado. A toilet-pupil ratio of 1:41-50 was reported by 3(12%) of headteachers in Nairobi and another 3(12%) in Kajiado. A toilet-pupil ratio of 1:51-60 was reported by 2(8%) of the headteachers in Nairobi and 1(4%) in Kajiado.

The study sought to find out from the teachers, the quality of education in terms of content and processes. A 5-point Likert scale was used as follows; 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The results are reported in Table 4.19. The items generated continuous data. Means of various indicators were established. The scale used to interpret the levels of the quality of education according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4. 19:***Quality of Education in Terms of Content and Processes in Public Primary Schools in Nairobi and Kajiado Counties***n =126**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Mean</b>	<b>Std. Deviation</b>
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>		
The curriculum is relevant to learners' lives	48	38.09	55	43.65	23	18.25	0	0.00	0	0.00	4.20	0.73
The course content is according to the learners' mental level	40	31.74	63	50.00	23	18.25	0	0.00	0	0.00	4.13	0.70
Teachers adapt lessons for learners with special needs	36	28.57	50	39.68	40	31.74	0	0.00	0	0.00	3.97	0.78
There are adequate course books	37	29.36	54	42.85	23	18.25	12	9.52	0	0.00	3.92	0.93
Lessons are interesting and comprehensive	41	32.53	54	42.85	25	19.84	6	4.8	0	0.00	4.03	0.85
Course content is regularly reviewed	33	26.19	59	46.82	33	26.19	1	0.79	0	0.00	3.98	0.75
Co-curricular activities are done in the school	49	38.88	55	43.65	21	16.66	1	0.79	0	0.00	4.21	0.74
The school monitors teachers arrival and departure time from school	33	26.19	54	42.85	27	21.42	9	7.14	3	2.38	3.83	0.98
The school provides teachers with the necessary teaching materials	39	30.95	56	44.44	25	19.84	5	3.96	1	0.79	4.01	0.86
The School monitors teacher punctuality to attend classes	63	50.00	53	42.06	8	6.34	1	0.79	1	0.79	4.40	0.72
Non –examinable subjects like P.E. life skills, pastoral care and peace education are taught regularly	71	55.88	50	39.68	5	3.96	0	0.00	0	0.00	4.52	0.58
The school organises workshops and seminars for teachers	24	19.04	37	29.36	43	34.12	18	14.28	4	3.17	3.47	1.06
Overall Quality											4.06	0.81

Table 4.19 shows that majority 71(55.88%) and 50(39.68%) of the teachers strongly agreed and agreed respectively that the non-examinable subjects like P.E, Life skills, Pastoral care and peace education were taught regularly. In terms of means, the quality indicator on teaching of non-examinable subjects regularly had a mean of 4.52, which was rated as very high. On whether schools monitored teachers' arrival and departure time from school, 63(50%) and 53(42.06%) of the teachers strongly agreed and agreed respectively that schools monitored teachers' arrival and departure time from school. In terms of means, the indicator on monitoring of teachers' arrival and departure time had a mean of 4.40, which indicated very high quality. Only 24(19.04%) and 37(29.36%) of teachers strongly agreed and agreed respectively that schools organized workshops and seminars for them. The quality indicator on schools organizing workshops and seminars for teachers had a mean of 3.17 which indicated moderate. Table 4.19 shows that the overall quality of education in terms of content and processes had a mean of 4.06 which indicated high quality of education.

The study sought to find out from the teachers the textbook- pupil ratio in a class and the results are shown in Table 4.20.

**Table 4.20:**  
*English Text Book -Pupil Ratio in class 7 and 8*

Text Book/ Pupil Ratio in Class	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
1:1	6	4.77	4	3.17	10	7.94
1:2	34	26.98	10	7.94	44	34.92
1:3	20	15.87	18	14.29	38	30.16
1:4	10	7.94	9	7.14	19	15.08
1:5	7	5.56	8	6.34	15	11.90
<b>Total</b>	<b>77</b>	<b>61.12</b>	<b>49</b>	<b>38.88</b>	<b>126</b>	<b>100.00</b>

Table 4.20 shows that majority of pupils in Nairobi and Kajiado shared the English textbooks with their peers. An English textbook/pupil ratio of 1:2 was reported by majority 34(26.98%) of the teachers in Nairobi while majority of the schools in Kajiado had a textbook-pupil ratio of 1:3 as shown by 18(14.29%) of the teachers. The textbook/pupil ratio of 1:1 had was reported by a minority 10(7.94%) of which 6(4.77%) were in Nairobi and 4(3.17%) were in Kajiado. One of the OASOs interviewed explained that the government was committed in ensuring the 1:1 textbook pupil ratio is achieved in all schools. However, most schools had challenges of increased enrollment. He further explained that books were prone to tear and wear and others got lost in the hands of pupils.

The study sought to find out from the teachers, the quality of education in terms of the physical facilities and teaching and learning resources in relation to gender sensitivity.

The results are reported in Table 4.21. A 5-point Likert scale was used as follows; 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The results are reported in Table 4.19. The items generated continuous data.

Means of various indicators were worked out. The scale used to interpret the level of the quality of education according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4. 21:**

*Quality of Education in Terms of Gender Sensitivity in Physical Facilities, Learning Resources and Processes in public Primary Schools in Nairobi and Kajiado counties*

n=126

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation
	n	%	n	%	n	%	n	%	n	%		
	Teaching and learning resources are gender sensitive	55	43.65	53	42.06	12	9.52	5	3.96	1		
Teachers are trained on gender awareness	62	49.20	54	42.85	5	3.96	4	3.17	1	0.79	4.37	0.78
Boys and girls are given equal learning opportunities	51	40.47	56	44.44	10	7.93	9	7.14	0	0.00	4.18	0.86
The school encourages both boys and girls to participate in co-curricular activities	50	39.68	50	39.68	21	16.66	5	3.96	0	0.00	4.15	0.84
Boys and girls are given equal opportunities in school governance	42	33.33	49	38.88	22	17.46	12	9.52	0	0.00	3.97	0.95
The school has enough toilets for girls	18	14.29	15	11.90	10	7.94	52	41.27	37	29.37	2.54	0.92
The school has enough toilets for boys	11	8.73	13	10.32	18	13.95	58	46.03	36	28.57	2.47	0.87
Overall Quality											0.70	0.86

Table 4.21 shows that majority 62(49.2%) and 54(42.85%) of the teachers strongly agreed and agreed respectively, that teachers had been trained on gender awareness. The quality indicator on training teachers in gender awareness had a mean of 4.37, which indicated very high quality. According to Table 4.21, majority 55(43.65%) and 53(42.06%) of the teachers strongly agreed and agreed respectively that the teaching and learning resources were gender sensitive. The indicator on gender sensitivity of teaching and learning resources had a mean of 4.24 which indicated very high quality.

On whether schools had enough toilets, Table 4.21 reports that 37(29.37%) and 52(41.27%) of the teachers strongly disagreed and disagreed respectively that schools had enough toilets for girls. The quality indicator on whether schools had enough toilets for girls had a mean of 2.54, which indicated low quality. Concerning boys' toilets, 36(28.57%) and 58(46.03%) of the teachers strongly disagreed and disagreed respectively that schools had enough toilets for boys. The mean on boys' toilets was 2.47, which indicated low quality. However, the overall quality of education in terms of gender sensitivity had a mean of 3.70, indicating high quality.

The study sought to find out from pupils, the quality of education by establishing; the care given to learners when they got sick while in school, school attendance/absence, the level of Parents/guardians support and level of parents' involvement in pupils learning. The study sought to establish from the pupils, the types of medical care given when a pupil falls sick in school and the results are reported in Table 4.22.

**Table 4.22:***Type of care given When a Pupil Falls Sick in School***n=256**

Type of medical care given when a pupil falls sick in school	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
First Aid by teachers	27	10.55	19	7.42	46	17.97
Treated by school nurse	2	0.78	1	0.39	3	1.17
Taken to a health center	20	7.81	14	5.47	34	13.28
My parents/guardian are called to take me to hospital	103	40.24	70	27.34	173	67.58
<b>Total</b>	<b>152</b>	<b>59.38</b>	<b>104</b>	<b>40.62</b>	<b>256</b>	<b>100</b>

Table 4.22 shows that most schools in Nairobi and Kajiado did not provide medical care to pupils when they fell sick in school. This is shown by majority 173(67.58%) of the pupils of whom 103(40.24%) and 70(27.34%) were in Nairobi and Kajiado respectively. They indicated that their parents/guardians were called to take them to hospital when they fell sick in school. A minority 3(1.17%) of the pupil respondents indicated that they were treated by the school nurses. Of the 3 pupils, 2(0.78%) were in Nairobi and 1(0.39%) was in Kajiado. One of the QASOs interviewed explained that most schools could not afford to construct a medical facility in the school. Another QASO noted that the maintenance of a medical facility had cost implications which most schools could not afford and hence not sustainable.

The researcher analyzed the number of days pupils had been absent from school from the class registers and the results obtained were shown in Table 4.23.

**Table 4.23:**

*Number of Days Pupils Were Absent During the Term the Data Was Collected* **n=256**

Days Absent from school in the term	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
0	90	35.16	62	24.22	152	59.38
1	23	8.98	15	5.86	38	14.84
2	14	5.47	9	3.51	23	8.98
3	9	3.52	6	2.34	15	5.86
4	5	1.95	4	1.56	9	3.52
5	2	0.78	2	0.78	4	1.56
6	1	0.39	1	0.39	2	0.78
7	1	0.39	1	0.39	2	0.78
8	2	0.78	1	0.39	3	1.17
10	2	0.78	1	0.39	3	1.17
14	2	0.78	1	0.39	3	1.17
49	1	0.39	1	0.39	2	0.78
<b>Total</b>	<b>152</b>	<b>59.37</b>	<b>104</b>	<b>40.61</b>	<b>256</b>	<b>100</b>

Table 4.23, shows that most pupils in Nairobi and Kajiado attended school regularly as shown by 152(59.38%) of the respondents who had not been absent from school in the term the questionnaire was administered. In Nairobi they were 90(35.16%) and in Kajiado they were 62(24.22%) who had not been absent. The highest number of days that pupils were absent was 49 days.

The pupil respondents were required to give the reasons for being absent from school and the results obtained were reported in the Table 4.24.

**Table 4.24:**

***Reason for Being Absent from School***

**n=104**

Reason	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
Sickness	49	47.11	33	31.73	82	78.85
Not paying school levies	4	3.85	2	1.92	6	5.77
To take care of sick siblings	4	3.85	3	2.88	7	6.73
Was late and decided to stay home	4	3.85	2	1.92	6	5.77
Feared to be bullied	-	-	1	0.96	1	0.96
Had not finished homework	1	0.19	1	1.92	1	0.96
Bereavement	-	-	1	0.96	1	0.96
<b>Total</b>	<b>62</b>	<b>58.85</b>	<b>44</b>	<b>42.29</b>	<b>104</b>	<b>100</b>

Table 4.24 shows that the main cause of absenteeism from school in Nairobi and Kajiado was sickness. Majority 82 (78.85%) of the pupil of whom 49(47.11%) and 33(31.73%) were in Nairobi and Kajiado respectively indicated that they had been absent from school due to sickness.

The study sought to establish from the pupils, the extent to which Parents/guardians supported their children in homework, moral support, books and stationary, and meals and the results are shown in Table 4.25.

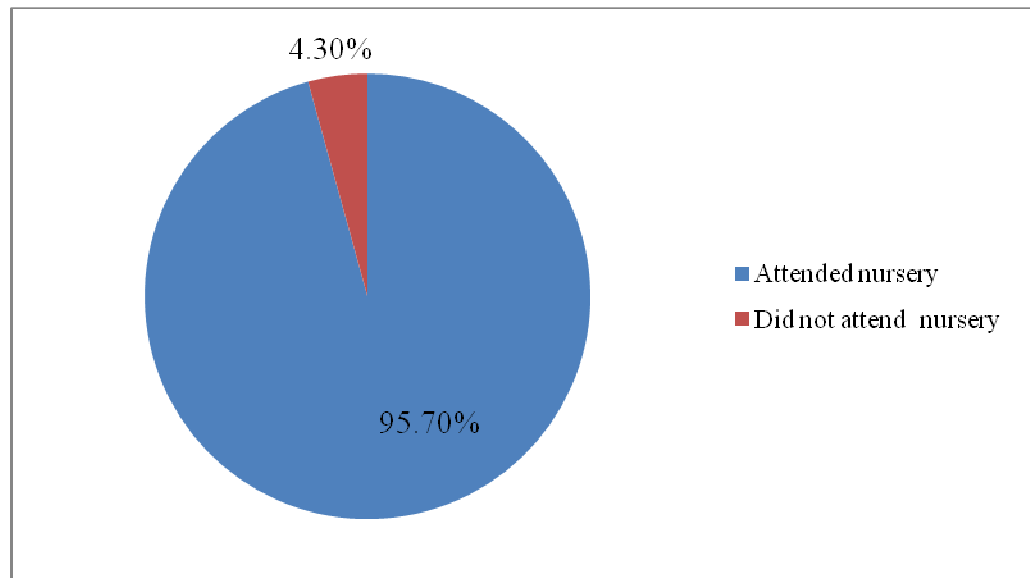
**Table 4.25:**

*Extent to Which Parents/Guardians Supported their Children* *n=256*

Parents/ guardians support	Not at all		Little Extent		Fair extent		Good extent		Great extent		Mean	Std. Dev.
	n	%	n	%	n	%	n	%	n	%		
	Homework	50	19.53	23	9.16	23	9.16	60	23.44	93		
Moral Support	1	0.39	6	2.34	14	5.47	36	14.06	199	77.73	4.69	0.68
Books & stationary	7	2.73	9	3.52	27	10.55	58	22.66	155	60.55	4.39	0.94
Meals	1	0.39	5	1.95	16	6.25	27	10.55	207	80.86	4.72	0.67

Table 4.25 shows that parents and guardians supported their children by providing them with meals as shown by majority 207(80.86%) of the pupils to a great extent. The least support children got from their parents/guardians was in homework, as shown by 50(19.53%) of the pupils who indicated that the parents did not support them in homework at all and 23(9.16%) who indicated that their parents supported them in homework to a little extent only.

The study sought to find out from the pupils, the number of learners who had attended nursery or pre-unit before joining Class one.



**Figure 4.4 Learners who attended nursery or pre-unit before joining class one n=256**

Figure 4.4 shows that majority of the pupils had attended nursery schools or pre-units before joining class one as shown by majority 245(95.70%) of the pupil respondents. A minority 11(4.30%) showed that they had not attended nursery or pre-unit before joining class one.

The study sought to find out from the pupils, the quality of education in terms of the support pupils get from their parents/guardians and the school. The results are recorded in Table 4.26. A 5 point likert scale (1 - 5) was used. The scale was; 5 for strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for strongly disagree. The items generated continuous data.

Means of various indicators were established. The scale used to interpret the level of quality according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4.26:**

*Quality of Education in Terms of Support Parents Gave the Learners and How Nutritional and Health needs of Learners were met by the School.*

Quality of Education	n=256										Mean	Std. Dev.
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
	n	%	n	%	n	%	n	%	n	%		
My parents help me with homework.	11	4.32	25	9.92	30	11.91	100	39.68	86	34.13	2.59	1.26
My parents attend class meetings.	173	68.11	55	21.65	18	7.09	4	1.57	4	1.58	4.53	0.82
I get encouragement from family.	207	81.82	35	13.83	3	1.19	3	1.19	5	1.97	4.72	0.73
The school provides lunch.	133	52.57	41	16.20	20	7.91	14	5.53	45	17.79	3.80	1.55
My parents monitor my school work	104	41.43	77	30.68	35	13.95	11	4.38	24	9.56	3.90	1.26
Sometimes I am absent due to hunger	15	6.10	3	1.22	8	3.25	20	8.13	200	81.30	4.43	1.06
The school provides medical services.	51	20.24	45	17.85	26	10.32	48	19.05	82	32.54	2.83	1.54
I regularly attend school.	182	71.65	43	16.93	12	4.72	2	0.79	15	5.91	4.48	1.05
Overall Quality											3.91	1.16

Table 4.26 shows that majority 207(81.82%) and 35(13.83%) of the pupils strongly agreed and agreed respectively that they got encouragement from their families. In terms of means, the quality indicator on pupils' encouragement from their families had a mean of 4.72, indicating very high quality. On whether pupils were absent from school due to hunger, majority 200(81.30%) and 20(8.13%) of the pupils strongly disagreed and disagreed respectively with the statement that "Sometimes I am absent from school due to hunger." On whether schools provided medical services to pupils, 82(32.54%) and 48(19.05%) of the pupils strongly disagreed and disagreed respectively that their schools provided medical services to pupils. In terms of means, the quality indicator on provision of medical services to pupils had a mean of 2.83, which indicated moderate. On average, there was high (mean of 3.91) quality of education in terms of support parents gave the learners and how nutritional and health needs of learners were met.

The findings on whether schools had ramps show that majority of the schools did not have ramps for use by the physically challenged persons. The findings on ramps for the physically challenged concur with Kanamba (2014) whose study on school factors influencing the provision of child friendly school environments reported that 68 of the schools surveyed lacked disability friendly infrastructure such as ramps. Learners who are physically handicapped and the visually impaired may not be able to move around independently with such infrastructure.

According to Kadima (2006) in his study on school factors influencing provision of child friendly school environment, schools need to be restructured to cater for all learners. Kithuka (2008) also noted in his study on factors affecting the implementation of inclusive education policy in public primary schools in Kitui North that schools' physical environment in majority of schools were not disability friendly. Similarly, according to UNESCO (2011) there are notable difficulties faced by children with special needs and teachers in inclusive settings such as physical accessibility which schools should address when they go inclusive. Frederickson et.al (2014) in their article on mainstream and special schools inclusion partnerships pointed out that successful inclusion of learners with special needs in regular schools can only be possible if adaptation of school environment is done.

The findings of this study on provision of adapted toilets indicate that majority of schools did not have adapted toilets for use by learners with special needs. The findings on lack of adapted toilets for learners with special needs, is in line with Kirk & Sommer (2006) whose study on gender responsive school sanitation and health, revealed that the inaccessibility of latrines for learners with disabilities acted as a major barrier to inclusion in Uganda. The findings on lack of adapted toilets also concur with Manduku et al (2016) whose study on effects of child-friendly schools on learner's performance in selected public primary schools in Londiani sub-county reported that infrastructural facilities were not friendly to learners who were physically impaired.

Koskey (2017) also found that the physical facilities such as toilets in most of the school were not designed to accommodate all learners especially those who were physically challenged. Inclusive education in most African schools result in isolation and frustration for children with special needs due to lack of the necessary support and resources for meaningful inclusion (Eleweke & Rodda, 2012).

The findings of this study indicate that the overall quality of education in terms of disability friendly environment was moderate. The child-friendly schools manual stresses that all regular primary schools should have a disability friendly learning environment. It states that: ‘child friendly schools should provide enabling learning environments, including accommodating children with physical and mental learning disabilities’ (UNICEF, 2009).

The CFS manual further notes that special adaptations for learners with special needs must be incorporated into the design and location of water and sanitation facilities and in the classrooms. It is further observed that the needs of children with disabilities are usually ignored or simply forgotten (UNICEF, 2009). A disability friendly environment increases the functional potential of learners with special needs. The physical facilities and school infrastructure determine how effectively the inclusion of learners with special needs is implemented (ROK, 2005). The Kochung report cited in MOE (2009) on the appraisal of Special Needs Education noted that learners with special needs, required barrier free environment to maximize their functional potential.

The findings of this study on chalkboards, show that all schools had a blackboard that was put in a place where all pupils could see it clearly. The findings on blackboards resonate those of Muthima and Mutinda (2017) whose study on adequacy and quality teaching and learning resources provided by the free primary education programme in Public schools in Ndaragwa Division established that all the study schools had adequate chalkboards that were well positioned for all learners to see. The global evaluation report on CFS in South Africa reported that 90% of the classrooms had chalkboards placed where all students could see (AIR, 2009). Chalkboards improve teaching effectiveness and enable teachers to manage the classrooms. They are the most commonly used medium for presentation of lesson content (Sankyuu, 2015). The child friendly schools manual notes that all classrooms need a chalkboard placed in front of the classroom. The chalkboard when placed in front of the classroom encourages a focus on the teacher and also acts as a resource for learning. The manual further points out that the chalkboards can be made from local materials and community maintenance utilized (UNICEF, 2009).

The findings of this study on whether classrooms were ventilated show that majority of the classrooms were well ventilated. The findings on well ventilated classrooms concur with Mango (2013) whose study on school based factors influencing quality of free primary education in public primary schools in Navokholo district found that majority of the classrooms were well ventilated.

The global evaluation on CFS reported that 82% of rural classrooms and 67% of urban classrooms in South Africa had adequate ventilation (AIR, 2009). The child friendly schools manual notes that classrooms must be well ventilated in order to maintain a healthy internal environment. Proper ventilation allows circulation of fresh air which controls heat and excessive humidity (UNICEF, 2009).

The findings of this study indicate that the classrooms were not clean and were not well organized. The findings on the cleanliness of classrooms concur with the global evaluation which reported that majority of the schools had dirty and disorderly classrooms (AIR, 2009). The child friendly schools manual notes that classroom should be kept clean since that is the place where pupils spend most of their time when in school. A clean and well organized classroom is welcoming and conducive for learning. The manual further points out those teachers should engage learners in the arrangement and cleaning of the classrooms. The duties should be equally shared among all pupils in the class (UNICEF, 2009).

The findings of this study on adequacy of playgrounds show that all the schools that participated in the study had playgrounds. Similarly, a study by Olulemi (2012) on creating child friendly school learning environments for Nigerian children found that 96.4% of the schools that participated in the study had playgrounds. The global evaluation on CFS also reported that majority of the schools had playgrounds (AIR, 2009). This is an indication that most schools ensure that pupils have open spaces for playing.

Gleave and Cole (2012) in their study on effects of lack of play on children's lives, note that play is important for the physical, mental, intellectual and social wellbeing of the pupils. Children who are given time to play in school are well behaved and learn better than those who have no access to play. Availability of play grounds increase the attendance rate of school children and also decreases the dropout rate (Gleave & Cole, 2012). The United Nations Convention on Rights of Children (UNCRC) Article 31 cited in UNICEF (2009) notes that children have a right to play. The child friendly schools manual ensures that children's right to play is actualized in schools by recommending that all schools must have safe playgrounds and adequate time for play allocated (UNICEF, 2009). In line with this, the American Academy for Pediatrics recommends that children should have at least 60 minutes of outdoor play every day (IED-NAPE, 2014).

The study findings on adequacy of desks and chairs showed that majority of schools had adequate desks and chairs. It was however observed that most of the desks were in poor condition such as rough surfaces and broken legs, and detached tops of desks. Similarly, Ogada, Opiyo and Wambua (2015) did a study on quality of education for the pastoralists in Public Primary Schools in Kajiado County and found that desks and chairs in public primary schools in Kajiado central were adequate but in a poor state. Pupils need comfort when sitting, reading and writing and the desks and chairs play a major role in ensuring that comfort. The desks and chairs should be well designed and correctly sized (Higgins, et al, 2005).

The child-friendly schools manual notes that each child should be given a comfortable seat and working area (UNICEF, 2009). The findings of this study on adequacy of first aid boxes indicate that most schools did not have first aid boxes. It was also observed that those that were available were not adequately equipped. According to the child friendly schools manual, every school should have a well - equipped first aid kit which can easily be accessed. The first aid kits enable schools to provide emergency care in school (UNICEF, 2009).

On whether schools had libraries, the findings show that majority of schools did not have libraries. The findings of this study which report that majority of the schools did not have libraries, concur with Olulemi (2012) who reported that majority of the schools did not library facilities in Nigeria. A study by Obonyo (2015) on Factors influencing implementation of child friendly model in public primary schools in Nyando sub-county, also reported that majority of schools did not have libraries. In sub Saharan Africa, school libraries in primary schools are either not available or are in poor conditions or both (Etsey, 2005). Lack of libraries in schools is a sad state of affairs as the benefits attached to school libraries are enormous. School libraries provide access to reading materials and hence promote a reading culture which in turn underpins the development and strengthening of literacy skills (Lingam &Lingam, 2013). Access to books in school libraries leads to increased vocabulary, better comprehension, improved writing skills and self-expression (Makotsi, 2011).

The child-friendly schools manual notes that all child friendly schools should have a library that is well equipped with relevant books and learning resources (UNICEF, 2009). Concerning the class-pupil ratio, the findings of this study show that majority of the schools had exceeded the recommended number of pupils in a class. The recommended class ratio is 1:40 (MOE, 2008; MoEST, 2013). The findings of high class-pupil ratio concur with Musila (2015) whose study on school factors influencing implementation of Child - Friendly programmes in public primary schools in Kangundo Sub-County, found out that majority of schools had very high class-pupil ratios. The ministry of education in Kenya reported that class-pupil ratio is 1:60 to 1:90 in public primary schools (MoEST, 2010). The high class-pupil ratio was attributed to increased enrolment of pupils in the schools due to the free primary education. A study done by Willms (2000) on investments to improve children's educational outcomes in Latin America noted that there is a relationship between class size and student achievement. The study by Willms (2000) also observed that large classes hinder the application of processes such as child centred pedagogy and result in low academic achievement.

The results on the toilet-pupil ratio for girls show that majority of the schools did not have enough toilets for girls. The recommended toilet-pupil ratio for girls is 1:25 (MOE, 2008). The findings on the toilet- pupil ratio concur with Kanamba (2014) whose study on school factors influencing provision of Child friendly school environment in public primary schools in Igembe North District, reported a high ratio of girls to toilet facilities.

A study by Sommer (2011) on integrating menstrual hygiene management into the school water, sanitation and hygiene agenda reported that lack of enough toilets acts as a barrier for girls to attend schools. The child friendly schools manual notes that schools should provide sufficient, accessible, private, secure and clean toilets (UNICEF, 2009).

The findings on the toilet-pupil ratio for boys indicate that majority of the schools did not have enough toilets for boys. The findings on the high toilet-pupil ratio for boys show that majority of the schools had not complied with the recommended toilet-pupil ratio for boys. The ministry of education recommends one toilet for 30 boys (MOE, 2008; MoEST, 2013). Inadequacy of latrines may lead to urination and defecation around the toilets which becomes a breeding ground for faecal-oral diseases. It also promotes absenteeism and dropping out of schools (Sommer, 2011).

The findings of this study on teaching of non-examinable subjects indicate that non-examinable subjects like Physical Education, Pastoral care, Life skills and Peace Education were regularly taught. A study done in Macedonia on Child friendly schools reported that schools improved their effectiveness in teaching by revision of the curriculum in all subjects and including life skills-based education in the primary education curriculum (Clair, 2011). Children are exposed to numerous physical and physiological threats that jeopardize their health and safety in schools. Child - friendly schools mitigate these problems by implementing life skills-based health education as part of schooling among other measures (UNICEF, 2010).

The findings of this study on English textbook-pupil ratio indicates that majority of the schools had not complied with the recommendation by the Ministry of Education of one book per pupil. The National policy on textbook-pupil ratio is 1:1 (MoEST, 2010). A study on school factors influencing provision of Child friendly school environment in public primary schools in Igembe North District by Kanamba (2014) reported that the English textbook-pupil ratio was 1:3. Musila (2015) did a study on School Factors influencing implementation of Child-friendly programmes in public primary schools in Kangundo Sub-County and reported that English textbook-pupil ratio was 1:4.

A study by UNESCO (2005) reported that half of the schools in southern and Eastern Africa had English textbook - pupil ratios of either 1:6 or 1:7. The availability of enough textbooks contributes to effective teaching and promotes the literacy levels of learners (UNESCO, 2005). Textbooks are important resources for teaching because they not only determine the content to be taught but also the teaching methodology (Heyneman, 2006). Text books are the dominant definition of curriculum in schools since they cover the content as stipulated in the syllabus. They facilitate students to study directly and independently and enable them to construct meaning on their own (Rice, 2003). Child-friendly schools strive to promote effective teaching and learning and one way of achieving this is by ensuring that pupils have enough textbooks (UNICEF, 2009).

The findings of this study on training of teachers on gender awareness show that most schools trained teachers on gender awareness. Lack of proper training in gender awareness may cause teachers to inadvertently reinforce gender stereotypes in the classes (USAID, 2008). For example, in Malawi, a study on strengthening gender and education programming in the 21<sup>st</sup> century, noted that teacher behaviour negatively affected girls more than boys (Kendall, 2006). This potentially contributes to increased dropout rates among girls in primary school and decreased enrolment in secondary school. It is therefore important that teachers get to know how their own perceptions or expectations affect pupils in the classroom environment, including the way they assess learners and how they give feedback. Teachers and all education stakeholders should learn how to identify and deal with gender bias (USAID, 2008).

The findings of this study on gender sensitivity of teaching and learning resources show that teaching and learning resources used in the classrooms were gender sensitive. The findings on gender sensitivity of teaching and learning resources contradicts an evaluation done by UNICEF (2009) on CFS in Macedonia, which reported that the text books for grade one up to grade eight were not gender responsive. It further highlighted some issues such as the presence of male and female characters not being equal, female characters were given supporting roles and there were very few female textbook authors.

The child-friendly schools manual notes that developing gender-responsive curriculum and textbooks is an important step towards gender equality in classrooms (UNICEF, 2009). Textbooks and other materials used for teaching and learning can perpetuate gender stereotypes through pictures and text that portrays gender-bias of men and women (for example, images of boys learning science or math and girls cleaning houses or cooking). A study on gender responsive pedagogy by Mloma et al (2005) noted that a gender-responsive curriculum puts into consideration what images of masculinity and femininity pupils are bringing with them to school and in the class. Bernard (2005) conducted a study in Cambodia on the effects of CFS model and reported that the CFS schools were devoted in creating gender responsive school environments by training teachers to be gender sensitive in the teaching processes and the language they used. The findings of this study show that there was high quality of education in terms of gender sensitivity in the environment, processes

The findings of this study on the type of care pupils were given when they fell sick in school show that most schools did not provide health services in the school. Similarly, Kibet (2010) in his study on teacher-parent partnership for enhancing quality in pre-school education in Uasin Gishu district reported that most schools did not have good access to health facilities. The health status of learners plays a vital role in their school life in terms of academic success, concentration and participation (McCain & Mustard, 1999). It is therefore important for the school to provide the essential health care services that may be required in a school.

According to the child-friendly manual, schools should have health clinics and suggests that the doctor's office can be integrated with the school layout and function as a school clinic and community health centre. Children's health is crucial for the learning process (UNICEF, 2010). The child-friendly schools manual explains that child-friendly schools strive to promote physical and psychological health of all children. It further asserts that every child has a right to receive prompt treatment or medical attention when sick. It is in line with this that child friendly schools are required to provide the best possible health care services to learners (UNICEF, 2009).

The findings on the number of days pupils were absent indicate that most pupils attended school regularly. A study by Fuller and Dellagnelo (1999) on how to raise children's literacy, reported that for children to perform well academically, they have to attend school consistently. Learners' exposure to curriculum significantly influences their achievement. Exposure to curriculum comes from attending school regularly.

The findings on support given by parents' show that the least support parents/guardians gave was in homework. This is in line with Musila (2015) who reported that majority of the pupils disagreed that their parents supported them in doing homework. Kibet (2010) also found that parental involvement in their children's homework was fairly low. This is however contrary to the requirements of the CFS which insist that parents should actively participate in the learning activities of children such as homework.

There is need for strengthening the interactions between the schools and the parents in order to reap the benefits associated with parental support in schools (UNICEF, 2009). The CFS infrastructure standards and guidelines for Rwanda points out that beyond the learners own inborn abilities, motivation and prior knowledge, learning occurs when the home, community and the schools cooperate and work together to form a protective circle that nurtures and develops the learner's growth (RMOE, 2009).

The findings on learners who attended nursery before joining class one, show that majority of primary school pupils had attended nursery or pre-unit before joining class one. A study on school readiness by Britto (2012) indicates that positive experiences at an early age are important in preparing a quality learner. A study in Latin America found out that attendance of pre-schools combined with high level of parental involvement is associated with high academic achievement and reduced repetition of grades in primary schools (Willms, 2000).

Pre-school and nursery experiences lay a strong foundation for lifelong learning. It also influences the speed and extent of acquiring literacy and numeracy skills when the child starts formal learning (Britto, 2012; UNICEF, 2010). A study by Currie (2005) on health disparities and gaps in school readiness, noted that children who were denied adequate nutrition, emotional support and mental stimulation during their early years of life are usually not ready to learn when they join school. Britto (2012) notes that poor school outcomes reflect lack of school readiness.

The results on encouragement of learners indicate that learners received a lot of encouragement from their parents. The findings of this study on pupils' encouragement by parents corroborate with Osher, et.al (2009) whose study on UNICEF'S Child-Friendly Schools programming, observed that most students in Child-friendly schools reported that their parents provided emotional and material support. The child friendly schools framework recognizes that parents have a primary responsibility in the well- being of their children. In view of this, parents are expected to give moral support, encouragement and material support to the children (UNICEF, 2009). The results on whether learners were absent from school due to hunger indicate that majority of the learners nutritional needs were met and therefore attended school regularly. Learners' nutritional status is likely to affect class attendance and general school participation (UNICEF, 2009). Provision of school meals has proofed to improve school attendance and academic achievement (Lloyd, 2005).

The findings of this study on provision of medical services by the school show that most schools did not provide medical services to learners at all. Earlier results showed that the parents/guardian were called to take pupils to hospital when pupils fell sick in school and only a few received treatment from the school nurse or health center whenever this occurred. The guide for programme managers in East Asia and the Pacific on assessing child-friendly schools, notes that engagement of families in the provision of quality education is among the most effective and lasting intervention in a school (EAPRO, 2006).

The findings of this study show that on average, there was quality of education in terms of parental support and also in meeting the nutritional needs of learners.

#### **4.6 Implementation of Active Participation of Parents, Pupils and the Community in School Governance and its Influence on the Quality of Education**

The third objective sought to determine the implementation of active participation of parents, pupils and the community in school governance and its influence on the quality of education. This is because active participation is a key dimension of the child-friendly schools. This dimension enables schools to operate in the best interests of the child and also promotes accountability. Involvement of the community and parents promotes interactions which are a pre-requisite for developing credible education plans and also help to attract external support in terms of resources and services.

The study obtained information from headteachers on activities in the school that parents were encouraged to actively participate through an open-ended question and the responses are recorded in Table 4.27.

**Table 4.27:*****Activities Parents were Encouraged to Actively Participate in the School***

<b>School Activities</b>	<b>Nairobi</b>		<b>Kajiado</b>		<b>Total</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Participating in school development projects and construction of school buildings e.g. toilets, fences, and minor repairs	12	48	8	32	20	80
Attending school functions	11	44	7	28	18	72
Cleaning the compound and cutting (pruning) trees	7	28	5	20	12	48
Providing Moral support to pupils and teachers	6	24	5	20	11	44
Providing professional guidance and services e.g. engineers	5	20	4	16	9	36
Financial support and resource mobilization	4	16	3	12	7	28

The findings in Table 4.27 show that parents were encouraged to actively participate in school development projects and construction of buildings within the school such as toilets, fences and minor repairs as shown by 20(80%) of the headteachers of whom, 12(48%) were in Nairobi and 8(32%) were in Kajiado.

The findings of this study on activities that parents were encouraged to participate in the school were further supported by the observations made where parents were found planting trees and grass in the school compound as shown in Figure 4.5. Parents were also involved in the pupils learning as shown in Figure 4.6 where the school had invited parents to demonstrate the use of digital tablets in the learning process.



**Figure 4.5: Parents planting trees and grass in the school compound**



**Figure 4.6: Teachers demonstrating how to use digital tablets for learning to parents**

The study sought to find out from the head teachers the parental participation in the provision of support services to schools. The results are reported in Table 4.28. Means of various indicators were established. The scale used to interpret the implementation according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4. 28:***Parental Participation in Provision of Support Services to Schools in Nairobi and Kajiado Counties* *n=25*

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Mean</b>	<b>Std Deviation</b>
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>		
Parents mobilize resources to support school development projects	9	36	12	48	3	12	1	4	0	0	4.16	0.80
Parents assist in maintenance of their children's discipline	9	36	9	36	5	20	2	8	0	0	4.00	0.96
Parents facilitate the provision of teaching and learning resources	0	0	15	60	6	24	4	16	0	0	3.44	0.77
There is a good working relationship between parents and teachers	8	32	12	48	4	16	1	4	0	0	4.08	0.81
Parents give moral support to the pupils	12	48	11	44	2	8	0	0	0	0	4.40	0.65
The community gives services to the school	0	0	4	16	0	0	9	36	12	48	3.32	0.75
Parents give voluntary services to the school	8	32	11	44	6	24	0	0	0	0	4.08	0.76
Parents support the school feeding programme	4	16	11	44	5	20	3	12	2	8	3.48	1.16
Overall Implementation											3.87	0.83

Table 4.28 shows that parents gave moral support to the pupils as shown by 12(48%) and 11(44%) of the headteachers who strongly agreed and agreed respectively that parents gave moral support to the pupils. In terms of means, the indicator on provision of moral support from parents to the pupils had a mean of 4.40, which indicated very high implementation. Concerning resource mobilization, 9(36%) and 12(48%) of the headteachers strongly agreed and agreed respectively that parents mobilized resources to support school development projects. The indicator on resource mobilization by parents to support school development projects had a mean of 4.16, which indicated high implementation. On whether the community provided services to the schools, Table 4.28 indicates that 12(48%) and 9(36%) of the headteachers strongly disagreed and disagreed respectively that the community provided services to the schools. The mean on the services, communities provided to schools was 3.32 which indicated moderate implementation. Overall parental participation in school activities was had a mean of 3.87 which indicated high implementation.

The study sought to find out from the headteachers, the ways in which pupils were involved in school governance through an open ended question and the responses are shown in Table 4.29.

**Table 4.29:*****Ways Pupils were Involved in School Governance*** n=25

<b>Ways of Involving Pupils in school governance</b>	<b>Nairobi</b>		<b>Kajiado</b>		<b>Total</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Children government (Child parliament)	11	44	8	32	19	76
Pupils participating in election of school prefect	10	40	7	28	17	68
Consulting pupils on issues pertaining to their welfare in school	9	36	6	24	15	60
Involving pupils in child rights awareness meetings	7	28	5	20	12	48
Allowing pupils to monitor and report indiscipline cases	6	24	4	16	10	40
Encouraging Peer guidance and counseling	6	24	4	16	10	40
Allocating different classes and prefects to lead the assembly	5	20	4	16	9	36

Results in Table 4.29 show that pupils were involved in school governance through children's government as shown by 19(76%) of the headteachers of whom 11(44%) were in Nairobi and 8(32%) were in Kajiado. Pupils also participated in election of prefects as indicated by 17(68%) of the headteachers of whom 10(40%) were in Nairobi and 7(28%) were in Kajiado. Table 4.29 shows that the headteachers consulted pupils on issues pertaining to their welfare as reported by 15(60%) of the headteachers of whom 9(36%) and 6(24%) were in Nairobi and Kajiado respectively. Results in Table 4.29 show that 12(48%) of the headteachers reported that they involved pupils in child-rights awareness meetings.

The study sought to establish from the headteachers, the impact of involving parents and pupils in school governance through an open-ended question and the responses were recorded in Table 4.30.

**Table 4.30:**

*Impact of Involving Parents and Pupils in School Governance*

**n=25**

<b>Impact of involving parents and pupils in school governance</b>	<b>Nairobi</b>		<b>Kajiado</b>		<b>Total</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Schools were able to mobilize resources which were used in school projects	13	52	8	32	21	84
Promotion of good discipline among the pupils	10	40	7	28	17	68
Enhanced Better academic performance	9	36	6	24	15	60
Enhanced good relationships within school community	9	36	6	24	15	60
Promoted trust and positive attitude towards the school and sense of belonging	13	52	8	32	21	84
Encouraged transparency and accountability	10	40	7	28	17	68
Created awareness on various issues to parents and the community	8	32	6	24	14	56

Table 4.30 shows that among the impact identified of involving parents in school governance in Nairobi and Kajiado was mobilization of resources

which were used in various school projects as indicated by 21(84%) of the headteachers of whom 13(52%) and 8(32%) were in Nairobi and Kajiado respectively. The findings of this study on the impact of involving parents in school governance show that parental involvement promoted trust and positive attitude towards the school and created a sense of belonging among the parents as indicated by 21(84%) of the headteachers of whom 13(52%) were in Nairobi and 8(32%) were in Kajiado.

The researcher sought to establish from the headteachers whether there were any projects financed and supported by the community and the results are reported in Table 4.31.

**Table 4.31:**

*Projects Financed and Supported by the Community*

Statement	n=25											
	Nairobi				Kajiado				Total			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
The school has projects supported by the community	6	24	9	36	4	16	6	24	10	40	15	60

Table 4.31 shows that majority of the schools did not have any projects financed and supported by the community as shown by 15(60%) of the headteachers of whom 9(36%) were in Nairobi and 6(24%) were in Kajiado. Only 10(40%) of the headteachers of whom 6(24%) were in Nairobi and 4(16%) in Kajiado indicated that there were projects in their schools that were financed and supported by the community.

The findings in Table 4.31 show that majority of the schools in Nairobi and Kajiado had no projects supported by the community. The headteachers who indicated that they had projects that were financed and supported by the community listed the projects as reported in Table 4.32.

**Table 4. 32:**

*Projects Supported by the Community in the Last Five Years n=25*

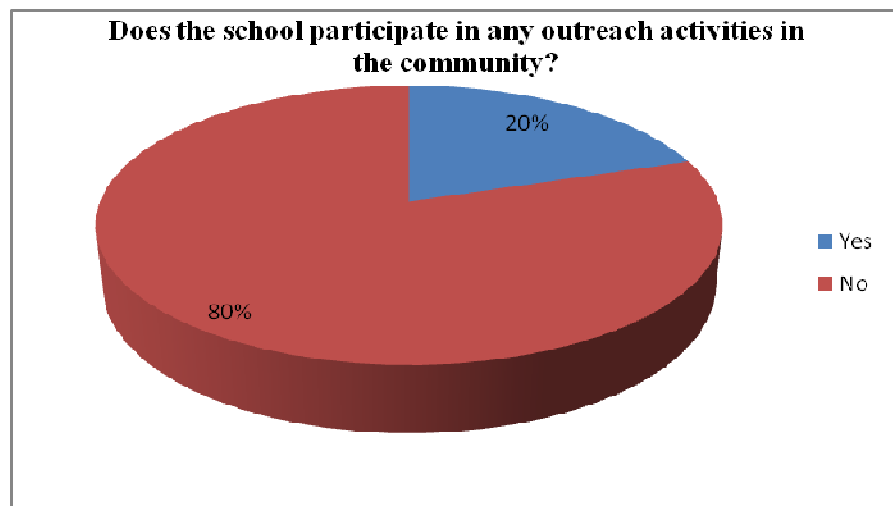
Projects Supported by the Community in the Last Five Years	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
Supporting the school feeding programs	2	20	1	10	3	30.00
Providing hand wash containers in classrooms	1	10	1	10	2	20.00
Sinking boreholes	1	10	-	-	1	10.00
Fencing the school	3	30	1	10	4	40.00
Construction of school kitchen, toilets and staff houses	2	20	1	10	3	30.00

Results in Table 4.32 show that the main projects that were financed and supported by the community included fencing the school compound. Findings from the observation show that the community had supported some school projects such as construction of the school fence as shown in Figure 4.7.



**Figure 4.7: Perimeter wall constructed by the community**

Other projects that the communities supported were the school feeding programs. Headteachers also indicated that the communities helped in the construction of toilets, kitchen and staff houses. The study sought to find out from the headteachers, whether the school participated in any outreach activities in the community and the results are shown in Figure 4.8.



**Figure 4.8: School participation in community outreach activities n=25**

Figure 4.8 shows that majority of the schools did not participate in any outreach activities in the community as indicated by 20(80%) of the headteachers. Only 5(20%) of the headteachers indicated that their schools participated in outreach activities in the community.

One of the QASO's who was interviewed explained that the low participation of schools in community outreach activities could be attributed to lack of time. He noted that schools were struggling to improve the mean scores and any free time was used for class work. He said for this to happen, the head teachers and teachers had to be sensitized in order to embrace the idea of developing a whole child. Another one said that some schools participate in outreach activities through some clubs and societies like scouts, girl guides and school choirs. He however noted that it was an area that was not given a lot of attention as needed.

The headteachers who indicated that their schools participated in outreach activities in the community listed the outreach activities shown in Table 4.33.

**Table 4.33:**

*Outreach Activities Carried Out by Schools in the Community*

**n=25**

<b>Outreach activities the schools undertake in the community</b>	<b>n</b>	<b>%</b>
Visiting and consoling bereaved pupils and teachers.	15	60.00
Visiting the sick learners and parents	9	36.00
Entertainment and presentations in community functions	12	48.00
Cleaning the streets and market near the school	4	16.00

Results in Table 4.33 show that the outreach activities that schools carried out in the community included visiting and consoling bereaved pupils and teachers as indicated by 15(60%) of the headteachers. The findings in Table 4.33 also show that another common outreach activity was entertainment and presentations in community functions as shown by 12(48%) of the headteachers.

The study sought to find out from the headteachers, the participation of parents, pupils and the community in school governance. The results are reported in Table 4.29. A 5-point Likert scale was used as follows; 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The items generated continuous data. Means of various indicators were established. The scale used to interpret the implementation according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4.34:***Active Participation of Parents, Pupils and Community in School Governance*

n=25

Active Participation of Parents and Students in School Governance	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation
	n	%	n	%	n	%	n	%	n	%		
There is an active BOM & PA in this school	17	68	7	28	1	4	0	0	0	0	4.60	0.63
Pupils elect own leaders in this school	17	68	5	20	1	4	1	4	1	4	4.47	0.92
There is an Active pupils government	10	40	13	52	1	4	0	0	0	0	4.33	0.62
Parents are encouraged to support their children in school work	10	40	10	40	5	20	0	0	0	0	4.20	0.78
Parents are informed of school activities	13	52	8	32	1	4	1	4	0	0	4.33	0.9
The school seeks stakeholders' opinions and suggestions	10	40	13	52	1	4	0	0	0	0	4.33	0.62
Learners views are listened to	18	72	5	20	0	0	1	4	0	0	4.60	0.83
The School promotes a good working relationship between teachers and parents	15	60	7	28	3	12	0	0	0	0	4.47	0.74
The school organizes teachers and parents meetings	13	52	8	32	1	4	1	4	0	0	4.33	0.9
The school Involves the community in school activities	8	32	7	28	5	20	5	20	0	0	3.73	1.16
The school community based health services	7	28	7	28	8	32	3	12	0	0	3.67	1.05
The school has linkages with community ECD centres	10	40	7	28	5	20	1	4	1	4	3.87	1.25
There is a committee for overseeing CFSI implementation	0	0	5	20	2	20	8	32	7	28	2.33	1.11
Overall Implementation											3.76	0.88

Table 4.34 shows that majority 17(68%) and 7(28%) of the headteachers strongly agreed and agreed respectively that they had active Board of Management (BOM) and Parents' Association (PA) in their schools. The indicator on presence of active BOM and PA in schools had a mean of 4.60, which indicated very high implementation. Majority 18(72%) and 5(20%) of the headteachers strongly agreed and agreed respectively, that learners' views were listened to. In terms of means, the indicator on learners' views being listened to had a mean of 4.60, which indicated very high implementation. Concerning schools seeking stakeholders' opinions and suggestions, 10(40%) and 13(52%) of headteachers strongly agreed and agreed respectively that schools sought stakeholders' opinions and suggestions.

Findings in Table 4.34 report that 8(32%) and 7(28%) of the headteachers strongly disagreed and disagreed respectively that their schools had committees in place to oversee the implementation of the CFSI. In terms of means, the indicator on whether schools had committees to oversee the implementation of CFSI had a mean of 2.33, which indicated low implementation. The findings of this study on whether schools had committees for overseeing implementation of CFSI, reveal that most schools did not have committees charged with overseeing the implementation of CFSI. One of the QASO's explained that the activities of making schools child friendly were incorporated in other sub- committees such as school development committees.

Another QASO had this to say:

'The idea of child friendly schools is quite new and has not been understood by many stakeholders. The headteachers are being trained on how to engage parents and the community. Once they are fully competent, they should be able to form committees and start off the activities of making the schools child friendly.'

Table 4.34 shows that the overall implementation of active participation of parents, pupils and the community in school governance had a mean of 3.76, which indicated high implementation. To test the null hypothesis: Implementation of active participation of parents, pupils and the community in school governance has no statistically significant influence on the quality of education, simple linear regression was done. The relationship between the independent and dependent variables was established. The scale used was; 0.10 to 0.29-weak correlation, 0.30 to 0.49-medium correlation, 0.50 to 1.0-strong correlation according to (Cohen, 1988). The percentage of variance in the dependent variable as a result of the independent variable was established. The results are recorded in Table 4.35.

**Table 4.35:**

***Model Summary for Implementation of Active Participation of Parents, Pupils and the Community in School Governance and its Influence on the Quality of Education***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 <sup>a</sup>	.705	.693	3.24091

a. Predictors: (Constant), implementation of active participation of parents, pupils and the community in school governance.

The results in Table 4.35 indicate that R was 0.840 which means that there was a strong and positive relationship between the dependent and independent variables. The R square was 0.705, indicating that 70.5% of the variance in the dependent variable (quality of education) was as a result of the independent variable (active participation of parents, pupils and the community in school governance).

The Analysis of Variance (ANOVA) was done to establish the significance level or P value. A significance level that is equal or less than 0.001, ( $p < 0.001$ ) indicates that there is a statistical significance. The null hypothesis was implementation of active participation of parents, pupils and the community in school governance has no statistically significant influence on the quality of education. The results are recorded in Table 4.36.

**Table 4.36:**

*ANOVA for Implementation of Active Participation of Parents, Pupils and the Community in School Governance and its Influence on the Quality of Education*

<i>ANOVA<sup>a</sup></i>						
Model		<b>Sums of squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
	Regression	578.660	1	578.660	55.092	.000 <sup>b</sup>
1	Residual	241.580	23	10.503		
	Total	820.240	24			

a. Dependent Variable: quality of education

b. Predictors: (Constant), implementation of active participation of parents, pupils and the community in school governance

The results in Table 4.36 show that the significance level was 0.000, ( $p < 0.001$ ) implying that implementation of active participation of parents, pupils and the community in school governance had a statistically significant influence on the quality of education. The null hypothesis was therefore rejected. This means that implementation of active participation of parents, pupils and the community in school governance positively influenced the quality of education.

**Table 4.37:**

*Coefficient for Implementation of Active Participation of Parents, Pupils and the Community in School Governance and its Influence on the Quality of Education*  
*Coefficients<sup>a</sup>*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	60.455	7.307		8.273	.000
1 implementation of active participation	.974	.131	.840	7.422	.000

a. Dependent Variable: quality of education

Table 4.37 shows that the predicted quality of education is equal to  $60.45 + 0.974$ .

This means that the quality of education increased by 0.974 for each unit of increase of the implementation of active participation of parents, pupils and the community in school governance.

The findings on activities that parents were encouraged to participate in show that parents were encouraged to participate in school development projects. The findings of this study on the activities parents were encouraged to actively participate in school concur with Alina (2010) whose study on Child friendly schools in Lamjung, noted that the main involvement of parents in schools was provision of labour.

Sheldon (2010) conducted a study on parental involvement in education and reported that usually, parents assisted in homework, correcting discipline, paying school fees

and attending school functions when invited. The child friendly schools manual reports that there are many benefits associated with meaningful parental involvement. Parental involvement in school governance enables parents to hold schools and governments accountable and also safeguards the interests of the pupils. The right based approach to education emphasizes the importance of safeguarding the interests of the children by encouraging involvement of parents, pupils and the community in decision making (UNICEF, 2009). Parental involvement is a key concept in the child friendly school and emphasis is made that parents should be involved in meaningful school governance. Parents and guardians are enabled to hold schools and governments accountable in the provision of quality education (Miske, 2011).

The results of this study on resource mobilization by parents indicate that parents mobilized resources to support school development projects. The findings on resource mobilization by parents concur with Coleman (1990), whose study on foundations of social theory noted that collaboration among parents is very effective in resource mobilization in order to support learning in schools. Resources from parents enable schools to provide quality education by ensuring the school environment is well maintained. According to the child-friendly schools manual, mobilization of resources from the families and the community has many benefits such as construction of classrooms, sanitation facilities, sustaining feeding programmes and provision of paid and unpaid labour (UNICEF, 2009).

The study findings show that in most schools, parents assisted in maintenance of their children's discipline and also in the provision of learning materials and school meals. Similarly, a study by Naido (2005) on educational decentralization and school governance reported that parents are required to play a more dynamic role in the

education of their children. Lemmer (2005) did a study on parental involvement in teacher education in South Africa, and reported that teachers, pupils and the parents gain from increased parental involvement which alleviates challenges such as provision of learning materials and indiscipline. A study by Kanamba (2014) on school factors influencing provision of Child-friendly school environments in public primary schools in Igembe North District revealed that good parental involvement in school affairs resulted in pupils having improved discipline and high achievement. A study by Jeynes (2003) on the effects of parental involvement in children's academic achievement, noted that parental involvement improved the quality of education through provision of learning resources and maintenance of the physical facilities.

The findings of this study on whether communities provided services to the schools indicate that the communities did not provide any services to the schools. Similarly, Koskey (2017) in a her study on influence of inclusiveness on school environment in public primary schools in Nandi North sub-county, reported that majority of headteachers and teachers disagreed that the community provided voluntary services to the schools. A study by Musila (2015) on school factors influencing implementation of child friendly programmes in public primary schools in Kangundo sub-county, also found that schools did not get any support from the community. The child-friendly schools manual notes that community involvement in education and in school life improves children's welfare in school.

Communities support schools by assisting teachers in the classrooms, improving the school infrastructure, ensuring regular provision of clean water and sanitation and giving financial and in-kind support ( UNICEF, 2009; AIR, 2009). Musila (2015) observes that community involvement improves quality of education by providing

essential services such as medical care. A study on inclusive education and child friendly schools by Christopher (2011) observes that the community should be involved in activities that may improve the quality of education. An evaluation of UNICEF'S Child-friendly school project in Cambodia, noted that community involvement is hard to implement and sustain despite it being the most essential element in provision of quality education (Benard, 1999). The Basic Education Act (2013) for Kenya provides for collaboration between the schools and community in the management of schools as an effort of providing quality education (ROK, 2013).

The results of this study on ways in which pupils were involved in school governance, show that pupils were involved in school governance through the children's governments. The objective of the children's government is to enhance the learner's experiences in school and also improve the quality of their education (MoEST, 2014). The findings of this study on ways pupils were involved in school governance indicate that learners were consulted on issues pertaining to their welfare. The results on ways pupils were involved in school governance contradict Noor (2017), whose study on improving access to quality education in Garrisa and Turkana, reported that most headteachers did not allow the children's government officials to take any active role in school management.

The findings on involvement of learners in school governance show that pupils participated in child-rights awareness meetings. The findings on participation of pupils in child-rights awareness meetings are in line with the evaluations of CFS in several countries, Kenya included, which revealed that through the CFS, most pupils had a better understanding of their rights. An evaluation on child friendly schools initiative in Kenya by Chege (2008) reported that learners were more confident and

ready to express themselves after the CFS implementation. The findings of this study on ways pupils were involved in school governance indicate that the schools were involving learners in meaningful school governance. The Convention on the Rights of the Child (CRC) declares that children have a right to participate in issues affecting their lives (Miske, 2011). The Child Friendly Schools concept aims at improving the education quality by placing the learner at the centre of education reform (UNICEF, 2009; Miske, 2011).

The findings of this study on impact of involving parents in school governance concur with a study entitled, from good to great by Collins (2011) which revealed that involvement of parents and the community in school governance promoted cooperation and resource mobilization. A study on school –based management initiatives in Sri Lanka by Madura (2014) found that parents and the community in Sri Lanka were supporting schools to meet the child-friendliness criteria by improving the classrooms through provision of reading corners, light and ventilation, construction of perimeter walls, painting classrooms and provision of learning resources.

The findings on the impact of involving parents in school governance also concur with Psacharopoulos and Patrinos (2008) whose study on education and human capital reported that parental and community involvement is important for provision of quality education. The child-friendly schools manual notes that parental involvement contributes to the successful implementation of CFS and provision of quality education (UNICEF, 2009).

The findings of this study on whether schools had projects supported by the community concur with Limo, Jelimo and Kipkoech (2016), whose study on evaluation of school health promoting programmes and the implementation of Child - friendly schools initiative in primary schools in Kenya, observed that there was minimal interaction between the schools and the community which resulted to lack of support by the community. A study on factors influencing enrolment and grade retention rates in public schools by Nduku (2003), reported that there was need for enhanced school-community relations.

Similarly, Musila (2015) reported that 60% of the headteachers disagreed that the community supported the school in various projects. This is despite the fact that the Basic Education Act (2013) provides for the school- community collaboration in school management (ROK, 2013). Community participation in schools is hard to implement and sustain and yet it is very crucial and essential in the sustained provision of quality education (Benard, 1999). This therefore calls for child-friendly schools to find ways of reaching out to the community as the benefits of school-community partnerships are numerous and cannot be ignored.

The findings on the school projects supported by the community are in line with the global evaluation on UNICEF Child-friendly schools programming, which reported that communities supported schools by assisting teachers in the classrooms, improving infrastructure, ensuring regular provision of clean water and giving financial and in-kind support (AIR, 2009).

The findings of this study on whether schools had active BOM and PA show that almost all schools had active Parents Associations (PA) and Board of Management (BOM). This could be attributed to the fact that, the Basic Education Act, 2013 provides for parents to be represented in the schools' boards of management and also establishment of a parents association (ROK, 2013). It is expected that parents make use of the two platforms to exercise their rights to active participation in meaningful school governance. The findings of this study concerning learners 'views being listened to, concur with Collins (2011) who reported that majority of schools actively engaged learners in school governance and this made learners feel safe, engaged and supported. He further observes that pupils should be allowed to participate in making decisions on issues that directly affect them. The child-friendly schools manual asserts that the aim of promoting children's participation is to enable them claim their right to quality education (UNICEF, 2009).

The findings on stakeholders suggestions being considered for implementation is in line with Claire, Miske and Patel (2010), whose study on developing standards for quality basic education in Central and Eastern Europe pointed out that learners, teachers and parents have the potential to give good advice effectively on various issues that affect schooling and the quality of learners. Their input in terms of ideas, suggestions and insights cannot be ignored.

The CFS dimension of active participation of parents, pupils and the community in school governance recognizes children as right holders and those who facilitate their rights as duty bearers, each having a say in the form and substance of his or her education (UNICEF, 2009). The aim of active participation in school governance is to enable all children claim their right to quality education (AIR, 2009).

The findings of this study on whether schools had committees for overseeing implementation of CFSI, reveal that most schools did not have committees charged with overseeing the implementation of CFSI.

The findings of this study indicate that there was high implementation of active participation of parents, pupils and the community in school governance. The child-friendly schools manual notes that creation of linkages between the schools and the communities is critical and that schools should strive to promote a strong sense of community. It is further explained that schools do not operate in isolation but operate within given communities which makes it important to establish harmonious relationships (UNICEF, 2009). In child-friendly school, parents and the community have a duty to ensure that the government provides quality education in the schools. Parents and communities in CFS must be closely involved in all aspects of the schools and also be ready to support by sharing the costs towards promotion of quality education (UNICEF, 2009).

The results on the model summary show that there was a strong and positive relationship between implementation of active participation of parents, pupils and the community in school governance and quality of education. The findings on the Analysis of Variance (ANOVA) indicate that implementation of active participation of parents; pupils and the community in school governance positively influenced the quality of education provided. According to the rights-based approach to education, children as right holders and those who facilitate their rights as duty bearers, have a say in the form and substance of their education (UNICEF, 2009). The aim of active participation in school governance is to enable all children to claim their right to

quality education. Parents and guardians are enabled to hold schools and governments accountable in the provision of quality education (UNICEF, 2009; Miske, 2011).

#### **4.7. Implementation of Effectiveness in Teaching/Learning and its influence on the Quality of Education**

The fourth objective sought to establish the implementation of effectiveness in teaching/learning and its influence on the quality of education. Effectiveness in teaching and learning is a key dimension of CFS. Effective teaching and learning is important because it enables the learners to acquire the desired knowledge, skills and attitudes. It facilitates the production of independent thinkers who can make constructive contributions and also think critically. Various indicators were used to measure the Implementation levels of effectiveness in teaching and learning. These include the; frequency of attending in-service trainings, textbook-pupil ratio, instructional materials, Child centered pedagogy and strategies for promoting effectiveness of teaching and learning.

The researcher sought to establish from teachers, the number of in-service trainings teachers had attended within the last 12 months in 2017. The respondents were given the following choices; none, once, twice, and thrice or any other and the results obtained are reported in Table 4.38.

**Table 4.38:*****Number of In-service Trainings Attended in the last 12 Months*****n=126**

Number of in-service trainings attended	Nairobi		Kajiado		Total	
	n	(%)	n	(%)	n	(%)
None	20	15.88	12	9.52	32	25.40
1	15	11.90	10	7.94	25	19.84
2	28	22.22	18	14.29	46	36.51
3	14	11.11	9	7.14	23	18.25
<b>Total</b>	<b>77</b>	<b>61.11</b>	<b>49</b>	<b>38.89</b>	<b>126</b>	<b>100.00</b>

Table 4.38 shows that majority of the teachers in Nairobi and Kajiado had attended 2 in-service trainings in the last 12 months (in 2017) as shown by 46 (36.51%) of the teacher respondents of whom 28 (22.22%) were in Nairobi and 18(14.29%) were in Kajiado. Those who had not attended any in-service trainings in the last 12 months were 32 (25.40%) teachers of whom 20(15.88%) were in Nairobi and 12(9.52%) were in Kajiado.

The teachers were required to rate the instructional supervision by their head teachers. The results obtained are captured in Table 4.39.

**Table 4. 39:*****Rating of Instructional Supervision of Head teacher*****n=126**

Rating	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
Excellent	9	7.14	7	5.56	16	12.70
Satisfactory	62	49.20	40	31.75	102	80.95
Unsatisfactory	3	2	2	1.58	5	3.97
Poor	3	2.38	-	-	3	2.38
<b>Total</b>	<b>77</b>	<b>60.72</b>	<b>49</b>	<b>38.89</b>	<b>126</b>	<b>100.00</b>

Table 4.39 shows that the headteachers instructional supervision was satisfactory as shown majority 102(80.95%) of the teachers of whom 62(49.20%) were in Nairobi and 40(31.75%) were in Kajiado. A minority 3(2.38%) of the teachers from Nairobi indicated that the instructional supervision was poor while in Kajiado there was none who rated the headteachers instructional supervision as poor. The findings in Table 4.39 show that instructional supervision of headteachers was satisfactory in Nairobi and Kajiado.

The study sought to find out from the teachers, the frequency of checking lesson plans and professional record for teachers and the results are shown in Table 4.40.

**Table 4.40:**

*Frequency of Checking Professional Records*

**n=126**

Checking of Professional Record	Nairobi		Kajiado		Total	
	n	(%)	n	(%)	n	(%)
Daily	9	7.14	5	3.96	14	11.11
Weekly	49	38.89	31	24.60	80	63.49
Monthly	10	7.93	7	5.56	17	13.49
Termly	9	7.14	6	4.76	15	11.90
<b>Total</b>	<b>77</b>	<b>61.1</b>	<b>49</b>	<b>38.88</b>	<b>126</b>	<b>100.00</b>

Table 4.40 shows that the professional records were mostly checked on weekly basis as shown by 80(63.49%) of the teachers of whom 49(38.89%) were in Nairobi and 31(24.60%) were in Kajiado. However, 15(11.90%) teachers of whom 9(7.14%) were in Nairobi and 6(4.76%) in Kajiado, indicated that their professional records were checked on termly basis.

The study sought to find out from the teachers, the strategies that schools had put in place to enhance effectiveness in teaching and learning. The results obtained are reported in Table 4.41.

**Table 4.41:**

*Strategies to Enhance Effectiveness in Teaching and Learning*

	<b>n=126</b>	
<b>Strategies for effectiveness in teaching and learning</b>	<b>n</b>	<b>%</b>
Provision of teaching and learning materials and textbooks to pupils and teachers	44	34.92
Use of child centered teaching and learning	21	16.66
Organizing workshops and seminars - in service courses and seminars for teachers	12	9.52
Checking of professional records	10	7.93
Ensuring the teachers complete the syllabus	7	5.55
Assisting slow learners	4	3.17
Encouraging team work among the staff, pupil and parents.	6	4.76
Giving continuous assessment tests	12	9.52
Ensuring teachers attend to their classes	10	7.93

The findings on Table 4.41 show that the most commonly used strategy for ensuring effectiveness in teaching and learning was provision of teaching and learning materials and textbooks to teachers and pupils as indicated by 44(34.92%) of the teachers.

The researcher sought to establish from teachers, the Effectiveness in Teaching and Learning using answers obtained from questions using 5-point Likert scale. The scale was; 5 for strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for strongly Disagree. The items generated continuous data. Means of various indicators were established. The scale used to interpret the implementation according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4. 42:**  
*Effective Teaching and Learning*

n=126

Teaching and Learning Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation
	n	%	n	%	n	%	n	%	n	%		
Child Centered and interactive methods of Teaching and learning are in use	39	31.95	74	58.73	11	8.73	1	0.79	1	0.79	4.18	0.69
Locally available resources are available and used in teaching/learning	33	26.19	67	53.23	23	18.25	2	1.59	1	0.79	4.02	0.76
There is effective supervision of the curriculum	37	29.36	66	52.42	20	15.87	1	0.79	2	1.59	4.08	0.79
Subjects like life skills, pastoral care, PE are taught and planned for	28	22.22	58	46.03	25	19.84	10	7.93	5	3.96	3.75	1.02
Learners take part in co-curricular activities in the school	61	48.41	47	37.30	15	11.90	1	0.79	2	1.59	4.30	0.83
Teachers are provided with reference books	59	46.82	55	43.65	10	7.93	1	0.79	0	0.00	4.37	0.67
Overall Implementation											4.12	0.66

Table 4.42 shows that majority 59(46.82%) and 55(43.65%) of the teachers strongly agreed and agreed respectively that teachers were provided with reference books. The mean for provision of reference books for teachers was 4.37, which indicated very high implementation.

Table 4.42 shows that 39(31.95%) and 74(58.73%) of the teachers strongly agreed and agreed respectively that teachers used child-centered and interactive methods of teaching. The mean for use of child-centred interactive methods for teaching was 4.18, which indicated high implementation. The overall implementation of effectiveness in teaching and learning had a mean of 4.12, which indicated high implementation.

The study sought to establish from the headteachers, the percentage of teachers who used child-centered teaching methods in lower and upper primary classes. The results are reported in Table 4.42. The study measured the percentage using 5-point Likert scale as follows: 5 for Over 80%, 4 for 60% - 79%; 3 for 41% - 59%, 2 for 1% - 40%, and 1 for Less than 1%.

**Table 4.43:**

*Number of Teachers Who Used Child-Centered Teaching Methods*

n=25

Level											Std.	
	< 1%		1%-40%		41%-59%		60%-79%		> 80%		Mean	Dev
	n	%	n	%	n	%	n	%	n	%		
Lower primary	0	0.00	0	0.00	5	20.00	9	36.00	11	44.00	4.15	0.80
Upper primary	0	0.00	0	0.00	4	24.00	11	44.00	10	40.00	4.08	0.76

Table 4.43 shows that more than 80% of teachers in upper primary used child-centred teaching methods as indicated by 10 (40%) of the headteachers. The study sought to establish from the teachers, the most frequently used Child Centred teaching method and the results are reported in Table 4.44.

**Table 4.44:**

***Most Frequently used Child Centered Teaching Methods***

Teaching Method	n=126								Mean	Std. Deviation
	Not at All		Rarely		Often		Very often			
	n	%	n	%	n	%	n	%		
Group work	0	0.00	13	10.31	54	42.85	59	46.82	3.40	0.64
demonstration	0	0.00	18	14.28	56	44.44	52	41.26	3.30	0.68
Role Play	56	44.44	43	34.12	24	19.04	3	2.38	2.75	0.75
Discussion	3	2.38	6	4.76	46	36.50	68	53.96	3.46	0.70

According to the results in Table 4.44, discussions were the most frequently used as shown by 46(36.50%) and 68(53.96%) of the teachers who indicated that discussions were used often and very often respectively. Role play were the least utilized as shown by 56(44.44%) of the teachers who did not use role play at all and 43(34.12%) who indicated that they rarely used role play. The findings of this study on the use of discussions are similar to the observation done in the classrooms where it was observed that the most frequently used child centered method was discussions as shown in Figure 4.9 and Figure 4.10.

It was however observed that the use of discussions was a challenge in schools where the number of pupils in a class was too high. The teachers were not able to interact with all the groups and class control was also a challenge. One of the QASO's who was interviewed pointed out that the schools with many pupils in a class had the challenge of using role play and demonstration. He noted that teachers were continuously being trained on the various pedagogies to use in big classes. Another one noted that teachers opted to use the teaching methods that were less time consuming given that they had only forty minutes for a single lesson and a few doubles.

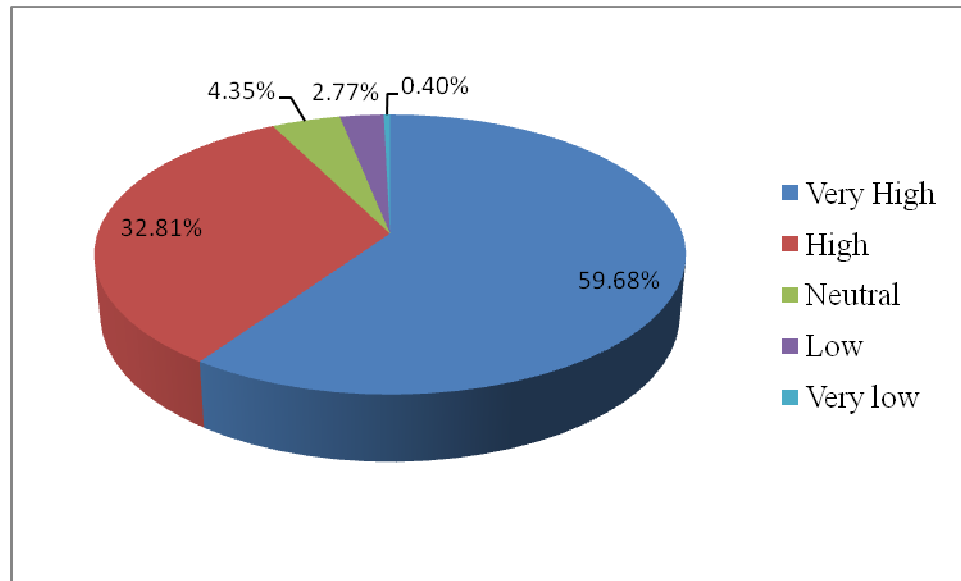


**Figure 4.9** Learners using group work as a child centred teaching Method



**Figure 4.10: A discussion session by learners in a class**

The study sought to find out from the pupils, the extent to which teachers involved pupils in the learning process. The results are shown in Figure 4.11.



**Figure 4.11: Extent to which teachers involved pupils in learning n=256 pupils**

Figure 4.11 shows that teachers involved pupils in the learning process as shown by 153(59.68%) of the pupil respondents. The study sought to establish the methods that teachers used to evaluate the progress and achievement of learners. The results are reported in Table 4.45.

**Table 4.45:**

***Methods Used by Teachers to Evaluate the Progress and Achievement of***

***Learners***

**n=126**

Main method of evaluating progress and achievement	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
End of term exam	7	5.56	24	19.04	31	24.60
Continuous Assessment Tests	69	54.76	6	4.76	75	59.53
Projects	1	0.79	19	15.08	20	15.87
Any other	-	-	-	-	-	-
<b>Total</b>	<b>77</b>	<b>61.11</b>	<b>49</b>	<b>38.88</b>	<b>126</b>	<b>100</b>

According to the results in Table 4.45, the main method of evaluating progress and achievement of learners was through continuous assessment tests as shown by 75(59.53%) of the teachers. Majority 69(54.76%) of the teachers who indicated they used continuous assessment tests were in Nairobi. In Kajiado, the main method for evaluating learners progress was through end term examinations as shown by 24(19.04%) of the teachers. Only 20(15.87%) teachers indicated they used projects to assess learners, of whom 1(0.79%) was in Nairobi and 19(15.08%) in Kajiado.

To test the null hypothesis: Implementation of effectiveness in teaching and learning has no statistically significant influence on the quality of education, simple linear regression was used. The relationship between the independent and dependent variables was established. The scale used was; 0.10 to 0.29-weak correlation, 0.30 to 0.49-medium correlation, 0.50 to 1.0-strong correlation according to (Cohen, 1988). The percentage of variance in the dependent variable as a result of the independent variable was established. The results are recorded in Table 4.46.

**Table 4.46:**

*Model Summary for Implementation of Effective teaching and learning and its influence on the quality of education*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.572 <sup>a</sup>	.327	.322	7.39383

a. Predictors: (Constant), implementation of effectiveness in teaching and learning

The results on Table 4.46 indicate that R was 0.572 which means that there was a strong and positive relationship between the dependent and independent variables. The R square was 0.327, indicating that 32.7% of the variance in the dependent (quality of education) was as a result of the independent variable (implementation of effectiveness in teaching and learning).

Analysis of Variance (ANOVA) was done to establish the significance level or P value. A significance level that is equal or less than 0.001, ( $p < 0.001$ ) indicates that there is a statistical significance. The results are recorded in Table 4.47

**Table 4. 47:**

*Anova on the Implementation of Effective Teaching and Learning and its Influence on the Quality of Education*

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1 Regression	3300.540	1	3300.540	60.373	.000 <sup>b</sup>
Residual	6778.928	124	54.669		
Total	10079.468	125			

a. Dependent Variable: quality of education

b. Predictors: (Constant), implementation of effectiveness in teaching and learning

The results on Table 4.47 above show that the significance level was 0.000, ( $p < 0.001$ ) implying that implementation of effectiveness in teaching and learning had a statistically significant influence on the quality of education.

The null hypothesis was therefore rejected.

**Table 4.48:**

*Coefficients for Implementation of Effective teaching and learning and its influence in the Quality of Education*

Model	Unstandardized		Standardized t	Sig.
	Coefficients			
	B	Std. Error	Beta	
(Constant)	53.546	10.199	5.250	.000
1 implementation of effectiveness	1.620	.208	.572	7.770 .000

a. Dependent Variable: quality of education

Table 4.48 shows that the predicted quality of education is equal to 53.54 +1.620.

This means that the quality of education increased by 1.620 for each unit of increase of the implementation of effectiveness in teaching and learning.

The findings on the number of in-service trainings teachers had attended show that majority of the teachers had attended two in-service trainings. However, some teachers indicated they had not attended any in-service training in the last 12 months (in 2017). A study by Kanamba (2014) on factors influencing provision of Child-friendly school environment in public primary schools in Igembe North district, reported that 62.2% of teachers received no training throughout the year.

Similarly, Njogu (2016) conducted a study on influence of child friendly schools models on pupil's performance in KCPE in Njoro sub county and found that majority of the teachers had not attended any trainings or seminars. An evaluation of CFS in Phillipines revealed that in order for schools to enhance effectiveness, they had embarked on capacity building that enabled teachers and headteachers to comprehend child development which is critical for planning and selection of the appropriate teaching practices (AIR, 2009). In-service courses are important because they keep teachers abreast with new knowledge and practices in the field (Avalos, 2010). The CFS manual, requires schools to conduct frequent in-service trainings for teachers in order to keep them abreast with new knowledge and skills (UNICEF, 2009).

The findings on strategies used to enhance effectiveness in teaching and learning, show that the most commonly used strategy for ensuring effectiveness in teaching and learning was provision of teaching and learning materials and textbooks to teachers and pupils. The findings on strategies used to ensure effectiveness in teaching and learning are consistent with Christopher (2011), whose study on inclusive education and child friendly schools reported that instructional materials were effective in improving the quality of education. The findings of this study on provision of teachers with reference books as a strategy for enhancing effectiveness in teaching and learning are in line with Kanamba (2014) who pointed out that one of the strategies of achieving effectiveness in teaching and learning is provision of adequate learning resources such as textbooks for pupils and teachers.

The findings of this study on effectiveness in teaching and learning indicate that child centered and interactive methods of teaching and learning were in use in most schools. The CFS manual recommends that teaching and learning should be child-oriented and customized to the learning needs of the learners (UNICEF, 2009; Miske, 2011).

The findings on the use of child-centred teaching methods show that majority of teachers in upper primary used child-centred teaching methods. The findings of this study on the use of child centred teaching methods, contradict Chege (2008) whose evaluation of child friendly schools initiative in Kenya, reported that most teachers in upper primary were not using child-centred teaching methods. An evaluation of child friendly schools projects by Ninnes (2012) noted that teachers both in upper and lower primary reported that CFS had exposed them to a wide range of new teaching methods such as participatory and child-centered methods. AIR (2009) points out that learning is central to education and so the child as the learner should be central in the process of teaching and learning. The CFS manual notes that the child as the learner should be at the centre of the teaching and learning process and not a passive recipient of knowledge from the teachers. The CFS manual further notes that the teaching process should be interactive where learners are free to observe, explore, reason and even question (UNICEF, 2009). The findings on the extent to which teachers involved pupils in the learning process show that majority of teachers involved learners in the learning process.

The results on the involvement of pupils in the learning process are in line with CFS manual which asserts that CFS encourages active and cooperative learning (UNICEF, 2009). A study by Katz (2011) on effectiveness in teaching and learning in child friendly schools reported that involvement of learners improves their ability to comprehend and remember content. The child friendly schools monitoring tool for Kenya notes that involvement of students in learning makes the lessons exciting to students and improves their retention, participation and achievement (UNICEF, 2010).

The findings of this study show that the main method of evaluating progress and achievement of pupils' progress and achievement was through continuous assessment tests. The results on evaluation of learners' progress and achievement through the use of continuous assessment tests concur with the findings of a study done on the assessment methods used in CFS, which reported that many teachers still use traditional paper and pencil tests of factual knowledge that promotes rote learning and memorization (Colby, 2000). The CFS manual notes that teachers are required to regularly (continuously) monitor and assess students' performance and give prompt feedback. The aim of the assessment and feedback is to improve the students' learning (UNICEF, 2009).

The findings of the model summary show that there was a strong and positive relationship between implementation of effectiveness in teaching and learning and the quality of education. This implies that the model was fit to make predictions and other conclusions.

The findings on the Analysis of Variance (ANOVA), indicated that the implementation of effectiveness in teaching and learning positively influenced the quality of education provided. According to the CFS manual, the rights-based approach to education recognizes that teaching and learning should be child-oriented and customized to the learning needs of individual learners (UNICEF, 2009).

These results concur with Ninnes (2012) who noted that one method of ensuring effectiveness in teaching and learning is placing the child at the centre and encouraging cooperation and democracy in the learning process. Many schools adopt child-centred methods to enhance active learning. A study on student-centred learning models reported that Child-centred methods for teaching and learning, promote interest and critical thinking (Hesson & Shad, 2007).

#### **4.8 Implementation of Gender Sensitivity and its Influence on the Quality of Education**

The fifth objective sought to determine the implementation of gender sensitivity in the school environment and its influence on the quality of education. Gender sensitivity is a key dimension of child-friendly schools. This dimension ensures that boys and girls have equal opportunities to participate fully in schools. The headteachers were required to indicate the number of boys and girls admitted in the school from 2012 to 2015. The results are reported in Table 4.49.

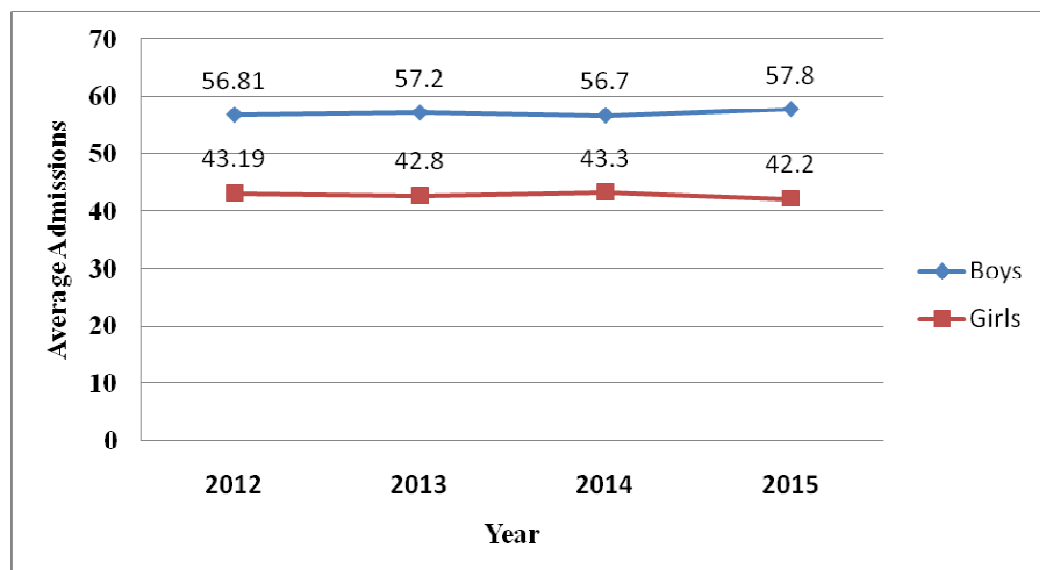
**Table 4.49:**

*Average Annual Admission of Boys and Girls Admitted in the Schools from 2012 to 2015.* n=25

Gender	2012		2013		2014		2015		Average
	n	%	n	%	n	%	n	%	
Boys	730	56.81	747	57.20	770	56.70	782	57.80	757
Girls	555	43.19	559	42.80	588	43.30	571	42.20	568
Difference	175	13.62	188	14.40	182	13.40	211	15.60	189

The results in Table 4.49, show that, on average, the schools admitted 757(57.13%) boys and girls 568(42.87%) over the period 2012 to 2015. The difference between the number of boys and the girls admitted was at 189 (14.26%).

The study sought to establish from the headteachers, the trends in average admissions in a school per year as captured in Figure 4.12. n=25



**Figure 4.12: Trend of average annual admission per school**

According to Figure 4.12, the number of admissions for both boys and girls was increasing over the period 2012 – 2015. However, the admission of girls slightly decreased from 49.00 in 2014 to 47.58 in 2015. The study sought to establish from the teachers, the strategies schools had put in place to enhance gender sensitivity. The findings are reported in Table 4.50.

**Table 4.50:**

*Strategies put in Place to Enhance Gender Sensitivity n=126*

<b>Strategies for gender sensitivity</b>	<b>n</b>	<b>%</b>
Giving equal opportunities for both boys and girls in leadership positions and responsibilities in the school	60	47.62
Encouraging healthy competition between both and girls in curriculum and co-curricular activities	23	18.25
Encouraging mixing of boys and girls when doing activities.	17	13.49
Meeting the essential needs of both genders	7	5.56
Giving equal learning opportunities in the school regardless of gender	6	4.76
Discouraging teachers from using gender biased language or examples in class	3	2.38
Sensitizing stakeholders on gender sensitivity	3	2.38

Table 4.50 shows that the most common strategies of enhancing gender sensitivity was giving equal opportunities for leadership and other responsibilities to both boys and girls, as well as encouraging mixing of boys and girls when doing activities. The results in Table 4.50 show that schools encouraged boys and girls to mix when doing activities, which contradicts the observations made where boys formed their own discussion groups and the girls also discussed alone.

One of the QASO's interviewed reported that learners were allowed to form discussion groups as they wished. She noted that in most cases teachers just gave tasks to already formed groups. Another QASO observed that learners should be allowed to join discussion groups where they are free to participate and are comfortable, bearing in mind they were in the adolescence stage.



**Figure 4.13: Discussion groups composed of either boys or girls in class 7**

The study sought to find out from teachers, the gender sensitivity in the school and classroom environment using a 5-point Likert scale as follows; 5 for strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree as shown in Table 4.51. The items generated continuous data.

Means of various indicators were established. The scale used to interpret the implementation according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

**Table 4.51:*****Implementation of Gender Sensitivity***

n=126

<b>Gender Sensitivity</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Mean</b>	<b>Std. Deviation</b>
	<b>%</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>		
The school Promotes equality in enrolment, retention and achievement	40	31.74	72	57.14	11	8.73	2	1.60	1	0.80	4.17	0.73
Instructional materials reflect and promote gender balance in roles of both	44	34.92	62	49.20	18	14.28	1	0.80	1	0.80	4.15	0.75
Teachers are trained on gender awareness	45	35.71	54	42.85	22	17.46	3	2.44	2	1.63	4.07	0.89
The school discourages discrimination and stereotypes	71	56.34	43	34.12	8	6.34	2	1.61	1	0.81	4.44	0.77
Boys and girls are treated equally in teaching, seating, asking questions	79	62.69	44	34.92	2	1.60	1	0.80	0	0.00	4.58	0.57
School enforces a policy on dropouts, pregnancy, truancy, child labour	30	23.80	60	47.61	23	18.25	8	6.40	4	3.17	3.82	1.00
The school has separate toilets for boys and girls	92	73.30	27	21.42	4	3.23	2	1.60	1	0.81	4.65	0.70
There are separate toilets for male and female staff	92	73.30	27	21.42	4	3.23	2	1.60	1	0.81	4.65	0.70
<b>Overall Implementation</b>											4.26	0.76

Table 4.51 shows that majority 92(73.30%) and 27(21.42%) of the teachers strongly agreed and agreed respectively that their schools had separate toilets for boys and girls as well as for male and female staff. The mean for schools having separate toilets for boys and girls and for male and female staff was 4.65, which indicated very high implementation.

Findings in Table 4.51 show that 79(62.69%) and 44(34.92%) of the headteachers strongly agreed and agreed respectively that boys and girls were treated equally in teaching, seating and asking questions. In terms of means, the indicator on equal treatment of boys and girls was 4.58, which indicated very high implementation. The findings on gender sensitivity are in line with the observations done which showed that almost all schools had separate toilets for boys and girls as shown in Figure 4.14.



**Figure 4. 14: Separate toilets for boys and girls**

The findings in Table 4.51 indicate that 40(31.74%) and 72(57.14%) strongly agreed and agreed respectively that schools promoted equality in enrolment, retention and achievement. With regards to instructional materials, 44(34.92%) and 62(49.20%) of the teachers strongly agreed and agreed respectively that the instructional materials reflected and promoted gender balance in the roles of males and females. Concerning training of teachers on gender awareness, 45(35.71%) and 54(42.85%) of the teacher respondents strongly agreed and agreed respectively that teachers were trained on gender awareness. The overall implementation of gender sensitivity had a mean of 4.29, which indicated very high implementation.

To test the null hypothesis: Implementation of gender sensitivity has no statistically significant influence on the quality of education, simple linear regression was used. The relationship between the independent and dependent variables was calculated. The scale used was; 0.10 to 0.29-weak correlation, 0.30 to 0.49-medium correlation, 0.50 to 1.0-strong correlation according to (Cohen, 1988). The percentage of variance in the dependent variable as a result of the independent variable was established. The results are recorded in Table 4.52.

**Table 4. 52:**

***Model Summary for Implementation of Gender Sensitivity and Quality of Education***

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.582 <sup>a</sup>	.339	.334	7.33087

a. Predictors: (Constant), implementation of gender sensitivity

The results on Table 4.52 indicate that R was 0.582 which means that there was a strong and positive relationship between the dependent and independent variables. The R square was 0.339, indicating that 33.9% of the variance in the dependent (quality of education) was as a result of the independent variable (implementation of gender sensitivity).

Analysis of Variance (ANOVA) was done to establish the significance level. A significance level that is equal or less than 0.001, ( $p < 0.001$ ) indicates that there is a statistical significance. The results are recorded in Table 4.53.

**Table 4.53:**

*Anova for Implementation of Gender Sensitivity and its Influence on the Quality of Education*

Model		Sum Squares	of Df	Mean Square	F	Sig.
	Regression	3415.505	1	3415.505	63.554	.000 <sup>b</sup>
1	Residual	6663.963	124	53.742		
	Total	10079.468	125			

a. Dependent Variable: quality of education

b. Predictors: (Constant), implementation of gender sensitivity

The results on Table 4.53 show that the significance level was 0.000, ( $p < 0.001$ ) implying that implementation of gender sensitivity had a statistically significant influence on the quality of education. The null hypothesis was therefore rejected.

**Table 4.54:**

*Coefficients for Gender Sensitivity and Quality of Education*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	83.480	6.199		13.466	.000
1	implementation of gender sensitivity	1.432	.180	.582	7.972	.000

a. Dependent Variable: quality of education

Table 4.54 shows that the predicted quality of education is equal to 83.48 +1.432. This means that the quality of education increased by 1.432 for each unit of increase of the implementation of gender sensitivity.

The results of this study on the trends of admission of boys and girls show that more boys were admitted in the school compared to girls. CFS emphasizes on equality where boys and girls are given equal opportunities to learn (UNICEF, 2009). The findings of this study on gender sensitivity show that majority of the teacher respondents agreed that the schools had separate toilets for boys and girls and also for the male and female staff. The findings show that majority of schools treated boys and girls equally. The findings on treating boys and girls equally, are in line with Anjali (2017) who found that boys and girls were given equal opportunities in class activities. A study by Sommer (2011) on integrating menstrual hygiene management into the school water, sanitation and hygiene agenda, points out that lack of separate toilets for boys and girls causes girls to be absent from school. This could be due to lack of privacy especially during their menstruation.

Provision of separate toilets for boys and girls was reported to have contributed to gender- responsivity in Kenya's public primary schools (MoEST, 2013). The findings on gender sensitivity concur with findings of Anjali (2017) whose study on the UNICEF policy on child-friendly schools practices in Sunshine Boarding school in Nepal found out that the school had separate toilets for boys and girls.

Similarly, a study by Kanamba (2014) on school factors influencing provision of Child friendly school environment in public primary schools in Igembe North District, noted that there were separate toilets for boys and girls. A high ratio of girls to toilet facilities was however reported and was singled out as a barrier for girls' regular attendance in school (Kanamba, 2014).

The findings of this study on promotion of equality in enrolment, retention and achievement, concurs with Chege (2008) whose evaluation of CFS in Kenya found out that gender equality and equity had been achieved. A study by Manduku et.al (2016) on assessment of the effects of child-friendly schools on learners' performance in Londiani reported that 91.67% of the headteachers agreed that their schools had put in place measures and policies that promoted gender equality in enrolment and achievement. Gender equality is an important aspect of quality basic education. INEE (2010) in their article on gender equality in and through education note that gender equality in education, addresses the varying needs of girls and boys and encourages enrolment and equal participation. It further notes that attaining gender equality calls for restructuring of culture, practices and policies in the education sector so as to meet the varying needs and capacities of both genders.

The findings on gender sensitivity of instructional materials however contradict the findings of a CFS evaluation done by Unicef (2009) in Macedonia which noted that the textbooks for grade one to eight were not

gender responsive and highlighted some issues like the presence of male and female characters not being equal and females being given supporting roles.

The increase of gender sensitivity in textbooks in the current study can be attributed to CFS trainings where teachers and authors have been made aware of the gender issues to address. A study by Aikman and Rao (2010) on quality education for gender equality, reported that instructional materials such as textbooks are an integral aspect of the curriculum. Instructional materials are important and influential mechanisms through which learners are exposed to ideas about gender (Aikman & Rao, 2010).

The findings on teachers' training on gender awareness indicate that majority of the teachers had been trained on gender awareness. The findings on teachers training in gender awareness is in line with Ginsburg and Kamat (2009), whose study on the political orientations of teachers, reported that gender training for teachers is important. They further explain that teachers usually interpret the curriculum according to their own belief and perceptions and may not be aware of the discriminatory messages they pass to students through textbooks and teaching methods (Ginsburg & Kamat, 2009). A study by Bernard (2005) on Child-friendly schools, points out that CFS in Cambodia had achieved gender-sensitivity in the teaching processes and the language used in class as a result of devoting a lot of time training teachers on gender issues in education.

The findings show that implementation of gender sensitivity was very high. This shows compliance to the CFS. Gender sensitivity in schools ensures that learners are not disadvantaged because of their gender (UNICEF, 2009). The findings on the model summary show that there was a strong and positive relationship between implementation of gender sensitivity and quality education. This implies that the model was fit to make predictions. The findings on the Analysis of Variance (ANOVA), indicate that the implementation of gender sensitivity positively influenced the quality of Education. The right-based approach to education, emphasizes that both boys and girls must be accorded equal opportunities to participate fully in a school environment that caters for the basic and varying needs of girls and boys (UNICEF, 2010).

#### **4.9 Implementation of provision of Safety, Protection, Health and Nutrition in Schools and its influence on the Quality of Education**

The sixth objective sought to find out the implementation of provision of safety, protection, health and nutrition in schools and its influence on the quality of education in public primary schools in Nairobi and Kajiado counties. Safety, Protection, Nutrition and Health are key dimensions of child-friendly schools and enable schools to focus on the whole child by addressing issues like health and nutrition which can affect learning negatively. This dimension facilitates creation of conducive learning environments where learners are able to realize their full potential.

The study sought to establish from the pupils, the extent to which corporal punishment was used in the schools within Nairobi and Kajiado Counties. The results obtained are shown in Table 4.55

**Table 4.55:**

*Extent to which Corporal Punishment was used in the Schools* n=256

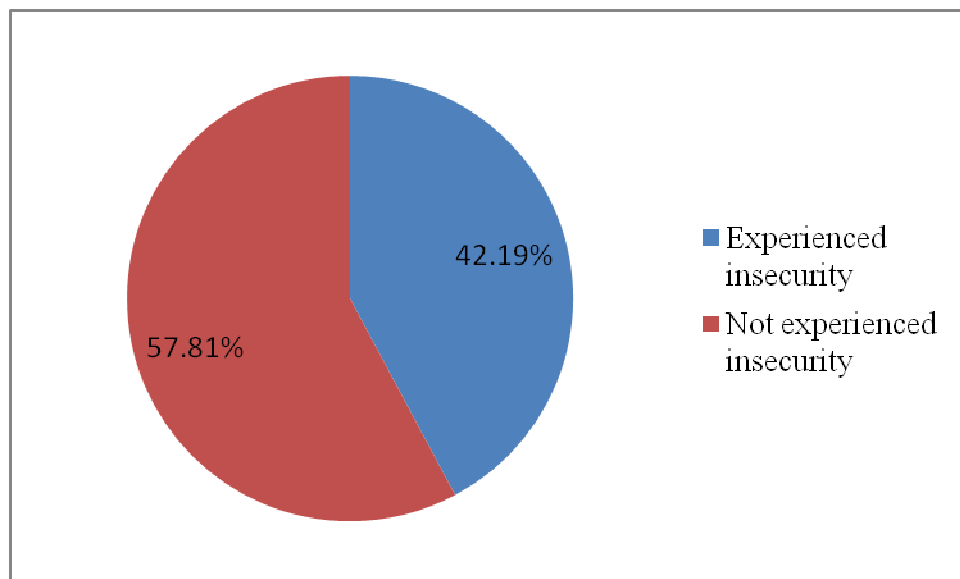
Extent to which corporal punishment was used in schools	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
Not Practiced	6	2.34	7	2.73	13	5.07
Low	28	10.94	14	5.47	42	16.41
Fairly High	77	30.08	49	19.14	126	49.22
High	10	3.91	8	3.12	18	7.03
Very High	31	12.11	26	10.16	57	22.27
<b>Total</b>	<b>152</b>		<b>104</b>		<b>256</b>	<b>100</b>

Results in Table 4.55 show that corporal punishment was fairly high in the schools as indicated by 126(49.22%) of the pupils of whom 77(30.08%) were in Nairobi and 49(19.14%) in Kajiado. Those who indicated that corporal punishment was very high in their school were 57(22.27%) of whom 31(12.11%) were in Nairobi and 26(10.16%) were in Kajiado. Only 13(5.07%) pupil respondents of whom 6(2.34%) were in Nairobi and 7(2.73%) were in Kajiado indicated that corporal punishment was not practiced in their schools. The findings also show that corporal punishment was higher in Nairobi than in Kajiado.

The findings in Table 4.55 indicate that corporal punishment was fairly high in primary schools within Nairobi and Kajiado Counties. Interview results indicated that the use of corporal punishment had reduced in almost all schools. One of the QASO's interviewed had this to say:

The use of corporal punishment has greatly reduced. But we have some teachers who still believe in the cane. In such cases we advise the headteachers to discourage the practice in their schools. We also talk to teachers on the same when we are doing our school visits.

The study sought to find out from the pupils, the number of pupils who had experienced insecurity while in the school. The result are reported in Figure 4.15.



**Figure 4.15 Pupils who had experienced insecurity while in the school**

The results, in Figure 4.15 show that majority of the respondents had not experienced insecurity while in the school as indicated by 148(57.81%). Those who had experienced insecurity while in the school were 108(42.19%).

The pupils who indicated that they had experienced insecurity while in the school were required to highlight the most common forms of insecurity experienced in school and the results recorded in Table 4.56.

**Table 4.56:**

*Most Common Forms of Insecurity Experienced by Pupils While in School*

**n=108**

Most common forms of insecurity experienced	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
Bullying	19	17.59	7	6.48	26	24.07
Sexual harassment	3	2.78	2	1.85	5	4.63
Verbal abuse	4	3.71	2	1.85	6	5.56
Theft of Personal items	38	35.18	33	30.56	71	65.74
<b>Total</b>	<b>64</b>	<b>59.26</b>	<b>44</b>	<b>40.74</b>	<b>108</b>	<b>100</b>

The results in Table 4.56 show that the most common form of insecurity experienced in school in Nairobi and Kajiado was theft of personal items as indicated by 71(65.74%) of whom 38(35.18) were in Nairobi and 33(30.56%) were in Kajiado. Only 5(4.63%) of the pupils of whom 3(2.78%) were in Nairobi and 2(1.85%) were in Kajiado indicated that the most common form of insecurity in the school was sexual harassment.

The study sought to find out the number of days in a week that pupils were taught Physical Education (P.E) in their class and the results are recorded in Table 4.57.

**Table 4.57:**

*Number of Days per Week that Pupils were Taught Physical Education*  
**n=256**

Number of days of Physical Education (P.E) per week	Nairobi		Kajiado		Total	
	n	%	n	%	n	%
None	30	11.71	22	8.59	52	20.31
Once	32	12.5	22	8.59	54	21.09
Twice	17	6.64	11	4.30	28	10.94
Thrice	63	24.61	42	16.41	105	41.02
Four Times	9	3.52	6	2.34	15	5.86
Five Times	1	0.39	1	0.39	2	0.78
<b>Total</b>	<b>152</b>	<b>59.37</b>	<b>104</b>	<b>40.62</b>	<b>256</b>	<b>100.00</b>

The results in Table 4.57 show that majority of the pupils in Nairobi and Kajiado were taught Physical Education (P.E) three days in a week as shown by 105(41.02%) of the pupils of whom 63(24.61%) were in Nairobi and 42(16.41%) were in Kajiado. However, 52(20.31%) of the pupils of whom 30(11.71%) were in Nairobi and 22(8.59%) in Kajiado indicated that they did not have any day for P.E.

### **Implementation of Safety and Protection in the School Environments**

The study sought to establish from the pupils, the Implementation of safety and protection in primary school within Nairobi and Kajiado Counties. The study used questions which were measured using the 5 point likert scale. The scale was; 5 for strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for strongly Disagree. The items generated continuous data.

Means of various indicators were established. The scale used to interpret the implementation according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012). The results are reported in Table 4.58.

**Table 4.58:*****Implementation of Safety and Protection in the School Environments*****n=256**

<b>Safety and protection</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Mean</b>	<b>Std. Deviation</b>
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>		
The school compound is well fenced	124	48.43	49	19.14	35	13.67	24	9.37	24	9.37	3.88	1.35
There is a watchman in charge of securing the compound	186	72.65	40	15.62	18	7.03	7	2.73	5	1.95	4.55	0.88
School closely monitors all visitors into the compound	75	29.29	51	19.92	41	16.01	35	13.67	34	13.28	3.54	1.44
Effective guidance/ counseling services for all pupils	159	62.10	56	21.87	22	8.59	10	3.90	9	3.51	4.35	1.03
The school enforces the policy against use of corporal punishment	33	12.89	26	10.15	37	14.45	84	32.81	76	29.68	2.44	1.35
The school responsibly disposes waste	47	18.36	31	12.10	35	13.67	86	33.59	57	22.26	2.71	1.42
There are clear channels of reporting bullying and abuse in the school	43	16.79	61	23.82	46	17.96	58	22.65	48	18.75	2.97	1.38
There are no open ditches or holes in the school compound	93	36.32	74	28.90	29	11.32	23	8.98	37	14.45	3.64	1.42
I feel safe in the school.	66	25.78	51	19.92	62	24.21	42	16.40	35	13.67	3.15	1.40
Implementation											3.8	1.29

Table 4.58 shows that majority 186(72.65%) and 40(15.62%) of the pupils strongly agreed and agreed respectively that there were watchmen in charge of securing their school compounds. The observation results also showed that majority of the schools had watchmen at the gates as shown in Figure 4.16.



**Figure 4. 16: A Watchman manning a school gate**

On schools enforcing the policy against corporal punishment 76(29.68%) and 84(32.81%) of the pupils strongly disagreed and disagreed respectively that their schools enforced the policy against use of corporal punishment.

Concerning disposal of waste material, 57(22.26%) and 86(33.59%) strongly disagreed and disagreed respectively that their schools responsibly disposed waste material. The findings on wastage disposal show that majority did not dispose waste material responsibly.

The findings of this study on whether schools responsibly disposed waste material concur with the observation results where some schools had poorly disposed the waste material as shown in Figure 4.17.



**Figure 4.17: Poor garbage disposal in a school**

Findings in Table 4.58 report that majority 159(62.10%) and 56(21.87%) of the pupils indicated that there were effective guidance and counseling services available for all pupils.

The results in Table 4.58 show that majority 58(22.65%) and 48(18.75%) of the pupils indicated that schools had not established clear channels of reporting bullying, sexual abuse or physical abuse in the school.

### **Implementation of Nutrition and Health**

The study sought to establish from the pupils the implementation of nutrition and health in the schools. A 5 point likert scale was used to establish the implementation of nutrition and health within the primary schools in Nairobi and Kajiado Counties. The scale was; 5 for strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for strongly disagree. The items generated continuous data.

Means of various indicators were established. The scale used to interpret the implementation according to means was 1-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5 (very high) according to (Boone and Bonne, 2012).

The findings are reported in Table 4.59.

**Table 4.59:***Nutrition and Health among Pupils in Primary School**n=256*

Nutrition and health	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation
	n	%	N	%	n	%	n	%	n	%		
Learners have access to a nutritious school meal program	81	31.64	59	23.04	29	11.32	24	9.37	63	24.60	3.28	1.58
Learners are taught to practice proper personal hygiene.	90	35.15	90	35.15	27	10.54	30	11.71	19	7.42	3.79	1.25
Learners are taught ways of preventing the transmission of harmful diseases	150	58.59	85	33.20	11	4.29	5	1.95	5	2.00	4.45	0.83
Learners receive supplemental medical services e.g. immunization	29	11.32	24	9.37	38	14.84	74	28.90	90	35.15	2.33	1.34
Learners are provided with regular physical examinations.	22	8.59	33	12.89	22	8.59	35	13.67	142	55.46	2.05	1.40
Learners are provided with adequate time and space for P.E in school hours	60	23.43	97	37.89	38	14.84	33	12.89	28	10.93	3.50	1.28
There is adequate medical first Aid equipment	19	7.42	53	20.70	32	12.50	68	26.56	82	32.03	2.44	1.33
The school has regular supply of clean water for drinking and washing	47	18.35	44	17.18	30	11.71	70	27.34	65	25.39	2.76	1.46
School has clean latrines	5	1.95	15	5.85	22	8.59	66	25.78	147	57.42	1.69	0.9
Overall Implementation											2.92	1.26

Table 4.59 shows that majority 150(58.59%) and 85(33.20%) of the pupil strongly agreed and agreed respectively that learners were taught ways of preventing the transmission of harmful diseases. The mean was 4.45, which indicated very high implementation. Concerning personal hygiene, 90(35.15%) and another 90(35.15%) of the pupils strongly agreed and agreed respectively that learners were taught how to practice proper personal hygiene. The mean was 3.79 which indication high implementation. This was also confirmed by the observation results where schools had provided clean water and instructed learners to wash their hands after visiting the washrooms as indicated in Figure 4.18.



**Figure 4.18:Instructions to wash hands after visiting the toilet and a pupil washing hands.**

Table 4.59 reports that 81(31.64%) and 59(23.04%) of the pupils indicated that they strongly agreed and agreed respectively that learners had access to nutritious school meals. Table 4.59 reports that 90(35.15%) and 74(28.90%) of the pupils strongly disagreed and disagreed respectively that they received supplemental medical services e.g. immunization, deworming and vitamin A. The mean was 2.33 which indicated low implementation. The findings in Table 4.59 report that majority 147(57.42%) and 66(25.78%) of the pupils strongly disagreed and disagreed respectively that the schools had clean latrines. The mean was 1.69 which indicated very low implementation. One of the QASO's interviewed explained that the cleanliness of most school toilets had improved. Another QASO explained that water shortage in many schools contributed to schools failing to maintain the cleanliness standards in the toilets.

Concerning regular physical examination Table 4.59 shows that 142(55.46%) and 35(13.67%) of the pupils strongly disagreed and disagreed respectively that learners were provided with regular physical examination. The mean was 2.05 which indicated low implementation. One of the QASO's interviewed observed that most schools did not have the health checkups and noted that parents were encouraged to do so privately. Another QASO noted that schools created awareness to parents on issues of health check-ups and advised them accordingly. Table 4.59 shows that 82(32.03%) and 68(26.56%) of the pupils strongly disagreed and disagreed respectively that the schools had adequate First Aid equipment. The mean was 2.44, which indicated low implementation.

These results concur with the observation findings that showed that most schools did not have first Aid kits. It was also observed that most of the schools that had the first aid kits had not adequately equipped them as shown in Figure 4.19.



**Figure 4. 19 A poorly equipped school first aid kit**

The overall implementation of safety, protection, nutrition and health had a mean of 3.36 which indicated moderate implementation.

To test the null hypothesis: Implementation of creating safe, hygienic and protective school environment has no statistically significant relationship on the quality of education, simple linear regression was done. Firstly, the relationship between the independent and dependent variables was established. The scale used was; 0.10 to 0.29-weak correlation, 0.30 to 0.49-medium correlation, 0.50 to 1.0-strong correlation according to (Cohen, 1988).

The percentage of variance in the dependent variable as a result of the independent variable was established. The results are recorded in Table 4.60.

**Table 4.60:**

*Model Summary for Implementation of Provision of Safety, Protection, Health and Nutrition in School.*

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted Square</b>	<b>R Std. Error of the Estimate</b>
1	.718 <sup>a</sup>	.516	.514	3.07565

a. Predictors: (Constant), implementation of safety, protection, health and nutrition

Table 4.60 shows that R was 0.718 which means that there was a strong and positive relationship between the dependent and independent variables. The R square was 0.516, indicating that 51.6% of the variance in the dependent (quality of education) was as a result of the independent variable (implementation of safety, protection and health).

Analysis of Variance (ANOVA) was done to establish the significance level or P value. A significance level that is equal or less than 0.001, ( $p < 0.001$ ) indicates that there is a statistical significance. The results are recorded in Table 4.61.

**Table 4.61:**

*Anova for Implementation of provision of Safety, Protection, Nutrition and Health in Schools.*

<b>Model</b>	<b>Sum</b>	<b>of Df</b>	<b>Mean</b>	<b>F</b>	<b>Sig.</b>	
	<b>Squares</b>		<b>Square</b>			
	Regression	2561.245	1	2561.245	270.755	.000 <sup>b</sup>
1	Residual	2402.751	254	9.460		
	Total	4963.996	255			

a. Dependent Variable: quality of education

b. Predictors: (Constant), implementation of safety, protection, nutrition and health

To test the null hypothesis:

Implementation of safety, protection, nutrition and health has no statistically significant influence the quality of education.

The results on Table 4.61 above show that the significance level was 0.000, ( $p < 0.001$ ) implying that implementation of safety, protection, nutrition and health had a statistically significant influence on the quality of education.

The null hypothesis was therefore rejected.

**Table 4.62:**

*Coefficients for Implementation of provision of Safety, Protection, Nutrition and Health in Schools*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	25.480	1.895		13.448	.000
1 implementation of safety, protection ,health and nutrition	.485	.029	.718	16.455	.000

a. Dependent Variable: quality of education

Table 4.62 shows that the predicted quality of education is equal to 25.48 +0.485. This means that the quality of education increased by 0.485 for each unit of increase of the implementation of safety, protection, nutrition and health.

The findings on use of corporal punishment indicate that corporal punishment was fairly high in majority of schools. A study by Kanamba (2015) on school factors influencing provision of Child friendly school environment in public primary schools in Igembe North District, also found out that corporal punishment occurred in the schools sampled in Meru County. A study by Obonyo (2017) on factors influencing implementation of child friendly model in public primary schools in Nyando sub-county, reported that 91% of the students indicated that teachers used corporal punishment to a great extent.

This is despite the fact that there is a policy that bans corporal punishment in Kenya. He asserts that research on this area, though sensitive is imperative. Corporal punishment is also outlawed in the country as stated in article 29 of the Constitution of Kenya 2010 (Republic of Kenya, 2010).

The findings on number of PE lessons pupils had in a week, show that despite a considerable number of schools not allowing a single day for P.E, most of the schools had three days for P.E. There are many scientifically proven benefits of Physical Education. In a study by (Wilson et. al, 2012), on transformational teaching and child psychological need satisfaction, motivation, and engagement in Elementary School Physical Education, quality teaching of P.E was shown to enhance cognitive skills and behavior among elementary school children. Another study by Simms, Bock and Hackett (2013) entitled 'Do the duration and frequency of Physical Education predict academic achievement, self-concept, social skills, food consumption, and body mass Index,' reported that even when P.E is offered at low frequencies, participation is associated with improved mental health and overall health. The CFS manual recommends that Physical Education should be taught frequently as it promotes good health (UNICEF, 2009).

The findings on schools having fences and watchmen at the gates indicate that majority of the school compounds were fenced and most of them had a watchman in charge of securing the school compound. The findings on schools having fences and a watchmen at the gate, concur with Njogu (2016) whose study on influence of Child-friendly schools models on pupil's

performance in KCPE in Njoro Sub-County, established that most schools were well fenced. Fences define the extent of the school compound and also eliminate intruders. A strong and sturdy fence is symbolic of safety and security in the school (Miske, 2011).

The findings of this study concerning the enforcement of the policy against the use of corporal punishment, show that schools did not enforce the policy against the use of corporal punishment, which confirms the earlier findings in which pupils indicated that corporal punishment was fairly high. A study by Kanamba (2015) on school factors influencing provision of Child friendly school environment in public primary schools in Igembe North District, also indicated that corporal punishment was still in use. Similarly Obonyo (2016) in his study on factors influencing implementation of child friendly model in public primary schools in Nyando sub-county, reported that teachers used corporal punishment to a large extent. This is despite the fact that corporal punishment is banned in Kenya according to Article 29 of the Constitution of Kenya 2010 (Republic of Kenya, 2010).

The findings of this study on use of corporal punishment are consistent with Pinheiro (2006) whose study on violence against children, observed that even when prohibited by law, corporal punishment, verbal abuse, gender-based violence and other forms of psychological humiliations are widespread in school environments. The findings on use of corporal punishment differ with those of the global evaluation, which reported that the school heads, teachers and parents indicated that corporal punishment had been eliminated in schools.

The elimination of corporal punishment was attributed to the implementation of the child friendly schools dimensions (UNICEF, 2009). It is however reported that although most school heads and teachers had embraced the elimination of corporal punishment and the no tolerance policy for corporal punishment, most teachers were frustrated by lack of alternative ways of instilling discipline which has the same type of impact on student behavior as corporal punishment (UNICEF, 2009). The use of corporal punishment in child-friendly schools as reported in this study could be attributed to the fact that teachers lack alternative and effective methods to discipline students.

The findings on provision of effective guidance and counselling services, show that majority of schools provided effective guidance and counselling services. The findings of this study on provision of effective guidance and counselling services, concur with Musila (2015) whose study on school factors influencing implementation of Child-Friendly programmes in public primary schools in Kangundo Sub-County, reported that emotional support was provided to students whereby 71.4% of the teachers agreed that psychological services such as counselling were availed to the students. Physical and emotional health of a child is vital for achieving CFS. The child-friendly manual notes that child friendly schools should take care of the emotional, psychological and physical well-being of the children while in school (UNICEF, 2009).

The results of this study concerning personal hygiene, indicate that majority of the pupils strongly agreed that learners were taught to practice proper personal hygiene such as washing hands, bathing, and brushing teeth. The results on health and nutrition further show that learners were taught ways of preventing the transmission of harmful diseases such as HIV/AIDS, TB and abuse of drugs. The results on health and nutrition are consistent with Glewwe and Miguel (2008) whose study on the impact of child health and nutrition on child education in less developed countries, recommended that learners should be taught how to control and prevent some of the infectious diseases as well as proper hygiene. The child-friendly manual notes that CFS should offer skill-based health education that promotes proper hygiene and prevention of diseases (UNICEF, 2009). An Evaluation of school health promoting programmes and the implementation of Child-Friendly schools initiative in Primary Schools in Kenya by Limo et al (2016) noted that life skills education was taught regularly in most schools.

The findings of this study on schools not establishing clear channels of reporting bullying, sexual abuse or physical abuse, contradict Pinheiro (2006) whose study on violence against children, recommended that schools should have clear channels of reporting abuse or harm. The CFS manual points out that child friendly schools should not tolerate harassment and antisocial behavior (UNICEF, 2009). The Convention on the Rights of the Child (CRC) highlights the obligations of government to facilitate children's rights to learn in safe and secure environments.

State parties are expected to protect children from all forms of violence, neglect and abuse. The CFS are required to ensure that teachers administer discipline to students in a manner that is consistent with the dignity of the student (UNICEF, 2009).

The findings on access to nutritious school meals show that majority of schools provided nutritious school meals. The findings of this study on learners' access to nutritious school meals concur with Obonyo (2016) whose study on factors influencing implementation of child friendly model in public primary schools in Nyando sub-county, reported that 73.4% of the headteachers agreed that they had a regular feeding programme in their schools. Although adequate nutrition is critical for the body and mind to function, it is less attainable by some pupils (UNICEF, 2009). It is for this reason that CFS strive to meet the nutritional needs of learners where necessary. Institutional-based feeding programs have a positive influence on school attendance, enrolment and achievement in learning (Adelman, Gillian & Lehrer, 2008). The child friendly schools manual indicates that schools should provide school meals to the learners especially the needy ones (UNICEF, 2009).

The findings on provision of supplementary medical services, show that majority of schools did not provide supplementary medical services. A study by Obonyo (2016) found out that 50% of the schools dewormed learners while the other 50% indicated that they had no arrangements of deworming learners in the school.

Limo et al (2016) found that schools did not make efforts to provide basic health and nutrition services such as supplements and deworming. The findings on whether schools had clean toilets indicate that majority of schools had dirty toilets. The findings of this study on dirty school latrines concur with Njogu (2016) whose study on influence of child-friendly schools models on pupil's performance in KCPE in Njoro sub-county found that majority of the schools had dirty toilets. The Child-friendly Schools manual notes that schools should ensure that the toilets are kept clean because dirty toilets can be sources of diseases to the pupils. The child-friendly schools manual also points out that schools should not expose pupils to diseases and should therefore observe cleanliness in all essential areas in the school compound (UNICEF, 2009).

The findings on provision of regular physical examinations indicate that majority of schools did not provide regular physical examinations for learners. A study by Paternite (2005) on School-Based mental health programs and services, reported that schools should provide health services such as assessment, intervention, prevention and guidance and counseling. Clemencia (2014) did a study on the relationship between School-Based mental health services and academic achievement, and reported that learners cannot achieve much if they are struggling with health issues. Sick children cannot be able to concentrate in schoolwork and so perform poorly in academics as well as in social interaction (Clemencia, 2014). The child-friendly schools manual reports that CFS are expected to provide basic health and nutrition services such as school meals and deworming (UNICEF, 2009).

The findings on schools having first aid kits show that majority of the schools did not have first aid kits and those who had them, had not adequately equipped them. The findings of this study on lack of first Aid kits in schools concur with Limo, Jelimo and Kipkoech (2016), who did an evaluation of school health promoting programmes and the implementation of Child Friendly schools initiative in Primary Schools in Kenya, and established that majority of the public primary schools did not have first aid kits. The child friendly schools manual notes that every school should have a first-aid kit which is accessible and well equipped. The manual further observes that first aid kits help to respond to immediate medical assistance to pupils in the absence of a medical facility or before more comprehensive medical care is administered (UNICEF, 2009).

The findings of this study show that implementation of safety, protection, nutrition and health was moderate. This means that schools need to focus on the learners' welfare especially in terms of their health. The findings on the model summary show that there was a positive and strong relationship between the implementation of safety, protection, nutrition and health and provision of quality education. This implies that the model was fit to make predictions. The findings on the Analysis of Variance (ANOVA), indicate that implementation of safety; protection, nutrition and health positively influenced the quality of education.

According to the rights-based approach to education, all children have a right to healthy and safe learning environments at school. Such environments focus on the whole child and take care of the physical and psychological well-being of all learners. They are also committed in meeting the health, nutritional and safety needs of learners that may hinder positive learning outcomes (UNICEF, 2009).

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter summarizes research findings, presents the conclusions and makes policy recommendations. It also gives suggestions where further research could be carried out guided by the research findings.

#### **5.2 Summary**

The purpose of the study was to establish the implementation of child friendly schools initiative and its influence on the quality of education provided in Nairobi and Kajiado Counties with a view of informing educational practices in Kenya. The study was guided by the following six objectives; To establish the implementation of inclusion of learners with special needs in regular schools and its influence on the quality of education, to find out the quality of education provided in public primary schools, to determine the implementation of active participation of parents, pupils and the community in school governance and its influence on the quality of education, to establish the implementation of effectiveness in teaching/learning and its influence on the quality of education, to determine the implementation of gender sensitivity and its influence on the quality of education and to find out the implementation of provision of safety, protection, nutrition and health in schools and its influence on the quality of education in public primary schools in Nairobi and Kajiado counties. The sample size comprised of 25 headteachers, 150 teachers and 300 pupils of public primary schools as well as

14 Quality Assurance and Standards Officers (QASO's). The study locale was Nairobi and Kajiado counties in Kenya. Data was collected through the use of questionnaires for headteachers, teacher and pupils as well as interview schedules for the QASO's. Observations were also done in the classrooms and in the school environment. The data were analysed using descriptive and inferential statistics. The Mixed Method research design, specifically, the Explanatory Sequential was used. Below is a summary of the main findings as per objectives.

### **5.2.1 Summary of the study findings**

#### **Objective 1: To establish the implementation of Inclusion of Learners with Special Needs in Regular Schools and its influence on the quality of Education**

The study established that implementation of inclusion of learners with special was high. Learners with special needs were not discriminated against in all the regular schools. Majority of the headteachers indicated that all stakeholders in the schools were sensitized on inclusion of learners with special needs. The study however found that teachers did not go to seek for the children with special needs who were of school going age and were not yet enrolled in the schools. Majority of the headteachers reported that they used sensitization through public barazas as a strategy to seek out for learners with special needs to enrol in the regular schools. Implementation of inclusion of learners with special needs positively influenced the quality of education.

**Objective 2: To find out the Quality of Education provided in public primary schools in Nairobi and Kajiado Counties**

The study found that learners with special needs were encouraged to participate in co-curricular activities. The schools also provided counselling services to the learners with special needs and their parents. The study established that most schools did not have adopted desks and chairs for learners with special needs. Most schools had no ramps for use by the physically challenged. The quality of education in terms of being disability friendly was moderate.

Majority of schools had dirty classes. High classroom- pupil ratios were reported in schools. High textbook-pupil ratio was reported in majority of the schools. Majority of the schools did not have enough toilets for both boys and girls. Majority of the schools did not provide medical care to learners and pupils indicated that their parents were called when they fell sick in school. Most of the pupils indicated that they had not been absent from school during the term. Majority indicated that the parents supported them to a great extent by providing meals. Parents-guardians gave the least support to the children with homework assignments. Almost all pupils had attended nursery or pre-unit before joining primary schools. Most teachers had been trained on gender awareness and most of the teaching and learning resources were gender sensitive. The quality of education in terms of gender sensitivity was high. The content taught in most schools was relevant to learners' lives. Majority of the teachers were trained and used child-centred pedagogy. The quality of processes and content was high.

**Objective 3: To determine the implementation of Active Participation of Parents, Pupils and the Community in School Governance and its Influence the Quality of Education**

There was high implementation of active participation of parents, pupils and the community in school governance in the schools. Majority of the schools encouraged parents to participate in infrastructural development activities in the school. Pupils were involved in school governance through the children's government/parliament.

Regarding the impact of involving parents, pupils and the community in school governance, majority of the schools reported that they had instilled a sense of trust and positive attitude towards the school and a sense of belonging. It had also enabled parents to mobilize resources for school development projects. Almost all schools had active Boards of Management and Parents' Associations and learners views were listened to by the school management.

With regard to school-community relations, most of the schools had no projects supported or financed by the community. Most of the schools did not participate in community outreach activities. Majority of the schools did not have committees charged with overseeing the implementation of Child-Friendly Schools Initiative. The study established that implementation of active participation of parents, pupils and the community in school governance positively influenced the quality of education.

**Objective 4: To establish the implementation of Effective Teaching and Learning and its influence on the Quality of Education**

The study established that the implementation of effective teaching and learning was high. Majority of the teachers had attended in-service trainings twice during the term. The instructional supervision of head teachers was rated satisfactory by majority of the teachers. Most of the teachers' professional records were checked on weekly basis. Majority of the schools used child centred and interactive methods of teaching and learning. Discussions were the most frequently used while role play was the least utilized child centred method. The most common strategy for promoting effective teaching and learning was provision of teaching and learning materials and textbooks to the teachers and pupils. The study established that implementation of effective teaching and learning positively influenced the quality of education.

**Objective 5: To determine the implementation of Gender Sensitivity and its Influence on the Quality of Education**

The study established that there was very high implementation of gender sensitivity in the schools. There was gender parity in the admission of boys and girls in the last five years. The main strategy used by majority of schools to achieve gender sensitivity was giving equal opportunities for leadership, responsibility and activities. Most schools had provided separate toilets for boys and girls and also for the staff. Regarding the gender of headteachers, majority of the schools had male headteachers compared to the female headteachers. Implementation of gender sensitivity positively influenced the quality of education.

**Objective 6: To Find out the implementation of provision of Safety, Protection, Nutrition and Health and its influence on the quality of Education**

The study established that implementation of provision of safety, protection nutrition and health was moderate. Corporal punishment was fairly high in most schools as confirmed by majority of the learners. Majority of the learners had not experienced any form of insecurity in the school. Those who had experienced insecurity in school identified the most common form of insecurity as theft of personal items. Most schools were fenced and had watchmen at the gates. There were effective guidance and counselling services for pupils in most schools.

Majority of the schools did not enforce the policy against the use of corporal punishment and most of the schools did not have clean latrines for pupils. Implementation of hygiene; safety and protection positively influenced the quality of education.

### **5.3 Conclusions**

This section gives conclusions based on the findings of the study per objective.

#### **5.3.1 Implementation of Inclusion of Learners with Special Needs in Regular Schools and its influence on the quality of Education**

- i) With regard to implementation of inclusion of learners with special needs in the regular schools, this study found that the implementation was high. Most schools were not discriminating learners with special needs.

- ii) Majority of the teachers were not proactive in seeking out for learners with special needs who were not yet enrolled in schools.
- iii) The study established that implementation of inclusion of learners with special needs in regular schools positively influenced the quality of education.

### **5.3.2 Quality of Education provided in Public Primary Schools**

Concerning the quality of education,

- i) This study established that the quality of the school environment in terms of being disability friendly was moderate.
- ii) The quality of education in terms of the physical facilities and learning resources was high, however there were schools that did not have enough classrooms and toilets.
- iii) The quality of education in terms of parental support for learners' was high. However meeting the learners' health and nutrition needs by the schools was moderate. The quality of education in terms of content and processes was high.

### **5.3.3. Implementation of Active Participation of Parents, Pupils and the Community in School Governance and its Influence on the Quality of Education**

- i) Implementation of active participation by parents, pupils and the community in school governance was high.

- ii) There was active participation of parents in school governance in most schools particularly in the BOM and PA. Pupils participated in school governance through the children's government or parliaments.
- iii) However some schools did not participate in any outreach activities within the community and there were schools that had no projects supported by the community.
- iv) Majority of the schools did not have committees to oversee the implementation of CFSI.
- v) The study established that implementation of active participation of parents, pupils and the community in school governance positively influenced the quality of education.

#### **5.3.4 Implementation of Effective Teaching and Learning and its Influence on the quality of education.**

- i) Implementation of effective teaching and learning was high. Majority of the schools had effective teaching and learning strategies in place.
- ii) Most schools used child centred and interactive methods of learning. The most frequently used child centred method was discussion while the least used was role play.
- iii) The study established that there was a positive influence of implementation of effectiveness in teaching and learning on the quality of education. An increase in the implementation of effectiveness in teaching and learning increased the quality of education.

### **5.3.5 Implementation of Gender Sensitivity in the School Environment and its Influence on the quality of education.**

- i) This study established that implementation of gender sensitivity in the schools was very high. The schools had provided separate toilets for boys and girls and staff.
- ii) The main strategy for achieving gender sensitivity was through giving equal opportunities for leadership, responsibilities and activities in the schools to both boys and girls. However there were more male headteachers than female headteachers.
- iii) The study found that implementation of gender sensitivity positively influenced the quality of education. An increase in implementation of gender sensitivity increased the quality of education.

### **5.3.6 Implementation of provision of Safety, Protection, Nutrition and Health and its influence on the quality of education.**

- i) This study established that implementation of safety, protection, nutrition and health in the schools was moderate.
- ii) Corporal punishment was fairly high in the schools and most schools did not enforce the policy against the use of corporal punishment.
- iii) The study established that implementation of creating hygienic, safe and protective school environments positively influenced the quality of education. An increase in the implementation of hygiene, safety and protection increased the quality of education.

## **5.4 Recommendations**

This section makes study recommendations according to the findings which are in line with the study objectives. The recommendations made are based on the findings of this study. Recommendations for further research have also been given.

### **5.4.1 Policy Recommendations**

The study came up with the following policy recommendations according to the study findings and as per the objectives

**Objective one:** To establish the implementation of inclusion of learners with special needs in regular schools and its influence on the quality of education

This study recommends the following:

- i) The Ministry of Education should introduce a new department in the schools, charged with the task of proactively seeking out for learners with special needs in the community who are not enrolled in any schools.
- ii) The Ministry of Education should come up with a policy requiring all schools to proactively seek out for learners in the community with special needs who are not enrolled in schools.

**Objective 2:** To find out the quality of education in public primary schools

The study recommends that:

- i) The Ministry of Education should allocate more resources towards expansion of physical facilities in the schools namely classrooms and toilets.

- ii) Schools where government funds is not adequate should, through the Board of Management (BOM) and Parents Association (PA) encourage mobilization of resources from the parents, well-wishers and the community in order to expand the physical facilities.

**Objective 3:** To determine the implementation of active participation of parents, pupils and the community in school governance and its influence on the quality of education.

This study recommends that:

- i) The Ministry of Education should have a policy in place which will make it mandatory for all schools to have committees to oversee the implementation of CFSI.
- ii) The Board of Management and Parents Associations should strive to build partnerships and collaborations between the schools and the communities.
- iii) The ministry of Education through the Quality Assurance and Standards officers should ensure that schools undertake outreach activities in the communities.

**Objective 4:** To establish the implementation of effectiveness in teaching and learning and its influence on the quality of education.

- i) Kenya Institute of Curriculum Development (KICD) should train teachers on how to use a variety of child centred methods effectively and on the new role of teachers as facilitators of learning in child-friendly schools.

**Objective 5:** To determine the implementation of gender sensitivity and its influence on the quality of education. The study recommends that:

- i) The Teachers' Service Commission (TSC) should ensure there is gender balancing so that both genders are equally represented in heading schools.

**Objective 6:** To find out the implementation of safety, protection, nutrition and health and its influence on the quality of education. This study recommends that:

- i) The Ministry of Education and KICD should train teachers on the use of alternative ways of disciplining learners that are non-violent as an effort to eradicate the use of corporal punishment.
- ii) The Ministry of Education should enforce the policy already in place against the use of corporal punishment in schools.

### **5.5 Suggestion for Further Research**

This study suggests further research in the following areas:

- i) On the inclusion of learners with special needs, a study should be carried out to find out the retention and completion rates of learners with special needs learning in the regular schools.
- ii) A study should also be carried out to find out why schools are not participating in outreach activities within the community.

- iii) This study used the mixed methods design with a heavy inclination on quantitative data. A similar study should be carried out using a different research design probably with more of qualitative data.
- iv) This study was carried out in Nairobi and Kajiado. A similar study can be conducted in other parts of the country.

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**APPENDICES**

**Appendix I: Introduction Letter**

Gladys Kinyanjui  
P.O. Box 74432-00200  
Nairobi  
Date:.....

.....Public Primary School  
P.O. Box .....  
Nairobi.

Dear Sir/Madam,

**RE: ACADEMIC RESEARCH PROJECT**

I am a Ph.D student from Kenyatta University. I wish to conduct a research entitled *Implementation of Child-Friendly schools initiative and its influence on quality education in public primary schools in Nairobi and Kajiado Counties*. A questionnaire and an interview guide have been designed for the purpose of collecting relevant information in response to the research objectives of the proposed study. I am kindly requesting you to give me permission to collect data on the aforementioned topic from randomly selected members of staff, pupils and the headteacher.

The study is purely for academic purpose and the information collected will be treated confidentially. Strict ethical principles will be adhered to. The study outcomes and reports will not contain any references to individuals.

Your acceptance will be highly appreciated.

Yours Sincerely,

**Gladys Kinyanjui**

## Appendix II

### Child -Friendly Schools Questionnaire for Headteachers

#### **PURPOSE**

The purpose of this questionnaire is to collect information on implementation of the Child-Friendly Schools Initiative and how it has influenced the quality of education provided in public primary schools in Nairobi and Kajiado Counties in Kenya.

#### **INSTRUCTIONS**

This questionnaire is composed of three sections. Section one is on demographic information, section two seeks to find out the levels of implementation of the child-friendly schools dimensions and section three seeks to gather information on the quality of education in terms of the environment, content, processes, teachers and learners.

Kindly respond to the questions asked. You are assured that the responses given will be kept in confidence and used for research purposes only. Please do not write your name anywhere in the questionnaire. In section one, tick the responses that you find suitable in the provided box. In section two and three, indicate the responses that you find suitable in the spaces provided. Also insert a tick where appropriate in the box provided.

#### **Section 1: Demographic information**

1. Kindly indicate your gender.      Male [  ]                      Female [  ]
2. What is your age bracket (years)?
 

20 – 30	[ <input type="checkbox"/> ]	31-40	[ <input type="checkbox"/> ]	41-50	[ <input type="checkbox"/> ]
51-60	[ <input type="checkbox"/> ]	over 60	[ <input type="checkbox"/> ]		

3. What is your highest academic qualification?

- PhD [ ] MEd [ ] BEd [ ] Diploma [ ]  
 PGDE [ ] ATSI [ ] ATSS2 [ ] P1 [ ]  
 Any other (specify).....

4. How long have you been a headteacher at your current station?

- Below 1 year [ ] 1-5 years [ ]  
 6-10 yrs [ ] 11-15 years [ ] over 25 years [ ]

**Section 2: Implementation of inclusion of learners with special needs**

5. Indicate the number of boys and girls admitted in the school in the years given

	2012	2013	2014	2015
Boys				
Girls				

6. Which type of inclusion has your school adapted?

- a) The school has a special unit  
 b) Learners with special needs learn in the regular classes.  
 c) Any other (specify) .....

7. Indicate the category of learners with special needs enrolled in your school.

- a) Visually impaired [ ]  
 b) Hearing impaired [ ]  
 c) Physically handicapped [ ]  
 d) Mentally handicapped [ ]

e) Any other (specify) .....

8. a) Does the school provide any support services for learners with special needs?

YES [ ]

NO [ ]

b) If your answer is yes in No (a), state some of the support services provided for learners with special needs in your school.

.....  
 .....

9. What strategies has your school put in place to seek out learners with special needs who are not yet enrolled?

.....  
 .....  
 .....

10. What measures has the school put in place to ensure that learners with special needs are not discriminated against while in school?

.....  
 .....

11. In the questions that follow, please indicate your level of agreement or disagreement with the statements given concerning inclusion of learners with special needs in your school. The answers range from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree(1)

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) The school admits learners with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Teachers seek out for children with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
who are not yet enrolled in schools.					
iii) All stakeholders are sensitized on inclusion of learners with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) The school has a policy on inclusion of learners with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Learners with special needs are not discriminated against in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Levels of active participation of parents, the community and students in school governance**

12. Mention some of the activities in the school that parents are encouraged to actively participate in.

.....  
.....  
.....

13. How do you involve pupils in school governance?

.....  
.....  
.....

14. Please indicate your level of agreement or disagreement with the statements given concerning parental participation in provision of support services in your school. The answers range from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) Parents mobilize resources to support school development projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Parents assist in maintenance of their children's discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Parents facilitate the provision of teaching and learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) There is a good working relationship between parents and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Parents give moral support to the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) The community gives services to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) Parents give voluntary services to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii) Parents support the school feeding programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In your opinion, what is the impact of involving parents and pupils in school governance?

.....

.....

16. a) Are there any projects in the school financed and supported by the community?

Yes [ ] No [ ]

b. If your answer is yes in A, state some the projects supported by the community in the last five years.

.....  
 .....  
 .....

a) Does your school participate in any outreach activities in the community?

Yes [ ] No [ ]

a) If your answer is yes in No A, mention some of the outreach activities the school undertakes in the community?

.....  
 .....

17. Does the school organise seminars/workshops for teachers?

Yes [ ] No [ ]

If your answer is yes, please indicate the number of teachers who have attended seminars and workshops this term

<b>Seminars and Workshop Attendance</b>	<b>Number</b>
Total Number of Teachers in the school	
Number of teacher attended seminars and workshop this term	

18. In the questions that follow, please indicate your level of agreement or disagreement with the statements given concerning active participation of parents, the community and students in the governance of your school.

The answers range from strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)

<b>Active participation of parents and students in school governance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) There is an active BOM & PA in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Pupils elect their own leaders (prefects) democratically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) There is an active pupils government in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Learners views are listened to and put into consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) School informs parents of school events and pupil's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Stakeholders suggestions & decision are considered for implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) The school encourages parents to support their children in learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii) The school promotes a good working relationship between parents and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix) The school arranges for teachers and parents meetings to discuss the pupils work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) The school involves the community in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

xi) The school has linkages with community based health providers.

xii) The school has linkages with community-based ECD centres.

**Section 3: Teaching/ learning Processes**

19. In the question that follows, please indicate by ticking the percentage of teachers who use child-centred teaching methods in the levels given in your school.

<b>Statement</b>	<b>Over 80%</b>	<b>60%- 79%</b>	<b>41%- 59%<sup>-</sup></b>	<b>0%- 40%</b>	<b>Less than 19%</b>
------------------	---------------------	---------------------	---------------------------------	--------------------	--------------------------

i) Percentage of teachers who use child centred teaching and learning methods in lower primary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

ii) Percentage of teachers who use child centred methods of teaching and learning in upper primary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

20. To what extent would you agree or disagree with the following statements concerning the quality of the teaching and learning processes in your school? The answers range from strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree(1)

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) Learners are given challenging class work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Teachers listen to learners' views and suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Teaching-Learning resources are displayed in the classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Teachers use relevant teaching resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) The language used in the school is understood by all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) The school has ECD classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) Learners are required to attend ECD classes before joining class one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii) Teachers regularly assess the learners' progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Quality of education in terms of disability friendly school environment,  
learning resources, content and processes**

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) The school has adapted toilets for learners with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) The school has enough specialized teaching resources for learners with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| iii) Learners with special needs are encouraged to participate in co- curricular activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv) The school has ramps for use by physically challenged persons                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v) The school provides counselling services to pupils with special needs and their parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi) Teachers and pupils are friendly to learners with special needs                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii) The school has enough adapted desks and chairs for learners with special needs         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| viii) The school has enough special needs teachers to handle learners with special needs    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Quality of education in relation to physical facilities, learning resources**

- | <b>Statements</b>   | <b>5</b>                 | <b>4</b>                 | <b>3</b>                 | <b>2</b>                 | <b>1</b>                 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i) School location is conducive for learning                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii) School compound is attractive and welcoming                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii) There are garbage bins in designated areas                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv) School buildings are clean and well maintained                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v) Classrooms are properly roofed, have strong walls and cemented floor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi) Classrooms are well ventilated                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii) Each pupil has a desk and chair                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- viii) Each class has a blackboard that is put in a place       
 where all pupils can see clearly
- ix) The classrooms are clean and organized
- x) Each class is provided with chalk, duster and other       
 teaching materials

21. Indicate the classroom-pupil ratio in your school

1:1-40 [ ]      1:41-50 [ ]      1:51-60 [ ]

1:61-70 [ ]      1:71 and above [ ]

22. Indicate the toilet –pupil ratio for girls in your school

1:1-25 [ ]      1:26-35 [ ]      1:36-45 [ ]

1:46-55 [ ]      1:56 and above [ ]

23. Indicate the toilet-pupil ratio for boys in your school

1:1-30 [ ]      1:31-40 [ ]      1:41-50 [ ]

1:51-60 [ ]

**Appendix III****Child-friendly Schools Questionnaire for Teachers****PURPOSE**

The purpose of this questionnaire is to collect information on implementation of the Child-Friendly Schools Initiative and how it has influenced the quality of education provided in public primary schools in Nairobi and Kajiado Counties in Kenya.

**INSTRUCTIONS**

This questionnaire is composed of three sections. Section one is on demographic information, section two seeks to find out the levels of implementation of the child-friendly schools dimensions and section three seeks to gather information on the quality of education in terms of the environment, content, processes, teachers and learners.

Kindly respond to the questions asked. You are assured that the responses given will be kept in confidence and used for research purposes only. Please do not write your name anywhere in the questionnaire. In section one; tick the responses that you find suitable in the provided box. In section two and three, indicate the responses that you find suitable in the spaces provided. Also insert a tick where appropriate in the box provided.

**Section 1: Demographic Information**

1. Kindly indicate your gender      Male       Female
2. What is your age bracket?  
     20-30years            31-40 years            41-50years        
     51-60years            over 60years
3. What is your highest academic qualification?  
     PHD            M.Ed            B.Ed            Diploma        
     ATSI1            ATS2            P1            P2        
     Any other specify.....
4. How long have you been in the teaching profession?  
     Below 1 year            1-5years            6-10years        
     11-15 years            20-25 years            over 25years

**Section 2: Implementation levels of effectiveness in teaching and learning.**

5. Give the number of in-service trainings you have attended in the last 12 months  
     None       1       2       3       Others specify.....
6. What is Textbook- pupil ratio in your class?  
     1:1       1:2       1:3       1:4       1:5
7. Rate the instructional supervision of the headteacher.  
     Excellent       Satisfactory            Unsatisfactory            Poor
8. How frequently are your lesson plans and other professional records checked?  
     Every day            Weekly            Monthly        
     Termly            any other (specify) .....

9. What strategies has the school put in place to enhance effectiveness in teaching and learning?

.....  
 .....

In the questions that follow, please indicate your level of agreement or disagreement with the statements given concerning effectiveness in teaching and learning in your school. The answers range from Strongly agree (5), Agree (4), Neutral (3), Disagree(2), Strongly disagree(1)

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) Child-centred and interactive methods of teaching and learning are in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Locally available resources are available and used in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) There is effective supervision of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Subjects like life skills, pastoral care, PE are taught and planned for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Learners take part in co-curricular activities in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Teachers are provided with reference books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Implementation levels of Gender Sensitivity**

10. What strategies has the school put in place to enhance gender sensitivity in the school?

.....

In the questions that follow, please indicate your level of agreement or disagreement with the statements given concerning gender sensitivity in your school. The answers range from Strongly agree(5), Agree(4), Neutral(3), Disagree(2), Strongly disagree(1)

**11.**

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) The school promotes equality in enrolment, retention and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Instructional materials reflect and promote gender balance in the roles of males and females.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Teachers are trained on gender awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) The school discourages discrimination and stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Boys and girls are treated equally in teaching, seating, asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) School enforces a policy on dropouts, pregnancy, truancy, child labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) The school has separate toilets for boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Statements** **5 4 3 2 1**

and girls.

viii) There are separate toilets for male and       
female staff.

**Section 3: Quality Education**

12. How many days have you been absent from school this month?

.....

13. How often do you use the following child centred teaching methods?

<b>Teaching method</b>	<b>Very often</b>	<b>Often</b>	<b>Rarely</b>	<b>Not at all</b>
Discussions				
Group work				
Role playing				
Demonstrations				

14. What are the main methods used for evaluating progress and achievement of learners in your school?

End of term exam [ ] Continuous Assessment Tests [ ]

Observations [ ]

Any other (specify) .....

15. In the questions that follow, please indicate your level of agreement or disagreement with the statements given concerning the quality of content and processes used in your school. The answers range from Strongly agree(5), Agree(4), Neutral(3), Disagree(2), Strongly disagree(1)

**Quality education in terms of content and processes**

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The curriculum is relevant to learners' lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course content is according to the learners' mental level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers adapt lessons for learners with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are adequate course books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons are interesting and comprehensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course content is regularly reviewed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-curricular activities are done in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school monitors teachers arrival and departure time from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides teachers with the necessary teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The School monitors teacher punctuality to attend classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non –examinable subjects like P.E. life skills, pastoral care and peace education are taught regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school organises workshops and seminars for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. In the questions that follow, please indicate your level of agreement or disagreement with the statements given concerning the quality of education in terms of gender sensitivity in physical facilities, learning resources and processes in your school. The answers range from Strongly agree (5), Agree(4), Neutral(3), Disagree(2), Strongly disagree(1)

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Teaching and learning resources are gender sensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are trained on gender awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boys and girls are given equal learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school encourages both boys and girls to participate in co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boys and girls are given equal opportunities in school governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has enough toilets for girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Indicate the textbook –pupil ratio of English books in your class.

1:1 [ ]      1:2 [ ]      1:3 [ ]      1:4 [ ]      1:5 [ ]

**Appendix IV**  
**Child-friendly Schools Questionnaire for Pupils**

**PURPOSE**

The purpose of this questionnaire is to collect information on implementation of the Child-Friendly Schools Initiative and how it has influenced the quality of education provided in public primary schools in Nairobi and Kajiado Counties in Kenya.

**INSTRUCTIONS**

This questionnaire is composed of three sections. Section one is collecting demographic information, section two seeks to find out the levels of implementation of the child-friendly schools dimensions and section three seeks to gather information on the quality of education in terms of the environment, content, processes, teachers and learners.

Kindly respond to the questions asked. You are assured that the responses given will be kept in confidence and used for research purposes only. Please do not write your name anywhere in the questionnaire. In section one; tick the responses that you find suitable in the provided box. In section two and three, indicate the responses that you find suitable in the spaces provided. Also insert a tick where appropriate in the box provided.

**Section 1: Demographic information**

1. Kindly indicate your gender.                      Male [  ]      Female [  ]

2. What is your age?

11 [ ] 12 [ ] 13 [ ] 14 [ ]

Others (specify).....

3. Which class are you in? 7 [ ] 8 [ ]

4. How long have you been in this school?

1 year [ ] 2 years [ ] 3 years [ ] 4 years [ ] 5 years [ ]

6 years [ ] 7 years [ ] 8 years [ ] others (specify).....

**Section 2: Implementation levels of safety, protection, nutrition and health**

5. a) To what extent is corporal punishment used in the school?

Very high [ ] high [ ] Fairly high [ ]

Low [ ] Not practised [ ]

6. a. Do you experience any form of insecurity while in the school?

Yes [ ] No [ ]

b. If your answer is yes in number 6a, tick **one** of the most common forms of insecurity you experience in school?

a. Bullying [ ]

b. Sexual harassment [ ]

c. Verbal abuse [ ]

d. Theft of personal items [ ]

e. Any other (specify).....

7. How many days in a week do you do Physical Education (P.E) in your class?

- a. Once
- b. Twice
- c. Thrice
- d. Four times
- e. Five times
- f. Others (specify).....

8. By using a tick, indicate the extent to which you agree or disagree with the following statements concerning the safety, protection, nutrition and health in your school. The answers range from strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree(1)

<b>Safety and protection</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) The school compound is well fenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) There is a watchman in charge of securing the school compound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) School closely monitors all visitors into the school compound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) There are effective guidance and counselling services available for all pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) The school has a policy against use of corporal punishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) There are clear channels of reporting bullying, sexual abuse or physical abuse in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

vii) The school responsibly disposes waste materials without harm to stakeholders

viii) There are no open ditches or holes in the school compound

ix) I feel safe in the school.

### **Nutrition and health**

x) In my school learners have access to a nutritious school meal program

xi) Learners are taught to practice proper personal hygiene e.g. washing hands, bathing, brushing teeth etc.

xii) Learners are taught ways of preventing the transmission of harmful diseases such as HIV/AIDS, TB etc and abuse of drugs.

xiii) Learners receive supplemental medical services e.g. immunization, deworming, vitamin A etc

xiv) Learners are provided with regular physical examinations to test hearing, eyesight, and general health.

xv) Learners are provided with adequate time and space for physical exercise during school hours

xvi) There is adequate medical first Aid equipment

xvii) The school has regular supply of clean water for drinking and washing

xviii) School has clean latrines

**SECTION C**

**Quality of education in terms of learners' health, nutrition and school attendance**

9. How do you get treatment in case you fall sick in school?

- a. First aid by teachers [ ]
- b. Treated by the school nurse [ ]
- c. Taken to a health centre [ ]
- d. My parents/guardians are called to take me to hospital [ ]

10. How many days have you been absent from school this term?

.....  
 .....

11. If you have been absent this term, kindly give the reason for being absent from school. ....

12. Indicate the extent to which your Parents/guardians support you in the given areas

	Great extent	Good extent	Fair extent	Little extent	Not at all
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books & stationary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Did you attend nursery or pre-unit before joining class one?

Yes [ ] No [ ]

14. Using a tick, indicate the level at which teachers involve you in the learning process. The responses range from Very high (VH), High (H), Neutral( N) ,Low (L), Very low (VL)

What is the level at which teachers involve you in the learning process.

**VH** [ ] **H** [ ] **N** [ ] **L** [ ] **VL** [ ]

15. By using a tick, indicate the extent to which you agree or disagree with the following statements concerning the support you get from your parents/guardians and the school. The answers range from strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree(1)

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) My parents help me with homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) My parents attend class meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) I get encouragement from my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) The school provides lunch for learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) My parents monitor my school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Sometimes I am absent from school because of hunger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) The school provides medical services to learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii) I regularly attend school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU**

**Appendix V****Interviewee Consent Form for CQASOS**

Kindly read the information below to enable you decide whether or not to participate in the study.

**Purpose of the research**

My name is Gladys Kinyanjui, a PhD student at Kenyatta University. The title of the proposed study is Evaluation of implementation of the Child-friendly schools initiative and its influence on quality education in public primary schools in Nairobi and Kajiado counties, Kenya.

The purpose of this interview is to solicit information on the status of implementation of CFSI in public primary schools in Nairobi and Kajiado.

**Procedure to be followed**

You will be expected to participate in a face to face interview where you will be asked various questions about CFS initiative since you are directly involved with quality assurance standards in schools. You have the right to refuse to participate in the study. Participation in the study is voluntary and you can withdraw from study anytime without any consequences. You are free to ask questions related to the study any time.

**Time**

This interview will take approximately 30mins.

**Discomforts and risks**

There are no anticipated risks associated with participating in this study. In the event that you are uncomfortable, you may refuse to respond to the questions and you are also free to terminate the interview anytime.

**Benefits**

Your participation in this study will provide information that will assist to determine the implementation levels of the CFS initiative.

The study findings will be shared with policy makers and other stakeholders in schools in order to improve the quality of education provided in public primary schools through the CFS dimensions.

**Confidentiality**

Your participation in the study will be kept confidential and your identity will not be disclosed whatsoever. Your responses will be assigned a code number and the list connecting your name will be kept under lock and key and will be destroyed after data analysis. You will not be quoted anywhere in the study.

**Participation and withdrawal**

Your participation in this study is voluntary and you may withdraw at any time without any penalty.

**Contact Information**

For further enquires, you may contact Prof. Jotham Olembo on 0724326363 or Dr. George Onyango on 0727454510 or the Kenyatta University Ethical Review Committee secretariat on [Chairman.kuerc@ku.ac.ke](mailto:Chairman.kuerc@ku.ac.ke), [secretary.kuerc@ku.ac.ke](mailto:secretary.kuerc@ku.ac.ke), or [ercku2008@gmail.com](mailto:ercku2008@gmail.com)

**Participant’s statement**

The nature and purpose of this study has been clearly explained to me. I have been given a chance to ask questions and they have been answered satisfactorily. I understand that my participation in this study is entirely voluntary and that I can withdraw anytime without any penalties. I understand that my records will be kept in private and that my identity will not be disclosed whatsoever.

I therefore agree/ **do not agree** to participate in this study. (Underline the appropriate response)

Code of participant.....

Signature... Date.....

Signature of witness..... Date.....

**Investigator’s statement**

I, the undersigned have explained to the volunteer clearly, in a language he/she understands, the procedure to be followed in the study and the risks and benefits involved.

Name of investigator.....

Investigator’s signature..... Date.....

Thank you.

Contact for research team,

Gladys N Kinyanjui (investigator)

Kenyatta University, P.O. Box 43844-00100 Nairobi, Kenya

## **Appendix VI**

### **Consent Form for Teachers and headteachers**

Kindly read the information below to enable you decide whether or not to participate in the study.

#### **Purpose of the research**

My name is Gladys Kinyanjui, a PhD student at Kenyatta University. I wish to conduct a research entitled Evaluation of implementation of the Child-friendly schools initiative and its influence on quality education in public primary schools in Nairobi and Kajiado counties, Kenya.

The purpose of this questionnaire is to solicit information on the status of implementation of CFSI and the quality of education in public primary schools in Nairobi and Kajiado.

#### **Procedure to be followed**

You will be expected to participate by responding to written questions in a questionnaire. The questions are about the implementation levels of CFS initiative and the quality of education in your school. You have the right to refuse to participate in the study. Participation in the study is voluntary and you can withdraw from study anytime without any penalties.. You are free to ask questions related to the study any time.

#### **Time**

This questionnaire will take approximately 15minutes to fill.

**Discomforts and risks**

There are no anticipated risks associated with participating in this study. In the event that you are uncomfortable, you may refuse to respond to the questions by omitting them.

**Benefits**

Your participation in this study will provide information that will assist to determine the implementation levels of the CFS initiative.

The study findings will be shared with policy makers and other stakeholders in schools in order to improve the quality of education provided in public primary schools through the CFS dimensions.

**Confidentiality**

Your participation in the study will be kept confidential and your identity will not be disclosed whatsoever. Your responses will be assigned a code number and the list connecting your name will be kept under lock and key and will be destroyed after data analysis. You will not be quoted anywhere in the study.

**Participation and withdrawal**

Your participation in this study is voluntary and you may withdraw at any time without any penalty.

**Contact Information**

For further enquires, you may contact Prof. Jotham Olembo on 0724326363 or Dr. George Onyango on 0727454510 or the Kenyatta University Ethical

Review Committee secretariat on [Chairman.kuerc@ku.ac.ke](mailto:Chairman.kuerc@ku.ac.ke),  
[secretary.kuerc@ku.ac.ke](mailto:secretary.kuerc@ku.ac.ke), or [ercku2008@gmail.com](mailto:ercku2008@gmail.com)

**Participant’s statement**

The nature and purpose of this study has been clearly explained to me. I have been given a chance to ask questions and they have been answered satisfactorily. I understand that my participation in this study is entirely voluntary and that I can withdraw anytime without any penalties. I understand that my records will kept in private and that my identity will not be disclosed whatsoever.

I therefore **agree/ do not** agree to participate in this study. (underline the appropriate response)

Code of participant.....

Signature:..... Date.....

Signature of witness..... Date.....

**Investigator’s statement**

I, the undersigned have explained to the volunteer clearly, in a language he/she understands, the procedure to be followed in the study and the risks and benefits involved.

Name of investigator.....

Investigator’s signature..... Date.....

Thank you.

Contact for research team,

Gladys N Kinyanjui (investigator)

Kenyatta University, P.O. Box 43844-00100 Nairobi, Kenya

**Appendix VII****Assent to Participate in a Research Study****[“12–14 Year Olds”]**

**TITLE: Implementation of Child-Friendly Schools Initiative and Its Influence on Quality Education In Public Primary Schools In Nairobi and Kajiado Counties, Kenya.**

My name is Gladys Kinyanjui, and I am a student at the Kenyatta University. I am doing a research study on Child Friendly Schools. I would like to tell you about this study and ask if you will take part in it.

**What is a research study?**

A research study is when people like me collect a lot of information about a certain thing to find out more about it. Before you decide if you want to be in this study, it's important for you to understand why I am doing the research and what is involved.

Please read this form carefully. You can discuss it with your parents or anyone else. If you have questions about this research, just ask me.

**Why am I doing this study?**

I am doing this study to find out if your school is child friendly. This study is not part of your school work, and you won't be graded.

**Why am I talking to you about this study?**

I am inviting you to take part because you attend a public primary school and you may be having the information I need for my study.

**What will happen if I am in the study?**

If you agree to be in the study and your parents give permission, I will ask you to:

- Fill in a questionnaire

You will be asked to tick the responses that you find suitable in the boxes provided. This will take about 20 minutes.

In case there is a question that you do not want to answer, you are free to leave it blank.

Total time: The *questionnaire* will take about *20 minutes* of your time.

Study location: This will take place in your class.

**Are there any benefits to being in the study?**

There is no benefit to you personally for taking part in this study. But I hope that the results of the research will help to improve the child-friendliness and quality of education in your school.

**Are there any risks or discomforts to being in the study?**

You might get bored or tired and decide that you don't want to finish filling in the questionnaire. If so, just tell me that you want to stop.

**Who will know about the study?**

You, your parents and the researcher are the only ones who will know the details of your study participation. I will not use your name or any other personal information that would identify you.

You will not be asked to write your name in the questionnaire. The information you give will be kept safely and only the researcher will be able to access it.

**Do you have to be in the study?**

No, you don't. Research is something you do only if you want to. No one will get mad at you if you don't want to be in the study. And whether you decide to participate or not, either way will have no effect on your grades at school. You are advised to discuss with your parents about your participation in the study and read this form with them before you decide whether to participate or not.

**Do you have any questions?**

You can contact me if you have questions about the study, or if you decide you don't want to be in the study any more. You can talk to me at any time during the study. My phone number is 0722860238.

**ASSENT FOR THE PUPIL (12–14 years old)**

If you decide to participate, and your parents agree, I will give you a copy of this form to keep for future reference.

**If you would like to be in this research study, please write your name on the line below.**

_____	_____
Child's Name/Signature ( <i>written by child</i> )	Date
_____	_____
Signature of Witness	Date
_____	_____
Signature of Investigator/Person Obtaining Assent	Date

## **Appendix VIII**

### **Consent Form for Parents**

Kindly read the information below to enable you decide whether to allow your child to participate or not to participate in the study.

#### **Purpose of the research**

My name is Gladys Kinyanjui, a PhD student at Kenyatta University. I wish to conduct a research entitled Evaluation of implementation of the Child-friendly schools initiative and its influence on quality education in public primary schools in Nairobi and Kajiado counties, Kenya.

The purpose of this questionnaire is to solicit information on the status of implementation of CFSI and the quality of education in public primary schools in Nairobi and Kajiado.

#### **Procedure to be followed**

Your child will participate in the study by responding to written questions in a questionnaire. The questions are about the implementation levels of CFS initiative and the quality of education their school. You have the right to refuse your child to participate in the study. Participation in the study is voluntary and you can withdraw from study anytime without any penalties. You are free to ask questions related to the study any time.

#### **Time**

This questionnaire will take approximately 15minutes to fill.

**Discomforts and risks**

There are no anticipated risks associated with participating in this study. In the event that the child is uncomfortable, he/she may refuse to respond to the questions by omitting them.

**Benefits**

Your child's participation in this study will provide information that will assist to determine the implementation levels of the CFS initiative.

The study findings will be shared with policy makers and other stakeholders in schools in order to improve the quality of education provided in public primary schools through the CFS dimensions.

**Confidentiality**

Your child's participation in the study will be kept confidential and his/her identity will not be disclosed whatsoever. His/her responses will be assigned a code number and the list connecting his/her name will be kept under lock and key and will be destroyed after data analysis. He/she will not be quoted anywhere in the study.

**Participation and withdrawal**

Your consent and your child's participation in this study are completely voluntary and your child may withdraw at any time without any penalty. We will also seek your child's assent to participate before he or she begins the study.

**Contact Information**

For further enquires, you may contact Prof. Jotham Olembo on 0724326363 or Dr. George Onyango on 0727454510 or the Kenyatta University Ethical Review Committee secretariat on [Chairman.kuerc@ku.ac.ke](mailto:Chairman.kuerc@ku.ac.ke), [secretary.kuerc@ku.ac.ke](mailto:secretary.kuerc@ku.ac.ke), or [ercku2008@gmail.com](mailto:ercku2008@gmail.com)

**Parent’s/Guardian’s statement**

The nature and purpose of this study has been clearly explained to me. I have been given a chance to ask questions and they have been answered satisfactorily. I understand that my child’s participation in this study is entirely voluntary and that I can withdraw anytime without any penalties. I understand that any records related to the study will be kept in private and that my child’s identity will not be disclosed whatsoever.

I therefore **agree/ do not agree** my child to participate in this study.

(Underline the appropriate response)

Signature/thumbprint .....

Name of Parent/Guardian .....Date.....

Name of child.....

Signature/thumbprint.....

Name of Witness.....

**Investigator’s statement**

I, the undersigned have explained to the Child’s parent/guardian clearly, in a language he/she understands the procedure to be followed in the study and the risks and benefits involved.

Name of investigator.....

Investigator's signature..... Date.....

Thank you.

Contact for research team,

Gladys N Kinyanjui (Investigator)

Kenyatta University, P.O . Box 43844-00100 Nairobi, Kenya

## Appendix IX

### Interview Guide County Quality Assurance and Standards Officers

Name of interviewer:

Time of the interview:

#### **Objectives of the interview:**

The purpose of this interview is to gather information on the status of implementation of CFS dimensions in public primary school in Nairobi and Kajiado. It further seeks to find the influence of CFSI on the quality of education provided in public primary schools in Nairobi and Kajiado.

After introduction, the research may start with general questions on the status of implementation of CFSI in public primary school in terms of inclusiveness, effectiveness in teaching and learning, gender equality, hygienic, safe and protective environments and involvement of parents and pupils in school governance. The researcher will take notes as well as tape record the responses.

<b>Objective</b>	<b>Main Question</b>	<b>Possible Probing Questions</b>
To establish the status of implementation of child friendly schools dimensions in Public Primary Schools in Nairobi and	- Inclusion of learners with special needs in public primary schools?  -Active participation in school	- Findings indicate that teachers do not proactively seek out children with special needs who do not go to school. Please enlighten me on this.  - Are the regular schools ready to accommodate learners with special needs?  - From the findings, it was evident that schools do not participate in community outreach activities. What

<p>Kajiado Counties</p>	<p>governance.</p> <p>-effective teaching and learning</p> <p>Gender sensitivity</p> <p>Hygiene, safety and protection.</p>	<p>contributes to this scenario.</p> <ul style="list-style-type: none"> <li>- Why is it that most schools do not have the community taking up some projects?</li> <li>- It was evident from the results that although teachers were using child centred pedagogies, most of them were not effective. it was also noted that teachers preferred discussion and group work and avoided others like role playing. Please comment on this.</li> <li>- Why is it that most teachers are females in the schools and the males are few?</li> <li>- In most schools observed, why is it that the discussions groups were of a similar gender i.e. boys only or girls only.</li> <li>- Why do most schools lack school based medical checkups.</li> </ul> <p>-why is corporal punishment still being practised in the schools.</p> <p>-the toilets were singled out as being very dirty in most schools...please comment on this.</p>
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**Appendix X:****Observation Checklist****Adequacy of the physical facilities and teaching/learning resources**

<b>Physical facilities and teaching/learning resources</b>	<b>Very adequate</b>	<b>Adequate</b>	<b>Neutral</b>	<b>Not adequate</b>	<b>Not available</b>
Offices and staffrooms					
Desks and chairs					
Clean water for drinking and washing					
Playground					
First aid boxes					
Teaching/learning resources are displayed					
Garbage bins					

**Appendix XI****Consent Form for CQASOS**

Kindly read the information below to enable you decide whether or not to participate in the study.

**Purpose of the research**

The purpose of this interview is to solicit information on the status of implementation of CFSI in public primary schools in Nairobi and Kajiado.

You will be expected to participate in a face to face interview where you will be asked various questions about CFS initiative since you are directly involved with quality assurance standards in schools.

**Time**

This interview will take approximately 30mins.

**Risks**

There are no anticipated risks associated with participating in this study.

**Benefits**

The study findings will be shared with policy makers and other stakeholders in schools in order to improve the quality of education provided in public primary schools through the CFS dimensions.

**Confidentiality**

Your participation in the study will be kept confidential and your identity will not be disclosed whatsoever. Your responses will be assigned a code number and the list connecting your name will be kept under lock and key and will be destroyed after data analysis. You will not be quoted anywhere in the study.

**Participation and withdrawal**

Your participation in this study is voluntary and you may withdraw at any time without any penalty.

**Contact**

For further inquires and participation about this research. Please contact Gladys Kinyanjui at Kenyatta University on mobile number 0722860238.

**Agreement**

The nature and purpose of this study has been clearly explained and I agree to participate in this study. I understand that am free to withdraw anytime without any penalties.

**Signature:**

.....

**Date:**

.....

**Name:**

.....

THANK YOU

## Appendix XII

### Kenyatta University Ethics Review Committee Approval



**KENYATTA UNIVERSITY  
ETHICS REVIEW COMMITTEE**

Fax: 8711242/8711575  
Email: [kuerc.chairman@ku.ac.ke](mailto:kuerc.chairman@ku.ac.ke)  
[kuerc.secretary@ku.ac.ke](mailto:kuerc.secretary@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

**P. O. Box 43844,  
Nairobi, 00100**  
Tel: 8710901/12

Our Ref: **KU/ERC/APPROVAL/VOL.1 (35)**

Date: 13<sup>th</sup> April 2017

Gladys N. Kinyanjui  
Kenyatta University,  
P.O Box 43844,  
Nairobi

Dear Gladys,

**APPLICATION NUMBER, PKU/574/I662: TITLE** "Implementation of Child-friendly Schools Initiative and its Influence of Quality Education in Public Primary Schools in Nairobi and Kajiado Counties, Kenya"

**1. IDENTIFICATION OF PROTOCOL**

The application before the committee is with a research topic application Number, **PKU/574/I662: TITLE** "Implementation of Child-friendly Schools Initiative and its Influence of Quality Education in Public Primary Schools in Nairobi and Kajiado Counties," Received on 3<sup>rd</sup> April 2017 and Approved on 10<sup>th</sup> April 2017

**2. APPLICANT**

Gladys N. Kinyanjui

**3. SITE**

Nairobi and Kajiado Counties

**4. DECISION**


The committee has considered the research protocol in accordance with the Kenyatta University Research Policy (Section 7.2.1.3) and the Kenyatta University Review Committee Guidelines **AND APPROVED** that the research may proceed for a period of **ONE** year from 13<sup>th</sup> April, 2017.

**ADVICE/CONDITIONS**

- i. Progress reports are submitted to the KU-ERC every six months and a full report is submitted at the end of the study.
- ii. Serious and unexpected adverse events related to the conduct of the study are reported to this committee immediately they occur.
- iii. Notify the Kenyatta University Ethics Committee of any amendments to the protocol.
- iv. Submit an electronic copy of the protocol to KUERC.

**When replying, kindly quote the application number above.**

**If you accept the decision reached and advice and conditions given please sign in the space Provided below and return to KU-ERC a copy of the letter.**



**DR. TITUS KAHIGA,**  
**CHAIRMAN ETHICS REVIEW COMMITTEE**

I Gladys N. Kimani..... accept the advice given and will fulfill the conditions therein.

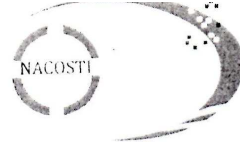
Signature..... Gyxi..... Dated this day of 20/4/17.....2017.

cc.

DVC: Research Innovation and Outreach

**Appendix XII**

**Research Authorization**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref: No. **NACOSTI/P/16/21281/10499**

Date:

**15<sup>th</sup> April, 2016**

Gladys Njoki Kinyanjui  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Implementation of the child friendly schools initiative and its influence on quality education in public primary schools in Nairobi and Kajiado Counties, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi and Kajiado Counties** for the period ending **13<sup>th</sup> April, 2017.**

You are advised to report to **the County Commissioners and the County Directors of Education, Nairobi and Kajiado Counties** 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.

A handwritten signature in black ink, appearing to read 'Dr. Stephen K. Kibiru'.

**DR. STEPHEN K. KIBIRU, PhD.  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

# Appendix XIV Research Permit

**THIS IS TO CERTIFY THAT:**

**MS. GLADYS NJOKI KINYANJI  
of KENYATTA UNIVERSITY 74432-200  
Nairobi, has been permitted to conduct  
research in Nairobi County**

**Permit No. : NACOSTI/P/16/21281/10499**

**Date Of Issue : 15th April, 2016**

**Fee Received :USD 24.2**

**on the topic: IMPLEMENTATION OF THE  
CHILD FRIENDLY SCHOOLS INITIATIVE  
AND ITS INFLUENCE ON QUALITY  
EDUCATION IN PUBLIC PRIMARY  
SCHOOLS IN NAIROBI AND KAJIADO  
COUNTIES, KENYA**

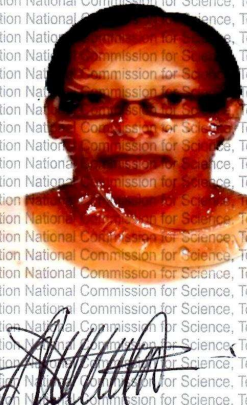
**for the period ending:  
13th April, 2017**

**Applicant's  
Signature**

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

**CONDITIONS**

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



*[Handwritten Signature]*



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No. A 8646**

**CONDITIONS: see back page**